

# Autumn Term Overview



<b><u>Tutor Group 4A</u></b> <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>
<p>English</p> <p><b>Miss Chamberlain</b></p>	<p>This term, pupils will be focusing on continuing to develop the skills required for their respective accreditations. We will be looking at examples of Functional Skills and GCSE English Language (Paper 1) past papers and will work through how to answer 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 language and structure used within the text.</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>Narrative writing</p> <p>Descriptive writing</p> <p>Ambitious vocabulary</p> <p>Language techniques</p> <p>Stanza</p>
<p>Maths</p> <p><b>Mrs Emson</b></p>	<p>We will focus on working towards our GCSE accreditation.</p> <p>Students working at foundation level will learn percentage, decimal and fraction equivalents to support them in their ratio and proportion work. They will use these skills work out ‘best buys’ and scale up recipes or convert between different units of measurement or time.</p> <p>Students working at higher level will use multipliers to make percentage changes such as for compound interest or</p>	<p>Please encourage your student to use a scientific calculator as two thirds of their GCSE maths exams will require these.</p> <p>Ask them to work out ‘best buys’ when shopping online or in supermarkets. Encourage them to follow a recipe that requires scaling up or down.</p> <p>Ensure students do their weekly exam practice homework; sometimes on paper and sometimes</p>	<p>Percentage (per hundred)</p> <p>Best Buy</p> <p>Multiplier</p> <p>Depreciate</p>

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	depreciation. They will further their algebra skills to enable them to solve problems and work methodically.	on <a href="http://www.mymaths.com">www.mymaths.com</a> .	
Science <b>Mr Goodchild</b>	In Term 1 we will be completing Topic 6, Inheritance, Variation and Evolution before moving on to complete Topic 7, Ecology for the rest of Term 1 and throughout Term 2. In the ecology topic we will be learning about competition, food chains, the carbon and water cycles along with the impact human activity is having on our world.	Please support by encouraging home work to be completed and directing them to BBC Bitesize GCSE Biology AQA topics or relevant You Tube Clips such as the Cognito Science videos to reinforce their learning.	Speciation Biomass Meiosis Biodiversity Ecosystems
Computing <b>Mrs T Brown</b>	This term we will be completing a Word Processing unit to go towards achieving Ingots Level 2 accreditation. Pupils will produce a number of documents to meet set criteria then evaluate their performance during the process. They will be using some advanced features, such as Mail Merge to demonstrate good knowledge of the software. Pupils will refresh their knowledge of eSafety rules, Copy Right and Intellectual Property laws as well as learning to use a computer in a safe, efficient and effect way.	You could encourage your young person to use IT for everyday tasks such as writing shopping lists, searching for recipes and sending emails to family and friends.	Evaluate Malware Firewall Ergonomic Template
PSD <b>Miss Attenborough</b>	This term in PSD we will be looking at healthy eating, pupils will be looking at the Eatwell guide and exploring this in depth. They will be looking at the food groups in more detail such as the nutritional value, health benefits of a balanced diet and the negative impacts of a poor diet. Later in in the term pupils will be looking at preparing for work, in which they will learn and develop skills to help them in the work place.	Encourage pupils to be aware of what they are eating, how does it benefit their body?  Talk about the importance of making a good first impression, why is it important and how can you do this.	Nutrition Balanced Planning Preparation Organisation
RE <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	Please discuss at home any relevant topics that have been covered through these lessons.	Beliefs Differences

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	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, e.g. 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.		Similarities Buildings Festivals
Art <b>Miss Foster</b>	In art this term, pupils are going to begin their third art project inspired by 'Identity.' Pupils are going to be supported to research different artists and styles inspired by aspects of their own identity or the collective identities. For example, pupils may choose to focus on self-portraits, or they may choose to look at a collective identity of women in sport. Pupils will then work to experiment and refine, with annotation, reflection and evaluation of their artistic choices along the way.	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.	Identity Research Explore Refine Develop
PE & Games <b>Mr Hunt</b>	In the first term pupils will be learning about the game of badminton. The pupils will practise skills such as serving, under and overhead clears, smash, drop shot and fore hand and backhand drives. Pupils will learn the rules of badminton singles and doubles and then use these to help officiate games between their peers.	Watch badminton games on YouTube from the Olympic games. Look at the different tactics used in singles and doubles. You could look at the different formations doubles players use.	Forehand Backhand Overhead clear Serve Fault
Option Subject History GCSE <b>Mr C Bentley</b>	This term will be learning about American History between 1789-1900. We will learn about American expansion between 1789 to 1839. We will be covering the growth of the Southern cotton plantations and terrible injustices experienced by enslaved individuals. We will also learn	Revision handouts will be provided for all the topic we have been covering, and it would be recommended that pupils revise those handouts regularly. Homework will also be set on a weekly basis and help and encouragement would be a	Cotton plantations Lakota Sioux Homesteaders

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	about the removal of the indigenous people from the East. Finally, we learn about the culture of the plains Indians including the Lakota Sioux and the conflicts that occurred between settlers and indigenous people.	great benefit.	Gold Rush Indigenous people
<b>Option Subject</b> <b>Media</b> <b>Mr Barlow</b>	This term we will be focusing on Unit 4 of the WJEC Media Studies specification. This will be predominantly focusing on The Media Industry itself. This will look into a variety of institutions such as Disney, as well as how some forms of media have changed through the years E.G. the transition from Satellite to Cable. We will be taking a look at how the television programmes are run, as well as how they are adapted depending on the genre.	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 Audience Cinematography Narrative Representation Stereotype Genre
<b>Option Subject</b> <b>DT</b> <b>Miss Attenborough</b>	This term in the double lessons' pupils will be focusing on their NEA project, this is based on their own chosen theme. The pupils are finishing their research and will be creating their own Design Specification. The main part if the term will be focusing on the development stage, this will include initial ideas, followed by designing and modelling to experiment and solve a problem to their theme. In the single lessons pupils will be exploring content for their written exam. The main themes this term is drawing skills, types of movement and textiles.	At home, please help them to ask their client for any feedback or ideas for their NEA project. This must be the pupils work but any feedback from their client will really support their development.  Please encourage pupils to do their homework from their workbooks this will help with their written exam.  GCSE bitesize is also a great website to help support learning.	Client Design Specification Orthographic Isometric Systems
<b>Option Subject</b> <b>Sports Leadership</b> <b>Mr Hunt</b>	This term pupils will be developing their planning skills and focusing on our unit of plan lead and review. They will be learning how to plan inclusive session for all abilities using the STEP model. Pupils will also focus on different motivational techniques which help motivate pupils. Pupils will then learn how to give feedback to their participants. Finally pupils will complete some self-reflection learning how to effectively evaluate their leading.	Pupils are to find a range of different resources on the internet which use the STEP model (Top Sportsability & Tennis foundation). They are to add these to their pool of resources.	Motivational techniques STEP Model Inclusive Feedback Evaluation



