



7 June 2024

Dear Parent/Carer

Year 11 Students Signing out After Examinations, Curriculum Bulletin – Term 6, Latest Extra-Curricular Clubs and Activities Timetable, Stay Safe Partnership’s Upcoming Online Safety Q+A Event for Parents - 19 June 2024 6pm - 7:30pm, Navigating Teen Relationships Online for Parents - 10 June 2024 6pm - 7:30pm, Donations of Uniform and Coat Hangers, D-Day Commemoration

Welcome to my end of week update letter. Half term has been and gone and we are in the final strait of the academic year. Whilst formal examinations remain a key focus for Years 11 and 13, we also turn our attention to internal examinations for all other year groups before looking forward to sports day and awards evening.

This week’s letter is quite short with more meaty offerings to come over the next few weeks:

Year 11 Students Signing out After Examinations

Please be good enough to ensure that your child is aware of what revision sessions they have signed up for prior to the end of the examination period. We are repeatedly seeing students trying to leave the campus without permission and without a suitable note from parents/carers having already told us they are staying in school for the day. Without a note or a returned MS Form detailing their revision choices and attendance we will not be able to release students during the day.

Curriculum Bulletin – Term 6

Please see attached the Term 6 curriculum bulletin which details what your child will be learning and includes all login links to subject applications.

Latest Extra-Curricular Clubs and Activities Timetable

We have updated our available clubs and activities for the summer term. Please use this link to access the latest timetable: [Extra Curricular Clubs & Activities | Sir Robert Pattinson Academy \(srpa.co.uk\)](https://www.srpa.co.uk/extra-curricular-clubs-activities).

Stay Safe Partnership’s Upcoming Online Safety Q+A Event for Parents - 19 June 2024 6pm - 7:30pm

In 2023, a survey showed that effective parental/guardian supervision of a child’s online activity reduced the risk of children being bullied online by up to 39%. Being able to keep up to date with the latest apps and trends in order to keep your children safe can feel like an overwhelming task. The Stay Safe Partnership deliver Online Safety workshops in secondary schools across Lincolnshire every day.

In this event, you will be given the most up to date information and tools, so you feel confident that you can keep your children safe from online harm whilst still allowing them to explore the online world.

Whether you want to know more around age appropriate apps, online trends, parental controls, social media or any other burning questions this is the event for you!

Teams event sign up required:

<https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbuytickets.at%2Fstaysafepartnership%2F1238529&data=05%7C02%7CSchoolNews%40lincolnshire.gov.uk%7C6e20555050414f3a439e08dc7fd1a265%7Cb4e05b92f8ce46b59b2499ba5c11e5e9%7C0%7C0%7C638525785565581788%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=6ynhYB%2FCINbW47IqFy7voeObYGolXUJ50UX%2B8Gm10oA%3D&reserved=0>

Navigating Teen Relationships Online for Parents - 10 June 2024 6pm - 7:30pm

When your young person begins to date and becomes romantically involved with peers, their life can seem exciting, but can also be extremely difficult. Teenagers don't always like to talk about what is happening in their love life, however, 'Navigating teenage relationships' aims to provide parents and carers with a toolkit to support your youngsters through the complexities of having a healthy relationship.

The Lincolnshire Domestic Abuse Partnership (LDAP) will run a one-hour online Teams workshop on the 10 June 6pm - 7:30pm. During the evening, LDAP will discuss signs of unhealthy relationships, coercive control, love bombing and other red flags to look out for in your teens and where you can get support.

Teams event sign up required:

<https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fbuytickets.at%2Fstaysafepartnership%2F1238653&data=05%7C02%7CSchoolNews%40lincolnshire.gov.uk%7C6e20555050414f3a439e08dc7fd1a265%7Cb4e05b92f8ce46b59b2499ba5c11e5e9%7C0%7C0%7C638525785565591092%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTiI6Ikk1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=J7T%2BVS BqVb9Cq3zvCblfuZs%2FCL00TQnWSQP1mSvAH7I%3D&reserved=0>

Donations of Uniform and Coat Hangers

As Year 11 leave us, we would be happy to receive any donations of uniform for future students to be able to benefit from via our pre-loved uniform shop. We are also in need of coat hangers for holding shorts and/or trousers. Any donations can be dropped off at main or student reception. Thank you in advance for your support. It is appreciated.



