

Dear Parents/Carers,

It has been a brilliant start to the new school year. We have been really impressed with all the students, their smart appearance in the Headstart uniform, their punctuality, attendance and attitude. Thank you so much for all you are doing in helping to support us.

Please find below details of the Schemes of Work for Term 1. We aim to provide you with an overview of the areas the students cover once a term, in order that you can see what the students are doing and provide support for them at home.

PRIMARY – KS2

English- Pupils will be studying different forms of poetry based around the 5 senses this term. Within the lesson they will learn about alliteration, adjectives and how to create their own poems.

Maths- Pupils will be working on 'Number' this term, studying

- Place value
- Ordering 4 digit numbers
- To count from 0 in multiples of 0,4,8,50 and 100.
- To add and subtract mentally
- To read and use weighing scales

Science- Pupils will be working on various experiments to work out which materials are good insulators, which materials are soluble and insoluble and which materials dissolve or not in liquids.

Art - The overall theme for Primary art this term is 'Minibeasts.' They will be looking at the outdoor sculptor Andy Goldsworthy and recreating his work using found natural items. They will be doing nature loom weaving, and then will begin to look at minibeasts. They will explore drawing these fascinating and creepy bug using pencils charcoal and paints, and will invent their own minibeast in clay, which they will add wings, antenna and legs too. In the final weeks of the their they will be working together as a team to create one giant minibeast out of 3D materials and mixed media, which they will display in the barn.

ENGLISH

KS3

MMA'S GROUP:

Media, Newspaper, Catalogues and leaflets: Investigate a newspaper and find headlines that stand out. Alphabet gymnastics. What are the differences between a tabloid and broadsheet? Design own heading and write a story linked to it. Explore how theme parks attract customers. Look at how catalogues are designed and how do they attract certain audiences. PURPOSE of the language used. How are newspaper articles written? How are newspapers columns designed, why are they designed the way they are? What stories can be found in different newspapers, magazines, catalogues and leaflets?

Students to design their own newspaper or magazine article. With this they choose the story, the pictures and the information surrounding the story. ICT to be used to design the article. What is an advert? How are adverts designed, and what different types of adverts are used? What audience do specific adverts try to pull? How many different types of adverts are there? Can adverts improve the advertiser's image? Are adverts aimed at all types of customer or persons? Design a leaflet to promote an event of student's choice. For example, pupils could advertise a horse event or dog show. Final objective to be completed, newspaper article, leaflet design and written piece explaining objectives completed.

CFR'S GROUP

Students in CFR's group will be studying the text of *The Hobbit* over the next two terms. The objectives for Term 1 is to **revise clauses and sentence types**, and to **respond to an extract**. Most lessons contain reading and an activity. Direct Individual Response tasks in class - Analysing a PEE passage. GRAMMAR- Clauses and Sentence Types. READING FOCUS- Analysing language structure of an extract. **LEARNING QUESTIONS FOR THIS TERM (LO's)**

1. What is the typical structure of an adventure story?
2. What are the features of a good opening?
3. Can we write an effective setting?
4. Can we write using the conventions of direct speech?
5. Can we identify clause and sentence types?
6. Can we analyse the use of sentence structures? (AND GRAMMAR)
7. Can we improve our analysis (DIRT)?
8. How do Gollum's speech habits reflect his personality?
9. What are embedded clauses?
10. How does Tolkien build up tension in *The Hobbit*?
11. How does Tolkien build up tension in *The Hobbit*?
12. Can we use dialogue effectively to create a scene?
13. Can we learn and use new vocabulary?
14. Can we summarise effectively?
15. Can we make connections between different sections of *The Hobbit*?

GCSE ENGLISH KS4

During Term 1, students in KS4 English are building on their reading of the text last year in Term 6. In preparation for an exam type question for their assessment at the end of the term, they will be studying analysing language and how the writer uses devices in the way a character is presented. **LEARNING QUESTIONS FOR THIS TERM (LO's):**

1. To explore the setting of the play.
2. To examine Christopher's reaction towards his mother's death.

3. To explore and analyse the use of language in the play text.
4. To begin to explore how comedy and tension are created in 'The Curious Incident of the Dog in the Night-Time'.
5. To express our views about Christopher's Mother and Father through analysis and discussion.
6. To continue to express our views about Christopher's Mother and Father through analysis and discussion.
7. To understand the mechanical aspect in terms of
Physical Theatre
Stage & Set Design
Directors' choices in terms of cast numbers.
8. To begin assessment. Students will need to show their competence in the following Assessment Objectives:

