

CURRICULUM BOOKLET 2026-27



**WORK
HARD
BE KIND**

YEAR 7 THE TERM AHEAD
for students, parents and carers


Be**World**Class

THE TERM AHEAD



Dear Parents and Carers,

Welcome to our latest Curriculum Newsletter.

At the heart of our school community is a shared drive to Be World Class, rooted every day in our core ethos: Work Hard: Be Kind. We firmly believe that when pupils challenge themselves academically, demonstrate resilience, and treat those around them with kindness and respect, they lay the strongest possible foundation for both personal growth and future success.

Achieving these high standards is a joint effort. A strong, collaborative partnership between home and school is essential to ensuring every child reaches their full potential. Learning naturally extends beyond the classroom door, and by working closely together, we can provide the consistent support, encouragement, and structure our students need to flourish.

Inside this newsletter, you will find vital information to keep you informed and involved in your child's educational journey throughout the Autumn Term:

What Your Child Is Learning: *A breakdown of the key topics, concepts, and skills your child will be exploring this term across the curriculum. We strongly encourage you to discuss these themes at home, as asking your child about their learning helps deepen their understanding and enthusiasm.*

Homework Expectations: *Clear guidance on weekly routines and tasks designed to consolidate classroom learning, build confidence, and develop crucial independent study habits.*

Key Dates for Your Diary: *An overview of upcoming events, assessment windows, trips, and key school milestones over the coming weeks.*

Thank you for your ongoing support, dedication, and partnership. By continuing to work together, we can ensure every pupil is supported to be the very best they can be.

Warm regards,

Mr Oakes
Interim Headteacher

I want to start with a massive welcome to our wonderful new Year 7 students and to all of their families! The children have made an incredible start to the term, showcasing fantastic pride in our uniform and bringing a focused, enthusiastic attitude to their learning. They truly embody our core values of being kind and working hard. Guided by our amazing teaching staff, who are here to encourage and support them at every step, we know they have everything they need to reach their full academic potential.

*There is so much to look forward to as Year 7 begin their secondary school journey, starting at the end of September with our **Big Day Out** trip. We are taking the entire year group to Market Hall for an unforgettable immersive film experience in the dome, followed by a range of brilliant team-building activities designed to help you strengthen friendships and forge new ones.*

Also, beyond the classroom, we are excited to see the students get involved in extra-curricular life after the launch of Clubs Fayre. This will open up fantastic opportunities to join a wide variety of sports teams and vibrant clubs. Extra-curricular activities are a vital part of school life and great for building confidence, making friends and supporting wellbeing so please encourage your child to choose at least one activity!

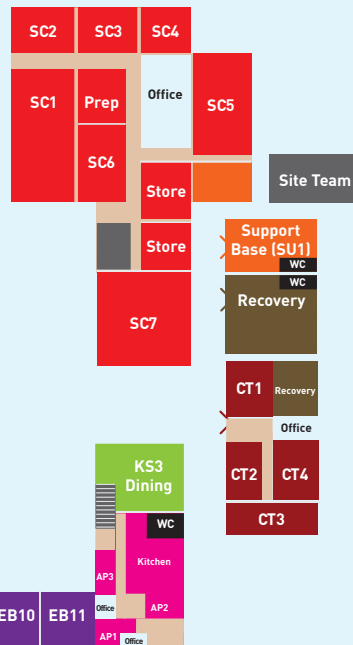
Finally, we know that parents and carers are a vital part of a child's success, and we look forward to working in close partnership with you to ensure your child thrives throughout their time with us. We could not be prouder of how seamlessly they have joined our school community, and we can't wait to see all that they will achieve this year!

Kind regards,
The Year 7 Team

Ground Floor



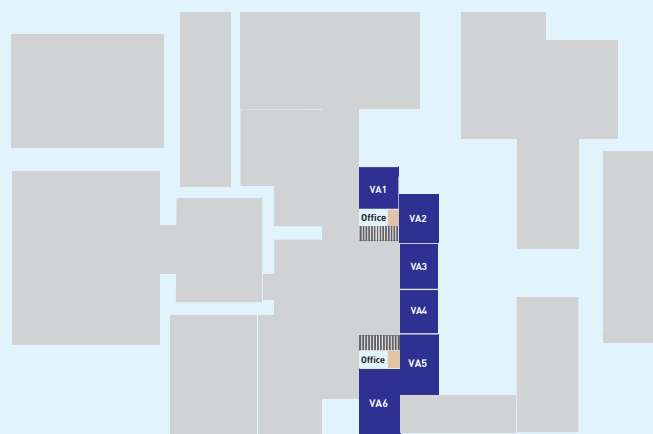
SDCC MAP



First Floor



Second Floor



Please feel free to contact your child's tutor at any time by phone or email if you have any queries, whether this be pastoral, academic or a general enquiry.

