

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,

As we approach the end of the Autumn Term, we wanted to share some reflections and some exciting changes we are making.

In the classrooms

This term has been busy in the classrooms with children making excellent progress as well as participating in a variety of clubs and experiences. We've been working hard at ensuring all students are attentive, they're listening and demonstrating their understanding in every lesson. To achieve this, we have been practising some key techniques such as 'whole class echo'. This is when the teacher wants all children to repeat an important fact or key word. It's really important that students can verbalise, pronounce and use key vocabulary in their work. We've also been using mini whiteboards to quickly check students' understanding; turn and talk to promote focused discussion in pairs; reducing the cognitive load for students (how much we're asking them to think about at any given time) by focusing on the core knowledge they need; and many more strategies to ensure we maximise learning opportunities.

Extra curricular activities

Alongside this, we have seen a record number of students engaged in extra curricular activities - from sports teams, to art & clay; from crochet to the Campus Production - there really is something for everyone. By the time you read this, we will be close to the end of our Countdown to Christmas - an exciting range of events and activities to bring the school community together.

There are some exciting changes coming though and you can read more about this throughout this newsletter:

Homework

With regards to homework in Key Stage 3, we are removing the self quizzing and replacing this with an online platform which quizzes the children. Sparx homework in Core Subjects (English, maths and Science) will continue as normal. The new platform (Carousel) also tells the teachers how confident students are in their answers, so lesson content can then be adapted to address any learning gaps or misconceptions. We will launch this fully in January through assemblies and students will be taught how to access this new homework in taught sessions during one of their maths lessons. Further information about this program can be found on Page 9.

Maths lessons

We are changing our maths curriculum to ensure students have additional opportunities to extend their learning. As you know, homework is set on Sparx but they also offer a full curriculum which covers Years 7-11. How we deliver the content won't drastically change - the students will still have worked examples at the start of their lesson, they will still have scaffolded examples to work through but their main work (we call this their 'deliberate practice') will be

on Sparx. We have invested in 270 new Chromebooks and headsets - a class set for every Maths classroom. Sparx allows students to work through the questions their teacher allocates but also provides helpful hints and videos. It also enables the teacher to monitor their progress and confidence throughout the lesson - all students at the same time! We will be rolling this out during the term.

A student's foundational knowledge and skills is of absolute importance for them to be successful throughout the curriculum and in future life. It is essentially important that students feel confident in their writing, reading, numeracy, handwriting and speaking. We have prioritised this year but we want to go a step further.

From January, Year 7 tutor time is changing. Instead of homework checks (which will now be checked by teachers - not tutors through our new online platform) and tutor reading, all students will now participate in Lexia and Times Tables Rockstars sessions. This will be shared with students before Christmas in an assembly. In summary, Lexia is proven to promote comprehension, grammar and word study and Times Tables Rockstars speaks for itself. For more information, please see Page 4.

We have been so impressed this term with how our students have demonstrated World Class values. They are working tenaciously and achieving great things.

We hope you have an enjoyable break over the Christmas period and we look forward to welcoming the children back on Monday 5th January.

Yours faithfully,

Mr Oakes - Head of School

As we come to the end of this extremely busy term, I just wanted to say how incredibly proud I am of the Year 7 students. They've come so far since September, quickly settling into secondary life and showing real enthusiasm for learning. It's been a joy getting to know them all - their hard work in the classroom, brilliant achievements in sports and positive energy around the school have truly stood out.

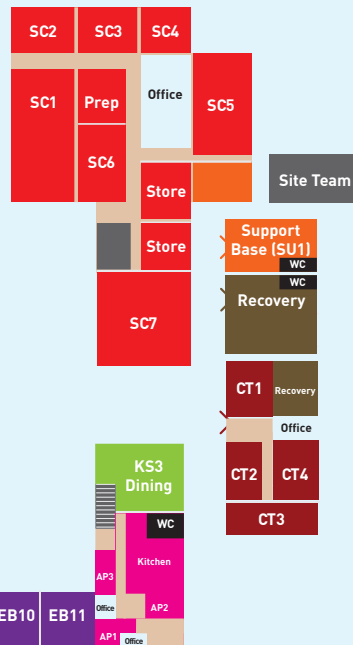
During the last weeks of term, I have enjoyed watching them decorate our enormous Christmas Tree and see them participate in the many festive activities taking place. We look forward to 2026 and to supporting them as they continue to grow, learn and enjoy all the experiences and opportunities that the new term has to offer. Finally, thank you for your support and I hope you all have a well deserved rest over the winter break! See you in the New Year!

