Year 9 Spring (Christmas to Easter):

## Core subjects:

[Core PE](#_Core_PE)

[English – Language](#_Language_–_Linguistics:)

[English - Literature](#_Literature_–_Romeo)

[French](#_French) or [German](#_German)

[Geography](#_Geography:)

[History - including History of the Arts](#_History:)

[ICT/Computing](#_ICT/Computing:)

[Maths](#_Maths:)

[RE](#_RE:)

[Science – Chemistry](#_Science:_Chemistry)

[Science – Physics](#_Science:_Physics)

[Science Biology](#_Science:_Biology:)

SPIRIT

## Option Subjects:

[Art](#_Art:)

[Business Studies](#_Business_Studies:)

[Child Development](#_Child_Development:)

[Computer Science](#_Computer_Science:)

[Dance](#_Dance:)

[Drama](#_Drama:)

[Food and Nutrition](#_Food_Preparation_and)

[Music](#_Music:)

[PE](#_PE_Sports_Studies:)

[Product Design: Graphic Products](#_Product_Design_(Graphics):)

[Product Design: Resistant Materials](#_Product_Design_(Tech)

[Product Design: Textiles](#_Product_Design_(Textiles):)

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| **What will your child know, understand or know how to do?** | **Home learning/how parents can help?** |
| Core Subjects: | |
| **Maths** | |
| Understand that the different measures of central tendency offer a summary of a set of data  Understand how certain statistical measures may change as a result in changes of data  Understand range as a measure of spread, including a consideration of outliers  Understand that the different statistical representations offer different insights into a set of data  Use the different measures of central tendency and spread to compare two sets of data  Use the different statistical representations to compare two sets of data  Recognise relationships between bivariate data represented on a scatter graph  Given a statistical problem, choose what data needs to be analysed to explore that problem, summarise and communicate conclusions  Use the properties of a range of polygons to deduce their perimeters  Recognise that there is constant multiplicative relationship (π) between the diameter and circumference of a circle  Use the relationship C = πd to calculate unknown lengths in contexts involving the circumference of circles  Derive and use the formula for the area of a trapezium  Understand that the areas of composite shapes can be found in different ways  Understand the derivation of, and use the formula for, the area of a circle  Solve area problems of composite shapes involving whole and/or part circles, including finding the radius or diameter given the area  Understand the concept of surface area and find the surface area of 3D shapes in an efficient way  Be aware that all prisms have two congruent polygonal parallel faces (bases) with parallelogram faces joining the corresponding vertices of the bases  Use the constant cross-sectional area property of prisms and cylinders to determine their volume  Understand the nature of a translation and appreciate what changes and what is invariant  Understand the minimum information required to describe a translation (vertical and horizontal displacement)  Translate objects from information given in a variety of forms  Understand the nature of rotations and appreciate what changes and what is invariant  Understand the minimum information required to describe a rotation (centre of rotation, size and direction of rotation)  Rotate objects using information about centre, size and direction of rotation  Understand the nature of reflections and appreciate what changes and what is invariant  Understand the minimum information required to describe a reflection (line of reflection)  Reflect objects using a range of lines of reflection (including non-vertical and non-horizontal)  Understand the nature of enlargements and appreciate what changes and what is invariant  Understand the minimum information required to describe an enlargement (centre of enlargement and scale factor)  Enlarge objects using information about the centre of enlargement and scale factor | We set regular home learning, either written or on the “MyMaths” website. Usually this is set once every 3 lessons.  You can help by:   * Reminding them to use their maths book or the lessons on the “MyMaths” website to help them if they get stuck on their homework. * Keeping a note of their “MyMaths” username and password somewhere safe. * Asking them to tell you what they are learning about or talk you through a worked example from their book.     [www.mymaths.co.uk](http://www.mymaths.co.uk)  We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here:    [Parents’ guide to the mastery approach](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf)  This link is a useful BBC Bitesize revision tool for averages (mean, median and mode): <https://www.bbc.co.uk/bitesize/guides/znhsgk7/revision/1>  Some relevant Oak Academy lessons are linked below, these cover the half term’s work and may be useful:   1. Circles: https://classroom.thenational.academy/units/circles-a020 2. Translations: https://classroom.thenational.academy/units/transforming-2-d-figures-59ab   Plus a useful BBC Bitesize revision tool for averages (mean, median and mode): <https://www.bbc.co.uk/bitesize/guides/znhsgk7/revision/1> |
