

Stretford High School

CURRICULUM OVERVIEW

YEAR 7 – TERM 1



WWW.STRETFORDHIGH.COM



Curriculum Overview

At Stretford High School we pride ourselves on providing our students with a broad and balanced curriculum which is **relevant** and in the **best interests** for all our learners.

Subjects your child will be studying	Number of lessons your child will have each week
English	5 lessons a week
Maths	5 lessons a week
Science	5 lessons a week
Either French, Spanish, Urdu or Arabic	3 lessons a week
Geography	2 lessons a week
History	2 lessons a week
Religious Studies	2 lessons a week
Art	2 lessons a week
PE	1 double lesson a week
Vocational (Either DT, Engineering or Catering)	1 double lesson a week
Computer Science	1 lesson a week
Drama	1 Lesson a week
Music	1 lesson a week
PSHE (EE)	1 Lesson a week
Careers	Block of lessons during a term
CARE curriculum (Form tutor time)	5 lessons a week (25 mins)

We also ensure that an array of extra-curricular activities is on offer to enrich and supplement the main curriculum, these can be found on our website stretfordhigh.com

Timings of the school day - The Stretford High School curriculum is organised into a one-week timetable of 34, forty-five-minute lessons, many of which are timetabled as doubles. This structure allows us to offer a broad and balanced curriculum for all our students.

Period	Start	End
Form time (CARE)	8:30	8:55
1	8:55	9:40
2	9:40	10:25
3	10.25	11.10
Break: 11.10 - 11.30		
4	11:30	12:15
5	12.15	1.00
Lunch: 1.00 - 1.40		
6	1:40	2:25
7*	2:25	3:10
* Monday - students finish at 2.25		

Your Child's Assessment Cycle

Baseline:

Students do a baseline test at the start of a new unit/topic to see what knowledge & skills they already know.

This information is used to inform teacher planning for the next few weeks

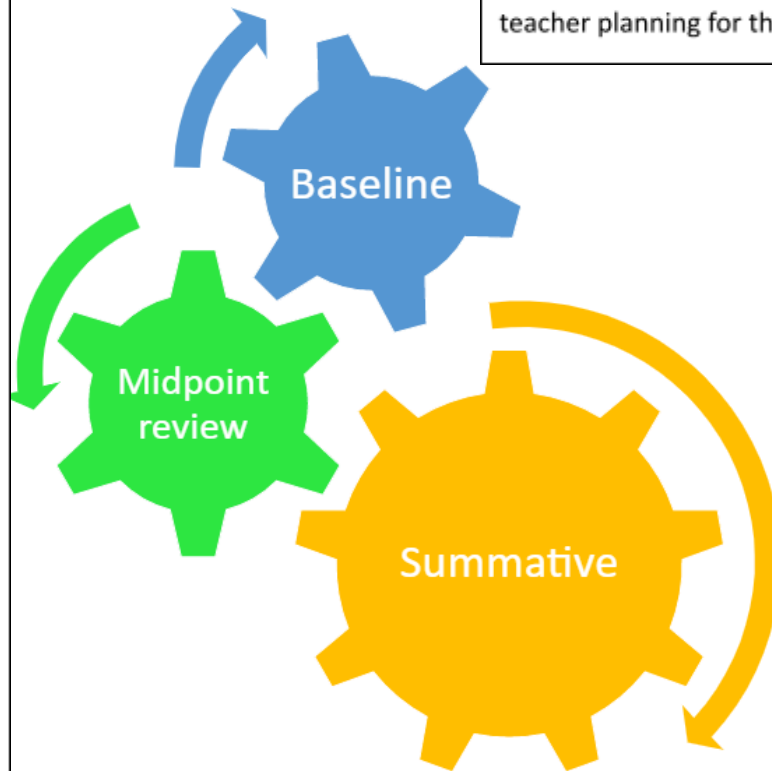
Review:

Your child will do a review task mid-way through a unit/topic of work to check their learning.

The teacher will provide your child with written feedback outlining their strengths (what they've done well) and their next steps to improve (even better if....)

They will be set an action by their teacher to complete in lesson time to help them improve and will be asked to self-reflect.

This assessment is called a 'review' because it enables your child and their teacher to assess where they are in their learning. It is an important part of the learning process. Your child should spend the following weeks focusing on their next steps in future work. The class teachers uses this 'review' to inform their planning for the next few weeks so they are meeting the needs of your child.



Summative:

This assessment is completed at the end of a unit/topic of work. This assessment usually gives your child a chance to apply the knowledge and skills they have learnt during the whole unit of work. Your child will receive a grade for this piece of work so they will know the progress they are making towards their minimum expected grade.

Why do we do assessments?

Assessments enables teachers to see if students have understood the knowledge and skills being taught in each unit/topic of work and how much progress that have made. Assessments allows us to adjust our teaching to meet individual student needs, and to better help all students to reach high standards. Our assessments are known as 'formative assessments' where we can identify and respond to the students' learning needs.

Your Child's Report

How We report if your child is on track.

Teachers use your child's flightpath to check their expected progress their subject. The report will show you if your child is **Emerging, Developing, Secure** or **Exceeding** their target. We know that students do not always make linear progress and so we use our professional judgements when putting in this mark

How do we know if your child is making "Good" progress?

Your child is set a '**flightpath**' from when they join us in Year 7 to the end of Year 11. Their flightpath is set using national data that compares similar students from thousands of schools, this gives us their likely future attainment grades based on their end of Year 6 SAT results as well as a range of other information.

We add a little 'stretch' in these targets to make sure we are doing the very best for your child. We also stress that their flightpath makes the '**minimum expected grade**'. We do not put a cap on their progress or potential!



How we support your child

When you get your child's report you will see the progress they are making in each subject, their attitude to learning and how well they are engaging with their independent home learning. As a parent/carer you can use the curriculum booklet and PLAN to support your child's study.

If your child is struggling in a subject, there are a number of things we do. The subject teacher will put in targeted intervention for that child and this will be monitored over the year to check progress. We have a dedicated intervention staff who supports students from years 7-9. We run after school targeted intervention, coaching, wellbeing sessions, careers advice, revision techniques and subjects have their own dedicated revision guides and websites they use.

Planning for success

How can you support your child?

