



4 November 2022

Dear Parent/Carer

**Curriculum bulletin - term 2, Arrangements for Anti-bullying week - 14th to 18th November, Languagenut, Sixth form open evening and application process, Year 9 SEND reviews, Jewellery and uniform standards, Prom wardrobe, Eco-friendly Christmas tips, Parent Governor Ballot**

Welcome to my first end of week update letter of term two. I hope you have enjoyed a productive week despite the changeable early November British climate.

### **Curriculum bulletin - term 2**

Please find attached the learning by year group for this half term and the link to the extra-curricular clubs and intervention timetables for Year 11 and Year 13. <https://srpa.co.uk/extra-curricular-clubs-activities/>

### **Arrangements for Anti-bullying week - 14th to 18th November**

Anti-bullying week is fast approaching and our anti-bullying ambassadors rightly want to ensure that our clear approach to bullying is on everyone's minds. We will publish specifics next week but are planning an Odd Socks Day on 14th November with the hope of collecting donations of 50p per pupil. We will give out prizes for the oddest odd socks and hold activities throughout the week. I hope to judge the oddest socks competition as well as taking part! Any money raised will go to our Academy charity and to purchase some further anti-bullying resources.

### **Languagenut**

Ryan C in Year10 is 9th in the world on Languagenut! Well done young man! He has clearly been going above what he has been asked to do for homework and showing huge commitment to his GCSE French studies!

### **Sixth form open evening and application process**

Sixth form open evening was a huge success with specific thanks to Mr Griffiths and his team for a very professional evening. The application round is now open so please ensure that all interested students approach their teachers for the necessary signatures/recommendations as per the published guidance. As ever, we are happy to help. For any specific questions or enquiries, please contact the team using [sixthform@srpa.co.uk](mailto:sixthform@srpa.co.uk).

## Year 9 SEND reviews

Year 9 SEND reviews will take place later this half term. Invitations have already been sent out, so please make sure you book an appointment if necessary.

## Jewellery and uniform standards

Please be good enough to familiarise yourself with our policies on uniform and jewellery on the website. We are seeing a rise in the wearing of unacceptable jewellery and/or earrings that can't be kept in, especially in PE lessons. As usual, we will consistently challenge infringements - my PE and House teams would value your support with this. Thank you.

## Prom wardrobe

The Year 11 Prom is an important milestone for our students. It is a memorable event in which we celebrate their achievements before they leave this phase of their education. One of the costs involved in attending prom is often buying a suit or dress for the first time, which is why Miss Taylor and the Green Team are leading the 'Prom Wardrobe' initiative for a second year.

Following on from the success of its first year, the initiative allows students to borrow clothing and accessories for no cost. This would not be possible without the generous donations we received last year. If you have any additional items that would be suitable for this initiative, please contact Miss Taylor to arrange item drop offs.

Although the Year 11 prom will not be taking place until the summer term, we want our students to have the time to prepare and the peace of mind that they have their suit or dress prepared before they take their examinations in the summer. Thank you in advance for your support with this initiative.

## Eco-friendly Christmas tips

Eco-friendly Christmas tips - I realise I may be shot down for mentioning the festive season so early in the term but I have been asked by the Green Team to publish a tip each week until the Christmas break in order for the Academy to tick off another standard in search of our next Eco Schools Award. So here goes: Where possible, save money and help the environment by using recyclable table decorations. You can upcycle old decorations, reuse good quality decorations and buy reusable Christmas crackers that can be filled at home.

## Parent Governor Ballot



Headmaster: Mr D. J. Hardy BA (Hons) PGCE  
Moor Lane, North Hykeham, Lincoln. LN6 9AF  
t 01522 882020  
e enquiries@srpa.co.uk www.srpa.co.uk  
Company Registration No: 07690250

Thank you for the applications received for our parent governor vacancy. Ballot papers will be sent home with all students on Tuesday next week for you to vote for your parent governor representative.

As the clocks have changed and the evenings are becoming noticeably darker, I have set myself a challenge, despite my lengthy hours of work, to read more poetry and tax my brain with new, unfamiliar and exciting literature. I thought I might share some in lieu of my weekly quote in this week's letter because I have been astounded at how much literature I am unaware of despite an A level in English literature and a wife who is an English teacher by trade. I leave you with the words of Samuel Taylor Coleridge and an excerpt from his 1825 poem 'Work without hope':

"Work without Hope draws nectar in a sieve, And Hope without an object cannot live."

Should any of my students come and find me to discuss Coleridge or, for that matter, any other poetry during the next week, I have an excellent prize for them.....

Have a lovely weekend when it comes and read something new. You won't be disappointed.

I will write again soon.

Yours faithfully



**Mr D Hardy**  
**Headmaster**



Headmaster: Mr D. J. Hardy BA (Hons) PGCE  
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Company Registration No: 07690250

"This is a calm, happy and caring school."



# Sir Robert Pattinson Academy

## Health and Wellbeing Bulletin

Term 2 2022-2023

Welcome to the term 2 edition of the health and wellbeing bulletin.

With the clocks going back last weekend, signalling the end of British summer, it is clear that winter is fast approaching. This can be a time when people become less active, diets change and our mental health can be negatively affected. Often referred to as the 'winter blues.'

In this edition we discuss how reading can improve wellbeing; we look at some GCSE PE work on diet and we have included some mindfulness strategies from Bupa. All this alongside the usual updates from PE and food technology.

We hope that the information provided proves to be useful for you.

## Read to improve your wellbeing

How often do you read for pleasure?

As well as well publicised academic benefits of reading regularly, reading has many benefits to a person's health and wellbeing. Some of these are detailed below:

- **Reading can reduce stress levels.**

*Reading has been shown to reduce stress levels by up to 68%. Reading helps to improve relaxation and lower muscle tension.*

- **Reading can improve memory.**

*Reading can improve both short and long-term memory, and it helps your brain to process information both visually and verbally more effectively.*

- **Reading can improve focus and concentration.**

*Researchers have found that reading stimulates the prefrontal cortex (the area of the brain that affects concentration and attention) and reading for 30 minutes a day can help improve your focus, attention span and memory.*

- **Reading can improve sleep patterns.**

*Reading as part of a night-time routine can help to improve sleep.*

For more information visit the following:

<https://www.bacp.co.uk/news/news-from-bacp/2022/3-march-world-book-day-the-mental-health-benefits-of-reading/>

<https://www.hslchairs.com/comfort-corner/lifestyle/how-can-reading-improve-your-health-and-wellbeing/>



# GCSE PE work

In term 1 Year 10 GCSE students studies the benefits of being active and having a balanced diet.

## Balanced Diet

- meats fishy egg
- Fruit + Veg
- grain, cereal, potatoes
- dairy
- Fats

**What is a balanced diet?**  
A balanced diet is one that fulfills all of a person's nutritional needs. Humans need a certain amount of calories & nutrients to stay healthy.

**Why is a balanced diet important?**  
It protects you against non-communicable disease such as heart disease, diabetes and cancer. You should avoid highly processed foods, sweetened drinks -> protect you from problems.

