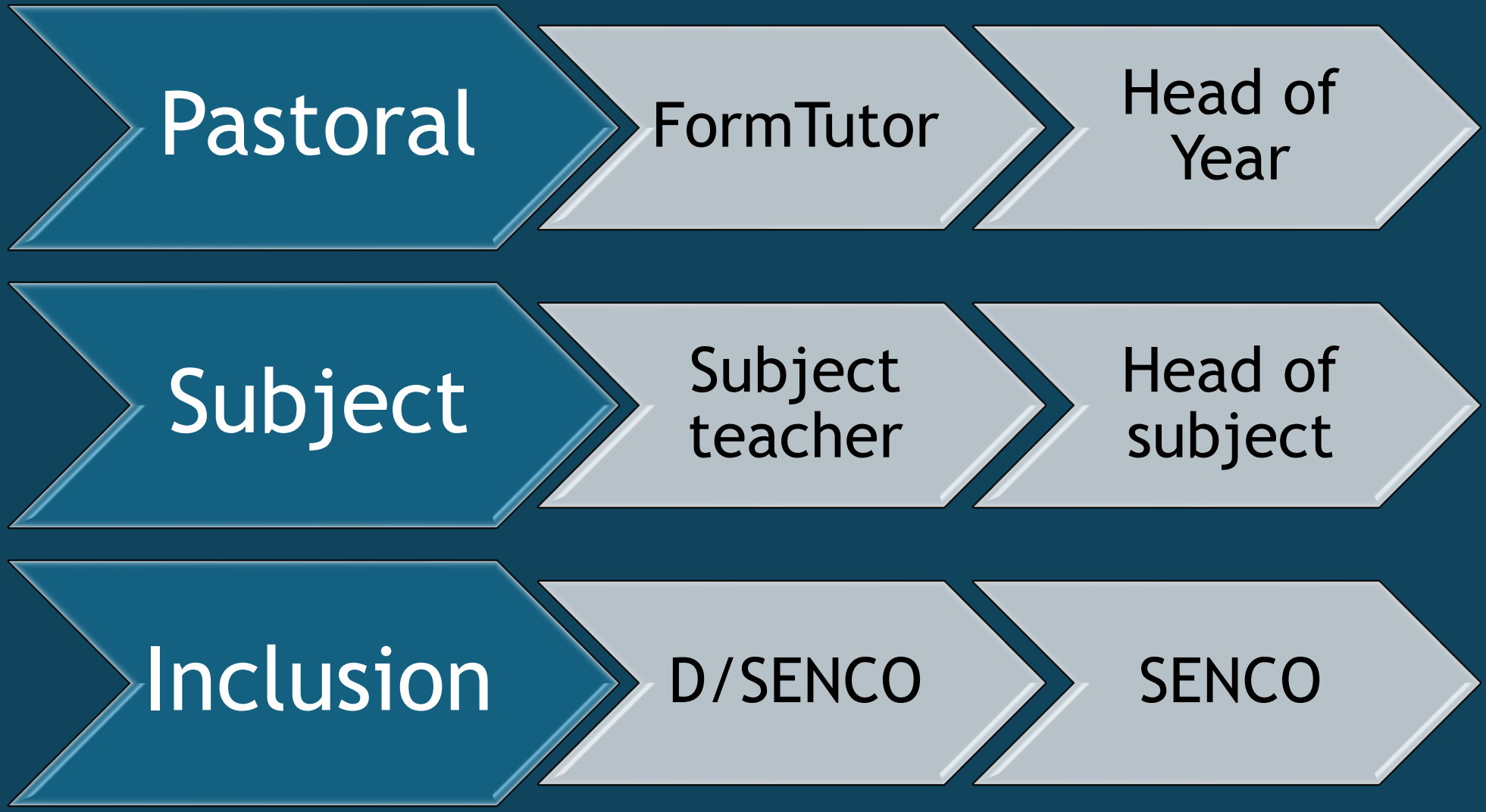

*....to our SNS*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Inclusion
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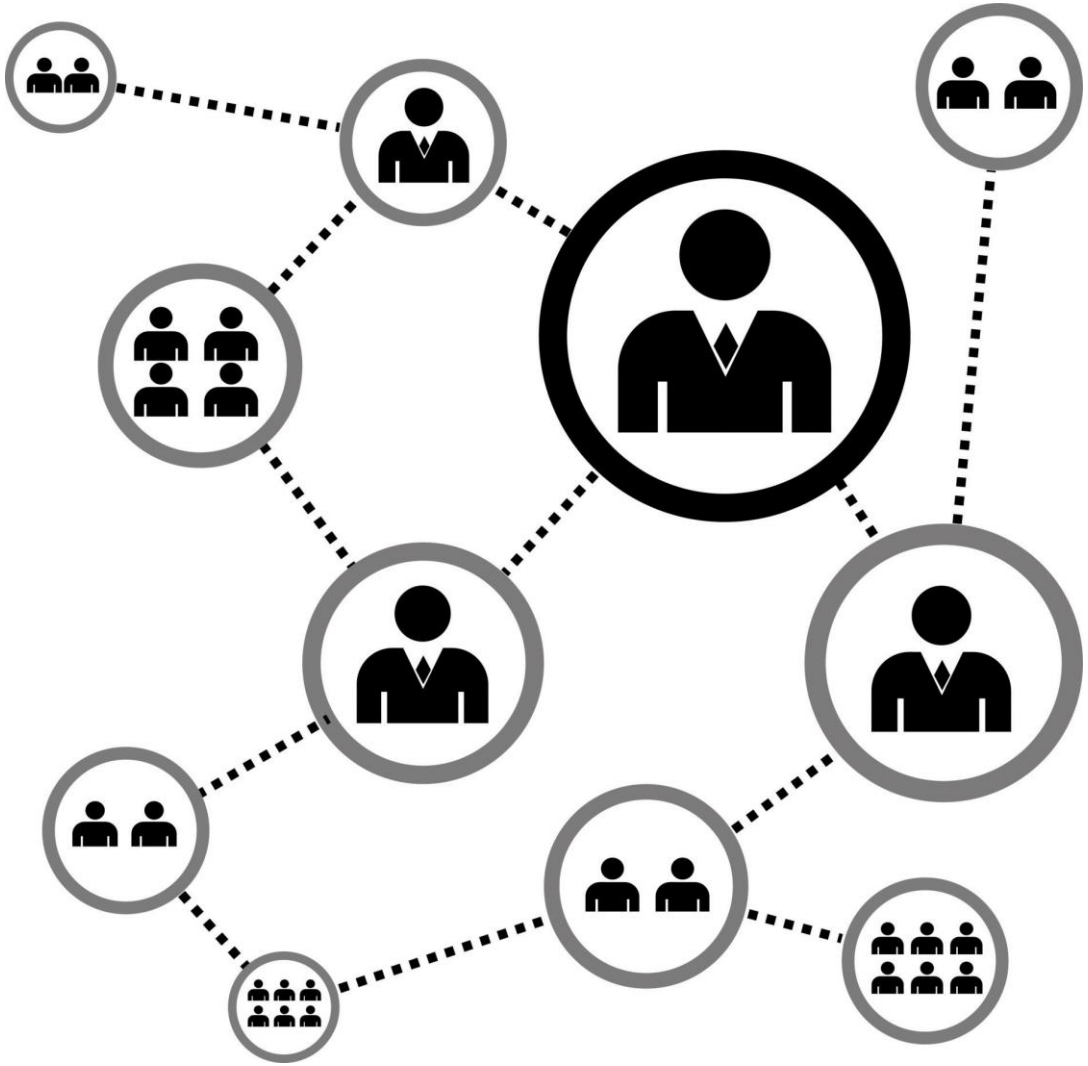
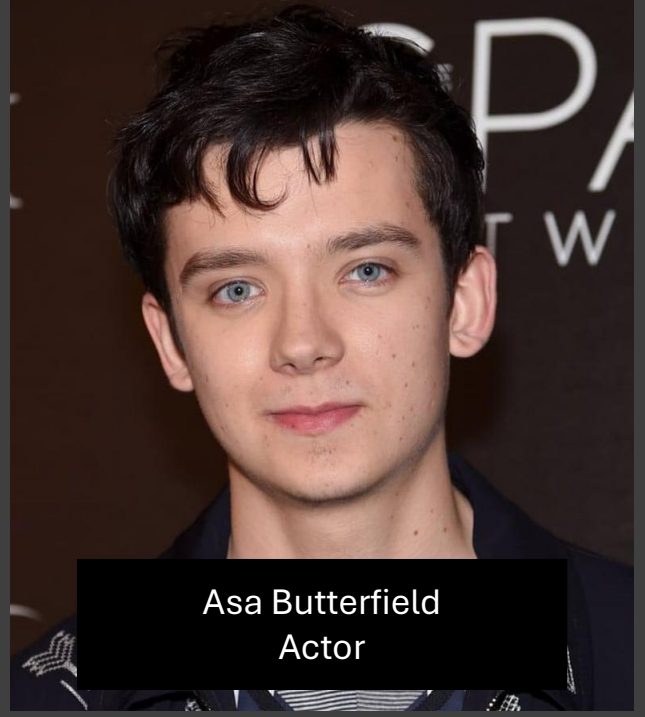
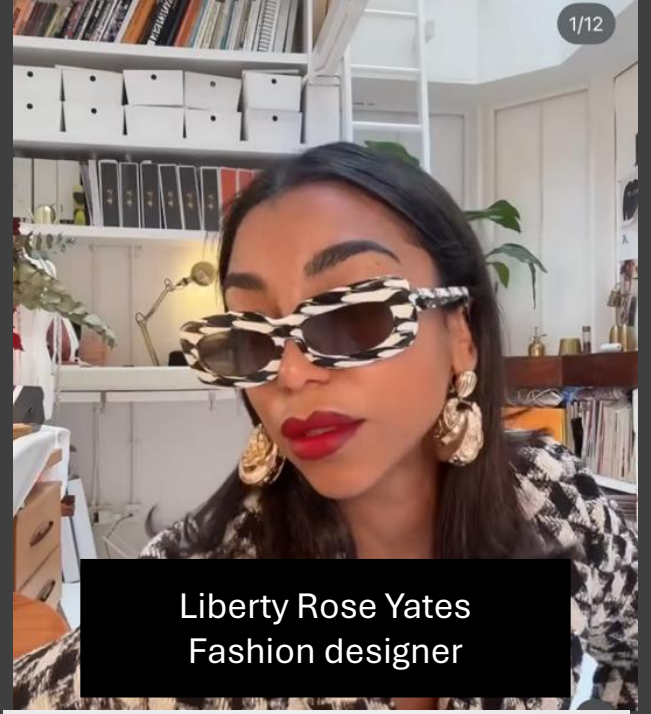
Class Charts
Parent

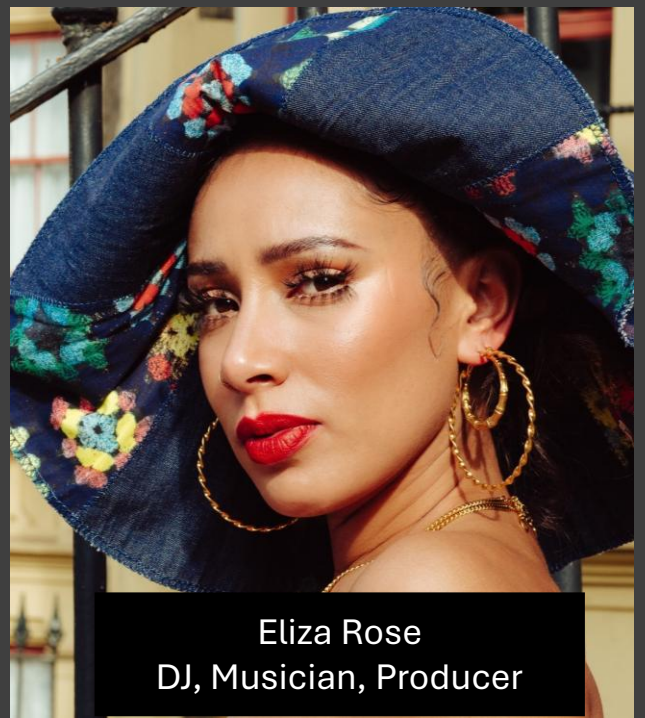


# KS3 Creative Curriculum





What do these creatives have in common?

- **They all began their creative journeys at Stoke Newington School**

# Creativity at SNS

Creativity and culture are at the heart of Stoke Newington School, as exemplified by our broad creative curriculum, the range of clubs we offer, our **Creative