


Key Stage 4 Curriculum Grid Spring Term 2020

Subject / lesson	Spring 1 and 2	Supporting learning at home (inc. useful websites)
<p>English Murdoch</p>	<p>Challenge Focus: Youth Parliament</p> <p>WRITING <i>Text types</i></p> <ol style="list-style-type: none"> 1. <i>Informative Writing & Spoken Language.</i> 2. <i>Writing to describe</i> 3. <i>Writing to narrate</i> <p>HANDWRITING ALL students are going to learn how to join with the aim to increase written fluency (the speed at which they record thoughts onto paper.</p> <p>SPELLING- Mnemonics (beyond phonics phases) Word mnemonics, are learning techniques that supports spelling retention/memory. They often include visual prompts, associations and memorable phrases/captions. Mnemonics are especially beneficial for those students who have dyslexic tendencies and therefore have difficulty remembering spellings.</p> <p>Mnemonics make use of elaborative encoding, retrieval cues, and imagery as specific tools to encode any given information in a way that allows for efficient storage and retrieval.</p> <p>READING In guided reading lessons students will be exploring a range of fiction and non-fiction texts to extend their knowledge of an election, voting and parliament. Students will continue to work through the Accelerated Reader programme.</p> <div style="text-align: center;">  <p style="font-size: 2em; font-weight: bold;">island</p> <p style="font-size: 1.2em;">An island is land surrounded by water</p> </div>	<p>WRITING For IGCSE practice papers, follow this link: Past Papers</p> <p>For grammar and punctuation practice, follow these links: Grammar and punc quiz BBC Grammar and punc revision</p> <p>Reading Regular reading at home is important in supporting your child in developing their word reading and understanding skills.</p> <p>Shared reading will also provide your child with a great model of good reading practises. Reading books will be sent home with your child each day for you to enjoy together.</p> <p>Mnemonics Purchase '200 Tricky Spellings' https://www.amazon.co.uk/dp/153296210X/ref=rdr_ext_tmb</p> <p>Practice spellings each week. They will be tested every Friday.</p> <p>www.nessy.com/uk</p> <p>Handwriting Pencil grip tutorial (always worth</p>

		<p>revisiting) https://www.youtube.com/watch?v=V4nDMFAw4II https://www.youtube.com/watch?v=kIFXZdpnLi8</p> <p>Finger aerobics (warm ups) https://www.youtube.com/watch?v=3VpARNgbb8c</p> <p>Star wars handwriting: https://www.youtube.com/watch?v=VCl2wudcW3M</p>
<p>English Turing</p>	<p>Challenge Focus: Youth Parliament</p> <p>WRITING Text types 1. Informative Writing & Spoken Language. Students will produce an informative piece of writing in the form of a letter. Students will be looking to organise information and ideas clearly and logically. Select language appropriate for their audience, write simple, grammatically correct sentences, use basic punctuation and spell simple words correctly.</p> <p>HANDWRITING ALL students are going to learn how to join with the aim to increase written fluency (the speed at which they record thoughts onto paper. SPELLING- Mnemonics (beyond phonics phases) Word mnemonics, are learning techniques that support spelling retention/memory. They often include visual prompts, associations and memorable phrases/captions. Mnemonics are especially beneficial for those students who have dyslexic tendencies and therefore have difficulty remembering spellings. Mnemonics makes use of elaborative encoding, retrieval cues, and imagery as specific tools to encode any given information in a way that allows for efficient storage and retrieval.</p> <p>READING In guided reading lessons students will be exploring a range of non-fiction texts to extend their knowledge of an election, voting and parliament. Students will continue to work through the Accelerated Reader programme.</p>	<p>Writing Letter writing practice https://www.bbc.co.uk/teach/skillswise/writing-a-letter/zbc8vk7 For grammar and punctuation practice, follow these links: Grammar and punc quiz BBC Grammar and punc revision</p> <p>Reading Regular reading at home is important in supporting your child in developing their word reading and understanding skills. Shared reading will also provide your child with a great model of good reading practises. Reading books will be sent home with your child each day for you to enjoy together.</p> <p>Handwriting Pencil grip tutorial (always worth revisiting) https://www.youtube.com/watch?v=V4nDMFAw4II https://www.youtube.com/watch?v=kIFXZdpnLi8</p>

