

Spring Term Overview

Tutor Group: 10K, 10N, 10S



| Subject and Teacher | Subject Overview | How you can help at home | Subject specific key words to practise with your child |
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| <p>GCSE Miss King Mrs Kelley</p> | <p>Pupils will be revising and preparing for their mock exam where they will be completing a full Component Two past paper. Following this, pupils will be completing their Speaking and Listening assessment where they will prepare and deliver a short speech on a topic of their choice. For the remainder of the term pupils will be studying the Shakespeare play Macbeth to analyse the language used as well as how the themes and ideas</p> | <p>Please support your child to revise and prepare for their exam using online revision materials such as BBC Bitesize.</p> <p>Discuss suitable ideas for their presentation about their interests and ideas. Support them to research interesting facts about it.</p> <p>Encourage your child to read a variety of texts including both fiction and non-fiction and discuss their reading.</p> | <p>DAFORREST Transactional writing Shakespeare Macbeth Tragedy Fiction Non-fiction Script</p> |
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| | are relevant to today's society. | | |

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| <p>English Entry Level/Functional Skills Miss Barrow</p> | <p>Pupils will be continuing working towards their Step Up to English Entry Level qualification. They will start by completing the writing section for their 'Holidays' assessment. They will then move onto their second Component One task which they will be completing a speaking and listening presentation, as well as a reading and writing assessment for. They will also be studying the play Macbeth to analyse the language used and explore the key features of</p> | <p>Please encourage your child to read a range of both fiction and non-fiction tasks and encourage them to talk about what they have read.</p> <p>Discuss ideas for their presentation and support them to research ideas.</p> | <p>Presentation Fiction Non-fiction Shakespeare Macbeth Tragedy Script Play</p> |
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| | Shakespearean theatre. | | |

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| <p>Maths Mrs Sipek</p> | <p>Average and Range Calculating mean, median, mode and range for discrete data. Interpret and find a range of averages from lists of data, frequency tables, stem and leaf diagrams.</p> <p>Perimeter, Area and Volume Perimeter of regular, rectilinear and compound shapes. Area of rectangles, compound shapes, triangles, parallelograms and trapeziums. Volume by counting cubes and using formula.</p> <p>Straight Line Graphs</p> | <p>Please support pupils with weekly homework. Additional practise can be done on MathsPad. BBC Bitesize and Corbett Maths offer additional videos and practise opportunities.</p> <p>GCSE Maths - Edexcel - BBC Bitesize</p> <p>Corbettmaths – Videos, worksheets, 5-a-day and much more</p> | <p>Mean Median Mode Range Perimeter Area Volume Co-ordinates Values formula</p> |
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| | Revision of single and 4 quadrant grids. Plot and identify values for x and y. Using function machines to plot co-ordinates. Using formula to complete a table of values and plot lines. | | |

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| <p>Maths Miss Diapouli</p> | <p>Sequences Finding the Nth term, term to term rules, Fibonacci sequence, geometric sequencies generating terms of sequencies, identifying terms in different position in a linear sequence or whether a number is in a sequence. Problems in context with sequencies.</p> <p>Average and Range Calculating mean, median, mode and range for discrete data. Interpret and find a range of averages from lists of data, frequency tables, stem and leaf diagrams. Problems in</p> | <p>Please support pupils with weekly homework. Additional practise can be done on MathsPad, My Maths, BBC Bitesize and Corbett Maths offer additional videos and practise opportunities.</p> <p>GCSE Maths - Edexcel - BBC Bitesize</p> <p>Corbettmaths – Videos, worksheets, 5-a-day and much more</p> | <p>Mean Median Mode Range Perimeter Area Volume Co-ordinates Values formula</p> |
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| | <p>context with averages.</p> <p>Perimeter, Area and Volume Perimeter of regular, rectilinear and compound shapes. Properties of shapes, metric units, converting between metric units. Area of rectangles, compound shapes, triangles, parallelograms and trapeziums and circles. Surface area of Cuboids and other 3d shapes. Volume of cuboids, prisms, spheres.</p> <p>Straight Line Graphs</p> | | |
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| | Revision of single and 4 quadrant grids. Plot and identify values for x and y. Using function machines to plot co-ordinates. Equation of a line, finding the gradient, y-intercept, completing table of values. Problems in context using the equation of a line. | | |

