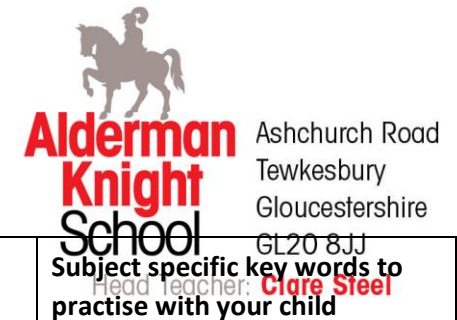


Spring Term Overview 2024



<u>9L</u> Subject & Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
<p>English Miss Watson</p>	<p>This term, pupils will be studying gothic horror. They will be reading 'Frankenstein' and 'Dracula' and writing their own ghost stories.</p> <p>Pupils will contextualise gothic literature by learning about Mary Shelley and Bram Stoker and studying themes within the book. They will look at tropes of horror and how they create tension and suspense.</p> <p>After half-term, pupils will apply their new skills creatively to write and edit their own ghost stories. Pupils will create descriptions of characters and use their knowledge of tension to create suspense and horror gothic-style literature.</p>	<p>Please encourage pupils to practise spellings, punctuation, and grammar. Remind pupils to make regular use of ambitious vocabulary (E.g. very difficult – arduous; really dry – arid) and prompt them for more sophisticated alternatives to low-level adjectives where possible. Please also encourage pupils to complete their homework.</p> <p>Neil Gaiman books are age-appropriate gothic-style texts that can be read to pupils to further their experience of the genre.</p>	<p>Suspense</p> <p>Theme</p> <p>Horror</p> <p>Supernatural/magic</p> <p>Protagonist</p>
<p>Maths Mr Stenning</p>	<p>This term the pupils will focus on key topics within Geometry. They will explore properties of shape, measure and calculate space & investigate angles.</p> <p>The pupils will develop their strategies for calculating and apply these within the Geometry topics. They will learn about concepts in a more active learning style, taking their Maths outside and utilising the school site to solve problems.</p>	<p>Regular practice of times tables is very important to help give the pupils solid foundations for class work.</p> <p>Any application of Maths skills such as counting money in the shops or asking pupils for the time are all life skills that are vitally important for pupils to learn.</p> <p>Continue to encourage child to access MyMaths homework.</p> <p>https://www.mymaths.co.uk/</p>	<p>Parallel</p> <p>Perpendicular</p> <p>Right angles</p> <p>Acute</p> <p>Obtuse</p>
<p>Science</p>	<p>This term our topic is infection and disease. Pupils will learn about the effects of an imbalanced diet on the body.</p>	<p>Completion of homework tasks</p>	<p>Infection</p>

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Miss Postans	<p>They will understand the difference between communicable and non-communicable diseases and be able to describe some ways that pathogens cause illness. Pupils will learn how our bodies fight off bacterial and viral infections and understand what antibiotics can and cannot be used for.</p> <p>Next term our topic will be crude oil, combustion and clean water. Pupils will learn that some substances dissolve in water to form a solution and how these substances can be recovered from the solution. They will know a variety of techniques to separate mixtures including sieving, filtering and evaporating. They will understand that dissolving, mixing, and changes of state are reversible changes. They will understand that some changes involve forming new materials, and that these changes are usually irreversible, and will be able to explain the products of burning fossil fuels and the problems this can cause.</p>	<p>You can support your child by discussing their diet, and whether it is balanced and providing all the nutrients they need. Research together good sources of any nutrients you think they may be lacking and find out which foods provide them.</p> <p>Talk about ways that we can limit the spread of communicable diseases (washing hands, good personal hygiene etc) and encourage your child and the family to make an extra effort with these.</p> <p>Have a go at some simple reversible change experiments at home: Try freezing water to make ice cubes. Can they be frozen again once they have melted? Does chocolate go hard in the fridge if it has melted?</p>	<p>Disease</p> <p>Communicable</p> <p>Non-communicable</p> <p>Crude oil</p> <p>Combustion</p>
Art Miss Foster	<p>This term, 9L will be finishing their Modern Portraiture project, exploring how the grid method can be applied not only to portraits, but also to any reference photo, in order to help break down complex drawings into more simple steps. They will produce a quality final piece of artwork inspired by Chuck Close. Following this, pupils will begin a new project called 'Ocean.' This project aims to showcase what art is like in Year 10, giving pupils more freedom to choose how to approach a topic or theme using their own ideas or preferences. Pupils will research the ocean theme and will begin to explore the artwork of artists such as Tony Cragg and Tommy Kane.</p>	<p>Adults can support pupils at home by openly discussing art, asking pupils questions about their project in order to help continue to build their artistic vocabulary. Pupils can look at how oceans have been presented in artwork; magazines, posters, cartoons, films and more, and bring these observations and ideas into the classroom to further influence their ideas.</p>	<p>Grid method</p> <p>Portraits</p> <p>Ocean</p> <p>Mixed Media</p> <p>Painting</p> <p>Printing</p> <p>Designing</p> <p>Research</p> <p>Presenting</p>
DT Miss Attenborough	<p>This term pupils will be developing their skills and expanding their use of machinery in the workshop. The pupils will be using acrylic to create a clock inspired by the design style of the Memphis era. Pupils will be carrying out various research tasks to help them inform their own unique design ideas. The pupils will be looking</p>	<p>To support at home, you can encourage pupils to find unusual shapes, patterns and colours mixes to help inspire ideas.</p>	<p>Analogue</p> <p>Pillar drill</p> <p>Acrylic</p>

