

**Stretford High School**

# **CURRICULUM OVERVIEW**

**YEAR 8 – TERM 1**



**[WWW.STRETFORDHIGH.COM](http://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.

<b>Subjects your child will be studying</b>	<b>Number of lessons your child will have each week</b>
English	5 lessons a week
Maths	5 lessons a week
Science	5 lessons a week
Either French, Spanish or Urdu	3 lessons a week
Geography	2 lessons a week
History	2 lessons a week
Religious Studies	2 lessons a week
Art	1 lessons a week
PE	1 double lesson a week
Vocational (Either DT, Engineering or Catering)	1 double lesson a week
Computer Science	2 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](http://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

Period	Start	End
7* * Monday - students finish at 2.25	2:25	3:10

## Why Talk Matters for Learning

Talking isn't just chatting — it's a powerful tool for learning. When students speak and listen well, they understand ideas more deeply, think more clearly, and grow in confidence. These **oracy skills** (speaking and listening skills) help young people in school, in relationships, and later in work and life.

## How We Support Oracy in School

At school, we build oracy skills by:

- **Encouraging group discussions** in lessons
- **Using talk partners** so every student gets a chance to speak
- **Practising presentations** and public speaking
- **Teaching respectful listening and turn-taking**
- **Building vocabulary** by introducing and using subject-specific words
- **Exploring code switching** – learning when to use formal or informal language depending on the situation (e.g. classroom discussion vs. chatting with friends)

These activities help students become confident communicators who know how to speak clearly, listen well, and choose the right words for different situations.

## How You Can Help at Home

You don't need special training to support your child's oracy skills. Here are some simple ways to help:

- **Talk about their day** — Ask open questions like, "What was something new you learned today?"
- **Introduce new words** — Use rich vocabulary at home and explain new words when they come up.
- **Encourage opinions** — Let them explain their thoughts and reasons, even if you disagree.
- **Talk about "when to speak how"** — Chat about when different situations call for different types of language (e.g. "That's fine for texting a mate, but what might you say in class or in an interview?")
- **Practise speaking** — Let them rehearse school presentations or read aloud, and give positive, helpful feedback.

Helping your child grow their oracy skills supports their learning, confidence, and future success.

## 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 home learning.
- 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 texts related to war, in particular war poetry. We will look at wars from World War One up to more recent wars. We'll be exploring why writers write about war, what inspires them, their viewpoints and intentions. We will also be studying non-fiction writing in order to write our own speech about why Remembrance Day is important.

**How?** We'll analyse how writers present themes such as conflict, war and setting. We'll be working on how to develop our analysis by zooming in on words and applying context and author's intentions into our analysis. We will be exploring and understanding the contexts texts are written in and how this has developed over time. We will write our own speech about Remembrance Day.

**Why?** By looking to texts from the past we can learn to empathise with people and form our own opinions on important issues. Furthermore, the skills and knowledge developed in this scheme of learning will directly apply to our study of Power and Conflict poetry for GCSE English Literature.

## How your child will be assessed

	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>Task</b>	Write a speech to persuade your audience that Remembrance Day is still important.	How has Wilfred Owen used poetic techniques to commemorate the fallen soldiers? <b>September</b>	How does Armitage use language to present the effects of war? <b>December</b>
<b>What they're being assessed on</b>	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 DAFORSETER techniques.	To explain, comment and analyse how writers use language for meanings and effect  To identify and interpret explicit and implicit information and ideas	To explain, comment and analyse how writers use language for meanings and effect  To relate texts to their social, cultural and historical traditions (Context)
<b>What knowledge do they need to be successful?</b>	What is Remembrance Day and how and why is it commemorated? 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 do writers use language to for effect? What does QUIF stand for? Why is it important to understand the context a text is written in? What are the different possible author's intentions?	What is PTSD? What techniques do authors use to create imagery? What do you need to work on in your analysis? What poetic devices do writers use to make their work effective? Why do we study poetry?

## 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.
- Watch a documentary about one of the world wars. Ask your child to explain the history to you in their own words and how that history has been seen in the texts they read.
- Read a book with your child about war. For instance, Anne Frank's diary. Discuss their reactions to the text. Encourage them to tell you how the writer made them feel this way.
- Ask your child to write you a poem about a current issue. Encourage them to use poetic devices and ambitious vocabulary.

