

# Spring Term Overview



<u>Tutor Group 10A</u> <u>Subject &amp; Teacher</u>	<b>Subject Overview</b>	<b>How you can help at home</b>	<b>Subject specific key words to practise with your child</b>
<p><b>English</b></p> <p><b>Miss Chamberlain (GCSE)</b></p>	<p><b>GCSE</b></p> <p>This term pupils will be continuing to build on their GCSE skills. We will be delving into Language Paper 2, breaking down the types of questions pupils may be faced with and how to approach writing responses to these. Pupils will continue to practise their analysis skills throughout as well as practising comparing two sources and writing persuasively. We will also then be working towards completing the spoken language element of the GCSE which requires pupils to demonstrate presentation skills in a formal setting; listen and respond appropriately to spoken language and use spoken Standard English effectively.</p>	<p><b>GCSE</b></p> <p>Encourage pupils to consider the connotations of different words and to think of more sophisticated alternatives to words to promote their use of ambitious vocabulary. Encourage pupils to engage with a variety of fiction and non-fiction texts and consider the language and structural features of these. Engage in light-hearted debate with pupils to encourage the consideration of opposing viewpoints and how to deliver a persuasive argument.</p>	<p><b>GCSE</b></p> <p>Language techniques</p> <p>Compare</p> <p>Analyse</p> <p>Perspective</p> <p>Persuasive writing</p>

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<b>Mrs Brown</b> <b>(Functional Skills)</b>	<b>Functional Skills</b> This term pupils will be continuing to build on the skills required for the Functional Skills Level 1 accreditation. This includes developing their use of different sentence types, punctuation and conjunctions within their written communication as well as enhancing their reading skills and considering the effect of writers' use of language. Pupils will practise comparing texts, work on identifying the difference between fact and opinion, and explore purpose and audience. Pupils will also then be working towards completing the spoken language element of their accreditation.	<b>Functional Skills</b> Encourage pupils to practise writing grammatically accurate sentences, making use of capital letters, different types of punctuation and a variety of conjunctions. Encourage pupils to consider the connotations of different words and to think of more sophisticated alternatives to words to enhance their vocabulary. Engage in discussions with pupils about whether different statements are fact or opinion and why. Engage in discussions with pupils about the differing purposes of texts e.g. to inform, to persuade, to instruct, to entertain, etc. and who their respective audiences are.	<b>Functional Skills</b> Compare Fact Opinion Purpose Audience
<b>Maths</b> <b>Mrs Sipek</b>  <b>Mr Upward</b>	This term pupils' will continue to develop their number skills looking at the order of operations; powers & roots and exploring and calculating with fractions. They will then calculate perimeters and areas of shapes, learn how to draw and measure angles and link this into working with quadrilaterals, angles, parallel and perpendicular lines.  This term, pupils continue in their GCSE studies. Throughout the term, they will continue to develop their higher-level thinking skills through problem solving and applying their learning in different contexts  <b>Number &amp; Algebra</b> Number and Algebra permeate throughout the mathematics	Please support homework. Pupils can practise their skills on Mathspad and use supporting videos on <a href="http://www.corbettmaths">www.corbettmaths</a>  Please support homework. Pupils can practise their skills on Mathspad and use supporting videos on <a href="http://www.corbettmaths">www.corbettmaths</a>	BIDMAS Power Root Perimeter Area  Mean



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	'Bioenergetics.' In this topic pupils will learn how plants are adapted to photosynthesis and how respiration releases energy in organisms.		
<b>Food Studies (H&amp;C)</b> <b>Mrs Goss</b>	In Food Studies this term, 10A/P Hospitality & Catering will be continuing to focus on the medium/complex techniques during their practical lessons – the first half term will have an emphasis on meringue and pastry-based recipes, then the second half term will be Italian themed and pupils will make pizza, pasta and pesto from scratch. During theory lessons we will be continuing to work through the syllabus with a focus on factors contributing to the success of hospitality and catering provision and the operation of the front and back of house. Pupils are beginning to look at how they would answer questions for their written exam in 2024.	Discuss any homework which comes home. Research a favourite evening meal and recreate it at home – send me any photographs on Weduc! Any chances to visit any restaurants would also be amazing to consolidate knowledge of front of house and their jobs.	Aeration Crimping Emulsify Enrich Work flow
<b>Computing</b> <b>Mr Naylor</b>	This term pupils will be continuing to complete their presentations based on their hometowns, they will be thinking of the intended audience and how the content must be suitable for them. They will then be learning how to use email, learning about etiquette, composition, replying, forwarding and attaching documents. They will also be learning about how to stay safe while using email.	Discuss with your child the nature of email and how it can be used as a tool to communicate with others but at the same time can be used to trick people into giving away personal details (phishing).	Presentation Etiquette Attachment Compose Phishing
<b>PSD</b> <b>Miss Attenborough</b>	This term in PSD we will be completing 'making the most of leisure time'. Pupils will be completing their new skill in which they are making a copper enamel keyring/brooch. The pupils will then be creating a diary to analyse and evaluate their activities. Next term will be starting the unit 'preparing for work', in which they will learn and develop skills to help them in the work place. They will look at skills and qualities suitable for various job roles before looking at their own attributes.	Encourage pupils to make the most of their own leisure time. Can they be more active, have some calm time or learn a new skill?  Look at local jobs in the area. Discuss the qualities and skills needed.	Well-being Balanced Planning Preparation Organisation
<b>PE &amp; Games</b> <b>Mr Hunt &amp; Mr</b>	Pupils will study two topics for the next academic term, these are basketball and trampolining. Pupils will split into a small group if they study trampolining and will have the opportunity	Parents can support pupils by watching and discussing games of basketball, badminton and trampolining routines on	Arm set Posture