| **Science: Biology** | |
| **Principles of organisation**  The hierarchical organisation of multicellular organisms: from cells to tissues to organ systems to organisms  Animal tissues, organs & organ systems  The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)  Making blood cells to include structure of the blood, blood vessels and the heart  Health issues including the effect of lifestyle on some non-communicable disease  Cancer  Plant tissues, organs and systems | Key words & definitions (listed in disciplinary literacy section) are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.  A challenge mat consisting of a multiple-choice grid and a comprehension reading activity. Pupils to spend 30 minutes on this home learning.  How you can help:  Display key words at home and quiz your child on the definitions, key parts of the definitions are in bold text.  Some additional helpful resources are below:  Biology   * <https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>   Chemistry   * <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zkbbbqt> * <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zndkxyc> * <https://www.bbc.co.uk/bitesize/topics/zvsycdm/articles/zfmm6yc> * <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zsgkdp3>   Physics   * https://www.bbc.co.uk/bitesize/topics/zc3g87h |
| **Science: Chemistry** |
| Carbon dioxide and methane as greenhouse gases  Greenhouse gases  The production of carbon dioxide by human activity and the impact on climate  Carbon footprint and its reduction  Common atmospheric pollutants and their sources  Atmospheric pollutants from fuels  Properties and effects of atmospheric pollutants  Using the Earth’s resources & obtaining potable water  Using the Earth’s resources & sustainable development  Potable water  Waste water treatment  Alternative methods of extracting metals  Lifecycle assessment & recycling  Lifecycle assessment  Ways of reducing the use of resources  Using materials |
| **Science: Physics** |
| Energy transfers in systems  Efficiency  National & global energy resources Domestic uses and safety  Direct and alternating potential difference  Mains electricity  Energy transfers  Power  Energy transfers in everyday appliances  The National Grid |
| ENGLISHLanguage – American Texts: Know contextual factors that impact the meaning of a variety of American texts from across different time periods.  Know how contextual information is presented through a range of non-fiction texts to broaden cultural capital of American influences.  Knowledge of how writer viewpoint and perspective can be influenced by the socio-historical context  Knowledge of different elements of stories and how the are structured for effect, including key knowledge of:  Narrative structure  Setting  Characterisation  Engaging openers  Narrative voice (first, second, third) Language – The Art of Persuasion: Knowledge of persuasive writing techniques in both fiction and non-fiction texts.  Know the purposes and audiences for different types of marketing and advertising.  Know how advertising campaigns utilise language in order to successfully persuade an audience.  Knowledge of different persuasive devices and the impact that they have in different contexts. Know how to analyse the language of different persuasive techniques used in advertising campaigns and know how to comment on the effect of said techniques on the intended audience.  Know the definitions of, and how to identify, a number of sophisticated persuasive techniques, including: Imperative verbs; Hyperbole; Anecdotes; Conditional tense; Sensory description; Rhetorical questions  Hypophora. Literature – Purple Hibiscus -Know the historical, cultural and social background of Nigeria, Christian and Catholic religion, patriarchy, colonialism, post-colonialism, feminism and family heritage.  Know the key themes and ideas in the novel, including: Christian faith; patriarchal domination; interpretations of Christianity; power of gender/female empowerment; colonial Power /Post colonialism; domestic Violence; Nigerian language and cultural identity; dangers of Intolerance and Spiritual Transformation; freedom of speech; public vs Private; silence vs voice; authority; familial relationships and redemption.  Key terminology:  Know narrative structural terminology used within Purple Hibiscus and other world literature, including: Bildungsroman; narrative voice- first-person perspectives, Igbo language/phrasing; narrative perspective, prolepsis, analepsis and stream of consciousness writing.  -Know literary terminology typically used within the novel format. Such as: symbolism, motifs, allusion/intertextuality, irony, protagonist, antagonist, narrator, interior disclosure, direct authorial comment, contrast and characterisation.  -Know and revisit Freytag’s pyramid from Year 7 and 8 in the context of Purple Hibiscus.  -Knowledge character conflict, obstacles and hamartia.  -Know the spoken language aspects of the novel including Nigerian dialect, idioms and Igboo langauge.  Knowledge of key Characters and development:  -Know the main and supporting characters in the novel: Kambili key character(protagonist); Jaja; Eugene (Papa); Beatrice (Mama); Aunty Ifeoma; Amaka; Obiora; Chima; Papa-Nnukwu; Father Amandi. | All students in Yr7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/>  a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners and are expected to complete a minimum of two sessions per week as part of their homework.  Should you wish to create a parent account (allowing you to monitor your child’s progress and explore the vocabulary that they are currently learning), you will need your child’s log in information, along with a parent access code (again, found in your child’s planner). Further guidance can be found on the links below:  **Parents’ guide to using Bedrock at home**  <https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf>?    **Parents of Bedrock School Users**  <https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign>  **Year 9 Language Reading List: American Texts**  The Great Gatsby – F. Scott Fitzgerald  Of Mice and Men – John Steinbeck  Little Women – Louisa May Alcott  The Hate that U Give – Angie Thomas  The Old Man and The Sea – Ernest Hemingway  **Year 9 Literature Reading List: Purple Hibiscus**  The Keeper of Stories – Sally Page  The First Woman – Jennifer Nansubuga Makumbi  The Island of Missing Trees – Elif Shafak Half of a Yellow Sun - Chimamanda Ngozi Adichie |
| **Languages:** | |
| **German** Recognise and form the imperfect tense with a range of verbs  Talk about ambitions  Talk about future jobs  Recognise and form sentences with um…zu  Recognise and form the conditional tense  Talk about what you would like to be or do in the future, using correct word order  Talk about what you would like to achieve in the coming year **Spanish** Recognise food and drink  Say what you eat and when  Distinguish healthy/unhealthy diets.  Sports – say what you do and when.  Talk about your daily routine –.  Use reflexive verbs  Research and discuss fairtrade/human rights in Spain and Latin America.  Talk about what you can do to protect the environment at home.  Compare your town in the past and present. | Home learning:   * Create flashcards to revise key vocab/sentences. * Vocab learning. * Mind map revision.   How you can help:   * Display vocab at home. * Ask your child to show you their exercise book and explain the vocab and phrases they have written. * Test your child on vocab from the vocab sheet at the start of each module. |
| **History** | |
| Know about the rise of dictators – Hitler, Stalin, Mussolini.  Know the causes of WW2.  Know what is meant by “Blitzkrieg”.  Know about Dunkirk and .  Know about the Battle of Britain.  Know the role of women in WW2.  Know the role of colonial troops.  Know what is meant by the “Eastern Front”.  Know about Pearl Harbour.  Know about D-Day  Know about the role the role of atomic bombs in WWII.  Know what pre-war Jewish life was like.  Know what the Holocaust was.  Know about Anti-Semitism through time.  Know about anti-Jewish laws.  Know what is meant by “Ghettos”.  Know what is meant by “Kindertransport”.  Know what is meant by “The Final Solution”, “Resistance” and “Liberation”.  **History of Arts**  To know what some key features of the British home front in WW2 were  Know who Dame Vera Lynn was.  To know how to explain music can affect morale in war time.  To know how to evaluate the impact of music on our understanding of aspects of war. | Home learning:   * A research task. * Preparing a revision resource to review the unit.     How you can help:   * Using their exercise books, test your child on key terms. |
| **Geography** | |
| Know the layers of the earth  Know about convection currents and plate tectonics  Know the types and nature of plate boundaries  Know where volcanoes are found, how they are formed and their impact on the earth.  To know how human and physical processes interact to influence development and how this can impact on the effects and responses to natural disasters. | * Research, review and do tasks on the sheet which will be provided by class teachers.   How you can help:   * Look out for or ask your child to spot stories in the new that link to volcanoes or earthquakes and discuss these with your child. |
| **RE** | |
| Know Muslim beliefs about:   * Tawhid * Angels and examples of Angels in Islam * Predestination * Afterlife and Judgement   Know about Sunni and Shi’a Muslims and the roots of the split into different groups  Know about Risalah and prophethood  Know the history of Muhammad and how he became the final prophet  Know about the life of Ibrahim  Know what is meant by the 5 pillars and how they influence the lives of Muslims  Know Muslim practices and the beliefs behind them  Know why Muslims celebrate Id-ul-Adha and Id-ul-Fitr and Ashura and what they do | Research:   * GCSE pods to be set by the teacher   Create:   * a quiz based on the unit for another student to complete   Review:   * Create a sheet of revision for assessment   How you can help:  This is a link to an article about Sunni and Shi’a Muslims, which you could read together. <https://www.history.com/news/sunni-shia-divide-islam-muslim>  Look at the AQA exam board website for past papers to support their learning and understanding of the demands of the GCSE  <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>  Encourage debates and discussions with your child in order to help them develop their ability to articulate worldviews. |
