

# Autumn Term Overview



| <u>Tutor Group 40</u><br><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>  |
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| <p>English</p> <p><b>Miss Chamberlain</b></p> <p><b>Mr Barlow</b></p> | <p><b>Miss Chamberlain</b></p> <p>This term, pupils will be focusing on developing GCSE level skills. We will be looking at examples of GCSE English Language (Paper 1) past papers and will work through how to approach questions as a class before pupils attempt questions independently. We will then move on to our poetry focus, providing pupils with the opportunity to analyse a range of poems related to the theme of Power and Conflict. After half term, we will be reading <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> as a class and exploring the themes, language and structure used within the text.</p> <p><b>Mr Barlow</b></p> <p>Over the course of the next term, the pupils will be focusing on the AQA English Language Paper 1, and in doing so they will be developing their GCSE level skills. Throughout the term we will be looking at a variety of past papers and will go through how each question should be approached. This will start as a whole class, however by the next assessment period the pupils should be able to answer the questions individually. After half term, we will be moving</p> | <p><b>Please</b> 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>Question pupils on the work that they had been doing in lessons and often get them to explain the key terminology that we had been looking into. Encourage them to continue</p> | <p>Narrative writing</p> <p>Descriptive writing</p> <p>Ambitious vocabulary</p> <p>Language techniques</p> <p>Stanza</p> <p>Rhetorical devices</p> <p>Point</p> <p>Evidence</p> <p>Explain</p> |

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|  | over to <i>the Curious Case of Dr. Jekyll and Mr. Hyde</i> , where we will be exploring the language, structure and themes within the text.  | with their homework, and also promote the importance of reading throughout.   | Narrative structure<br>Figurative language  |
| <p>Maths</p> <p><b>Mrs Sipek</b></p> <p><b>Mrs Emson</b></p> | <p>This term pupils will start their GCSE accreditation.</p> <p><b>Mrs Sipek</b></p> <p>They will begin by extending their understanding of integers. This will involve both positive and negative numbers and developing their calculation skills. They will learn about function machines, order of operations, rounding and estimating. They will then apply their knowledge of this to decimal numbers.</p> <p><b>Mrs Emson</b></p> <p>Foundation level students will develop their understanding of operations with negative numbers. They will also work on proportional reasoning in terms of fractions, decimals, percentages and ratio. Students will learn how to use their calculators efficiently and will use the multiplier method to find percentages. They will relate this technique to money and percentage increases and decreases.</p> <p>Higher level students will work on developing their mathematical reasoning skills. This will include using the correct mathematical notation and vocabulary for angles in polygons and setting up and solving equations.</p> | <p>Please encourage pupils to practise basic mental arithmetic and times tables.</p> <p><a href="http://www.timestables.me.uk">www.timestables.me.uk</a></p> <p>Support pupils with maths related challenges, such as planning and cooking a meal, that can be completed at home.</p> <p>Use students own logins to complete work on <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> set by their teacher. This will be work towards their individual targets.</p> | <p>Integer</p> <p>Negative number</p> <p>Estimating</p> <p>Rounding</p> <p>Decimal number</p> <p>Percentage (per hundred)</p> <p>Increase</p> <p>Decrease</p> <p>Interior angle</p> <p>Form an equation</p> |
| <p>Science</p> <p><b>Miss Postans (Biology)</b></p>          | <p><b>Biology:</b> In Term 1 we will be completing Topic 1 - Cell Biology, learning about cell structure, how they reproduce through mitosis and how diffusion, osmosis and active transport help keep the cell alive. In term 2 we will</p>   | <p>Encourage them to complete the homework set and reinforce their learning by accessing the</p>  | <p><b>Biology</b></p> <p>Osmosis</p>  |