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



D-Day Commemoration

Yesterday, we held our commemoration assembly at the front of the Academy to commemorate the 80th anniversary of D-Day. We were represented impressively by cadets from six services in the parade. Daisy N, our lead cadet in Year 12, led the march to the flagpoles and raised the union flag which we will fly for the rest of the month. We have decided to celebrate and raise the flag rather than fly it at half-mast this time, in celebration of the freedoms we treasure and our pride in the fallen for the sacrifice they made for all of us.

My grandfather served at Dunkirk and on D-Day. He was a 22-year-old sergeant in the Royal Military Police who landed on Sword Beach. He was deaf after 6 June 1944 after being mortared and a piece of wood went into his ear and burst his eardrum. As a young boy, I would relish talking to him quietly (and mischievously) on his right side knowing he couldn't hear me. As an adult, I remember more poignantly his preference not to talk about it and to 'just get on with it' stoically. We remember them all this week.

In light of the D-Day anniversary this week and having visited Arromanches in the past, I have contemplated wise words to sign off with given it has been a week of reflection. I have chosen, once again, the words of Ernest Hemingway, who said "The rain will stop, the night will end, the hurt will fade. Hope is never so lost that it can't be found."

Enjoy the weekend when it comes.

I will write again soon.

Yours faithfully



Mr D Hardy
Headmaster



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



Sir Robert Pattinson Academy



Curriculum Bulletin

2023-24

Term 6

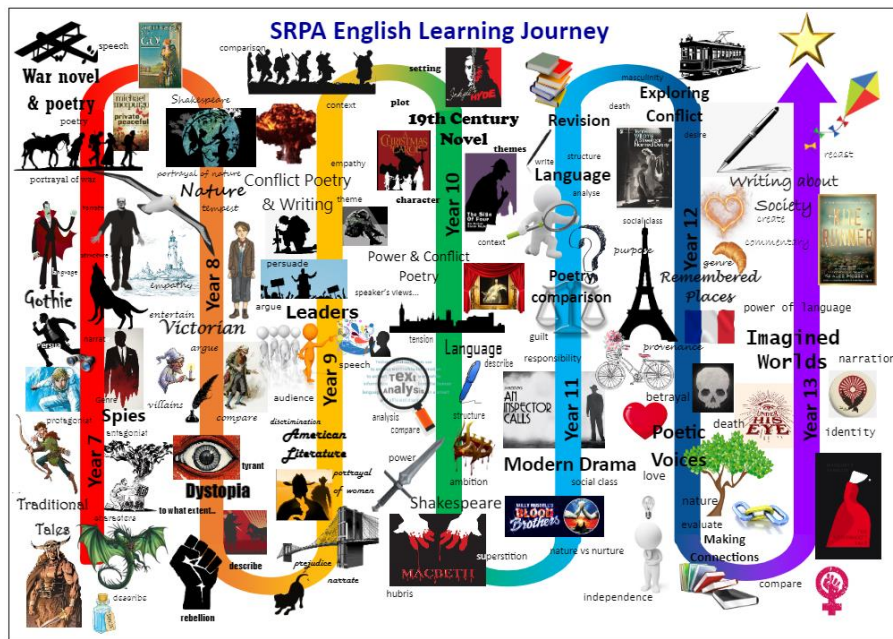
Monday 3 June 2024 to Friday 19 July 2024

