



FP YEAR 7-8 CURRICULUM BOOKLET

2025 – 2026



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Introduction

At Nexus, we aim to nurture and support every learner's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. In addition, we promise to treat our learners as individuals and offer them an innovative and progressive environment which will allow them to attain their goals.

Achievement of the best possible examination results and admission to the most appropriate tertiary education or place of employment is one of these goals. So, too, is the full realisation of all of a learner's talents; the appreciation of the value of hard work, the development of independent critical thinking, and the mastering of skills, competence in languages and digital literacy, for example, that are essential in the modern world.

English Language and Learning Support teams assist learners who are experiencing particular learning difficulties, allowing them to be successful and access our curriculum.

Our English Language programme offers learners a broad and balanced educational experience with project based learning and extra-curricular opportunities designed to cater for the specific needs, interests, talents and aspirations of learners from a wide range of cultural backgrounds. Our learners are challenged, supported and nurtured by experienced and highly qualified educators to achieve their full potential as young adults and future global leaders.

This booklet contains an overview of our Foundation Programme (FP) curriculum for Year 7 and Year 8.

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The FP Year 7 and 8 Curriculum

The Foundation Programme (FP) curriculum has been designed as a preparatory programme to support those learners who are starting their journey in English language acquisition and are functioning around an A1 level. The FP will facilitate the building of a solid foundation of both conversational and academic English language enriched by vocabulary, grammar, academic based projects and trips. The purpose of which is to support the seamless transition from the programme into Nexus' mainstream MYP curriculum.

This interactive programme fosters ample opportunities to develop proficiency, fluency, accuracy and interrelated academic learning by building on the fundamentals of phonemic and phonological awareness, with social and subject specific objectives and guidance. Learners are taught by EAL specialists and subject specialists in specialist facilities. They move around the School and participate in some mainstream classes to enable them to put their language learning into practice.

The learning in this programme is framed by inquiry, action and reflection, or more simply, 'asking, doing and thinking'. Although the programme focuses on the acquisition and development of English language pertaining to the four skills: listening, speaking, reading and writing, to ensure that our learners receive a broad and balanced curriculum and to prepare them for integration into Nexus dynamic mainstream programme, Mathematics, Science and Individuals and Societies are offered as part of the programme. This includes accessing our co-curricular programme, our integrated assemblies, our immersive school activities and school trips.

The Foundation Programme is designed to run over a 10-month period. This is to ensure that any real beginners enroled have sufficient time to assimilate sufficient academic and social English to be successful in the following year. Learners who make sufficient progress in the first semester may transition to one of the other EAL Tiers of support or in exceptional cases mainstream.

To ensure a holistic programme is being offered, other subjects such as Physical Health Education (PHE), Visual and Performing Arts and Personal Social Health Education are included into the programme. By including these varied subjects, the School aims to promote the health, wellbeing and safety of all our learners, sustain higher energy and motivation throughout the entire school day while prioritising English language acquisition.

MYP Tier 4 (Foundation Programme)

The table below shows the hours breakdown per 10 day teaching cycle.

*33% in mainstream

| Immersive English taught by EAL | | | Discrete | Mainstream | | |
|---------------------------------|---------|---------|----------|------------|---------|-----------------|
| English | Science | I&S | PHE | Maths | Arts | Tutor / PSHE |
| 20 hours | 6 hours | 5 hours | 4 hours | 6 hours | 6 hours | 5 hours 30 mins |

*The arts lessons will be on a carousel and the learners will do blocks of Visual Art, Drama and Music in a mainstream teaching group.

SCOPE AND SEQUENCE

The scope and sequence of the programme is to facilitate the learners' development of their world through collaborative learning, by engaging in intercultural learning to inform their language learning and to participate in project based learning to promote cross-curricular learning.

The focus of the learning will be around the topic of The World. The learners will explore their world - who they are, their family, their body, food and culture, global perspectives (the environment, society, history and geography) and life skills. They will also learn about time, distance, power, beliefs and values and routines.

ASSESSMENT AND REPORTING

Learners are assessed regularly in a variety of ways appropriate to the subject and the type of learning being undertaken. For example, learners will complete end-of-topic tests, complete placement tests which enable us to monitor their progress and be observed preparing creative work. Feedback is given to learners as a regular feature of their learning in the classroom.

