

Year 9 Spring (Christmas to Easter):

Core subjects:	Science – Chemistry	Drama
Core PE	Science – Physics	Food and Nutrition
English – Language	Science Biology	Music
English - Literature	SPIRIT	PE
French or German		Product Design: Graphic Products
Geography	Option Subjects:	Product Design: Resistant Materials
History - including History of the Arts	Art	Product Design: Textiles
ICT/Computing	Business Studies	
Maths	Child Development	
RE	Computer Science	
	Dance	

What will your child know, understand or know how to do?	Home learning/how parents can help?
<h2>Core Subjects:</h2>	
<h3>Maths</h3>	
<p>Explore, describe and analyse the frequency of outcomes in a range of situations. Systematically record outcomes to find theoretical probabilities. Calculate and use probabilities of single and combined events. Recognise and describe other types of sequences (non-arithmetic). Find products of binomials. Rearrange formulae to change the subject. Understand the trigonometric functions.</p>	<p>Homework is set on Sparx Maths every Wednesday, due in the following Wednesday.</p> <p>You can help by: Ensuring that they start their homework as early as possible. Don't leave it until the Tuesday night before it is due in. Encourage your child to watch the videos on Sparx Maths that are available for every question. Students are expected to have 100% on their homework each week s they need to ask for help with a topic if they are struggling.</p> <p>Ask them to tell you what they are learning about, or talk you through a worked example from their book.</p> <p>We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here. Parents' guide to the mastery approach</p>

Science: Biology

Principles of organisation

The hierarchical organisation of multicellular organisms: from cells to tissues to organ systems to organisms

Animal tissues, organs & organ systems

The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)

Making blood cells to include structure of the blood, blood vessels and the heart

Health issues including the effect of lifestyle on some non-communicable disease

Cancer

Plant tissues, organs and systems

Key words & definitions (listed in disciplinary literacy section) are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.

A challenge mat consisting of a multiple-choice grid and a comprehension reading activity. Pupils to spend 30 minutes on this home learning.

How you can help:

Display key words at home and quiz your child on the definitions, key parts of the definitions are in bold text.

Some additional helpful resources are below:

Biology

- <https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>

Science: Chemistry

Carbon dioxide and methane as greenhouse gases

Greenhouse gases

The production of carbon dioxide by human activity and the impact on climate

Carbon footprint and its reduction

Common atmospheric pollutants and their sources

Atmospheric pollutants from fuels

Properties and effects of atmospheric pollutants

Using the Earth's resources & obtaining potable water

Using the Earth's resources & sustainable development

Potable water

Waste water treatment

Alternative methods of extracting metals

Lifecycle assessment & recycling

Lifecycle assessment

Ways of reducing the use of resources

Using materials

Chemistry

- <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zkbbbqt>
- <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zndkxyc>
- <https://www.bbc.co.uk/bitesize/topics/zvsycdm/articles/zfmm6yc>
- <https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/zsgkdp3>

Physics

- <https://www.bbc.co.uk/bitesize/topics/zc3g87h>

Science: Physics

Energy transfers in systems

Energy stores and systems

Kinetic energy

Elastic potential energy

Gravitational potential energy

Work done

Specific heat capacity

Power

Thermal insulation

Efficiency

Renewable and non-renewable resources

ENGLISH

Language – American Texts:

Know contextual factors that impact the meaning of a variety of American texts from across different time periods.

Know how contextual information is presented through a range of non-fiction texts to broaden cultural capital of American influences.

Knowledge of how writer viewpoint and perspective can be influenced by the socio-historical context

Knowledge of different elements of stories and how they are structured for effect, including key knowledge of:

Narrative structure

Setting

Characterisation

Engaging openers

Narrative voice (first, second, third)

Language – The Art of Persuasion:

Knowledge of persuasive writing techniques in both fiction and non-fiction texts.

Know the purposes and audiences for different types of marketing and advertising.

Know how advertising campaigns utilise language in order to successfully persuade an audience.

Knowledge of different persuasive devices and the impact that they have in different contexts. Know how to analyse the language of different persuasive techniques used in advertising campaigns and know how to comment on the effect of said techniques on the intended audience.

Know the definitions of, and how to identify, a number of sophisticated persuasive techniques, including:

Imperative verbs; Hyperbole; Anecdotes; Conditional tense; Sensory description; Rhetorical questions
Hypophora.

Literature – Purple Hibiscus

-Know the historical, cultural and social background of Nigeria, Christian and Catholic religion, patriarchy, colonialism, post-colonialism, feminism and family heritage.

Know the key themes and ideas in the novel, including: Christian faith; patriarchal domination; interpretations of

All students in Yr7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/> a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners and are expected to complete a minimum of two sessions per week as part of their homework.