**What you need to have a balanced diet?**  
carbs, fibre, water, protein, vitamins, fat, minerals

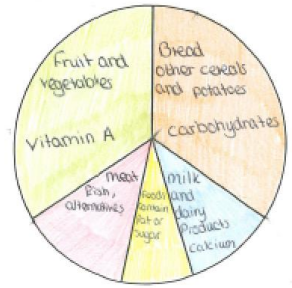
**Athletes diet!**  
Athletes have different nutritional requirements depending on which sports they do. People who are training or racing at peak levels may find it challenging to consume enough food for their energy requirements. When they don't eat enough their bodies are less likely to achieve peak performance and may even break down our muscles.

**Not balanced:** Pizza + Chocolate

**Balanced diet:** Pasta + apple

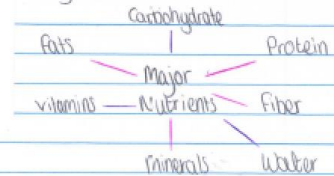
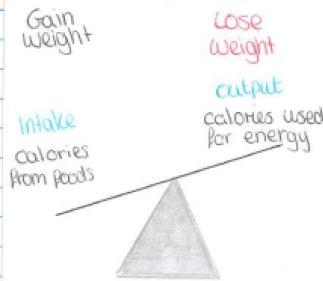
## A balanced Diet

A balanced diet will never contain processed foods as these foods have large amounts of fats, sugar, and calories, all of which lead to weight gain. Having a balanced diet will help someone maintain their weight.



An unbalanced diet can also increase the risks of joint disease. The risk is usually associated with excess weight. This is because when you are overweight or obese, you are placing more stress on the joints than they are made to handle which causes the cartilage to wear down over time.

A female needs to eat about 2,000 calories per day to help maintain her weight. However, a male needs to eat about 2,500 calories per day to help maintain his weight.



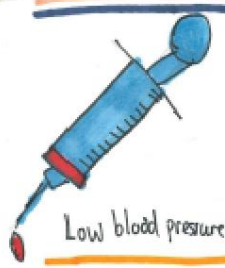
# Obesity DANGERS



Obesity increases the risk of several debilitating and deadly diseases including diabetes, heart disease + some cancers. It does this through a variety of pathways some as straightforward as the mechanical stress of carrying extra pounds and some involving complex changes in hormones + metabolism.

**What are the two types of obesity?**  
Obesity is frequently subdivided into different categories:  
Class 1: BMI of 30 to <35  
Class 2: BMI of 35 to <40  
Class 3: BMI of 40 or higher class 3 obesity is sometimes categorized as severe obesity!!

**BMI = Body mass index**



Get involved with our sports clubs at SRPA

Sports CLUBS & ACTIVITIES					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Break 2 12.40 - 1.10pm	Year 7 table tennis	Year 8 table tennis	Year 9 table tennis	Year 10 table tennis	Year 11 table tennis
	Year 9 badminton	Year 10 badminton	Year 11 badminton	Year 7 badminton	Year 8 badminton
After school 3.20 - 4.20pm	Badminton - all years	Girls' football Y7-10	Netball - all years	Football - Y8-Y11	Basketball Y7-10
	Y11 Sport Science intervention (RO42)	Football - Year 7	Rugby - Y7-8	Basketball - girls	
		Y11 Sport Science intervention (RO41)	House football competitions	Girls' Active (invite)	

For all sports clubs, please line up outside of the PE area.

Lunch-time clubs start at 12.45pm, **no entry after this point**. Students may take part in lunch-time clubs in their uniform and blazers can be removed.  
**Trainers should be worn.**

After-school clubs start at 3.20pm and finish at 4.20pm. Correct SRPA PE kit is required

## Upcoming sports events and fixtures

Week beginning 7<sup>th</sup> November – Y7-9 house cross-country competitions

Tuesday 8<sup>th</sup> November – Y7 & Y9 netball vs Priory LSST (away) – League

Wednesday 9<sup>th</sup> November – Y8 house football competition

Thursday 10<sup>th</sup> November – Y9 football vs University Academy Holbeach (away) – National Cup

Tuesday 15<sup>th</sup> November – Y9 football vs Bourne Academy (away) – County Cup

Wednesday 16<sup>th</sup> November – Y8 house football competition

Friday 18<sup>th</sup> November – District cross-country championships – University of Lincoln, Riseholme Campus

Tuesday 22<sup>nd</sup> November – Y7/8 & Y9/10 girls' 5-a-side football vs Priory LSST (home) - League

Wednesday 23<sup>rd</sup> November – Y9 house football competition

Tuesday 29<sup>th</sup> November – Y7/8 & Y9/10 girls' 5-a-side football vs LCHS (home) – League

Tuesday 29<sup>th</sup> November – Y10 boys' handball tournament at Branston Academy

Wednesday 30<sup>th</sup> November – Y9 house football competition

Thursday 5<sup>th</sup> January - Y7/8 & Y9/10 girls' 5-a-side football vs Branston (home) – League

Saturday 14<sup>th</sup> January – County cross-country championships

Monday 23<sup>rd</sup> January – Y8 girls' benchball at LCHS

Monday 30<sup>th</sup> January – Y9 girls' benchball at LCHS

Tuesday 31<sup>st</sup> January – Y7 girls' benchball at Branston Academy

Tuesday 31<sup>st</sup> January – Y7/8 basketball tournament at Priory LSST

Tuesday 7<sup>th</sup> February – Y9/10 basketball tournament at Branston Academy





## Food and Nutrition

Last term Year 10 students entered a national competition. They had to decorate and present a table for 4 people. We were judged into the top 3 and narrowly missed out on first place to a school from Northern Ireland. Well done to our Year 10s for doing so well. All students received a certificate for taking part.

There are 2 students from Year 11 who are going forward to represent SRPA in the local heart of the Futurechef competition. I am sure you will join me in wishing them the best of luck.



@srpartandtechnology



## S'mores Dip



This is my favourite time of year. I enjoy spending time with my family and friends on the patio making S'mores. I have found a twist on this delicious treat that would make it a more cost-effective treat.

<https://www.bbcgoodfood.com/recipes/smores-dip>

### INGREDIENTS

- 200g milk chocolate
- 2 tbsp full-fat milk
- 350g mini marshmallows

### TO SERVE

- 100g digestive biscuits
- 100g strawberries, washed and hulled
- 100g pineapple chunks
- skewers

### METHOD

**STEP 1** - Heat the chocolate, milk and 200g of the marshmallows in an ovenproof frying pan over a low heat until melted and smooth. Top with the remaining marshmallows in circles so that the whole surface is covered.

**STEP 2** - Grill on high for 1-2 mins until the marshmallows are toasted. Serve with digestives and strawberry and pineapple skewers for dunking.

## Look after your own mental health.

With the weather changing and nights drawing in, it is that time of the year when many people report a low mood. Often referred to as the 'winter blues'. This is not just a myth, the medical term for it is seasonal affective disorder (SAD). One potential cause of this is the lack of light and this causes higher levels of melatonin in the body making us feel tired and lethargic.

Look after yourself by getting outside when you can, being active and eating a healthy diet. For more information visit [here](#).

Also, try the month of mindfulness from Bupa (below).