MARK SCHEME – GCSE ENGLISH LITERATURE - PAPER 2 – 8702/2 – 5

Assessment Objectives (AOs)

AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <p style="padding-left: 40px;">maintain a critical style and develop an informed personal response</p> <p style="padding-left: 40px;">use textual references, including quotations, to support and illustrate interpretations.</p>
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

HUMANITIES:

KS3

MMA'S GROUP

This term students in MMA's group are studying: James I and the Stuarts, Gunpowder Plot and Prelude to English Civil War. Specifically, students will examine: * Who was James I? * How did he come to power? * What were the issues surrounding religion and the problems with being Scottish? * Why did the English hate him? * To look at source materials showing positive and negative aspects of James I * Introduction to the Gunpowder plot. * Was it a conspiracy? * Students to write a report describing why

Guido Fawkes is the most famous of the people involved in the plot. Research the people involved such as Robert Cecil and Robert Catesby.

The Gunpowder Plot from the letter onwards * Where did the plot take place, pupils to discuss the places and the people involved in more detail. Each member of the group responsible for the plot to be researched. * Who was the leader? Who was the gunpowder expert? * How did the conspirators manage to get so much gunpowder under parliament? * The significance of the letter, why was it written, who wrote it, what was its effect?

Make a guy. Why do we make a guy for Bonfire Night * The history behind the guy * How to make guy.

* Have pupils design and make their own guys. Why do children say “penny for a guy”?

Final objective to be completed build a guy and give a detailed PowerPoint (ITC) on the reasons behind the Gunpowder plot and the outcome of the conspirators.

CFR'S GROUP

The teaching of Humanities to this group is being shared by AST and MMA. Therefore, students in CFR's group will be undertaking the lessons as detailed above but also with AST they will be looking at the Tudors/Elizabethans. Students will be undertaking a certain amount of role play and using ICT to research and present their findings during this Scheme of Work. **LEARNING**

QUESTIONS FOR THIS TERM (LO's):

- How did young King Henry VIII spend his time? Was he a religious man?
- To explore jobs in Tudor times and understand how those without jobs survived.
- To learn the fate of Henry VIII's wives.
- To understand why some people disliked the Catholic Church. To find out who were the Protestants.
- To use evidence to decide whether Henry VIII or Elizabeth I were the 'ultimate' monarch.
- How did young Elizabeth spend her time? Was she a religious woman?
- Blind Date – Who wanted to marry Elizabeth and why it was important that she marry?
- To explore Poor and Undeserving Poor – which will you be today and why?
- Assessment – To use the evidence gathered to present your findings to the rest of the group.

KS4 GCSE HISTORY

This term (and Term 2), students in KS4 are embarking on their GCSE History, starting with an in-depth exploration of the Elizabethans – one of the key areas of their GCSE. Students will learn about Elizabeth Society (for both rich and poor), Politics, Religion and of course, the Court of Queen Elizabeth. There will hopefully be an educational visit to Hampton Court Palace and the Tower of London at some point in the future to help bring their historical learning to life.

KS3 Computing

To develop skills gained from last term, students will explore coding in further detail. Focusing on the 3D game creation process and expanding their knowledge of writing code in order to change properties within their 3D games. Students will continue to use the Roblox program as they are familiar with this and will progress onto making a fully interactive 3D racing game with scripted components such as a red, amber, green start light. Students will also have the opportunity to work with the BBC Microbit. A small piece of hardware that can be coded to make simple games, control motors and send messages via LED lights.

KS4 BTEC Creative Digital Media Production

In this externally assessed unit, students will explore the different digital media sectors and the products they produce. Students will understand the range of technological platforms used to distribute media, and how each sector has a common production process.

Music

Students will develop skills in creating and composing music, building on previous knowledge of composing soundscapes. Students will begin to compose a piece of music in the style of a film soundtrack, using the popular Garage Band music software. Tower of London, although this will not be in Term 1.

