

Golding Summer 1 2026



Acorn Park

<h2>History</h2> <p>This term the learners will be continuing to consider the Holocaust before moving on learn about how Britain changed after 1945.</p>	<h2>Art</h2> <p>This half term in Art, pupils will explore local history through activities inspired by buildings, symbols, artefacts and design from our area since 1066. They will investigate pattern, shape, relief, print and collage, while developing drawing, making and design skills. Pupils will experiment with a range of materials and processes to create responses linked to local identity, heritage and visual storytelling.</p>	<h2>Maths</h2> <p>Golding class will be working on algebra through solving equations and exploring inequalities within my group. They will learn how to find unknown values, represent solutions, and understand how inequalities differ from equations. In the second half of this half term they will be studying percentages, including calculating percentage increases and decreases and applying these skills to real-life contexts such as money and discounts.</p>	<h2>DT</h2> <p>This term, students will be learning about resistant materials. This will include learning all about plastics, woods and metals and how they are used in the real world. In theory lessons, students will be learning about material families, stocks, forms, types and sizes, and the natural consequences of deforestation. In practical lessons, students will be tasked with learning how to saw, sand and use adhesives with wood materials, to design and create a hinge-lid box.</p>
<h2>RE</h2> <p>The learners are continuing to study ethics, looking at the implications on ethical decisions if they take a deontological, utilitarian or virtue ethics view in moral problems.</p>			<h2>PSHE</h2> <p>Golding class This half term in the striking and fielding unit, students build on their prior learning by developing more control and consistency in their skills. They begin to explore simple tactics, such as</p>

			<p>hitting into space and making better decisions when fielding. Pupils will take part in more structured games, where they learn to apply their skills in realistic situations. They also develop key skills such as problem-solving, communication, and spatial awareness. This unit encourages students to become more independent and reflective, helping them understand how to improve their own performance.</p>
<p>Animal Care & Horticulture –</p> <p>This term, we will be looking at animal families and life cycles, and what habitats our school animals come from. We will also continue to develop important practical and personal skills, including:</p> <ul style="list-style-type: none"> • teamwork and sharing • kindness and empathy • confidence in caring for our animals 	<p>English</p> <p>In Golding Class this half term in English, students will study the novel <i>Brother in the Land</i> by Robert Swindells, a powerful post-apocalyptic story set after a nuclear disaster. Through this text, students will explore key themes such as survival, morality, family, and the consequences of human conflict. They will develop their reading and analytical skills by examining character development, language, and the writer’s message, while also building their writing through creative and discursive tasks inspired by the novel. This unit supports students in becoming thoughtful readers and confident writers, while encouraging reflection on real-world issues.</p>		<p>Science</p> <p>This half-term, students will study Physics (Magnetism), Biology (Life Diversity), and Chemistry (Earth Systems) through a structured and supportive approach designed to meet the needs of our learners, with a focus on clear explanations, key vocabulary, and linking learning to real-life contexts; in Magnetism, students will explore magnetic fields, forces, and everyday uses of magnets through practical activities such as testing magnetic materials and observing field patterns, helping them</p>

<ul style="list-style-type: none"> • responsibility and respect for living things • being a thoughtful, decent human being. <p>The children will have plenty of hands-on opportunities as they help look after the animals at school and learn how their actions make a positive difference.</p>		<p>understand applications like compasses and electronics, while in Life Diversity, students will learn about the variety of living organisms, classification, and adaptation through engaging tasks such as sorting organisms and exploring characteristics of different species, linking this to the natural world around them, and in Earth Systems, students will investigate the structure of the Earth, rocks, and the atmosphere through hands-on activities like examining rock samples and modelling Earth layers, supporting their understanding of natural processes and environmental changes; throughout all topics, lessons include practical experiences and structured support to make science accessible, engaging, and meaningful in students' everyday lives.</p>
	<h2>Citizenship</h2> <p>This half term in the striking and fielding unit, students build on their prior learning by developing more control and consistency in their skills. They begin to explore simple tactics, such as hitting into space and making better decisions when fielding. Pupils will take part in more structured games, where they learn to apply their skills in realistic situations. They also develop key skills such as problem-solving, communication, and spatial awareness. This unit encourages students to become more independent and reflective, helping them understand how to improve their own performance.</p>	
<p>PE</p>	<h2>Geography</h2> <p>This half term in Geography Golding Class will be studying coasts. Students will understand that our coastline is shaped by physical and human processes and we will try to understand what causes waves and tides.</p>	<h2>Drama</h2> <p>KS3 Drama students are exploring Drama Through the Ages, including</p>

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Students will understand how waves shape the coast and that the action of waves leads to characteristic coastal landforms. We will think about how we use the coast and sea in different ways, and that some land uses can cause conflict. We will later understand that the sea can cause flooding due to storm surges as well as thinking about how erosion is causing serious problems along some parts of the coast. Finally, students will start to understand that shoreline management plans have been drawn up for Britain's coastline.

styles such as Commedia dell'Arte and other historical theatre forms. Students are developing performance skills through characterisation, physical theatre, and improvisation, while gaining an understanding of how drama has evolved over time. Lessons focus on building confidence, teamwork, and creativity, alongside introducing key drama techniques and terminology. Students are encouraged to take risks in a supportive environment and reflect on their performances. This unit helps develop communication skills and prepares students for further study in drama and performance.

Computing

This unit begins right where 'Programming 1' left off. Learners will build on their understanding of the control structures' sequence, selection, and iteration (the big three), and develop their problem-solving skills. Learners will learn how to create their own subroutines, develop their understanding of decomposition, learn how to create and

Home Learning

English – *Brother in the Land*

- Read assigned chapters and write a **short weekly summary**
- Write a **survival diary entry** as Danny after a key event
- Identify **one theme** (e.g. survival, family) and explain it with evidence

use lists, and build upon their problem-solving skills by working through a larger project at the end of the unit

Maths

- Practise **solving equations** (find the unknown value)
- Complete **inequalities questions** (greater than/less than)
- Real-life task: calculate **percentage discounts** when shopping

Science

- Create a **revision poster** on one topic: Magnetism, Life Diversity, or Earth Systems
- Learn and test yourself on **key vocabulary**

History

- Research the **Holocaust or post-1945 Britain**
- Write **5 key facts** or a short paragraph explaining change over time

Art / DT

- Design a **pattern or object inspired by local history**
- Sketch a **hinge-lid box design** (DT link)

Animal Care & Horticulture

- Research an **animal's life cycle or habitat**
- Write how to **care for an animal responsibly**

 **Geography**

- Create a **diagram of coastal features** (waves, erosion, cliffs)
- Write 3 facts about how **coasts change over time**

 **Ongoing Expectation**

- Read for **20 minutes, 3 times a week**
- Record thoughts in a **reading diary**