

# Hawking 2

## Term 5 Curriculum Overview

<p><b>Art</b></p>	<p><b>What we are doing:</b> Our focus this term is textiles, and the students will experiment with fabric weaving to create a final landscape woven piece.</p> <p><b>How school will do this:</b> Students will learn basic sewing skills such as running stitch and back stitch. They will be using plastic needles with big eyelets to assist with dexterity. They will focus on colour blocking and mixing colours and textures to mimic their chosen landscape.</p> <p><b>How you can help at home:</b> Discuss varying fabrics with students; simple items such as clothing and get them to describe the feeling of these materials. Practice basic skills at home if materials are accessible.</p> <p><b>Keywords:</b> Pattern, Running Stitch, French Knot, Template, Hessian, Felt, Textiles, Colour theory, Textures, Fabrics, Middleground, Foreground, Background.</p>
<p><b>Expressive Arts</b></p>	<p><b>What we are doing:</b> Arts Award course Part A – learners will be taking part in an Art</p> <p><b>How school will do this:</b> We will be discussing an art project we could work on in the summer term. This could be based around music, dance, drama or art. Once we have decided upon a project we will decide what resources we need and plan our project. Once planned we will work individually or as a class on our arts project.</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><b>How you can help at home:</b> Ask your child if they would like to perform in Valence Has Talent this year? If they do not want to perform would they be interesting in introducing the acts?</p> <p><b>Keywords:</b> performance, arts, sing, dance, act</p>
<p><b>Cooking</b></p>	<p><b>What we are doing:’</b></p>

	<p>Continuing with the AQA Award Food from Around the World' followed by a new award 'Taking part in a cooking project'.</p> <p><b>How school will do this:</b></p> <p>A mix of practical and theory lessons exploring international dishes. Once complete classes will move on to a new award 'Taking part in a cooking project' where students will plan, cook and label items to be made and sold at the school fair.</p> <p><b>How you can help at home:</b></p> <p>Discuss with your child what they have made each week. Involve them in simple meal preparation at home to help them practise the skills they are learning.</p> <p><b>Keywords:</b> Recipe, ingredients, weigh, measure, hygiene and safety, international food, fundraising.</p>
<b>Computing</b>	<p><b>What we are doing:</b> 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><b>How school will do this:</b> 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><b>How you can help at home:</b> 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><b>Keywords:</b> Safety, Online, Website, Internet, Social, Application</p>
<b>English</b>	<p><b>What we are doing:</b> Studying <i>The Boy at the Back of the Class</i> by Onjali Q. Rauf.</p> <p><b>How school will do this:</b> Using class texts, students will develop their reading skills of comprehension, inference and analysis. Students will then transfer this knowledge to a variety of writing tasks in different genres including diaries, recounts and newspaper articles.</p> <p><b>How you can help at home:</b> Read with your child for at least 20 minutes a day. 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><b>Keywords:</b> Empathy, belonging, diversity, community, courage, identity, acceptance</p>

<b>Humanities</b>	<p><b>What we are doing:</b> Rites of Passage</p> <p><b>How school will do this:</b> This term we will be looking into how different religions celebrate important stages through a individual's life such as birth, initiation into the religion, marriage and death.</p> <p><b>How you can help at home:</b> Has your young person experienced any of these rites of passage personally or attended any.</p> <p><b>Keywords:</b> Birth, Marriage, Christening, Circumcision, Bar Mitzvah</p>
<b>Maths</b>	<p><b>What we are doing:</b> Our topic is time.</p> <p><b>How school will do this:</b> We will learn about reading time on digital and analogue clocks and how to identify AM and PM. We will also learn how to read and extract information from calendars and travel timetables. We will use this knowledge to solve word problems.</p> <p><b>How you can help at home:</b> Support to identify and use time in real life situations. Encourage use of Doodle maths</p>
<b>PE</b>	<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>
<b>PSHE</b>	<b>What we are doing:</b>