- Read through this curriculum book to familiarise yourself with what your child will be learning this half term. Each subject has subject specific ways you can support.
- Help your child set a routine for completing independent learning assignments & revision.
- Ask your child questions about their learning: **What** have you learnt this week? *Can you explain that?* **How** did you learn that? **Why** is it important that you learnt that?
- When you receive your child’s progress report – sit with your child and go through each subject discussing what your child needs to do to further their learning. If your child is unsure they can ask their teacher for help.
- Ensure your child completes all independent learning assignments and ask them about the independent learning they are completing.
- Complete the “Plan for success” below with your child.

Students & Parents/carers can complete this plan together at the start of the term.

Tick the actions that you will take this term and add three of your own

- Use the library to complete independent learning assignments if needed.
- Use available resources (GCSE Pod, active learn, educake, maths watch, Seneca, revision guides etc.) to review your learning independently – not just what your teacher has set as independent learning assignments.
- Read for pleasure – Fiction or nonfiction of your choice. If you are struggling in a particular subject, ask your teacher for the cross curricular reading list.

What will you do to be successful this term?	Why will this help you?	How will you know it’s worked?

SPEAK TO YOUR TEACHER FOR HELP IF NEEDED
Display this plan somewhere where you see it and act on it daily!

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English

What your child is learning in English

What? This term we're studying how heroes are portrayed in our society.

We'll be exploring what makes a hero, how heroes are described in non-fiction texts and considering who our heroes are by developing our writing skills.

How? We'll analyse how authors present heroes in a range of different texts.

We'll be working on how to develop our writing skills by considering who our own hero is and writing a speech to present to the class. To make our speech engaging we'll be working on how we describe, using a range of sentence types and language devices, and structuring our writing for effect.

Why? It's really important that we can form an opinion about a text, or identify the writer's viewpoint in a text – it helps us to know whether or not we can trust a text. We're working on writing skills because it is important we leave school able to communicate through writing and speech, which is why we'll perform our speech to the class. These are also all vital skills for GCSE English Language.

How your child will be assessed

	Assessment 1 (baseline)	Assessment 2	Assessment 3
Task	How does the author use language to present a hero? October	Write the opening paragraph of a speech on your hero November	Who is my hero – speech writing and performance December
What they're being assessed on	To explain, comment and analyse how writers use language and structure for meanings and effect.	To create a viewpoint and develop ideas. To write for text type, audience and purpose using appropriate register To use a wide range of vocabulary and linguistic devices including DAFORESTER techniques.	Makes eye contact and uses facial expressions Use movement, gestures and body language Engage the audience As per assessment 1 AND To organise writing and use structural features To use a wide range of vocabulary and linguistic devices
What knowledge do they need to be successful?	What techniques do authors use in non-fiction writing to persuade the reader that someone is heroic? What does DAFORESTER stand for and can you identify persuasive language techniques?	What makes a person a hero? When we write a text how can we make sure our writing suits the audience and purpose? What are the features of writing a speech?	How can you make your audience engage with your presentation? Why is eye contact and body language important in a presentation? How should you structure your writing? Why? What language techniques can you use in your writing?

How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful?' At the end of each month.
- Ask them to tell you about their presentation, listen to their speech and give them feedback and pointers on how to improve their presentation.
- Ask your child – who is the favourite hero they have learnt about so far? Why? How has the author presented them?
- Help your child research their own hero – consider things they have done to help improve society and personal qualities or characteristics they possess that make them heroic.

Maths

What your child is learning

What? This term Year 7 are studying algebra through three key units. In Sequences, they explore patterns in numbers and shapes, continue sequences, and begin to use term-to-term and nth-term rules. In Algebraic Notation and Substitution, they learn how to use letters to represent numbers, write expressions, and substitute values into them while following algebraic conventions. In Expressions and Equations, they practise simplifying, expanding, and factorising expressions, and solve simple one- and two-step equations, starting to connect algebra to real-life situations.

How? We develop our students' mathematical skills by differentiating and varying learning in lessons. Encouraging our students to discuss their ideas through talk, and drawing diagrams & tables to represent problems. We incorporate connections to the real-world of work and also help our students develop mathematical links with knowledge to the skills they need.

Why? The importance of developing a deeper understanding of maths and applying knowledge and skills to problem-solving in learning mathematics comes from the belief that mathematics is primarily about reasoning, not memorisation. Problem-solving allows students to develop understanding and explain the processes used to arrive at solutions, rather than remembering and applying a set of procedures

How your child will be assessed

	Assessment 1 (baseline)	Assessment 2	Assessment 3
Task	October How recognise different types of sequences	November Exploring algebraic notation and substitution.	December Exploring expressions and equations
What they're being assessed on	To explain the term-to-term rule of numerical sequences in words Find missing numbers within sequences To recognise arithmetic sequences recognise geometric sequences and appreciate other sequences that arise	Year 7 students will be assessed on their understanding and use of algebraic symbols to represent numbers and operations. Students will also be tested on substituting positive and negative values into expressions and formulae, and applying these skills to a variety of problems, including worded and real-life	Understanding of algebraic expressions and equations. For expressions, this includes using correct algebraic notation, interpreting vocabulary like 'term' and 'factor', substituting values into expressions, simplifying by collecting like terms, and expanding or factoring single brackets Students learn to construct them from word problems, solve one- and two-step linear equations using inverse operations, and apply these skills to solve practical, real-world problems.
What knowledge do they need to be successful?	Knowing how to recognise number patterns . generate and describe linear number sequences	Knowledge and understanding that letters in algebra represent unknown or variable quantities, and substitution is the process of replacing these letters with specific numerical values to find the overall value of an expression or formula. e	Knowledge and understanding that an expression is a mathematical phrase without an equals sign (e.g., $2x + 3$), while an equation is a statement that two expressions are equal, connected by an equals sign (e.g., $2x + 3 = 7$).
Feedback	<ul style="list-style-type: none"> - Your child will get written feedback that explains to them what they did well and what they can do to improve. - Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions. 		

How you can support your child with their learning

- Quiz your child on the questions in 'what knowledge do they need to be successful? At the end of each month'
- Encourage your child to watch videos of the topics on Mathswatch. There are interactive questions that students can attempt themselves. Students can also download a worksheet from Mathswatch and complete questions.
- You can encourage your child to look back in their journals and reflect upon their learning.
- A useful website called www.mathsgenie.co.uk is very valuable when it comes to revising for an end of unit test.
- Hegarty maths on Youtube is a great way to go over topics that your child would have covered since the start of term. Here is the weblink: <https://www.youtube.com/c/HEGARTYMATHS> You can purchase KS3 Maths revision work books from many online stores and bookshops. Students will be able to make notes, complete tasks and use these resources for revision.