# Maths

## What your child is learning

**What?** This term we're learning about ratio, proportion, and scale. We are figuring out how to compare quantities and scale things up or down, like using a map. At the same time, they're tackling algebraic manipulation, which involves rearranging and solving equations to find unknown values. Together, these topics give students powerful tools for logical problem-solving and form the bedrock for future mathematical studies.

**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. Incorporate connections to the real-world of work 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	Assessment 2	Assessment 3
<b>Task</b>	<b>October</b> How do we calculate ratio problems efficiently?	<b>November</b> How do we solve problems involving proportional change and scales?	<b>December</b> Exploring Algebraic manipulation
<b>What they're being assessed on</b>	To express the division of a quantity into two parts as a ratio solve problems involving direct and inverse proportion  To Solve problems involving direct proportion  To apply correct ratio notation and use the language "for every" in ratio problems.	Students are assessed on their ability to apply proportional reasoning. This includes simplifying ratios, sharing quantities in a given ratio, and using scale factors to solve problems.  For scales, they're tested on interpreting maps and diagrams to find actual distances and creating their own scale drawings.	Students are assessed on key algebraic skills, including simplifying expressions, expanding and factorising brackets, and solving linear equations. They must also be able to substitute values into formulas to find a result.
<b>What knowledge do they need to be successful?</b>	Know how to apply ratio tables in context.  Know how to use diagrams to manipulate ratios	Proportion deals with the equality of two ratios. When two ratios are in proportion, they are equivalent. For instance, the ratio 3:2 is in proportion to 6:4. This concept is fundamental to understanding scale, which is a specific application of proportion. Scale uses a ratio to represent a real-world object or distance on a smaller drawing or model	Students must be confident with the order of operations (BIDMAS/BODMAS) and understand how to work with positive and negative numbers. Both topics require a solid foundation in basic number operations.
<b>Feedback</b>	<ul style="list-style-type: none"> <li>- Your child will get written feedback that explains to them what they did well and what they can do to improve</li> <li>- Your child will get a grade indicating what level they are working at and some whole class feedback exploring common misconceptions</li> </ul>		

## 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](http://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 organisms, forces, matter, reactions and electromagnets.

We'll be exploring organisms, the structure of matter, the interactions of forces, and the properties of chemical reactions.

**How?** We'll observe, analyse and investigate through practical enquiry to problem-solve and further explore organisms, forces, matter, reactions and electromagnets.

**Why?** Understanding organisms, forces, matter, and reactions is the key to understanding the functions of the modern world. 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

	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>Task</b>	Unit: Organisms Review <b>September</b>	Unit: Forces Review <b>October</b>	Unit: Reaction review <b>December</b>
<b>What they're being assessed on</b>	To describe, explain and analyse the function of the respiratory/digestive systems, enzymes and balanced diets	To understand the nature of contact and non-contact forces and pressure in solids, liquids and gases.	Understanding how reactions occur depending on energy available and how energy can be taken in or released into the environment.
<b>What knowledge do they need to be successful?</b>	They will need to be able to: State the parts of the respiratory/digestive systems, enzymes and balanced diets Describe the function of the parts of the respiratory/digestive systems Observe, analyse and explain enzymes and food tests	They will need to be able to: To carry out practicals, draw graphs and interpret results. Use units such as kg and newtons in calculations. Calculate resultant force and make predictions on the movement of objects.	They will need to be able to: Recall knowledge of simple reactions such as oxidation from year 7. To explain how energy is lost or gained in exo- and endothermic reactions. Describe how the energy required by a reaction can be altered using catalysts.

## How you can support your child with their learning

- Quiz your child 'what knowledge do they need to be successful?' for topics 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 successful they were and why?
- 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?** Students will explore the concept of sustainable development by examining past, current and future trends in population, management of natural resources, the causes of uneven development, and world trade. They will then move on to studying glaciated landscapes including the UK and Pakistan.

**How?** Throughout this scheme Students will have the opportunity to interpret a wide range of population and development data presented in many different forms and will work on developing their analysis and evaluation skills. Students will be able to interpret and compare the development of places from different parts of the world and develop a deeper understanding of the opportunities and challenges experienced by using contemporary sources of information.

