

# The Park School

## Yr10 Curriculum Booklet

Spring 2024

# THE PARKSCHOOL



## **What will my child learn this term?**

- Students will focus on reading, writing and speaking and listening for TPS Certificate or Functional Skills exams. Our theme is Witches and Wizards, key texts may include Macbeth by William Shakespeare or The Witches by Roald Dahl. Some of the reading skills covered will be comprehension, inference, expression, intonation and skimming and scanning texts. Students will complete some activities based on the texts as well as key skills for functional skills and lifelong learning. This will include descriptions, reviews, emails, letters, notes and reports
- In the second half of term the focus will also be on speaking and listening skills for the TPS Certificate or Functional Skills exams. Students will have experience of some of the following: discussions, turn taking, role play, giving opinions, asking and answering questions, debates and writing and giving speeches

## **How will they be assessed?**

- Students will be assessed each lesson through observation and questioning as well as a formal writing assessment to check their use of spelling, grammar and punctuation

**Key words:** scene, narrator, setting, stage directions, character, synonym, thesaurus, verb, imperative verb

## **How can I support them with their learning?**

- Read with your child for at least 10 minutes every night
- Practise individual spelling with your child each night
- Watch a film of Macbeth/ The Witches
- Go to see a production of Macbeth/The Witches
- Read another book together by Roald Dahl
- Choose topics to discuss and debate at home
- Look in newspapers and talk about current affairs
- Write a speech together about something that is happening in the world

# MATHS

## What will my child learn this term?

- **Statistics:** Drawing and answering questions from bar charts, Pictograms (one picture = 2), comparing information given in bar charts and pictograms, two-way tables, Mean, Mode and Range
- **Geometry:** Shading  $\frac{1}{5}$ ,  $\frac{1}{6}$ ,  $\frac{1}{7}$ ,  $\frac{1}{8}$ ,  $\frac{1}{9}$  of given shapes, Symmetrical patterns with horizontal, vertical or horizontal lines of symmetry, 3D shapes – faces, edges and vertices, parallel and perpendicular lines, Coordinates and direction using 8 points of the compass
- **Number/Fractions:** Rounding to nearest 100, 1000 and whole number, multiples of 3, 4 and 8, ordering positive and negative numbers. Fractions of amounts up to 1000, change fractions to decimals and decimals to fractions. Adding and subtracting fractions. Word problems using all 4 operations

## How will they be assessed?

- Both schemes of learning will be assessed through an end of module assessment
- Maths Age assessments will be carried out during the summer term
- Students will also take modules of the Entry Level AQA and some students may take Level 1 Award in Number and Measures

**Key words:** Bar chart, axis, pictogram, key, information, two-way table, column, row, mean, mode, range, fraction, symmetrical, horizontal, vertical, diagonal, line of symmetry, 3D shape, faces, edges, vertices, parallel lines, perpendicular lines, coordinates, compass, direction, North, South, East, West, North East, North West, South East, South West, round, whole number, decimal, multiple, positive number, negative number, order.

## How can I support them with their learning?

- Encourage them to complete homework set
- Ensure they know their MyMaths login
- Talk about what they did in the lessons

## SCIENCE

### What will my child learn this term?

- Health, Disease and Medicine
- Health vs Healthcare
- Disease vs Illness
- Pathogens, Germs, common diseases
- Cycle of infection
- Medicine vs Treatment
- Plants Structure
- Photosynthesis

### How will they be assessed?

- **Entry Level Exam** Biology 1B – Health and disease
- **BTEC Unit** Exploring Biology

**Key words:** Prevention, diagnosis, treatment, development of medicines, working scientifically, hypothesis, method, reliability, validity, fair tests, variables and control

### How can I support them with my learning?

- Discuss and practice key words
- Revise Key concepts
- BBC bitesize
- Oak Academy online

## ART & DESIGN

### What will my child learn this term?

- Learners will be experimenting with a wide range of media and techniques and will be producing a body of work that is supported by written analysis
- Alongside this will be continuous artist research work, the choice of artist, designer, craftsperson will be informed by the work being produced

### How will they be assessed?

- Work will be looked at in reference to the requirements of the GCSE programme and the grading criteria will be continuously checked against and discussed
- Progress will also be checked during each class and within both group and individual discussion