	<p>This term, our lessons will be focused on relationships, based on the topic 'Respectful relationships, including families'.</p> <p><b>How school will do this:</b> The students will learn and explore, through activities and discussion, about how to build healthy, respectful relationships—both in person and online. We will help students explore how to develop confidence, understand themselves and others, and recognise the qualities of positive friendships. Lessons encourage empathy, communication skills, and awareness of personal boundaries, giving students practical strategies for staying safe and supporting one another. As they grow, they also begin to explore identity, diversity, and the importance of treating everyone with kindness and respect. Our PSHE programme is designed to be age-appropriate, supportive, and inclusive, helping students make thoughtful choices and understand the world around them.</p> <p><b>How you can help at home:</b> Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When chatting, reading, browsing online or watching television, focus on some of the themes mentioned above.</p> <p><b>Keywords:</b> resilience; respect; empathy; diversity; identity; digital responsibility; self-esteem; communication</p>
<b>Science</b>	<p><b>What we are doing</b> Chemistry Topic: Reactions, Acids and Alkalis</p> <p><b>How school will do this</b> Students will be learning about how reactions in chemistry can take place and what to look out for. They will explore which reactions are more useful than others and how to write word equations for them. The class will also learn about acids and alkalis and how to identify them using the pH scale. This will involve a mixture of practical and theory work.</p> <p><b>How you can help at home</b> Ask students about their learning, see if they can identify everyday acids and alkalis around their home eg lemon juice, vinegar, soap and cleaning products.</p> <p><b>Keywords:</b> chemical, reactant, product, neutralisation, indicator</p>
<b>MFL Turkish</b>	<p><b>What we are doing:</b> This term, we will be going over the vocabulary learned so far. We will explore famous historical places in Istanbul, such as Hagia Sophia (Ayasofya), the Blue Mosque (Sultan Ahmet Camii), Chora Church (Kariye Camii), the Basilica</p>

	<p>Cistern (Yerebatan Sarnıcı), Galata Tower (Galata Kulesi), Dolmabahçe Palace and the Grand Bazaar (Kapalıçarşı).</p> <p><b>How school will do this:</b> Children will practise basic spoken Turkish through activities that help them recall greetings, colours and numbers with increasing confidence. They will then build on this by learning new vocabulary related to places in a city, directions and visiting famous landmarks, focusing on significant historical sites in Istanbul such as Hagia Sophia, Sultan Ahmet Mosque, the Basilica Cistern and Galata Tower. As part of their speaking and listening work, children will practise useful everyday phrases for visiting places, asking simple questions and giving short descriptions. They will also research their favourite place in Istanbul and create a leaflet to promote that place in Turkish, using key vocabulary such as colours, size and simple opinions (e.g. “big”, “beautiful”, “very nice”).</p> <p><b>How you can help at home:</b> You can explore information together about Istanbul’s famous historical places such as: Hagia Sophia (Ayasofya) <a href="#">Hagia Sophia   Ayasofya Grand Mosque Istanbul Turkey   Official Guide</a> Sultan Ahmet Mosque (Blue Mosque) <a href="#">Sultanahmet Istanbul Guide 2026: What To See, Do and Explore</a> Basilica Cistern (Yerebatan Sarnıcı) <a href="#">Basilica Cistern Istanbul   Complete Visitor Guide 2026</a> Galata Tower (Galata Kulesi) <a href="#">Galata Tower: A Journey through Istanbul's Iconic Landmark</a> Dolmabahçe Palace <a href="#">Dolmabahçe Palace: Discover Istanbul's Majestic Landmark</a> Grand Bazaar (Kapalıçarşı) <a href="#">Grand Bazaar: Opening Hours &amp; Shopping Tips (2026 Guide)</a></p> <p><b>Keywords:</b> Nerede? (Where is it?); big – büyük; small – küçük; beautiful – güzel; very beautiful – Çok güzel; I like... – ... seviyorum; Let’s go – Hadi gidelim; Ticket – Bilet; Museum – Müze; Mosque – Cami; Tower – Kule; Palace – Saray; Market / Bazaar – Çarşı</p>
<b>Swimming</b>	<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>
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