

# CURRICULUM BOOKLET 2025-26



OUR SCHOOL VALUES

# Aspire ACHIEVE Thrive

**YEAR 7 THE TERM AHEAD**  
for students, parents and carers

# THE TERM AHEAD

Dear Parent/Carer,

## **End of Term Curriculum Newsletter – Spring Term**

As we come to the end of a highly successful Spring Term, I would like to take this opportunity to celebrate the many achievements of our students and staff, and to reflect on the breadth, ambition, and impact of our curriculum.

This term has been characterised by a strong and deliberate refocus on high standards and expectations across all aspects of school life. It has been particularly pleasing to see students rising to these expectations—demonstrating excellent learning behaviours, pride in presentation, and a clear commitment to their studies.

A key highlight of the term was our outstanding Campus production of *High School Musical*. This was a truly memorable event, showcasing the exceptional talent, confidence, and teamwork of our students. The dedication shown by both cast and crew reflects the strength of our performing arts provision and the importance we place on creativity within a broad and balanced curriculum.

Our commitment to STEAM has also been evident through the success of our students in the **STEAM Lego League**. Students demonstrated impressive levels of innovation, collaboration, and problem-solving as they tackled complex engineering challenges. These experiences are vital in developing the skills and dispositions required for future success in an increasingly technological world.

Sport continues to play a significant role in school life, and we are proud of the many successes achieved in fixtures this term. Students have represented the school with determination, resilience, and respect, achieving excellent results across a range of sports. These opportunities contribute greatly to students' personal development and sense of belonging.

This term has also marked the successful launch of our **Character Curriculum**, a key milestone in our journey towards becoming a world-class school. Through this initiative, we are explicitly teaching and recognising the personal qualities that enable students to thrive—such as resilience, integrity, leadership, and kindness. This sits alongside our academic provision to ensure that students are fully prepared for life beyond school.

In addition, we have strengthened our focus on literacy and the fundamentals of learning. The successful rollout of **Lexia** for Year 7 students has already begun to support improvements in reading accuracy, comprehension, and confidence. In Year 8, there has been a renewed emphasis on handwriting and presentation, reinforcing the importance of pride in work and clarity of communication across all subjects.

For our examination year groups, this term has been particularly important. Year 11 and Year 13 students have approached their mock examinations with maturity and determination, demonstrating their readiness for the challenges ahead. These experiences have provided valuable preparation as they now move towards their final examinations in the Summer Term, and we are confident that their hard work

will translate into success.

As we look ahead to the Summer Term, we remain ambitious for every student. We will continue to build on our high expectations, support students through key assessment points, and provide a wide range of enrichment opportunities, including trips, events, as well as Work Experience. Our aim remains clear: to provide a truly world-class education that equips every student with the knowledge, skills, and character to succeed.

Thank you for your continued support. Together, we are building a culture of excellence that enables all of our students to flourish.

Have a lovely Easter.

Yours faithfully,

**Mr Oakes - Head of School**

As we come to the end of a busy and rewarding term, I would like to take a moment to celebrate the many achievements of our Year 7 students.

It has been a fantastic term for sport, with a particularly incredible turnout for netball and a strong cup run from the boys' football team, who represented the school with pride and determination. Many students have also taken part in additional opportunities, including a memorable skiing trip to Italy.

Our students have continued to show their commitment to the wider community. They have enthusiastically supported charity fundraising efforts, raising money for both Make-A-Wish and Red Nose Day. We are also proud of those who represented the school in the STEAM Lego League Robotics Competition, demonstrating creativity, teamwork, and problem-solving skills.

The performing arts have flourished this term, with a large number of Year 7 students participating in our school production of *High School Musical*—an outstanding showcase of talent and confidence.

In school, students have worked hard in their lessons, earning an impressive number of golden tickets in recognition of their efforts and achievement. We are equally committed to supporting personal development, and this term included a court visit for three students as part of their learning and growth.

Looking ahead, we are excited to launch "We Go Together," our new summer showcase which will swing fully into action following the break. This type of event will run alongside access to excellent academic opportunities to stretch and challenge all learners and the better weather will bring even more sporting opportunities, as well as a range of new clubs and trips.

Thank you for your continued support. We are incredibly proud of our Year 7 cohort and look forward to another successful term ahead.

