

# Summer Term Overview

<u>Tutor Group</u> <b>4A</b> <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>English Miss Chamberlain</p>	<p><b>Functional Skills</b> This term, pupils will initially complete revision for their Functional Skills reading and writing examinations. The Functional Skills Reading Paper and Writing Paper examinations will both take place on 19<sup>th</sup> May. Pupils will then move onto reading George Orwell's <i>Animal Farm</i> as a class. Alongside reading the novella, pupils will continue to explore the use of language and structural techniques within the text and what their effects are. Pupils will also explore the context surrounding the text, characters and themes which arise within the novella.</p> <p><b>GCSE</b> This term, pupils will initially complete revision for GCSE Language Papers 1 and 2 with a particular focus on questions three and four in both papers. The English Language Paper 1 (Fiction) examination will take place on 18<sup>th</sup> May and the English Language Paper 2 (Non-fiction) examination will take place on 10<sup>th</sup> June. Pupils will then move onto reading George Orwell's <i>Animal Farm</i> as a class. Alongside reading the novella, pupils will continue to explore the use of language and structural techniques within the text and what their effects are. Pupils will also explore the context surrounding the text, characters and themes which arise within the novella.</p>	<p><b>Functional Skills</b> Complete past papers under exam conditions and hand these in to be marked so any misconceptions can be addressed. Encourage pupils to consider the connotations of words and why particular words are more effective than others. Ask pupils questions about what they are reading.</p> <p><b>GCSE</b> Complete past papers under exam conditions and hand these in to be marked so any misconceptions can be addressed. Encourage pupils to practise identifying structural techniques within texts and explore how texts transition from beginning to middle to end, considering what is revealed to the reader at each stage and what the intended effect of this is. Encourage pupils to compare the ideas and perspectives presented within non-fiction texts, as well as the language used.</p>	<p><b>Functional Skills</b> Language techniques Character Summary Context Themes</p> <p><b>GCSE</b> PEEZL (Point, evidence, explain, zoom, link) Language techniques Structural techniques Satirical Allegorical</p>

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Maths <b>Ms Emson</b>	This term the students will be revising topics from the Edexcel revision lists and practising past exam papers. I will be giving them personalised feedback about what they need to work on and correct. We will focus on exam technique. We will also look at using our calculators correctly and what to write down in a calculator exam to ensure you get all the marks. The first Maths, non-calculator, Maths exam is on 20 <sup>th</sup> May. After that students will continue to work through their paper-specific targeted list.	Ensure students are keeping up their 'Maths Fitness' by doing little and often. They will have an exam paper each week to work on for homework.	Expand Calculate Compare Evaluate Solve
Biology <b>Mr Goodchild</b>	This term pupils will be revising the topics that AQA have told us will be included in the first exam paper along with the skills required to complete the core practicals they have identified. This has been sent home last term but a more detailed 'Targeted Revision' sheet will also come home to help pupils target their revision. After their first exam on 17 <sup>th</sup> May, we will then complete targeted revision as specified by the exam board up until their second exam on 15 <sup>th</sup> June.	Use the targeted revision document to identify the key topics to revise. Use the BBC Bite Size GCSE AQA Biology Trilogy (single Award) to help reinforce the targeted revision topics.	Mode Median Independent Dependent Range
Computing <b>Mr Naylor</b>	By the end of term 5 all pupils will have completed the course. Any outstanding criteria will be addressed and students will be encouraged evaluate their work to ensure there are no gaps. Once complete pupils will be using the time to revise for examined subjects.	Ask your child about how to keep devices and personal information and why it's important to have strong passwords.	Mail Merge Proof read Digital footprint

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PSD <b>Miss Attenborough</b>	<p>In term 5, pupils will be completing any outstanding work for their ASDAN accreditations. The pupils will be analysing their healthy living targets and completing their controlled assessment. This will be focusing on the topics; Healthy eating, preparing for work, Preparing for adulthood and healthy lifestyles.</p> <p>In term 6, pupils will receive statutory Relationships &amp; Sex Education (RSE) and details of what is being covered in this curriculum will be shared with parents and carers at our RSE Evening on 24<sup>th</sup> May 2022 at 5pm. Further information will be sent out closer to the time.</p>	Encourage pupils to continue with some of their PSD targets as they have agreed that they are helping with their wellbeing.	Wellbeing Eatwell Guide Preparation
RE <b>Mrs Silverthorn</b>	<p>For RE in terms 5 and 6, we will be completing the unit of work on Religion and Beliefs.</p> <p>We will then move onto the unit of work titled “Philosophy of Religion: The Existence of God”. Through this unit of work pupils will work on understanding the differences in the beliefs of theist, atheist and agnostic. We will also learn about the Design Argument that supports the theory of God’s existence. We will learn about the concept of religious experiences and what these mean to believers in proving the existence of God.</p>	Invite your child to share with you the philosophical viewpoints that they’ve explored.	Theist Atheist Agnostic Design Argument
Art <b>Miss Foster</b>	<p>In the beginning of Term 5, pupils will have completed all of their component one work for the AQA Art, Craft and Design specification and will have submitted their completed projects for assessment. Pupils will use art lessons to consolidate their learning for other subjects as well as additional opportunity to revise and prepare for any upcoming exams.</p>	Pupils can be supported at home to continue to use art as a way of recording their thoughts and communicating how they think and feel. Encourage pupils to discuss artwork that they might see or encounter in their daily life.	Record Interpret Communicate Explore