**Why?** The key relationship in geography is between people and place and the sustainable balance society is aiming to achieve. The study of recent and future trends in population and world development ensures students have an accurate understanding of the world and local communities around them and how it is likely to change during their lifetime.

## How your child will be assessed?

	Assessment 1	Assessment 2
<b>Task</b>	Review of learning	Skills Review
<b>What they're being assessed on</b>	Students will be assessed on their ability to apply their knowledge to the big questions we have asked. <ul style="list-style-type: none"> <li>How does development vary around the world?</li> <li>How has ice changed the landscape of the UK?</li> </ul>	We have nine key geographical skills that Students will be assessed on these are: <ul style="list-style-type: none"> <li>cartographic skills</li> <li>graphical skills</li> <li>synoptic skills</li> <li>sense of place</li> <li>human impacts</li> <li>physical impacts</li> <li>views of people</li> <li>investigation skills</li> <li>conclusions</li> </ul>
<b>What knowledge do they need to be successful?</b>	Students 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.	Students will be given the opportunity to practise these skills across the term, and should apply their knowledge to the relevant skills task.
<b>Feedback</b>	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.

## **Read, Watch, listen (links to all these are on Google Classroom)**

- **Watch** "Don't Panic - Hans Rosling showing the facts about world population" - available on Youtube.  
"Oil promises – how oil changed a country" DW Documentary available on Youtube
- **Read:** "Factfulness: Ten Reasons We'Re Wrong About The World - And Why Things Are Better Than You Think" by Hans Rosling;Ola Rosling;Anna Rosling Rönnlund
- **Listen** to Chimamanda Ngozi Adichie: "The danger of a single story" TED TALK on Youtube

# History

## What your child is learning?

**What?** We are currently studying The British Empire. In this unit, students take a journey around the world to America, India, Australia and Africa. Students explore the legacy of the British empire to understand how what has happened in the past continues to affect our lives and shape the relationship that Britain has with the world today.

**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?

	<b>Assessment 1</b>	<b>Assessment</b>
<b>Task</b>	The British Empire - Historical Enquiry <b>October/November</b>	Cumulative assessment including: Women's Suffrage and the First World War <b>December/January</b>
<b>What they're being assessed on?</b>	Students 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.
<b>What knowledge do they need to be successful?</b>	Students will be assessed on their knowledge of the The British Empire  Students will be assessed on their knowledge of the content, nature, origin and purpose of sources.	Students will be assessed on their knowledge of <ul style="list-style-type: none"> <li>● The importance of Empire</li> <li>● North America -</li> <li>● Africa</li> </ul>
<b>Feedback</b>	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 various religious and non-religious beliefs about peace and conflict. We will be exploring different views about the use of war as a means of justice, pacifism and its roots in religious teachings and the impact of religion has in creating peace. Then we will be beginning to explore the teachings and existence of Jesus from both a religious and Historical perspective. Exploring and challenging the views of Jesus as the incarnation and the impact his teachings have today.

**How?** Each lesson Students will have the opportunity to explore different beliefs surrounding peace and conflict, being given the opportunity to challenge their own and others beliefs. Then Students will explore the key teachings of Jesus and his influence today.

**Why?** This term RE curriculum helps our year 8's 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. These skills will allow our students to understand the different religious beliefs that are held within their community, and the wider world.