Tutor: to email, use staff initial and surname @sdcc-smhc.net for example mhussey@sdcc-smhc.net

YEAR 7 TUTORS

Head of Year: Ms MacManus & Mrs Hassall						
Tutor Group	Tutor	Room		Tutor Group	Tutor	Room
71	E Tremellat F (Dr Wright)	Ma1		77	J Azzopardi	Ma7
72	N Carnat	Ma2		78	R Bond	Ma8
73	J Le-Page Th (L Kelly)	Ma3		79	S Romaine / L Heap	Ma9
74	D Hatherley	Ct1		710	M Wise	Ma10
75	V Torrado	Ma5		711	C Harewood	Va5
76	A Evans / R Sophola (Th/Fri)	Ma6		712	H Spear	Ma4

Why this matters

Research shows that for students to fully understand a text, they need to know at least **95% of the words on the page**. If their understanding falls below this level, it becomes much harder to follow the meaning, make inferences, and retain information. By addressing gaps in vocabulary and comprehension now, we can help your child build confidence and fluency in reading, which benefits every area of their learning.

What is Lexia?

Lexia is a highly regarded, adaptive literacy programme designed to support students at all ability levels. It focuses on key aspects of reading including comprehension, vocabulary development, grammar, and word recognition. The programme continually assesses each student's progress and automatically adjusts the level of challenge to meet their individual needs. This ensures that students receive tailored support that matches their current level and helps them move forward quickly and confidently.

How will it work?

Your child will take part in **up to five Lexia sessions per fortnight** during morning tutor time, as part of a structured literacy support programme. Each session will focus on their unique learning pathway, designed to address specific gaps or misconceptions identified through assessment. By practising regularly and receiving immediate feedback, students will strengthen their reading and comprehension skills, which will also support their success in other subjects across the curriculum.



To develop students' foundational skills in numeracy, all Year 7 children will engage with Times Tables Rock Stars (TTRS), a platform proven to accelerate fluency in maths.

Why Times Tables Rock Stars?

- **Builds rapid recall:** Secure times-tables knowledge frees up working memory, allowing students to focus on problem-solving, algebra, ratio, and more complex mathematical concepts required at secondary level.
- **Improves confidence:** Many students report feeling more secure in maths lessons when they can recall multiplication facts quickly. This confidence often leads to greater participation and a more positive attitude towards the subject. As a school, we can increase the level of challenge for individual children and groups as necessary.
- **Personalised practice:** TTRS adapts to each student's current level and targets specific facts they need to strengthen, ensuring practice is efficient and focused.
- **Engaging and competitive:** The game-style format motivates students and makes regular practice enjoyable. Features such as battles, leaderboards, and rewards help sustain engagement over time.
- **Short, frequent practice works:** Just a few minutes a day can significantly improve automaticity. This small habit can have a large impact on your child's long-term mathematical fluency.
- **Accessible anywhere:** As an online programme, TTRS can also be used at home as well as in school.



GREENSHAW
LEARNING TRUST



Tutor Time

Reading Programme

YEAR 7

TITLE

AUTHOR

A Little Princess	Frances Hodgson Burnett
Alice's Adventures in Wonderland	Lewis Carroll
Ender's Game	Orson Scott Card
Girl of Ink and Stars	Kiran Millwood Hargrave
Journey to the Centre of the Earth	Jules Verne
Matilda	Roald Dahl
My Family and Other Animals	Gerald Durrell
Northern Lights	Phillip Pullman
Oliver Twist	Charles Dickens
Peter Pan	J.M. Barrie
Rooftoppers	Paulo Coelho
The Alchemist	Katherine Rundell
The Diary of a Young Girl	Anne Frank
The House of Silk	Anthony Horowitz
The Jungle book	Rudyard Kipling
The Pearl	John Steinbeck
The Secret Garden	Frances Hodgson Burnett
The Weight of Water	Sarah Crossan
Watership Down	Richard Adams
Wonder	R.J. Palacio