### One month of mindfulness

Mindfulness is about being aware of the moment, yourself and your surroundings. Practising it regularly can give your wellbeing a big boost. So why not try being mindful in a small way every day for a month? Here are some ideas. Visit [Healthy Me](#) for more inspiration.

- 1 Start your month with **kindness**. Think well of yourself and others.
- 2 Find some quiet time to sit and be still by yourself.
- 3 Head out on a **mindful walk** in your lunch break.
- 4 Turn routine into a mindful moment. It could be while **cleaning your teeth** or washing up.
- 5 Draw, **colour in** or be creative. Art can help you de-stress.
- 6 Use technology to be mindful. Download a mindfulness or journal app.
- 7 Try going a different way to work, to break up the routine.
- 8 Go for a run or exercise without music, and concentrate your attention on your body.
- 9 Enjoy **mindful eating**. Savour your favourite meal.
- 10 Write down two things you are grateful for.
- 11 How about a **digital detox**? Take a phone break!
- 12 Rest your elbows on a window ledge and take five minutes to watch the world go by.
- 13 Be **mindful at work**. Encourage open conversations with colleagues.
- 14 Catch up on life admin: but purposefully and mindfully to feel happier.
- 15 Have a **soak in the bath** to help clear your mind.
- 16 Watch a **relaxing movie**, completely immersing yourself in the film and the experience.
- 17 Try **mindful meditation**. Stop and observe your thoughts and sensations.
- 18 Spend a minute practising self-awareness. Acknowledge your feelings.
- 19 Help yourself **sleep** by taking time to wind down before bed.
- 20 Spend a few moments concentrating on the feeling of your feet on the ground.
- 21 Start building **three minutes of mindfulness** into your daily routine.
- 22 Concentrate on your breathing. Try starting with 10 breaths, counting each one.
- 23 **Declutter** your desk or workstation at home.
- 24 Do you have **children** or a young relative? Spend and savour some time with them.
- 25 Set reminders to **regularly** stand up, stretch your legs and refocus.
- 26 Use mindfulness to **focus** on what's most important to you right now.
- 27 Notice the beauty of nature on your daily walk or run.
- 28 Take a full lunch break and **stay stress free** at work. Aim to do this every day.
- 29 Remind yourself that thoughts are not facts. What's actually happening around you?
- 30 Experiment with your morning routine, to start your day in a positive way.
- 31 Listen to a mindfulness **podcast**, like the ones produced by Bupa.

## ARE YOU INTERESTED IN CONTRIBUTING TO THE NEXT EDITION OF THIS NEWSLETTER?

If so, contact Mrs Fragle ([mfragle@srpa.co.uk](mailto:mfragle@srpa.co.uk))



# Sir Robert Pattinson Academy



## Curriculum Bulletin

2022-23

Term 2

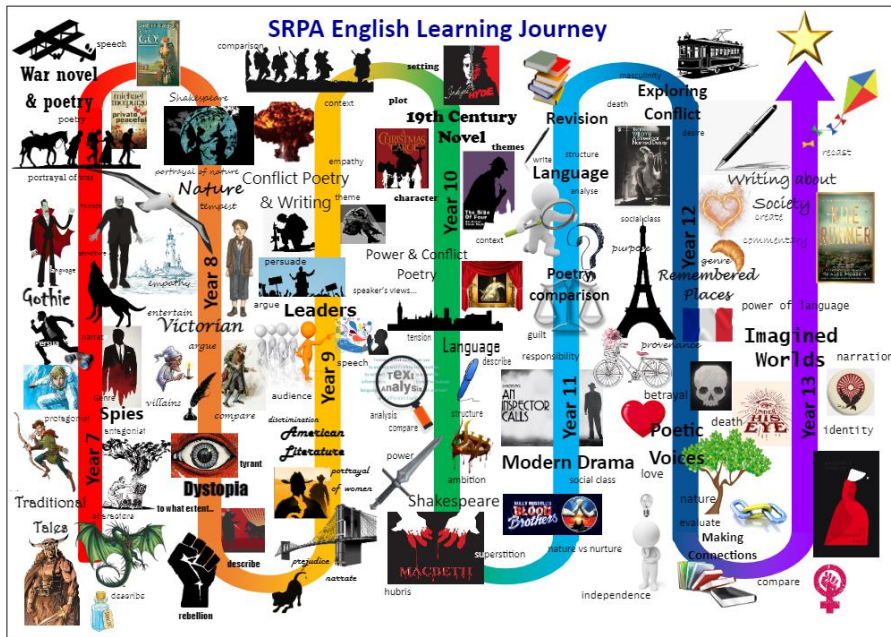
Monday 31 October 2022 to Friday 16 December 2022

# Information for parents and carers

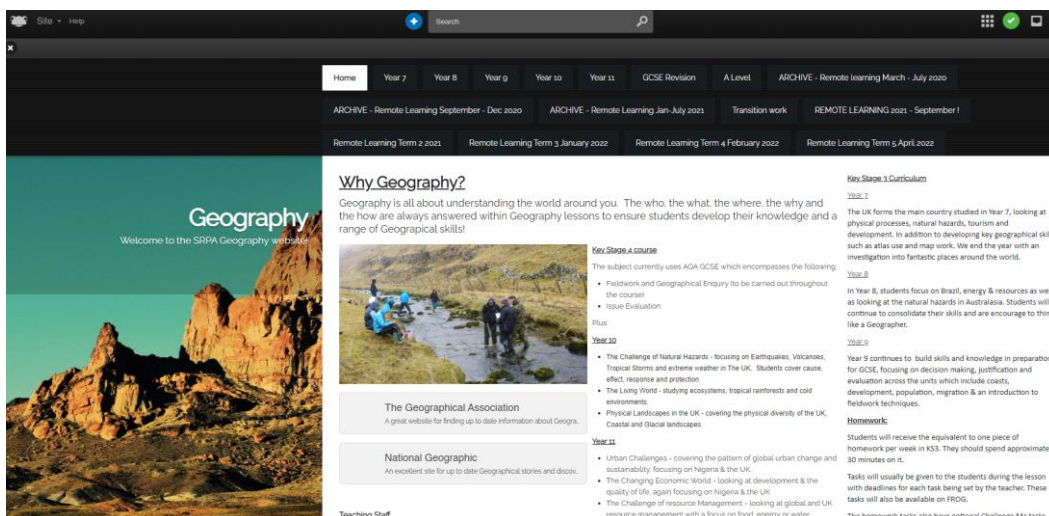
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 2 (Monday 31 October 2022 to Friday 16 December 2022).

If you wish to find out any further information, please refer to the following resources:

- The Subject Curriculum area of the Sir Robert Pattinson Academy website**  
<https://srpa.co.uk/our-curriculum/subject-curriculum/>  
 Here you will find detailed information regarding the curriculum coverage in each subject area, including a Learning Journey to outline students' progression during their time at Sir Robert Pattinson Academy:



- Subject pages on Frog**  
<https://vle.srpa.co.uk/>  
 Students can access these pages when they login to Frog. Here they will find additional resources and links to support them with their learning:



- **Online resources**

Students at Sir Robert Pattinson Academy have access to a wealth of high-quality online platforms to support independent learning, homework completion and to provide bespoke intervention. The table below provides a summary of each resource and gives details of login and password details, plus a named contact should additional support be required.