Drop-Down Days** for year 7 and 8 and a range of trips to key cultural sites across London and overseas.

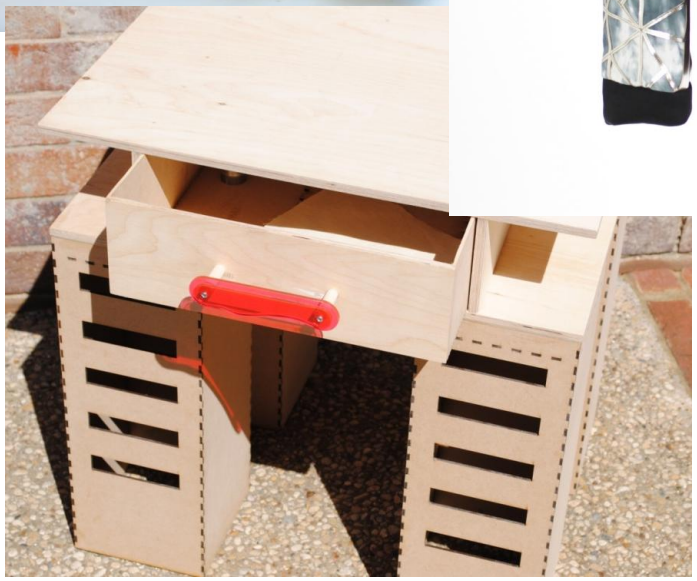
We have a range of creative partners who work closely with the school to provide unique opportunities to our students. Examples include the **Royal Drawing School**, who provide free creative drawing workshops on a weekly basis. We work closely with the **London School of Architecture** who provide our students with free workshops and courses where students can gain HPQs and EPQs in Architecture, setting them up for studying Architecture at higher level. Other partners include **Sadler's Wells Theatre and Arcola Theatre.**

