



Hawking 3

Term 5 Curriculum Overview

Art	<p>What we are doing: Portraits printmaking</p> <p>How school will do this: Each week we will look at a different artist and the way they have captured mood and tone in portraiture. We will look at Van Gogh, Picasso, Lichtenstein, Warhol, and Opie. The techniques we will be using are oil pastels, collage, pressprint and stencil print.</p> <p>How you can help at home: Look at portraits</p> <p>Keywords: portrait, stencil, press-print, Pop Art, Cubism</p>
Expressive Arts	<p>What we are doing: Arts Award course Part B - Learners will identify an artist of interest and find out about him/her and their work.</p> <p>How school will do this: We will begin to research an artist that inspires us and record the information we have found. We will continue to learn more about 'What are the arts?' and try some different Art forms. We will continue to participate in different arts activities and record what we found inspirational when taking part in those arts activities. We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.</p> <p>We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.</p> <p>How you can help at home: Talk about artists that inspire you. These could be musicians, painters, dancers, actors..... Who inspires them? Point out and discuss different art forms you may see on the television or when out in the community. Arts could include - painting, drawing, sculpture, graffiti, modelling, pottery, mosaic, theatre, dance, music, circus, street artists/performers.</p> <p>Keywords: performance, arts, inspire, sing, dance</p>
Computer Science	<p>What we are doing: We will start our Digital Literacy strand where we will be discussing and looking at Online Safety, Apps, Websites, what is real online and what is not.</p> <p>How school will do this:</p>

	<p>Students will learn about keeping personal information safe, not talking to strangers online, understanding what cyberbullying is and knowing who to talk to if they see something horrible online.</p> <p>How you can help at home: Make sure students are aware of who they can talk to at home and school if they see something horrible online and remind them not to click on anything they are not sure of.</p> <p>Keywords: Safety, Online, Website, Internet, Social, Application</p>
<p>Design Technology</p>	<p>What we are doing: Students are working on a CAD-based project from a select choice. Projects will begin with investigation work before moving on to design with a Computer Aided Design (CAD) emphasis.</p> <p>How school will do this: Using a series of worksheets supported by videos students will work to build an understanding of a product through investigation work, including User profiles, Information gathering and Analysis of similar products</p> <p>How you can help at home: Please discuss with your child what they are doing in DT. What product are they making? Are they using computers or the laser cutter?</p> <p>Keywords: in analysis we use ACCESSFM: aesthetics, cost, customer, size, safety, function, materials, methods</p>
<p>English</p>	<p>What we are doing: Reading Fiction texts 'Holes' by Louis Sachar</p> <p>How school will do this: Pupils will continue to read 'Holes' and will be encouraged to empathise with the various events, characters and themes. They will be encouraged to 'step into the shoes' of specific characters and act emotively. I will encourage pupils to challenge stereotypes and be open-minded with the narrative perspectives they choose. The themes of: friendship, justice, equality, racism, superstition and poverty will be explored and discussed in a sensitive and mature manner.</p> <p>How can you help at home: Read with your child for at least 20 minutes a day and help keep their yellow reading record up to date, this can include newspapers as this will be the focus this term. Encourage your child to explore a wide range of fiction and non-fiction texts. Watch the news ('Newsround') and discuss current affairs. If possible, take your child on trips to the local library and theatre.</p> <p>Keywords: shrivelled, wasteland, hammock, equality, perseverance, discipline, friendship, justice, superstition.</p>

<p>History</p>	<p>What we are doing: Elizabeth I</p> <p>How school will do this: We will be looking at Elizabeth I. We will be looking at the religious and societal impact of Elizabeth I's reign. We will be developing key historical skills such as significance, interpretations and use of sources. We will be learning about who Elizabeth I was and what interpretations said about her both now and in the past, as well as looking into key events such as the changes in religion throughout the time period and the Spanish Armada. We will be developing key historical skills such as significance, interpretations and use of sources.</p> <p>How you can help at home: Ask your child about the topics and share with them any knowledge you have, ask them questions to help develop their explanations. Use websites such as BBC bitesize to further develop their understanding of the topic.</p>
<p>Geography</p>	<p>What we are doing: Volcanoes</p> <p>How school will do this: In this unit we start by looking at the structure of the earth to help build knowledge as to how Volcanoes develop. We will then look at the features of a volcano and the effects of volcanic eruptions on people and the environment.</p> <p>How you can help at home: Please research recent and historic volcanic eruptions events. Find out where and when they occurred, what were some of the effects on people and the environment.</p> <p>Keywords: Natural hazard, Core, Mantle, Crust, Magma, Lava, Volcano, Crater, Chamber, Vent, Environment</p>
<p>Maths</p>	<p>What we are doing: Angles Angles in parallel lines Angles in polygons</p> <p>Area Area of Trapeziums Area of Circles</p> <p>How school will do this: Students on both GCSE and Entry level pathways will explore all topics to enable fluidity between both pathways. Students individual learning will be tailored to suit needs and comprehension of the topics.</p>