Resource	Details	How to access	Problem solving
<b>Accelerated Reader</b>	Accelerated Reader is a computer-based program that schools use to monitor reading practice and progress. It helps teachers guide students to books that are at their individual reading levels. Students take short quizzes after reading a book to check if they've understood it.	Via Frog.  Students have been given their usernames and passwords.  For use in school during library lessons and can also be accessed from home.	Please contact your library class teacher or Mrs Ransome at <a href="mailto:ARansome@srpa.co.uk">ARansome@srpa.co.uk</a>
<b>Bedrock Vocabulary</b>	Bedrock vocabulary is an online vocabulary-learning platform, which is used by the English department to set homework. It helps broaden students' vocabulary understanding and range while accessing a range of reading materials. The online platform takes students through guided online vocabulary lessons and assesses how well students have learned the vocabulary presented to them in each block, which is suited to their reading level.	<a href="https://app.bedrocklearning.org/">https://app.bedrocklearning.org/</a>  Log on by clicking SSO and then entering your school email and password, or by using the Office 365 button.  Alternatively, use your original Bedrock login and password (format: name.surname.00000 password example: RandomWord000)	Please contact your library class teacher or Mrs Murdoch at <a href="mailto:JMurdoch@srpa.co.uk">JMurdoch@srpa.co.uk</a>
<b>Boost Learning</b>	An online learning platform for KS3 Computing. Students can access lessons and assessments.	<a href="https://boost-learning.com/">https://boost-learning.com/</a>  Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Barrett at <a href="mailto:MBarrett@srpa.co.uk">MBarrett@srpa.co.uk</a>
<b>Doddle Learn</b>	An online platform for Science. Students can access a range of revision resources to support independent student, and Science teachers will set homework tasks using DoddleLearn.	<a href="http://www.doddlelearn.co.uk">www.doddlelearn.co.uk</a>  Your username is the same as the start of your school email address (up to, but not including the "@", with no capital letters).  The first time you log in, your password is exactly the same as your username (also with no capital letters).	There is a 'forgotten your password' link at the bottom of the login window. This will send an email to your school email address. Alternatively, please contact your science teacher or: <ul style="list-style-type: none"> <li>• Y7 - 9: <a href="mailto:EBurridge@srpa.co.uk">EBurridge@srpa.co.uk</a></li> <li>• Y10 - 13: <a href="mailto:BSporage@srpa.co.uk">BSporage@srpa.co.uk</a></li> </ul>

Resource	Details	How to access	Problem solving
<b>EPlatform Wheelers ebooks</b>	24 hour access to 1700+ ebooks available to read on any device, at home or in school. This is now available through an app which can be downloaded from your app store (Android and iOS).	<p><a href="https://www.eplatform.co.uk/school/">https://www.eplatform.co.uk/school/</a> or via FROG library/ebook tab.</p> <p>Log on by clicking SSO and then entering your school email and password.</p> <p>There is also a mobile app available (Android and iOS). Download the app and then search for SRPA when opened.</p>	Please contact Mrs Ransome at <a href="mailto:ARansome@srpa.co.uk">ARansome@srpa.co.uk</a>
<b>Frog</b>	All subjects have a Frog page where additional resources and support can be located.	<p><a href="https://vle.srpa.co.uk/app/os">https://vle.srpa.co.uk/app/os</a></p> <p>Username and passwords have been shared with students via personal tutors.</p>	There is a 'forgot password' at the login page. Alternatively contact our IT support desk at <a href="mailto:ITSupport@srpa.co.uk">ITSupport@srpa.co.uk</a>
<b>Go4Schools</b>	Go4Schools provides students and parents with up to date information regarding attendance, behaviour and details of homework tasks set. It is also used to share progress reports at each tracking point. There is also a Go4Schools app that can be downloaded onto your smart phone (Android and iOS).	<p><a href="https://www.go4schools.com/">https://www.go4schools.com/</a></p> <p>Parents – use the email address that you have provided SRPA as your contact information. Click on the 'first time user?' link when accessing Go4Schools for the first time.</p>	There is a 'forgotten your password?' link at the login page. Alternatively contact <a href="mailto:Go4Schools@srpa.co.uk">Go4Schools@srpa.co.uk</a>
<b>Historical Association Student Zone</b>	An online platform aimed at students from the Historical Association. It offers high-quality resources for history students from GCSE to postgraduate level. This includes; articles, copies of original source material, historical scholarship, careers guidance, and more.	<p><a href="https://www.history.org.uk/student">https://www.history.org.uk/student</a></p> <p>Centre ID = 93839 Password = History123</p>	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at <a href="mailto:SSmith@srpa.co.uk">SSmith@srpa.co.uk</a>
<b>Kerboodle Geography</b>	An online platform from Oxford University Press that offers support for students from KS3 to KS5. The site provides students with online copies of the textbook, activities and resources.	<p><a href="https://global.oup.com/education/?region=uk">https://global.oup.com/education/?region=uk</a></p> <ul style="list-style-type: none"> <li>• Students should use their school username (from their email).</li> <li>• The default password is their username. This can be changed once into the site.</li> </ul>	Login details are displayed in Geography classrooms. Alternatively, contact your Geography teacher to support with resetting of passwords.



Resource	Details	How to access	Problem solving
<b>Languagenut</b>	An online platform for French and Spanish from KS3 to A-Level, covering all of the exam skills of reading, listening, speaking and writing as well as vocabulary, grammar and sentence building. Teachers will set homework on Languagenut each week to help students to learn vocab for their next lesson as well as to enable students to consolidate what they have learned in lessons.	<a href="http://www.languagenut.com">www.languagenut.com</a> or download the free app.  Students have been given their usernames and passwords. These should be written in planners and on termly learning logs.	French students please contact their teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>  Spanish students please contact their teacher or Mrs Rodgers at <a href="mailto:JRodgers@srpa.co.uk">JRodgers@srpa.co.uk</a>
<b>Lexia</b>	A literacy based online provision designed to support reading comprehension, grammar and word study.	<a href="https://www.lexiapowerup.com/">https://www.lexiapowerup.com/</a>  Teacher's email = <a href="mailto:mylexia@srpa.co.uk">mylexia@srpa.co.uk</a> Username = Same as school system Password = Printer Code	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>
<b>Linguascope</b>	Linguascope is a vocabulary learning platform for French, Spanish, Russian and EAL (English as an additional language).	<a href="http://www.linguascope.com">www.linguascope.com</a> username = robertpatt password = modlangs	Students should contact their language teacher or Mrs Hughes at <a href="mailto:NHughes@srpa.co.uk">NHughes@srpa.co.uk</a>
<b>Maths Symphony</b>	An online interactive Maths program that gives students the opportunity to practise the value of number, shape and space. This is a very student friendly program that designs specific learning pathway based on the need of the individual.	<a href="https://content.symphonylearning.com">https://content.symphonylearning.com</a>  Account Number = 6748 Username = Same as school system Password = Printer Code	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>
<b>Mathswatch</b>	An online platform that has videos for every element of year 7 to 9 and GCSE maths plus some for A level. Teachers will assign work for students to complete or students can search for a specific topic as part of their own revision.	<a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a>  Username = <b>FirstInitialSurnameYearOfStart@SRPA</b> e.g. for Joe Bloggs that joined SRPA in 2018 the username would be: <i>JBloggs18@SRPA</i>  Password can be reset by class teacher/ Mr Roberts/ Mr Gant	For password issues please email Mr Roberts at <a href="mailto:DRoberts@srpa.co.uk">DRoberts@srpa.co.uk</a>