Information for parents and carers

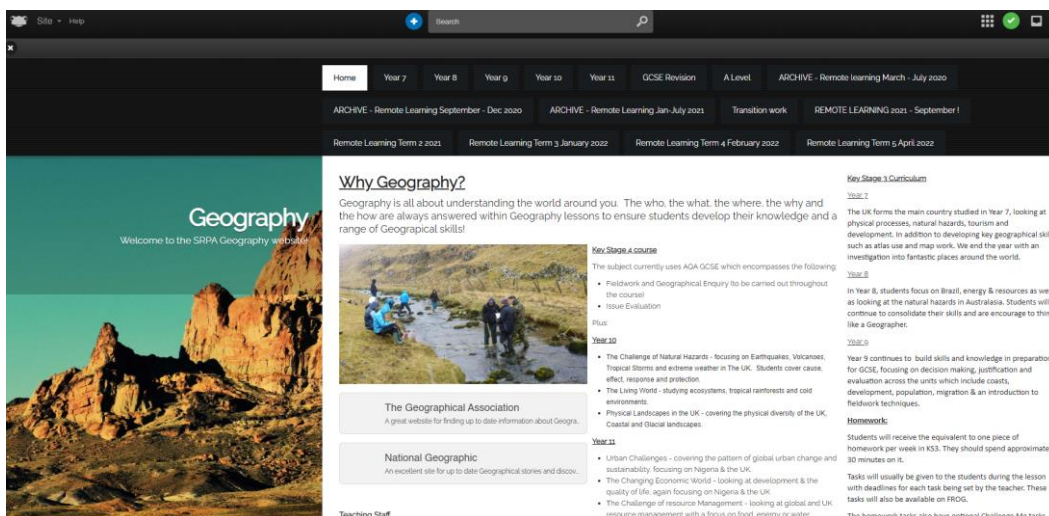
This document has been produced to give parents and carers a short summary of the topics and skills that students at Sir Robert Pattinson Academy will study during term 6 (Monday 3 June 2024 to Friday 19 July 2024).

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
Accelerated Reader	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 ARansome@srpa.co.uk
Bedrock Vocabulary	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.	https://app.bedrocklearning.org/ 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 JMurdoch@srpa.co.uk
Boost Learning	An online learning platform for KS3 Computing. Students can access lessons and assessments.	https://boost-learning.com/ Usernames and passwords have been shared with students via class teachers.	There is a 'forgot your password?' link at the login page. Alternatively contact Mr Barrett at MBarrett@srpa.co.uk
Doddle Learn	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.	www.doddlelearn.co.uk 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"> • Y7 - 9: EBurridge@srpa.co.uk • Y10 - 13: BSporage@srpa.co.uk

Resource	Details	How to access	Problem solving
Frog	All subjects have a Frog page where additional resources and support can be located.	https://vle.srpa.co.uk/app/os Usernames and passwords have been shared with students via personal tutors.	There is a 'forgot password' link at the login page. Alternatively contact our IT support desk at ITSupport@srpa.co.uk
GCSEPod	GCSEPod is a digital learning programme used by the science department to support students with their independent learning and to set bespoke, challenging homework tasks	https://www.gcsepod.com/ Usernames and passwords have been shared with students via class teachers.	There is a 'forgotten my login details' link at the student login page. Alternatively, please contact your science teacher or Mrs Spowage at LSpowage@srpa.co.uk
Go4Schools	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).	https://www.go4schools.com/ 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.	There is a 'forgotten your password?' link at the login page. Alternatively contact Go4Schools@srpa.co.uk
Historical Association Student Zone	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.	https://www.history.org.uk/student Centre ID = 93839 Password = History123	Login details are displayed in History classrooms. Alternatively, contact Ms Smith at SSmith@srpa.co.uk
Kerboodle Geography	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.	https://global.oup.com/education/?region=uk <ul style="list-style-type: none"> • Students should use their school username (from their email). • The default password is their username. This can be changed once into the site. 	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
Languagenut	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.	www.languagenut.com 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 NHughes@srpa.co.uk Spanish students please contact their teacher or Mrs Rodgers at JRodgers@srpa.co.uk
Lexia	A literacy based online provision designed to support reading comprehension, grammar and word study.	https://www.lexiapowerup.com/ Teacher's email = mylexia@srpa.co.uk Username = Same as school system Password = Printer Code	Please contact Mr Burr at JBurr@srpa.co.uk
Linguascope	Linguascope is a vocabulary learning platform for French, Spanish, Russian and EAL (English as an additional language).	www.linguascope.com username = robertpatt password = modlangs	Students should contact their language teacher or Mrs Hughes at NHughes@srpa.co.uk
Massolit	Massolit is an online platform which features lectures on most aspects of the GCSE and A Level Language and Literature specifications. These lectures enhance students' subject knowledge and improve understanding of context and cultural influences on texts. There are lectures available for a variety of other subjects too, such as humanities subjects and the sciences.	https://www.massolit.io/users/sign_in Choose <i>single sign in</i> on the right of the screen. Type <i>Sir Robert Pattinson Academy</i> into the box, select the school name from the drop down box, and click <i>Log In</i> .	Please contact Mrs Selwood at NSelwood@srpa.co.uk
Mathswatch	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.	https://vle.mathswatch.co.uk/vle/ Username = FirstInitialSurnameYearOfStart@SRPA 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	For password issues please email Mr Roberts at DRoberts@srpa.co.uk