**Louise MacManus and Donna Morgan**  
Year 7 Team

## Ground Floor

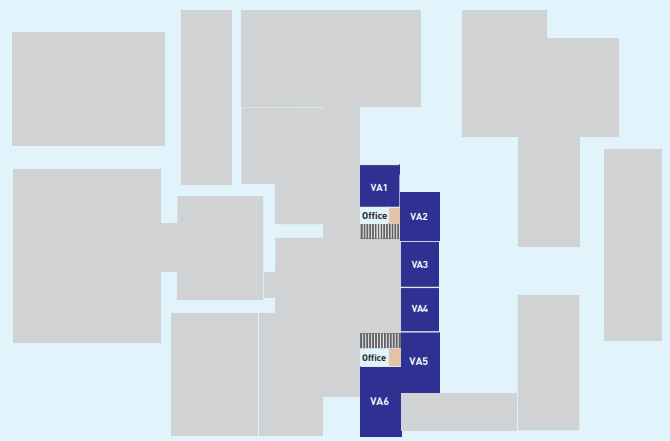


## SDCC MAP

## 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 Morgan					
Tutor Group	Tutor	Room	Tutor Group	Tutor	Room
71	B Plumpton	MA10	77	A Clift	MA4
72	R Turner	MA9	78	H Richards	MA3
73	J Farrow	MA8	79	S Geoghegan	MA2
74	S Green Th ( R Sophola)	MA7	710	R Crowe/F Haley	MA1
75	L Tanner W (R Sophola)	MA6	711	R Harvey	VA5
76	M Skeemer Tu (J Le Page)	MA5	712	H Spear	VA6

# YEAR 7 TUTOR TIME CHANGES

From January, Year 7 will be moving, with their current tutors, to new tutor rooms in the maths corridor and some will be in visual arts, as follows:

7.1	New room - MA10	7.5	New room - MA6	7.9	New room - MA2
7.2	New room - MA9	7.6	New room - MA5	7.10	New room - MA1
7.3	New room - MA8	7.7	New room - MA4	7.11	New room - VA5
7.4	New room - MA7	7.8	New room - MA3	7.12	New room - VA6

This allows all students to access one of our brand new chromebooks and set of headphones. Each morning, students will engage with one of two programs: Lexia and Times Tables Rock Stars. Students will still have a celebration assembly on a Friday.



To help develop their reading comprehension and close any gaps in their learning, we are introducing them to Lexia, an evidence-based online learning programme.

## 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



## Recommended Reads

# 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 3	
	HALF TERM 5	HALF TERM 6
Maths	Students explore the concept of Shape through the dimensions and measurements of common 2D and 3D shapes. They also develop their geometry through the application of transformations	Students continue build on the geometric concepts in half term 5 by exploring the concepts of angles, whilst also building on their number skills to understand scale.
English Language & Literature	<p style="text-align: center;"><b>Unit 3: Love</b></p> <p>To explore how writers have attempted to understand what is meant by love, how it comes in different forms, and why it is so important to us. This will be explored through many of Shakespeare's sonnets and plays as well as excerpts from Shakespeare's contemporaries</p>	
Science	Students learn about plants and photosynthesis through the lens of Priestley and Isenghouz's experiments. They build on these basic principles and use them to learn about ecosystems.	Students learn about the rock cycle, the structure of the Earth and how the Earth's climate is changing. They complete their final summative assessment of the year.
French	<b>My school:</b> school rules, using the future tense, listening skills	Recap / revision of key concepts, assessment 2 + feed forward, cultural awareness
Geography	<p style="text-align: center;"><b>Weather and Climate</b></p> <p>Weather, climate, climate graphs, measuring weather, types of rainfall, the UK's weather, Beast from the East. Students learn about key atmospheric processes that influence weather in the UK, and the impact of interactions between weather and urban areas.</p>	<p style="text-align: center;"><b>Fieldwork enquiry</b></p> <p>Introduction, hypothesis, data collection, data presentation, conclusion and evaluation. Students engage in the enquiry process to complete a fieldwork investigation, using their understanding of weather processes and interactions.</p>
History	The concept of Empire is explored here by looking at the development of slavery. Looking at the impact of those involved especially those who were transported. The skill of usefulness and the concept of empathy are explored in this unit	Local Study - based on Plymouth's naval history and its role in shaping Britain's past and present. It looks at the concept of significance.

