Year 10 Summer Term:

[Art](#_Art:)

[Business Studies](#_Business_Studies:)

[Child Development](#_Child_Development:)

[Computer Science](#_Computer_Science:)

[Core Enrichment](#_Core_Enrichment:)

[Core PE](#_Core_PE)

[Drama](#_Drama:)

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

[English - Literature](#_Literature_–_Romeo)

[Engineering](#_Engineering:)

[Food and Nutrition](#_Food_Preparation_and)

[French](#_French)

[Geography](#_Geography:)

[History](#_History:)

[Maths](#_Maths:)

Media Studies

[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):)

[RE](#_RE:)

[Science – Chemistry](#_Science:_Chemistry)

[Science – Physics](#_Science:_Physics)

[Science Biology](#_Science:_Biology:)

[Spanish](#_Spanish)

[SPIRIT](#_SPIRIT:)

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| --- | --- |
| **What will your child know, understand or know how to do?** | **Home learning/how parents can help?** |
| Maths: |
| **All students will know:****Measures*** Apply and interpret limits of accuracy including upper and lower bounds
* Use standard units of measure and related concepts (length, area, volume / capacity, mass, time, money etc)
* Use standard units of mass, length, time, money, and other measures (including standard compound measures) using decimal quantities where appropriate
* Change freely between related standard units (e.g. time, length, area, volume / capacity, mass) and compound units (e.g. speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts
* Use compound units such as speed, rates of pay, unit pricing, density and pressure

**Scatter graphs** * Use and interpret scatter graphs of bivariate data
* Recognise correlation and know that it does not indicate causation
* Draw estimated lines of best fit
* Make predictions
* Interpolate and extrapolate apparent trends whilst knowing the dangers of doing so

**Real Life Graphs** * Plot and interpret graphs (including reciprocal graphs) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration
* Interpret the gradient of a straight-line graph as a rate of change

**Basic Probability*** Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees
* Apply the property that the probabilities of an exhaustive set of outcomes sum to one
* Apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to one
* Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities

**Volume*** Compare lengths, areas and volumes using ratio notation
* scale factors
* Make links to similarity
* Know and apply formulae to calculate the volume of cuboids and other right prisms (including cylinders)
* Calculate the volume of spheres, pyramids, cones and composite solids
* Calculate exactly with multiples of `pi`

**Construction and Loci*** Use the standard ruler and compass constructions:
	+ perpendicular bisector of a line segment
	+ constructing a perpendicular to a given line from / at a given point
	+ bisecting a given angle
* Know that the perpendicular distance from a point to a line is the shortest distance to the line
* Use these to construct given figures and solve loci problems

**Additional Higher Content****Probability*** Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams

**Gradients and Rates of Change*** Interpret the gradient at a point on a curve as the instantaneous rate of change
* Apply the concepts of average and instantaneous rates of change (gradients of chords and tangents) in numerical, algebraic and graphical contexts
* Interpret the gradient of a straight-line graph as a rate of change
 | The Exam Board is AQA Maths (8300)These are three papers in the final examinations, each 90 minutes. Paper 1 is non-calculator and paper 2 and 3 are calculator papers.Please encourage your child to complete their homework as soon as they get it so that they can ask for help if needed. Homework is set Wednesday to Wednesday and is on Sparx Maths.Revision lists are sent out prior to assessments via parent mail. Encouraging the use of exercise books and revision guides plus Sparx to revise prior to the assessments.Please ensure that your child has their own scientific calculator and that they bring their exercise book and equipment to school. |
| Science: Biology |
| Ecology: Know the factors affect population sizes, how we study populations and human impact on the environment. | Exam informationExam Board: AQANumber of exam papers: 6 in total (2 for each discipline)Triple Award: each paper is 1hr 45minutes longCombined Trilogy: each paper is 1 hr 15 minutes longThe course is split into paper 1 and paper 2 unitsRequired practical’s are examined within the exam papers, students are encouraged to remind themselves about the practical’s they have completed. The following link has free videos covering the required practical and knowledge for the course. <https://www.freesciencelessons.co.uk/videos/> **How can I help my child to prepare for the exams?**The following topics have already been covered in lessons; students need to test their knowledge by using retrieval strategies learnt in the classroom. These strategies include using exam questions to check knowledge recall and using flashcards with questions/answers on.**Biology:** Organisation, Infection and Response**Chemistry**: Atomic structure &Periodic Table, Structure and Bonding, Chemical changes - acids, and alkali**Physics:** Energy, Particle Model of Matter, Electricity.**Resources available to use at home**1. <https://www.physicsandmathstutor.com/>