# Creative subjects at KS3

- Art
- Design and Technology
- Drama
- Music

# Design and Technology at SNS





# What is Design and Technology ?

- Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.
- Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.
- They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

- **High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.**

# What is Design and Technology at SNS?

- **Students work in a range of  specially designed workshops and learning areas to study:**
- **Graphic design**
- **Fashion and textiles design**
- **Product design and architecture**
- **Hospitality and Catering**

- At the end of year 8 students can chose to study GCSEs or vocational qualifications in these areas
- In the 6th form we currently offer A levels in Textiles and Graphics
- Students from SNS have gone on to study art, design and related courses at some of the most prestigious universities and colleges in the world including:
- **UAL ( Central St Martin's,London College of Fashion, London College of Communication, Wimbledon School of Art, Camberwell College of Art )**
- **Goldsmiths University**
- **Manchester University**
- **Nottingham University**
- **Loughborough University**

# KS3 D&T at SNS

## All our projects promote sustainable design practices

In year 7 students complete 4 projects, students will have the same DT teacher all year

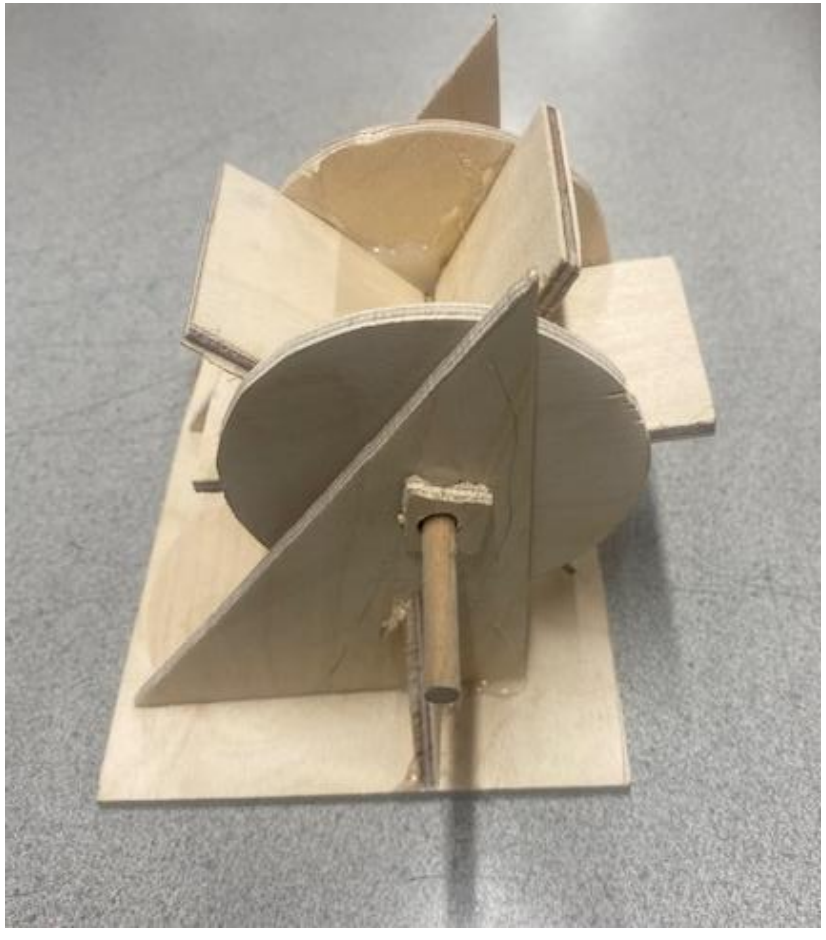
- **Textiles: Design and Make a soft toy using recycled materials**
- **Graphics: packaging design for a toy**
- **Product design: Renewable energy; Wind  Power project**
- **Food and Nutrition: Desing and make a new biscuit**

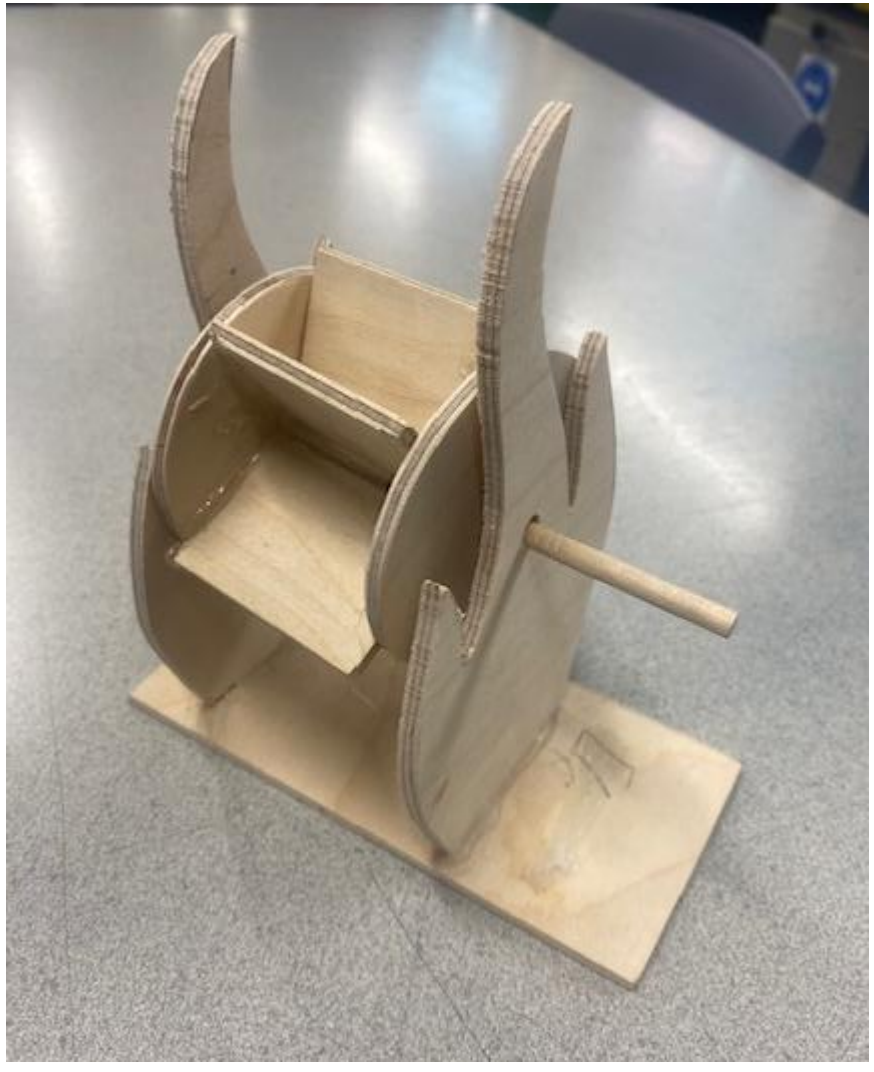
In year 8 students are on a carousel and will study with a new teacher and in a new subject area every 8 weeks