Science

What your child is learning

What? This term we're studying an introduction to science, matter, organisms, Earth and genes.

We'll be exploring lab safety, the fundamentals of the particle model of matter, reactions and the periodic table and forces and their interactions with the world.

How? We'll observe, analyse and investigate through practical enquiry to problem-solve and further explore the uses of lab equipment, the structure of the earth and matter, and cell structures.

Why? Understanding matter, reactions and forces provides the foundational knowledge to understand what our world is made up of, and how things interact. By looking at these key concepts we can learn about how they apply to other vital areas of Science. Furthermore, the skills and knowledge developed in this scheme of learning will directly apply to our study of the Combined Science and Triple Science GCSE courses.

How your child will be assessed

	Assessment 1 (BASELINE)	Assessment 2	Assessment 3
Task	Unit: Baseline Assessment September	Unit: Matter Review October	Unit: Reactions Review December
What they're being assessed on	Previous knowledge of Science from primary school	To apply their knowledge of the particle model, density, state changes, solubility, mixtures and separation techniques	To apply their knowledge of the particle model of matter and the periodic table to make predictions and observations when different chemical reactions occur.
What knowledge do they need to be successful?	They will need to be able to show an understanding of basic science concepts from primary school.	They will need to be able to: Define density, soluble, insoluble, mixtures, solid, liquid, gas Describe the structure of matter, state changes and methods of separation Explain how the particle model changes with state changes, and how to separate mixtures	They will need to be able to: Define atom, compound, element and mixture. Use the periodic table as a tool to identify properties of elements. Predict the products of reactions including oxidation reactions, and reactions with acids.

How you can support your child with their learning

Quiz your child on the topics in 'what knowledge do they need to be successful?' at the end of each month

Watch Fuse School and Free Science Lessons on YouTube. Ask your child to explain the key points of each video and create a mind map of the content.

Ask your child to set themselves a short quiz on Educake for each unit of work, and ask them about how they did on it.

Ask your child to write a review of each unit of work. They should summarise the key concepts of each unit and make links to other units of work where they can. Read their review and ask them about it.

Geography

What your child is learning

What? Students will start their Geography course with an introduction to weather and climate. We begin with UK weather but move on to look at extreme weather across the world, including Tropical Storms, Monsoons and Wildfires.

How? Students will be able to interpret and compare climate graphs to find out about the climate of different places, we will also use maps to help identify reasons for the difference in weather and climate around the world.

Why? We all experience weather every day, either first-hand or by watching video footage on the news or social media. Although most weather can appear harmless, the reality is we learn to cope with weather hazards on a daily basis - for example the rain and freezing temperatures that create a risk of road accidents. By watching videos and analysing still images of weather hazards, we can demonstrate the close interrelationship between humans and their environment. These resources can provide a context for Students to learn about extreme weather in different places around the world.

How your child will be assessed?

	Baseline	Assessment 1	Assessment 2
Task	Skills Review	Review of learning	Skills Review
What they're being assessed on	Students will be assessed on basic geographical skills, including map skills.	They will be assessed on their ability to apply their knowledge to the big questions we have asked. <ul style="list-style-type: none"> • How does the weather and climate vary around the world? • How are cities changing? 	We have nine key geographical skills that Students will be assessed on these are: <ul style="list-style-type: none"> • cartographic skills • graphical skills • synoptic skills • sense of place • human impacts • physical impacts • views of people • investigation skills • conclusions
What knowledge do they need to be successful?	Map skills including the location of continents, KS2 geography knowledge for example Tropical Rainforests or plastic pollution.	They will need to use their knowledge to answer the question, bringing in as much specific detail as they can. Classwork and ILA will provide them with the knowledge to answer these questions.	They will be given the opportunity to practise these skills across the term, and should apply their knowledge to the relevant skills task.
Feedback	Your child will get verbal whole class feedback exploring common misconceptions.	Your child will get written feedback that explains to them what they did well and what they can do to improve.	Your child will get on overall mark indicating where their strengths and weaknesses are and some whole class feedback exploring common misconceptions

How you can support your child with their learning?

Quiz your child on the topics in the table above.

Support with checking Independent learning. Independent learning is important to ensure students learn further around the issues we have learnt in lessons.

Discuss with your child current events around the world and to your own locality.

History

What is your child learning?

What? In Year 7 we study the Medieval/Early Modern period. The first unit of study is focussed upon developing students' understanding of key historical concepts and skills such as chronology. We then move onto exploring the Medieval World. Here, we begin in Medieval England investigating the impact of Norman rule. We then take a journey to Medieval Baghdad and China. Finally, we focus on local history by studying Medieval Manchester.

How? Each lesson students have the opportunity to deepen their knowledge and understanding as well as mastering their historical skills. These include analysing source material, exploring interpretations and making judgements.

Why? The History curriculum helps our students develop a number of skills - including respect, empathy, tolerance, helping them to dispel their own misconceptions and allowing them to develop their critical thinking.

How your child will be assessed?

	Baseline	Assessment 1	Assessment 2
Task	Historical Skills September	The Impact of Norman rule - Historical Enquiry October	Cumulative assessment including: History Skills and Medieval World December/January
What they're being assessed on	Students will be assessed on key historical skills for example key historical terminology, chronology and evidence.	They will be assessed on their core knowledge and application of this. Alongside this, the development of their source analysis skills. Students will be presented with a historical enquiry, they will apply their understanding of the content studied to write an appropriate response.	Students will be assessed on their ability to demonstrate retention of core knowledge and application of key skills.
What knowledge do they need to be successful?	<ul style="list-style-type: none"> • Chronology • Working out centuries • Contemporary or Secondary sources • Historical Evidence 	<p>They will be assessed on their knowledge of the Medieval World, causes and consequences.</p> <p>Students will be assessed on their knowledge of the content, nature, origin and purpose of sources.</p>	<p>Students will be assessed on their knowledge of History skills and Medieval World:</p> <ul style="list-style-type: none"> • Historical concepts • Norman England • Medieval Baghdad • Medieval China
Feedback	Students will get written feedback that explains to them what they did well and what they can do to improve. They will be given dedicated time to reflect and improve their work.	Students will get written feedback that explains to them what they did well and what they can do to improve. They will be given dedicated time to reflect and improve their work.	Students will get written feedback that explains to them what they did well and what they can do to improve. They will be given dedicated time to reflect and improve their work.

How can you support your child with their learning?

- Discuss what they have learnt in their History lessons. What surprised them? What did they enjoy?
- Ensure that they are conscientious and active in their approach to each piece Independent learning
- Encourage your child to enrich their learning by reading further about each individual or event they have studied in History, using the school library or online.