Reports will be inline with mainstream and be published each semester and there will be face to face learning conferences in Term 1 and Term 3. Maths and Arts will be graded using MYP criteria and Science, Individuals and Societies and Immersive English will be assessed through listening, reading, writing and speaking. Similar content to the mainstream will be covered in Science and Individuals and Societies to help learners when they transition to the mainstream.

In mainstream subjects, learners are tracked against their personal CAT 4 data. CAT 4 scores are an indicator of how a learner should be performing and are based on a large sample of international learners with a similar profile. Nexus aims to personalise tracking of each learner's progress rather than expect whole cohorts to achieve the same level. This data does not limit the attainment of any learner and is used to initiate conversations around capabilities and explain to learners how they are progressing, and how they can be even more successful.

World-Class Instructional Design and Assessment (WIDA)

World-class Instructional Design and Assessment (WIDA) is a comprehensive assessment tool that is used to baseline test all our multilingual learners and to properly monitor and gauge the progress our learners are making within their English language proficiency journey. All learners enroled in the FP will be WIDA tested at the beginning of the programme (August). Their progress in English will be assessed using WIDA and other tests throughout the year to enable the School to comprehensively assess and track their progress. Essentially we are aiming to move learners from basic English users to proficient English users who access their full curriculum in English and express themselves confidently in English and can socialise in English.

| | ENTRY | EXIT |
|------|-------|------|
| YEAR | CEFR | CEFR |
| 7 | A1 | B1 |
| 8 | A1 | B1 |

| Description of Proficiency Level | |
|----------------------------------|---|
| 1 | Entering: Knows and uses minimal social language and visual and graphic support |
| 2 | Emerging: Knows and uses some social English and general academic language with visual and graphic support |
| 3 | Developing: Knows and uses social English and some specific academic language with visual and graphic support |
| 4 | Expanding: Knows and uses social English and some technical academic language |
| 5 | Bridging: Knows and uses social English and academic language working with grade-level material |
| 6 | Reaching: Knows and uses social and academic language at the highest level measured by this test |

Learners in the Foundation Programme will be WIDA tested at the beginning of the programme. Their progress in English will be assessed using WIDA and other tests throughout the year to enable the School to comprehensively assess and track their progress.

English Acquisition and the Common European Framework (CEFR)

The School also refers to the The Common European Framework of Reference for Languages (CEFR) to access and track the learners' progress.

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

It is an expectation that learners enroled to the Foundation Programme (FP) are beginners (A1). Through this programme, the School aims to accelerate the acquisition and proficiency of learners in the four skills: listening, speaking, reading and writing. Learners will be expected to understand and use basic, everyday conversational English and expressions, can introduce themselves, talk about members of their family and have enough vocabulary to describe their city. In terms of writing, they should be able to write simple sentences, however, the correct spelling and grammar may be present.

By the end of the 10 months programme, learners will graduate if they have achieved proficiency in the four skills. Further, reduced support may be required for learners who are at the intermediate levels and learners who are at the advanced levels will transition straight to mainstream



Subject Group Assessment Criteria

| Subject | A | B | C | D |
|----------------------------|------------------------|--------------|---------------|------------|
| English | Listening | Speaking | Reading | Writing |
| Interdisciplinary Learning | Disciplinary grounding | Synthesising | Communicating | Reflecting |

Early Exit Assessment Framework

The Foundation Programme is intentionally designed as a ten-month immersion to support learners who are beginning their English language acquisition journey at **CEFR A1**. However, the School recognises that learners progress at different rates; therefore, an Early Exit pathway is offered for those who demonstrate accelerated growth across the four domains of language learning—listening, speaking, reading and writing—and who are ready to access a less intensive level of English support earlier than expected.

Throughout the year, each learner's progress is closely monitored through a combination of formative and summative assessments, including WIDA proficiency data, classroom-based performance tasks, end-of-unit assessments, and teacher observations. These data points provide a holistic picture of the learner's ability to function independently in academic and social contexts. Learners who begin to demonstrate sustained performance at **CEFR A2 or higher**, and who show readiness to access increasing proportions of the MYP curriculum, may be recommended for Early Exit.

An Early Exit decision is based on triangulated evidence, including:

- **WIDA growth indicators**, showing movement from “Entering” and “Emerging” levels towards “Developing” or “Expanding”;
- **Performance in the four skills**, demonstrating the ability to understand grade-appropriate instructions, engage in classroom discussions, comprehend accessible texts and produce coherent written work;

- **Subject readiness**, particularly in Science, Individuals & Societies and Mathematics, where learners must be able to access content with minimal language scaffolding;
- **Behavioural indicators**, such as classroom independence, ability to self-manage learning, and confidence interacting socially in English.