EQUINE STUDIES

KS2 and KS3

Students have started the new term with horse riding lessons at Polgate Equestrian Centre (formally Little Cophall riding school) and are working on improving their horse riding and horse care skills and confidence. Students will work towards the nationally recognised Pony Club achievement badges and progression awards. Focus will be on health and safety around horses and improving balance and position in the saddle.

BTEC HORSE CARE LEVEL 2

KS4 and KS5 students have had the opportunity to put to practice their skills and develop further, by accessing the course with Headstart school through the facilities at Fairlight Hall RDA. This term we have started on unit 1 'Undertake work related experiences in the land based sector'. Throughout this unit, we are looking at job adverts and we are taking into account the skills, qualifications and experience students will need to gain employment within this sector. Other tasks include writing an individualised training and progression plan, looking at different career paths within the industry and understanding the employment selection process. Students will complete the unit by answering sample job adverts with covering letters- within these tasks an emphasis on grammar, spelling and how to set out a letter correctly supporting work within English lessons.

KS4 BTEC Science

Students are starting their first unit for the BTEC level 1 applied Science and will be investigating Physics and space. This will include different types of ionising radiation, energy transfers and

storage and also how we can investigate space, as well as an Educational visit to the Herstmonceaux Science Observatory.

KS4 GCSE PE

In PE this term students will be researching what components of fitness are needed by different sportsmen and women for them to be successful in their sport. Students will be conducting fitness tests to test their own components of fitness and investigating which they need to improve and how using different methods of training.

MATHS

KS3.

During Term 1, pupils in KS3 will be covering Maths work on Numbers and the number system: understanding place value, reading, writing and ordering numbers with 4 digits. Understanding and using the Roman Numerals. Interpreting and representing numbers up to 10,000 and reading scales.

Counting and comparing: ordering and comparing numbers beyond 1000, exploring ways of counting in various multiples, investigating numbers less than zero and working with decimal numbers.

Investigating properties of shape: knowing the names and properties of 2D shapes and classifying them according to certain criteria. Identifying lines of symmetry in shapes and patterns and creating symmetrical patterns.

Key words: place value, digit, thousands, hundreds, tens, ones, zero, Roman Numeral, number line, scale.

Multiple, more, less, positive, negative, decimal place.

Two – dimensional, symmetry, mirror line, reflection, side, vertex, quadrilateral, polygon

KS4

During Term 1, pupils in KS4 will be covering Maths work on Statistical Measures: working out the mode, median, range and mean from a set of data.

Integers: understanding positive and negative integers, finding the factors, least common multiple (LCM), highest common factor (HCF) of a number, calculating with negative integers.

Rounding: to the nearest integer, an integer to the nearest 10, 100 or 1000.

Perimeter, Area and Volume: finding the perimeter and area of various 2D shapes and compound shapes and calculating volumes of 3D shapes such as triangular prisms.

Key words:

Mode, frequency, mean, median, mean, data, integer, multiple, factor, prime, rounding, nearest, perimeter, area, circumference, volume.

Small Animal Pet Care

KS 3 Unit 21

This term KS3 students have one Small Animal Pet Care lesson a week and will be completing both theory and practical tasks to complete unit 21. Unit 21 looks at recognising different breeds/animal health along with practical tasks of moving the animals around the farm and in a controlled manner. The students will need to complete worksheets and have photo evidence for their folders.

ART

In **KS3** the art students are studying "Magic in art" and creating their own imaginary creatures which star in their own set design and imaginary story of magic and myths. We aim to work with media and would like to animate the scenes with music.

In **KS4** GCSE Art the students are studying the theme of "Myself", creating work inspired by personal interests, the environment and portraiture. They will be creating their own 3D coursework piece based upon their ideas.

In **KS5** for both GCSE and As level the theme is "dreamscapes" linked to students dreams and fantasies and the work of the Surrealist artists. They have begun a mural and installation at the Oakfields site and have been working in clay, oil on canvas and drawing and photography.

KS3 DT

This term KS3 will work on designing a key holder that can be made from the materials available in the construction cabin. They will have to produce three different designs and choose one that they want to make. Then redraw and label in more detail adding measurements. Once their projects have been completed they will evaluate their finished key holder against their original design specification. During the term the students will be assessed on their making skills and tested on recognising the tools and equipment they are using.

Once again, thank you for your continued support. Please do not hesitate to contact me should you have any queries.

Yours sincerely,

Amelia Stoner

Curriculum