Resource	Details	How to access	Problem solving
SAM Learning	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.	https://www.samlearning.com/ User ID = your school email address Password = your school email address Centre ID = (Leave this box blank!)	There is a 'can't log in' link at the login page. Alternatively contact Mr Parkinson at AParkinson@srpa.co.uk
Seneca	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.	https://app.senecalearning.com/login 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 AParkinson@srpa.co.uk
Smart Revise	An online revision platform for KS4 Computer Science.	https://smartrevise.online/ 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 Smith at Asmith1@srpa.co.uk
Sparx Maths	Sparx Maths supports students aged 11-16 with personalised, challenging and attainable homework.	https://sparxmaths.com/ Usernames and passwords have been shared with students via class teachers.	There is a 'forgotten Sparx login details?' link at the student login page. Alternatively, please contact your mathematics teacher or Mr Roberts at DRoberts@srpa.co.uk
Spellzone	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.	www.spellzone.com This will be provided by SLC Staff.	Please contact Mr Adlington at AAdlington@srpa.co.uk

Year 7 curriculum for term 6

Subject	Term 6 overview
English	In term 6 we will finish our study of the war novel, continuing to focus on analytical and evaluative skills in reading, and descriptive skills in writing. In addition, we will read a selection of war poetry and respond in writing, including writing for differing purposes such as to persuade and to argue.
Mathematics	In term 6 we will begin by looking at how we can calculate the area and perimeter of different 2-dimensional shapes as well as how we can calculate the surface area of 3-dimensional shapes. We will then look at how we can carry out various transformations on 2D shapes, looking at reflections, rotations and translations.
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practice their working scientifically skills in a real-life scenario.
French	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 through revision of all topics studied this year. We will continue to consolidate our knowledge of grammar and how to apply it to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the Francophone world and its traditions.
Geography	This half term starts by finishing off the resources topic. Then year 7 students start to explore the final topic, the tropical rainforests, with a focus on Africa, in which we explore the physical geography of the rainforest as well as how human activity is changing them.
History	Students will study the 17 th century and how turbulent the period was in English history.
EFP	This term students focus on how Islam is practised in Britain as a part of modern British culture.
Computing	This term in computing, students will continue to learn how to programme using block-based programming tools. Programming can be broken down into three key constructs: sequence, selection and iteration. When students understand these three key constructs, they be able to demonstrate problem-solving skills in a programming environment but also in everyday life. This unit will use Scratch as the mechanism for developing understanding of these concepts using a range of fun block-based programming activities.
Drama	Students are learning about different genres within the performing arts industry and how storytelling is used. They will be asked to interpret classic texts in a new way and develop their own skills in developing character and plot that will captivate an audience in their final performance.