Once a learner is deemed ready, they may exit the Foundation Programme before the end of the ten-month cycle. Early-exit learners typically transition into **Mainstream (Tier 3 - Intensive English Support)**, although learners who show stronger proficiency may progress directly to **Mainstream (Tier 2 - Additional English Support)**, depending on their language profile and academic readiness. Upon transition, these learners continue to receive targeted support appropriate to their new Tier while accessing a broader range of mainstream MYP subjects.

Early Exit decisions are communicated in consultation with the learner, family, and relevant teachers to ensure a smooth and supportive transition. This pathway ensures that every learner continues to be appropriately challenged while receiving the right level of language support for their stage of growth.

HOME LEARNING

Home learning is important because it provides learners with:

- An opportunity to follow the passions and interests they develop in things they are learning;
- Consolidation and fluency-building opportunities that build subject confidence;
- Inquiry and investigative opportunities to deepen knowledge and challenge themselves;
- Vital practice of Approaches to Learning (ATL) skills such self-management and organisation.

Home learning will be relevant and have clear learning intentions that are related to curriculum goals. Most parents/legal guardians expect their children to undertake home learning, and it is one way we develop a strong learning-focused relationship between learners, teachers and parents/legal guardians. Home learning provides an opportunity to share formative feedback and help a learner reach their goals. The amount of home learning is not fixed and will increase as the learner exits the Foundation English Programme and adopts more inquiry based learning. There is an expectation that Secondary learners will become more independent and autonomous as they move up the school, prioritising different subject demands and deadlines.

Home learning is shared with learners and parents/legal guardians through Canvas and deadlines will allow learners to complete it to the best of their ability. Home learning will never be set for the next day, there will always be a few days between setting and submission. Home learning does not always have to be written and subject areas will select activities that best support the curriculum goals.

Ultimately learners will need to apply learning to new and unfamiliar contexts to be successful. Home learning provides these opportunities. For it to be useful, both teachers and learners must use the information gained to adjust teaching and learning to meet the learner's needs.

Parents/legal guardians should support their child/ward to complete home learning by encouraging them to do the work at a regular time each night, in a suitable location free from distractions. By helping the child/ward to understand what is expected and checking what home learning has been set, parents/legal guardians can gain an insight into what is being learned and help their child/ward feel the family is part of the learning journey. Discussing learning rather than tasks in the home

environment strengthens the connections between home and School and ultimately empowers the learner. A literature-rich home environment which encourages additional practice of the English four skills: listening, speaking, reading and writing will help to consolidate the work done in School. Work should always be authentically completed by the learner and not be plagiarised or the work of an adult at home. If your child / ward is struggling with a task please let the class teacher know. It is never the intention to set home learning that causes undue anxiety.

ATTENDANCE

It is self-evident that attendance and achievement at School go hand in hand.

We expect all learners to attend school every day that classes are provided. The only reasons for not attending are medical and genuine emergencies. Families should strive not to plan family holidays during term times and should always request leave in advance of any planned absence.

An attendance roll is taken at the start of each day and attendance records are maintained on our School Information Management System. Learners who hold a Student's Pass will have their absence reported to Immigration and Checkpoints Authority (ICA) should their attendance fall under 90%. Families should advise the School, in advance, when their child/ward is not able to attend. The School contacts families in the case of unexplained absences.

TUTOR GROUPS

Learners are placed in a small tutor or homeroom group. Tutors are the first point of contact for learners experiencing difficulties, or for parents/legal guardians with any concerns.

Learners are taught in the same teaching groups for the whole school day. The groups are arranged following consideration of a number of factors, including gender and nationality.

LEARNING RESOURCE HUB (LRH) - SUPPORTING THE CURRICULUM

Learners are timetabled to visit the Learning Resource Hub (LRH) each week during their English lessons. Learners are encouraged to change their reading books, taught how to select appropriate reading material, and are encouraged to share and discuss their reading choices. Time is set aside for reading for pleasure. The LRH supports the School in the facilitation of recreational and reading development, and learners are welcome to visit the LRH at lunchtimes and after school.