# CURRICULUM OVERVIEW

<p><b>Art</b></p>	<p>Students then look at the environmental issues within the ocean and produce a piece of work aimed to highlight the effect of plastic waste in our coastal environment.</p>	<p>Students then revisit drawing and mark making skills, building upon the basics explored throughout the year. This time focus is on the colours and details within tropical fish, experimenting with pencil, monoprinting, pen &amp; ink, watercolour and wax resist.</p>
<p><b>Computing</b></p>	<p><b>Modelling Data</b> Students will learn the principles of data modelling and how to use spreadsheets to organise data. They will use formulas and functions to perform calculations.</p>	<p><b>Working in the Cloud</b> Students will complete a 'mini project' where they will need to use a range of software tools and applications to complete a series of tasks. They will need to demonstrate effective use of the Google Workspace suite of applications effectively.</p> <p><b>Assessment Point 2</b> Students will sit their end-of-year assessment.</p>
<p><b>Drama</b></p>	<p><b>I'll Take You to Mrs Cole:</b> Using stimulus to create drama. Looking at textual inference and building strong characterisation Skills: Non-verbal communication, cross cutting, physical and vocal skills to develop characterisation.</p>	<p><b>I'll Take You To Mrs Cole - continues</b></p>
<p><b>Food Technology/ Catering</b></p>	<p>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</p>	<p>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.</p>
<p><b>Modern Britain</b></p>	<p><b>Tolerance &amp; Mutual Respect -</b> Understanding Religious views on Islam Practices. Looking at how Muslims live their lives with the importance of following the 5 Pillars of Islam and the 10 Obligatory Acts. Students will describe the importance of prayer in religions and the Shahadah to Muslims.</p>	<p><b>Tolerance &amp; Mutual Respect -</b> Understanding the importance of others beliefs and how they practice their beliefs. In Islam they value their pilgrimage to Mecca and the practice of almsgiving, called Zakah.</p>

# CURRICULUM OVERVIEW

<b>Music</b>	<b>Music Tech 1</b> - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film.	<b>Music Tech 1</b> - Students are given an insight into how music can be created using technology. Students will be encouraged to consider which samples, or loops might fit a stimulus, such as silent film.
<b>PE and Health</b>	Training methods for athletic events Developing hand-eye coordination for throwing and catching Develop delivery of a and striking of a ball	Link athletic training exercises and circuit training Develop skills of running, throwing, jumping
<b>PSE/RSE</b>	<b>Staying Safe Online and Offline:</b> Avoiding Gangs and Criminal Behaviour, Work life balance	<b>Staying Safe Online and Offline:</b> Online Gaming, Grooming and Addiction, Careers and the future
<b>Textiles</b>	<b>Term 1 repeated on technology rotation</b>	
<b>Media</b>	<b>Term 1 repeated on technology rotation</b>	
<b>Spanish</b>	<b>My school:</b> school rules, using the future tense, listening skills	Recap / revision of key concepts, assessment 2 + feed forward, cultural awareness