Music	Students will be studying how chords are formed to make a four-chord pop song. Students will learn how to play the four-chord pop song using ukuleles. They will learn the names of the strings on the ukulele and hold it correctly, performing using different strumming techniques.
Design & Technology	Key Stage 3 projects develops student confidence in planning, working with tools and materials safely. The projects will develop and wider the understanding of metals, polymers and timbers and their origin, and introduces material properties.
Food Technology	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.
Art	The basis of art relies on an ability to recognise and understand how formal elements are used in art. This project aims to teach students core drawing skills through exploring the possibilities of line and developing an understanding of line as the beginning of all art, that can be used to create shape, form texture and perspective. Students will then use these skills to create responses to the work of artist. These skills will all be built alongside developing an understanding of the artists Yayoi Kusama and Leonardo Da Vinci and how they use line differently through mark making. Students will build on literacy skills to make comparisons between the contrasting styles and applications of line and aim to create a final piece that combines the two.
PE	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
Personal Development	<p>Students will:</p> <ul style="list-style-type: none"> • develop a knowledge of unethical business practice to understand how this relates to consumerism. • Explore and understand the benefits of Ethical businesses. • Explore the cost of living to relate this to income and develop an understanding of savings to prepare for later life. • Explore what online currency is.

Year 8 curriculum for term 6

Subject	Term 6 overview
English	In term 6 we conclude our study of the Victorian period by reading the Sherlock Holmes story <i>The Adventure of the Speckled Band</i> . We consider how this text reflects Victorian values and the literary tradition Conan Doyle was writing from, using analytical and evaluative reading skills to draw conclusions. In addition, we look at some non-fiction texts from the Victorian period, including a prison diary by Oscar Wilde.
Mathematics	This term we will begin by looking at how we can calculate the volume and surface area of various prisms and cylinders. We will then have an in-depth look at plotting, recognising and calculating using various linear and non-linear graphs. We will then deepen our understanding of probability, particularly how we can calculate probabilities when there are multiple events or dependent outcomes.
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practice their working scientifically skills in a real-life scenario.
French	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 through revision of all topics studied this year. We will continue to consolidate our knowledge of grammar and how to apply it to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the Francophone world and its traditions.
Spanish	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 through revision of all topics studied this year. We will continue to consolidate our knowledge of grammar and how to apply it 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.
Geography	Students will complete the settlement topic, before starting to explore weather and weather hazards.
History	Students will learn about the Indian partition and discuss how the country has changed and the influence of European powers.
EFP	This term students focus on how Islamic practices and beliefs. Where students explore what Islam is, the Prophet Muhammad, the 5 pillars of Islam, the Mosque and then finish the topic by exploring Islamic artwork.
Computing	This term, we will be learning about binary. This topic will give students an insight into how a digital processor works, as well as teaching them how data can be represented as a series of bits.
Drama	Students in Year 8 will be completing a devising unit, based on a stimulus that will inspire their work. They will begin to look at influential practitioners to structure their performances with specific techniques.

Music	Students will be studying electronic dance music (EDM) and exploring how it can be created using music technology. Students will learn how to create a four to the floor drum pattern, firstly using a live drum kit and then exploring how the sound can be created electronically. They will create their own piece of electronica dance music, using loops and samples.
Design & Technology	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.
Food Technology	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.
Art	Research and analytical skills are the key to any artist understanding; therefore, this project aims to build upon prior skills taught in Year 7. Students will develop their ability to look at artwork, discuss it, describe it, and demonstrate understanding through written analysis and group feedback. Students will be able to demonstrate their understanding of Pop Art and related artists through a range of skills.
PE	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
Personal Development	<p>Students will:</p> <ul style="list-style-type: none"> • Understand and make confident choices with regards to digital literacy, • Develop an understanding of the cost living to explore wants and needs. • Increase their knowledge of the law regarding age restrictions in relation to social media and its use.