| **Core PE** | |
| To know the key skills and techniques of the sport/ physical activity participating in.  To know how to apply the skills and techniques to a variety of different sporting situation.  To know the rules, regulations and safety aspects of the sports/ physical activity being participated in.  To know how to perform components in the sport.  To know how to make tactical/ creative decisions within sport or physical activity. | * We would encourage all students to follow the government guidelines of exercising for 30 minutes every day. * Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty. * Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. |
| **ICT/Computing** | |
| * Know how to describe python commands * Know how to use python syntax * Know how selection works within code * Know what a mathematical operator is and why we use them * Know how to recognise the different data types and when to use them * Know the need for loops within code * Know how to define the two types of loop Know the difference between a count and condition controlled loop * Know the key features of a condition controlled (while) loop * Know the basic error types in Python | Home learning:   * Keyword definitions * Python code to write   How you can help:   * Display key words, read the news article aloud to your child. |
| **SPIRIT** | |
| * Know the risks of alcohol consumption, know about the law and safe choices with alcohol. * Know the risks of smoking and e-cigs. * Know about psychoactive substances and drugs, effects, risks and the law. * Know about drug dependency, including prescription drugs. * Know about consent and the law on sex | Home learning:   * Your child will need to have read their AP2 report to complete activities in lessons.   How you can help:   * Talk to your child about smoking, vaping, alcohol and drugs.. The links below will take you to the NSPCC’s website and includes guidance for parents, * Talking about drugs, including links to a FRANK glossary of terms. <https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/children-and-drugs/> |
| **OPTION SUBJECTS** | |
| **Engineering** | |
| * Know how to write a design brief and specification. * Know how to carry out an effective investigation of existing products. * Know about standardised components, manufacturing techniques and materials choices. Know the properties of these and use them to justify the choices of materials and components. * Know how to generate design ideas and develop a design for a torch. | Home learning:   * Reading article. * Definitions of key terms.   How you can help:   * Display the key terms (printed inside the home learning booklet) and test your child’s understanding of the terminology. * Encourage your child to draw a range of objects in your home using 2D & 3D drawing techniques they have learned in school. |
| **Business Studies** | |
| Know what business aims and business objectives are. Business aims and objectives when starting up:  Know what is meant by financial aims and objectives, survival, profit, sales, market share, financial security, non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.  Know why aims and objectives differ between businesses.    Know the mean of, and how to calculate: revenue; fixed and variable costs; total costs; profit and loss; interest; break-even level of output; margin of safety.    Know the importance of cash to a business.    Know the sources of finance for a start-up or established small business. | Home learning:   * Key terms & definitions.   How you can help:   * Display key terms. * Look out for market research being done, for example if you are asked to review or fill in a survey. * Share these with your child. |
| **Computer Science** | |
| Know how to describe python commands  Know how to use python syntax  Know how selection works within code  Know what a mathematical operator is and why we use them  •Know how to recognise the different data types and when to use them  Know the need for loops within code  Know how to define the two types of loop Know the difference between a count and condition controlled loop  Know the key features of a condition controlled (while) loop    Know the basic error types in python  Understand the purpose of databases.  Define key terms such as table, field, data type  Identify appropriate data types for data   * . | Homework is a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.  How you can help:   * Display Key terms at home and quiz your child on these. |
| **Art** | |
