

| <b><u>Tutor Group</u></b><br><b><u>4D</u></b><br><b><u>Subject &amp;</u></b><br><b><u>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>                      |
|---|---|---|--|
| English<br><b>Mrs Cooper</b>  | This term pupils will be exploring GCSE Language. They will learn to identify language and structural features used by writers to create meaning. They will also take part in speaking and listening assessments to complete their Functional Skills accreditations.  | Encourage discussion and conversation to develop key speaking and listening skills.<br><br>Use BBC Bitesize frequently to revise terminology.<br><br>Help your child with research for their presentations.             | Inference<br><br>Imply<br><br>Evidence<br><br>Structural features                  |
| Maths<br><b>Miss Collier</b>  | This term the yellow group will focus on algebra. This will include simplifying expressions, expanding brackets, factorising, solving equations and rearranging formulae. The blue group will focus on drawing and writing equations of graphs and calculating angles.  | Encourage pupils to complete homework and use the Corbett Maths website and MyMaths.  | Equation<br><br>Expression<br><br>Formula<br><br>Gradient                          |
| Science<br><b>Mr Goodchild</b>  | This term we will be continuing with Topic 6 on Waves for our Physics GCSE. This will involve the study of wave properties, the Electromagnetic Spectrum, Lenses and sound. In term 2 we will be revising electricity and then going on to Topic 7, Magnetism and electromagnets. In this topic we will be looking at how motors, speakers, microphones and generators work.  | Encourage homework set in their white workbooks to be completed. Also study the 'Waves' and 'Magnetism and Electromagnetism' topics found on BBC Bitesize website in the KS4 Physics (Single Science) GCSE AQA section. | Frequency<br><br>Wavelength<br><br>Transverse<br><br>Longitudinal<br><br>Amplitude |
| PE & Games<br><b>Mr Hunt</b>  | In term 1 pupils will be focusing on their hockey skills and transferring these skills into game based practise. Pupils will learn how to dribble, pass and receive, shoot, tackle and the rules of hockey. In term 2 pupils will be focussing on a range of field and track athletic events. Pupils will be covering the discus, javelin, shot put, sprint starts, relay and improving their running technique throughout this unit. | Pupils could watch old athletic videos and discuss the technique of the athlete and what they are doing well.   | Athlete<br><br>Grip<br><br>Co-ordination<br><br>Power                              |
| Computing<br><b>Mr Degenkolb</b>  | Pupils will start this term by completing an assessed unit looking at electronic and online safety. This is aimed at helping them to make safe decisions when using an electronic device or the Internet. They will then continue with work that looks at using ICT in the workplace which will lead into Command line programming.   | Talk to them about their use of the Internet, Apps and Electronic Devices. Ask them to explain how they know what they are doing is safe.   | Efficiency<br><br>Productivity<br><br>Device<br><br>Decision<br><br>Report         |

| <u>Tutor Group</u><br><b>4D</b><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>  |
|---|---|--|--|
| PSD<br><br><b>Mrs Silverthorn</b>                               | This term pupils will be working on completing outstanding work on their unit Emotional Wellbeing. Through this pupils will develop their understanding of factors than can affect emotional wellbeing and how these may be addressed. We will also revisit the unit Applying for Jobs and Courses. Through this unit pupils will develop the ability to make effective job and course applications.  | Support with the pupil if they bring any homework to complete.<br><br>Engage in discussion of topics that are raised by the pupil      | Prejudice<br><br>Discrimination<br><br>Equal Opportunities<br><br>CV<br><br>Job Application              |
| RE<br><br><b>Mrs Lamburn</b>                                    | This term, pupils will commence study of Component 3 of the GCSE specification: 'Judaism teachings and beliefs': What is the nature of God? What is God like? What is the Shekhinah? What are the different views about the Messiah in Judaism? What impact does covenants with Abraham & Moses have on Jewish beliefs today? What's special about the 10 commandments? How do Jews show the importance of <i>pikuach nefesh</i> (saving a life)? What is the relationship between freewill and <i>mitzvot</i> ? Do Jews have free will? What do Jews believe about the afterlife? In addition, to help address lost lessons due to Covid19, catch up Component 2: 'Christianity' sessions will be offered outside of lessons and pupils are strongly encouraged to attend these. | Encourage attendance of any catch-up sessions offered and support 1 hour of homework each week (that is completed to a good standard). | Mitzvot<br><br>Shekhinah<br><br>Messiah<br><br>Covenant<br><br>Pikuach nefesh                            |
| Media<br><br><b>Mr Foulkes</b><br><br><b>Option Subject</b>     | In preparation for our Non Examinable Assessment (NEA) we will be studying Radio this term. Pupils will be looking at the two different programmes below.<br><br>Radio – Radio 1 Launch Day. Tony Blackburn's breakfast show. Sept 1967 (excerpts)<br><a href="http://www.radiorewind.co.uk/radio1/radio_1_launch_day.htm">http://www.radiorewind.co.uk/radio1/radio_1_launch_day.htm</a><br><br>Radio – Julie Adenuga Beats 1 Radio<br><a href="http://www.julieadenuga.com/">http://www.julieadenuga.com/</a>   | Hold discussions with your child about radio and how it has changed over the decades to appeal to different audiences.                 | Radio – post WW2<br><br>Audience<br><br>Language<br><br>Representations<br><br>Advertising and marketing |

