

Simmonds 4

Term 5 Curriculum Overview



<p>English</p>	<p>What we are doing: The study of a novel: Our Day Out This is an AQA unit Award Scheme- 119086. Listen to/read the novel or watching the film, identify the main characters and the plot and relationship between the main character</p> <p>How you can help at home: Discuss how the world looked in the 1970s and education in general but especially for those on a deprived income. Read and discuss views a variety of current news issues Read with your child at home for at least 20 minutes a day and help to keep their yellow reading record up to date. Encourage as much independence with reading as possible. Watch the news and discuss current affairs. Key vocabulary: deprevation, poor, authoritarian</p>
<p>Maths</p>	<p>What we are doing: We will be learning about fractions. We will aim to recognise simple fractions as they are written and as a drawing. We will explore equivalent fractions and try to count fractions on a numberline. We will try to find fractions of amounts.</p> <p>How school will do this: Students will aim to develop their understanding of fractions. We will work to find fractions given amounts. We will explore equivalent fractions and try to count fractions on a numberline</p> <p>How you can help at home Encourage daily use of Doodle maths. Encourage students to think about what half of something might be e.g. what is half of the number of people at a party? We have 10 apples in the bag- what is half?</p> <p>Key words: fraction, equivalent, numerator, denominator, amount</p>
<p>Science</p>	<p>What we are doing: Entry Level Physics Unit: Medical Rays</p> <p>How school will do this This term students will be learning about waves in the electromagnetic spectrum, particularly about Ultra Violet and X-Rays. Students will investigate how these rays are used in medicine, how they effect the body and how they are used to diagnose broken bones.</p> <p>How you can help at home Remind the students about any medical tests they may have had that include X-Rays. Discuss why they were done and what the outcome was. Have conversations with your child about the harmful effects of the sun and how we protect ourselves.</p> <p>Keywords: Ultraviolet, X-ray, diagnosis, cancer, electromagnetic</p>

<p>Computing</p>	<p>What we are doing: WJEC Entry Pathways</p> <p>How school will do this: Students on the Entry Pathways will be working through unit topics to achieve the credits needed to pass the qualification. The unit topics are varied and dependant on the students level of course.</p> <p>How you can help at home: To discuss the use of computers, practice IT skills if possible and to discuss current Technology news.</p> <p>Keywords: Layout, Save, Edit, Format, Image</p>
<p>Humanities</p>	<p>What we are doing: Continuing the WJEC Entry Pathways unit on Contentious Issues in the modern world.</p> <p>How school will do this: This unit aims to enable learners to gain knowledge and understanding of the religious and non-religious arguments concerning at least two contentious issues in the modern world. We will look at issues such as, Should we eat meat? And Should we use renewable energy?</p> <p>How you can help at home: Have discussions with your child where they need to give an opinion, can they say why they have that opinion? Have fun discussing fun debates such as best film, dessert etc.</p> <p>Keywords: contentious; opinions; argument; influence</p>
<p>DT</p>	<p>What we are doing: Having completed the Escher Tessellated lizards in term 4, term 5 will give students the opportunity to build a replica Roman style catapult from a Laser cut kit.</p> <p>How school will do this: The school will provide the catapult kits that will be made in-house. There will be worksheets supporting the project and capitalising on opportunities to complete Entry Level units. We hope to also fire our full size trebuchet in the summer term.</p> <p>How you can help at home: Take an interest in students project work. Ask what materials they are using and about any technologies such as the laser cutter involved.</p> <p>Key words: Trebuchet, Catapult, Medium density Fibreboard (MDF)</p>

<p>Cooking</p>	<p>What we are doing: During term 5 S4 will start a new AQA award Baking and making items for a Fundraising event.</p> <p>How school will do this: Through class discussion suitable items will be identified that can be made for the Valence school fair. We will make items with a long shelf life like jam for example and practise a range of cooking techniques remembering to work safely and hygenically in the kitchen.</p> <p>How you can help at home: Discuss with your child what they have made each week and discuss other ideas of things that could be made and sold at the school fair.</p> <p>Keywords: Fundraising, preserving, pickling, baking.</p>
<p>Expressive Arts</p>	<p>What we are doing: Arts Award course part A – participate in the arts 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 continue to learn more about ‘What are the arts?’ and try some different Art forms. We will start/continue to research an artist that inspires us and record the information we have found. 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 begin to think about Valence Has Talent and if they’d like to we will work on a performance ready for VHT 2024.</p> <p>How you can help at home: Talk about Valence Has Talent. Would they like to perform for the school in this talent show? What could they do?</p> <p>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: perform, talent, arts, inspire, sing</p>

<p>Communication</p>	<p>What we are doing: Problem solving</p> <p>How school will do this: This term students will be using their communication skills to solve a range of problems, both individually and working as part of a team. They will learn how to develop their communication skills in order to find different solutions. Challenges will take place through imagined situations, role-plays and practical tasks.</p> <p>How you can help at home: Practice everyday tasks which involve solving a problem. Talk about problems you may face when you are out in public and strategies to solve them.</p>
<p>Independence</p>	<p>What we are doing: Travel and transport</p> <p>How will school do this: Students will study various forms of transport deciding whether they are accessible to them and if they would use them in the future. The unit will focus on the practical skills needed to travel by bus and train. Students will focus on the step-by-step process, firstly role-playing the scenario and finally either travelling a short journey by bus or train. The unit will also cover travel safety, trip planning and other modes of transport such as taxis.</p> <p>How can you help at home: Identify different forms of transport. If possible, take a train or a bus journey.</p>
<p>PSHE</p>	<p>What we are doing: The students are studying the topic Building and Maintaining Relationships, covering friendships and romance (including online) and relationship boundaries.</p> <p>How school will do this: The students will explore through activities and discussion how to manage friendships, including making friends in new places; we will look at strategies to confidently manage transitional life phases, such as leaving school; about personal safety in new relationships, including online; how to maintain healthy, pleasurable relationships and about different levels of relationships and trust. We will consider how to assertively communicate and negotiate boundaries in relationships, as well as how to manage strong emotions, communicate constructively and negotiate difficulties.</p> <p>How you can help at home: Talk about the areas we are covering in school. When reading or watching the television, draw out the characteristics mentioned above.</p> <p>Keywords: friendship; relationships; boundaries; trust; consent/permission.</p>

<p>PE</p>	<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. Students will be identifying ways to implement tactics into the problem solving or orienteering activity to best achieve.</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>
<p>Swimming</p>	<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>