Students complete 20 minutes of reading each morning, giving them an experience of
a wide range of texts

CURRICULUM OVERVIEW

SDCC Year 7 Curriculum	TERM 1	
	HALF TERM 1	HALF TERM 2
Maths	Students develop their written methods and numerical manipulation, including with negative numbers.	Students are introduced to algebra, looking at simplifying expressions and solving simple equations. They also work with time and measures, looking at appropriate units and estimating.
English Language & Literature	Unit 1 – Origins To understand the origins and purpose of narratives and explore how they influence our lives and our writing. Mythology, Bible stories, Fables, Fairy Tales, The Seven Basic Plots, Allusions, links to modern texts Big Idea: To understand the origins and purpose of narratives and explore how they influence our lives and our writing.	
Science	Introduction to science and basic lab equipment. Students begin to practice basic science skills. They learn about atoms, elements and compounds as well as solids, liquids and gases.	Students build on their HT1 learning by moving on to melting and boiling and methods of heat transfer. They investigate separating mixtures in different ways before being introduced to the concepts of cells and microscopes. Cells and microscopes
French	Introducing myself + basic communication French phonics, greetings, birthday, school equipment (using the present tense "I have")	My free time: first person verbs in the present and past tenses, translation
Geography	Fantastic places Continents and oceans, Our Island Home, Svalbard, Tuvalu and Tokyo. Students build an understanding of location through longitude and latitude as well as the processes of the greenhouse effect. Cultural capital is built through awe and wonder at a range of places.	OS Map Skills Locational skills are further developed with students learning about map symbols, grid references, height and distance.

CURRICULUM OVERVIEW

History	Baghdad and the development of medicine. Students will begin to learn the basic concepts of cause and effect through the study of early Baghdad . They will continue to view this through looking at how medicine and treatments have changed in the UK. They will be taught the skills of inference and historical debate	The first unit on medicine will continue for the first part of this half term. Looking at the discipline of continuity and change. Towards the end of this half term students will look at the concept of anarchy by looking at the challenges many monarchs faced. In this half term it will be medieval monarchs who are the focus. This allows the development of perspective and importance.
Art	What is Art? A brief History of Art. Students look at the formal elements in art; colour theory, texture and pattern design work.	Basic drawing skills are covered in various materials, this also includes a clay outcome using numerous ceramic techniques.
Computing	Safe and Effective use of Digital Skills This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. Whilst completing this unit, learners will learn how to use a range of applications within the Google Suite for Education. For example: Mail, Drive, Calendar, Classroom, Docs, Sheets, Slides, Gemini, etc.	Block-based programming This unit is the first main programming unit of KS3. The aim of this unit is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration. Assessment Point 1 Students will sit their end-of-term assessment. Following a formal assessment in class, they will review their performance and address any gaps in knowledge.
Drama	Introduction to Drama and Interpersonal Skills for success such as Collaboration, Cooperation, Sharing ideas, Devising from Basic Stimulus and Ensemble	Ishi - using a basic historical story to develop an understanding of empathy and different cultures with a focus on verbal and non-verbal acting skills.

