

Summer Term Overview

Tutor Group: 9B, 9D and 9K



Subject and Teachers	Subject Overview	How you can help at home	Subject specific key words to practise with your child
<p>English Mrs Fisher Miss King Mrs Kelley</p>	<p>We will also be exploring a Scheme of Learning produced by Amnesty International, based on a collection of poems which explores human rights. Within lessons, pupils will be developing their understanding of poetry as well as concepts such as being heard, freedom and dignity. An important part of this to allow pupils to develop their own voice so that they can understand their impact on the listener. This will be done through writing poetry inspired by the collection, as well as allowing pupils to develop their understanding of human rights across the world.</p> <p>We will also read 'Romeo and Juliet' by William Shakespeare, discussing the relevance of social and family conflict in the play compared to society today.</p>	<p>At home, please encourage pupils to be aware of current affairs, both home and abroad, as well as encouraging discussion at home about this, using our subscription to The Day. BBC newsround is another useful website for this.</p> <p>Home - CBBC Newsround</p>	<p>Liberty Injustice Respect Dominance Dignity Agency Independence Conflict Tragedy Disharmony</p>

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<p>Maths Mrs Sipek</p>	<p>Number Pupils will complete work exploring fractions, decimals and percentages ranging from fractions of shapes and amounts, equivalent fractions to decimal equivalents and simplifying fractions.</p> <p>Measure Consolidation of time telling skills, including time differences and the calendar. Increasing money skills through finding totals, change and problem solving.</p> <p>Geometry Time will be spent looking at mathematical movement considering direction, rotations and coordinates.</p> <p>Statistics Data work will involve looking at tables, charts, pictograms and time graphs when pupils will work on interpreting and presenting data.</p>	<p>Encourage pupils to develop their time and money skills through practical tasks eg daily questioning about time telling and opportunities to use money. Pupils can work on MyMaths at home or look at BBC Bitesize / BBC Teach for additional learning and short videos.</p>	<p>fraction, decimal, numerator, denominator, equivalent</p> <p>total, change</p> <p>direction, rotation, coordinate</p> <p>table, data, pictogram</p>

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<p>Maths Mrs Diapouli</p>	<p><u>Calculating Space (Perimeter, Area and Volume)</u> Perimeter of regular, rectilinear and compound shapes. Properties of shapes. Area of rectangles, compound shapes, triangles, parallelograms and trapeziums and circles. Surface area of Cuboids and other 3d shapes. Volume of cuboids, prisms and spheres.</p> <p><u>Equations and Inequalities</u> Expanding single and double brackets Factorising expressions Solving equations (including with brackets on both sides). Inequalities</p> <p><u>Statistics</u> Averages: mean, median, mode, range Drawing and interpreting charts (bar charts, pie charts) Introduction to probability (likelihood, simple fractions) Frequency tables Basic data collection and interpretation Scatter graphs (correlation: positive, negative, none) Probability rules (e.g. probabilities add to 1) Venn diagrams (basic set notation) Tree diagrams</p>	<p>Encourage pupils to set good routines by doing their maths homework. Keep it regular rather than long sessions.</p> <p>Ask pupils to explain their working out loud. If they're stuck, guide them with questions rather than giving answers.</p> <p>Pupils can work on MyMaths at home or look at BBC Bitesize / BBC Teach for additional learning and short videos.</p>	<p>Perimeter, Area, Cuboid, Surface Area, Volume, cross section, parallelograms. Equations, Inequalities, probability, Venn Diagrams</p>