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	<p>further into the safety of equipment and machinery before using various machines in the workshop. The skills we will be developing this term are, sawing, filing, polishing and heat moulding. To finish their piece, they will add a working mechanism to complete their clock.</p>		<p>Memphis Moulding</p>
<p>PE & Games Mr Stinton and Mr Altman</p>	<p>This term, we will be engaging in orienteering as part of our Physical Education curriculum. Through this activity, our focus will be on developing our map reading skills and teamwork abilities. We will learn how to interpret maps and navigate through designated routes while deciphering codes. We will also explore the technique of holding and thumbing the map, as well as understanding maps from a birds-eye perspective. In the second half of the term, our focus will shift to badminton. Expanding upon the skills learned in year 8, we will cover a broad range of techniques. These will include the forehand and backhand serves, the overhead clear, the smash shot, the drop shot, and the drive. Our aim will be to apply these skills in short games, allowing us to put theory into practice.</p>	<p>To go to local areas of beauty in your local area to continue building the skills we are learning in class.</p> <p>To learn where north, east, south, and west are and explain that when we are reading a map we always need to find north.</p>	<p>Orienteering Direction Locate Contouring Discover Teamwork Communication Serve Clear</p>
<p>History Miss Dyer</p>	<p>This term, pupils will be looking at the colonisation of North America. We will learn about the discovery of the Americas and the journey which Christopher Columbus took, understanding why the Spanish wanted to venture all the way across the Atlantic. We will be analysing why people decided to travel thousands of miles to the new British colonies and what their life was like once they were there. We will be specifically learning about the colony of Jamestown and the journey of the Mayflower. In term 4, we will be learning about slavery in North America, and we will cover this difficult topic in a respectful way. We will begin by looking at the African empires, learning about Mansa Musa and the Mali Empire, and then go on to cover the transatlantic slave trade and slavery's</p>	<p>Help your child to understand that the USA was not built overnight. Watch short film clips about the first 13 colonies https://www.youtube.com/watch?v=vd0fMpAls1s .</p> <p>We do not encourage using general searches on slavery. There is good advice given on: - https://www.nationalgeographic.com/history/article/how-do-you-explain-slavery-to-kids.</p> <p>BBC Bite size give excellent resources which are age appropriate e.g. https://www.bbc.co.uk/bitesize/topics/zxwxw/cw/articles/z4h4vk7 or see</p>	<p>Colonisation America Christopher Columbus Mayflower Jamestown Slavery Enslaved Transatlantic slave trade Abolition</p>

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	eventual abolition.	https://www.theschoolrun.com/homework-help/atlantic-slave-trade for a list of books for children.	
Geography Mrs Lamburn	Pupils will be learning about the geography of the Americas. In term 3 we will look at the countries in North America with a particular focus on USA. Pupils will develop and build on their mapping work from last term. Moving into term 4 the focus is on Brazil and the Amazon rainforest. Pupils will develop their knowledge, geographical skills and understanding of this area including its unique characteristics and the interdependence of its species. Pupils will also consider the significance and future of the Amazon rainforest.	Help your child to consolidate and extend their knowledge of the world's major countries and their physical and human features particularly those in the continents of North and South America. Practice looking up cities, countries, and other information in an atlas or on a globe. This term's work also links with our history work on the colonisation of America, so explore these two subjects together, with an atlas.	Amazon Brazil Climate Continent Deforestation Indigenous Rainforest Tropical United States of America
Food Studies Mrs Goss	Pupils will be continuing with the preparation, knife, and cooking skills which they have been working on in the previous term. Pupils will have the chance to make pizza again, as well as making a curry paste from scratch, instead of relying on pre-made ingredient and use an electric whisk to create a tropical sponge cake. Later in the term, pupils will be focussing on safely handling raw meat to create two popular picnic-friendly snacks - sausage rolls and Scotch eggs, as well as handling and moulding meat to make koftas and chicken nuggets. Pupils will be consolidating their ability to use the ovens safely. Our running theme this term is food labelling and allergens – we will look at the food traffic light system, identifying foods high in fat, sugar, and salt, reading allergen information, allergic reactions and intolerances and the importance of sharing allergen information – all real-life skills which are necessary for the future and keeping themselves and other safe.	Encourage pupils to look at food packaging and labelling, at home or in the supermarket. Can they find which allergens are in the foods, where the food is produced, a contact telephone number and the use by/best before date?	Allergens Intolerance Allergic reaction Food labelling Special diets Traffic light system Nutritional information Creaming method Anaphylactic shock