CURRICULUM OVERVIEW

Food Technology/ Catering	Basic skills and introduction to the healthy eating guidelines. To understand the structure and function of carbohydrates, fats, proteins and micronutrients. To evaluate their skills and shop bought products. To write time plans to follow to produce a dish To know the two basic knife holds of bridge and claw and be able to use them correctly. To produce meals using the oven and grill and to understand the mashing technique	To be able to evaluate the dishes they produce. To create time plans to follow concentrating on special points. Working with chicken which is a high risk food and knowing the hygiene points when preparing and cooking chicken.
Modern Britain	Diversity - The differences and where we see them. We see diversity in the six main religions of the world. Students are able to study the different religions and understand who founded them, when they began and what they each believe in.	Democracy - To be able to understand what democracy is and how important it is to us as a country. We follow parliament and understand the 3 parts of parliament, being the House of Commons, House of Lords and the Monarchy. All are crucial to our freedom of speech and having your say in parliament. We are able to look at the rule of law and how it works, which enables students to understand the processes around making a law for all of the UK.
Music	African Drumming - Students will be working on their ensemble skills by learning 3 key techniques on the Djembe Drum. Through this unit they will perform regularly, create their own rhythms and consider how tempo can improve their skills. Students are introduced to the 4 main rhythms that are used in many other pieces studied in KS3.	Vocal Skills 1 - Students continue their singing journey from KS2 into 3. All students experience the opportunity to warm up and understand the importance of why we warm up. When developing our vocal skills, students will listen and learn a variety of songs from a selection of genres. These songs will be rehearsed during lesson times and will lead to a year group performance of these songs, such as Christmas assemblies.
PE and Health	Identifying the stages and example exercises of a warm up Developing travelling with and without equipment Developing hand-eye coordination for hitting/catching/passing	Identifying exercises for and circuit training process Identify key muscles and bones Develop skills such as jumping to a variety of landing techniques Developing decision making around when to perform skills

CURRICULUM OVERVIEW

PSE/RSE	Life Beyond School: What is PSHE? Getting to know people, What is a community?, Importance of being kind	Celebrating Differences: Importance of being kind, Islamophobia, Avoiding Gangs and Criminal Behaviour.
Textiles	Tie Dye Bags (Part 1): Developing design skills working from 2nd hand resources, exploring a range of textile techniques and their history including tie dye. Exploring textile artists whose work is technically linked - Priscilla Jones.	Tie Dye Bags (Part 2): Students will be turning their designs and research into a drawstring bag learning how to applique, stencil, heat press vinyl and embellishment techniques before using the sewing machines to complete their outcomes. (The project will run for one term and then groups will rotate to a new technology subject)
Media	Introduction to film and media language. Image analysis, narrative and genre. Pre-production skills.	
Spanish	Introducing myself + basic communication Spanish phonics, greetings, birthday, school equipment (using the present tense "I have")	My free time: first person verbs in the present and past tenses, translation

KEY DATES

Open Evening (Years 6-7)
Wednesday 16th September 2026
 Year 7 Big Day Out
Tuesday 29th September 2026 or
Thursday 1st October 2026
 Year 7 Parents Evening
Thursday 29th April 2027

CAROUSEL

What?

Students now complete the majority of their homework on Carousel Learning.

Online homework for Sparx (Maths, English, Science) will remain.

Carousel Learning is a widely renowned programme designed with improving student outcomes at its heart. Carousel Learning allows teachers to quiz students on specific knowledge for their homework and then uses that data to help inform the lessons.

Students will self-quiz given predetermined 'decks' of questions. They are able to revise all the relevant information for the quiz and then submit their answers.

Why?

We want our students to be knowledgeable and to apply that knowledge across a variety of subjects and contexts. The process of self-quizzing is proven to help cement knowledge into long term memory and will allow students to better apply their understanding in lessons.

Carousel Learning helps students prioritise information and continually quizzes them on key facts. Teachers are able to see how individuals are performing at their homework and use this analytics within their lessons to further check and support their learning.

How?

Homework will continue to be set for the same subject areas as currently provided.

Students can access their Carousel homework via:

<https://student.carousel-learning.com/login>

Students will be able to log in using their usual school account through Google.

Please note that if their browser is set to a personal Google account, this won't be possible and they will need to sign out of their personal account, or open an incognito browser.

When?

The following table indicates which homework should be completed each week. Whilst all homework will have a deadline of Friday 4pm, we recommend that students follow the timetable below.

Day	Online HW (Campus)	SDCC	SMHC
Monday	Sparx Maths	Geography	Health Sciences
Tuesday	Sparx Science	History	Psychology
Wednesday	Sparx Reader	Languages	PSE
Thursday	Sparx Catch Up	Modern Britain	Geography + French
Friday	Sparx Catch Up	Computing	History + Spanish

We are also working directly with Carousel so will report back any feedback you have.

Should you have any questions, please do not hesitate to get in touch.

