

Summer Term Overview

<u>Tutor Group</u> 40 <u>Subject & Teacher</u>	Subject Overview	How you can help at home	Subject specific key words to practise with your child
<p>English</p> <p>Miss Chamberlain (GCSE)</p> <p>Miss Roberts (Functional Skills)</p>	<p>GCSE This term, pupils will initially complete revision of GCSE Language papers 1 and 2 with a particular focus on questions three and four in both papers. 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>Functional Skills This term, pupils will be preparing for their Functional Skills reading exam on 19th May. Following that we will be returning to our class novel, 'Wonder' and exploring emotions,</p>	<p>GCSE 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>Functional Skills Please encourage your child to read short text such as brochures, letters in newspapers or magazines, travel reviews and continue to read their Accelerated Read books with them at home</p>	<p>GCSE</p> <p>PEEZL (Point, evidence, explain, zoom, link)</p> <p>Language techniques</p> <p>Structural techniques</p> <p>Satirical</p> <p>Allegorical</p> <p>Functional Skills</p> <p>Persuade</p> <p>Report</p> <p>Instruct</p> <p>Review</p>
<p>Maths</p> <p>Mrs Sipek</p>	<p>Pupils will continue calculating with decimals before working on fractions and percentages and learning the link between all three. They will then revise their knowledge of powers and roots before moving onto using their knowledge of time and money skills in problem solving.</p>	<p>Talk about a half of and double the number. Pizza and cake are a great way to support fraction understanding!</p>	<p>Numerator</p> <p>Denominator</p> <p>Percentage</p> <p>Power</p>

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Computing Mr Naylor	<p>Entry level 3 pupils will be learning how to minimise risk when using IT systems, this will help pupils to develop their awareness of the need to keep data safe and uncompromised and understand some of the threats that are used by criminals.</p> <p>Level 1 students will be researching about the different threats that users encounter daily while using online devices, and how to mitigate risk whilst online</p>	Discuss with your child how data is used in everyday life and how we need to ensure that we keep our data safe from online threats.	Virus Data Social Media Spam Firewall
PSD Mrs Silverthorn	<p>Pupils are going to continue the unit of work on Parenting Awareness in term 5. Pupils will identify two facilities in their local area which support parents with young children as well as identify a way in which help and support can benefit new parents. Pupils will then move on to demonstrate an understanding of a parent's responsibility for keeping a baby safe and healthy. Through this, pupils will identify a way that a parent can protect a baby against an unsafe situation in the home, they will also identify a way that a parent can protect a baby against a health hazard and finally pupils will give an example of when a parent should seek medical advice about their baby's health.</p>	Draw your child's attention to any unsafe situations or hazards that are around in the house environment and ask your child to explain why it's unsafe and how to make it safe.	Statutory Safe Hazard Risk Medical
RE Mrs Silverthorn	<p>For RE in terms 5 and 6, we will be completing the unit of work on Religion and Beliefs. 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

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PE & Games Mr Altman & Mr Hunt	During terms 5 and 6 pupils will continue working toward their Entry Level PE award. Mr Altman will be focusing on Athletic events such as javelin, shot put and sprinting. Pupils will learn the technique involved but also the competition rules for this event. Pupils will also develop their badminton skills with Mr Hunt. They will be learning about a range of shots from under and overarm clears to drop shots and smashes. Pupils will also develop their knowledge of rules and tactics.	To discuss the different athletic events that are mentioned and see if your child can remember any of the teaching points in the lesson. To view YouTube videos around javelin, shot put and sprinting.	Finish Grip American Grip Trajectory Doubles Flight
Art Miss Foster	This term in Art pupils will begin a new project around the theme of 'Collections.' Pupils will be supported initially to associate words, ideas and artworks that link with the theme, as well as the artwork and photography of Andy Goldsworthy, Emily Blincoe and Barry Rosenthal. They will then begin exploring on a more independent and individual basis to develop their ideas and experiment with materials. Pupils will be required to work with a greater level of independence and will be encouraged to test out ideas and to make informed decisions on what to do next rather than specific instructions being given. Pupils will be encouraged to consider the impact and meaning of their work and will be expected to annotate these thoughts throughout their project to meet the assessment objective criteria.	Pupils can be supported at home by completing any additional work independently outside of school. Additionally, pupils can be supported at home to draw or record ideas through research, notes and sketches to contribute to their projects.	Research Experiment Develop Refine Evaluate
DT Miss Attenborough	This term pupils will be developing their making skills and ensure they are having the necessary skills to become more independent in the workshop. They will be also using this topic to cover flow plans and look at quality control when manufacturing a product. Alongside this the pupils will be continuing learning	Help the pupils to complete their homework. They will be working in their GCP revision and textbooks to consolidate the learning from class.	Quality control Investigation Problem solving