**Key words:** experimentation, manipulation, annotation, formal elements

### How can I support them with their learning?

- Encourage them to talk about what they have been working on and to assist any work that is undertaken outside of taught sessions

# HISTORY

## What will my child learn this term?

- Health and the People – Living conditions in 18<sup>th</sup> and 19<sup>th</sup> Century Britain, Cholera, John Snow, Edwin Chadwick, Public Health Acts and Spanish Influenza

## How will they be assessed?

- Content will be assessed through completion of the exam script for the topic
- History skills will be assessed during activities in the lesson where they will have a chance to independently put skills into practice

**Key words:** Cholera, Spanish Influenza, John Snow, Edwin Chadwick, epidemic

## How can I support them with their learning?

- Look up what the keywords mean and practice using them in a sentence
- Talk about what they did in the lesson
- Do further research on their chosen person about why they were important

# COMMUNICATION SKILLS

## What will my child learn this term?

- Questions and requests: using and responding in functional situations (a station, a shop, restaurant/café,)
- Discussion skills: giving opinions, agreeing and disagreeing, commenting on what others say
- Listening for specific information: being able to check back, getting key information and using inference  
(these all support the Entry level English speaking and listening)

## How will they be assessed?

- Via the DINTs and responses in lessons
- Their responses to learning tasks used in lessons are recorded in their books

**Key words:** agree, disagree, I think this..., because

## How can I support them with their learning?

- Support their listening and turn taking skills through having discussions
- Practice using a confident, assertive tone when speaking
- Encourage them to ask questions and make requests at home and when out shopping etc. and notice when they have done so
- Support any home learning

## PREPARATION FOR ADULTHOOD

### What will my child learn this term?

- Body language
- Welcoming visitors
- Qualities and Skills
- Teamwork
- Introduction to banking
- Understanding debit cards/credit cards
- Budgeting

### How will they be assessed?

- Do it now tasks at the beginning of the lesson aid recall from previous lessons
- Written and verbal answers provide evidence of progress throughout lesson

**Key words:** qualities, skills, patience, resilience, debit, credit, budget

### How can I support them with their learning?

- Look up what the keywords mean and practice using them in a sentence
- Talk about what they did in the lesson
- Look up videos online about each topic to further their understanding

## FOOD TECHNOLOGY

### What will my child learn this term?

- Focus on light meals and snacks and their importance in a healthy diet
- Cooking a range of light meals
- Basic skills practice
- Focus on following instructions independently

### How will they be assessed?

- Short task at the beginning of each session to assess recall from previous lesson
- Observation and questioning by Teacher and TAs
- Practical task, reflection at end of each lesson and quiz at the end of term

**Key words:** Heat control, grilling, simmering

### How can I support them with their learning?

- Talk to them about dishes they have made at school
- Encourage them to make light meals and snacks for themselves

# PE

## **What will my child learn this term?**

- Alternate PE lessons will take place at Winston Churchill School
- Use of the Fitness Suite to include a full induction for every student
- Development of health and fitness as a life choice
- Rotation of a variety of activities to include Invasion games, net/wall games
- Body management to include gymnastics, yoga and dance
- Leadership Opportunities through PE
- Cricket coaching through Surrey Cricket

## **How will they be assessed?**

- As well as focussing on the specific skills within each activity that we cover in PE, all students will be assessed through the Head (cognitive application), Heart (character development) and Hands (physical application) programme
- In the Spring Term, we will focus on and assess our students on the following assessment themes: Thinking & Analysing / Transferring Skills / Managing Emotion & Developing Resilience; and Being Involved / Assessing & Improving / Performing at Maximum Levels

**Key words:** flexibility, strength, power, agility, coordination, stamina, balance, heart rate, names of specific bones and muscles, aesthetics, body position, posture

## **How can I support them with their learning?**

- Talk about what they did in the lesson
- Look at examples of these sports activities on the TV, on the internet
- Watch or join in activities at outside clubs or at your local sports park
- Practise the key skills for each activity with your son or daughter
- Encourage your child to be active and participate in physical activity, particularly by using local sports facilities
- Practice key words above and use them in sentences

## Social Studies

### What will my child learn this term?

- Safety at home, in public and online
- Discrimination
- Equality Act
- Children's mental health week
- Peer Pressure
- Consent
- Positive and negative Relationships
- Public sexual harassment

### How will they be assessed?

- Do It Now tasks at the beginning of the lesson aid recall from previous lessons
- Written and verbal answers provide evidence of progress throughout lesson