Resource	Details	How to access	Problem solving
<b>SAM Learning</b>	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca.	<a href="https://www.samlearning.com/">https://www.samlearning.com/</a> Centre ID = LN6SR  User ID = date of birth and initials in the format ddmmyyii E.g., For John Smith born on 12 May 2010 the username would be: <i>120510js</i>  Password = same as user ID	There is a 'can't log in' link at the login page. Alternatively contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Seneca</b>	An online platform covering all subject areas. Students can search a range of resources to support independent study and teachers will also set homework tasks using Seneca. Students in Y11 to Y13 also have access to the Premium part of the service.	<a href="https://app.senecalearning.com/login">https://app.senecalearning.com/login</a>  Students should use their school email address. The default password is <u>seneca2020</u>	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Parkinson at <a href="mailto:AParkinson@srpa.co.uk">AParkinson@srpa.co.uk</a>
<b>Smart Revise</b>	An online revision platform for KS4 Computer Science.	<a href="https://smartrevise.online/">https://smartrevise.online/</a> Usernames and passwords have been shared with students via class teacher.	There is a 'forgot your password?' link at the login page. Alternatively contact Miss Norman at <a href="mailto:LNorman@srpa.co.uk">LNorman@srpa.co.uk</a>
<b>Spellzone</b>	Spellzone is a provision that students can use at home using the website or the APP. Spellzone allows students to identify gaps in their spelling knowledge and allows them the chance to build their confidence in spelling.	<a href="http://www.spellzone.com">www.spellzone.com</a>  This will be provided by SLC Staff.	Please contact Mr Burr at <a href="mailto:JBurr@srpa.co.uk">JBurr@srpa.co.uk</a>

## Year 7 curriculum for term 2

Subject	Term 2 overview
<b>English</b>	This term we will begin our study of the gothic genre which will be linked to the transition novel <i>Twelve Minutes to Midnight</i> . We will learn about the features of the gothic genre, when and where it started and will look at extracts from other texts which belong to the genre such as <i>Dracula</i> and <i>Frankenstein</i> . Throughout the unit we will practise reading skills in analysis and evaluation and we will build on the creative writing skills which we learnt in term 1.
<b>Maths</b>	This term we will continue to consolidate and extend our core skills to ensure a strong foundation to work from over the coming years. We will consider how we can work confidently with decimals before looking at problems involving rounding to varying degrees of accuracy. We then look at how we can carry out various operations with fractions before beginning to look at constructions using a compass, ruler and protractor.
<b>Science</b>	This term we will be studying muscles and movement in biology; electricity in physics and the Earth's structure in chemistry. You will have opportunities to apply your knowledge to experiments to enhance your working scientifically skills.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, our pets and our families. We will begin to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Geography</b>	In this term, we are finishing off the first of five topics which we study in Year 7 geography, place and location knowledge. We will then start topic two which is 'what skills do Geographers need?' where we will focus on map skills needed to read and use both Ordnance Survey maps and atlases. Why not put an atlas on your Christmas list if you do not already have one?
<b>History</b>	In term 2, Year 7 will consider the question 'how can archaeology help us to challenge what we know about the Vikings?' We will look at findings from the raid on Lindisfarne, different archaeological techniques at Repton and the journey of the Carnelian bead. This unit will provide an opportunity for students to engage with historical scholarship through focusing on Dr Cat Jarman's River Kings.
<b>EFP</b>	In term 2, Year 7 explore the religious beliefs and practices within Judaism. Students will examine the history of Judaism and explore what life is like for modern Jewish people living in the UK.
<b>Computer Science</b>	This term in Computer Science we will be continuing with our topic 'Getting Started'. You will explore applications that will be required to be used across your different subjects. The focus will be on Microsoft Word and PowerPoint.
<b>Music</b>	Throughout term one Year 7 will be building foundation skills in music, developing their understanding of melodies and accompaniments. We aim to expand student knowledge of practical skills, while introducing them to the theory behind how music is made in the industry.
<b>Drama</b>	Students will be learning all about the traditions of British Theatre through pantomime this term. From how to create slapstick comedy to how to design a dame, students will be exploring theory and practical tasks based on a much-loved tradition.
<b>Design &amp; Technology</b>	KS3 projects develop student confidence in planning, working with tools and materials safely. The projects will develop and widen the understanding of metals, polymers and timbers and their origin, and introduce material properties.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate
<b>Art</b>	Drawing, designing, analysing and exploring media set some of the foundations of developing as an artist and creative. Through this scheme of learning students will demonstrate the level of skill they have developed during primary education based around analysing and recreating others art, observational drawing, exploring colour and media and finally applying creative thinking to design outcomes.
<b>PE</b>	In PE activities covered will include: fitness, football, table tennis, badminton, handball and gymnastics.
<b>Personal Development</b>	Students will be studying 'Living in the Wider World', exploring the skills need for both education and employment. This will include personal values, organisation and team work.

## Year 8 curriculum for term 2

Subject	Term 2 overview
<b>English</b>	In term two we will complete the study of a dystopian fiction text and respond to it in writing, using analytical and evaluative reading skills. We will use what we have learnt about the dystopian fiction genre to produce descriptive and narrative writing which matches the features of the genre.
<b>Maths</b>	In term 2 we will look to deepen our understanding of negative numbers, prime factors and comparing sets of data using averages and range or solving equations, calculating area, perimeter and transformations of shapes.
<b>Science</b>	We will be studying the following in science this term; magnetism, respiration and acids and alkalis. There will be lots of opportunities for you to apply your knowledge to experiments to build your working scientifically skills.
<b>French</b>	This term we will be covering the topic of where we live, learning to describe the town we live in. We will be able to discuss what facilities there are in town and what we can do there, plus what we normally do, what we are going to do and what we have done. We will continue our work on present, future and past tense patterns. In addition, we will continue to practise our French phonics in order to be able to use correct French pronunciation and will learn more about the French-speaking world and its traditions.
<b>Spanish</b>	This term we will continue to learn a range of strategies which help us to learn a language and we will be putting these into practice by learning to talk about ourselves, our pets and our families. We will begin to learn about rules of grammar and how to apply them to our speaking and writing and will also continue to practise Spanish phonics in order to pronounce words correctly. We will learn more about the Spanish-speaking world and its traditions.
<b>Geography</b>	In this term, we are finishing off the first of five topics which we study in Year 8 geography 'the cold, what is Antarctica like?'. We will then start topic two which is 'how are global populations changing?' where we will focus on patterns of global population change, mapping and drawing graphs to show population, the consequences of a changing population, as well as migration.
<b>History</b>	In term 2, Year 8 will consider the question 'how can material objects help us understand Britain's place in the world?' This will build on their understanding of empires from term 1. The lessons will take students through a number of artefacts to help them understand and question the history of the British Empire. One of the artefacts covered will be the Joseph Banks portrait which is currently on display at the Usher Gallery in Lincoln, why not take a trip to see the portrait?
<b>EFP</b>	In term 2, students explore the topic of Prejudice and Discrimination. This unit of work allows students to explore, discuss and debate key questions and issues which exist in our world today.
<b>Computer Science</b>	This term in Computer Science we will focusing on Spreadsheets software. Spreadsheets are incredibly useful and powerful tools. They are used every day by people in all sorts of ways, from storing information about products and stock levels to managing multi-million-pound budgets. They can be used to store data, perform complex calculations and to create graphs and charts. They are often used to model what might happen in different situations. This unit is focused on using spreadsheets efficiently and effectively, along with some of the advanced features.
<b>Music</b>	Students in Year 8 will be looking into the theory and practice of African drumming this term, including having the opportunity to design their own! They will be required to work independently and in groups to build their practical skills with confidence.
<b>Drama</b>	There are so many different styles of theatre to study, this term we will be doing a different one each lesson. Year 8 students will explore Greek theatre, comedy, devising, verbatim and physical theatre over the term both practically and theoretically. This will broaden their knowledge of different performance styles for future practical work.
<b>Design &amp; Technology</b>	Students will be set a fictional design that design and manufacture quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM . Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a Laser cutter and 2D Techsoft design to draw and cut their pattern out.