RE

What your child is learning?

What? This term we're studying different beliefs about the nature of God. We will be exploring both monotheistic and polytheistic beliefs. Alongside evidence which supports the existence of God, including; creation, religious experiences and miracles. We will then explore the impact of these beliefs and the importance of Pilgrimage in understanding God.

How? Each lesson students will have the opportunity to explore different beliefs and the impact they have on religious believers today.

Why? The RE curriculum helps our year 7s develop a number of skills - from respect, empathy, tolerance, right through to debating against their own intrinsic thoughts and beliefs, and dispelling their own misconceptions. Understanding the impact that Religion had at the time provides students with greater insight into the positive influence Religion has today.

How your child will be assessed?

	Baseline	Assessment 1	Assessment 2
Task	Do you think God exists? September	Who is God? October	Is Pilgrimage the best way to understand the nature of God? November
What they're being assessed on?	Students will be assessed on their prior knowledge of religious beliefs about the existence of God and the nature of God.	They will be assessed on their ability to describe and explain different beliefs about God. To make a judgement on the reliability of religious experiences and miracles.	Students will be assessed on their ability to explain what Pilgrimage is and why it's important today. To explain why some people would agree that Pilgrimage is the best way to gain closeness to God and why some would disagree.
What knowledge do they need to be successful?	They will be assessed on their ability to explain whether they think God exists or not. How they use evidence to support their opinion, including religious key terms like atheist and theist.	They will be assessed on their knowledge of: the nature of God, beliefs about the creation of the world, religious experience and miracles, Humanist views and the difference between Polytheistic and Monotheist beliefs.	Students will be assessed on their knowledge of both Who is God and Pilgrimage schemes of learning including: <ul style="list-style-type: none"> • Natures of God, Creation, Miracles, monotheism vs polytheism, Religious experience, Humanism • Sacred ground, Mahabodhi Temple, the journey of Hajj, the significance of Lourdes, Jerusalem as a centre of faith or conflict
Feedback	Your child will get written feedback on what they have done well.	Your child will get written feedback that explains to them what they did well and what they can do to improve	Your child will get written feedback that explains to them what they did well and what they can do to improve

How you can support your child with their learning

- Quiz your child on the topics in 'what knowledge do they need to be successful? At the end of each month'
- Discuss what they have learnt in their RE lessons. What surprised them? What would they like to learn more about?
- Ensure that they are conscientious in their approach to every Independent learning
- Encourage your child to read further about each individual they have studied in RE, using the school library or online

French

What your child is learning

What? This term we're studying Module 1 (My life) & Module 2 (School). We will end the year with a cultural project based on how Christmas is celebrated around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? We will learn the basics of the French language so that we have a good fundamental knowledge on which to build upon throughout KS3. We will learn how to greet people, introduce ourselves, describe our classroom and talk about what we like and dislike to do. Learning about free time is useful to talk about things important to us and to give opinions about our interests.

How your child will be assessed

	Baseline	Assessment 1	Assessment 2
Task	Module 1 Baseline Task September	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	Basics of the French language (including potential learning in primary school)	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	The basics of the French language i.e numbers, days of the week, months of the year, pets, colours, personality adjectives	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - numbers, colours, months, personality adjectives and the key verbs AVOIR and ETRE	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - school subjects, items of clothing, ER verbs, adjectives after nouns, likes and dislikes and the key structure IL Y A.
Feedback	Your child will receive formative feedback through a range of self-assessment strategies; the AFL tasks are completed per lesson to ascertain progress	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics.
- Quiz them on the new words they have learnt each week.
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English.
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on YouTube explaining how to use AVOIR and ETRE in French and ask your child to explain how to form each one in their own words.

Spanish

What your child is learning

What? This term we're studying Module 1 (My Life) & Module 2 (Free Time). We will end the year with a cultural project based on how Christmas is celebrated around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? We will learn the basics of the Spanish language so that we have a good fundamental knowledge on which to build upon throughout KS3. We will learn how to greet people, introduce ourselves and talk about our lives to people in Spanish-speaking countries. Learning about free time is useful to talk about things important to us and to give opinions about our interests.

How your child will be assessed

	Baseline	Assessment 1	Assessment 2
Task	Module 1 Baseline Task September	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	Basics of the Spanish language (including potential learning in primary school)	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	The basics of the Spanish language i.e numbers, days of the week, months of the year, pets, colours, personality adjectives	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - numbers, colours, days months, personality adjectives, classroom objects, family members, and the key verbs SER and TENER	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - days of the week, opinion phrases, activity infinitives, hobbies, sports, activities, and weather phrases
Feedback	Your child will receive formative feedback through a range of self-assessment strategies; the AFL tasks are completed per lesson to ascertain progress	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics.
- Quiz them on the new words they have learnt each week .
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English.
- Check that your child is regularly accessing their online Seneca tasks to apply their learning in a different context
- Watch videos on YouTube explaining how to use the present tense in Spanish and ask your child to explain how to form it in their own words.

Urdu

What your child is learning

What? This term we're studying Module 1 & Module 2 (Urdu Alphabet & The Basics). We will end the year with a cultural project based on celebrations around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? We will learn the basics of the Urdu alphabet and language so that we have a good fundamental knowledge on which to build upon throughout KS3. We will learn how to greet people, introduce ourselves and talk about our lives to people in countries where Urdu is spoken.

How your child will be assessed

	Baseline	Assessment 1	Assessment 2
Task	Module 1 Baseline Task September	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	Urdu script	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	Script formation incorporating some basics of the Urdu language	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - the key verbs starting with different letters including alif to khay, activity infinitives, adjectives, time phrases	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - the key verbs starting with different letters including daal to yeh, present tense, negation, adjectives
Feedback	Your child will receive formative feedback through a range of self-assessment strategies; the AFL tasks are completed per lesson to ascertain progress	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics.
- Quiz them on the new words they have learnt each week.
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English.
- Check that your child is regularly accessing their online tasks to apply their learning in a different context.
- Watch videos on YouTube explaining how to introduce yourself in Urdu and ask your child to explain how to do this in their own words.

Arabic

What your child is learning

What? This term we're studying Module 1 & Module 2 (Arabic Alphabet & The Basics). We will end the year with a cultural project based on celebrations around the world.