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<p>Science Ms. Perry</p>	<p>Crude Oil, Combustion, and Water In this topic, students will develop their understanding of how materials behave and how scientists separate and use substances in everyday life. They will learn about the three states of matter (solids, liquids and gases) and how particles move and change when substances are heated or cooled. Students will explore how mixtures can be separated using scientific methods such as filtration, evaporation, and distillation, and how crude oil is formed and used to produce fuels and other useful products. They will learn about combustion (burning) and how burning fuels can affect the environment, including issues such as air pollution, acid rain, and global warming. This topic helps students connect science to real-life situations, such as: Why fuels are used for energy How clean water can be produced How materials change state How human activities affect the environment Students will practise using scientific vocabulary, describing processes clearly, and explaining ideas using simple scientific models.</p>	<p>You can talk about science during normal daily activities, such as: Boiling water when cooking (evaporation) Ice melting (change of state) Drying clothes (evaporation) Using fuel in cars or heating Recycling and protecting the environment</p> <p>Encourage safe curiosity by asking questions to help develop thinking skills: Why does steam form when water boils? Why does smoke form when something burns? Why do we need clean water?</p> <p>You can encourage short, frequent practice (2–5 minutes) Test definitions of keywords Make flashcards Ask your child to give examples Use the foldable revision sheets</p>	<p>Fuels and Combustion Fuel Combustion Oxygen Complete combustion Incomplete combustion Carbon dioxide Carbon monoxide Pollution Fossil fuel Renewable energy</p> <p>Crude Oil and the Environment Crude oil Fossil fuel Fraction Distillation Acid rain Global warming Climate change Greenhouse gas Environment</p>

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Geography Mrs Petrie	<p>In Term 5, pupils will learn about population dynamics, beginning with what population means (the number of people in a place) and how it changes through birth and death rates. They will explore how population is unevenly distributed across the world and why some places are more crowded than others, including simple reasons such as jobs, climate, and access to water. Pupils will then study China, locating it on a map and understanding why it has a large population. They will also learn about the One-Child Policy, including why it was introduced and its basic advantages and disadvantages. The unit will end with a short assessment where pupils give a simple opinion on whether China is crowded. In Term 6, pupils will learn about the United Kingdom, including the four countries that make it up, key physical features such as mountains, rivers, and coasts, and the UK's weather and climate. They will also explore where people live, including why cities like London are crowded, and learn about different types of jobs and land use such as farming, shops, and offices.</p>	<p>Ask your child about what they learned (e.g. "What is population?"), look at maps together using apps like Google Maps, talk about busy vs quiet places you visit, watch simple geography videos or news clips about countries. It is also helpful to practise key words together (see below) and encourage your child to explain ideas in their own words.</p>	Population Birth rate Death rate Crowded Sparse Climate Migration City Rural Jobs

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<p>Food Studies Mrs Goss</p>	<p>In the Summer term, pupils will consolidate their practical skills through the End of KS3 Cooking Assessments. They will plan, prepare and cook one main course dish, demonstrating a range of skills and techniques. The focus is on timing, organisation, hygiene, presentation and evaluation, alongside becoming secure in weighing and measuring ingredients accurately, reading recipes independently and using timers effectively. Pupils will reflect on their progress and identify strengths and areas for improvement, giving them the opportunity to showcase everything they have learned across Key Stage 3.</p> <p>Following the assessments, pupils will explore a range of classic nostalgic British desserts, including jam Swiss roll, chocolate sponge with hot chocolate sauce and cornflake tart. Through these recipes, pupils will develop more technical skills such as sponge aeration, whisking, rolling and pastry making, while continuing to build confidence in accurate weighing and measuring, following recipes and managing time effectively. This unit helps prepare pupils for the BTEC course.</p>	<p>Encourage pupils to use digital weighing scales when cooking or baking, giving them regular opportunities to practise measuring out ingredients accurately (e.g. 100g, 200g) to build confidence and independence. Support them in reading recipes step-by-step, identifying what needs to be weighed or measured, and checking quantities before adding ingredients.</p>	<p>Weighing Measuring Accuracy Timer Recipe reading Blind baking Aeration Whisking</p>
<p>Computing Mr Robinson</p>	<p>During this term pupils will be looking at networks and network security, as well as revisiting online safety towards the end of term. This will involve considering the different hardware components that make up essential networks we use every day, as well as good security practices that pupils can use themselves (such as password managers). This will link in well with online safety practices that we will revisit towards the end of term</p>	<p>Conversations held in classrooms about online safety can also be had at home to ensure that pupils do understand how to use the internet safely. If you have any security software being used at home, do share with your child.</p>	<p>Online safety Networks Encryption</p>

