

# Simmonds 6

## Term 5 Curriculum Overview



<p><b>English</b></p>	<p><b>What we are doing:</b> Growing Food Outdoors AQA Unit Award Scheme 118711-</p> <p><b>How the school will do this:</b> showing planting and harvesting crops, market garden harvesting fruits, herbs and vegetables AQA Unit Award Scheme 117741- identify and harvest 5 different crops, prepare waste for compost and disposal, to create an attractive display of harvested crops for use in the Bungalow and school kitchen.</p> <p><b>How you can help at home:</b> Discuss with the students the food that you are eating as a family, where it grows and how do dispose of any waste.</p> <p><b>Keywords:</b> Chit, harvest, compost, waste, disposal</p>
<p><b>Science</b></p>	<p><b>What we are doing:</b> UAS – Forces: pushes, pulls, twisting, bending and friction</p> <p><b>How school will do this</b> This term students will be learning about Forces. They will participate in activities that involve them pushing, pulling, twisting, bending and rubbing of surfaces. They will use a variety of mediums to do this.</p> <p><b>How you can help at home</b> Experiment with different objects at home with your child. Can the push it away, pull it towards them or bend it into a different shape. Explore what types of objects can be twisted.</p> <p><b>Key Spellings:</b> Force, push, pull, twist, bend, friction</p>
<p><b>Maths</b></p>	<p><b>What we are doing:</b> We will be learning about fractions, parts and wholes. Aiming to identify that the parts make up the whole and that all parts of a fraction are equal. We will aim to recognise equivalent fractions such as two halves = the same as 1 whole. We will aim to recognise that 2 quarters = the same as, 1 half. We will explore thirds.</p> <p><b>How school will do this:</b> Students are aiming to develop their understanding of simple fractions. Identifying that fractions are parts of a whole. We will explore how to identify equivalent fractions. e.g. 2 halves = 1 whole.</p> <p><b>How you can help at home</b> Encourage daily use of Doodle Maths</p> <p><b>Key words:</b> fraction, parts, whole, half, quarter</p>

<p style="text-align: center;"><b>Art</b></p>	<p><b>What we are doing:</b> Students have finished their Entry Level courses and will be completing craft activities to sell in the school shop.</p> <p><b>How school will do this:</b> This term we are looking to produce: Occasions cards Pompom Easter crafts Bird seed hangers Tealight holders Easter decorated jars</p> <p><b>How you can help at home:</b> Please donate any craft materials to help with card making.</p>
<p style="text-align: center;"><b>Expressive Arts</b></p>	<p><b>What we are doing:</b> 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><b>How school will do this:</b> 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><b>How you can help at home:</b> Talk about Valence Has Talent. Would they like to perform for the school in this talent show? What could they do? 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><b>Keywords:</b> perform, talent, arts, inspire, sing</p>
<p style="text-align: center;"><b>DT</b></p>	<p><b>What we are doing:</b> Having completed the Escher Tessellated lizards in term 4, term 5 will give students the opportunity to build a replica Roman style catapult form a Laser cut kit.</p> <p><b>How school will do this:</b> 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><b>How you can help at home:</b> 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><b>Key words:</b> Trebuchet, Catapult, Medium density Fibreboard (MDF)</p>

<b>Communication</b>	<p><b>What we are doing:</b> Problem solving</p> <p><b>How school will do this:</b> 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><b>How you can help at home:</b> 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>
<b>Independence</b>	<p><b>What we are doing:</b> Travel and transport</p> <p><b>How will school do this:</b> 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><b>How can you help at home:</b> Identify different forms of transport. If possible, take a train or a bus journey.</p>
<b>Cooking</b>	<p><b>What we are doing:</b> During term 5 S6 will start a new AQA award Baking and making items for a Fundraising event.</p> <p><b>How school will do this:</b> 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 hygienically in the kitchen.</p> <p><b>How you can help at home:</b> 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><b>Keywords:</b> Fundraising, preserving, pickling, baking.</p>

<b>PSHE</b>	<b>What we are doing:</b>
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	<p>The students are studying the topic Building and Maintaining Relationships, covering friendships and romance (including online) and relationship boundaries.</p> <p><b>How school will do this:</b> 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><b>How you can help at home:</b> Talk about the areas we are covering in school. When reading or watching the television, draw out the characteristics mentioned above.</p> <p><b>Keywords:</b> friendship; relationships; boundaries; trust; consent/permission.</p>
<p><b>PE</b></p>	<p><b>What we are doing:</b> This Term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.</p> <p><b>How school will do this:</b> 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><b>How you can help at home:</b> 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><b>Keywords:</b> Direction, Communication, Leadership, Teamwork, Problem Solving</p>
<p><b>Swimming</b></p>	<p><b>What we are doing:</b> 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><b>How school will do this:</b> 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><b>How you can help at home:</b> Encourage students to have a positive experience in and around water. Discuss the importance of water safety.</p>