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	<p>their theory topic in preparation for the exam. They will be covering tools, components and drawing skills.</p> <p>In term 6 pupils will be starting their NEA project, this will be section A in which they will be given a topic to investigate. They will use their research and problem-solving skills to identify and investigate their chosen individual problems in more depth.</p>		Design specification Client
Life Skills Mr Sheppard	<p>Life skills will provide opportunities to develop and demonstrate a range of skills through independent living activities. Our topics for this term are Health and Wellbeing and Keeping Track of your Money. We will be starting off with Health and Wellbeing. Pupils will be investigating how they can prevent disease and ill health and the benefits of taking part in cardiovascular and flexibility exercises. They will also be finding out about local health services and the services they provide.</p>	<p>Have discussions about the importance of good hygiene, especially in relation to personal hygiene and food hygiene. Raise awareness of all the different common household bills and expenses.</p>	Household Bill (i.e. Electricity, telephone) Expenses Hygiene Wellbeing
History Mr Bentley	<p>During this term we will continue with the work that we have started on the Normans. We will be exploring how William consolidated his control after his invasion in 1066. We will explore in detail how William controlled the population through the construction of castles and the use of the Domesday Book. We will also look at the impact of the Norman Conquest on the English people. We will also be learning about Kenilworth Castle, built after William's reign. We will consider why the site was chosen, and how this impressive castle has undergone significant changes throughout its history, looking in detail at the key characters associated with this impressive castle.</p>	<p>Complete the homework which will be regularly set on teams and will include GCSE type questions, PowerPoint, and revision exercises. Enjoy exploring history in the local community go on visits to castles and historical buildings etc.</p>	Domesday Book Motte and Bailey Castle Feudalism Kenilworth Normans
Media	<p>This term GCSE pupils will be applying their knowledge of representation and language to their extended answers. They will</p>	<p>When students are consuming any form of media ask them if they have noticed any</p>	Language

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Mr Mauremootoo	look at how to annotate an exam-style question to understand its requirements and what areas of media posters and magazines to focus on in their analysis. Pupils will learn how to use connotations in the PEEZL structure.	stereotypes. Engage them in a discussion as to how these stereotypes are portrayed and why they think they may exist. Discuss with your child what their choice of progression goal is. Let them know what skills and behaviours you think they exhibit that would help them reach this goal.	Representation Stereotypes Brand Connotations
Hospitality and Catering	Pupils will be learning about the Health and Safety at Work Act and their personal safety responsibilities in the workplace. They will be continuing to develop their practical skills by cooking a range of dishes including lemon curd, lemon drizzle cake, rhubarb fool, spaghetti and prawns and sausage rolls. Discuss how they can make the kitchen a safer place and practice clean as you go when cooking at home. Talk to your child about the dishes they have made at school. Executive Responsibility Hazardous Chemicals	Discuss how they can make the kitchen a safer place and practice clean as you go when cooking at home. Talk to your child about the dishes they have made at school. Executive Responsibility Hazardous Chemicals	Executive Responsibility Hazardous Chemicals Reporting