- **Textiles:  Sustainable Bag project**
- **Graphics: Cereal packaging design**
- **Architecture: Design a school building**
- **Food and Nutrition: Healthy eating**
- **Biomimicry design project**

# Year 7 Textiles
# Recycled Toy project

# Year 7 Renewable energy



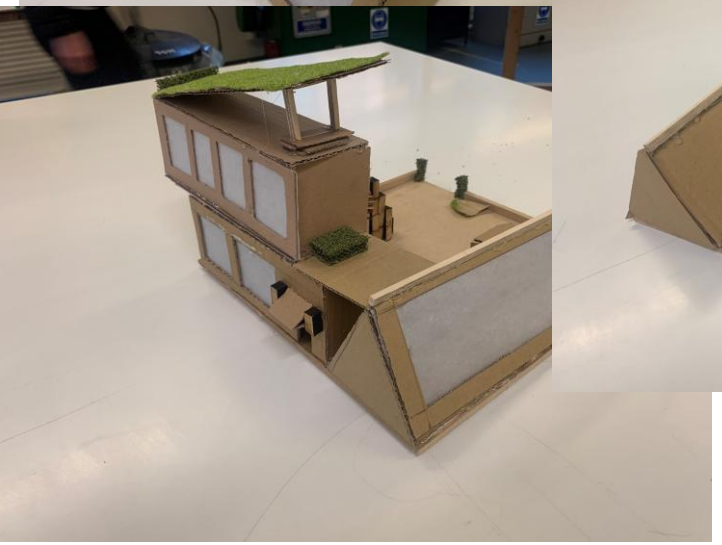


# Year 7/8 Food and Nutrition



# Year 8 Textiles Bag for Life project


# Year 8 Graphics : Mini cereal project



# Year 8 Architecture

# Art at Stoke Newington!


# What is Art at Stoke Newington?

- A creative and inclusive environment where students explore ideas and celebrate different cultures through art.
- Learn to experiment, take risks, and develop confidence, building resilience in your creative work.
- Develop skills in drawing, painting, printmaking, and sculpture through hands-on projects each term.
- Study artists from different times and cultures, making connections to your own ideas and identity.
- Use drawing as a starting point to generate ideas and improve your visual skills.
- Reflect on your work to improve, refine, and grow as an artist.
- Build skills as a creative thinker and problem-solver across all subjects.
- Be encouraged to express yourself, share your work, and be proud of your creativity.

# What you will learn...

## Year 7:

### Autumn

Introduction to gestural mark making and **expressive art.**

**Clay** 'under the sea' project

### Spring

West African inspired **printmaking**

### Summer

Micheal Craig-martin inspired **painting** project.

## Year 8:

### Autumn -

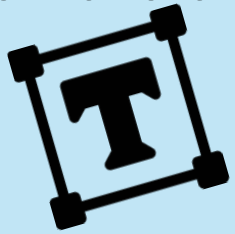
Freida Kahlo inspired **painting self-portrait** project

### Spring

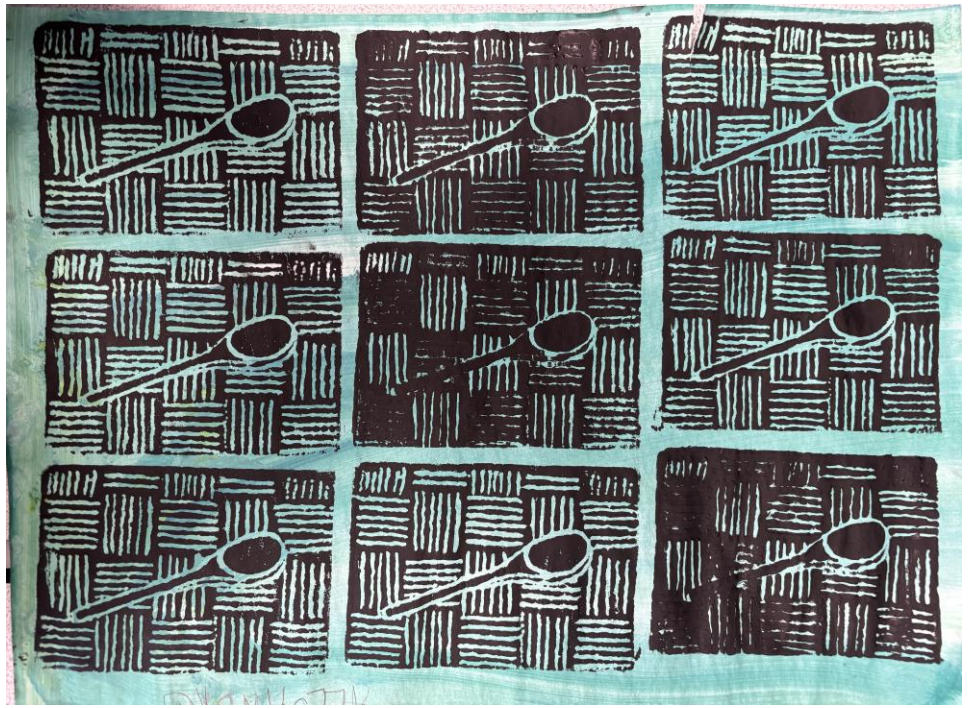
Keith Harring/ Nikki DSF f**igure sculpture** project.

### Summer

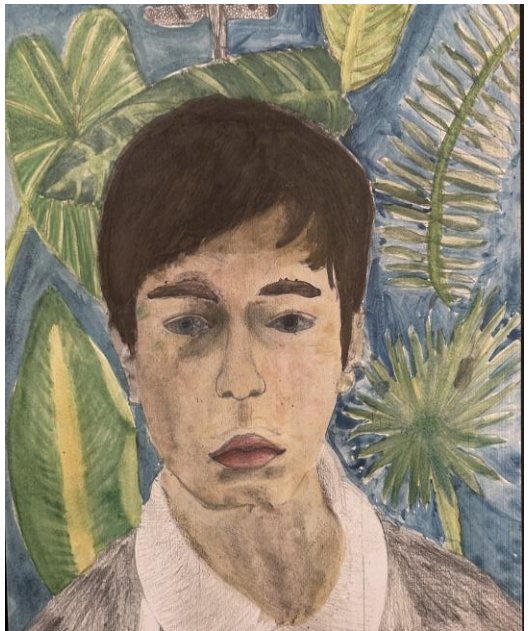
**Text in art** – Inspired by text artists Jasper Johns, James Brown and Barbra Kruger



# Year 7



# Year 8



# Drama

KS3:

- Varied Schemes of work exploring collaboration, devising and performing scripted and original performances.
- Strong focus on engagement with Whole School Production.
- Every year group watches and explores a performance of professional theatre.
- Extra-curricular activities such as Drama Club & Lower School Tech Team – allow students to collaborate and explore performance and tech/design skills.