		<p>XZdpnLi8</p> <p>Finger aerobics (warm ups) https://www.youtube.com/watch?v=3VpARNgbb8c</p> <p>Star wars handwriting: https://www.youtube.com/watch?v=VCl2wudcW3M</p>
<p>English Lipman</p>	<p>ASDAN Personal Progress Entry 1 Developing communication Skills Listen and respond to other people. Speak or use other means to communicate with other people. Engage in discussions with other people.</p> <p>Communication - morning group time, group snack time - consolidate and learn Makaton signs and symbols Monday sharing of weekend news, PSHE/ P4C activities, Language – Makaton and Word Aware work. Confidence building activities around school. Using the telephone to answer and make calls within school. Makaton ambassadors work Speaking and Listening through narrative. Incorporating Colourful semantics resources. Using Who? Where? When? What doing? Why? Speech & Language recommendations and EHCP action plan targets</p> <p>Developing Reading Skills Guided Reading Text: Fiction :Gangsta Granny by David Walliams. Word Aware work to include family members – Granny, Auntie etc, linked to phonics sounds of the week as much as possible. Non fiction: Non-fiction (Politics) texts: taken from Stories for Boys Who Dare to be Different by Ben Brooks and Goodnight Stories for Rebel Girls by Elena Favilli and Francesca Cavallo.</p> <p>Introduction of new vocabulary, word of the week through Makaton sign and symbols and Inprint visuals. Word Aware activities. Comprehension activities Phonics and spelling activities. Sounds of the week. Scrabble and word games. Individual reading - accelerated reader books and phonics reading books linked to sounds of the week. Development of the class library to encourage free reading and interest in books and magazines</p>	<p>Regular reading at home is important in supporting your child in developing their word reading and understanding skills.</p> <p>Shared reading will also provide your child with a great model of good reading practises. Reading books will be sent home with your child each day for you to enjoy together. Phonics books linked to an individual's sound focus will be sent home to enable extra practise. Spelling lists will be sent home each week. These are linked to an individual student's phonics/sound focus</p> <p>Weekend news sheets are sent home each week. Please encourage your son/daughter to recall their weekend and make notes. This will help them during Monday morning news sharing and writing.</p> <p>Star wars handwriting: https://www.youtube.com/watch?v=VCl2wudcW3M</p> <p>Finger aerobics (warm ups)</p>

	<p>Developing Writing Skills Understanding and communication using symbols, words and short texts</p> <p>Text structure Understand beginning, middle, end Retell a simple 5-part story Understand names, labels, lists,</p> <p>Punctuation work/prompts Use finger spaces, capital letters and full stops.</p> <p>Sentence construction Use simple connectives – and, who, until, but</p> <p>Word structure Start to use determiners Start to use adjectives</p> <p>Fine motor skills activities including handwriting, pencil and pen control.</p> <p>Weekend news Monday morning writing about their weekend using notes made at home as guidance. Writing linked to Cooking Preparing drinks and snacks & Focus: Meal preparation and cooking. Speaking and Listening through narrative. Incorporating Colourful semantics resources. Using Who? Where? When? What doing? in sentence work.</p> <p>Talk for Writing Model text: an adventure taken from Gangsta Granny. Descriptive writing – characters and setting. Mapping a story. Editing own work.</p>	<p>https://www.youtube.com/watch?v=3VpARNgbb8c</p> <p><u>Dough disco youtube</u></p>
<p>Maths Murdoch</p>	<p>Year 11 Pupils will continue to learn some new GCSE content whilst also practising exam style questions. Year 10 Pupils will continue working towards the Entry Level qualification. This term they will be learning about:</p> <ul style="list-style-type: none"> • Money (including counting amounts and calculating change) • Calendar and Time • Measurement (length, mass and capacity) • Geometry (properties of shapes, positions and directions) 	<p>Give you child real life opportunities to practice the above topics. For example, Money - handle and count money. Let them pay for items and count change that is received in the transaction. Calendar - keep a calendar in the home and have your child write upcoming events into it. Time - refer to periods of time in a variety of ways (minutes, hours, days, weeks, years) as well as analogue and digital references to time. Measurement - Talk about distance when going to a new location, weight when you shop for meat/ vegetables or</p>

		<p>when cooking at home.</p> <p>Geometry - Using Google Maps to get to a new location and listening to the directions, referring to a map when in a shopping centre with multiple levels, describe the position of items around the house.</p> <ul style="list-style-type: none"> • uk.mathletics.com/ <p>This can be accessed from home and is easy if a child does not know their log in.</p> <ul style="list-style-type: none"> • www.aqa.org.uk/subjects/math <p>Use this link for information on the GCSE</p> <ul style="list-style-type: none"> • https://www.aqa.org.uk/subject <p>Use this link for information on the Entry</p>
<p>Maths Turing</p>	<p>This term students will be revisiting the topics of money, time and measures.</p> <p>Money: students will be expected to</p> <ul style="list-style-type: none"> • recognise coins and notes • add coins and notes • work out how much change they should receive • convert pounds into pence and vice-versa • solve real life problems involving money <p>Time: students will be expected to</p> <ul style="list-style-type: none"> • know the days of the week and the correct order • know the seasons and months in order • read the time to the hour or half hour • read the time to the nearest 5 minutes • find the difference between two given times • solve problems using time <p>Mesure: students will be expected to</p> <ul style="list-style-type: none"> • add lengths, capacities and weight • convert standard units of length, capacity and weight • measure the perimeter of a shape • read and compare temperatures <p>Students will take an internal assessment at the end of each of the units which will form part of their exam</p>	<p>Money</p> <p>https://www.skillsworkshop.org/category/numeracy/measures-shape-and-space/common-measures/money/mss111</p> <p>Time and measures</p> <p>https://www.bbc.co.uk/teach/skillswise/measuring/zkvqcqt</p> <p>www.mathletics.co.uk</p>