This free website has signposted revision maps and lots of exam questions to help students to prepare for the examinations. Exam board for Science is AQA.1. BBC bitesize is good for revising and testing knowledge through self-marking multiple choice questions.

Combined trilogy- <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>Triple Biology- <https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>Triple Chemistry- <https://www.bbc.co.uk/bitesize/examspecs/z8xtmnb>Triple Physics- <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm> |
| Science: Chemistry |
| Rate and extent of chemical change:Know how rate of a reaction can be measured and how to manipulate the recorded data to calculate the rate at the start, middle and end of a chemical reaction.Know how collision theory is used to explain the impact of temperature, concentration, surface area and pressure on the rate of reaction. |
| Science: Physics |
| Waves:Know the features and properties of waves including the use of equations to calculate the speed of a wave.Know the properties of the electromagnetic waves. |
| English: |
| Language – Journalistic Writing and Paper 1 Preparation AQA – English Language GCSEKnow how to identify both explicit and implicit information from a non-fiction text and know how to summarise key facts. Know how language can be used to successfully persuade someone to agree with your viewpoint or perspective. Know how to analyse language and consider the ways in which language can be used to evoke certain emotional responses. Know how to draw comparisons between two texts considering contextual factors and inferences that have been made. Know how to approach each question for Paper 1 of the GCSE. Know how to apply persuasive writing techniques to own pieces of journalistic writing. Literature – MacbethAQA – English Literature GCSEKnow the context surrounding the play, “Macbeth.”,Know the plot of the play, along with the characterisation of key cast members.Know a number of key quotations from the play, along with language analysis of the components of these quotations. Know how different themes run through the play, “Macbeth” and know how to apply knowledge of plot, character and quotation in order to construct an evaluative response to a question.  | How can I help my child? Students will be studying Journalism for Summer 3a and will benefit from reading a range of different newspaper articles to support this. Encourage your child to read articles and then consider the viewpoint or perspective that is being conveyed by the writer. For Summer 3b, students will be doing AQA English Language exam preparation, as they will be sitting a mock exam this term. For help with revision for this mock, please find the following resources:<https://www.cheney.oxon.sch.uk/wp-content/uploads/2019/11/Revision-Guide-Language-Paper-1.pdf>[www.gcsepod.com](http://www.gcsepod.com)<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>Students will be sitting just Paper 1 of the GCSE for this mock exam. How can I help my child?Students will be set regular homework tasks on “Macbeth” through GCSE Pod. Watching the videos with your child, asking questions and quizzing them on the content will be helpful. <https://www.gcsepod.com/>Students can also explore BBC Bitesize for revision materials on Macbeth.https://www.bbc.co.uk/bitesize/topics/zgq3dmnStudents can make flashcards, mind maps or other revision resources using the links to GSCE Pod, BBC Bitesize, and the revision booklet link below:<https://coleshill.warwickshire.sch.uk/files/2022/04/Booklet-Macbeth-revison-1.pdf> |
| Languages: |
| Spanish:AQA - Spanish GCSE (Foundation or Higher)* To know how to ask for/give directions
* To know how to describe your region (geography, climate, what you can do there)
* To know how to recognise/deliver question words
* To know how to talk about the weather, in the future tense
* To know how to give the pros and cons of living somewhere in Spanish
* To know how to form the present tense
* To know how to talk about the past
* To know how to refer to future plans
* To know how to prepare for the Y10 mock exams