M Hussey

MHussey@sdcc-smhc.net



CLUBS

AUTUMN 2026

EVERYDAY

BREAKFAST CLUB

Who? All years | *Where?* KS4 Canteen
When? 7.45AM

CAMPUS RADIO CLUB

Who? All years | *Where?* EB17
When? Both Breaks

MORNING FOOTBALL

Who? All years | *Where?* 3G/Sports Hall
When? 7.45 - 8.20am

SPARX READER BREAKFAST CLUB

Who? Years 7 & 8 | *Where?* EN1
When? Before school

MONDAY

ECO COUNCIL

Who? All years | *Where?* EB18
When? Break B

MONDAY & WEDNESDAY

ZINE SCENE

Who? All years | *Where?* Library
When? Break A

TUESDAY & WEDNESDAY

YEAR 7 & 8 FITNESS

Who? Years 7 & 8 | *Where?* FT1
When? After school

STEAM

Who? All years | *Where?* CT1
When? Week A - After school

TUESDAY & THURSDAY

YEAR 9 & 10 FITNESS

Who? Years 9 & 10 | *Where?* FT2
When? After school

TUESDAY

TEXTILES CLUB

Who? All years | *Where?* VA2
When? After school

YEAR 13 A LEVEL BIOLOGY INTERVENTION SESSIONS

Who? Year 13 A Level biologists only |
Where? SC6
When? After school

KEYBOARD CLUB

Who? All years | *Where?* PA3
When? Week A - Break B

7 & 8 BOYS FOOTBALL

Who? Years 7 & 8 | *Where?* 3G
When? After school

ALL YEARS NETBALL

Who? All years | *Where?* Courts/Sports Hall
When? After school

LANGUAGES

Who? All years | *Where?* EB6
When? After school

FUTURE MEDICS AND DENTISTS CLUB

Who? Years 12 & 13 (There will also be
sessions on an adhoc basis for Yr 10/11
students at both schools) | *Where?* SF07
When? Tutor time

WEDNESDAY

YOUNG CARERS CLUB

Who? All years | *Where?* EN12
When? Break A

ART AND CLAY CLUB

Who? All years | *Where?* VA3
When? After school

DANCE CLUB

Who? All year | *Where?* PA1
When? After school

ROCK CLUB JR

Who? Year 7 (beginner students across
years) | *Where?* PA3
When? After school

DRUM LESSONS

Who? All years | *Where?* Practice Room
When? All day

GIRLS FOOTBALL

Who? All year | *Where?* 3G
When? After school

YEAR 7 & 8 BASKETBALL

Who? Years 7 & 8 | *Where?* Sports Hall
When? After school

SCIENCE CLUB

Who? Years 7 - 9 | *Where?* SC3
When? After school

PHOTOGRAPHY CLUB

Who? All years | *Where?* VA1
When? After school

EAL CLUB

Who? EAL students in all years
Where? EAL Classroom
When? Break A

THURSDAY

DoE CLUB

Who? Years 9 & 10 (This is only open to
students who sign up for DoE in September)