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| <b>Mr Goodchild</b><br><b>(Physics)</b>               | continue on to Topic 2 -Organisation, where we will learn about human digestive and respiration systems along with how plant cells organise themselves.<br><b>Physics:</b> In Term 1 we will study Topic 1 – Energy. Here we will look at the different types of energy stores and transfers and how we can use this model to work out efficiency and the amount of work done as energy is transferred. We will then explore where we get our energy from and the pros and cons of each of these. Term 2 will see us start Topic 2 – Electricity where we will learn about electric circuits and mains electricity. | BBC Bitesize topic for GCSE AQA listed below.<br><b>Biology</b> <ul style="list-style-type: none"> <li>• Cell Biology</li> <li>• Organisation</li> </ul> <b>Physics</b> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Electricity</li> </ul> | Diffusion<br>Mitosis<br>Mitochondria<br>Binary Fission<br><b>Physics</b><br>Conservation<br>Joule<br>Efficiency<br>Renewable<br>Kinetic |
| Computing<br><b>Mr Naylor</b>                         | Pupils will begin working towards the INGOTS suite of qualifications. They will be covering units at various levels and in various topics. We will begin by covering online and electronic safety, and applying this to other ICT tools. Pupils will then move to use and experience a range of software within the MS Office Suite   | Ask how they know they are safe online, or using apps. Ask them what are the typical things they need to be careful of online?  | App<br>Phishing<br>Identity<br>Secure<br>Trustworthy  |
| PSD<br><b>Ms Mullins</b>                              | Pupils will be learning about Healthy Living lifestyles as part of the ASDAN qualification in Personal and Social Development. They will be learning about healthy and unhealthy aspects of people's lifestyles and identify the importance of such. They will consider themselves and demonstrate how they contribute to their own healthy lifestyle.  | Encourage conversations about how we could be healthy and about how they could be healthier.  | Healthy<br>Lifestyle<br>Consequences<br>Contribute<br>elements  |
| Hospitality & Catering<br><b>Ms Mullins</b>           | Pupils will learn about how food can cause ill health. This will include; being able to describe the causes of food related ill health and the common food poisoning causes. Pupils will be able to also describe the symptoms of food induced ill health and study the legislation used in Industry to keep people   | Encourage them to cook with the family and take an active part in cleaning away. Watching   | Contamination<br>Bacterial  |

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|   | safe. Pupils will develop their cookery skills and use a range of skills to make bread products.   | cookery programmes such as Master Chef and Bake Off.   | Allergens<br>Nausea<br>Diarrhoea   |
| <b>RE</b><br><b>Mrs Silverthorn</b>                                 | In RE this term, we are completing the Unit Award on Religion and Beliefs. Through this, pupils will identify at least 5 religions that are practised by people living in the UK. They will identify at least three differences and similarities between three given religions. Pupils will identify at least three places of worship, what these include and how they are used. They will also communicate two opinions that they strongly believe in and acknowledge the differences in another person's beliefs. Pupils will research the fundamentals of at least one organisation that adheres to a strong ideology and/or belief system, eg Amnesty International, Greenpeace, RSPCA etc. They will also develop their knowledge of at least three religious festivals celebrated in the UK, including the name of festival, religion, dates, ceremonies, food, drink, significance. | Please discuss at home any relevant topics that have been covered through these lessons.   | Beliefs<br>Differences<br>Similarities<br>Buildings<br>Festivals             |
| <b>PE &amp; Games</b><br><b>Mr Hunt &amp; Mr Altman</b>             | <p>During this term the pupils are focusing on Trampolining and Basketball. Mr Altman is teaching the Trampolining lessons, during his lessons the pupils are working towards creating their own routine. As part of this the pupils will learn several skills, like a seat drop, twists and shapes. Some pupils that have shown more confidence on the trampoline may progress to more complex skills like front drops and back drops to add into their routine.</p> <p>Mr Hunt will be teaching the group basketball skills. Firstly, we will cover the basic dribbling, passing, shooting skills and then move onto more tactical based skills such as attacking and defending. Pupils will learn the rules and then transfer their knowledge into a game-based practise.</p>   | <p>Parents should encourage their pupils to research the following trampolining skills as they will be completing them during their lessons this term.</p> <p>Shapes: Tuck, Straddle, Pike, Half twist, Full twist, Seat Drop, Swivel Hips Pupils should learn three new basketball rules.</p> | Routine<br>Aesthetically Pleasing<br>Double Dribble<br>Travelling<br>Contact |
| <b>History</b><br><b>Mrs Lamburn</b><br><b>Mr C Bentley</b>         | Some pupils have chosen the OCR History Option, which leads to pupils sitting an Entry Level or GCSE. As part of this course, we will be studying five different units. These will include Crime & Punishment, The Norman Conquest, History around Us (Kenilworth Castle), The Making of America and The Aztecs and Spanish Conquest. Term 1-2 will focus on Crime & Punishment; looking at the nature and extent of crime, the enforcement of   | Discussion of the topics covered in class, reminders for the completion of weekly homework and look for any opportunities to visit any   | Capital punishment<br>Larceny<br>Homicide<br>Hue & Cry                       |

