

Hawking 5

Term 5 Curriculum Overview

<p>Art</p>	<p>What we are doing: GCSE art will complete coursework and any exam prep and do written explanations of work. Entry Level Graphic Design just completed, moving onto new unit Painting and Drawing.</p> <p>How will school will do this: Exam students are working on completion of coursework, examination prep and written evaluations.</p> <p>How you can help at home: Prompt GCSE students to complete coursework and written evaluations. Make visits to local galleries to look at portraiture.</p> <p>Keywords: facial features, composition, shape, line, shade, proportion, scale, detail, mixed media.</p>
<p>Cooking</p>	<p>What we are doing: Continue to work towards BTEC level 1 in Home Cooking Skills. This term students will be cooking dishes from around the world and exploring different herbs and spices used in international dishes.</p> <p>How school will do this: Students will make a variety of home-made traditional dishes following recipes and instructions and working in a safe and hygienic way.</p> <p>How you can help at home: 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>Keywords: Recipe, ingredients, weigh, measure, hygiene and safety, traditional dishes, herbs, spices.</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:</p>

	<p>To discuss the use of computers, practice IT skills if possible and to discuss current Technology news.</p> <p>Keywords: Copyright, Formatting, Evidence, Respecting, Organising</p>
English	<p>What we are doing: Entry Level Additional English: Exploring Narratives – Shakespeare’s ‘Romeo and Juliet’</p> <p>How school will do this: Students will learn how to identify components of narratives and the genre a text belongs to. They will learn about different narrative settings and the audience the play is and was intended for. Students will be outlining the plot of ‘Romeo and Juliet’ and conduct a deeper analysis of particular scenes and events.</p> <p>How you can help at home: Read an abridged version of Romeo and Juliet and discuss key events. Watch a film/theatre version of Romeo and Juliet.</p>
EL Humanities	<p>What we are doing: WJEC Entry Pathways unit on Prejudice and discrimination against people</p> <p>How school will do this: This unit aims to enable learners to gain an understanding of how and why people have been discriminated against. This will be through contemporary and historical events, including the treatment of Jewish people during World War 2.</p> <p>How you can help at home: Research the holocaust</p> <p>Keywords: prejudice, discrimination, different, equal, holocaust</p>
Maths	<p>What we are doing: Time</p> <p>How school will do this: We will be learning how to tell the time on both digital and analogue clocks. Students will also start to convert between 12-hour and 24-hour times. We will look at timetables and begin to extract information from these. Those that can already tell the time will work on harder problem-solving skills.</p> <p>How you can help at home: Please encourage your students to try and tell you the time and discuss timings when you are at home.</p> <p>Keywords scale, ratio, denominator, numerator, fraction, decimal, percentage</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. They will also be identifying the strengths and weaknesses within their own team and figure out a way to best use each student's strengths for the team. Students will then identify the opposition's strengths and weaknesses and think of a tactic to best exploit weaknesses in the other team to better their team's chances of winning.</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>PSHE</p>	<p>What we are doing: This term, our lessons will be focused on relationships, based on the topic 'Intimate and sexual relationships'.</p> <p>How school will do this: The students will learn and explore, through activities and discussion, about how to build healthy, respectful relationships, learning about consent, contraception, STIs and how pornography can create unrealistic expectations. Our aim is to give them clear, factual information and the skills to make safe, informed choices. Students will also explore the different forms families can take, the responsibilities involved in caring for others, and the realities of pregnancy and long-term commitment. They will also learn about marriage, including the laws around forced marriage, and how relationships can change over time. We aim to create a supportive environment where students can ask questions, challenge myths and develop empathy. These lessons help prepare them for the future, encouraging them to form positive relationships built on respect, equality and understanding.</p> <p>How you can help at home:</p>

	<p>Be prepared to answer any questions that the students may have or suggest that they ask them in their next PSHE lesson. When reading, browsing online, watching television, and having conversations, focus on some of the themes mentioned above.</p> <p>Keywords: consent; boundaries; respect; contraception; sexual health; equality; inclusion</p>
Science	<p>What we are doing: AQA GCSE Combined Science Trilogy, C2 Bonding, Structure and Properties of Matter Entry Level EL - C1 Physical or Chemical Change, C5 Novel Materials</p> <p>How school will do this: Students will follow the GCSE curriculum building upon their prior knowledge of atomic structure. They will learn about the 3 different types of bonding that happen depending on where the element is found in the periodic table. As elements bond together they create compounds with different properties that can form giant structures and we will look at a few key examples of these.</p> <p>How you can help at home: Ask what they have learnt in the lesson and see what keywords can be remembered. There are great videos on a youtube channel called 'Cognito'. Type the lesson topic followed by cognito into a search engine and you will find relevant content.</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>