Year 9 curriculum for term 6

Subject	Term 6 overview
English	In term 6 we finish our unit on love and relationships by looking at a selection of poetry focusing on different aspects of love such as friendship and familial love. We will also finish reading <i>Romeo and Juliet</i> and consider how the difficulties of being in love are presented in the play.
Mathematics	This term we will begin by looking at various calculations on shapes-areas of sectors, using Pythagoras' theorem to calculate missing side length in right angled triangles and finding volumes of prisms. We will then look at how we can use properties of triangles as well as all our prior knowledge of angles to prove congruence or similarity. We will then look at coordinate geometry and how we can find the equation of lines given various information.
Science	This term students will complete their end of year assessments to track their progress so far. They will then be completing bespoke projects based on any areas they need to develop from their assessments and have a chance to enhance and practice their working scientifically skills in a real-life scenarios.
Spanish	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 through revision of all topics studied in KS3. We will continue to consolidate our knowledge of grammar and how to apply it 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.
French	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 through revision of all topics studied in KS3. We will continue to consolidate our knowledge of grammar and how to apply it to our speaking and writing and will also continue to practise French phonics in order to pronounce words correctly. We will learn more about the Francophone world and its traditions.
Geography	Students in Year 9 will complete the glaciation topic. Following this, students will revisit some of the geography they have learnt over the past 3 years which is in the news at the time, bringing the geography to life with relevant present-day examples.
History	Students will learn about the Civil Rights Movement in America, learning about both peaceful and militant protests.
EFP	This term we will be looking at relationships and how different religious groups and communities have different forms of relationships Students will look at the Amish community as well as Mormonism to view alternative forms of relationships in society.
Computing	This term in computing, students will showcase the skills they have learnt during Key Stage 3 through an independent project. The project will also develop students' independent skills and time management skills.

Drama	Students will be starting a devising project that will last until the end of the academic year. They will be covering a variety of topics that have impacted the world and applying devising techniques to create performances based on the events.
Music	Students will be studying electronic dance music (EDM) and exploring how it can be created using music technology. Students will learn how to create a four to the floor drum pattern, firstly using a live drum kit and then exploring how the sound can be created electronically. They will create their own piece of electronica dance music, using loops and samples.
Design & Technology	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.
Food Technology	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.
Art	Students are to work through a series of workshops of different media to develop their experimentation and independency within their sketchbooks and or on paper. This project is a starting point for developing students' sketchbooks to allow the students to push their understanding of the art available around them and develop their understanding of the assessment criteria ready for GCSE Art. Students will work through each assessment objective as a unit and develop their experimentation, analysis, opinion and quality of observations.
PE	Students will be working on a range of activities in PE including cricket, rounders, athletics and tennis.
Personal Development	Students will: <ul style="list-style-type: none"> • Develop knowledge to identify a number of key personal skills, evaluating and adapting them to a workplace setting. • Gain an understanding of employment rights and relate these to responsibilities. • Explore how to increase their employability. • Understand how to respond and act on feedback. • Gain knowledge to explore why someone may become an extremist.