Should you wish to create a parent account (allowing you to monitor your child's progress and explore the vocabulary that they are currently learning), you will need your child's log in information, along with a parent access code (again, found in your child's planner). Further guidance can be found on the links below:

Parents' guide to using Bedrock at home

<https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf?>

Parents of Bedrock School Users

https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign

Year 9 Language Reading List: American Texts

The Great Gatsby – F. Scott Fitzgerald

Of Mice and Men – John Steinbeck

Little Women – Louisa May Alcott

The Hate that U Give – Angie Thomas

The Old Man and The Sea – Ernest Hemingway

Year 9 Literature Reading List: Purple Hibiscus

The Keeper of Stories – Sally Page

The First Woman – Jennifer Nansubuga

Makumbi

The Island of Missing Trees – Elif Shafak

Half of a Yellow Sun - Chimamanda Ngozi Adichie

Christianity; power of gender/female empowerment; colonial Power /Post colonialism; domestic Violence; Nigerian language and cultural identity; dangers of Intolerance and Spiritual Transformation; freedom of speech; public vs Private; silence vs voice; authority; familial relationships and redemption.

Key terminology:

Know narrative structural terminology used within Purple Hibiscus and other world literature, including: Bildungsroman; narrative voice- first-person perspectives, Igbo language/phrasing; narrative perspective, prolepsis, analepsis and stream of consciousness writing.

-Know literary terminology typically used within the novel format. Such as: symbolism, motifs, allusion/intertextuality, irony, protagonist, antagonist, narrator, interior disclosure, direct authorial comment, contrast and characterisation.

-Know and revisit Freytag's pyramid from Year 7 and 8 in the context of Purple Hibiscus.

-Knowledge character conflict, obstacles and hamartia.

-Know the spoken language aspects of the novel including Nigerian dialect, idioms and Igbo language.

Knowledge of key Characters and development:

-Know the main and supporting characters in the novel: Kambili key character(protagonist); Jaja; Eugene (Papa); Beatrice (Mama); Aunty Ifeoma; Amaka; Obiora; Chima; Papa-Nnukwu; Father Amandi.

Languages:

French

Know how to:

- talk about La Révolution française (negatives)
- say where you went and what you did (-ER verbs taking être vs avoir - perfect)
- say what has happened: Accidents and emergencies (-ER verbs taking être vs avoir - perfect)
- say what you do in your free time (emphatic pronouns moi and toi after prepositions)
- describe how things are and now and how they used to be: French school system (-ER verbs in the imperfect tense)
- describe how things are and now and how they used to be: Childhood memories (-ER verbs in the imperfect tense)
- say what happened once vs all the time (perfect vs imperfect tense)
- say what people did and what they used to do (perfect vs imperfect tense)

Spanish

Know how to:

- describe what you did and what you do (*hacer*)
- describe a charity event (preterite vs present)
- talk about a school event (possessive adjectives)
- talk about what you have to do (*tener*)
- compare how you feel and felt (*estar*)
- describe events in the past (Imperfect continuous vs present continuous)

German

Know how to:

- define and describe people and things (relative clauses, indefinite pronouns)
- talk about particular characteristics (*sein*)
- talk about famous lives from the past (past participles with separable verbs)
- talk about childhood experiences from around the globe (imperfect modal verbs)
- compare how things are with how they were
- talk about everyday life experiences
- talk about what you and others prefer to do; asking and answering (*welch-*)
- compare school experiences
- talk about what you do, since when and for how long

Home learning:

- Regular Sprachenut homework (<https://www.languagenut.com/en-gb/>) - all students are provided with a log-in for this
- Vocab-learning homework from the knowledge organisers in books
- Self quizzing homework from the knowledge organisers in books
- Feed-forward tasks from the feedback after an in-class assessment

How you can help:

- With your child, look through the knowledge organiser sheets stuck in their book at the start of each module of work, and go through the vocab, grammar and phonics section in turn
- Test your child on the vocab section of the knowledge organiser
- Ask your child to explain the grammar points on the grammar section of the knowledge organiser
- Use the phonics section of Sprachenut and practise saying the sounds with your child
- Use BBC Bitesize to deepen knowledge and understanding:

French -

https://www.bbc.co.uk/bitesize/subjects/zgdqxn_b

German -

<https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>

Spanish -

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

History

Know the causes of WW2 including the rise of dictators.

Home learning:

- 'Research, do, review'
- A research task.