## KEY DATES

**Year 7 Parents Evening**  
Wednesday 30th April

**Revision Week**  
Monday 15th June

**Assessment Week**  
Monday 29th June

## CAROUSEL

EVERY  
MOMENT  
MATTERS

### 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.

WE ARE  
#TEAM  
SDCC

### 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

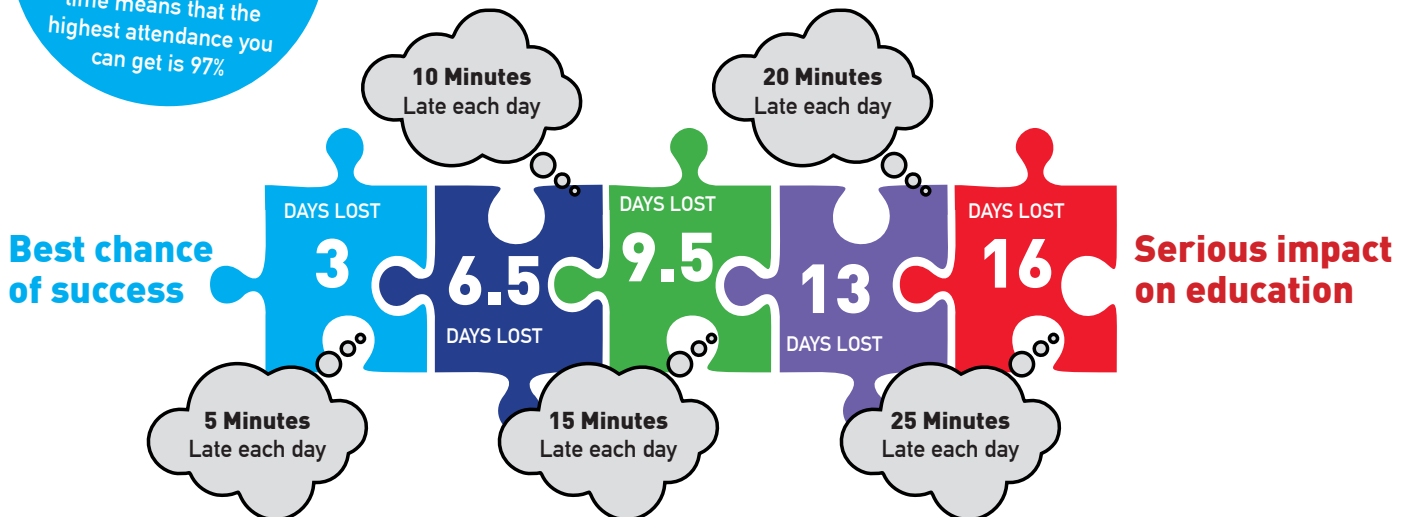
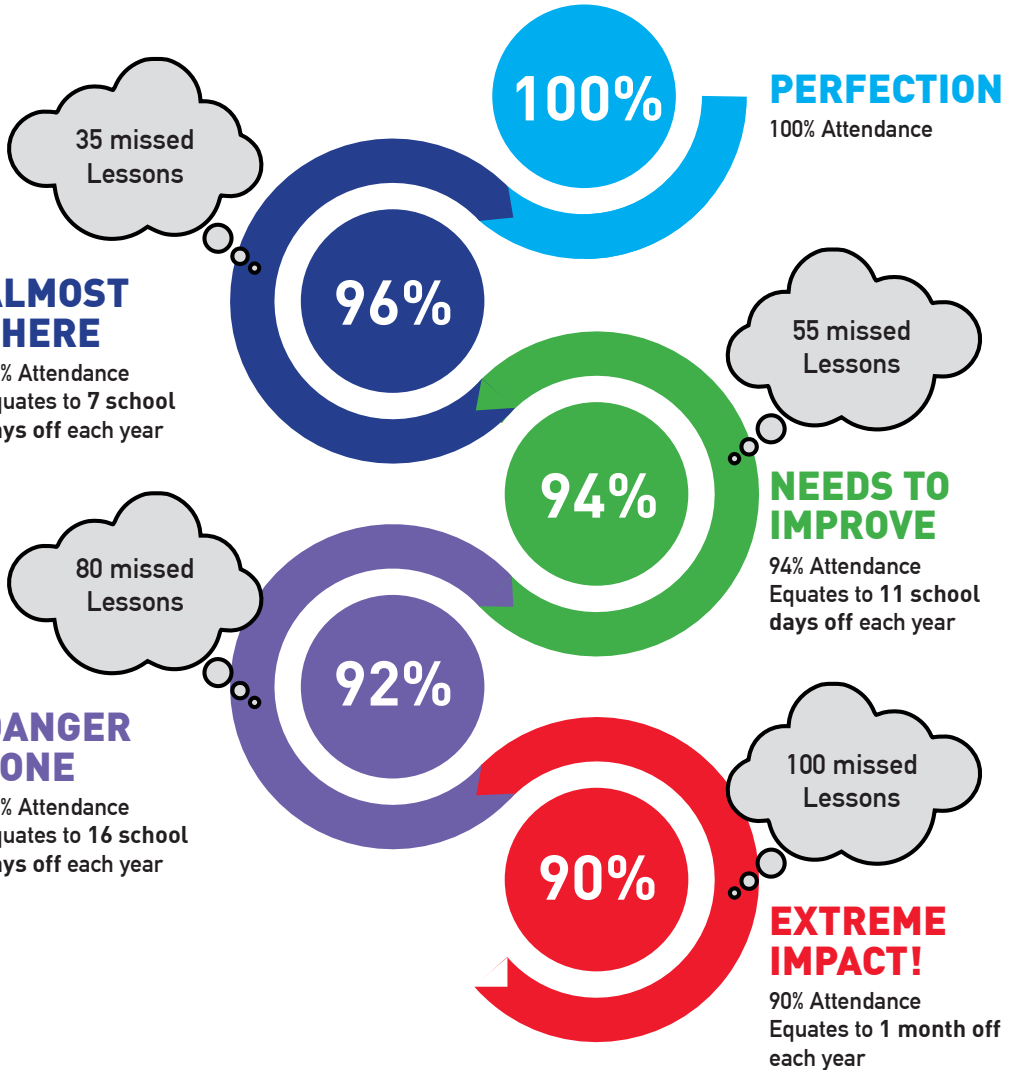
# Attendance Matters

## #EVERYDAYCOUNTS

**Medical Appointments**  
When possible book them outside of school hours

**90% Attendance**  
or less can reduce your chances of good outcomes by half

**Family Holidays**  
You have 175 days a year where you are not in school. A one-week holiday in term time means that the highest attendance you can get is 97%



**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!**