| Know how to apply appropriate media and materials to create a series of outcomes building on prior knowledge of these techniques inspired by Cubism.   * Monochromatic * Pencil rendering * Fragmented collage * Colour rendering   Know about ABSTRACT EXPRESSIONISM  Know the historical context / timeline  Know the characteristics of the Abstract Expressionists style and links to other movements.   * Action Painting * Robert Motherwell * Franz Kline * Jackson Pollock * Mark Rothko * William de Kooning | Support your child with the Art & Design article homework tasks, discussing linked questions and helping with new definitions.  Encourage your child to read around the subject and visit art galleries to increase their understanding of artists and art movements from the different periods in history.  Encourage your child to practise skills and techniques demonstrated in lessons using a variety of media. |
| **Drama** | |
| Theatre Studies and Technical Theatre  To know the elements of theatre  Know the jobs within theatre  To know the role of;  A set designer  A costume designer  A lighting designer  A sound designer  A stage manager  Front of house assistant  Director  Theatre Studies and Technical Theatre  Using knowledge from theatre studies the students will create a performance behind a ‘shadow board’ where they will incorporate lighting, set, costume and sound. | Home Learning:   * Definitions of key terms – create flash cards for key. * Drama vocabulary with definitions.   Research the drama practitioner Augusto Boal.  How you can help:   * Encourage your child to practice the spellings and describing the definitions of the key terms and strategies. * Research examples of Forum Theatre, these can be found on YouTube, watch the examples together. |
| **Music** | |
| * Know the skills requires for ensemble performances * Know the notes of the stave and use this to sight read. * Know the notation of chords. Develop chord reading skills * Know how to effectively prepare for a performance * Develop listening and appraising skills through regular rehearsal feedback Develop effective rehearsal skills * Know and perform a range of musical styles suitable to their assigned band (students will need to adapt to the musicians in their group and their instrumental combinations) * Know how to compose basic motifs using Bandlab and/or noteflight. | Home Learning:   * Learn the topics tier 3 vocabulary and develop the ‘speak like a musician’ language when describing music. * We would encourage students to listen to a wide variety of music from differing cultures. We would also invite students to attend a music enrichment club to further develop their musicianship. * We would recommend students perform regularly, practising a minimum of 60mins per week on their instrument |
| **Dance** | |
| To know about Swansong by Christopher Bruce and expressive skills  To know the choreographic intent of Swansong  To know how the costume, lighting and aural setting enhances performance  To know a short solo phrase of professional work  To know the “Sleepyhead” (solo performance)  To know how to apply performance skills into a solo performance  To know how performance skills can enhance a performance | * Create flash cards for key dance skills vocabulary * Watch a range of short dances and apply dance skills to different sections of the dance, providing examples of where the skills have been performed. |
| **PE Sports Studies** | |
| To know the different methods of training  To know how to carry out a range of training methods  To know which training methods are most suitable for sports and fitness components  To know the principles of training and why they should be used  To know how to apply the principles to a training plan | How you can help:   * Ask your child about the components of fitness and what examples they can give. * If you are working through a training/fitness plan yourself, share this with your child. Can they explain why you are doing each task? |
| **Food Preparation and Nutrition** | |
| Know why food is cooked and how heat is transferred to food  Know a range of preparation and cooking methods and times and make selections to achieve desired characteristics.  Know how the selection of appropriate preparation and cooking methods can conserve or modify nutritive value or improve palatability.  Know how preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability of food.  Know the scientific principles underlying these processes when preparing and cooking food.  Know the working characteristics, functional and chemical properties of carbohydrates.  Know about protein denaturation and coagulation.  Know the working characteristics, functional and chemical properties of proteins.    Know the working characteristics, functional and chemical properties of fats and oils.  Know the working characteristics, functional and chemical properties of raising agents. | Complete all food article homework tasks and linked questions.  Encourage your child to use the following websites to help embed knowledge:  SENECA learning  British Nutrition Foundation  Food a fact of life  How you can help:   * Quiz your child on new definitions. * Allow and encourage your child to help you with any cooking at home. Look at food packaging with your child and compare energy and nutritional values. |