RESIDENTIAL TRIPS

The mandatory Residential Trips are an integral part of the Secondary School curriculum and contribute to the fulfilment of the School's mission statement. They provide learners with an opportunity to develop through experience. One of the main aims is to involve them in activities and situations that they may not have experienced before and which encourage them to think about the values that they are applying and the attitudes they adopt.

Each trip, and its related activities, is planned to accomplish the following aims:

- Exploration of cultural, historical or physical environments with specific targets linked to the School's curriculum setting;
- Reinforcement of self-esteem and positive interaction amongst peers and staff outside of the classroom environment;
- Encourage team-building and leadership skills;
- Demonstrate service to the community.

Trips week will likely take place in Term 1 of the Academic Year. The destinations for this trips may be the following:

- Year 7 – Malaysia
- Year 8 – Indonesia

Those learners who do not attend the residential trip will be expected to remain at home with their family as there will not be any provision for teaching provided. In addition to the residential trips, our learners will be afforded the opportunity to participate in a number of field trips so that they can both practice and consolidate their language and newly acquired life skills.

RECREATION AND CO-CURRICULAR ACTIVITIES (CCAs)

Learners are encouraged to become involved in a number of activities during lunch break and after school. The specific activities offered vary from time to time, but include sports, drama, art, music and other creative pursuits. The School's website hosts all the information about our Education Outside The Classroom (EOTC) programmes.

LEADERSHIP

The School provides many leadership opportunities for learners that empower learners to lead in a whole variety of contexts including whole-school events and learner-led initiatives. There are also a range of other opportunities for learner leadership from charity initiatives begun and led by learners, to Duke Of Edinburgh International Award Scheme, to the Learner Council or leading assemblies, to service with younger learners and the community. Opportunities to be involved with Lead Learners are advertised in the Learner Bulletin.

Immersion English

The aims of Immersion English are to encourage and enable learners to:

- Use English language as a vehicle for thought, creativity, reflection, learning, self-expression, analysis and social interaction
- develop the skills involved in listening, speaking, reading, writing, viewing and presenting in a variety of contexts
- develop critical, creative and personal approaches to studying and analysing literary and non-literary texts
- explore and analyse aspects of personal, host and other cultures through literary and non-literary texts
- explore English language through a variety of media and modes
- develop a lifelong interest in reading
- apply linguistic and literary concepts and skills in a variety of authentic contexts.

The Immersion English is an all-encompassing module which facilitates the acquisition of English language to prepare our learners both socially and academically for life both in and outside of the classroom. Our learners are afforded opportunities to learn about their world by experiencing it. To enable our learners to improve their fluency and proficiency in the four skills: listening, speaking, reading and writing.

This module uses common content to the mainstream to align the learning and facilitate transition to mainstream. It supports our learners in discovering who they are, and what they may become in the future. Using real-world content about people and places from around the world, we will teach the language and skills necessary to enable our learners to:

- Develop language proficiency
- Sharpen listening skills
- Practice speaking
- Expand vocabulary
- Improve reading comprehension
- Build vocabulary

Learners will have access to digital platforms so that they continue their learning outside of the classroom. Each learner will receive a user ID and password so that they can access the platforms.

ASSESSMENT CRITERIA

| Component | Description |
|------------------------|--|
| Speaking and listening | A wide range of individual, paired and group activities are assessed throughout each year, progressing in challenge through Year 7 and 8. |
| Written coursework | Learners are assessed for writing across a range of complex tasks throughout the year. The work takes a wide variety of forms and genres from essays, letters and creative stories, to blogs and interactive multimedia presentations. |
| Reading | Learners are encouraged to read a wide range of fiction and non-fiction texts including novels, short stories, biographies, poems, Newspaper articles and as well as media texts. They are encouraged to select stories of interest, read for pleasure and reflect on the themes, vocabulary and narrative structures. |
| Vocabulary* | Learners will be exposed to and learn Tier 1 and Tier 2 vocabulary - basic, high-frequency words which are used in everyday language. Sight words, nouns, verbs, adjectives, prepositions, articles and early reading words. |
| Grammar* | Learners will employ adverbs of frequency, comparative and superlative adjectives, countable and uncountable nouns in their language and writing. Past, present, continuous and verbs used to inform writing and grammar rules will be learned. |
| Comprehension* | Learners will develop their language comprehension to be able to understand the different elements of spoken or written language, like the meaning of words and how words are put together to form sentences. Language comprehension is one of the building blocks of reading comprehension. |

* These components are assessed through the four skills by way of observation, conversational and formal spoken practice, written tasks, project based learning and in-class tests (for example spellings and end of unit vocabulary tests).