<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	Accurate recording is an important skill to develop in preparation for GCSE Art. This project aims to build upon prior skills taught in y7. Students will develop their ability to look at a cylindrical form and record the ellipses accurately through a structured method of drawing. Andy Warhol's soup can will be the main theme, thus recapping contextual understanding from project 1. Students will learn the Mono Printing process and explore the need to record lettering in reverse. Students will explore the key areas for success and art specific terminology when experimenting with this process/method. Extension – students will be create a 2 colour way print.
<b>PE</b>	In PE activities covered will include: Fitness, football, table tennis, badminton, netball handball and gymnastics.
<b>Personal Development</b>	In Personal Development students will be studying 'Living in the Wider World.' Exploring employment rights, gender bias, self-employment and career pathways.

## Year 9 curriculum for term 2

Subject	Term 2 overview
<b>English</b>	In term 2 we complete the unit on Leaders which was started towards the end of term 1. This includes reading and analysing political speeches and learning about the art of rhetoric. This is preparation for writing speeches on a topic of students' own choice which forms their first piece of 'real' GCSE assessment – the spoken language presentation. Students complete these presentations in class in front of their peers towards the end of term 2 and are awarded a pass, merit or distinction grade.
<b>Maths</b>	This term we will work through either area and volume of prisms before looking at graphs of linear and quadratic functions followed by using Venn diagrams to find probabilities. Other teaching groups will work on their algebraic skills such as expanding and factorising into brackets and using laws of indices before deepening our understanding of operations with fractions followed by investigating angle facts for regular polygons.
<b>Science</b>	During your biology lessons you will be studying cell biology and division. During chemistry, you will be studying the development of the periodic table and investigating energy transfers by heating in physics. There will be lots of opportunity to see how these concepts apply to your everyday life, and build your scientific skills in the relevant experiments.
<b>French</b>	This term we will be covering the topic of shopping, discussing where we shop, when and how often and justifying our opinions. We will continue our work on present, future and past tense patterns and will be introduced to conditional tense and subjunctive phrases. In addition, we will continue to practise our Spanish phonics in order to be able to use correct Spanish pronunciation and will learn more about the Spanish-speaking world and its traditions.
<b>Spanish</b>	This term we will be covering the topic of where we live, learning to describe the town we live in. We will be able to discuss what facilities there are in town and what we can do there, plus what we normally do, what we are going to do and what we have done. We will continue our work on present, future and past tense patterns. In addition, we will continue to practise our French phonics in order to be able to use correct French pronunciation and will learn more about the French-speaking world and its traditions.
<b>Geography</b>	In this term, we are finishing off the first of five topics which we study in Year 8 geography, the unequal world, global development. We will then start topic two which is 'what are tectonic hazards?' . Here we will explore the causes of different tectonic hazards, as well as investigating the effects of earthquakes, volcanic eruptions and supervolcanoes, before looking at why people live in dangerous areas and how we can reduce the impacts of these hazards.
<b>History</b>	In term 2, Year 9 will consider the question 'have we learnt the lessons from the Holocaust?' Students will look at the life of Jewish communities in inter-war Europe and how their lives were changed through the increasing persecution from the Nazi Party. We will use stories of these communities to understand the impact of this persecution and will look at subsequent genocides in order to explore whether the world has really learnt the lessons from the Holocaust.
<b>EFP</b>	In term 2, students study the philosophical problems surrounding evil and suffering. Year 9 will examine religious and non-religious responses and have the opportunity to reflect on their own thoughts.
<b>Computer Science</b>	This term in Computer Science we be focusing on Animation. You will learn basic graphic drawing and animation techniques such as frame-by-frame animation and tweening, working with layers and adding simple interactivity and ActionScript. You will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations using industry standard software, Adobe Animate.
<b>Music</b>	Year 9 will be taking an in depth look into the professional world of creating soundtracks for film. They will take a deep dive into the industry and analyse some of the well-known soundtracks from popular titles including, Jaws, Harry Potter, Marvel and Jurassic Park.

<b>Drama</b>	This heart-breaking novel 'A Monster Calls' tells the story of 13-year-old Conor O'Malley who has been having the same nightmare for several months – he tries to keep hold of a hand that slips away. He wakes at seven minutes past midnight to discover a monster in the shape of a yew tree calling to him from outside his bedroom window. This heart-breaking story of a young man struggling to come to terms with his grief has been adapted into a fantastic play that the students will be exploring this term.
<b>Design &amp; Technology</b>	Students will be set a fictional design that design and manufacture quality and unique products. The students' challenge will be to design and make a range of products. Students will be given materials which to cut out and shape using CAD/CAM. Pupils will also be introduced to the use of computer-aided design and computer-aided manufacture by using a Laser cutter and 2D Techsoft design to draw and cut their pattern out.
<b>Food Technology</b>	Students will be introduced to food preparation and nutrition in order to develop an understanding of health and safety/food safety. This term, students will develop awareness of foods and how they are produced, prepared and eaten in our day to day lives. Other skills to be developed will include how to use equipment safely, knife skills, evaluation skills and how to apply what we eat to the Eatwell Plate.
<b>Art</b>	The basis of art relies on an ability to explore varied media using a multitude of techniques. Through studying different media influenced by different food and drink artists. Students can expand their art knowledge, media and techniques in a topic that is relatable, stimulating and relevant to the consistently adapting world. Students can complete work from their own resources and lessons are adaptable to suit all of the students' needs.
<b>PE</b>	In PE activities covered will include: fitness, football, table tennis, badminton, handball, rugby and gymnastics.
<b>Personal Development</b>	Students will be studying Living in the Wider World. Students will explore their own strengths and skills, setting smart targets and career pathways in public services.