French:AQA - French GCSE (Foundation or Higher)* To how to talk about where you live in French
* To know how to describe a town and region in French
* To know how to give the pros and cons of living somewhere in French
* To know how to discuss weather and weekend plans in French
* To know how to talk about an ideal town
* To know how to describe community projects
* To know how to form the present tense
* To know how to form the perfect tense
* To know how to refer to the future
* To know how to prepare for the Y10 mock exams

German:AQA – German GCSE (Foundation or Higher)* To know how to describe your house
* To know how to describe your bedroom
* To know how to describe your region (geography, climate, what you can do there)
* To know how to give the pros and cons of living somewhere in German
* To know how to talk about a typical day and your daily routine
* To know how to form the present tense
* To know how to talk about the past
* To know how to refer to future plans
* To know how to prepare for the Y10 mock exam
 | Home learning:* Vocab homework set every week
* One other homework set every two weeks (this could be reading, translation, writing, Active Learn, revision etc)

How parents can help with vocab:* Test your child on the weekly vocab
* Encourage your child to use the ‘look, cover, say, write, check’ method to learn vocab
* Make flashcards of key vocab with your child

How parents can help with prep for speaking and writing exams:* Ensure your child has speaking questions written on flashcards (question on one side, answer on the other)
* Test your child by asking the question, and he/she gives the answer
* Add a new question each week, so your child builds up a bank of Q&As

How parents can help with prep for all exams:* Work through the different skill areas with your child:

Spanish:<https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv>French:<https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr> German:<https://www.bbc.co.uk/bitesize/subjects/z8j2tfr> |
| History: |
| **Paper 2 - Early Elizabethan England, 1558–1588****Challenges to Elizabeth at home and abroad, 1569–1588*** To know Catholic plots and revolts against Elizabeth, including the Revolt of the Northern Earls, the Ridolfi Plot, the Throckmorton Plot, the Babington Plot and the role of Walsingham his spy network.
* To know the reasons for, and significance of, Mary Queen of Scots' execution in 1587.
* To know the change in Anglo-Spanish relations, including the political, religious and commercial rivalry.
* To know how direct English involvement in the Netherlands, 1585-1588, affected Anglo-Spanish relations. As well as the role of Sir Francis Drake and the raid on Cadiz.
* To know about the Spanish Armada, including Spanish invasion plans, reasons why Philip used the Spanish Armada and the reasons for English victory.

**Elizabethan society in the Age of Exploration, 1558–1588*** To know the different types of Elizabethan Education and leisure activities such as sports, pastimes and the theatre.
* To know about the problem of poverty, including the reasons for the increase in poverty as well as changing attitudes and policies towards the poor.
* To know about Elizabethan exploration as well as Drake's circumnavigation of the globe.
* To know about Raleigh and the colonisation of Virginia, including the attempted colonisation of Virginia and reasons for the failure of Virginia.

**Paper 3 - Weimar and Nazi Germany, 1918–1939****The Weimar Republic 1918–1929*** To know how WWI affected Germany including the abdication of the Kaiser, the armistice and revolution, 1918-1919.
* To know about the setting up of the Weimar Republic, and the strengths and weaknesses of the new Constitution.
* To know about early challenges to the Weimar Republic, such as the Treaty of Versailles, the Spartacist Revolt, the Kapp Putsch, the French invasion of the Ruhr and the impact of hyperinflation.
* To know about the role of Gustav Stresemann and the economic and international recovery of the Weimar Republic 1924-1929.
 | **Exam information:*** **Exam Board:** Edexcel
* **Number of exam papers:** 3 in total
* **The course is split into:** Paper 1 - Crime and Punishment & Whitechapel (1hr 15 mins), Paper 2 – Early Elizabethan England and Cold War (1hr 45mins) and Paper 3 – Weimar and Nazi Germany (1hr 20mins).