LEARNING OUTCOMES

| Year 7 | Year 8 |
|--|---|
| <ul style="list-style-type: none"> The learner should be able to read and understand straightforward texts, such as newspaper articles and magazines. In terms of speaking, our learners should be able to have basic conversations in English, and can introduce themselves and others. Our learners must also be able to write short essays on topics that they know well, use appropriate grammar and vocabulary, and be able to correct some of their own mistakes. Students at this level should also be familiar with some basic idioms and collocations in English. | <ul style="list-style-type: none"> The learner should be able to communicate fluently and effectively, using language appropriate to the situation. Learners should be able to use their English for social purposes, such as expressing opinions, engaging in debates and discussing a variety of topics with others. Our learners should also be able to express their thoughts and feelings clearly, responding appropriately to what they hear. In addition, they should be able to give clear instructions, follow instructions and offer advice. Learners should be able to write detailed text on complex topics. This includes developing an argument and providing evidence for their points. They should also be able to structure their text well, using cohesive devices and linking |

words, which help them to present their ideas in a logical and coherent way.

- They should also be able to use a wide range of vocabulary, including both general and specialist language.

SUBJECT SPECIFIC LEARNING COMPONENT

Cross-curricular or interdisciplinary learning involves establishing patterns of information between different academic subjects. It offers a creative way of developing knowledge, understanding and practical skills through a study of interconnected topics. It is also an opportunity for our learners to further develop their language, understanding and take ownership of their learning by applying concepts learned in one area with another.

To ensure that our learners receive a broad and balanced curriculum and to prepare them for integration into Nexus dynamic mainstream programme, Mathematics and Science are offered as part of the programme.

To ensure a holistic programme is being offered, other non-intensive subjects such as Physical Health Education, Visual Arts and Life Skills are included into the programme.

Immersive Science

The Year 7 to 8 curriculum is inquiry-based and designed to encourage thought and creativity in order to develop the necessary skills through a coordinated series of topics based on experimental and practical science. The skill areas are:

- Scientific knowledge and understanding
- Manipulating scientific apparatus
- Experimental design and investigation
- Data collection, processing and presentation
- Analysis and modelling
- Appreciation of the role of Science in the wider world

To check the learners' understanding and application of the concepts, there will be formative assessments conducted during class time and a group project.

LEARNING OUTCOMES

| Year 7 | Year 8 |
|---|---|
| <ul style="list-style-type: none"> The scientific method: ask a question, form a hypothesis, test the hypothesis, analyse data, and draw conclusions measurements using scientific equipment and lab safety Physical and chemical matter changes How living things work, Structure and function of living. | <ul style="list-style-type: none"> Energy and Movement Communication through waves Different chemicals, periodic table and how they make up our world Atoms, molecules, compounds Chemical Reactions |

- Systems within as well as outside our atmosphere and how they affect each other.
- Adaptation and Inheritance
- Human body and the internal systems
- Forces and motions in sports

Immersive Individuals and Societies

The aims of Immersive Individuals and Societies are to encourage and enable learners to:

- appreciate human and environmental commonalities and diversity
- understand the interactions and interdependence of individuals, societies and the environment
- understand how both environmental and human systems operate and evolve
- identify and develop concern for the well-being of human communities and the natural environment
- act as responsible citizens of local and global communities
- develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.

COURSE OUTLINE

The Immersive Individuals and Societies course is designed to teach learners to respect and understand the world around them and equip them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. It encourages learners, both learners and teachers, to consider local and global contexts.

- Immersive Individuals and Societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).

Mathematics

The aims of Mathematics are to encourage and enable learners to:

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power;
- develop an understanding of the principles and nature of mathematics;
- communicate clearly and confidently in a variety of contexts;
- develop logical, critical and creative thinking;
- develop confidence, perseverance, and independence in mathematical thinking to solve problems;
- develop powers of generalisation and abstraction;
- apply and transfer skills to a wide range of real-life situations, other areas of knowledge and future developments;
- appreciate how developments in technology and mathematics have influenced each other;
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics;
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives;
- appreciate the contribution of mathematics to other areas of knowledge;
- develop the knowledge, skills and attitudes necessary to pursue further studies in mathematics;
- develop the ability to reflect critically upon their own work and the work of others.