	portfolio.	
Maths Lipman	<p>ASDAN Personal Progress Entry 1 Early Mathematics: number Early mathematics: measure</p> <p>Recognising time through regular events Relating familiar events to times in the day, days of the week, seasons and months of the year</p> <p>Understanding what money is used for Identify the value of money. Recognising and selecting coins and notes Identify uses of money Use money in realistic situations</p>	When shopping in the community use cash as much as possible.
Science Murdoch	<p>Pupils will continue working towards their Entry Level and BTEC Level 1 Award.</p> <p>Pupils will be studying the physics module "Electricity, Magnetism and Waves" at Entry Level. In this module pupils will be learning about energy transfers, uses of magnets and electromagnets, current, wiring a plug and the electromagnetic spectrum.</p> <p>Pupils will be studying "Starting Work in the Science Sector" module for the BTEC Award. In this module pupils will be learning about the application of science in different jobs and industries</p>	<p>The following links to BBC Bitesize will support learning:</p> <p>https://www.bbc.co.uk/bitesize/topics/zc3g87h</p> <p>https://www.bbc.co.uk/bitesize/topics/zrvbkqt</p>
Science Turing	<p>Pupils will continue to work towards their Entry Level Science qualification. Pupils will be studying the biology module "Environment, Evolution and Inheritance". In this module pupils will be learning about photosynthesis in plants, how plants and animals adapt to their environment, food chains and human genetics.</p>	<p>The following links to BBC Bitesize will support learning:</p> <p>https://www.bbc.co.uk/bitesize/topics/nyycdm/articles/z6btng8</p> <p>https://www.bbc.co.uk/bitesize/topics/zxhhvcw</p>
Science Lipman	<p>Students are following both the AQA and ASDAN course in science. They will be completing a unit about personal hygiene this term.</p>	<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-oh-no-bo/zntfgwx</p>

<p>Computing Murdoch Turing</p>	<p>Students will be working towards a WJEC Pathways qualification in ICT. This term they will be completing the Unit "Using e-mail". This will involve composing and formatting messages, sending an e-mail, how to stay safe when sending and receiving e-mails and using an address book.</p>	<p>http://www.ngfl-cymru.org.uk</p>
<p>Computing Lipman</p>	<p>ASDAN Personal progress Entry 1 Developing ICT skills Use ICT to control the environment Use ICT as a source of information Use ICT to communicate</p>	<p>http://www.ngfl-cymru.org.uk</p>
<p>PSHE/ RSE Murdoch Turing Lipman</p>	<p>PSHE/ P4C</p> <p>This term, we will be focussing on the topic: Dreams and Goals. Students will be Learning to:</p> <ul style="list-style-type: none"> • Identify their strengths • Set SMART goals and identify the benefits of planning well • Be able to accept helpful feedback and reject unhelpful criticism • Recognise and manage different influences on decisions in life • Understand that it takes time and effort to learn new skills <p>Through the use of the TALKABOUT programme, students will be learning about:</p> <ul style="list-style-type: none"> • Consent: developing healthy relationships with others • Body Awareness: understanding of hygienic practices and stages of change as we progress into adulthood (physical, social and emotional) <p>LIPMAN SPECIFIC PSHE What am I like? My qualities and strengths. ASDAN Personal progress Entry 1 Developing self- awareness: all about me Be aware of themselves as an individual Be aware of their relationship to others To continue to improve the students' self identity by considering different personality types and by exploring how they would describe themselves. To increase awareness of individual qualities and strengths.</p>	<p>At Home Support Discuss your child's goals and dreams for this academic year and for future life. How may they reach these goals? Who might be able to support them when aiming to reach these goals?</p>

