

# The Park School

## Yr9 Curriculum Booklet

Spring 2024

# THE PARKSCHOOL



## What will my child learn this term?

- The theme for the first half term is 'Food'. Students will read a variety of fiction and non-fiction texts. These will include *Chocolate Wars* by Andy Seed, *The Horrible Chocolate* by Jacob M Ronsen and *Chocolate Unwrapped* by Tim Collins. Students will focus on comprehension, identifying the features and the purpose of a range of texts. Writing activities will include recipes, menus, invitations and food reviews
- In the second half of term the theme is 'Traditional Tales'. Texts may include *Goldilocks A Hashtag Cautionary Tale* by Jeanne Willis and Tony Ross, and *Goldilocks and the Three Bears* by Renee Bierman. Students will also have experience of reading folk tales from around the world such as *Rainbow Bird* (Aborigine) and *The Dancing Turtle* (Brazil). Students will compare similarities and differences between tales. They will also identify key features of folk and fairy tales. Students will focus on developing expression and fluency when reading aloud and giving opinions on texts. Students will complete a variety of writing activities including book reviews, predictions and writing alternative endings to stories

## 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:** fiction, non-fiction, glossary, contents, index, blurb, fairy tale, folk tale

## 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
- Do some cooking together at home – follow a recipe!
- Read a fairy tale together at home and talk about what you liked/did not like about it
- Join a library and find more folk tales from around the world
- Look for alternative versions of fairy tales
- Write your own fairy tale or folk tale
- Go to see a performance of a fairy or folk tale

## What will my child learn this term?

- **Property of number** – Counting in 2, 3, 4, 5, 10 forward and backwards, finding and recognising multiples of one or more than one number
- **Statistics** – read and complete and gather information from bar charts, pictograms, tallies, and two-way tables
- **Geometry** - 3D shapes, identify and draw the line of symmetry of a shape, horizontal and vertical and diagonal lines, nets of cuboids, use coordinates to identify a point on a grid, cardinal points
- **Four operations** – Find the value of a unit fraction and fractions of amount with calculators and without calculators

## How will they be assessed?

- All schemes of learning will be assessed through an end of module assessment
- Maths Age assessments will also be carried out during June/July

**Key words:** Sides, edges, vertices, symmetry, line of symmetry, left, right, horizontal, vertical, diagonals, coordinates, ones, tens, hundreds, thousands, digit, more than, less than, most expensive, cheapest, North, South, West, East, tally charts, bar charts, pictograms, two-way tables, fractions, amount, multiples

## How can I support them with their learning?

- Help them complete homework set
- Ensure they know their MyMaths login
- Talk about what they did in the lesson

## 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

### How will they be assessed?

- End of module test

### 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
- Look for opportunities to identify different living organisms around you

## ART & DESIGN

### What will my child learn this term?

- Learners will be researching treehouse designs that will then help inform their own designs, these will be explored through making small scale maquettes using a range of tools and equipment. The selected design will then be worked up into a final piece

### How will they be assessed?

- Learning will be assessed throughout workshop activities and through individual and group discussion

**Key words:** support, suspend, foundation, base, secure

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

- Ask what they have been working on and get them to explain how they have made their work

# HISTORY

## What will my child learn this term?

- World War 2 and Holocaust

## How will they be assessed?

- Content will be assessed through an assessment at the end of the term
- History skills will be assessed during activities in the lesson where they will have a chance to independently put skills into practice

**Key words:** Evacuation, Rationing, Home Front, Persecution, Concentration Camp

## 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
- Visit your local war memorial and discuss the impact of war on our local area
- Look up videos online about each topic to further their understanding

# COMMUNICATION SKILLS

## What will my child learn this term?

- Discussion skills: to give facts and opinions, be able to take part in a discussion, give reasons and comment on what others say (use their assertiveness skills)
- Describing skills: to be able to say the category it belongs to and describe different features (supports word finding skills)

## How will they be assessed?

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

**Key vocab:** discussion, facts, opinions, agree, disagree, category, size, shape, heavy, light, rough, smooth

## How can I support them with their learning?

- Take opportunities to have discussions on different topics
- Encourage them to say if they agree or disagree and why
- Support their home learning