**Home learning:*** Students will be set regular homework every fortnight to test understanding, including preparing for knowledge tests, exam questions, GCSE Pod videos.

**How can I help my child to prepare for the exams?*** Producing revision materials to summarise content learnt in lessons would be an extremely useful tool for students studying History e.g. making spider diagrams for each time period, timelines or cue cards to help remember facts and key terminology.
* Use of revision checklist to organise notes in lessons and revision materials.
* Use of revision padlet below contains useful resources to support your child with their revision.
* Use of revision websites likes GCSE Pod and Seneca are extremely useful for testing knowledge. The more quiz questions your child can complete the better!

**Useful websites:*** Revision padlet for Elizabeth I, which contains revision checklist, past papers, knowledge organisers, helpful videos etc. <https://padlet.com/dbaskerville/paper-2-revision-early-elizabethan-england-1558-1588-c7smomo9y0movvgd>
* Revision padlet for Germany, which contains revision checklist, past papers, knowledge organisers, helpful videos etc. <https://padlet.com/dbaskerville/paper-3-revision-weimar-nazi-germany-1918-39-a9v2et1uq2097w7h>
* GCSE Pod - <https://www.gcsepod.com/>
* Seneca - <https://senecalearning.com/en-GB/>
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| Geography: |
| * Know how cities are developing around the world.
* Know why Mumbai is a megacity and why the location has aided urban growth in this area.
* Know why slums have developed in Mumbai and understand the challenges people face, as well as the positive for the local community.
* Know what Vision Mumbai is and the positive and negative points of this development project for social, economic and environmental factors.
 | Each week students will be set a homework task to complete. To help students to develop their depth of knowledge please encourage them to watch the news or listen to podcasts about current events in the world. <https://www.bbc.co.uk/bitesize/guides/z3y2k2p/revision/1>Past papers can be accessed through the Edexcel website <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/geography-b-2016.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials>Extensive revision notes<https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/> |
| RE: |
| AQA GCSE religious studies. Students are now revising for their final GCSE examination. They will revise all units ready for their exams in May.* To know key terms associated with Muslim beliefs and Practices, and Christian beliefs and practices
* To know different types of relationships and Christian views on these.
* To know the aims of punishment and the types of punishment which fit with these.
* To know Christian beliefs on the types of punishment and the aims of punishment
* To know how to answer exam style questions
* To know Christian beliefs around war and peace
* To know Christian beliefs on matters of medical ethics such as abortion and euthanasia

After examinations, students will be looking at their future post 16 options:To know what options are available post 16 – including subjects they have not been exposed to in KS3 or KS4.To know what makes a good CV and have one ready to use.To know what makes a good covering letterTo know how to balance a budget. | Students will be set homework once a fortnight. This is revision based using the padlet: <https://padlet.com/sskingle/aqa-gcse-re-preparation-wqe8ige4l3lty8qa> In order to support students please encourage them to discuss current affairs and watch the news as many stories involve crime and punishment and can be used as case studies in their work. Debates and discussions at home is a great way to develop students' depth of understanding and enable them to develop their worldview. Students can access past exam papers on the AQA website: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources>  |
| Core PE: |
| * To know the components of fitness and how they apply to different sports
* To know the different training methods and how they apply to different sports