Ms MacManus - Head of Year 7

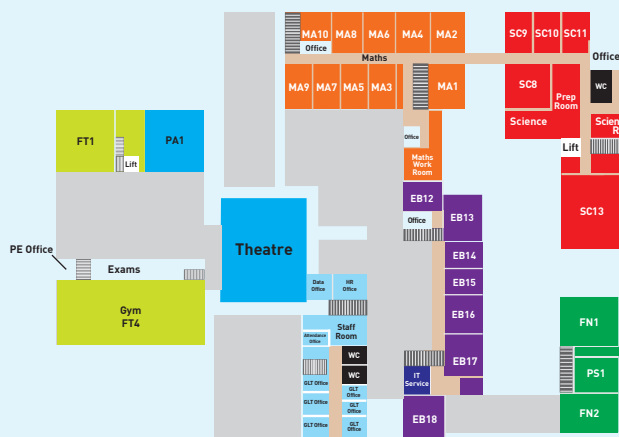
Ground Floor



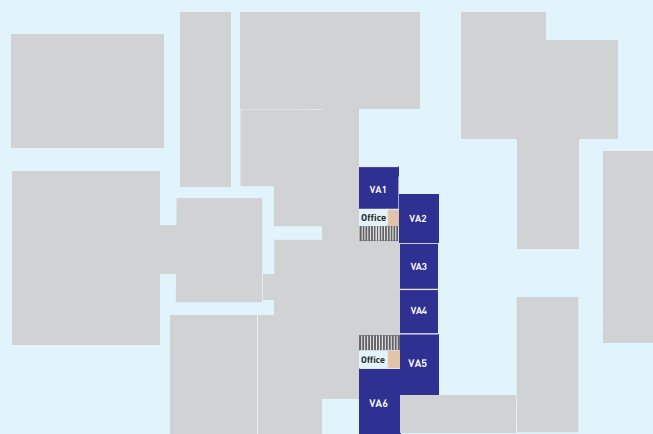
SDCC MAP



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 2	
	HALF TERM 3	HALF TERM 4
Maths	Students are introduced to statistical concepts and begin understanding how data is presented and collected, including the use and application of averages	Students develop algebraic fluency, building familiarity with equations, expressions and formula. Students begin to form the link between sequences and algebraic patterns
English Language & Literature	<p>Unit 2 Journeys: Understand the concept of heroism and look at how the hero's journey structure can be applied to a range of different texts. Students will learn about the Windrush generation alongside studying the novel, Windrush Child.</p> <p>Big Idea: Understand the concept of heroism and look at how the hero's journey structure can be applied to a range of different texts. Students will develop an understanding of post-war Britain as well as grasp the concepts of migration and cultural differences.</p>	
Science	Students build on their learning about cells to look at how cells and tissues function in different human body systems. They will also engage in some revision for their first summative assessments.	Students continue to learn about more complex body systems such as the digestive system. They then move on to look at waves and properties of light and sound.
French	Where I live: types of housing, regions, places in town, expressing opinions	My school: school facilities, what I study, expressing opinions
Geography	<p>OS Map Skills Locational skills are further developed with students learning about map symbols, grid references, height and distance.</p>	<p>Landscapes Geological time scale, structure of the earth, plate tectonics, rock cycle, weathering, Dartmoor. Students develop an understanding of key processes responsible for the formation of features on the surface of the earth, including the formation of our local landscape Dartmoor.</p>
History	The concept of monarchy and chronology is further development using case studies of various monarchs and the problems they faced. The skill of explanation will also be a focus	Challenges to the monarchy focuses on more modern monarchs and those outside of the UK

CURRICULUM OVERVIEW

Art	Looking at photography and graphic art techniques, the students explore the work of Shamekh Bluwi and produce some digital art experiments. Texture within fish shape, photo weaving of textures, photo - origami paper sculpture.	Students focus on the artwork by the artist Vincent Scarpace as inspiration for a variety of outcomes. Students produce a research page, fish designs, scratchboard experimentation, abstract painting with monoprint detail and 3D clay fish.
Computing	<p>Introduction to Scratch Students will be given a short introduction to the Scratch programming language and develop confidence with using the interface to create, edit, run and debug programs.</p> <p>Assessment Point 1 Students will sit their mid-year assessment, assessing their understanding of the key knowledge covered in Term 1</p>	<p>Programming Essentials Students will learn about the main programming concepts: variables, sequencing, selection, and iteration. They will write computer programs using a 'block-based' programming environment.</p>
Drama	Darkwood Manor: Simple characterisation through prepared and spontaneous improvisation. Storytelling and basic dramatic tension. Hot-seating of an adult performer to consider flashback technique.	
Food Technology/ Catering	<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</p> <p>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>	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	Rule of Law - Understanding why we have rules and how they stop people from committing crimes. What are our rights? and what are our responsibilities? We will study the differences from a right and responsibility. To discover certain laws are needed to protect society and that we have a role to ensure that everyone is treated fairly and equally in society with regard to the rule of law and laws of the land.	<p>Rule of Law - Why do we need laws? How justice fits in with society.</p> <p>Tolerance and Mutual Respect - Terrorism, the consequences of an attack and religious views towards victims. Important to understand the freedom of a religious view is a human right without fear or terror of repercussions.</p>