PE Murdoch Turing Lipman	All pupils this half term will be working on fitness training. This is an individual activity, they will be learning the techniques to warm up safely, and a series of exercises that develop personal fitness. This is the third element of the entry level course. In the second half of the term the pupils will be playing a group sport as the final part of the entry level and, if in Year 11, will be assessed on their progress by staff and an external assessor.	To bring PE kit on Fridays for the lesson.
Drama- Creative Pathways	To create a piece of performance base on a stimulus. This work will include, and revolve around, improvisation, use of the body and voice to create characters and tell a story. The work will be documented using video recordings, written work and a performance This will allow the pupils to gain extra credits towards their creative pathways.	Outside of school, pupils should research the stimulus and if needed rehearse lines and scenes.
Creative Pathways	<p>MUSIC Students will experience performing a range of simple pieces and should be able to show some technical control over the selected instrument. For a singer this would involve tuning, breath control, diction and projection.</p> <p>At this level it is expected that the pieces selected will:</p> <ul style="list-style-type: none"> - be a minimum of 16 bars and maximum of 32 bars long; - have a range of at least 5 different notes; - contain quavers and/or dotted notes in the rhythm. <p>It is expected that at this level the learner will add some dynamic contrast (loud and quiet passages) when performing.</p> <p>The students will need to carry out a review of their work during the rehearsal period and consider what they are doing well and what could be improved. They should make some attempt to work on any weaknesses identified.</p> <p>PHOTOGRATHY Pupils will be following a theme based project covering four of their learning objectives (Research, development of ideas, use of materials tools and techniques, and production). With focus on the photographic process, students will work on theme-based projects and may create a photomontage, a photo-story, illustrate the natural effect of weather and time of day on a subject, or produce a poster advertising the school.</p>	<p>Go to music performances within your local area. Here are some venues:</p> <ul style="list-style-type: none"> -Hare and Hounds- Kings Heath -The MAC- Birmingham -The Dovehouse Theatre- Solihull -Akamba- Shirley <p>You could invest in private instrument tuition or online-tuition schemes (although there are plenty of free YouTube tuition clips out there). You can easily purchase guitars, ukuleles and keyboards for under £20 from eBay, Gumtree and charity shops.</p> <p>Local Art Courses for and Art Exhibitions</p> <ul style="list-style-type: none"> • Youth Art Workshops by Art at the Heart CIC - Thurs 9 Jan to Thurs 2 April 2020 • 'Magical Drawing' a holiday art club by Art at the Heart - Tues 18 Feb 2020 • ArtLab goes Big - Wed 19 Feb 2020

	<p>ART AND DESIGN Pupils are working towards a WJEC Entry Pathways Qualification in Creative, Media and Performance Arts, with a focus on Unit 6314 - Planning and Advertising an Art and Design Exhibition.</p> <p>They will be learning how exhibitions are planned and organised, identifying the necessary resources, selecting and presenting artwork to displayed alongside producing promotional and publicity materials for the event. It is hoped that the proposed exhibition will take place during the summer term, once dates and venue are agreed and confirmed.</p>	<ul style="list-style-type: none"> • ArtLab does Colour (Holi) - Wed 8 April 2020 • ArtLab does Mixed Media - Wed 15 April 2020 • Tudor Grange Academy A Level Art Exhibition - Wed 5 Feb to Mon 2 Mar 2020 • 'Planes' Abstract Photography Exhibition by Thomas Rooney - Wed 4 to 16 Mar 2020 • 'Showing Off' Friday Art Group Art Exhibition - Wed 18 to Mon 30 Mar 2020 • Art at the Heart Community Exhibition - Wed 1 to Mon 20 Apr 2020
<p>Personal Progress Lipman</p>	<p>ASDAN Personal progress Entry 1 Personal Development: Engaging in new creative activities Explore different styles of art and craft activities, taking part in new performance activities (Arts Award)</p> <p>Developing community participation skills: caring for the environment Identify different harmful effects that people can have on the environment. Take part in an activity to improve the local environment</p> <p>Independent living skills: preparing drinks and snacks Prepare a variety of hot and cold drinks and snacks safely. Use of the kettle, toaster, microwave and grill. ASDAN Focus: meal preparation and cooking</p>	<p>Make drinks and snacks in the home following basic safety rules.</p>
<p>WJEC Pathways Humanities Turing & Murdoch</p>	<p>Climate Change: Causes, Effects and Human Responses</p> <p>This unit aims to enable our students to find out about the causes and effects of climate change and what individuals and the UK government can do to reduce risks posed by climate change. It looks at how the UK will meet its future energy needs in a more sustainable manner by developing and making more use of renewable energy sources.</p>	<p>Activities Keep a newspaper/magazine/webzine scrapbook around current global warming issues, in particular, the work of greta Thunberg (who was actually diagnosed with Asperger's syndrome, OCD and selective mutism)</p> <p>Watch this Attenbourough documentary about climate change-</p>

<https://www.youtube.com/watch?v=q9WYLpgyuqo>

Keep a record of the weather and climate each day. Research and compare weather data from 5, 10, 15 etc years previous. What does the data tell you?