Students will learn key knowledge based upon the sporting activity they are participating in.For example – know when to play a specific shot in tennis or know how to overcome opponents using set plays in a range of striking and fielding games. | We would encourage all students to follow the government guidelines of exercising for 30minutes 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. |
| SPIRIT: |
| Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex, and friendship. Know the facts about the full range of contraceptive choices, efficacy, and options available. Know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. | Below is a link to and NHS resource with advice for parents about talking to their children about relationships and sex.<https://www.nhs.uk/Livewell/Talkingaboutsex/Documents/DCSFtalktoyourchild.pdf> |
| Engineering: |
| OCR Cambridge National Engineering Design * Know how to recognise different graphical communication techniques and explain what each are used for.
* Know the stages of the design process and be able to explain what takes place at each point in the development of a product
* Be able to use 2D and 3D drawing techniques to communicate design ideas for a given product. (Freehand sketching, oblique, isometric, orthographic, assembly & perspective)
* Be able to use 2D and 3D Computer Aided Design software to communicate designs.
 | Home learning:Pupils will be set online revision tasks and questions using GCSE POD.Pupils will be given knowledge organisers to revise for class tests.How you can help?You can support your child by encouraging them to log onto the GCSE Pod and complete the fortnightly tasks.Ask them to show you their engineering knowledge organiser and encourage them to make flashcards and mind maps to revise the content.You could also encourage them to sketch products in your home to practice their 2D and 3D drawing skills. |
| Business Studies: |
| Edexcel Business 9-1Theme 2.3 Making Operational Decisions**Business Operations:**To know the purpose of business operations: To know the production processes.To know the impacts of technology on production.**Working with suppliers:**To know how firms manage stock.To know the role of procurement.**Managing Quality:**To know the concept of quality & why it's important. **The Sales Process**To know the parts of the sales process.To know the importance to a business of providing good customer service.Theme 2.4 Making financial decisions**Business Calculations**To know business calculations (gross & net profit, gross & net profit margins and ARR).To know business performance – such as interpreting graphs, qualitative and quantitative data.To know the use & limitations of financial data. | Home LearningCreate key terms sheets and flashcards to review essential definitions.BBC BITESIZE has the essential notes for external influences that can help with the above:<https://www.bbc.co.uk/bitesize/topics/z6rfpg8>How can you help?Test your child on their key term knowledge using their flash cards. |
| Computer Science: |
|  **Edexcel – GCSE Computer Science:****Computational Thinking*** Know how data structures can be implemented into Python to represent tables (2D Lists)
* Know how searching is used to find an item in an array
* Know the purpose of validation and how this is used to ensure robust programming

**Principles of Computer Science*** Understand the purpose of the Operating System including its functions and relation to hardware
* Know how systems can be venerable to malware and know how to prevent it
* Know why networks are used in computing and how data is transmitted across them

  | **Home Learning**This will be split between practical coding tasks for the computational thinking aspect of the course and theory-based questions for the principles of computer science. There will also be regular key word definition tests.**How can you help?**For the coding tasks remind students that the solutions do not need to be 100% correct to be worth marks and that the idea is to practise and embed coding techniques**What resources are available?**BBC bitesize - <https://www.bbc.co.uk/bitesize/subjects/z34k7ty>Isaacomputing <https://isaaccomputerscience.org/topics/gcse?examBoard=all&stage=all#edexcel>Youtube channel craigndave - <https://www.youtube.com/c/craigndave/playlists?view=50&sort=dd&shelf_id=4>Memrise – all our keywords have been added and they are part of a class with access to theseSeneca - <https://app.senecalearning.com/classroom/course/445cea6a-0ae2-4d28-8aca-eb7fa09e3366> |
| WJEC ICT: |  |
| **ICT in Context****Unit 2 – is assessed through controlled assessment and submitted for external moderation*** Controlled assessment unit released consisting of 4 sections as follows:
	+ Planning, creating, modifying and using databases
	+ Planning, creating, modifying and using spreadsheets
	+ Planning, creating and modifying an automated document
	+ Planning, creating, manipulating and storing images
 | **How can you help at home?**Ensure key deadlines are met**Homework**Theory lessons will be set for homework, ensure all homework is fully completed and the topics understood |
| Art: |
| AQA - Art, Craft & Design.To know the characteristics of sculptures, artist sketches and photography including:* Knowledge of Irving Penn’s - cranium photography.
* Henry Moore’s sketches and stone bronze sculptures