# GEOGRAPHY

## What will my child learn this term?

- Italy: location on a map of the world, key physical features, mountains, lakes, island, human features – the key cities, tourism, food, the Alps, Mount Vesuvius
- Fair trade and development: the production of chocolate, ingredients in a bar of chocolate and who gets what from the sale of a chocolate bar. Ghana, life in a Ghanaian farming village, compare schools in UK and Ghana. Fair and unfair trade

## How will they be assessed?

- Via the DINTs and responses in lessons. The learning in lessons is recorded on slides on the Chromebook

**Key words:** Europe, Mediterranean, Adriatic, capital city – Rome, Alps, Apennines, physical features, human features, tourism, attractions; fair trade, unfair trade, production, benefits, Ghana, compare

## How can I support them with their learning?

- Show an interest, discuss issues, watch programmes, clips on YouTube about it
- Look at maps, point out physical and human features
- Look at packaging on shopping, identify the fair-trade symbol
- Discuss the key words
- Support their home learning

# FOOD TECHNOLOGY

## What will my child learn this term?

- Healthy Eating, Food Groups and Nutrition
- Focus on Proteins and Dairy
- Cooking with cheese, eggs and other proteins

## 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 and quiz at end of term

**Key words:** Nutrition, Food Groups, Protein, Dairy, Calcium

## How can I support them with their learning?

- Talk about dishes they have made at school and encourage them to try them at home with supervision as needed
- Encourage them to help at home with preparation of meals and clearing up afterwards

## RE

### What will my child learn this term?

- Buddhist faith
- How people express their faith through the arts
- How do we know what happened at Easter

### How will they be assessed?

- Do It Now tasks at the beginning of the lesson aid recall from previous lessons
- A multiple-choice quiz at the end of the topic

**Key words:** monk, temple, enlightenment, suffering, 'The Noble Eightfold Path'

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

- Help them complete homework set on Google Classroom
  - Practice key words
  - Watch BBC bitesize 'What is Buddhism?'
- <https://www.bbc.co.uk/bitesize/articles/zdbvjihv>

## MUSIC

### What will my child learn this term?

- Listen and appraise Classical music from BBC Ten Pieces 3
- Learn to play the ukulele
- Singing a song from The Magic Flute

### How will they be assessed?

- Do It Now tasks at the beginning of the lesson aid recall from previous lessons
- Photos will be taken as evidence
- Opportunity for group performance
- Self-reflection

**Key words:** chord, rhythm pattern

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

- Help them complete homework set on Google Classroom
- Listen to Classic FM
- Discuss what type of instruments can be heard
- Practice key words
- Talk about what they did in the lesson
- Watch 'The Magic Flute' story <https://www.youtube.com/watch?v=zucnvqaBPzc>

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

- Tennis coaching at Woking Tennis Club (each PE group on a rota basis)
- Fitness Unit
- Understanding of and how to measure heart rate
- Aerobic and anaerobic fitness activities
- Muscles and bones
- Fitness testing to measure flexibility, strength, power, agility, coordination, stamina and balance
- Body management to include gymnastics, yoga and dance

## **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
- Practice key words above and use them in sentences



## What will my child learn this term?

- Healthy online relationships
- The wheel of wellbeing
- Effects of alcohol
- Exercise and healthy diet
- Growth Mindset
- Gender and sexual identity
- Types of families
- Marriage, civil partnerships and the law

## 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:** Wellbeing, diet, growth mindset, gender, sexual identity, marriage, civil partnership

## 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> and  
<https://www.truetube.co.uk/resource/commitment-and-families/?tab=film>

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

- To design a Theme Park poster
- To place a variety of data on a spreadsheet

**How will they be assessed?**

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

**Key words:** PowerPoint, images, presentation, font style, creative, discussion, cells, data, spreadsheet

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

- Help them complete any set homework
- Do some online research on theme parks
- Do some online research on poster styles
- Discuss the keywords above

## 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