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| <p>Maths Mr Goodchild</p> | <p>During Term 5 pupils will be completing a unit on fractions, percentages and ratios before starting a new unit on polygons, angles and parallel lines and then moving onto Pythagoras' theorem and trigonometry. In term 6 we aim to complete several topics on graphs, revisiting the basics of graphs before moving onto being able to describe and interpret linear graphs, real life graphs and quadratic graphs.</p> | <p>Please encourage and support weekly homework tasks, remind them to show their working as we have been doing in class, to read the questions carefully and attempt every question. Pupils can practice on www.corbettmaths.com and make use of their revision guides to help complete work.</p> | <p>Hypotenuse Adjacent Ratio Parallel Perpendicular Coordinate Gradient Root Function Linear</p> |

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| <p>Maths Mrs Webb</p> | <p>This term pupil's will begin by working on their measure's coursework unit. This aims to develop the pupil's understanding and use of measures.</p> <p>Pupils will learn through practical activities about methods used to measure length, weight and capacity using standard and non-standard units. They will begin to convert units of length, weight and capacity and learn how to read scales of measurement.</p> <p>They will also learn to compare temperature including</p> | <p>Please support with weekly homework. Also, please give your child the opportunity to practise with measuring jugs, weighing scales and measuring equipment at home. Finally, practicing reading analogue and digital clocks.</p> | <p>Hour Minute Second Day Season Duration</p> |
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| | <p>temperature with negative values.</p> <p>Pupil's will then be working on the calendar and time coursework unit. This aims to develop the pupil's understanding and use of 12 and 24-hour time and of calendars and timetables in everyday use.</p> <p>Pupils will learn how to read digital and analogue clocks, including using roman numerals and learn how to convert between 12 and 24-hour times. They will also learn about days, weeks and months of the year.</p> | | |
| Combined Science | In term 5 we will finish off the | Pupils have an AQA Combined Science revision guide and a white AQA Combined Science workbook. Homework will be to complete pages of the workbook which relate to the topics | Density |

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| Mr Goodchild | physics P2 topic on electricity by looking at how electricity is transported around the country via the National Grid learning about static electricity and electric fields. We will then move onto physics topic P3 The Particle Model of Matter where pupils will learn how to work out the density of an object, how objects change state and what factors affect gas pressure. In Term 6 we will study the physics topic P4 Atomic Structure. In this topic pupils will learn about how the model of the atom has changed throughout history culminating in the | covered in lessons. The workbook contains questions for pupils to answer, and pupils can write their answers directly into the workbook. The revision guide pages link directly to the workbook pages (they have the same page titles) and have the relevant information needed to support pupils answering the questions in the workbooks. Please encourage and support the completion of these weekly homework tasks. You can also use BBC bitesize to support by going to the GCSE AQA Combined Science section where all the topics correlate directly to those we are studying. | Pressure Latent heat Condense Contamination Irradiation Nuclear Ionisation Proton Neutron |
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| | nuclear model we now use. We will then look at what causes some atoms to be radioactive and the properties of the particles these atoms emit. Finally, we will learn about the uses and dangers of radioactive substances. | | |

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| <p>Combined Science Ms Perry</p> | <p>This term, students will be studying Topic 7: Ecology This unit focuses on how organisms interact with each other and their environment, and how ecosystems function. Students will learn about adaptations, interdependence, and competition, and how biotic (living) and abiotic (non-living) factors affect communities. They will study the organisation of ecosystems, including food chains, predator-prey relationships, and key processes such as the carbon cycle and water cycle.</p> | <p>Please encouraging students to revise little and often, rather than leaving revision until just before assessments. Short, regular revision sessions (for example, 10–15 minutes) are very effective for helping students remember key ideas and vocabulary. It is important that students are active when revising. This means testing themselves on what they have learned by answering questions and checking their answers carefully. Students can revise effectively by: Completing quizzes on BBC Bitesize Practising short answer questions using the foldable booklet Completing their revision workbook (white book) and reviewing class notes.</p> | <p>Ecosystem Habitat Population Community Adaptation Interdependence Competition Biotic factor Abiotic factor Food chain Biodiversity Carbon cycle</p> |
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| | Students will also explore the importance of biodiversity, the impact of human activities such as deforestation and global warming. | | |