| **Product Design (Textiles)** | |
| Know about materials and material selection.  Metals:  Ferrous: Mild Steel; Stainless Steel and Cast Iron  Non-ferrous; Aluminium, Copper  Alloys: Brass  Papers: Tracing, Copier and Cartridge  Boards: Folding Box Board, Corrugated  Board, Solid White Board  Polymers: Thermosetting; Polystyrene Resin (including GRP), Urea Formaldehyde  Textiles:  Natural Fibres: Wool and Cotton  Woven Fibres: Calico and Denim  Non-Woven Fibres: Bonded and Felted  Knitted: warp and welf  Synthetic: Polyester and Acrylic  Timbers:  Hardwoods: Oak, Mahogany, Beech and Balsa  Softwoods: Pine and Cedar  Manufactured Boards: Plywood, MDF  Know the full design cycle and know how to  Write a Design Briefs from a selected context  Write basic specification  Create an annotated mood board  Use rough sketching  Know what is meant by Presentation Drawings  Know how to communicate design ideas including sub-assemblies  Know how to annotate ideas | Home learning:   * Definitions of key terms. * Materials/communication techniques/year 7 and 8 textiles recap knowledge test revision.   Reading article:   * Fast fashion part two   How you can help:   * Encourage your child to read the knowledge organisers on materials. * Discuss why products are made from the materials shown. * Make flash cards of the key terms and use them to test your child’s recall and understanding. |
| **Product Design (Graphics)** |  |
| Know about materials and material selection.  Metals:  Ferrous: Mild Steel; Stainless Steel and Cast Iron  Non-ferrous; Aluminium, Copper  Alloys: Brass  Papers: Tracing, Copier and Cartridge  Boards: Folding Box Board, Corrugated  Board, Solid White Board  Polymers: Thermosetting; Polystyrene Resin (including GRP), Urea Formaldehyde  Textiles:  Natural Fibres: Wool and Cotton  Woven Fibres: Calico and Denim  Non-Woven Fibres: Bonded and Felted  Knitted: warp and welf  Synthetic: Polyester and Acrylic  Timbers:  Hardwoods: Oak, Mahogany, Beech and Balsa  Softwoods: Pine and Cedar  Manufactured Boards: Plywood, MDF  Know the full design cycle and know how to  Write a Design Briefs from a selected context  Write basic specification  Create an annotated mood board  Use rough sketching  Know what is meant by Presentation Drawings  Know how to communicate design ideas including sub-assemblies  Know how to annotate ideas | Home learning:   * Definitions of key terms. * Materials knowledge organiser test revision.   Reading article:   * Fast fashion.   How you can help:   * Encourage your child to read the knowledge organisers on materials. * Discuss why products are made from the materials shown. * Make flash cards of the key terms and use them to test your child’s recall and understanding. |
| **Product Design (Tech RM)** | |
| Know about materials and material selection.  Metals:  Ferrous: Mild Steel; Stainless Steel and Cast Iron  Non-ferrous; Aluminium, Copper  Alloys: Brass  Papers: Tracing, Copier and Cartridge  Boards: Folding Box Board, Corrugated  Board, Solid White Board  Polymers: Thermosetting; Polystyrene Resin (including GRP), Urea Formaldehyde  Textiles:  Natural Fibres: Wool and Cotton  Woven Fibres: Calico and Denim  Non-Woven Fibres: Bonded and Felted  Knitted: warp and welf  Synthetic: Polyester and Acrylic  Timbers:  Hardwoods: Oak, Mahogany, Beech and Balsa  Softwoods: Pine and Cedar  Manufactured Boards: Plywood, MDF  Know the full design cycle and know how to  Write a Design Briefs from a selected context  Write basic specification  Create an annotated mood board  Use rough sketching  Know what is meant by Presentation Drawings  Know how to communicate design ideas including sub-assemblies  Know how to annotate ideas | Home learning:   * Definitions of key terms * Materials knowledge organiser test revision.   Reading article:   * Fast fashion   How you can help:   * Encourage your child to read the knowledge organisers on materials. * Discuss why products are made from the materials shown. * Make flash cards of the key terms and use them to test your child’s recall and understanding. |
| **Child Development** | |
| Know the choices available for delivery (birth),  Know the stages of labour and the methods of delivery, including pain relief,  Know the methods of assisted delivery,  Know the methods of pain relief  Know the postnatal checks of the newborn baby,  Know the importance of the environment to the child  Know about feeding the newborn baby.  Know what is meant by Sudden Infant Death Syndrome (SIDS) | Home learning: Articles and linked questions  How you can help:  Read through the articles provided to your child, discuss the topics in the articles and support your child with the homework questions.  This is a link to the BBC Bitesize KS3 explanation of the menstrual cycle: <https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zvwb3j6>  Watch an episode of “one born every minute” and chat about pregnancy and birth |