## How your child will be assessed?

	<b>Assessment 1</b>	<b>Assessment 2</b>
<b>Task</b>	<b>Should everyone be a pacifist?</b> November	<b>Cumulative assessment including: peace and conflict and Was Jesus a radical?</b> December
<b>What they're being assessed on?</b>	Students will be assessed on their ability to write a thesis with two points that explain different religious beliefs regarding pacifism and war. Students will be assessed on their ability to explain religious teachings and scripture. To make a judgement as to whether everyone should be a pacifist in today's society or not.	Students will be assessed on their ability to explain religious beliefs and key concepts. Explain arguments both for and against particular beliefs. Students will be assessed on their ability to evaluate religious concepts and beliefs. To make an informed judgement using religious teachings to support their arguments.
<b>What knowledge do they need to be successful?</b>	Students will be assessed on their knowledge of the importance and impact of the following: <ul style="list-style-type: none"> <li>Peace and conflict, forgiveness, the use of violence, protests, war, weapons of mass destruction, jihad and modern conflict</li> </ul>	Students will be assessed on their knowledge of the previous four schemes of learning: <ul style="list-style-type: none"> <li>Peace and conflict, forgiveness, the use of violence, protests, war, weapons of mass destruction, jihad and modern conflict</li> <li>Who was Jesus? incarnation, Jesus' teachings, Jesus' miracles, why was Jesus crucified? Who was responsible for Jesus' death?</li> </ul>
<b>Feedback</b>	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 questions 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 (Holidays) & Module 2 (Festivals & Celebrations). 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?** Exploring the festivals and celebrations are fundamental to our engagement with society on a local, national and global scale. By looking at different celebrations, we can learn a range of interesting and topical vocabulary in French. Furthermore, understanding culture in the Francophone world is key to understanding the French language.

## How your child will be assessed

	<b>Assessment 1</b>	<b>Assessment 2</b>
<b>Task</b>	Module 1 Summative Assessment <b>October</b>	Module 2 Summative Assessment <b>December</b>
<b>What they're being assessed on</b>	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
<b>What knowledge do they need to be successful?</b>	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - places, countries, past activities, past tense of ER verbs, past tense of irregular verbs and negatives	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - likes and dislikes, range of festivals/celebrations, food, partitive articles and future tense.
<b>Feedback</b>	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 and past tense in French and ask your child to explain how to form each in their own words.

# Spanish

## What your child is learning

**What?** This term we're studying Module 1 (On Holiday) & Module 2 (Media). 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?** Exploring the area of personal life is fundamental to our development as human beings and it gives us the tools to interact with the world around us. By looking at the topic of holidays, we can learn a range of interesting and useful vocabulary in Spanish. Furthermore, understanding the culture and monuments in the Hispanic world is key to understanding the Spanish language.

## How your child will be assessed

	<b>Assessment 1</b>	<b>Assessment 2</b>
<b>Task</b>	Module 1 Summative Assessment <b>October</b>	Module 2 Summative Assessment <b>December</b>
<b>What they're being assessed on</b>	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
<b>What knowledge do they need to be successful?</b>	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - past (preterite) tense, time phrases, sequencers, weather phrases, exclamations, present and past opinion phrases, infinitives, means of transport and holiday vocabulary.	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - present and past (preterite) tenses, infinitives, positive and negative opinions, free time activities in the present and past tenses, time phrases, comparative sentences and TV vocabulary.
<b>Feedback</b>	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 past (preterite) and present tenses, and comparatives, in Spanish, and ask your child to explain how to use them in their words

# Urdu

## What your child is learning

**What?** This term we're studying Module 1 (Holidays) & Module 2 (Festivals and Celebrations). 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?** Exploring the festivals and celebrations are fundamental to our engagement with society on a local, national and global scale. By looking at different celebrations, we can learn a range of interesting and topical vocabulary in Urdu. Furthermore, understanding culture in the Urdu-speaking world is key to understanding the Urdu language. .

## How your child will be assessed

	<b>Assessment 1</b>	<b>Assessment 2</b>
<b>Task</b>	Module 1 Summative Assessment <b>October</b>	Module 2 Summative Assessment <b>December</b>
<b>What they're being assessed on</b>	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
<b>What knowledge do they need to be successful?</b>	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - the key verbs about holidays, personality infinitives, adjectives, time phrases, and a range of tenses	The key vocabulary and core grammar concepts encapsulated on the knowledge organiser - festivals and celebrations, verb conjugations, time phrases, sequencers, present tense, past (perfect) tense, negation, adjectives
<b>Feedback</b>	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 use the present and near future tenses in Urdu and ask your child to explain how to use them in their own words

# PE

## What your child is learning

**What?** In Year 8 sports will be studied in small sided situations that allow students more involvement and more opportunities to perform in competitive situations. We also allow more opportunity for students to lead through different tasks in lessons – officiating, coaching, demonstrating and leading or more prominent throughout Year 8.

