

Summer Term Overview

Tutor Group: 9S

Subject and Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
English Miss O'Shea	This term we will explore the world of poetry, including shape poems, rhyming poems and free verse, onomatopoeia and narrative poems. We will look at a wide range of authors poems and features, practise performing the work of others as well as our own work. We will discuss poems we like and don't like, how they make us feel, the meaning of a range of poems and how they differ from stories. Alongside this we will continue to practise phonics, reading and spelling on a regular basis.	Read poems to and with your child. Talk about poems you know or have heard. Help your child to practise a poem until they can perform it from memory. Play rhyming games e.g. how many words rhyme with 'cat'?	Poem Beat Rhythm Rhyme Verse Onomatopoeia Repetition

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<p>Maths (Mrs Webb)</p>	<p>This term we will begin by working with and rounding numbers to the nearest 10, 100 and 1000. We will also decimals with one place to the nearest whole number. We will also estimate calculations by rounding and use the inverse to check calculations.</p> <p>We will then calculate fractions and decimals. Some of us will work on solving problems using harder fractions. We will then be learning about how to calculate perimeter and find the area of straight sided shapes.</p> <p>Later in the term we will be exploring money. We will be using money to make amounts and solving problems. Some of us will move on to estimate and calculate with pounds and pence. We will then develop our understanding of mathematical movement. We will describe position, direction and rotation.</p> <p>Finally, we will finish the term with presentation of data in which we will complete several class surveys. We will collect and display data. Some pupils will also look at time graphs and solve problems relating to bar charts, pictograms and tables.</p>	<p>Get your child to read numbers that they see when you are out to practice this. Give your child opportunities to handle money when out shopping so they learn to appreciate the buying power of different amounts of money.</p>	<p>Round Estimate Calculate Decimal place Coins Notes Total</p>

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<p>DT Miss O'Shea</p>	<p>This term, pupils will complete their Memphis design clocks, building on their understanding of bold patterns, colour, and shape inspired by the Memphis design movement. They will develop their practical making skills by assembling components, refining finishing techniques, and evaluating their final products.</p> <p>Following this, pupils will move on to a "structures" unit, where they will explore how different materials can be used to build strong and stable constructions. They will investigate a range of architectural styles and experiment with materials such as bricks, LEGO, cardboard, paper, clay, and natural materials. Pupils will practise key skills including joining, shaping, balancing, and reinforcing structures through hands-on exploration and small build tasks.</p> <p>Throughout the unit, pupils will design, make, and evaluate their own structures, considering purpose, stability, and appearance. The unit will culminate in the creation and decoration of a final product, where pupils will apply their knowledge of materials and construction techniques to produce a finished piece.</p>	<p>Build together: Encourage children to build with everyday materials (e.g. LEGO, boxes, paper, recycling). Talk about what makes their structure strong or wobbly.</p> <p>Explore buildings: When out and about, look at different buildings and structures. Discuss what they are made from and why those materials might have been chosen.</p> <p>Problem-solving talk: Ask questions like "How could you make this stronger?" or "What could you use to join this?" to develop thinking and design skills.</p>	<p>Architect Structure Stable Reinforce Function</p>

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<p>PE Mr. Stinton</p>	<p>This term, 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. 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>In summer term 2, pupils will develop skills in striking and fielding activities such as rounders and cricket. Pupils will focus on batting technique, including stance, and striking the ball with control and accuracy. Fielding skills such as catching, throwing, retrieving the ball efficiently, and working as part of a team will also be developed.</p>	<p>To help at home you can: Watch YouTube Olympic clips of the events below:</p> <ul style="list-style-type: none"> • Javelin • Shotput 	<p>Sprinting Acceleration Endurance Pacing</p>
<p>History Miss O'Shea</p>	<p>This term, pupils will explore the topic of World War 2, learning about an important time in history and how it affected people around the world. They will find out about key events, such as the start of the war, life on the home front, and how the war ended. Pupils will learn what it was like for children during this time, including evacuation and rationing. Through a range of activities, they will develop their understanding of the past, ask questions, and begin to use evidence to learn about how people lived and how the war changed lives.</p>	<p>Talk about family history relating to WW2. Explore museums e.g. Soldiers Museum at Gloucester Docks, or the Jet Age Museum. Share any artefacts you or family members may have e.g. ration books.</p>	<p>War Soldier Rationing Blitz Allies Evacuation</p>

