

Spring Term Overview 2024



<p><u>91</u></p> <p>Subject & Teacher</p>	<p>Subject Overview</p>	<p>How you can help at home</p>	<p>Subject specific key words to practise with your child</p>
<p>English</p> <p>Miss Barrow</p>	<p>Pupils will be studying a range of gothic horror texts including novels and poems. Pupils will be learning what gothic horror means and the conventions used within it. They will also be learning about life in the 19th Century when the texts were written. During Term 3 they will be reading an abridged version of 'Frankenstein' by Mary Shelley before moving onto 'Dracula' by Bram Stoker during Term 4. Alongside these they will be studying a range of poetry and short stories linked to the topic. Pupils will be developing their language analysis skills to understand the effect created by the author on the reader.</p>	<p>Encourage your child to read as much as possible and fill in their reading records. Please support them with their weekly homework tasks.</p> <p>Websites such as BBC Bitesize have a range of resources available to support pupils with the texts as well as to practise their English skills.</p>	<p>Gothic</p> <p>Conventions</p> <p>Morality</p> <p>Pathetic fallacy</p> <p>Metaphor</p> <p>Symbolism</p>
<p>Maths</p> <p>Mrs Sipek</p>	<p>Pupils will explore fractions, decimals and percentages ranging from basic fractions of objects and number to decimal equivalents and basic percentages. They will also develop their multiplication and division skills. Pupils will then practise their measurement skills linked to length, weight, capacity, angles, time and money.</p>	<p>Encourage your child to be involved in reading the time daily. Allow them the opportunity to use or have an awareness of money and understanding values of items. Please support pupils with their weekly homework.</p>	<p>Decimal</p> <p>Percentage</p> <p>Degrees</p> <p>Capacity</p> <p>Converting</p>
<p>Science</p> <p>Miss Postans</p>	<p>This term our topic is infection and disease. Pupils will learn about the effects of an imbalanced diet on the body. They will understand the difference between communicable and non-communicable diseases and be able to describe some ways that pathogens cause illness. Pupils will learn how our bodies fight off bacterial and viral infections and understand what antibiotics can and cannot be used for.</p> <p>Next term our topic will be crude oil, combustion and</p>	<p>Completion of set homework tasks</p> <p>You can support your child by discussing their diet, and whether it is balanced and providing all the nutrients they need. Research together good sources of any nutrients you think they may be lacking and find out which foods provide them.</p>	<p>Infection</p> <p>Disease</p> <p>Communicable</p> <p>Non-communicable</p> <p>Crude oil</p>

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	<p>clean water. Pupils will learn that some substances dissolve in water to form a solution and how these substances can be recovered from the solution. They will know a variety of techniques to separate mixtures including sieving, filtering and evaporating. They will understand that dissolving, mixing, and changes of state are reversible changes. They will understand that some changes involve forming new materials, and that these changes are usually irreversible, and will be able to explain the products of burning fossil fuels and the problems this can cause.</p>	<p>Talk about ways that we can limit the spread of communicable diseases (washing hands, good personal hygiene etc) and encourage your child and the family to make an extra effort with these.</p> <p>Have a go at some simple reversible change experiments at home: Try freezing water to make ice cubes. Can they be frozen again once they have melted? Does chocolate go hard in the fridge if it has melted?</p>	<p>Combustion</p>
<p>Art Miss Foster</p>	<p>This term, 9I will be finishing their Modern Portraiture project, exploring how the grid method can be applied not only to portraits, but also to any reference photo, in order to help break down complex drawings into more simple steps. They will produce a quality final piece of artwork inspired by Chuck Close. Following this, pupils will begin a new project called 'Ocean.' This project aims to showcase what art is like in Year 10, giving pupils more freedom to choose how to approach a topic or theme using their own ideas or preferences. Pupils will research the ocean theme, and will begin to explore the artwork of artists such as Tony Cragg and Tommy Kane.</p>	<p>Adults can support pupils at home by openly discussing art, asking pupils questions about their project in order to help continue to build their artistic vocabulary. Pupils can look at how oceans have been presented in artwork; magazines, posters, cartoons, films and more, and bring these observations and ideas into the classroom to further influence their ideas.</p>	<p>Grid method Portraits Ocean Mixed Media Painting Printing Designing Research Presenting</p>
<p>DT Miss Attenborough</p>	<p>This term pupils will be developing their skills and expanding their use of machinery in the workshop. The pupils will be using acrylic to create a clock inspired by the design style of the Memphis era. Pupils will be carrying out various research tasks to help them inform their own unique design ideas. The pupils will be looking further into the safety of equipment and machinery before using various machines in the workshop. The skills we will be developing this term are, sawing, filing, polishing and heat moulding. To finish their piece, they will add a working mechanism to complete their clock.</p>	<p>To support at home, you can encourage pupils to find unusual shapes, patterns and colours mixes to help inspire ideas.</p>	<p>Analogue Pillar drill Acrylic Memphis Moulding</p>