## Year 10 curriculum for term 2

Subject	Term 2 overview
<b>English</b>	In term two we will finish our study of the 19 <sup>th</sup> century prose text ( <i>A Christmas Carol</i> for 10X3-5 and 10Y1-4, <i>Jekyll and Hyde</i> for 10X1-2). In addition, we will continue to develop the reading and writing skills required for English Language paper 1, reading a wide variety of fiction extracts and completing reading analysis, then using these extracts to influence our own descriptive and creative writing efforts.
<b>Maths</b>	Students in 10XMa5 and 10YMa1-10YMa4, will deepen their understanding of working with indices, simplifying algebraic expressions and calculating probabilities. Students in 11XMA1-11XMa4 will be working on geometric problems involving Pythagoras, prisms and sectors, introducing proof, before looking at how we can apply our algebraic skills to graphs.
<b>Science</b>	You will be studying the following concepts this term; cell organisation in plants and animals, structure and bonding and radioactivity. There will be lots of opportunity to enhance your working scientifically skills during the required practicals.
<b>Media</b>	This term we will continue learning about the television media form by exploring media language, representations, audience responses and industry decisions in an episode of <i>His Dark Materials</i> . We will draw on knowledge from last term when we analysed the first episode of <i>Doctor Who</i> and draw comparisons between the two programmes.
<b>Business Studies</b>	This term students will be focusing on Section 1 Business in the real world. Some of the topics areas they will be exploring are business ownership, setting aims and objectives, stakeholders, business location, business planning and expanding a business. Students will have an end of topic test throughout the term.
<b>Computer Science</b>	Students this term will be exploring the impact that technology has on our world in a number of different cases such as ethical, socially, environmentally. This will widen their understanding about the development of technology and the use of it around the world in some of the largest issues to pose mankind at the minute as well as understanding the world of the Algorithm and why people need to be careful when creating them.
<b>Creative iMedia</b>	Students are preparing to complete the R094 NEA at the end of the term. They are focusing on skills building on Adobe Illustrator and Photoshop and will then attempt a number of visual identity practice tasks.
<b>Finance</b>	Students are continuing preparations for their Unit 1 NEA in January. They are currently on Topic 5 of 8. Students will have a topic test at the end of each topic.
<b>Drama</b>	Students will now begin to explore the first text of their theory exam, <i>Blood Brothers</i> . A musical by Liverpoolian playwright Willy Russell, starting in the 1960's, revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city. The plot follows their lives and how this secret impacts them and the people around them. Students will explore this practically in order to develop an understanding for how to analyse characters and themes.
<b>Music</b>	During Term 2 year 10 will begin studying the set works in preparation for the listening exam at the end of year 11. We will be beginning with Instrumental music 1700-1820, analysing and exploring the key elements used by J S Bach and L van Beethoven.
<b>Child Development</b>	This term, we will be looking at the introductory topic of factors that can affect holistic development, and how childcare practitioners can support children through these times. This will then build into an application of this knowledge in other content areas. All lessons are available via Frog/Subject Sites/Child Development/Content Area 2
<b>Geography</b>	In term two we are now at the end of the tectonic hazards part of the course, and we are progressing onto weather hazards and climate change which will finish the first large module, the challenge of natural hazards. Here we explore the global atmospheric circulations, causes of extreme weather and look at examples of tropical storms around the world. Before finishing off the topic with the causes, effects and responses to climate change.



<b>History</b>	In term 2, Year 10 are continuing their GCSE journey with the Medicine in Britain topic. Students will consider medicine in both the Scientific Revolution and the modern period, before looking at a case study of medicine on the Western Front. There will be regular revision opportunities set as homework to ensure that Year 10 are continuing to consolidate their knowledge.
<b>Religious Studies</b>	In term 2, Year 10 continue to study Christian beliefs, focusing particularly on the life of Jesus Christ. This will then lead on to Christian practices where students will explore worship, celebrations and ceremonies. Exam skills and questions will be embedded throughout, developing, and strengthening their written skills in GCSE Religious Studies.
<b>Sociology</b>	This term we are focusing on research methods. This means we will be looking at how sociologists research things and why some research methods produce more reliable data than others.
<b>Psychology</b>	This term we will be finishing our first topic of Memory, and then moving onto our 2 <sup>nd</sup> topic of Perception. Throughout this, we will be looking at research methods to support our understanding of practical experiments. All lessons are available via <a href="#">Frog/Subject/Sites/Psychology/KS5</a>
<b>Spanish</b>	This term we will be covering the topic of free time, including technology, film and tv, music and sports which forms part of the GCSE Theme 1. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses. We will begin to look at imperfect tense and will continue to look at some complex structures. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
<b>Russian</b>	Students will be moving on to the topic of free-time. They will be talking about the music and sports they enjoy in Russian and will be adding the weather to describe what they like to do in different weather conditions. Students will be building on the grammar already acquired in term 1 and will be writing in two tenses once the past tense has been covered and will be including connectives, intensifiers, opinions, reasons and negatives in their written and spoken Russian. Students will be building on their listening and reading skills, as well as their ability to translate accurately and coherently from Russian to English and from English to Russian. Students will also be building on their knowledge of Russian cases and will learn when to use the nominative, accusative, genitive, dative, instrumental and prepositional cases in Russian.
<b>Core PE</b>	In PE activities covered will include: badminton, basketball, fitness, football and rugby.
<b>GCSE PE</b>	In GCSE PE theory lessons, students will be studying unit 2. This focusses on Fitness and physical training. In practical GCSE PE lessons, students will study table tennis.
<b>Engineering Design</b>	Students will develop their ability to communicate their ideas through hand drawn presentations and the use of CAD with great importance given to 3D CAD Students will need graphic design materials to generate sketches, create accurate technical drawings and render.
<b>Art</b>	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing student's sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Photography</b>	Students to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks. This project is a starting point for developing student's sketchbooks to allow the students to push their understanding of the art available around them. Students will research a series of artists that are linked to the media of the week to help culturally enrich their artistic terminology.
<b>Design &amp; Technology</b>	This term, students will develop an in-depth knowledge and understanding of specialist technical principles through the study of metal and timber-based materials
<b>Hospitality and Catering</b>	Students will gain and develop comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety. Students will develop and apply knowledge and understanding of the importance of nutrition and how to plan nutritious menus. Students will learn the

	skills needed to prepare, cook and present dishes and how to effectively review their work.
<b>Personal Development</b>	Students will study Living in the Wider World, exploring budgeting, gambling, targeted advertising and cyber-crime.