Year 10 curriculum for term 6

Subject	Term 6 overview
English	In term 6 we will complete detailed feedback on the Year 10 examinations, setting targets for improvement in all areas of both the Language and Literature courses. We will complete the study of the Anthology poems for Literature, and begin to consider the requirements of the unseen poetry section of the Literature examination. Students will also have the chance to re-submit their spoken language coursework if they wish to.
Mathematics	In term 6 we will complete some revision and examination preparation in readiness for our end of year examinations. We will then analyse our strengths and weaknesses based on the content covered this year. We will then work to remediate any misconceptions so that we are ready to begin Year 11 with focus.
Science	This term students will be complete feedback from the examinations to ensure any areas of developments are clearly communicated and action plans are created for them. They will then begin to study paper 2 topics, including: the human nervous system, waves, and the rate and extent of chemical change.
Media	This term students will complete gathering all elements required for their NEA and complete their planning and preparation fully. Students will also undertake consolidation tasks to support their understanding of all the in-depth CSPs studied in year 10 and complete exam style questions. As their final topic in Year 10, students will explore media language and representation choices in the covers of Tatler and Heat, as the first pairing of focused CSPs.
Business Studies	This term students will be focusing on Section 4 – Human Resources. Some of the topics areas they will be exploring are organisational structure, recruitment and selection process, how to motivate employees and on the job and off the job training. Students will have an end of topic tests throughout the term. In addition, students will be preparing for their business paper 1 mock examination.
Finance	This term students will be completing their Unit 1 Resit NEA and will then be finishing the remainder of their Unit 2 topics. Content will include how a business manages its finances and how it contributes to the economy. Students will have their first NEA attempt for Unit 2 in early September.
Computer Science	This term Year 10 students will be covering the remaining aspects of paper two, developing robust programs and tackling how to answer paper two style questions.
Creative iMedia	This term students will be complete the theory content for Unit R099 Digital Games including how to plan, create and review digital games. They will then complete a practice NEA assignment which will prepare them for the externally set NEA in early September 2024.
Drama	Students have now completed Component 1 – well done everyone! During Term 6 we will begin the study of Blood Brothers for Component 2, where they will be investigating the contextual influences and applying them to their practical performances.
Music	Students will commence work for Component 2: Musical Skills and Development. They can choose to specialise in live Performance or Music Production and will also continue to develop composition techniques. In this component students will demonstrate professional and commercial skills for the music industry. Learning about time management, self-discipline, correct and safe use of equipment. They will learn a variety of methods of evidencing processes and outcomes and communicating skills development, creating two musical outcomes.

Child Development	This term we will study our final topic for Year 10 – Roles and Responsibilities in Early Years Settings. Year 10 students will look at partnerships in early years settings, specialist roles within and out of early years settings and roles of an early year’s practitioner. Within this term Year 10 will prepare for the mock examination by focusing on 9-mark questions and examination techniques.
Geography	We are just completing the coasts topic and we are going on a field trip to Hornsea to learn the investigation process. We will then start our last physical geography topic, physical landscapes in the UK – river landscapes.
History	Students will begin learning about the Cold War and the increased tension between the two superpowers: USSR and USA.
Religious Studies	Students are completing their module on Islamic practices for component 3 of the GCSE exam. They will completing a mock examination for assess their progress far and will begin to discuss the themes section of the paper such as issues of life and death within a religious context.
Sociology	This term we will complete our education unit and complete mock examinations for the end of the year. We will also begin to look at Year 11 content in the form of Crime and Deviance.
Psychology	This term we will be focusing on completing our fourth topic of social influence, looking at how groups can impact the behaviour of individuals, why people obey and why people conform. Throughout this, we will be looking at research methods to support our understanding of practical experiments. All lessons are available via Frog/Subject/Sites/Psychology/KS4/Social Influence .
French	This term we will be covering the topic of future plans, including talking about opinions on jobs and post-16 choices which forms part of the GCSE Theme 3. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses, plus the conditional tense and will continue to look at some complex structures. In addition to our knowledge of exam tasks, we will begin to practise roleplays in preparation for the first mock speaking exams. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Francophone culture.
Spanish	This term we will be covering the topic of global issues, including talking about the environment, health and homelessness which forms part of the GCSE Theme 3. We will be focussing on deepening our knowledge of adjectival use and negatives as well as consolidating our knowledge of the main three tenses, plus the conditional tense and will continue to look at some complex structures. In addition to our knowledge of exam tasks, we will begin to practise exam skills for speaking in preparation for the first mock speaking exams. We will ensure that our knowledge of key phonics is embedded and we will further our knowledge of Hispanic culture.
Core PE	In core PE students will take part in a range of activities including rounders, cricket and tennis.
GCSE PE	In GCSE PE, students will complete unit 3 on the muscular-skeletal system before preparing before the end of year examinations.
Engineering Design	Students will start work on their first NEA R40 worth 30% of the final grade. The NEA will require the students to analyse products, plan and manufacture a product from a working drawing, and evaluation.
Art	Students continue 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 students’ 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.