**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

	<b>Assessments</b>	<b>Sports &amp; Topics</b>
<b>Task</b>	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.
<b>What they're being assessed on</b>	<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>Badminton Dance Netball Basketball Handball Football Cricket Athletics Outdoor Adventurous Opportunities</p> <p>Key words and knowledge come from the following topics:</p> <ul style="list-style-type: none"> <li>● Physical Training</li> <li>● Anatomy and Physiology</li> <li>● Health and Fitness</li> <li>● Sports Psychology</li> </ul>
<b>What knowledge do they need to be successful?</b>	<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>
<b>Feedback</b>	Your child will receive ongoing verbal feedback on their performance, and they will receive a progress review level throughout the year. The assessment grid that we use considers all 3 aspects from the 'Head, Hands, Heart' explanations above.	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 each sport – this will allow 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.

# Design 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?** This project aims to allow the students to design and make a personalised, ergonomic ruler and ruler handle. Students will learn what makes a product ergonomic, how to design accurately by hand, how to design using both 2D and 3D computer aided design tools (CAD) and how to use new technologies to realise their designs.

**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 translate their designs for manufacture using 2D and 3D computer aided design tools. They will also be given information surrounding how they can use Design and Technology to improve the lives of others.

**Why?** It is important that the students know how to utilise the technology around them to be able to create new and innovative designs. Developments in technology have meant that there are now more ways for products to be designed and manufactured and it is important that the students learn how to use that technology creatively and effectively.

## How your child will be assessed

	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>Task</b>	Baseline Test	2D Design - Ergonomic Ruler	Year 8 Summative Test
<b>What they're being assessed on</b>	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 Design and Technology.	Students will create a final design of an ergonomic ruler on the computers using a design software called '2D Design'. Students will need to use the correct colour coding and be creative with their designs.	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 Design and Technology topics covered throughout the project.
<b>What knowledge do they need to be successful?</b>	How to render an outline drawing to make it look more realistic and three-dimensional. How to reduce our impact on the environment. To be able to identify hazards and risks within the Design and Technology classroom and how to stay safe.	What are the two key characteristics that make something ergonomic? What do red and black mean when colour coding your design? How to draw a shape to have specific dimensions. How to quality check their work for errors.	Be able to give the definitions and explanations surrounding the keywords covered throughout the project. Be able to identify the different components and parts of a 3D printer. Be able to explain the importance of analysing existing products.
<b>Feedback</b>	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
- 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 Design and Technology lessons (*pens, pencils, ruler, rubber etc*).
- Encourage them to design, sketch, make and read for pleasure.

# Computing

## What your child is learning in Computing

### What your child is learning in Computing

**What?** At the start of the year students will be introduced to core concepts and knowledge about computing. They will study data representation and computer systems.

**How?** During the first half term, we will explore the building blocks of how data is represented in a computer system. We will look at how to calculate binary numbers, as well as add them together efficiently. We will then move onto how different forms of data are represented, from text to images and sound.

Students will then progress on to text-based programming. This will be introduced through a fun, engaging Python fundamentals course. Using an online editor, students will build up their knowledge of programming fundamentals and the syntax and structures used in Python.

**Why?** Understanding how data is represented in binary form gives students insight into the language of computers and develops their logical thinking and problem-solving skills. Learning how different data types—such as text, images, and sound—are stored deepens their appreciation of how digital technology functions in the real world. Introducing text-based programming through Python allows students to apply this understanding in a creative and practical way, building the skills and confidence to think like programmers. This foundation supports not only future computing work but also broader analytical and computational thinking across the curriculum.

## How your child will be assessed

	<b>Assessment 1</b>	<b>Assessment 2</b>
<b>Task</b>	<b>Data Representation Assessment</b>	<b>Introduction to Python Programming</b>
<b>What they're being assessed on</b>	Students will complete an assessment by answering a number of questions on a range of topics covered. They will also complete a mini website containing multiple pages	Students will complete an assessment by answering a number of questions on topics covered, and complete programming tasks
<b>What knowledge do they need to be successful?</b>	What is binary? How to convert binary to denary Binary addition Representing images Representing sound	Define sequence in the context of programming Writing basic sequential algorithms Define selection in the context of programming Use variables in their code Explain what data types are Use comparison and logical operators Use complex selection in their code Use iteration in their code
<b>Feedback</b>	Assessment mark & feedback provided	Assessment mark & feedback provided

## How you can support your child with their learning

- Ensure your child completes 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.