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PE & Games Mr Smith	<p>This term we will be practising our map reading and teamwork skills through orienteering. We will be learning how to read maps and work together as a team to follow routes and crack codes in lessons. Pupils will learn how to hold and thumb the map as well as learning how to read maps from a birds-eye view. Pupils will also develop their muscular endurance through this topic by running between different checkpoints.</p> <p>Pupils will also be covering trampolining this term and they will cover things such as how to perform a range of shapes including the pike, straddle and tuck jump.</p>	<p>Go for walks, plan routes, follow maps of local areas. Get your child to draw maps of their house and garden.</p> <p>Possibly discuss directions with them, as well as highlighting North, South, East and West.</p>	<p>Grid</p> <p>Reference</p> <p>Birds-Eye view</p> <p>Navigation</p> <p>Shapes</p> <p>Rhythm</p> <p>Body Tension</p>
History Miss Dyer	<p>This term, pupils will be looking at the colonisation of North America. We will learn about the discovery of the Americas and the journey which Christopher Columbus took, understanding why the Spanish wanted to venture all the way across the Atlantic. We will be analysing why people decided to travel thousands of miles to the new British colonies and what their life was like once they were there. We will be specifically learning about the colony of Jamestown and the journey of the Mayflower.</p> <p>In term 4, we will be learning about slavery in North America, and we will cover this difficult topic in a respectful way. We will begin by looking at the African empires, learning about Mansa Musa and the Mali Empire, and then go on to cover the transatlantic slave trade and slavery's eventual abolition.</p>	<p>Help your child to understand that the USA was not built overnight. Watch short film clips about the first 13 colonies https://www.youtube.com/watch?v=vd0fMpAls1s .</p> <p>We do not encourage using general searches on slavery. There is good advice given on: - https://www.nationalgeographic.com/history/article/how-do-you-explain-slavery-to-kids.</p> <p>BBC Bite size give excellent resources which are age appropriate e.g. https://www.bbc.co.uk/bitesize/topics/zxwxw/cw/articles/z4h4vk7 or see https://www.theschoolrun.com/homework-help/atlantic-slave-trade for a list of books for children.</p>	<p>Colonisation</p> <p>America</p> <p>Christopher Columbus</p> <p>Mayflower</p> <p>Jamestown</p> <p>Slavery</p> <p>Enslaved</p> <p>Transatlantic slave trade</p> <p>Abolition</p>
Geography Mrs Lamburn	<p>Pupils will be learning about the geography of the Americas. In term 3 we will look at the countries in North America with a particular focus on USA. Pupils will develop and build on their mapping work from last term.</p>	<p>Help your child to consolidate and extend their knowledge of the world's major countries and their physical and human features particularly those in the continents</p>	<p>Amazon</p> <p>Brazil</p>

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	<p>Moving into term 4 the focus is on Brazil and the Amazon rainforest. Pupils will develop their knowledge, geographical skills and understanding of this area including its unique characteristics and the interdependence of its species. Pupils will also consider the significance and future of the Amazon rainforest.</p>	<p>of North and South America. Practice looking up cities, countries and other information in an atlas or on a globe. This term's work also links with our history work on the colonisation of America, so explore these two subjects together, with an atlas.</p>	<p>Climate Continent Deforestation Indigenous Rainforest Tropical United States of America</p>
<p>Food Studies Mrs Goss</p>	<p>Pupils will be continuing with the preparation, knife, and cooking skills which they have been working on in the previous term. Pupils will have the chance to make pizza again, as well as making a curry paste from scratch, instead of relying on pre-made ingredient and use an electric whisk to create a tropical sponge cake. Later in the term, pupils will be focussing on safely handling raw meat to create two popular picnic-friendly snacks - sausage rolls and Scotch eggs, as well as handling and moulding meat to make koftas and chicken nuggets. Pupils will be consolidating their ability to use the ovens safely. Our running theme this term is food labelling and allergens – we will look at the food traffic light system, identifying foods high in fat, sugar, and salt, reading allergen information, allergic reactions and intolerances and the importance of sharing allergen information – all real-life skills which are necessary for the future and keeping themselves and other safe.</p>	<p>Encourage pupils to look at food packaging and labelling, at home or in the supermarket. Can they find which allergens are in the foods, where the food is produced, a contact telephone number and the use by/best before date?</p>	<p>Allergens Intolerance Allergic reaction Food labelling Special diets Traffic light system Nutritional information Creaming method Anaphylactic shock</p>
<p>Computing Mr Naylor/ Mr Bentley</p>	<p>This term, students will be continuing to research about how computers work focusing especially on the internal components. We will then be learning on how to create and export an animation for a specific audience and purpose using Serif Drawplus. We will then be returning to using PowerPoint and learning how to create interactivity</p>	<p>Discuss what makes some computers better than others, why do we need more powerful computers or tablets. Discuss how animations are created and how they might be used in advertising. Think about some of</p>	<p>Interactive Trigger Animation</p>