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|  | law and order and the punishment of offenders. This British thematic study will focus on the change and continuity from 1250 to the present day and will help pupils to understand how and why things change or perhaps, even stay the same.   | Norman castles?  | Vagrancy  |
| <b>Media</b><br><br><b>Mr Barlow</b>   | An introduction to the Media Studies theoretical framework and ideas that surround different theories on the nature, purpose, production, use and impact of media products. Investigating the use of TV, radio, social media, films, computer games, magazines, newspapers, music and platform devices that form media consumption in society in the 21 <sup>st</sup> century.   | Question the pupils on what they have done in lessons, asking them to describe any of the key words on the right when used. If they struggle to describe the meaning behind the terminology, please ask them to refer to google, as these words are rather important for the coursework.   | Semiotics<br>Audience<br>Cinematography<br>Narrative<br>Representation<br>Stereotype  |
| <b>Life Skills</b><br><br><b>Mrs Silverthorn</b><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><br><b>Mr Sheppard</b> | During this term, pupils will be working on the AQA Unit Award Aspects of Living Independently. Through this unit pupils will name at least one benefit of living with own family and at least one benefit of living apart from own family. They will discuss as a group the drawbacks and benefits of living independently. Pupils will also identify the kind of living arrangement they aspire to, ensuring that this is something that is realistic. We will identify a range of key items that are needed when setting up a home. Pupils will identify and explain key household bills that come as part of owning a home. Pupils will explore a number of different household tasks that are required to be carried out in the home, and they will engage in completing a number of these tasks. We will explore items that are feature regularly in household shopping and make a trip to Morrisons to purchase household items.<br><br>Life skills provides 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 take part in cardiovascular and flexibility exercises. They will also have a choice of topics to investigate including: the impact of social media on mental health, influence of celebrities on young people and | Please engage the pupil in helping with everyday household tasks at home. Pupils will be bringing home a weekly log to complete with any tasks that they carry out at home.<br><br>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 | Benefit<br>Drawback<br>Household Bills<br>Household tasks<br>Independence<br><br>Household Bill (i.e. Electricity, telephone)<br>Expenses<br>Hygiene<br>Wellbeing |

| <b><u>Tutor Group 4O</u></b><br><b><u>Subject &amp; Teacher</u></b> | <b>Subject Overview</b>  | <b>How you can help at home</b>   | <b>Subject specific key words to practise with your child</b>               |
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|   | <p>finding out about local health services and the services they provide. In keeping track of your money, we will explore how people use their bank accounts and look at examples of household bills and financial statements. Pupils will investigate different payment methods and find out the meaning of various financial terms.</p>  | <p>expenses.</p>  |   |
| <p>DT<br/><b>Miss Attenborough</b></p>                              | <p>This term pupils will be introduced to the GCSE Design and Technology course; pupils will be starting their practice NEA (coursework project). The theme for this is “living a healthy lifestyle”, pupils will be exploring the theme and analysing design possibilities. They will be learning how to carry out relevant research to help form their design ideas. Pupils will learn several types of design methods to support with explaining their ideas. In theory lessons pupils will be learning the content for their final written exam next year. The topics for this term are properties of materials, Timbers, Polymers and Metals.</p> | <p>At home, please help them to ask their client for any feedback or ideas for their NEA project.</p> <p>Encourage pupils to do their homework from the workbooks they will be given, this will help to consolidate theory learned in school.</p> | <p>Analysis<br/>Initial designs<br/>Properties<br/>Timbers<br/>Polymers</p> |
| <p>Art<br/><b>Miss Foster</b></p>                                   | <p>In art this term, we are going to be going through the GCSE structure in Art and Design. We will begin to explore different techniques and materials within our Natural Forms project. We will experiment with different markmaking techniques, mono-printing, photography and painting. We will also begin to get into the habit of researching artists and artworks, annotating our work and evaluating using subject specific terminology.</p>   | <p>Pupils can be supported at home through the completion of art homework, keeping sketchbooks in good order and encouragement to complete additional tasks where appropriate.</p>  | <p>Line<br/>Tone<br/>Form<br/>Evaluate<br/>Annotate</p>                     |