To know how to use a DSLR camera with studio lighting.To know how to record from primary source photography using a variety of media.Knowledge of expressive mark-making techniques and how to apply these in their artwork.  | Home Learning:Students will be set a variety of drawing tasks from their own skull photography to increase their proficiency in control of biro pen, graphite and graded pencils.Students will be asked to record their ideas, observations and independent judgements through written annotations. Please support and encourage conversations about their own and others artwork with your child using subject specialist vocabulary. |
| Drama: |
| * To know the plot context of Act 1 of Blood Brothers.
* To know the background information of Liverpool in the 1980s including political and cultural context.
* To know the social class issues within the 1980s.
* To know the key themes and issues of Blood Brothers.
* To know and experience the expectation within the written element of the exam.
 | Home Learning:To create mood boards of the outfits worn in the 1980s in preparation for the costume question within the written exam.How can you help?With your child, watch the videos via GCSEpod which discuss key themes, plot summary, quotes and character overviews.<https://members.gcsepod.com/shared/podcasts/title/11765/72599> |
| Music: |
| * To know the Elements of Music vocabulary
* To know how to analyse music using the Elements of Music
* To know key music theory and concepts within written music.
* To know how to compose and score music accurately using Noteflight.
* To develop aural listening skills and know how to apply key vocabulary when describe music.
 | Home Learning:Students will be assigned extended learning through Focus On Sound (Microsoft Teams)How can you help?Ensure students complete 20 mins of instrumental practise 4 times per week. |
| PE GCSE: |
| AQA GCSE PE* To know how diet and hydration can affect sports performance
* To know what a sedentary lifestyle is and how this can contribute to obesity
* To know the three types of somatotypes and the sports they are best suited to
* To know how commercialisation affects sport, performance, and participation
* To know the golden triangle
* To know how different factors affect participation – gender, ethnicity, age
 | Home learningTo apply their knowledge through a range of multiple choice, short and long exam questionsHow can you help?Encourage your child to participate in a sports clubQuiz your child on the key knowledge vocabulary and definitions, using their cue cards |
| PE OCR Cambridge National Level 2: |
| **R181**To know how to organise and plan a fitness training programmeTo know how to evaluate own performance in the planning and delivery of a fitness programme  | Home learning:Students to create some flash revision cards for exam unit on key terminology Students to complete a variety of exam style questionsStudents to complete assignment write up tasks |
| AQA Food Preparation and Nutrition: |
| To know and understand the factors affecting food choice. To know and understand food labelling and marketing influences. British and International Cuisine. To know and understand how to successfully carry out sensory analysis. Demonstrate skills and knowledge in a variety of practical tasks, including: fresh pasta making, laminating puff pastry, millionaires shortbread, curry and fishcakes.  | Home Learning: Completing a variety of past paper questions, linking to each topic we have covered. Article homework, to evaluate multi-cultural cuisine in the UK. Article homework, to evaluate the importance of sensory testing to food manufacturers. How can you help?Test your child on their knowledge from each topic area. Encourage your child to cook at home and to further stretch their practical skills.  |
| Edexcel GCSE Design Technology (Textiles): |
| Component 1- Specialist Materials (Textiles)Know how to describe the working properties of natural & synthetic fabricsKnow why specific fabrics are suitable for given productsKnow why specific finishes are applied to fabricsBe able to name standard components used in textilesBe able to describe the physical characteristics of fabricsBe able to describe manufacturing processes used in textile products. | Home learning:Your child will be given knowledge organisers to revise from in order to prepare for class tests.How you can help:Please encourage your child to read their knowledge organiser. You could help them to make flashcards and mind maps to help the content of their knowledge organiserYou could also discuss different textile items in your home. Ask your child what the fabric is and to explain why it is made from this.  |
| Edexcel GCSE Design Technology (Graphics): |  |