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<b>Altman</b>	to practise and learn twists, shapes and drops and then place these into a routine for their GCSE qualification. Pupils will also complete analysis of themselves and other pupils in this topic, identifying things which performers do well and identifying improvements and activities that the performer could do to improve. In basketball, pupils will be recapping the main basketball skills of passing, dribbling shooting and gaining possession. Improving on their learning from last year, pupils will also discover basketball tactics and rules in a game situation and put these into practise.	YouTube. Encouraging pupils to participate in these sports at home would also be beneficial.	Swivel Hips Possession Jump Shot
<b>RE</b> <b>Mrs Silverthorn</b>	This Spring term, once we have completed the final assessment criteria for the Crime and Punishment unit of work, we are moving onto a new unit of work about Rites of Passage within three of the six main world religions; Christianity, Judaism and Islam. We will begin by learning about the birth rites of passage and what ceremonies take place for Judaism and Islam, as well as aspects of a Christian infant baptism ceremony. We will then move on to learn about the importance of Confirmation ceremonies to Christians and the importance of Bar/Bat Mitzvah to Jews with regards to coming of age ceremonies. The final part of the unit will look at end of life ceremonies and traditions for Christianity, Judaism and Islam.	Parents can support pupils at home by discussing various rites of passage and any events that they have been part of.	Baptism  Brit Milah + Circumcision  Aqiqah  Bar/Bat Mitzvah  Confirmation
<b>Land Based Studies</b> <b>Mrs Weston</b>	This term pupils will be completing one of the sector modules from the land based studies specification – <i>Caring for and Feeding Animals</i> . Pupils will expand their knowledge of the five basic animal needs as well as the health and safety aspects of caring for animals. Pupils will also develop their observational skills through basic health checks to monitor the health and wellbeing of animals. Pupils will produce plans to care for and feed animals to meet their needs.  This unit will also provide the opportunity for pupils to develop transferable skills such as planning and self-management.	Parents & carers can support their children by starting to put together some old clothes or an overall that can be used for the practical elements.  Parents can also support their children by asking them to be more hands on with the care of any animals at home. Parents will also be asked to provide photographs or videos of their children caring for any pets / animals they have at home via Weduc or email. It would also be useful if parents would be	Environment Hazards Handling techniques Natural behaviour Personal protective equipment (PPE)

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		prepared to provide a witness statement explaining how their child has taken on the feeding and care of animals at home.	
<b>Enterprise and LifeSkills</b> <b>Mr Everis &amp; Mr Stenning</b>	<p>This term our main focus is module 4 of the Asdan certificate called 'A Place of your Own'.</p> <p>This module focuses on the skills required for young people to begin developing their independence around the house and tasks will include learning lifeskills relating to keeping the house clean and also recognising and reacting to dangers around the home.</p>	Parents and carers can encourage their young person to compliment what we are learning at school by encouraging their child to practice their independent skills around the house. This could include helping with cooking, cleaning or any regular chores.	Independent living Housing Fire safety Ironing Cleaning
<b>History</b> <b>Mr Bentley</b>	<p>This term we will be finishing off the Crime and Punishment unit, looking at Britain since 1900. We will explore the major technological, social and political changes from this period. We will be learning about crimes and changes in enforcement during this period. We will then be looking at the Norman invasion from 1065-1087 including the Anglo-Saxon society and the impact of the Norman invasion of the people of Britain. We will look at how William maintained control, and the legacy that was left after the Norman invasion including changes to language, law and church.</p>	It is very important during this period that we complete the homework that is set. I have also provided each student with a knowledge organiser which they should be revisiting regularly to ensure that know the content. OCR also provides past exam papers and questions which are available on their website.	Anglo Saxon Domesday Book Invasion Culture Continuity
<b>Art, Craft and Design</b> <b>Miss Foster</b>	<p>This term, Year 10 pupils will continue to build up their portfolio by following a selection of challenges and prompts, starting with printing. Year 10 will be challenged to create a series of mono prints using ink and oil pastels, as well as create their own lino cuts to print from. They will explore how printing can be used in conjunction with other materials and mediums.</p> <p>Year 10 pupils will then research and present their work with annotation to explain what they have done and to evaluate the effectiveness of the processes. Later in the term, Year 10 will also experiment with sculptures and how an armature</p>	<p>Pupils will be expected to complete additional research or refinement tasks at home. Please encourage your child to complete this work with independence.</p> <p>Pupils can enrich their experience through visiting local galleries or exhibitions. Pupils can collect leaflets and photographs to use in their sketchbooks.</p>	AO1 – Research AO2 – Develop, Experiment AO3 – Annotate AO4 – Produce