CURRICULUM OVERVIEW

Music	Keyboard skills 1 - Students are introduced to basic melodies and how to play these using their 5 fingers. Students are encouraged to play with the correct hand position . They will consider which pitch is correct for their short pieces. Students will continue to build on their performing skills by showing back weekly in their lesson.	
PE and Health	Identify the main elements of the cardiorespiratory system Developing decision making around when to perform skills	Identify aerobic training methods Explore the use of heart rate for exercise
PSE/RSE	Health and Wellbeing: Introduction to puberty, Puberty (Boys), What is an entrepreneur?	Health and Wellbeing: Puberty (Females) Friends, Respect and Relationships: Consent and boundaries, Pressure, Influence and Friends
Textiles	Term 1 repeated on technology rotation	
Media	Term 1 repeated on technology rotation	
Spanish	Where I live: types of housing, regions, places in town, expressing opinions	My school: school facilities, what I study, expressing opinions

KEY DATES

Year 7 Panto at TRP
Wednesday 7th January

Assessment Week
Monday 12th - Friday 16th January

Holocaust Memorial Day
Tuesday 27th January

School Production
Tuesday 10th - Thursday 12th February

Careers Fair
Thursday 26th February

Year 7 Parents Evening
Thursday 30th April

CAROUSEL

What?

In January we will be moving homework for KS3 (Year 7, Year 8 and Year 9) onto an online platform called Carousel Learning. Therefore, self-quizzing in their yellow homework books will stop. 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.

We will share the link for their quiz through the google classroom. Each week homework links will also be shared on the website so that students and parents/carers can easily access them. Homework can be completed on a laptop/tablet/phone.

Once students have the link, they log in (Using their forename and surname) and can begin revising the content on their quiz. Once confident with the content, they are able to quiz themselves for the homework task.

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. Each quizzing homework will be between 8-12 questions, and should take no longer than 30 mins to revise and complete.

KS3 subjects will move to Carousel learning in January. Every student will have a lesson dedicated to using the programme in the first week back, so will be familiar by the time the first homework is set.

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

Future

Across the year we will roll out Carousel learning into Ks4 to support their extended written answers.

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 with M Hussey mhussey@Sdcc-smhc.net

CLUBS

SPRING 2026

EVERYDAY

MORNING FOOTBALL

Who? All years | *Where?* Green Astro
When? Before School

ENGLISH SPARK BREAKFAST CLUB

Who? KS3 | *Where?* EN1
When? Before school from 7.45am

BREAKFAST CLUB

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

CAMPUS RADIO CLUB

Who? All years | *Where?* EB17
When? Break A & B

TUESDAY & WEDNESDAY

STEAM

Who? All years
Where? SDCC - CT1 (Tuesday)
SMHC - FF03 (Wednesday)
When? After school

FITNESS

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

SIXTH FORM GYM

Who? Years 12 & 13 | *Where?* FT1
When? Wednesday Week A
Tuesday Week B
3.10-4pm

TUESDAY, WEDNESDAY & THURSDAY

SCHOOL PRODUCTION

Who? All years
Where? Theatre (Main Space)/PA1 & PA2
When? 3-5pm

MONDAY

BASKETBALL

Who? All years | *Where?* Sports Hall
When? Break B

ARGYLE COMMUNITY TRUST FOOTBALL (GIRLS ONLY)