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| <p>Biology Ms. Perry</p> | <p>This term, they will study Topic 7: Ecology, focusing on how organisms interact with each other and their environment, and how ecosystems function. Students will learn about adaptations, interdependence, and competition, and how biotic (living) and abiotic (non-living) factors affect communities. They will also study the organisation of ecosystems, including food chains, predator-prey relationships, and processes such as the carbon and water cycles. Students will explore the importance of</p> | <p>Please encouraging students to revise little and often, rather than leaving revision until just before assessments. Short, regular revision sessions (for example, 10–15 minutes) are very effective for helping students remember key ideas and vocabulary. It is important that students are active when revising. This means testing themselves on what they have learned by answering questions and checking their answers carefully. Students can revise effectively by: Completing quizzes on BBC Bitesize Practising short answer questions using the foldable booklet Completing their revision workbook (white book) and reviewing class notes.</p> | <p>Adaptation Interdependence Competition Biotic factor Abiotic factor Biodiversity Trophic level Biomass Efficiency Carbon cycle Food security</p> |
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| | biodiversity and the impact of human activities such as deforestation and global warming on ecosystems. They will also study trophic levels, pyramids of biomass, the efficiency of energy transfer, and food security | | |

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| <p>Science Mrs Weston</p> | <p>This term we are starting to look at Chemistry. This will involve us firstly learning about the factors that affect the speed of a reaction including temperature, concentration and surface area. We will then apply this learning in our controlled assessment when the pupils will try to work out how to help Mr Naylor cure his toothache! Following on from this we will move on to learning about acids and alkalis, the pH scale and the effectiveness of different indigestion tablets.</p> | <p>Please continue to try to encourage pupils to see the importance of science in everyday life by discussing how science is linked to things they may see on the television or in the world around them and this is particularly true in the topics for this term.</p> | <p>Rate Concentration Temperature Surface area Neutralisation pH scale Chromatography Filtration Distillation Separate Mixture</p> |
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| | In the second half of the term we will move onto learning about mixtures and the different techniques we can use to separate them, including colourful chromatography, distillation and filtration. | | |

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| <p>PSD Miss King, Mr Naylor, Mr Stinton</p> | <p>Throughout the first half of the term pupils will look at key skills needed as part of travel training. This will involve journey planning, risk and keeping safe and cycling as a method of travel. We will also be looking at the safe use of technology within the home.</p> <p>In the second part of the term pupils will continue the RSE programme. This will involve further work on dealing with emotions; friendships; healthy and unhealthy relationships; consent and STI's. Pupils will also consider different methods</p> | <p>Please encourage pupils to take a role in journey planning, thinking about different routes, timing and avoiding danger.</p> <p>Support your child to help them understand changing emotions through puberty and how this can affect friendships.</p> | <p>Travel Directions Emotions Puberty Conception Consent Sexual health</p> |
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| | of conception; fostering and adoption. | | |

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| <p>R&W Miss Jackson Mrs Petrie</p> | <p>This term, pupils will be introduced to the concept of animal rights; exploring ethical, religious, and practical perspectives. Pupils will examine how animals are used in society, the moral debates surrounding their treatment, and the views of different religious and secular traditions. Key topics include animal testing, factory farming, the use of animals in entertainment, and the role of advocacy organisations. Through discussions, debates, research, and reflection, pupils will develop critical thinking</p> | <p>You can support learning about animal rights by engaging in discussions, helping them research key topics, and encouraging critical thinking about ethical issues related to animals.</p> | <p>Ethics Stewardship Advocacy Exploitation Perspectives</p> |
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| | skills and form their own perspectives on animal rights. | | |

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| <p>PE Mr. Altman, Mr. Smith, Mr Hunt & Mr. Stinton</p> | <p>This term, Year 10 pupils will focus on developing their athletics techniques. We will look at developing skills in running and throwing events. Lessons will begin with sprinting technique, including relay changeovers. Pupils will also explore middle to long distance running, focusing on pacing.</p> <p>In field events, students will develop technique in javelin and shot put, with emphasis put on proper throwing technique and safe throwing practices.</p> | <p>To help at home you can:</p> <p>Watch YouTube Olympic clips of the events below:</p> <ul style="list-style-type: none">• Javelin• Shotput• Relay• Middle- and long-distance events. | <p>Sprinting Acceleration Endurance Pacing Technique Relay Performance</p> |
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| <p>Sports Leaders Mr Altman</p> | <p>During this term, Sports Leaders are continuing to develop their leadership skills by taking part in coaching activities outside. Pupils are working on using their voices more clearly by speaking louder and giving simple instructions. They are also learning how to ask questions to check understanding and encourage participation. Alongside this, pupils are practising non-verbal communication, such as using hand signals, demonstrations, and body language, to support others during activities.</p> | <p>Parents can support their child by talking through their Sports Leaders session plans with them and helping them practise what they will say before leading an activity. Encouraging pupils to rehearse giving instructions out loud, asking simple questions, and using clear actions or demonstrations can help build confidence. Positive feedback and reassurance at home can support pupils in developing their communication skills and feeling more comfortable leading others.</p> | <p>Communication Confidence Questioning Instructions Demonstration Body language Leadership</p> |
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| | These sessions help pupils build confidence, independence, and effective communication skills in a practical setting. | | |