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	<p>can be used to provide stability for clay, plaster and papier-mâché materials.</p> <p>Later, they will look at the grid method and how this can be used to help create accurate and proportionate drawings and paintings.</p>	<p>Pupils can use BBC Bitesize to help them in their exploration of art styles. Pupils should also access gallery websites to view the artwork of others to inspire them and their ideas.</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/z6hs34j">https://www.bbc.co.uk/bitesize/subjects/z6hs34j</a></p> <p><a href="https://www.tate.org.uk/">https://www.tate.org.uk/</a></p> <p><a href="https://www.moma.org/">https://www.moma.org/</a></p>	
<b>Sports Leadership</b> <b>Mr Hunt</b>	<p>The year 10 sports leaders will be focusing on Unit Two of their qualification which is planning, assisting in leading and evaluating physical activity sessions. Firstly, pupils will learn the six different elements to a successful leadership session. Pupils will then look at the considerations they will need to make to their sessions if an unexpected event was to happen. Pupils will also focus on organisation of sessions and discover what is required to lead an organised session. Finally, pupils will learn about the importance of safety, and how this is one of the most important aspects of leading a session.</p>	<p>Research a range of different warm up games to help pupils have a bank of ideas for their planning.</p>	<p>Organisation</p> <p>Behaviours</p> <p>STEP</p> <p>Differentiation</p>
<b>Media Studies</b> <b>Mr Mauremootoo</b>	<p><b>Eduqas GCSE Media Studies:</b></p> <p>This term, pupils will be completing their work for Component 1 section A. Pupils will be applying their knowledge on representation, audiences, and context to film posters and newspapers. They will also be continuing their work on denotations and connotations. As they progress, the pupils will begin more in-depth work on mark schemes and how to construct extended analytical writing in response to exam-style questions.</p> <p>In March, pupils will begin work on Component 3. The pupils will use the work they have done for section A to create their own magazine cover and insert alongside a design brief.</p>	<p><b>Eduqas GCSE Media Studies:</b></p> <p>Familiarise your child with newspapers and their layout by looking at examples together – this could include free local papers.</p> <p>Watching 'The Man with the Golden Gun' and 'Spectre' will help pupils understand the films behind the posters that they are studying. Discuss what the audience may enjoy about the films.</p>	<p><b>Eduqas GCSE Media Studies:</b></p> <p>Denotation</p> <p>Connotation</p> <p>Strapline</p> <p>Standfirst</p> <p>Gratification Theory</p>

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	<p>They will be creating their own magazine articles and pictures in order to appeal to a specified target audience.</p> <p><b>BTEC Vocational Studies Level 1 (Introductory):</b></p> <p>This term, pupils will be completing their work designing a brand logo. Pupils have completed a design for a women's only gym with a strapline. They have also designed presentations to explain their rationale. Student's will be rehearsing their presentation and developing their speaking and listening skills ahead of their presentation task.</p> <p>For their next module, pupils will be asked to design a short advertisement for their gym. The pupil will be required to consider their target audience when planning and create appropriate storyboards to demonstrate their planning process. They will be asked to consider potential problems and solutions. The pupils will then work on creating an animation using their plan.</p>	<p>Ask them what similarities and differences they notice.</p> <p><b>BTEC Vocational Studies Level 1 (Introductory):</b></p> <p>Watch advertisements with your child. These can be sourced on YouTube. Discuss who the target audience of the advert is and how they have come to their conclusion. A good area of focus would be 'This Girl Can.'</p> <p>Pupils will also be marked on their attitude and organisation. Give them opportunities day to day to plan and organise themselves independently.</p>	<p><b>BTEC Vocational Studies Level 1 (Introductory):</b></p> <p>Target Audience</p> <p>Storyboard</p> <p>Sequencing</p> <p>Setting</p> <p>Post-production</p>