Where? TBC

When? After school

DRAMA CLUB

Who? All years | *Where?* PA2

When? After school

KEYBOARD LESSONS

Who? All years | *Where?* Practice Room

When? Afternoons

SDCC SINGERS

Who? All years | *Where?* PA3

When? After school

FURTHER MATHS

Who? Year 10 top sets | *Where?* MA6

When? After school

CAMPUS TV

Who? All years | *Where?* VA6

When? After school

ACADEMY ONLY FOOTBALL

Who? Year 7 | *Where?* 3G

When? After school

RUGBY

Who? All years | *Where?* Grass

When? After school

YEAR 7 & 8 NETBALL

Who? Years 7 & 8 | *Where?* Sports Hall/

Courts

When? After school

SPEEDY COOKS

Who? Years 7 or 8 who don't have food

in that term | *Where?* Fn1

When? Break A

CODING CLUB

Who? All years | *Where?* CT2

When? Break A / Break B

MEDIA CLUB

Who? All years | *Where?* VA5

When? After school

SPRINKLZ' LGBT+ CLUB

Who? All years | *Where?* VA6

When? Break B

SCIENCE - POWER UP SUPPORT

Who? Year 11 | *Where?* SC1

When? Break A

PARAGON MATHS

Who? All years | *Where?* MA5

When? Week A - After School

FRIDAY

ROCK CLUB SR

Who? KS4 primarily (skill based) |

Where? PA3

When? After school

FURTHER MATHS

Who? Year 11 top sets | *Where?* MA6

When? After school

KEYBOARD CLUB

Who? All years | *Where?* PA3

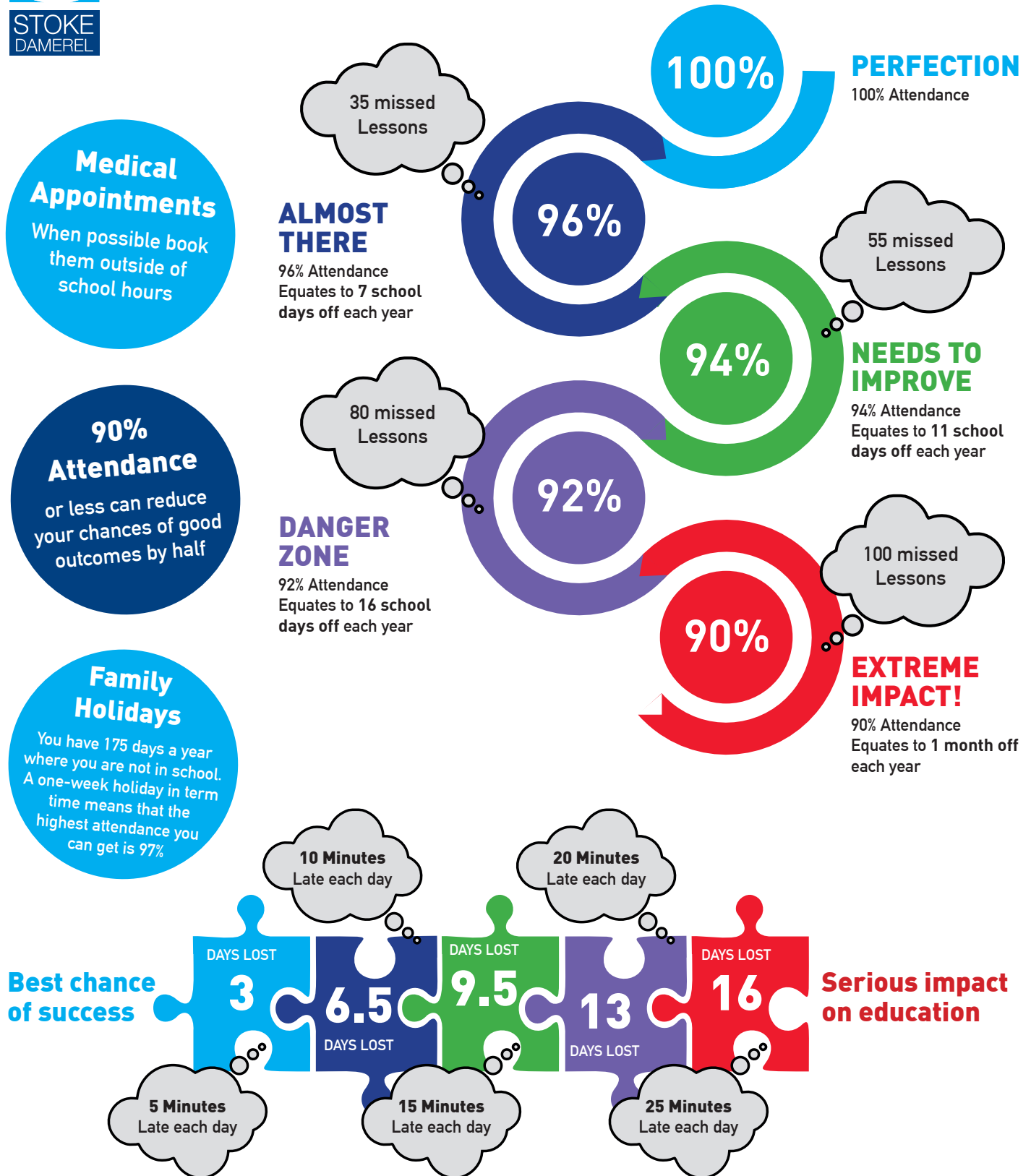
When? Week B - Break B

OVER
40
CLUBS

WORK
HARD
BE KIND

Attendance Matters

#EVERYDAYCOUNTS



Average learning hours per day is 5 hours.

If you are 15 minutes late each day you will have missed 2 full weeks of school in 1 year!