Impact :

- One of the largest Drama Departments in Hackney.
- Reputation of a strong Drama Department – 50% of KS5 cohort chose to study at SNS from other centres.
- Every student engages with professional theatre productions.
- Increasing number of students involved in technical pathways – Tech Team and in GCSE and A-level courses – links to careers in Theatre and Production.

# Music KS3 Curriculum

- The Music department aims to develop the musical talents of all pupils, through creative, practical-focused lessons.
- Topics in year 7 include: Building Bricks of Music, Pitch and Rhythm, Samba, Djembe Drumming, Instruments of the Orchestra, Form and Structure, and a Whole Class Band Project.
- By the end of Key Stage 3, pupils will have a thorough grounding in the elements of music, and are able to compose, perform, analyse and discuss the subject with reference to relevant technical terms.
- Above all, the aim is that students enjoy Music, gain an increased understanding of the subject and *identify themselves as musicians.*



# Music Enrichment

- Extra-curricular ensembles include: Orchestra, Jazz Band, Music Production Club, Singing Club, Show Choir, Band Club, Tech Team, DJ Club, A Level and GCSE Interventions.
- Half-termly performance opportunities - including Winter and Summer Showcases, Community Evening Performances, Ensembles Concert, Sixth Form Concert and yearly Musical Theatre Production.
- Weekly instrumental lessons offered in voice, guitar, drums, bass, brass, woodwind and strings (feel free to sign up for these via www.snsmusic.co.uk/lessons
- School trips include musical theatre performances, ballets, operas, museums, and last year we took 45 students from our Choir and Orchestra on a performance residential trip to Edinburgh. Summer 2027, we are aiming for a trip abroad!

# Annual Musical Production

- We are incredibly proud of our school musical production, this involves all year groups both onstage, in the band and behind the scenes – last year we had 130+ pupils take part.
- Auditions late September, three rehearsals a week *(students won't be required at all rehearsals)*, two Saturdays, four performances in the penultimate week of term in December.
- Sold out performances, always very well-received by staff, students and parents.
- Students then have the opportunity to perform a 'musical medley' at the Empire Theatre Gala Concert in January, again to a sold-out audience.

# Being creative makes you smarter!

Creative activities improve brain plasticity by strengthening connections between different areas of the brain, which is linked to cognitive ability.

It can reduce stress by helping you enter a focused “flow” state, boost your energy by shifting attention away from worries, and support emotional wellbeing—similar to therapies that use art, music, or movement.

Engaging with or creating art also increases empathy and tolerance by exposing you to different perspectives and cultures.

# KS3 English in Year 7

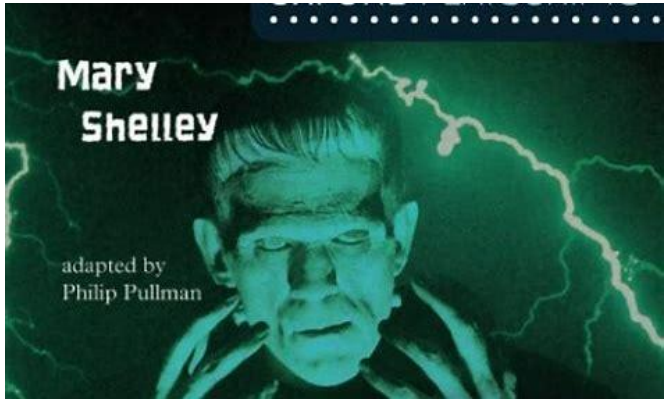
- Mixed ability groups with support and challenge for student who need it
- 2 extended pieces of writing per half term- one is the final assessed piece
- Small nurture groups for students who require more support;
- Lessons are varied, encompassing: discussion, drama, debate, imaginative writing and performance;
- Fortnightly library lessons to encourage and foster a love of reading!

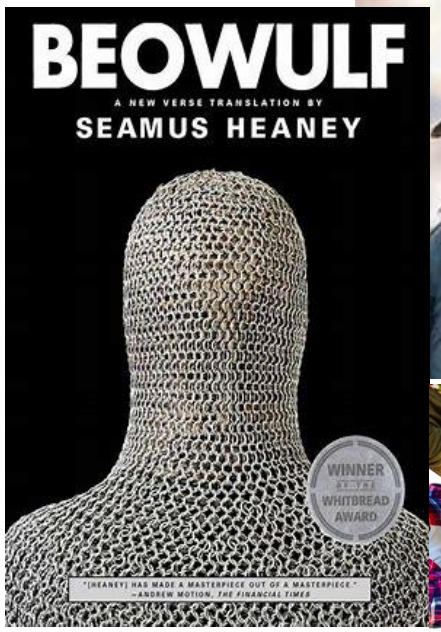
# KS3 English- year 7

In year 7 we study:

***Heroes and Villains***

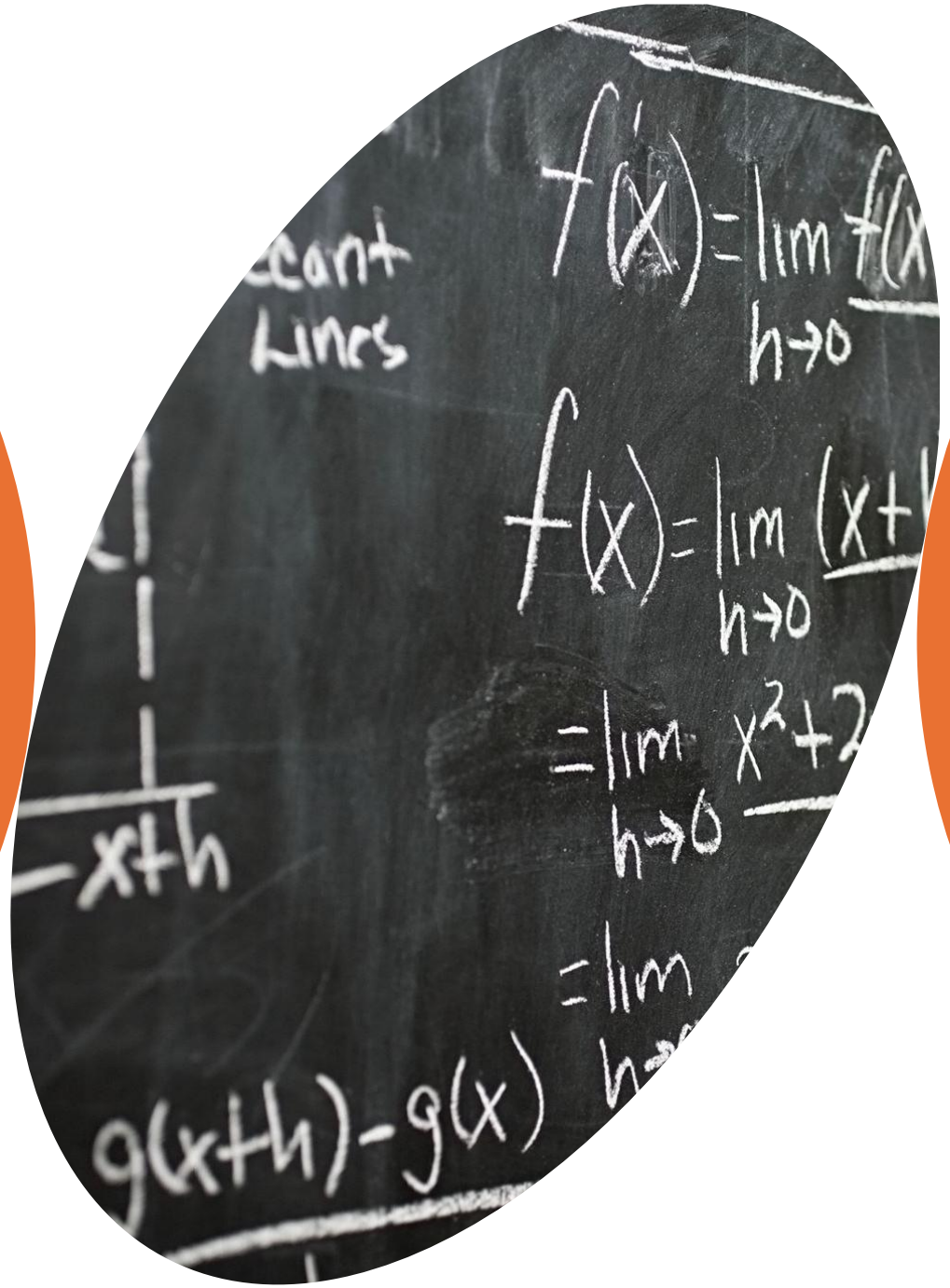
- Baseline letter- Getting to Know You
- Reading comprehension- The Jumbies
- Creative Writing- myths and legends
- Poetry and Identity
- Frankenstein- The Play
- Non-Fiction Writing- Everyday Heroes
- My Local Community and Me




# Year 7 Library Lessons

- Fortnightly reading lessons in the library with English teacher and the librarian
- Students silently read a book of their choice and will also have the opportunity to take out new books and ask for recommendations from our amazing library staff!




# KS3 Mathematics Overview for Year 7 Prospective Parents

Introducing key math concepts for new secondary students

# Welcome and Vision for KS3 Mathematics

# KS3 Curriculum Structure and Content


The Maths curriculum is delivered using a 5-year scheme of work.

In year 7 and 8, all students work in mixed attainment groups (apart from a small nurture group where necessary). These mixed attainment groups will be working from content that is differentiated for **support** and **extra stretch and challenge.**

Year 7 students focus on Number and Algebra. In year 8, we continue with Number and Algebra as well as Shape and Space and Handling Data. **The Scheme of work promotes the development of mathematical fluency, reasoning and problem solving.**

Mixed attainment provides the environment for **all** students to have the opportunity to succeed in mathematics

# KS3 Curriculum Overview

## Curriculum Structure and Progression

KS3 math curriculum covers Years 7 to 8 with clear knowledge progression and regular concept revisits for deeper understanding.

## Three Teaching Strands

Teaching focuses on fluency, reasoning, and problem solving to develop confident, communicative, and adaptable mathematicians.

## Year 7 Transition Support

Year 7 emphasizes transition with assessment, structured lessons, and balanced support for independent learning.

# Year 7 Curriculum Map

## Autumn Term Focus

Students develop number skills with integers and decimals, explore angle relationships, and apply methods like BIDMAS, factors, multiples and area to solve mathematical problems confidently.

## Spring Focus

Students deepen understanding of fractions, percentages, ratio and proportion, while building fluency in simplifying expressions, scaling quantities, and solving problems involving shapes and real-life mathematical contexts.

## Summer Focus

Students explore sequences, expressions and formulae, then study linear graphs to represent relationships, manipulate equations, and interpret real-life situations using algebra confidently and independently.

## Year-round Skills

Data handling and reasoning are integrated throughout the year to build confidence and prepare pupils for Year 8.

# Year 8 Curriculum Map

- Rounding (decimal place, significant figures), standard form and bounds
- Angle reasoning
- Indices
- Circles
- Fractions (including algebraic)
- Probability
- Ratio and proportion (incl Pythagoras)
- Data analysis
- Sequences
- Algebraic expressions & manipulation
- Linear graphs
- Transformations
- Constructions

# Will be available on the school website!

**Year 7**

| Half term | Hyperlink to scheme of work | Unit title | Skills & content covered | Skills & content revisited | Links to GCSE skills and content | Summary of formative marking, feedback and student |
|---|---|---|---|---|---|---|
| Autumn 1 | | | | | | |
| Autumn 2 | | | | | | |