To enable teachers to monitor the learners progress, they will have formative and summative assessments through the course. Learners will also have access to online platform IXL where they have the opportunity to consolidate their learning of concepts and test themselves.

LEARNING OUTCOMES

| Year 7 | Year 8 |
|---|--|
| <ul style="list-style-type: none"> ● Mathematical language and forms of representation ● Number patterns ● Factors and multiples ● Number operations ● Operations with positive & negative | <ul style="list-style-type: none"> ● Polygons: angles, symmetry, measurements ● Algebraic expressions ● Linear and nonlinear sequences ● Data types : discrete, continuous ● Gradient ● Experimental and theoretical probability |

Arts (Drama, Music and Visual Art)

The aims of Arts are to encourage and enable learners to:

- understand the relationship between art and its contexts
- develop the skills necessary to create and to perform art

- enjoy lifelong engagement with the arts
- explore the arts across time, cultures and contexts
- express ideas creatively
- reflect on their own development as young artists
- show and identify how ideas, feelings and meanings are expressed in art;
- critically evaluate their own work, then modify and refine it to realise their intentions;
- learn and use specialist art vocabulary

The Arts are taught in rotation and each learner should experience each art subject twice in a year. Learners are in mainstream classes for the Arts.

YEAR 7 COURSE OUTLINES

Units covered in Music

The Elements of Music

Learners will explore the use of 'Musical Elements' (Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure.) They will do this through practical activities that include singing, performing on instruments and creating music. They will then focus on using the keyboard as a practical focus; they will embed their knowledge of musical elements to create a 'Haunted House' composition on the keyboard and perform live to the class.

Symbols of Me

Learners begin by learning basic techniques to perform on a drum kit and ukulele. You will be able to understand the fundamentals and how a drum kit works. You will learn how to read drum kit notation and how to perform simple drum beats. You may learn how to add fills where appropriate and play along to a backing track, aiming to maintain a steady pulse. You will explore chords, ukulele techniques and song writing bringing it altogether in a song composition that symbolises you.

Units covered in Visual Art

Urban Sketches of Singapore: Through reflecting on and responding to the world around them, learners will create a landscape artwork of Singapore. They will learn how to take inspiration from other artists and apply these influences to develop their own personal creative ideas.

Pattern in Print: The focus of this unit is to develop skills in the sophisticated technique of reductive linocut printmaking. Learners will inquire into the ways in which traditional printmaking methods can be changed through innovative technical processes. They will develop an understanding of how to use line and shape effectively and consider how to apply their chosen influences in innovative ways.

Units covered in Drama

Greek Theatre: In Semester Two learners will explore the origins of modern theatre and discover, through practical workshops, how the Greeks used ritual, masks, and synchronisation to develop Drama into what we know it today. Learners will put all their new skills and knowledge from the year into practice by participating in a Greek Theatre showcase. All learners will experience the page to stage process and all will be included in the performance and production process.

Pantomime Learners explore the key conventions of this theatrical genre, including exaggerated physicality, audience interaction, and stock characters. They develop vocal and movement skills, experiment with comedy and slapstick, and learn about the historical and cultural significance of pantomime. Through devising and performing, they enhance their storytelling abilities, teamwork, and confidence while understanding how to engage and entertain an audience effectively.

YEAR 8 COURSE OUTLINES

Units covered in Music

Learn to Play!

Learners will be able to perform and compose Samba as part of an ensemble and know and recognise the features of Samba music. Research and produce an online assignment on Brazilian Samba. Learners will explore musical notation such as Guitar TAB and a variety of guitar techniques including strumming and picking. Learners perform a piece of music individually and in small groups in the latin genre taking the role as lead guitar, guitar chords or bass line.

20th Century Styles

An exploration of the Minimalist genre with a look at key composers and groundbreaking compositions and how these techniques formulate compositions. They will then devolve into Blues music focusing on the musical features performing on a range of instruments to create a group blues performance. They end this unit looking into how music can be broken down into samples and create their own 'remix'

Units covered in Visual Art

Creativity Clash - Ceramic Creations

Learners will explore hand-building techniques using clay through observing the form of both natural and manmade objects. They will develop an understanding of decorative and functional art to design and create using clay. They will explore composition through creating practical maquettes and consider alternative designs before arriving at a considered final ceramic outcome.