How? We will explore the modules by learning the key vocabulary and core grammar concept for the relevant unit each week. We will consolidate the key information through the four skills of speaking, listening, reading, and writing every lesson. We will conduct a mid-point review half way through each module based on the writing skill; your child will receive meaningful strengths and areas for development from their teacher in preparation for the summative assessment. The cultural project will be studied through a variety of interactive, collaborative and engaging activities.

Why? We will learn the basics of the Arabic alphabet and language so that we have a good fundamental knowledge on which to build upon throughout KS3. We will learn how to greet people, introduce ourselves and talk about our lives to people in countries where Arabic is spoken.

How your child will be assessed

	Baseline	Assessment 1	Assessment 2
Task	Module 1 Baseline Task September	Module 1 Summative Assessment October	Module 2 Summative Assessment December
What they're being assessed on	Arabic script	The key knowledge and core concepts from Module 1 through the skills of listening, reading, speaking & writing	The key knowledge and core concepts from Module 2 through the skills of listening, reading, speaking & writing
What knowledge do they need to be successful?	Script formation incorporating some basics of the Arabic language	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - the Arabic alphabet & script focusing on the building blocks of the language	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - key verbs, present tense & everyday words
Feedback	Your child will receive formative feedback through a range of self-assessment strategies; the AFL tasks are completed per lesson to ascertain progress	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed	Your child will receive a summative mark indicating their current working grade that also links back to the personalised feedback given as part of the mid-point review; whole class misconceptions will also be addressed

How you can support your child with their learning

- Help your child to learn the key vocabulary and core grammar concepts listed on the module knowledge organiser (accessible through Google Classroom) via lists, pictures, flashcards and mnemonics.
- Quiz them on the new words they have learnt each week.
- Aid your child in the submission of their Question of the Week each week that articulates their learning of the foreign language in English.
- Check that your child is regularly accessing their online tasks to apply their learning in a different context.
- Watch videos on YouTube explaining how to introduce yourself in Arabic and ask your child to explain how to do this in their own words.

PE

What your child is learning

What? Throughout year 7 we will study a range of sports selected from the table below. Year 7 includes a specific unit on skill-based learning to ensure that each student has had access to the fundamentals behind sport movement.

How? We set Independent learning tasks a week in advance to give students access to key vocabulary and key role models from the sports that we are studying. This information is then a key part of the lesson the following week as we learn the practical elements of the sport.

Why? Understanding key movement principles is a key part of leading a healthy and active lifestyle. We aim to explore a range of sports, key words and role models to ensure that students can understand why we remain active but also to be inspired to make lifelong habits.

How your child will be assessed

	Baseline	Assessments	Sports & Topics
Task	Your child will be assessed in their skill based learning over the course of a 3 week learning block. They will be assessed weekly through 3 different aspects of PE. These are: striking & fielding, invasion games, fundamental movements.	Practical assessment takes place at the end of a sport block (every 6-8 weeks) but assessment is an ongoing process that considers the 3 parts of their effort below.	The range of sports with accompanying key word topics. Sports are selected from the list below; this is dependent on student voice and the professional opinion of the teacher.
What they're being assessed on	Ability to perform in a conditioned game or version of that sport.	<p>Head – their ability to learn key words and apply them to the skill or sport that they are taking part in.</p> <p>Hands – their ability to perform the skill in a range of situations. Firstly, in an isolated situation. Secondly, with an element of pressure. Thirdly, in full competition against other students.</p> <p>Heart – their ability to lead and make good, kind choices. We look for the students that want to help others and for those that are trying to build resilience in challenging situations.</p>	<p>Skill based learning</p> <p>Badminton</p> <p>Dance</p> <p>Netball</p> <p>Handball</p> <p>Basketball</p> <p>Football</p> <p>Cricket</p> <p>Athletics</p> <p>Outdoor Adventurous Opportunities</p> <p>Key words and knowledge come from the following topics:</p> <ul style="list-style-type: none"> ● Physical Training ● Anatomy and Physiology ● Health and Fitness ● Sports Psychology
What knowledge do they need to be successful?	Understanding compositional movements during; basic fundamental skills of sport.	<p>How to perform a skill in an isolated/less pressured situation?</p> <p>How to perform a skill in a more pressured situation and how to alter decisions based on the new information.</p> <p>How to perform a skill in a fully competitive situation and when to select the skill at the right time to have maximum impact.</p>	<p>Definitions of the key words set via home learning.</p> <p>How does the key word apply to the sport that is being performed?</p> <p>What do I have to do to make sure I can apply this knowledge/skill in a game situation?</p>
Feedback	Feedback is provided verbally and students are given feedback through the lesson on how to improve.	Your child will receive ongoing verbal feedback on their performance, and they will receive a progress review level	Verbal feedback is received lesson by lesson on the key word that has been set for home learning.

How you can support your child with their learning

- Discuss the words of the week and the player profiles that are set for homework via google classroom.
- Watch YouTube videos on the rules of sport – allowing your child to make better decisions in competitive situations.
- Ask your child how they think they can improve from the 'Head, Hands, Heart' information above.
- Ask your child to recall previous key words and use them in a sentence week by week.
- Encourage your child to attend extracurricular clubs to ensure that they build exercise into their week as a habit.

Computing

What your child is learning in Computing

What? At the start of the year students will be introduced to the school network, online safety and hardware that is found inside a computer.

How? During the first half term, students will access the computer network and look at the rules of the computing room. We will familiarise students with common applications, their email and Google Drive storage areas. Students will learn to recognise and construct a respectful email, and then look at online communication showing how to make positive contributions to their online community. Students will then plan an effective presentation, whilst exploring ‘cyberbullying’ and its effects.

In half term two we look at computer hardware. Firstly we will consider what a computer is, and how a computer differentiates itself from other electronic devices. Then we will consider what the key pieces of hardware are inside a computer, and how they function together. And we will finish off the unit by looking at the most important part of a computer, the CPU, and how it controls the computer and communicates with the other components.

Why? Introducing students to the school network and digital platforms equips them with essential organisational and communication skills that will support their learning across all subjects. Developing the ability to write respectful emails and communicate positively online helps foster a safer, more inclusive digital environment, preparing students to become responsible digital citizens. Exploring cyberbullying encourages empathy and awareness, empowering students to make informed and respectful choices online. Understanding what a computer is, how its hardware functions, and especially how the CPU operates, builds foundational knowledge that underpins all future computing topics — helping students not just to use technology, but to understand how and why it works.