**Year 8**

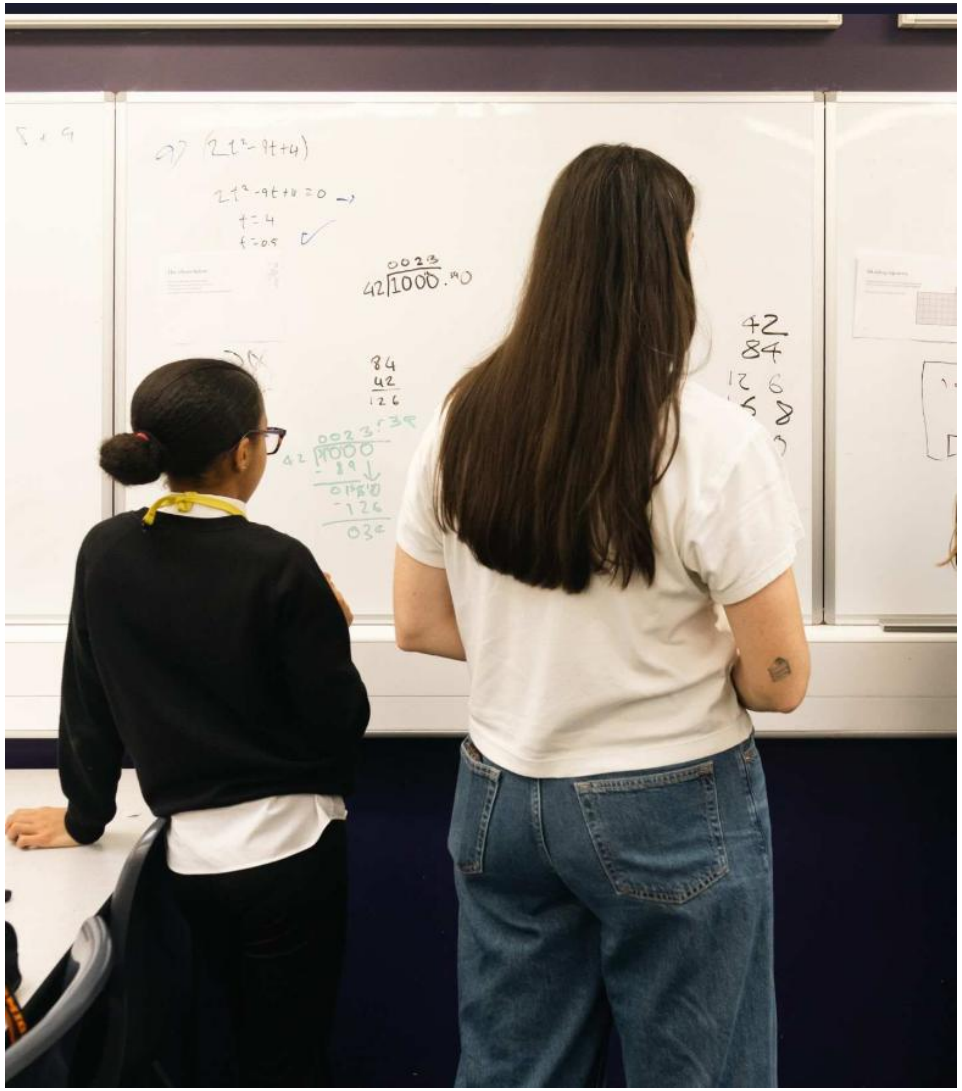
| Half term | Hyperlink to scheme of work | Unit title | Skills & content covered | Skills & content revisited | Links to GCSE skills and content | Summary of formative marking, feedback and student response |
|---|---|---|---|---|---|---|
| Autumn 1 | | Place value | Order any set of numbers (including those written in standard form); Round decimals to an appropriate degree of accuracy (including significant figures). | *Rounding and ordering numbers.* | Rounding; Standard Form. | Exit ticket 1: Rounding to decimal places and significant figures |
| | | Addition & Subtraction | Use positive and negative numbers of any size, the laws of arithmetic and inverse operations; Add and subtract numbers written in standard form; Solve problems involving perimeter (considering upper and lower bounds). | *Adding and subtracting integers and decimals. Perimeter and area.* | Calculating with standard form. Error intervals and bounds. | Exit ticket 2: Numbers in standard form |
| | | Angles | Know and use properties of angles, parallel and intersecting lines, triangles and other polygons; Know and use interior and exterior angle sums; Solve geometric problems using step-by-step reasoning. | *Angles in a triangle, quadrilateral, on a straight line, around a point.* | Angles in parallel lines. Interior and exterior angles in polygons. | Exit ticket 3: Interior and exterior angles of polygons |
| Autumn 2 | | Multiplication and Division | Use index notation for integer powers; know and use the index laws for multiplication and division of positive integer powers; Estimate square roots. | *Know and apply BIDMAS (including indices); Use squares, positive and negative square roots, cubes and cube roots, and index notation for small positive integer powers.* | Laws of Indices | Exit Ticket 4: Index laws |
| | | Factors, Multiples and Primes | Find and use the prime factorisation of a number. Use this to solve problems to find Highest Common Factors and Lowest Common Multiples. | *Recognise and use HCF and LCM (in simple cases); Use Venn diagrams to depict common multiples and factors.* | Prime Factor Form, Hacf and LCM | Exit ticket 5: Prime factorisation, HCF and LCM |
| | | Applications - Area of a Circle | Convert between length and area measures; Solve problems involving area of compound shapes; Find the circumference and area of circles (simple); Find the (circumference and) area of a circle (to dp and in terms of pi); Find the lengths of arcs and areas of sectors. | *Derive and use formula for the area of a triangle, parallelogram and trapezium; Calculate areas of compound shapes.* | Area and Circumference of a Circle | Exit ticket 7: Circumference and Area of a circle |

# Lessons in Maths

- Teaching focusses on developing skill and understanding through problem solving – group work, discussions, puzzles/interactive activities
- Lessons will often consist of  problem solving activities from Nrich, UKMT and Maths Mastery with an emphasis on developing **oracy** and **fluency of mathematical language**
- Students will also take part in the Junior UKMT Maths Challenge (students that achieve the gold standard go on to compete further)
- Students also have the chance to join Axiom Maths circles, an afterschool help for students who enjoy  problem solving
- Making links to real-life – ratio, proportion (recipes, money), algebra/sequences (spotting patterns in nature)
- Open-door policy – students can approach teachers for support anytime. Homework club available for students.

# Assessment, Expectations, and Support

# Assessment and Progress



## Formative Assessment Practices

Checking students understanding within each lesson using various activities and using this to inform our planning

## End of Unit Assessments (10 –20 minutes)

Formal assessments track pupil progress and provide information for parent reporting.

## End of Year Assessment

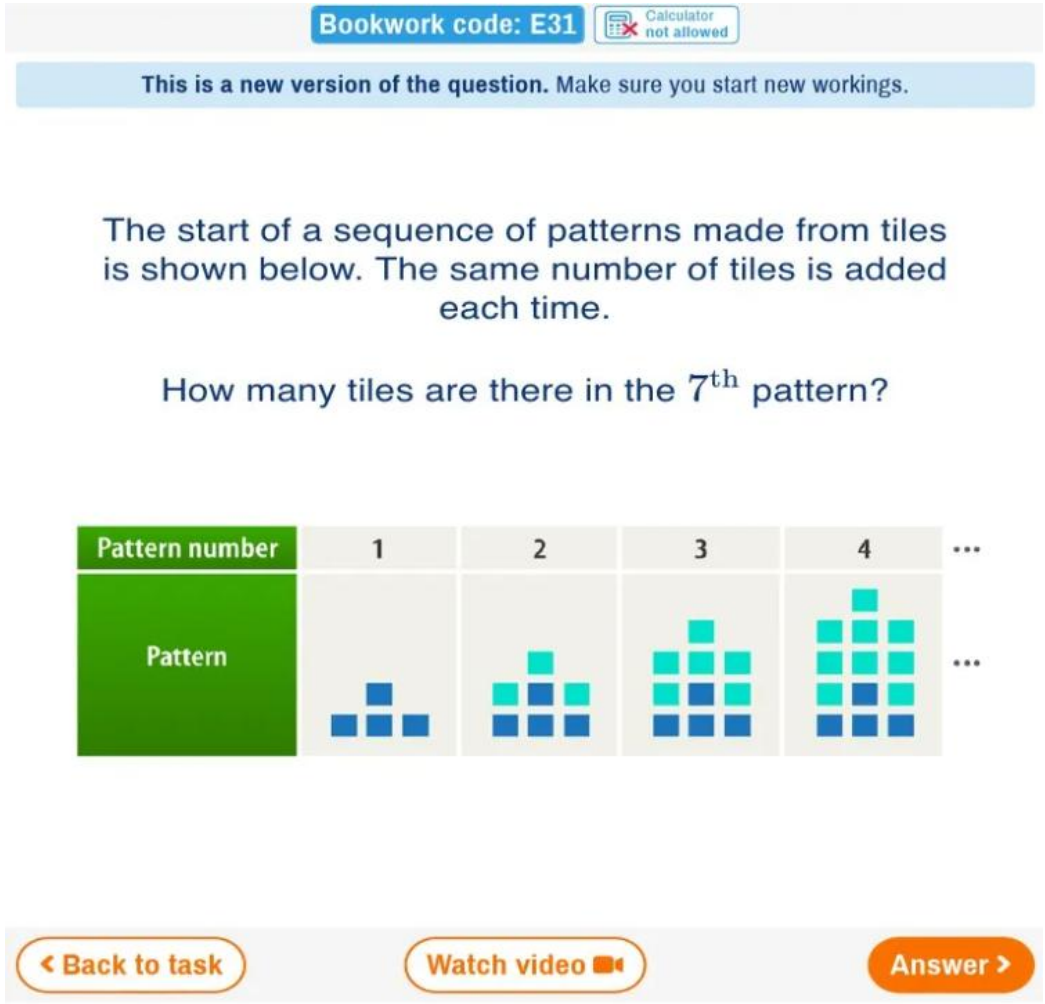
Covering key learning objectives from the year