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| <p>History Mrs Dyer</p> | <p>This term we will continue our work on the Norman conquest of Britain; we will then learn about the military fortresses and status symbols of the Norman castles found throughout Britain. During the final term we will explore Kenilworth Castle as part of the 'History Around Us' unit. We will learn how Kenilworth has changed over time, focusing on the different usages of this very impressive castle.</p> | <p>There are excellent resources on YouTube including a series of six short videos on the Norman invasion. https://www.youtube.com/watch?v=1sK4JX0co8I&list=PLcvEcrsF_9zK2bOCseaghBlucwf9pcsFX There is an excellent website on Kenilworth castle which can also be visited. https://www.english-heritage.org.uk/visit/places/kenilworth-castle/</p> | <p>Palisade Ramparts Moat Domesday Book Norman</p> |

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| <p>Drama Miss Price</p> | <p>During terms 5 and 6, pupils will continue to participate in a range of drama activities designed for them to continue learning and developing their key drama skills such as miming, freeze frames, hot seating, soundscapes, thought tracking, characterisation, prop work, directing, blocking, vocal techniques, rehearsal and performance skills, and write about the skills they have learnt, progress they have made and the activities they have taken part in. Pupils will also look at Section D</p> | <p>Please photograph pupils and send in their ticket if they attend a theatre production as this can be used as extra evidence for their Arts Award portfolio.</p> <p>Encourage pupils to explain why they like a certain actor, director, designer, film, TV programme or play (for example; clear characters, effective acting/facial expressions/body language, storyline, scenery, props, lighting.)</p> | <p>Director Production Blocking Scenery Lighting Sound Technical theatre Costumes Props Projection</p> |
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| | <p>of Arts Award Bronze: Arts skills share — passing on arts skills to others, where they will have the opportunity to teach our Primary pupils some drama games. Pupils will also learn about the technical aspects of live theatre productions such as lighting, sound and scenery design.</p> | | |

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| <p>Food Studies Mrs Goss</p> | <p>In the Summer term, pupils return to the theme Britain's Finest, this time focusing on comforting, traditional meals and desserts that are both affordable and satisfying. Recipes such as old school cake, cottage pie and lemon drizzle give pupils the opportunity to revisit key skills including aeration, sautéing, layering and baking, while also developing their ability to portion food and present dishes neatly. These practical's highlight the value of cooking from scratch and encourage pupils to reflect on ingredients that</p> | <p>The BTEC Home Cooking Skills course requires photographic evidence of cooking completed at home, which contributes towards their assessment in Year 11. Getting into the routine of taking and submitting photos of dishes now on Weduc would be a great start and help pupils feel more confident and prepared for their final assessment.</p> | <p>Weighing Measuring Accuracy Timing Dovetailing Garnishing Portioning Presentation</p> |
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| | <p>are grown and reared locally. In the final half-term, pupils will explore the theme Baking with Leftovers, encouraging them to think creatively about reducing food waste. Using leftover or everyday ingredients, pupils will make bakes such as cookie bars using egg yolks, meringue and banoffee pie, alongside no-bake options like digestive slice and no-churn ice cream. These lessons help pupils develop cost-effective habits in the kitchen while continuing to practise key skills such as layering, whisking and</p> | | |
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| | balancing flavours, all with presentation in mind. | | |

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| <p>IT Mr Naylor/ Mr Robinson</p> | <p>Mr Robinson - This term pupils will be continuing with their units. Depending on the pupil's level, this will either cover using email or continuing with the Microsoft Suite (Word, PowerPoint, Excel). Pupils will also be revisiting pieces of coursework they have completed throughout year to identify any gaps or pieces of information they have left out or not fully completed.</p> <p>Mr Naylor - Pupils are working towards their level 1 INGOTS qualification. This term we will be focusing on completing their</p> | <p>Let your child use email at home or at least be able to see how you might use email at home (for example to contact a business). When you next write an email, ask your child to help you write the email signature (for example 'regards from') as etiquette is a part of their unit.</p> | <p>Email Signature Etiquette Table Transition Animation</p> |
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| | PowerPoint presentations and then using email and the use of various tools and thinking about email etiquette. | | |