# Engineering

## What your child is learning in Engineering

### What?

Students will participate in a 9-week project focused on plastics recycling and sustainable engineering through the SPARK initiative (Stretford Plastic Advocacy for Recycling and Knowledge). They will explore key topics including plastic waste management, material processing, and product design. The project will culminate in hands-on activities such as shredding and transforming plastic waste into new products, teaching students how to engineer sustainable solutions.

### How?

Each week, students will build on their knowledge of science, technology, and engineering. Early sessions will focus on learning about plastic waste and recycling processes, while the latter half will involve practical workshops where students will work with machinery to shred and mould plastics. This experience will enhance their technical and problem-solving skills as they progress through the project.

### Why?

The SPARK project aims to inspire students to think critically about sustainability and engineering. By engaging with the real-world challenge of plastic waste, students will gain valuable insights into engineering processes and sustainable design. This hands-on experience nurtures practical problem-solving skills, broadens their understanding of environmental issues, and opens the door to future opportunities in science, technology, and engineering fields.

## How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
Task	Baseline assessment	Design and Sketch	Final project and
<b>What they're being assessed on</b>	Students are assessed on their existing knowledge mainly drawing on any science, maths and real-world experiences that they have.	Students will be given feedback on any drawings that they produce for the design of the outside of their project.	Students will be assessed on their final project. Students will also complete a multiple-choice assessment based on the learning throughout the unit.
<b>What knowledge do they need to be successful?</b>	<p><b>How plastics are recycled:</b> Understanding the types of plastics, the recycling process, and the environmental impact of plastic waste.</p> <p><b>Basic engineering principles:</b> Knowledge of how materials can be processed and reshaped, including how plastic can be shredded and moulded into new forms.</p>	Basic drawing and sketching skills. Annotation that explains further details of a project.	Ability to follow instructions.

## How you can support your child with their learning

- Ensure they complete all Independent learning
- 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.

# Hospitality and Catering

## What your child is learning in Hospitality and Catering

**What?** This term we are continuing to learn how to work safely and hygienically with food. We will also be learning about the different sections of the Eatwell Plate and beginning to understand the basics of nutrition.

**How?** We will have a combination of theory and practical lessons. In theory lessons, we will study different nutrients, their sources and how they act in the body. 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 nutrients affect the body. Understanding why and how we can eat a balanced diet, will help us to develop healthy eating habits.

## How your child will be assessed

	Assessment 1	Assessment 2	Assessment 3
<b>Task</b>	The Eatwell Plate	Thai Curry Practical Evaluation	Year 8 Cumulative Test
<b>What they're being assessed on</b>	Students will answer a number of questions, which will be used to assess their understanding of a balanced diet and nutrition.	Students will need to be able to explain how they worked safely and hygienically. They will also need to be able to name a number of the different processes that they used and how they could adapt the recipe.	Students will complete a written test, which will assess their knowledge of kitchen safety, food hygiene, food processes, and the Eatwell Plate.
<b>What knowledge do they need to be successful?</b>	What are the names of the different sections of the Eatwell Plate? What nutrients can be found in each section? What foods can be found in each section?	How to work safely and hygienically with meat? What processes are needed to create a Thai Green Curry? How to adapt a recipe?	Be able to identify kitchen hazards. Know what food processes mean and give examples. Be able to discuss the foods and nutrients in the Eatwell Plate.

## How you can support your child with their learning

- Ensure they complete all Independent learning
- 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 term we will be studying Roy Lichtenstein using the theme of comic book covers.

**How?** We will explore the ideas of composition of existing comic book covers where students will have a choice of superheroes. The focus will be on drawing accurately and creating their own comic book cover. They will then go on to develop their skills further in making shapes look 3D and using a limited colour palette in the style of the artist's work.

**Why?** Drawing from observation with accuracy is a mastery skill in Art and Design. Creating designs that link to research and result in a personal response is worth 50% of coursework grades at GCSE Art and Design.