## Parental Communication

Parents are kept informed with class charts on a every day, progress checks every term and parents evening every year

# Homework

# Homework




**Weekly**

Homework will be set weekly on Sparx Maths

**Monitoring**

Teachers will be checking both online completion and book notes.

Parents can monitor this on class charts

Book notes are to completed at the back of the students' exercise books

**Expectations of students**

Regular completion of their homework Independently and engaging with supporting videos when struggling. (Sparx maths uses AI and targets questions to the student's level of attainment)

**Positive Attitude and Respect**

Pupils should maintain a positive attitude, respect others, and engage constructively with feedback for a supportive environment.

# How can parents support

# How Parents Can Support


## Encouraging Positive Attitude

Parents fostering positive feelings towards math boosts children’s confidence and motivation to learn.

## Supporting Homework Routines

Helping establish regular homework habits develops good study skills and reinforces learning.

## Engaging Without Expertise

Parents showing interest in their child's thinking is more effective than providing direct answers.

## Equipment and Organisation

Students benefit from support at home to be organised and packing their equipment the night before. Having the correct equipment of 2 black pens, 2 pencils, a green pen, scientific calculator, ruler, protractor, rubber and sharpener in a pencil case.

# KS3 Science

Dr Julie Cooper
KS3 Science Lead


# What is science like at SNS?

- Exciting and engaging curriculum
- Investigate real-world topical issues
- Develop curious, inquisitive, creative and resilient explorers of the world!

# How is science taught?

- Mixed ability, mixed form groups
- Differentiated lessons
- Challenge & support

# What will we study?

- Transition
- Particles
- Cells
- Forces

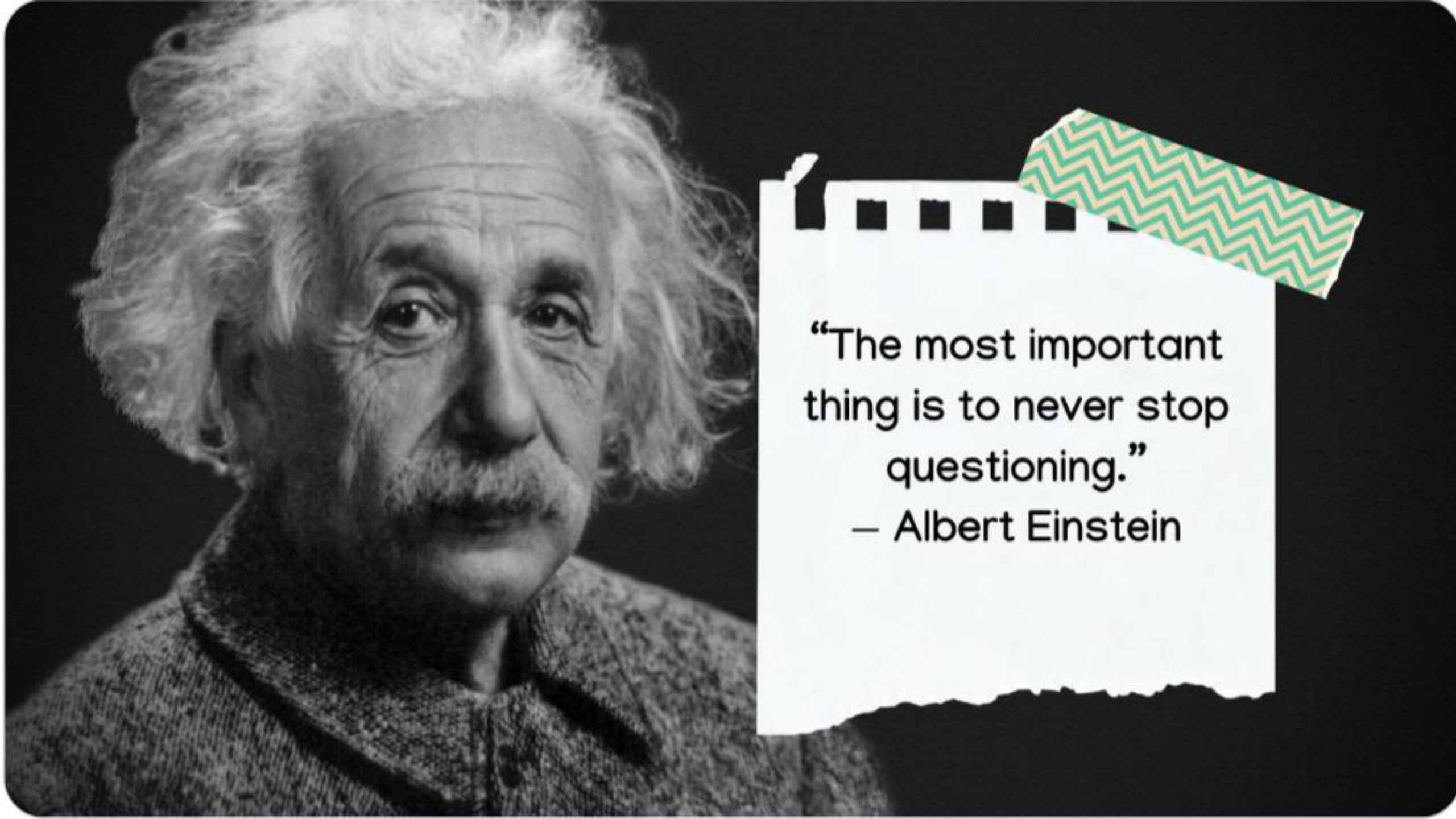
# Homework

- Online homework set for 20 minutes each week
- Personalised tasks with videos and instant feedback
- Monitored by teachers
- Aim to build confidence, understanding and good habits.

Sparx Science


# Extracurricular Science

- We have a popular STEM club, where we play around with chemistry, robotics and more!
- We will also plan trips and fun experiences!


“The most important thing is to never stop questioning.”
— Albert Einstein