## Year 11 curriculum for term 2

Subject	Term 2 overview
<b>English</b>	In term two we will revise for the mock examinations in November, focusing particularly on Paper 2 Language and the Anthology and unseen poetry sections for Literature. Following the examinations, students will complete revision of <i>Macbeth</i> and their 19 <sup>th</sup> century prose text (either <i>A Christmas Carol</i> or <i>Jekyll and Hyde</i> ). In addition, any student who wishes to retake their spoken language assessment, or who didn't complete it at SRPA in Y9, will have the opportunity to do so after the completion of the mock examinations.
<b>Maths</b>	Students will continue to work through number, algebra, geometry and probability problems in readiness for their first set of year 11 mock examinations.
<b>Science</b>	You will be assessed on your paper 1 knowledge as part of your mock examinations. You will also be continuing study of reproduction and inheritance, rate and equilibrium in the context of reactions and reviewing your understanding of electricity.
<b>Media</b>	In term two, we will revise for the mock examinations in November, with a focus on the CSPs we have studied so far in year 10 and 11. Following the examinations, we will be completing the next focussed CSP on Black Widow and I, Daniel Blake with regard to marketing and production. We will also be spending time on the NEA and aiming to have drafts completed by Christmas. Intervention sessions will be running to support students in completing these.
<b>Business Studies</b>	This term students will be focusing on Section 5 Marketing. Some of the topic area the students will be exploring in detail are the product life cycle, pricing strategies, promotional methods and distribution channels. Students will have an end of topic test throughout the term. In addition, students need to prepare for their mock exams in November.
<b>Enterprise &amp; Marketing</b>	This term students will be focusing on their external examination which takes place on 11th Jan. Students will be revising the 6 Learning Objectives including; how to target a market, what makes a product or service financially viable, product development, how to attract and retain customers, factors for consideration when starting up a business and different functional activities needed to support a business start-up.
<b>Computer Science</b>	Alongside revision for your mock examinations, we will be continuing to explore computer networks. You will be looking at different types of network topologies, modes of connections, protocols and layers. You will then move on to system software, exploring the purpose and function of the operating system, systems software and utility software.
<b>Creative iMedia</b>	Year 11 students are continuing work on R086 Digital Animation. Where they have to design and create a digital animation to promote a robot toy. We are currently finishing of LO2 Planning and will then move on LO3 Create. In addition to this, a number of students are resitting R081 Pre-Production Skills in early January.
<b>Drama</b>	Year 11 students will be continuing with the devising component, they have worked exceptionally hard throughout term one to research and build performances based around topics such as cyberbullying and women's safety. They will complete both the theory and practical elements of this unit by the end of this term. Good luck!
<b>Music</b>	During Term 2 year 11 will complete studying the set works in preparation for the listening exam in the summer term. We will be finish with Fusion music, analysing and exploring the key elements used by Afro Celt Sound system and Esperanza Spalding.
<b>Child Development</b>	This term, we will be focusing on unit 2, task 3, looking at factors that can impact a child's holistic development. Deadlines for the assignments will be set by your teachers, and additional interventions are available on Wednesdays Break 2. All lessons are available via Frog/Subject Sites/Child Development/Unit 2
<b>Geography</b>	In term two we continue with the urban issues and challenges topic, looking at our Newly Emerging Economy case study and in-depth study of an urban area, Lagos. Looking at the causes of growth, opportunities and challenges created by the growth as well as how they are managed. We then investigate an urban area in a Higher Income Country, the UK and Sheffield to see how it compares, with the opportunities and challenges created by the city, as well as how they are managed. Term two will also see the second part of their fieldwork being completed with a trip to Sheffield to investigate urban change and inequality.
<b>History</b>	In term 2, Year 11 will continue their study of superpower relations and the Cold War. They will be considering the Cold War crises, including the building of the Berlin Wall, and the late Cold War. Focused revision continues through our revision timetable set as homework. Revision sessions are led by the department on both a Wednesday lunchtime and after school.
<b>Religious Studies</b>	In term 2, Year 11 move on to study Christian practices and build upon knowledge of Christianity in general. This term, students will study a range of practices within the Christian faith including ceremonies, celebrations and worship. Exam skills and questions will be embedded throughout, developing, and strengthening their written skills in GCSE RS.

<b>Sociology</b>	This term we are working on our crime and deviance module. We will be looking at the causes of crime in society as well as what is labelled as crime. We will then begin our social stratification module; this explores the way people are divided up in society looking at income, gender and ethnic background as well as exploring demographics. We will be expanding our knowledge of previous topics by practicing a range of 12-mark essays to help boost your exam success.
<b>Psychology</b>	This term, we will be focusing on the topic of language, communication and thought, investigating the development of human and animal communication, as well as its function and purpose. We will also be practising exam style questions on previous topics in order to prepare for mock examinations. All lessons are available via Frog/Subject Sites/Psychology/KS4/Language, Communication and Thought.
<b>Spanish</b>	This term we are learning to talk about holidays, including practising using expressions of sequence and the preterite and imperfect tenses. We will be continuing to work on all of our different tenses and practising some of the skills needed for the upcoming exams in listening, reading, writing and speaking.
<b>Russian</b>	Students will be moving on to the topic of holidays. They will be talking about a past holiday they have been on, how they travelled, who they went with, what they did there and will learn to give their opinions throughout. Students will also be able to talk about a future holiday or a holiday they would like to go on and will be able to describe their dream holiday destinations if money were no object. Students will be writing in three tenses and will be including connectives, intensifiers, opinions, reasons, negatives and high-level structures in their written and spoken Russian. Students will be building on their listening and reading skills, as well as their ability to translate accurately and coherently from Russian to English and from English to Russian. Students will also be building on their knowledge of Russian cases and will learn when to use the nominative, accusative, genitive, dative, instrumental and prepositional cases in Russian.
<b>Core PE</b>	In PE activities covered will include: badminton, basketball, fitness, football and rugby.
<b>GCSE PE</b>	In GCSE PE theory lessons students will be studying Unit 5 – Sports Psychology. In practical lessons they will re-visit handball and table tennis.
<b>Sports Science</b>	In Sport Science students will be beginning work on Unit RO45 – Nutrition. In addition, some students will be studying RO41 – Sports injuries and rehabilitation in preparation for the exam re-sit in January.
<b>Construction</b>	Students are working to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment. All students use a range of skill learnt though the scheme of learning Yr10 during construction lessons. The evidence produced in Unit2 is worth 50% of the final grade.
<b>Engineering</b>	Students will continue to work on Unit 2. Planning and manufacturing Junior Hacksaw design Brief. The correct use machines and the manufacturing / shaping of metals and processes. Students will also be required to work independently and with precision throughout. An overview of their work and how decisions are made when considering each stage of the project will be required.
<b>Art</b>	Students will continue their NEA (coursework) unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
<b>Photography</b>	Students will continue their NEA (coursework) unit. Individuals will be able to explore, create and take influence from work of others they find inspiring. At this stage of the coursework unit, students should have explored a range of influences and completed media experimentation pages alongside in-depth artist research.
<b>Design &amp; Technology</b>	Students use a range of skill learnt though the scheme of learning Yr7-11 to produce an independent iterative design work. The evidence produced in Unit2 is worth 50% of the final grade and situation problems are set by AQA. Students this term will work to develop their final idea in preparation to plan and manufacture their chosen design.
<b>Food and Nutrition</b>	Students will be completing their NEA 1 (15% of final grade) scientific study by evaluating and concluding their findings of the effects of gluten in pastry. Students will then continue to develop their high-level preparation, cooking and presentation techniques and understanding the science and nutrition involved in creating well balanced dishes and diets. This will then support their NEA 2 (35% of final grade) designing and developing a new dish.
<b>Personal Development</b>	Students will be studying Living in the Wider World. Exploring how to achieve a work life balance, how to write a successful job application and cover letter.