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	in the form of an interactive map for use by visitors to EGX Expo, using a combination of triggers and animations	the apps you can use for different venues e.g. The British museum, what makes them interactive?	CPU RAM
Music Mrs Lea	This term we will be developing our skills on the ukulele. Pupils will recap how to play correctly and taught how to read a tab before moving on to learning a variety of chords. They will then use these chords to play songs from different genres. Lessons will contain some aural work, space for the students to recap skills/knowledge, teaching new skills/knowledge, time to improvise and the opportunity for students to make music with others	Continue to experience a range of music at home. Pupils can search for different songs played on the ukulele and talk about how they sound different to the original.	Fret Strum Chords Tab Mute
PSD Miss Irwin	This term our topic is "The World I Live In", we will be covering 5 different strands, starting with rights and responsibilities with a focus on our own personal rights and responsibilities and the Human Right Act. We will also be looking at Managing Online Information, in which the students will be creating their own fake or real news article and presenting these to the class. We will be putting a big focus on the stand "Preparing for Adulthood", we have a visitor coming into school to have an interactive workshop all about money, different forms of money (coins, notes, cards and phone payments), we will then also be creating personal CV's and looking into which careers the students might want to go into. As well as looking at careers we are going to be looking at what we deem as important for our independence for the future, and what the different students would like to learn and ensure they know before entering adulthood, the students have already discussed different life skills in which they are keen to master such as basic cooking schools, tying shoelaces and learning about the independent travel (trains/buses).	Continue to promote independence at home, with all aspects, which would cover many of the different strands we will be at school (Helping budget, paying at the shops, helping cook). As well as money, discussing parent's different jobs and careers they have had, and how they worked up to getting these different jobs.	Rights Responsibilities Human Rights Act Adulthood Money Social Media

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Religion & Worldviews Mrs Lamburn	<p>In term 3, pupils will finish their Loving Earth Project work, before starting the next unit titled, 'Good, bad; right, wrong: how do I decide?' Pupils will consider what influences them and how influences can change over time. We will look at what helps Christians decide what is the right thing to do and will reflect on the Golden Rule and examine the 10 Commandments, also looking at non-religious viewpoints. In term 4, leading up to Easter pupils will explore the Christian belief that Jesus' death was a sacrifice, a price he paid to save people from their sins and bring them back to God. We will revisit what happened in Holy Week, reflecting on the idea of the sacrifice as a way of bringing about good, to make the world a better place. Pupils will weigh up the value of sacrifice in our own lives and in the world today.</p>	<p>Discuss the topics being covered. Reading can be a great way to improve your child's religion & worldview skills. Supporting reading at home can help pupils improve religious literacy skills, which can enable them to read and understand more complex religious texts.</p>	<p>The 10 Commandments</p> <p>The Golden Rule</p> <p>Holy Communion</p> <p>Guidance</p> <p>Influence</p> <p>Sacrifice</p> <p>Sin</p> <p>Source</p>
Drama Miss Price	<p>In term 3, pupils will firstly finish acting out the story "The Wind in the Willows," before moving onto their new topic about William Shakespeare and the play "A Midsummer Night's Dream." Pupils will develop their knowledge about William Shakespeare, The Globe Theatre and script work, by acting out scenes from the play. Pupils will also learn and develop key drama skills such as character work, movement, miming, direction, narration, soundscapes, freeze frames, hot seating, thought tracking and stage directions.</p>	<p>Encourage pupils to tell you about William Shakespeare, and The Globe Theatre.</p> <p>Encourage pupils to tell you about the plot and characters of the play "A Midsummer Night's Dream."</p>	<p>William Shakespeare</p> <p>The Globe Theatre</p> <p>Script</p> <p>Prologue</p> <p>Characterisation</p> <p>Miming</p> <p>Direction</p> <p>Stage directions</p> <p>Hot seating</p> <p>Thought tracking</p>