## How your child will be assessed

	Assessment 1	Assessment 2
<b>Task</b>	<b>Mid-Point Assessment - Design</b>	<b>End of Unit Assessment.</b>
<b>What they're being assessed on</b>	Their ability to draw accurately. They will be demonstrating their creative thinking skills in terms of layout of images and text and how this will impact on their design. 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 design and colour work.	We will be assessing how well students have blended tones using a limited colour palette and the quality of their design work.
<b>What skills do they need to be successful?</b>	Your child will need to be able to measure and draw accurately and layout their design. They will need to remember to create different tones with their pencil. If possible, they can practise pencil shading at home. We have videos to support this skill on our YouTube channel : <a href="https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw">https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw</a>	We would strongly recommend students watch our pencil blending videos on our YouTube channel: <a href="https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw">https://www.youtube.com/channel/UCJ2rBpCeroxog4Fg8De7GaNw</a>  They will need to be reflective and take creative risks when designing their comic book cover
<b>Feedback</b>	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 learning about Audience Interaction with focus on building tension and rapport. We will firstly look at the genre of Horror followed by the theatrical tradition of Panto.

**How?** Students will create their own horror performances with the aim of using drama mediums to create tension and build suspense. In the second half of term, students will observe and explore the stock characters of panto and the narrative structure.

**Why?** These units are designed to develop focus, creativity and communication. The skills associated with creating audience interaction inform how we communicate with and engage an audience. These two styles of performance allow students to investigate contrasting relationships an audience can have with performers.

## How your child will be assessed

	<b>Assessment 1: Baseline</b>	<b>Assessment 2: Mid-Point Review</b>	<b>Assessment 3: Summative Performance Assessment</b>
<b>Task</b>	<b>Still Images: Fear, Evil &amp; Loneliness</b>	<b>Scripted Performance</b>	<b>Performance of panto</b>
<b>What they're being assessed on</b>	Use of physicality to express an abstract concept.	Use of collaboration, physicality and vocal skills.	Use of physicality and vocal skills to mimic the traditional performance style.
<b>What knowledge do they need to be successful?</b>	Students will need to be able to interpret physicality, know how to arrange a still image including proxemics and levels.	Students will need to know how to use and develop a script to create a suspenseful atmosphere.	Students will need to understand the stock characters and narrative structure.
<b>Feedback</b>	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

- Encourage your child to see as much live theatre as possible.
- Discuss traditional fairy tales and how they are brought to life.
- Practise your child's Dark & Stormy script with them.
- Encourage your child to recite their lines to check they have been able to memorise them.
- Check that your child has completed their Independent learning tasks

# Music

## What your child is learning

**What?** Developing skills learned in Year 7 through composition and using music technology.

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

**Why?** Once students have some key performance skills it is important to begin applying this in various ways including through the use of music technology

## How your child will be assessed

	Assessment 1	Assessment 2
<b>Task</b>	<b>Performance of a song they have written</b>	<b>Creating a track on a DAW</b>
<b>What they're being assessed on</b>	Students will be assessed on: <ul style="list-style-type: none"> <li>• Playing- how they play their chosen instrument, this should include variations</li> <li>• Critical engagement- how well they respond to music, the music has written and how much input they have</li> <li>• SMSC- how well they work with others</li> <li>• Singing- how intune their singing is</li> <li>• Composition- how well the parts they write fit to the music their band is writing</li> </ul>	Students will be assessed on: <ul style="list-style-type: none"> <li>• Critical engagement- how well they respond to music and the themes presented</li> <li>• SMSC- their maturity to look at challenging subjects</li> <li>• Composing- how they use a DAW to create musical parts</li> <li>• Playing- how parts are entered into the DAW</li> </ul>
<b>What skills/knowledge do they need to be successful?</b>	Skills & knowledge including: How to respond to music Musical language Instrument specific technique Health and safety	Skills & knowledge including: Instrument specific technique DAW use Health and safety How to create instrumental ideas Musical language on a computer and how to input this
<b>Feedback</b>	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 healthy relationships and consent.

We will be exploring what makes a healthy relationship and what the word “consent” means in theory and in practice.

**How?** We will also be discussing relationships and looking at examples of good and bad relationships in order to identify what makes a good relationship. We will also be investigating how to stay safe online and in the community. Students will understand what “Child Sexual Exploitation” and “Grooming” means and how to stay safe.