| Component 1- Specialist Materials (Papers & Boards)Know how to describe the working properties of materials Be able to describe the physical characteristics of materialsKnow why specific materials are suitable for given productsKnow why specific processes (Printing processes, finishes and binding techniques) are applied to productsTo know how the manufacture of products impacts on the environment.Develop research and designing skills creating a Point-of-Sale Display for a relaunch of a product | Home learning:Your child will be given knowledge organisers to revise from in order to prepare for class tests.How you can help:Please encourage your child to read their knowledge organiser. You could help them to make flashcards and mind maps to help the content of their knowledge organiserRevision link to BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zjq8jty/revision/1> You could also discuss different items in your home. Ask your child what the material is and to explain why it is made from this. |
| Edexcel GCSE Design technology (Tech RM): |
| Component 1- Specialist Materials (Timbers)Know how to describe the working properties of materials Know why specific materials are suitable for given productsKnow why specific finishes are applied to materialsBe able to name standard components used in specific materials Be able to describe the physical characteristics of materials Be able to describe manufacturing processes used in timber products. | Home learning:Your child will be given knowledge organisers to revise from in order to prepare for class tests.How you can help?Please encourage your child to read their knowledge organiser. You could help them to make flashcards and mind maps to help the content of their knowledge organiserYou could also discuss different items in your home. Ask your child what the material is and to explain why it is made from this. |
| OCR Cambridge National Level 1/2 Child Development: |
| **Key Knowledge R058****Plan to create a safe environment in a childcare setting.** Know how to choose suitable equipment for a childcare setting.Know the factors affecting suitability of equipment. To know the nutritional needs of children from birth to five years including the current Government dietary recommendations for healthy eating, the essential nutrients, and their functions.  To know how to plan for preparing a feed/meal and to evaluate planning and preparation of a feed/meal.**Key knowledge R057 (Synoptic link)**To know the developmental needs of children from birth to five years and to know how these needs can be met. | **RO58: (coursework)**This includes 4 tasks which needs completing for submission Jan 2023. Students will be encouraged to complete work at home.**Research** three pieces of the same equipment type for one of the following purposes at the nursery, as given in the current assignment brief. For each piece of equipment, explain suitability by considering the factors as given in the current assignment brief. Choose the piece of equipment you consider is the most suitable. Evaluate their choice. Say why they have chosen it and rejected the others. **Design** an area layout for the nursery that is age appropriate as given in the current assignment brief. Explain what types of potential accidents that can occur lining it to your plan. Explain why accidents can happen in a childcare setting. Consider prevention of potential accidents from happening in the area designed. Justify why their design creates a safe environment. **Compare milk formulas** for babies as given in the current assignment brief and describe how each formula meets the nutritional needs of babies aged 0–6 months. Recommend a two-course meal for serving as given in the current assignment brief. Describe how their meal choice meets the nutritional needs of a child of an age as given in the current assignment brief. Explain how their meal choice meets the Government dietary recommendations. **Produce a plan** for preparing a bottle feed including: equipment, ingredients and quantities, safety, hygiene and make the bottle. Evaluate their own performance, considering: strengths and weaknesses of planning and preparation and make suggestions for improvements and/or changes. |
| Core Enrichment: |  |
| Students attending Reaseheath College every Wednesday will continue their 2-year course on the 14-16 vocational programme, studying their chosen subject. This will be alongside their normal studies in school with additional periods for RE and English. Spring reports from the college will have been sent home.Students who are participating on a work placement programme this year will continue to develop their work skills. They will have received a visit from a member of staff from school to review their progress.A final review will take place at the end of the placement and employability certificates awarded. | Please take the time to read your child’s report and discus targets with them to enable them to improve and reach their full potential Please discuss with your child their understanding of what skills and qualities employers want and what skills they have developed over the last term(s) while on their work placement.Encourage your child to add their experiences to the CV they have created in school. |