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| <p>Computer Science</p> <p>Mr Naylor</p> | <p>This term students will be focusing on topic 1.3 'Computer networks, connections and protocols,' learning about how Wi-Fi works, methods of encryption, IP addresses and protocols, along with the concept of layers in protocols and why they are used. Students will then move onto study cyber security, learning about the different forms of cyber-attack, with examples of each, to help them understand the differences between each type</p> | <p>Encourage your child to explore the computer systems they have at home and identify the various aspects they have been learning about such as what antivirus is installed and the features it has or explore the Wi-Fi system set up.</p> | <p>Protocol Layer</p> <p>HTTP</p> <p>SMTP</p> <p>POP</p> <p>IMAP</p> |
| <p>Land Based Studies</p> | <p>This term with Miss Durrant pupils will be</p> | <p>Parents & carers can support their children by reminding the children to read the information on the back of seed packets or plant information label at home or during any visits to local garden centres or plant nurseries. Plants can be a fickle so it will also help if you can support your</p> | <p>Propagation</p> <p>Germination</p> |

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| <p>Mrs Weston/Miss Durrant</p> | <p>completing their Growing Plants assignment. In this module pupils will be working towards propagating a herb and edible flower garden for use by Mrs Goss and the Food Studies department. Pupils will learn how to grow plants using different methods, such as sowing seeds and taking cuttings. They will learn about the environmental conditions that seeds and cuttings need, to grow into healthy young plants and how to establish them through, 'pricking out' seedlings and 'potting on' young rooted cuttings,</p> | <p>children to be resilient when the plants we sow do not germinate or do not flower! Parents will also be asked to provide photographs of their children caring for any pets / animals they have at home.</p> | <p>Temperature Photosynthesis Seedlings Environmental Factors Breed standard Livestock Conformation Movement Temperament Ring craft</p> |
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| | <p>whilst providing suitable conditions that mean they will grow into healthy, vigorous plants.</p> <p>With Mrs Weston pupils will also be completing their animal care plan assignment ensuring they have fully annotated all their photographs showing them performing the different tasks required to meet the five animal welfare needs. We will also be meeting the animals from 'Roaming Reptiles' and getting ready for our visit to the Three Counties Show. Alongside all of this we will also be continuing</p> | | |
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| | to care for the animals at AKS and hopefully welcoming some new arrivals too! | | |

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| <p>Art & Design Mrs Berry/ Miss Miller</p> | <p>This term, pupils are developing their first coursework unit, focusing on individual ideas and personal responses. They are working well in sketchbooks, exploring themes and making relevant links to artists.</p> <p>AO1: Researching and connecting to artists to inform ideas</p> <p>AO2: Experimenting with materials and refining work</p> <p>AO3: Recording observations and annotating clearly</p> <p>AO4: Beginning to develop personal outcomes</p> <p>Overall, pupils are engaged and</p> | <p>Encourage your child to use these websites – they are fantastic resources for exploring ideas, learning new techniques, and discovering more about artists. They can provide valuable inspiration and help deepen their understanding of art concepts, supporting their coursework and exam preparation.</p> <p>GCSE Art and Design - AQA - BBC Bitesize</p> <p>Tate Kids</p> <p>Free Online Art Learning Resources for Students and Teachers National Gallery of Art</p> | <p>Assessment Objective:</p> <ol style="list-style-type: none">1. Develop2. Refine3. Record4. Present |
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| | building a strong foundation for their GCSE portfolio. | | |

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| <p>3 Dimensional Design Mr Bee</p> | <p>This term, pupils are developing their first coursework unit, focusing on individual ideas and personal responses. They are working well in sketchbooks, exploring themes and making relevant links to artists. 3D Design students are also starting to experiment with various 3D materials, such as wood, clay and plaster. AO1: Researching and connecting to artists to inform ideas AO2: Experimenting with materials and refining work</p> | <p>Encourage your child to use these websites – they are fantastic resources for exploring ideas, learning new techniques, and discovering more about artists. They can provide valuable inspiration and help deepen their understanding of art concepts, supporting their coursework and exam preparation. GCSE Art and Design - AQA - BBC Bitesize Tate Kids Free Online Art Learning Resources for Students and Teachers National Gallery of Art , Assessment Objective: 1.Develop 2.Refine 3.Record 4.Present</p> | <p>Assessment Objective: 1.Develop 2.Refine 3.Record 4.Present</p> |
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|----------------------------|---|---------------------------------|---|
| | <p>AO3: Recording observations and annotating clearly AO4: Beginning to develop personal outcomes</p> <p>Overall, pupils are engaged and building a strong foundation for their GCSE portfolio.</p> | | |