**Why?** In life, it is important for us to know how to stay safe and how to identify a toxic relationship.

## How your child will be assessed

	Assessment 1	Assessment 2
<b>Task</b>	<b>September</b>	<b>November</b>
<b>What they’re being assessed on</b>	What makes a good relationship?	What is CSE and grooming?
<b>What knowledge do they need to be successful?</b>	Students need to assess case studies in order to identify controlling behaviour within a relationship. They need to look at strategies to deal with this and to role play those strategies in the classroom.	Know - What is Child Sexual Exploitation and grooming? Connect - Why do people do this? What do they get out of it? What are the dangers for you? Predict - How do you avoid being a victim?
<b>Feedback</b>	Verbal feedback during the lesson.	Written response. Peer assessed using a sticker.

## How you can support your child with their learning

- Discuss these issues with your children. Ask them what they know. What dangers are there in the community? What measures can they put in place to keep themselves as safe as possible?

Watch the 3-part documentary made by the BBC called “Why Dad killed Mum”. This documentary is a case study that we use in order to show what CSE and grooming is like in actuality. [Link to episode 1 of "Why Dad killed Mum" on the BBC iplayer](#)

# Careers

## What your child is learning

**What?** Explore 'soft' skills encouraging students to identify strengths and areas to improve. Students get an opportunity to research 'Jobs of the Future' looking into the potential career trends that will develop and how their interests and skills match these.

**How?** Tasks are built into lessons to provide development of these skills. We explore communication, problem solving, teamwork and presenting, building students confidence in these skills. We focus on real life work examples to engage students. We use Unifrog to track students' progress.

**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

	<b>Assessment 1</b>	<b>Assessment 2</b>	<b>Assessment 3</b>
<b>Task</b>	<b>Baseline: Star diagram, skills analysis</b>	<b>Mid-Point:</b>	<b>Summative: Reflective Learning Log</b>
<b>What they're being assessed on</b>	Knowledge of their skills.	Analyse your skills Analyse your 'skills'. Know: Identify 3 hard skills and 3 soft skills, explain what they mean. Connect: Explain when you have shown these skills, give examples. Explain how you can improve your weakest skill. Predict: Suggest a career the skills you have would suit, and explain why. Highlight a skill you would like to improve that will help with your career - how will it impact your role?	Know: What do you know about your own skills and qualities, focus on soft skills (describe them, with reasons and examples) At least 3 skills, not mentioning a career yet. Connect: Choose two careers that you have researched where you think your soft skills would suit the role. Explain why. Choose a career your skills would not suit and say why. Predict: Select a skill that is relevant to your career that you need to improve. How will you do this? What opportunities are there at school to do this? Why is it important to your career?
<b>What knowledge do they need to be successful?</b>	How they rate their own skill level 1-5.	The difference between 'hard' and 'soft' skills. Understand when they have shown these skills. Understand how to improve and use Unifrog to research a career matching those skills.	Deeper analysis of their own 'soft' skills. Unifrog research to describe two roles that would suit the skills identified, understand the job roles in depth. Be able to recognise and plan ways to improve essential career skills using opportunities available to them.
<b>Feedback</b>	Peer feedback, match strengths to areas for improvement. Teacher verbal check.	Written response. Peer and teacher assessed.	Written response. Summative assessment.

## 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 four units that students have to complete over the course of the year. These tasks require students to learn and display a range of lifeskills.

**Unit 1** - Path to purpose. Discussing your story to date and how you will move forward.

**Unit 2** -. Silent superstars. How to reflect upon your progress.

**Unit 3** - Looking after me. Self care and developing skills.

**Unit 4** - Be the change - The Ocean Project. Case study where students utilise all of the skills looked at so far this year.

## **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

- Self care, Why do we need to look after ourselves?
- How do we impact on the world, our school and the wider world
- Recognising, reporting and resolving discrimination

### Literacy

- Developing reading Skills
- Managing our wellbeing and self-care using literacy
- Self care for our school

### Learning Skills

- Journaling and Perkins Quad
- Refresher into Thinking Moves
- Exploring a variety of learning skills, find a learning style that works for you

### Being Awesome

- Reflecting on what inspire you and exploring what inspires you
- Improving your growth by looking after me and looking at your journey
- Be the Change by taking action for our ocean

## **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