| <u>Tutor Group</u><br><b>4D</b><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>                        |
|---|--|---|--|
| History<br>Entry Level / GCSE<br><b>Mr Bentley</b><br><br><b>Option Subject</b> | In History we will be revisiting the Normans learning about the battles of Hastings, and the influence of William the Conqueror on our history. We will look at how William controlled England after 1066 using a variety of different strategies including castles and violence. We will finish by learning how the Normans changed English society and language.   | Visit important historical sites in the local area and talk about and discuss those sites. If that is not possible research location of historical sites online and do virtual tours of those sites.<br><br>Practise GCSE papers and questions from the OCR website | Anglo Saxon<br><br>Primary Source<br>Secondary Source<br><br>Domesday book           |
| Sports Leadership<br><br><b>Mr Hunt</b><br><br><b>Option Subject</b>            | This term pupils are going discover how to plan, assist and review sport and physical activity sessions. Pupils will learn the structure of a sport session and then have chance to research and plan their own sessions. They will get opportunities to lead and assist each other and then review on their progress.   | Build up a bank of warm up games that pupils could use in their sessions.   | Warm Up<br><br>Cool Down<br><br>Role Model<br><br>Plenary<br><br>Evaluate            |
| Hospitality and Catering<br><br><b>Mrs Wardrop</b><br><br><b>Option Subject</b> | Pupils will learn about nutrients and the different types such as macro and micro. They will understand the function of these and the role within the body. They will investigate unsatisfactory intake of nutrients in the diet and how lifestyle affects nutritional needs. This will be in readiness for their coursework task later in the school year. Pupils will develop their cookery skills and use a range of skills to make a range of high skilled dishes. | Encourage them to cook with the family and take an active part in cleaning away. Watch cookery programmes such as Master Chef and Bake Off.<br><br>Taking note of food labelling showing the traffic light system of nutrients.                                     | Excess<br><br>Deficiency<br><br>Function<br><br>Cross contamination<br><br>nutrition |
| DT<br><br><b>Miss Attenborough</b><br><br><br><b>Option Subject</b>             | This term pupils will be starting their non-exam assessment project. The project is based on teenagers. They will be investigating, designing and making a product based on this topic.<br><br>The pupils will also be learning and revising new technologies and the impact on technology on the planet.  | Complete any homework they bring home. This will mainly be work they need to finish from lessons.<br><br>To look at products to do with teenagers and their lifestyles.   | Summarising<br><br>Task Analysis<br>Investigation<br><br>Technologies<br>Isometric   |
| Art<br><br><b>Miss Foster</b>   | This term, pupils will work within their sketchbooks to organise, develop and present a body of work to summarise their topics up to this point. Pupils will   | Parents can support their child by encouraging them to look closely at different  | Portraiture<br><br>Composition   |

| <u>Tutor Group</u><br><b>4D</b><br><u>Subject &amp;</u><br><u>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> |
|---|---|--|---|
| <b>Option Subject</b>   | <p>then revisit the formal elements of art within natural forms such as shells, foliage and flora. Pupils will be encouraged to develop their ideas with increasing independence in a range of methods and materials including drawing, sculpture and photography. Pupils will document all of their ideas, experiments and evaluations within their sketchbook and will use subject specific terminology when talking and writing about their work and the work of others.</p> | <p>components within a piece of artwork, photograph or design to identify the formal elements; tone, shape, colour, line, pattern, texture, composition and scale. Parents can further support their child to create primary sources of research like photography – photographs on mobile phones are fine!</p> | <p>Analysis<br/> Annotation<br/> Refinement</p>               |