How your child will be assessed

	Assessment 1 (BASELINE)	Assessment 2	Assessment 3
Task	Presenting to an audience	Collaborating online End of Unit Assessment	Hardware End of Unit Assessment
What they’re being assessed on	Students create a presentation for their chosen audience on the impacts of cyberbullying.	Students will complete an end of unit assessment by answering a number of questions on all topics covered.	Students will complete an end of unit assessment by answering a number of questions on all topics covered.
What knowledge do they need to be successful?	How to present information for different audiences. How to plan an effective presentation Explain the effects of cyberbullying.	Rules of the computing lab Effective passwords How to construct a respectful email Communicating online peers E-Safety Effective presentations	What is a computer? What is inside a computer? How it all works? The CPU?
Feedback	Verbal and written feedback on presentations given.	Assessment mark provided.	Assessment mark provided.

How you can support your child with their learning

- Ensure they complete all independent learning tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Go through online safety information with your child and answer any questions they may have.

Design and Technology

What your child is learning in Design and Technology

Vocational department rotation - The Vocational department consists of three specialist subject areas; Design and Technology, Engineering and Hospitality and Catering. We have carefully planned a rotation model to ensure that each student gets a minimum of 18 lessons per year at KS3. Throughout the rotation, we strive to equip our students with transferable skills including independence, resilience and organisation to prepare for future careers.

What? In design Technology for Y7 your child will be completing a design and making project from start to finish. Students have been asked to consider a client (they may choose themselves) and design a suitable product. The project allows them to design something from scratch using a brief as a starting point.

How? Students will start with the design and inspiration of their project. Students will build a set of skills which allow them to work safely in a workshop environment, using a number of materials and processes to complete their project. Students will be introduced to basic wood and plastic forming techniques. Students also have an introduction to computer aided design and manufacture, making use of the school's laser cutter and line bending equipment.

Why? Design and technology are a valuable and practical subject. It enables students to actively contribute to the creativity, culture, wealth and well-being of their community and themselves. It teaches students how to take risks and so become more resourceful, innovative, enterprising and capable. At its core is creativity and imagination.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline	Drawing and Sketching	End of unit and final project.
What they're being assessed on	Students will answer questions to assess their existing experience and understanding of design. Part of the assessment is multiple choice and half is a design task.	Students will be assessed on their drawing and sketching skills. students will be given feedback on their ability to convey an idea using sketch and annotation.	Students will be assessed on their final calendar project. Students will also complete a multiple-choice assessment based on the learning throughout the unit.
What knowledge do they need to be successful?	What sort of things do designers do? Analysis of existing designed objects. Drawing and annotation skills?	Basic drawing and sketching skills. Annotation that explains further details of a project.	Knowledge of Computer aided design. Practical skills for shaping plastic and wood. Students will have to draw on knowledge learnt throughout the project.
Feedback	Verbal feedback is given on the design task.	Students will be given individual next steps.	Students are told if they have met or exceeded their targets.

How you can support your child with their learning

- Ensure they complete all Independent learning tasks.
- Encourage your child to look at the world around them and explain how things have been designed and made.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Encourage them to sketch, make and read for pleasure.

Engineering

What your child is learning in Engineering:

What? This project aims to allow the students to design and make a miniature prototype car. Students will learn how to design by hand, modelling will be used to develop designs with a strong focus on aerodynamics. Students will be given knowledge on forces, streamlining, aerodynamics and polymers.

How? We will have a combination of theory and practical lessons. Students will learn techniques on how to complete freehand sketches of products and how to develop and evaluate design work. Students will also gain knowledge on vacuum forming, how to use larger workshop equipment, such as the pillar drill and hand tools such as coping saws and metal files.

Why? The tasks set within the project will allow the students to become independent learners and will give them more responsibility for their own progress and level of work. It is important that we are able to give the students a well-rounded experience of design and making approaches to broaden their knowledge of manufacturing processes.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline Test	Freehand Sketches - Final Design	Year 7 Summative Test
What they're being assessed on	Students will answer a range of questions which include multiple choice questions, drawing tasks and longer response questions. This will be used to assess their current knowledge of Engineering.	Students will follow the iterative design process to create three developed designs of an aerodynamic car. The designs should be fully rendered and they will write a small evaluation for each design to identify areas of strength and improvement.	Students will answer a range of questions which include multiple choice questions, drawing tasks and longer response questions. This will be used to assess their knowledge of the specific Engineering topics covered throughout the project.
What knowledge do they need to be successful?	To be able to identify hazards and risks within the Engineering classroom and how to stay safe. How to calculate the value of different shapes by problem solving. Different characteristics of plastics and metals.	How to shade and render an outline image to make it appear solid and 3D. Be able to give the definitions and explanations surrounding the keywords covered throughout the project. Be able to give helpful and constructive analysis of their own designs.	Different types of forces that act on an object. Be able to give the definitions and explanations surrounding the keywords covered throughout the project. Be able to draw an image using isometric graph paper. To be able to label the parts of a vacuum former.
Feedback	Students will receive written feedback on this assessment.	Students will receive both written and verbal feedback on their design.	Students will peer assess each other's work and use the feedback to set themselves a learning target.

How you can support your child with their learning

- Ensure they complete all Independent learning tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Ensure your child has the equipment for Engineering lessons (*pens, pencils, ruler, rubber etc*).
- Encourage them to design, sketch, make and read for pleasure.

Hospitality and Catering

What your child is learning in Hospitality and Catering

What? This term we are learning how to work safely and hygienically with food. We will also be learning how to use different types of kitchen equipment, how to carry out a variety of processes and what environmental issues in the food industry means.

How? We will have a combination of theory and practical lessons. In theory lessons, we will study how bacteria grow and survive on food. In practical lessons, we will put our knowledge of hygiene and food safety into practice.

Why? It is really important that we can work safely and hygienically with food and that we understand how different ingredients can become contaminated with various bacteria. It is also important that we know the correct names of kitchen equipment and processes so that we can develop our practical skills.

How your child will be assessed

	<u>Assessment 1 (BASELINE)</u>	<u>Assessment 2</u>	<u>Assessment 3</u>
Task	Practical Practice – Knife safety.	Pizza Practical Evaluation	Year 7 Cumulative Test
<u>What they're being assessed on</u>	Students will answer a number of questions, which will be used to assess their understanding of how to work safely with knives in the kitchen.	Students will need to be able to put the steps for making a Pizza into the correct order. They will also need to be able to name a number of the different processes that they used.	Students will complete a written test, which will assess their knowledge of kitchen safety, food hygiene, food processes, organic, free range and fair-trade foods.
What knowledge do they need to be successful?	How to carry knives around the kitchen? How to wash knives safely? How to safely chop different ingredients with sharp knives?	How to assemble a Pizza? What processes are needed to create a Pizza? How to describe a food product?	Be able to identify kitchen hazards. Explain how to use sharp knives safely in the kitchen. Know what food processes mean and give examples. Be able to discuss the environmental issues in the food industry.