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<p>Music Mrs Lea</p>	<p>9K and 9D - This term, pupils will be learning to play the violin. Each Thursday afternoon, an external teacher will be coming in to teach them.</p> <p>9B - This term, pupils will be learning to play the violin. They will be introduced to the basic techniques needed to produce a clear and controlled sound. They will learn how to hold the violin and bow correctly and focus on creating sound using open strings, as well as understanding how to use the bow smoothly and evenly. Pupils will develop the knowledge they have of reading simple musical notation, including rhythm and pitch, and begin to recognise where notes are placed on the strings. They will develop listening skills, learning to match pitch and play in tune.</p>	<p>Encourage pupils to tell you what they have been learning.</p>	<p>Posture Bowing Pizzicato Arco Ensemble</p>

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<p>PSD Miss Barrow Mrs Diapoli Mrs Kelley/Mr Bentley</p>	<p>9K We will begin the term by talking about feelings, moving on from talking about friendships and self-esteem to dealing with unhelpful comments, and strategies to challenge these. We will also cover how to deal with strong feelings, how we can recognize unhappiness in ourselves and others, how to ask for help and where to get it from. We will move on to revise what makes a healthy relationship, covering romantic feelings and sexual attraction, different types of partnerships and marriage. In the second half term we will cover power in relationships, consent and exploitation in an age-appropriate way. We will end the year with considering healthy intimate relationships, touching on aspects such as contraception, where to get reproductive health care advice and why you might need it.</p>	<p>Please be ready to discuss ideas and questions with your children in an age-appropriate way</p>	<p>self-esteem boundaries friendships relationships healthy unhealthy power rights responsibilities exploitation contraception</p>

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<p>R&W Miss Jackson Mrs Mitchell-Dyer</p>	<p>This summer term, students will first complete their study of Good and Evil, exploring the question: Are people naturally good or bad? They will look at different views, including Humanism, and think about how people decide right and wrong using empathy and consequences. Students will also use Lord of the Flies to see what can happen when rules break down, helping them understand ideas about behaviour, choice, and responsibility.</p> <p>Students will then move on to the theme: "How and why do people try to make the world a better place?" They will study inspirational individuals including David Attenborough, Malala Yousafzai, Manni Kaur, Mother Teresa, and Mindu Hornick. Students will learn how different beliefs, experiences, and values inspire people to help others and improve the world.</p> <p>By the end of the term, students will be able to share their own ideas about what motivates people to do good, using examples from both religious and non-religious perspectives. Learning will include discussion, simple evaluation, and reflection activities to build confidence and understanding.</p>	<p>Talk about everyday examples of kindness and fairness and encourage your child to explain their opinions.</p> <p>Encourage pre-learning by discussing inspirational people.</p> <p>Mindu Hornick MBE Newsround's special programme all about Malala - BBC Newsround</p>	<p>good, evil, fairness, empathy, compassion, equality, activism, responsibility, environmental conservation, inclusivity,</p>

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Drama Miss Price	During terms 5 and 6, pupils will be developing their movement, performance and character skills and knowledge while studying a short play version of "Alice in Wonderland." Pupils will also have the opportunity to design a piece of scenery for a scene in the play.	Ask pupils to tell you the story of the classic tale they are performing and to tell you about the characters in the story.	Facial expressions Body language Characters Movement Miming Script Lighting Sound Scenery Props

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Outdoor Learning Mrs Barlow	<p>This term, Year 9 pupils will revisit growing annual flowers from seed, including sweet peas, sunflowers, and cosmos and take part in the Thousand Seeds community project. They will develop a deeper understanding of where food comes from by experiencing germination, plant growth, and the importance of soil health and sustainable growing. Pupils will take responsibility for managing outdoor spaces, including the polytunnel, and will learn how to care for plants as they grow. They will practise skills such as thinning crops like carrots, protecting plants using simple natural deterrents, and hardening off plants before moving them outside. If crops are unsuccessful, pupils will replant and reflect on how to improve outcomes, building resilience and problem-solving skills. Through contributing to a shared harvest, pupils will develop teamwork, independence, and a stronger connection to their environment.</p>	<p>Look at free apps for your phone to encourage participation. Google is brilliant! Take a picture and it will give you an idea what that insect, bird or plant is free of charge. Get involved with the Big Butterfly count later in the term or 30 days wild in June. All can be interactive to help learners keep focus on learning about the world in which we live. Merlin app for bird recognition is brilliant and RHS is full of challenges to complete.</p>	<p>Germination Annuals Polytunnel Sustainability Harvest Thin (Thinning) Protect Deterrents Growth Resilience</p>