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	<p>In other lessons throughout the term, Year 11s will also be given the opportunity to develop their artistic skills for fun through short workshops and demonstrations led by the pupils on topics and choices that they wish to develop their confidence in.</p>		
PE & Games <b>Mr Hunt</b>	<p>In term 5 &amp; 6, pupils will have the opportunity to learn about a range of striking and fielding games for example, cricket, rounders, Danish rounders, Danish longball and softball. Pupils will also have a number of opportunities to try sports which didn't form as part of their GCSE Entry Level qualification such as table tennis, boccia, archery and fitness training.</p>	<p>Watch games of cricket on TV, find your local cricket club and watch matches there.</p> <p>Practise playing games such as bat and ball.</p> <p>Research any sports you have not heard of and want to give a try.</p>	Timing Striking Wicket keeper Onside Offside
DT <b>Miss Attenborough</b>	<p>This term pupils will be completing their NEA project which they have been working to solve a problem for their client. The pupils will be looking in more detail at various topics studied throughout year 10 and 11. The majority of the term will be used for various techniques to revise the theory they have learned throughout the course, ready for their final exams.</p>	<p>Ensure the pupils revise at home using the revision material made in class. They also have GCP revision and textbooks to help consolidate knowledge.</p>	Quality control Investigation Problem solving Design specification Client
History (RR, NB, LM) <b>Mr Bentley</b>	<p>As we move closer towards the GCSE, we will take the opportunity to practise writing and learning the content associated with all components. We will continue to develop our ability to answer those second order concepts using PEEL (Point Evidence Explain and Link) as well as ensuring that we know how to answer questions that rely</p>	<p>Continue to revise at home using the revision guide and the revision resources given. Practice exam papers under exam conditions and use marking schemes to support your learning. Revise daily. It may also be advisable to do an exam revision timetable.</p>	PEEL (Point Evidence Explain Link) Evaluate Command Words Primary

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	<p>on source material and responding correctly to the questions. We also need to ensure that we finish the final component parts of American History including the changing lives of Black Americans 1877-1900, the Growth of Big Business and the Plains.</p>		<p>Secondary</p>
<p>Sports Leadership (CP) <b>Mr Hunt</b></p>	<p>Christopher will continue to finish the unit 1 of leadership skills and behaviours where he is evaluating the behaviours required of a level 2 sports leader. He will then revisit unit 2 where he will be working on his leadership delivery and have many different opportunities to lead to his peers and younger groups.</p>	<p>Identify leaders who are role models and leaders who aren't. What is the difference in their leadership styles and behaviours? What makes the leader successful?</p> <p>Think of the language that coaches use whilst playing sport. Can you evaluate this and think of how you sound when leading a session?</p>	<p>Adaptable Encouraging Active Listening Motivation Reliable</p>
<p>Media <b>Mr Mauremootoo</b></p>	<p>This term GCSE pupils will be completing their coursework for the magazines they have created. Alongside this, pupils will be working on their exam skills and construction of extended answers to exam-style questions. Pupils will be studying branding and marketing as part of their component 2 paper.</p> <p>BTEC students will be completing podcast-style interviews. Pupils will be interviewing groups of people and providing a piece of self-reflection on the work they have done.</p>	<p>Complete past papers at home. Hand them in for marking so that any misconceptions can be addressed rather than reinforced. Exam-style questions will be provided as homework but additional papers can be provided via Weduc as requested.</p> <p>Ask your child what media work they are proud of this term. Ask them if they can identify any areas they believe they have done particularly well in.</p>	<p>Brand Marketing Connotation Denotation PEEL</p> <p>What Went Well How To Improve Self-Reflection</p>

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			Feedback
Hospitality and Catering  <b>Mrs Shaw</b>	Pupils will be working through their Non-Examination Assessment brief (NEA). They will be working independently to plan and cook dishes that meet the brief. They will be looking at the needs of the client group and how they can plan nutritional meals and write a detailed time plan.	Talk to your child about what they are planning to make and how this meets the brief.  Practice cooking a range of dishes at home to expand their skills.	Nutrients Sustainability Specification Insufficient Excess