How you can support your child with their learning

- Ensure they complete all Independent learning tasks.
- Encourage your child to look back through their classwork and reflect upon their learning.
- Know where they are up to and have regular conversations with your child regarding their progress.
- Ensure your child has the equipment for practical Catering lessons (this will be in their Google Classroom).
- Encourage them to cook, sketch, make and read for pleasure.

Art

What your child is learning

What? This first half term they will start by studying the Formal elements of Art. The second half of the term students will be learning about Aboriginal art.

How? They will draw a template of a fish and use aboriginal symbols and symbols that represent their culture to create a final piece of work. They will develop their work using art media and focus on skills such as colour schemes, blending and 3D form.

Why? Studying another culture/artists from different backgrounds explores artistic interpretation and how this can differ depending on your own personal perspective. This also develops analytical skills which are important at GCSE level in most subjects.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline - Applying tone.	Mid-Point Assessment - Compositional fish design	End of Unit Assessment
What they're being assessed on	Their ability to add a range of tones to shapes. We will also be looking at how well students can blend their tones, following curves to create 3D form.	We will provide feedback to your child prior to the assessment on their strengths and areas for development. Your child will use this written feedback to improve their designs of their fish	They will be assessed on their large fish with symbols. We will be assessing how well students have blended colours, their understanding of colour schemes and how well they have used different media.
What skills do they need to be successful?	How well their design of their fish is drawn with symbols that represent themselves. Also their use of colours and blending. Possibly they can practise pencil shading at home. We have videos to support this skill on our YouTube channel : https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw	We would strongly recommend students practise their drawing skills at home and use the home learning tasks through the worksheets and google classroom resources to help consolidate their learning.	We would strongly recommend students watch our colour blending videos on our YouTube channel: https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw They will need to be reflective and take creative risks when choosing where to place different media.
Feedback	Outcomes will be used to inform teacher planning, differentiation and support.	Your child will complete a self-assessment at the end of the lesson reflecting on successes and next steps. The class teacher will use the school stamp to acknowledge progress based on their original written feedback.	Your child will receive a grade indicating what level they are working at and complete an end of unit reflection sheet.

How you can support your child with their learning

- All our Independent learning projects support your child with their classwork. By checking that these are being completed this will help your child consolidate skills or gain knowledge in preparation for the next lesson.
- Our YouTube channel has a wide range of videos that explore our in-class topics and key skills. Where possible practising key skills at home will always help your child improve their progress. If this isn't possible students can record key steps of the skill being demonstrated in their learning journals to refer back to in class. This has proven to be incredibly successful in the past.

Drama

What your child is learning

What? This term students are developing their confidence, improvisation skills and ability to productively collaborate. They will explore improvisation and basic performance techniques to communicate characters, develop narratives and investigate scenarios.

How? We will focus on building confidence and quick-thinking skills through game play and observations. The focus for Year 7 is to create a supportive and creative environment in which they can learn from one another and comfortably make mistakes.

Why? Learning to collaborate productively with anyone is a fundamental skill within the workplace. These units are designed to develop focus, creativity and communication. Improvisation and quick-thinking skills build confidence and the ability to express oneself articulately.

How your child will be assessed

	Assessment 1: Baseline	Assessment 2: Mid-Point Review	Assessment 3: Summative Performance Assessment
Task	Still Images & Thought-tracking	Planned improvisation of a given scenario	Improvisation in Space Jump.
What they're being assessed on	Physicality and creating skills.	Use of physicality and vocal skills to explore a scenario with a clear ending.	Use of quick thinking, focus and collaboration.
What knowledge do they need to be successful?	Students will need to have a sound knowledge of what makes a successful still image and thought-track. They will need to have a command of their gestures, facial expressions, body language and stance to convey a clear narrative.	Students will need to know the meaning of the word characterisation . They will need to understand how to convey character and emotion physically and vocally.	Students will need to understand the process of Space Jump. They must be able to convey different characterisation in succession.
Feedback	Students receive verbal, formative feedback from their peers and teachers in every lesson. This often takes the form of: Strengths & Areas for Development using the success criteria. After the mid-point review your child will receive written feedback, outlining the level they are currently working at, their end of year target as well as the skills they are developing.		

How you can support your child with their learning

- Play quick thinking, practical games, such as Charades.
- Encourage your child to watch as much live theatre as possible, this can include street performers, pre-recorded theatre or school shows as well as plays at the theatre.
- Practice improvisation with them, ask them about their characters and how they will use their voice and physicality to show their character's thoughts and feelings.
- Check that your child has completed their Independent learning tasks

Music

What your child is learning

What? Students will have the opportunity to play a range of instruments and will pick one to be their specialism in lessons. Students will also have the opportunity to take part in small group instrument lessons free of charge.

How? Through performance, arranging, composing and listening students will perform and write music in bands.

Why? This is to develop the key performance skills often missed in primary school, they will also choose a specialist instrument so as to not be switching between different physical skills.

How your child will be assessed

	Baseline	Assessment 1	Assessment 2
Task	Music knowledge and basic skills	Performance of a song they are given	Performance of a song they pick
What they're being assessed on	Understanding of terms such as; intro, verse, chorus, bridge, and outro. Basic skills on the instruments.	Students will be assessed on: <ul style="list-style-type: none"> • Playing- how they play their chosen instrument • Critical engagement- how well they respond to music • SMSC- how well they work with others • Singing- how Intune their singing is 	Students will be assessed on: <ul style="list-style-type: none"> • Playing- how well they play their chosen instrument • Critical engagement- how well they respond to music • SMSC- how well they work with others • Singing- how Intune their singing is • Composing- how they create parts for the music they have selected • Improvising - the ability to make up parts on the spot that fit music
What skills/knowledge do they need to be successful?	The basic chords for Stand by me.	Skills & knowledge including: How to respond to music Musical language Instrument specific technique Health and safety	Skills & knowledge including: Instrument specific technique Health and safety How to create instrumental ideas Musical language What improvising is
Feedback	Results will be used to inform differentiation.	Feedback will be given on Google Classroom and students will be expected to respond to this	

How you can support your child with their learning

It is important you give time for your child to create music, this could be using technology or playing their instrument.