Who? All years | *Where?* Green Astro
When? After school

TUESDAY

READING CLUB

Who? Years 7-9 | *Where?* Library
When? Break A

TEXTILES CLUB

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

BOYS FOOTBALL

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

NETBALL

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

BADMINTON

Who? All Years | *Where?* Sports Hall
When? After school

COOKING CLUB

Who? Years 7 & 8 | *Where?* FN1
When? 3-4pm

TUESDAY & THURSDAY

LGBTQ+

Who? All years | *Where?* EN2
When? Break B

MONDAY, WEDNESDAY & THURSDAY

LIBRARY

Who? All years | *Where?* SDCC Library
When? Break A & B

MONDAY & WEDNESDAY

LANGUAGES CLUB

Who? All years | *Where?* EB6
When? Monday Week A,
Wednesday Week B

Aspire
ACHIEVE
Thrive

WEDNESDAY

ART & CLAY ART

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

GIRLS FOOTBALL

Who? All years | *Where?* Green Astro
When? After school

DODGEBALL

Who? All years | *Where?* Gym Zone
When? After school

TURN UP AND PLAY

NETBALL

Who? All Years
Where? Sports Hall/Courts
When? After school

ROCK CLUB JR

Who? Year 7 - 8 | *Where?* PA2
When? 3.15-4.15pm

EPQ DROP IN SESSION

Who? Sixth Form | *Where?* SMHC SF07
When? Break B

BIOLOGY INTERVENTION

Who? Yr 13 Biologists | *Where?* SC13
When? 4-5pm

THURSDAY

KEYBOARD CLUB

Who? All years | *Where?* PA2
When? After school

CROCHET CLUB

Who? All years | *Where?* MA7
When? After school

DofE CLUB BRONZE

Who? Years 9 and 10 (will have pre-signed up)
Where? KS3 Canteen
When? After school

DofE CLUB SILVER

Who? Years 9 and 10 (will have pre-signed up)
Where? KS3 Canteen
When? After school Week B

RUGBY

Who? All years | *Where?* Green Astro
When? After school

BOYS FOOTBALL

Who? All years 9 & 10 | *Where?* Blue Astro
When? After school

BENCHBALL

Who? Years 7, 8 & 9 | *Where?* Sports Hall
When? After school

FITNESS

Who? All Years | *Where?* FT1
When? After school

MEDIA CLUB

Who? Years 7-10 | *Where?* VA5
When? After school

eSPORTS (ROCKET LEAGUE)

Who? All years | *Where?* CT3
When? 3-4pm

CHESS CLUB

Who? All years | *Where?* MA9
When? After school

DIVERSITAS

Who? All years | *Where?* KS4 Canteen
When? 11.30 P3

PARAGON MATHS

Who? All years | *Where?* MA5
When? After School Week B

FRIDAY

CCF

Who? Years 10-13 (Invite only)
Where? Off site *When?* After School

CHRISTIAN FAITH GROUP

Who? All years | *Where?* EB14
When? Break A

FURTHER MATHS

Who? Year 11 (top maths sets only)
Where? MA6
When? 3-4pm

ROCK CLUB SR

Who? Years 9 - 11 | *Where?* PA2
When? 3.15-4.15pm

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%

35 missed Lessons

ALMOST THERE

96% Attendance
Equates to 7 school days off each year

80 missed Lessons

DANGER ZONE

92% Attendance
Equates to 16 school days off each year

100%

PERFECTION

100% Attendance

55 missed Lessons

94%

NEEDS TO IMPROVE

94% Attendance
Equates to 11 school days off each year

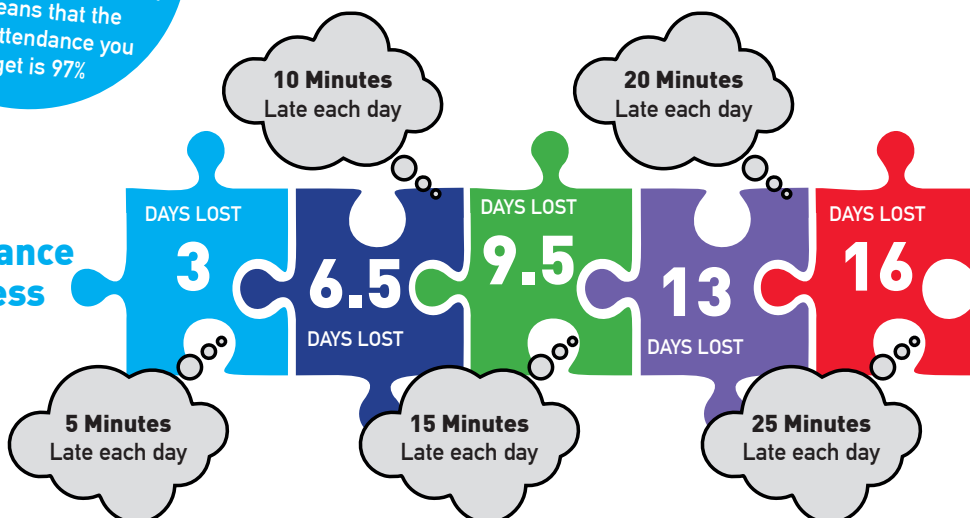
100 missed Lessons

90%

EXTREME IMPACT!

90% Attendance
Equates to 1 month off each year

Best chance of success



Serious impact on education

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!