	<p>How school will do this: In lessons, the topics will be segmented into smaller chunks primarily taught utilising the interactive whiteboard and through class questioning and discussions. Students will then move onto a range of tasks set according to their ability levels and progress within each topic. These are fluid and will be amended to suit the needs of the student.</p> <p>How you can help at home: Encourage the use of Sparx maths at home. The homework that is set is not compulsory but will assist in developing understanding and securing long term knowledge. For those that find the core homework's too challenging there is always doodle maths or the fundamental topics in Sparx maths that can be accessed via the independent learning tab.</p> <p>Keywords Area, Angles, trapezium, polygon parallel</p>
PE	<p>What we are doing: This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p>How school will do this: Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills. Students will be starting to develop leadership skills and qualities such as: effective communication, delegation and giving other team members simple instructions.</p> <p>How you can help at home: At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping, finding a grocery independently.</p> <p>Keywords: Direction, Communication, Leadership, Teamwork, Problem Solving</p>
PSHE	<p>What we are doing: The students are studying the topic Building Relationships, covering self-worth, romance and friendships (including online) and relationship boundaries.</p> <p>How school will do this: The students will explore through activities and discussion self-worth and self-efficacy, thinking about qualities and behaviours relating to different types of positive relationships (including, how to recognise unhealthy relationships). The students will also be exploring how to recognise and challenge media stereotypes, and how to evaluate expectations for romantic relationships. We will consolidate our understanding about consent, and how to seek and assertively communicate consent, in all its forms.</p>

	<p>How you can help at home: Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When reading or watching the television, draw out the characteristics mentioned above.</p> <p>Keywords: friendship; relationships; boundaries; romance; consent/permission.</p>
Science	<p>What we are doing Chemistry topics: The Earth</p> <p>How school will do this We will learn about the structure of the Earth, the 3 different types of rock, the rock and carbon cycles and the impact climate change has on our Earth. Through practical activities we will study rocks and how they were formed and come up with ideas on how we can help prevent climate change.</p> <p>How you can help at home Ask students about their learning and see if they can share keywords with you to consolidate their learning. See if they can help around the house identifying/sorting out the recycling.</p> <p>Keywords: atmosphere, sedimentary, igneous, metamorphic, recycling Key Spellings: oxygen, carbon, crystal, uplift, climate</p>
German	<p>What we are doing This term, we will study Module 5 of the German course. We will begin the term by revising the Module 4 content from term 4. Following on from this, we will learn how to describe our pets and express our opinion of our pets. We will learn the plural forms of nouns when describing multiple pets. We will describe our super pet and what it can do using the modal verb 'können' (to be able to). Furthermore, we will talk about which sports we like / do not like to play, and we will learn the present tense of the regular verb 'spielen' (to play) in the ich, du and er/sie/es forms. We will focus on the word order with 'gern' (like) after verbs. In addition, we will learn about free time activities and activities on computer / mobile phone. As well as learning the mechanics of the language, we will focus on some cultural aspects to help develop the students' knowledge of German-speaking countries. For example, we will watch videos about Hamburg and Munich and discuss these cities. Through learning German, the students will develop their independence to communicate in a range of ways.</p> <p>How school will do this: We will use a combination of listening and repeating, reading, translation, speaking, and written tasks. We will aim to cover 2 skills in each lesson. We will also use songs to help students remember the language. In some lessons, we will use interactive computer activities. We will be using our languagenut.com online website as a learning tool, in order to help support</p>

	<p>fun learning to build foreign language and communication skills in the classroom.</p> <p>How you can help at home: You can encourage your child to complete tasks online at home using their languagenut.com logon. This will help to reinforce their in-class learning. You can also encourage your child to research German-speaking countries.</p>
Swimming	<p>What we are doing: This term students will be learning about water safety and what we need to be aware of when we are at the beach and around the community.</p> <p>How school will do this: Students will be learning about the different types of flags they may see around the beach and what they mean. They will also be looking at different situations they may find themselves in when in the water. Some of these situations include cold water shock and a rip tide.</p> <p>How you can help at home: Encourage students to have a positive experience in and around water. Discuss the importance of water safety.</p>