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Computing Mr Bentley/ Mr Wootton	<p>This term, students will be continuing to research about how computers work, focusing, especially on the internal components. We will then be learning on how to create and export an animation for a specific audience and purpose using Serif Drawplus.</p> <p>We will then be returning to using PowerPoint and learning how to create interactivity in the form of an interactive map for use by visitors to EGX Expo, using a combination of triggers and animations.</p>	<p>Discuss what makes some computers better than others, why do we need more powerful computers or tablets. Discuss how animations are created and how they might be used in advertising. Think about some of the apps you can use for different venues e.g. The British museum, what makes them interactive?</p>	<p>Interactive</p> <p>Trigger</p> <p>Animation</p> <p>CPU</p> <p>RAM</p> <p>Coding</p>
Music Mrs Lea	<p>This term we will be developing our skills on the ukulele. Pupils will recap how to play this correctly and be taught how to read a tab before moving on to learning a variety of chords. They will then use these chords to play songs from different genres. Lessons will contain some aural work, space for the students to recap skills/knowledge, teaching new skills/knowledge, time to improvise and the opportunity for students to make music with others.</p>	<p>Continue to experience a range of music at home. Pupils can search for different songs played on the ukulele and talk about how they sound different to the original.</p>	<p>Fret</p> <p>Strum</p> <p>Chords</p> <p>Tab</p> <p>Mute</p>
PSD (Personal and Social Development) Teacher Name Mrs Lamburn / Mr Hunt	<p>In term three pupils will be learning about; managing online information, how to safely challenge stereotyping or discrimination when we witness or experience it, and how our everyday choices can have an impact on the environment either in a positive or negative way. Pupils will be learning about preparation for adulthood, and will review their current life skills, and learn how their basic maths skills can be used in day-to-day life in the real world. In term 4 pupils will be learning how to keep themselves safe both in the real world and on-line and will explore a range of scenarios and emergency situations to do this using role-plays. Pupils will learn how to reduce</p>	<p>Recognise that your child is growing up and will soon be ready for greater independence. Build their confidence by supporting them in their next steps, even if they are small ones, praise all signs of progress.</p> <p>If your child enjoys gaming be aware of the increasingly blurred lines of gaming and gambling. Try to maintain an environment where the excitement of gaming and the risks of gambling are both acknowledged and discussed openly, so that gaming can</p>	<p>Defibrillator</p> <p>Environment</p> <p>Emergency</p> <p>Independent</p> <p>Self-diagnosis</p> <p>Stereotyping</p>

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	<p>any risks involved, including being aware of the dangers of on-line gaming. Pupils will learn about the dangers of viewing and sharing inappropriate images and the likely consequences. They will learn about the dangers of self-diagnosis and who can provide reliable support and advice if we are physically or mentally unwell and actions we can take if we are worried about someone. Pupils will also learn how to use a defibrillator.</p>	<p>be enjoyed without the pitfalls of gambling. Have open discussions about your child's use of technology and let them know that any filters are there to keep them safe. If you're stuck, not sure what to do, or if you're worried about your child, you can also contact the NSPCC trained counsellors' helpline on 0808 800 5000 or see their website.</p> <p>https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/</p>	
<p>Religion & Worldviews Mrs Lamburn</p>	<p>In term 3, pupils will finish their Loving Earth Project work, before starting the next unit titled, 'Good, bad; right, wrong: how do I decide?' Pupils will consider what influences them and how influences can change over time. We will look at what helps Christians decide what is the right thing to do and will reflect on the Golden Rule and examine the 10 Commandments, also looking at non-religious viewpoints. In term 4, leading up to Easter pupils will explore the Christian belief that Jesus' death was a sacrifice, a price he paid to save people from their sins and bring them back to God. We will revisit what happened in Holy Week, reflecting on the idea of the sacrifice as a way of bringing about good, to make the world a better place. Pupils will weigh up the value of sacrifice in our own lives and in the world today.</p>	<p>Discuss the topics being covered. Reading can be a great way to improve your child's religion & worldview skills. Supporting reading at home can help pupils improve religious literacy skills, which can enable them to read and understand more complex religious texts.</p>	<p>The 10 Commandments The Golden Rule Holy Communion Guidance Influence Sacrifice Sin Source</p>
<p>Drama Miss Price</p>	<p>In term 3, pupils will firstly finish acting out the story "The Wind in the Willows," before moving onto their new topic about William Shakespeare and the play "A Midsummer Night's Dream." Pupils will develop their knowledge about William Shakespeare, The Globe Theatre and script work, by acting out scenes from the play. Pupils will also learn</p>	<p>Encourage pupils to tell you about William Shakespeare, and The Globe Theatre.</p> <p>Encourage pupils to tell you about the plot and characters of the play "A Midsummer Night's Dream."</p>	<p>William Shakespeare The Globe Theatre Script</p>

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	and develop key drama skills such as character work, movement, miming, direction, narration, soundscapes, freeze frames, hot seating, thought tracking and stage directions.		Prologue Characterisation Miming Direction Stage directions Hot seating Thought tracking

