

## My Communication:

Learners build communication through exploring weather and environmentally themed texts, using verbal, signed, symbol- or AAC-based responses. Reading focuses on phonics, blending simple words and demonstrating comprehension through actions or gestures. Writing includes mark-making, early letter formation and creating simple, meaningful written responses linked to weather and seasonal change.



## My Health:

Learners continue developing invasion-game skills, building teamwork, strategy and confidence through structured team activities. Swimming targets remain personalised, with pupils progressing through the Swim England Awards. Weather-linked PE activities such as wind-themed parachute games, fitness walks and kite-running support stamina, coordination and enjoyment.



## My Technology:

Young people learn to use digital tools safely when researching weather and sky topics, recognising safe content and knowing when to ask for help. ICT activities include exploring weather simulations, sequencing images, and creating simple digital presentations linked to sky and space. In Design & Technology, learners build models such as rockets, clouds or weather instruments while making safe and purposeful material choices.



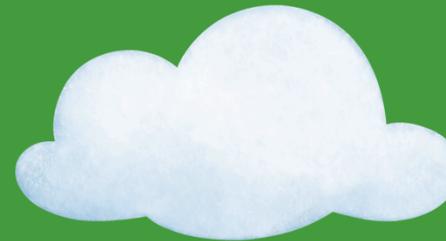
## My Problem Solving:

Learners develop time and calendar skills (days, months, o'clock times) and use positional language to describe movement and direction. They also measure mass and capacity through practical, weather-linked tasks and compare amounts using grams, kilograms, litres and millilitres. Thinking skills are strengthened through observing weather patterns, testing predictions, and recording daily weather to look for trends.



Semi-formal Curriculum KS3  
Topic Web: Spring 2

# Topic: Splendid Skies



### Key Texts:

Hello Spring, Cyril the Lonely Cloud by Tim Hopgood. The Day the Crayons Quit & Moon – Night-time around the World



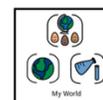
## My Creativity:

In music, learners listen and respond to a variety of songs, use body percussion, and create simple musical patterns inspired by weather. Art activities explore texture, collage, colour mixing and 2D/3D cloud installations. Dance and drama build confidence through expressive movement, emotional awareness and collaborative performance routines inspired by weather stimuli.



## My World:

Learners investigate weather scientifically by measuring temperature, rainfall, wind speed and direction using simple tools. They record and compare findings over time, making predictions and using scientific vocabulary to describe patterns. Geography builds understanding of weather types, seasonal changes and how weather affects daily life, using maps, symbols and simple forecasting activities.



## My Independence:

Through the theme Seasonal Flavours, learners develop independence in food preparation using seasonal ingredients to make simple recipes. They practise key kitchen skills, healthy eating choices and gradually build confidence by repeating dishes with increasing independence. Community opportunities—such as visiting farms, allotments or farm shops—help connect food, seasons and real-world experiences.



## My Identity:

The unit explores puberty and body awareness in a sensitive, age-appropriate way, teaching correct anatomical vocabulary and normalising physical and emotional changes. Learners discuss how bodies change differently for males and females and learn what happens during the menstrual cycle. Teaching is delivered with clear ground rules, ensuring discussions are safe, respectful and adapted to individual cognitive levels.