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<p>Geography Miss O'Shea</p>	<p>In Term 5, pupils will learn about population; how many people live in a place. They will explore why some places are busy and crowded while others are quiet. Pupils will use simple ideas such as jobs, weather and water to help them understand this. They will look at China on a map and learn that many people live there. Pupils will also be introduced in a simple way to the idea that families in China used to be asked to have fewer children. They will finish the topic by sharing simple opinions about whether they think places are crowded.</p> <p>In Term 6, pupils will learn about the United Kingdom and the four countries that make it up. They will explore simple physical features such as mountains, rivers and the sea, and talk about different types of weather. Pupils will also look at where people live, including busy cities like London, and quiet rural areas. They will learn about jobs people do, such as farming, working in shops and offices, and begin to understand why people choose to live in different places. All learning will be supported with maps, pictures, objects and practical activities.</p>	<p>You can support your child by talking about what they have learned (e.g. "What is population?"), looking at maps together using apps like Google Maps, and discussing busy and quiet places you visit. Watching simple videos about different countries and practising key words can also help, as well as encouraging your child to explain ideas in their own words.</p> <p>Talk about places you visit or see When out and about, point out busy and quiet places (e.g. town centre, park, countryside) and talk about what they notice.</p> <p>Use maps or visuals Look at a map of the UK together and help your child find familiar places such as where they live, London, or places you have visited.</p> <p>Discuss everyday jobs Talk about different jobs people do (e.g. shop workers, farmers, teachers) and why those jobs are important.</p>	<p>Population Urban Rural Country Capital City</p> <p>England – London Scotland – Edinburgh Wales – Cardiff Northern Ireland - Belfast</p>

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<p>Food Studies (Mrs Webb)</p>	<p>This term we will be first completing a topic on picnic treats. Our recipes will include sausage rolls, cheese and chive bagels, pasta salad and scone-based pizza.</p> <p>Later in the term we will be moving on to summer fruit-based recipes such as, mixed berry jelly and raspberry and white chocolate muffins.</p> <p>We will be developing the following skills: mixing, rubbing in, shaping, baking, glazing, chopping, draining and grating.</p>	<p>You can support your child at home by involving them in family meal preparation. Those pupils who bring a packed lunch could be involved in preparing their own lunch.</p>	<p>Dicing Simmering Chopping Draining Grating Rubbing</p>
<p>Computing (Mrs Webb)</p>	<p>Pupils will continue to develop their essential digital skills to support their learning across the curriculum. They will be learning how to confidently use computers to create, save, and find their work, as well as improving their typing accuracy and use of keyboard shortcuts.</p> <p>As part of their learning, pupils will use programs such as Microsoft Word and PowerPoint to produce simple documents and presentations, developing their ability to present information clearly. They will also take part in class surveys and learn how to display data using a range of charts, including bar charts, line graphs, and pie charts.</p>	<p>Pupil's would benefit from using a computer keyboard at home to practice using the following keyboard shortcuts:</p> <p>Ctrl + C → Copy Ctrl + V → Paste Ctrl + X → Cut</p> <p>Also, print screen and crop functions.</p>	<p>Data Collect Analyse Present Popular Shortcut Crop</p>

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Music Mrs Lea	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.	Encourage pupils to tell you what they have been learning.	Posture Bowling Pizzicato Arco Ensemble

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<p>PSD Miss O'Shea</p>	<p>In Summer Term 1, pupils will focus on Managing Feelings, developing their ability to recognise, understand and express a range of emotions. Learning will support pupils to identify how feelings can affect thoughts and behaviour, and to begin to use simple strategies to manage these in a safe and appropriate way. Pupils will explore how emotions are experienced, practise communicating their needs, and develop skills in empathy, turn-taking and building positive relationships.</p> <p>In Summer Term 2, pupils will explore Changing and Growing, building understanding of how people develop over time and how this relates to their own lives. Pupils will learn about puberty, increasing independence and the importance of personal care, as well as recognising and managing change in familiar routines and environments. They will explore life stages, develop awareness of personal boundaries and basic concepts of body changes. Learning will focus on supporting pupils to respond positively to change and build confidence in developing independence, with all content carefully tailored to pupils' developmental stages.</p>	<p>Talk about feelings daily Encourage your child to name how they feel (e.g. happy, sad, angry, worried). Model this yourself ("I feel tired today") to help them understand that all feelings are normal.</p> <p>Practise calming strategies Support your child to use simple techniques when they feel overwhelmed, such as deep breathing, counting, using a quiet space or a favourite calming activity.</p> <p>Support independence in routines Encourage your child to take part in daily routines such as getting dressed, washing, or tidying up. Prepare for and talk about change Help your child manage changes by talking about upcoming events.</p>	<p>Feelings Emotions Change Puberty Relationships</p>

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<p>Drama Miss Price</p>	<p>During terms 5 and 6, pupils will be studying play versions of classic tales such as "Alice in Wonderland" and "Peter Pan." Within this topic, pupils will act out scenes from a classic tale and develop their movement, miming and acting skills by playing different characters. Pupils will also have the opportunity to use different costumes and props to suit the character they are playing.</p>	<p>Ask pupils to tell you the story of the classic tale they are studying and tell you about the characters in the story.</p>	<p>Facial expressions Characters Movement Miming Acting Perform Director Script Props Costumes</p>
<p>Outdoor Learning Mrs Barlow</p>	<p>Through hands on learning, 9S will deepen their understanding by managing larger growing spaces, including the polytunnel. They grow crops and flowers, protect plants, and refine skills such as thinning and hardening off crops. 9S will reflect on successes and challenges, replanting when needed and developing independence, resilience, and problem-solving skills while contributing to a community harvest.</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.</p>	<p>Germination- growth Annuals Polytunnel Sustainability Harvest Thin (Thinning) Protect Deterrents Resilience</p>