You and your child have access to support materials on Google Drive, using these will let you know what your child is working on and what they need to do next.

Download some of the free music making apps, Garageband on Apple products is the one of the best music making apps and it's free.

If they do not have an instrument at home then we can support this purchase through school.

Everything Else

What your child is learning

What? This term we are studying Identity.

We will be exploring different aspects of identity (What does it mean to be British? What does it mean to be Mancunian? BLM? LGBTQ+? Islamophobia? Bullying?)

How? We will be analysing a range of texts (film clips, newspaper articles, news reports) and discussing what they mean and what they tell us about ourselves).

Why? Understanding who we are and our identity is a key part of good mental health. It also helps others to appreciate people who have different identities to ourselves. It encourages empathy.

How your child will be assessed

	Baseline	Assessment 1	Assessment 2
Task	What elements make up our identity?	September	November
What they're being assessed on	Understanding all of the different parts that make up our identities.	What makes up British identity?	Learning Log "Is Identity important?"
What knowledge do they need to be successful?	Spider diagram showing Gender, Sex, Religion, Race, Sexuality, Community, Football team, Job, Family, Nationality, Politics. Provide examples. Students choose which of these are important to their identity.	They need to be able to know who the British are and how we perceive ourselves. We also look at how we are perceived around the world.	Know - What is identity (explain with examples). Connect - Why is identity important (use BLM as a case study of why identity is important). Predict - What is my identity? (Each student needs to think about the most important aspects of their identity - race, sexuality, football team, family, nationality...there are many more. Discuss which examples are important to them).
Feedback	Discussion and written feedback.	Verbal feedback during lessons. Journaling in exercise books.	Written response. Peer assessed using a sticker.

How you can support your child with their learning

- Discuss your own identity with your child. Talk about what is important to you and what made you the person that you are today. What are your values? Where did you get them from? What have you learnt from your experiences?
- Listen to your child. What do they think about their own identity? What experiences have they had? What are their values? What have they learnt from their experiences?

Careers

What your child is learning

What? Students will develop their knowledge and understanding of different careers, what the roles involve and how to get into those areas. They will also learn about workplace skills. They will identify their own skills and match these to careers.

How? Students will use Unifrog to guide their research. They will take part in a self-analysis, identifying strengths and interests, where their skills lie. Discuss aims and ambitions and research how these career goals may be achieved. Research a variety of different career fields and job roles. Develop transferable workplace skills such as; communication, leadership, teamwork and creativity when they are set a design brief to follow for a particular project.

Why? To gain ownership of their futures. To find out careers that their skills suit so they are confident and able to achieve their potential. To develop an awareness of possibilities they may never have considered.

How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline: identify different careers.	Mid-Point: Would this suit me?	Summative: Reflective Learning Log
What they're being assessed on	Their existing knowledge of careers, which careers require a degree, work with finance, involve caring for others, teamwork.	Identify a career that you are interested in. Tell me the specific skills/qualities of a role. Explain why? Can you give examples of when you have displayed certain skills? What does success mean to you? What do you hope to achieve in a career? Why is this important to you?	KNOW: What do you know about your own skills and qualities (describe them, with reasons and examples) CONNECT: Which career path would suit your skills and qualities and why (describe what you want to do and why.) PREDICT: What skills are needed to work towards a design brief and meet a deadline? Why is teamwork important to your chosen career and what does successful teamwork look like?
What knowledge do they need to be successful?	Their current understanding of a variety of titles of jobs and whether they require certain qualifications/skills/experience.	Use of relevant, current research on jobs using Unifrog. Understanding of how their skills suit the chosen job.	Identify skills they have. Link these skills to a relevant career. Show knowledge of a career using research. Describe how skills have been used in a team project.
Feedback	Verbal feedback during lessons. Class discussion where teacher and peers support learning. Peer and Self assessed.	Written response. Peer and teacher assessed.	Written response. Summative assessment. Group presentation.

How you can support your child with their learning

- Encourage them to use Unifrog and research using the Careers Library tool.
- Get them to read the guides relating to different careers to find out more.
- Discuss their aims and ambitions with them, talk about your own career path and experience.

How to be Awesome!

The EE curriculum is running the “How to be Awesome” programme. This consists of six tasks that students have to complete over the course of the year. These tasks require students to learn and display a range of lifeskills.

Each task will take half a term to complete.

Task 1 - IDENTITY. Students create a tour plan for the community that they live in that highlights the positives of that community.

Task 2 - FAMILY AND RELATIONSHIPS. Students are to make someone in their support network (family, carer, friend) feel special.

Task 3 - SELF TALK. Students are to create a Dream Wall for future jobs and aspirations.

Task 4 - EMOTIONS. Students are to create a guide to their support network. Who is important to them and who they are important to.

Task 5 - SELF REGULATION. Students are to write a letter to students in Year 6 giving them advice about starting High School and becoming a teenager.

Task 6 - HEALTH, MIND AND BODY. Students are to do something good for their physical and mental health.

How can you support your child to help them do this?

1. Talk to your children about the tasks as they are thinking about them and planning their responses.
2. When they have finished, ask your children to present their work to you. Offer suggestions to help them improve what they have done.

You can monitor what task has been set at any given time by logging into Arbor. The students will be completing their work on the EE google classroom site.

CARE Curriculum

What your child is learning

What? Students will explore our core values linking in with our CARE Communication, Aspiration, Resilience and Education.

How? During learning tutor time every morning, all students will be delivered a lesson on a different area of CARE. Our staff have been training collaboratively and building the CARE curriculum.

Why? We want our students to know the importance of values and respecting differences. We want our students to know that their possibilities are limitless, no matter where their starting point is. We want our students to develop resilience. Our students access a broad and rich curriculum and make informed option choices to support their future learning and aspirations.

How your child will be developing

Well Being

- Exploring your identity, exploring your family tree
- Building relationships and self talk
- Managing our emotions

Literacy

- Managing transition
- Giving the words to feelings
- Transferability of skills - Frayer model or reading skills
- Engagement with reading and with issues that can impact wellbeing

Learning Skills

- Revisit learning skills developed and understand how you learn
- Understanding the purpose of revision and flashcards
- Introduction to Thinking Moves

Being Awesome

- Be Ready, Be Respectful, Be Safe
- Create a tour plan for the community that you live in that highlights the positives of your community.
- Make someone in your support network (family, carer, friend) feel special.

How you can support your child with

- Encourage them to share topics of discussion.
- Motivate them to be awesome and take on new challenges.
- Discuss their aims and ambitions with them.