**Key words:** safety, discrimination, equality, mental health, pressure, consent, positive, negative, harassment

### How can I support them with their learning?

- Look up what the keywords mean and practice using them in a sentence
- Talk about what they did in the lesson
- Look up videos online about each topic to further their understanding  
<https://www.bbc.co.uk/teach/ks3-pshe-modern-studies/zdt3jhw>

## IT

### What will my child learn this term?

- To design a corporate business information page
- To design a simple CV

### How will they be assessed?

- By an end of term assessment paper
- In class observation and feedback

**Key words:** business, email, product, audience, job application, skills

### How can I support them with my learning?

- Help them complete any set homework
- Do some online research on business information pages
- Discuss hobbies, clubs, skills and interests they could include on a CV
- Discuss the keywords above



# Drama

## **What will my child learn this term?**

- This term, Year 10 students will continue to work towards the Arts Award by completing the Arts Inspiration section, which involves researching and presenting their findings about a favourite actor, and the Arts Skills Share session, which involves planning and delivering a Drama workshop for younger students
- The Drama skills they will be developing will include: being able to explain what you admire about a chosen actor's acting style, giving examples of favourite scenes/ roles etc, being able to research their life and work, being able to explain and lead Drama activities, being able to make suggestions for props, costumes, music, sound effects etc. and being able to reflect on how the session went and suggest improvements

## **How will they be assessed?**

- Drama assessment takes the form of our Flight Path Tracker assessment system, which incorporates an assessment of students' ability to work with others, to develop performance skills and to develop their understanding of Drama as an art form
- At Key Stage 4, students are also assessed according to the Arts Award criteria

**Key words:** activities, mime, freeze-frames, mirroring, improvisation, facial expressions, scenes, character, role, performance

## **How can I support them with my learning?**

- Encourage your child to discuss their chosen actor, including favourite roles/ performances/ scenes and what they admire about their acting
- Ask them about their ideas for their Arts Skills Share session and how they can explain tasks and activities to others

## SCHOOL DAY

It is important that students arrive at school on time. The school gates open at 8:50am and all students are expected to be on the school premises by 9:00am when the gates close. Morning Registration takes place between 9:00am and 9:15am, students who arrive after 9:05am are given a Late mark on the register.

- 8:50am – 9:00am – Students arrive at school
- 9:00am – 9:10am - Tutor time
- 9:10am - 9:25am – Reading in tutor bases
- 9:25am – 10:15am - Lesson 1
- 10:15am – 10:30am - Break
- 10:30am – 11:20am - Lesson 2
- 11:20am – 12:15pm - Lesson 3
- 12:15pm – 1:00pm – Lunch
- 1:00pm – 1:10pm - Tutor time
- 1:10pm – 2:00pm - Lesson 4
- 2:00pm – 2:50pm - Lesson 5
- 2:50pm – 3:00pm – Tutor time
- 3:00pm Home Time

## EQUIPMENT

Part of developing self-organisation skills involves being prepared for lessons. Students should learn to check that they have the correct items with them daily. This will help them work towards a high standard of presentation as well as developing a sense of responsibility and an appreciation of school resources.

We request a pencil case (with student's name on it) containing a basic set of:

- Handwriting pen (fibre tip not a ball point)
- Pencil
- Eraser
- Ruler
- Glue stick
- Pencil sharpener
- Highlighter pen
- Coloured pencils

Students are expected to bring a named water bottle to use throughout the day.

## TOP TIPS TO SUPPORT COMMUNICATION

1. Speak slowly and clearly to your child. This will help your child to speak slowly and clearly too. This will also help them understand.
2. Encourage your child to say when they have not understood something.
3. When your child says something incorrectly, say it back to them correctly, e.g. child says "I play on the puter", adult says "You want to play on the computer".
4. Explain what longer words mean.
5. Tell your child when you are joking or being sarcastic.
6. If you use a saying like "You're on fire today!" or "I'm over the moon" check they understand what you mean.
7. Explain words with more than one meaning, e.g. "pair" and "pear".
8. Help your child understand how to act in different social situations.
9. Talk to your child about the dangers of using sites such as 'Facebook', as it is likely they will not understand the risks of sharing personal information with people they don't know well or when talking with others online.

# NOTES

Please use this section for any notes you may have



Respect and Achievement for All