<p>Photography</p>	<p>Students continue 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 students' 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.</p>
<p>Design & Technology</p>	<p>Students will start work on their NEA worth 50% of the final GCSE grade. Starting points for their independent research, design and manufacture project will include:</p> <ul style="list-style-type: none"> • Climate change • Securing personal possessions • Playing games
<p>Hospitality and Catering</p>	<p>Summer term in Hospitality and Catering Students will be looking at writing accident forms and risk assessments.</p> <p>This is Unit 1: 1.3.1 Health and safety in hospitality and catering provision:</p> <ul style="list-style-type: none"> • Control of Substances Hazardous to Health Regulations (COSHH) 2002 • Health and Safety at Work Act 1974 • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations (PPER) 1992 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 • Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers, and customers. <p>Practicals will consist of continuing to build on their dove-tailing skills with after school sessions offered every other Tuesday giving them the opportunity to cook for 2 hours.</p> <ul style="list-style-type: none"> • Millionaires' shortbread – caramelising • Fruit salad – looking at high level knife skills in segmenting oranges, shaping apples and presentation. • Lemon meringue pie – bringing skills they have learnt in term 5 together. • Pork jambalaya – cooking rice. • Independent long cook to a brief – develop students independent skills. • Dish of choice for a 1 hour cook with a focus on presentation. <p>For each practical an evaluation sheet will be completed as homework. For students long cook a time-plan will be completed as homework to develop their skills and knowledge ready for their NEA.</p>
<p>Personal Development</p>	<p>Students will use their knowledge to evaluate their skills and interests and relate these to potential future career choices, learn to identify a range of potential workplace hazards.</p> <ul style="list-style-type: none"> • Develop their understanding of careers in STEM to consider these in relation to their future choices. • Gain knowledge to ensure that they maintain a positive online presence. • Understand the rules behind teenage employment.



Upcoming Online Safety Q+A events for Parents

In our 2023 Keeping Safe Survey Lincolnshire showed that effective parental/guardian supervision of a child's online activity reduced the risk of children being bullied online by up to 39%. Being able to keep up to date with the latest apps and trends in order to keep your children safe can feel like an overwhelming task. The Stay Safe Partnership deliver Online Safety workshops in Primary and Secondary schools across Lincolnshire everyday. In this event we will give you the most up to date information and tools, so you feel confident that you can keep your children safe from online harm whilst still allowing them to explore the online world. Whether you want to know more around age appropriate apps, online trends, parental controls, social media or any other burning questions this is the event for you! Sign up is required.

Stay Safe Partnerships Online Safety Q+A for **Parents of Primary Aged Children 5th June 2024 6-7:30pm** FREE TEAMS event sign up required: <https://buytickets.at/staysafepartnership/1238483>

Stay Safe Partnerships Online Safety Q+A for **Parents of Secondary Aged Children 19th June 2024 6-7:30 pm** FREE TEAMS event sign up required: <https://buytickets.at/staysafepartnership/1238529>



LINCOLNSHIRE
**DOMESTIC
ABUSE**
PARTNERSHIP



Navigating Teen Relationships 10th June 6-7:30pm, FREE

TEAMS event sign up required:

When your young person begins to date and become romantically involved with peers, their life can seem exciting, but can also be extremely difficult. Teenagers don't always like to talk about what is happening in their love life however 'Navigating teenage relationships' aims to provide parents and guardians with a toolkit, to support your young person through the complexities of having a healthy relationship.

The Lincolnshire Domestic Abuse Partnership (LDAP) will run a one hour online TEAMS workshop on the 10th June 6-7:30pm. During the evening LDAP will discuss signs of unhealthy relationships, coercive control, love bombing and other red flags to look out for in your teens and where you can get support. The team is also happy to answer any questions you may have through the night.

<https://buytickets.at/staysafepartnership/1238653>