Fragile Futures

With a focus on understanding how to create persuasive imagery, learners will focus on responding to global or local concerns by creating an artwork that raises awareness of a chosen issue. Learners will learn to apply the Elements and Principles of Art to create imagery to make an audience 'stop, think or act'. They will express their ideas making a choice between traditional, digital or mixed media.

Units covered in Drama

Commedia Dell'Arte - In our Commedia dell'Arte unit, learners explore the origins and conventions of this improvisational Italian theatre style. They develop physicality, and exaggerated characterisation through stock characters like Arlecchino and Pantalone. They experiment with improvisation, slapstick comedy, and lazzi (comic routines) to enhance storytelling. By devising scenes and performances, our learners refine their expressive skills, teamwork, and spontaneity while gaining a deeper understanding of this influential theatrical tradition.

Home - Learners explore what home means to different people, using improvisation and devising skills to respond to global and local issues. Through character creation and scenario-based work, they raise awareness of chosen themes, such as displacement, belonging, or identity. By developing scenes from scratch, they refine their use of characterisation and voice, aiming to make audiences stop, think, or act through powerful and thought-provoking performances.

Physical and Health Education (PHE)

The aims of Physical and Health Education are to encourage and enable learners to:

- participate effectively in a variety of individual and team activities and/or sports
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences

LEARNING OUTCOMES

Year 7 & 8

- Net Games
- Striking and Fielding Games
- Physical Literacy activities
- Invasion Games
- Fitness and well-being

PSHE

The aims of the PSHE programme is to encourage and enable learners to:

- develop executive functioning skills
- participate in a range of activities that will support the development of interpersonal skills
- think critically and creatively,
- improve their decision making
- problem solve
- build positive relationships
- further develop their communication skills
- goal set
- build resilience

PSHE is not formally assessed. Learner participation, comprehension and engagement will be done through observation, presentations and projects and quizzes.

LEARNING OUTCOMES

Year 7

- Me, myself and I
- Building healthy relationships
- Positive thinking and emotional regulation
- Interpersonal skills
- Communication
- Conflict Management
- Decision making
- Executive Functioning
- Goal setting
- Resilience

Year 8

- Me, myself and I
- Building healthy relationships
- Positive thinking and emotional regulation
- Stress management
- Effective communication
- Conflict Management
- Critical and creative thinking
- Decisions, decisions, decisions
- Goal Setting
- Navigating adversity (resilience)

Resources

| Link | What is it? | Curriculum Links |
|---|--|-------------------------|
| National Geographic SPARK | Spark is National Geographic's interactive online platform. Learners can access the platform to learn deeper about grammar, language rules and to practise and test themselves | Language and Literature |

| | | |
|---|---|---|
| British Council Teens | A website that supports learners to develop their English language through reading, writing and listening practice, tips for exams, grammar and vocabulary exercises, games and videos. | Individuals and Societies, Global Perspectives, Language and Literature, science, |
| Cambridge Dictionary | The most popular and comprehensive online dictionary and thesaurus. Includes meanings and definitions of words with pronunciations and translations | All |
| Newsela | Learners can access engaging authentic texts with customisable activities and set the lexicon to their reading level. | Individuals and Societies, science, Language and Literature, Global Perspectives, design, science, art, |
| Ted Talks Education | High quality, video based lessons that span all topics and can be organised by age group. | All |
| DeepL translation tool | A translation device that is more accurate than Google Translate. | All |
| Rewordify | A free online tool to simplify reading activities for faster comprehension and teach difficult words. | All |
| Britannica | Articles that can be set at three different reading levels | Individuals and Societies, Global Perspectives, Language and Literature, Design, Science, Art |
| Lexile | Check the reading level of a text | All |
| Quizlet | Practice vocabulary and add images to aid comprehension | All |
| The Day | A cross curricular resource of newspaper articles at 5 different levels | All |
| Common Lit | Comprehensive literacy programme with thousands of free reading lessons | Language and Literature, Global Perspectives, Individuals and Societies, design, science, art |
| Nexus Library Resources | A link to the Nexus Library website and all the linked resources | All |
| KS3 Maths | BBC Bitesize - KS3 Mathematics | |
| IXL | IXL - Maths online site | |
| KS3 Science | BBC Bitesize - KS3 Science | |
| KS3 Arts | BBC Bitesize - KS3 Art | |