<p>Know about Blitzkrieg and the evacuation of Dunkirk. Know about the Battle of Britain.</p> <p>Know the role of women in WW2.</p> <p>Know the role of colonial troops.</p> <p>Know about Operation Barbarossa.</p> <p>Know about Pearl Harbour.</p> <p>Know about D-Day</p> <p>Know about the role the role of atomic bombs in WWII.</p> <p>Know what pre-war Jewish life was like.</p> <p>Know what the Holocaust was.</p> <p>Know about Anti-Semitism through time.</p> <p>Know about anti-Jewish laws.</p> <p>Know what is meant by “Ghettos”.</p> <p>Know what is meant by “Kindertransport”.</p> <p>Know what is meant by “The Final Solution”, “Resistance” and “Liberation”.</p> <p>History of Arts</p> <p>To know about Picasso and Guernica.</p> <p>To know how art can reflect events within wartime.</p> <p>To Know who Dame Vera Lynn was.</p> <p>To know how to explain music can affect morale in war time.</p> <p>To know how to evaluate the impact of music on our understanding of aspects of war.</p>	<ul style="list-style-type: none"> • Preparing a revision resource to review the unit. <p>How you can help:</p> <ul style="list-style-type: none"> • Using their exercise books, test your child on key terms. <p>There is some helpful information on BBC Bitesize:</p> <p><u>https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/z6vff82#:~:text=Britain%20declared%20war%20on%20Germany,the%20USA%2C%20China%20and%20Japan.(WW2)</u></p> <p><u>https://www.bbc.co.uk/bitesize/topics/zk94jxs/articles/zt48dp3</u> (Holocaust)</p>
<p>Geography</p>	
<p>Know the layers of the earth</p> <p>Know about convection currents and plate tectonics</p> <p>Know the types and nature of plate boundaries</p>	<ul style="list-style-type: none"> • Research, review and do tasks on the sheet which will be provided by class teachers. <p>How you can help:</p>

<p>Know where volcanoes are found, how they are formed and their impact on the earth. To know how human and physical processes interact to influence development and how this can impact on the effects and responses to natural disasters.</p>	<ul style="list-style-type: none"> Look out for or ask your child to spot stories in the news that link to volcanoes or earthquakes and discuss these with your child.
<p>RE</p>	
<p><u>Islam Beliefs</u></p> <p><u>To know the 6 articles of faith in Sunni Islam</u> <u>To know the 5 roots of usul-ad-Din in Shi'a Islam</u> <u>To know what is meant by Tawhid</u> <u>To know why Muslims believe the Qur'an is significant</u> <u>To know what is meant by risalah and the role of prophets such as Muhammad and Ibrahim</u> <u>To know the role of angels in Islam</u> <u>To know what is meant by predestination</u> <u>To know Muslim beliefs in life after death</u></p> <p><u>Religion, Peace and Conflict</u></p> <p><u>To know what is meant by just war</u> <u>To know what is meant by Holy War</u> <u>To know what is meant by nuclear weapons and weapons of mass destruction</u> <u>To know what is meant by terrorism</u> To know ethical arguments about war and conflict To know different Christian views on war and conflict</p>	<p>Research:</p> <ul style="list-style-type: none"> GCSE pods to be set by the teacher Information research sheet set by teacher <p>Review:</p> <ul style="list-style-type: none"> Create a sheet of revision for assessment <p>How you can help: This is a link to an article about Sunni and Shi'a Muslims, which you could read together. https://www.history.com/news/sunni-shia-divide-islam-muslim</p> <p>Look at the AQA exam board website for past papers to support their learning and understanding of the demands of the GCSE https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062</p> <p>Encourage debates and discussions with your child in order to help them develop their ability to articulate worldviews.</p>
<p>Core PE</p>	
<p>Whilst also learning sport specific knowledge for the activity they are participating in, all students will also work through the following objectives,</p> <p>To know the key components of a balanced diet To know the main nutrients needed for different sporting activities To know why hydration is important in sport and exercise</p>	<ul style="list-style-type: none"> We would encourage all students to follow the government guidelines of exercising for 30 minutes every day. Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty. Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics.
<p>CORE ICT/Computing</p>	
<p>Knowledge needed is to be able to evaluate sources and identify fake news. This is necessary knowledge to stay IT literate in a digital society. Specific knowledge:</p>	<p>Home learning: Key word definitions form test</p> <p>Identify features of audience worksheet</p>

<ul style="list-style-type: none"> • Know how to Identify the key features of a word processor • Know how to evaluate formatting techniques to understand why we format documents • Know how to select appropriate images for a given context • Know how to critique digital content for credibility • Know how to evaluate online sources for use in own work 	<p>Fact or fake BBC article – read and answer quiz</p> <p>How you can help: Display key words, read the news article aloud to your child. If you work with computers on a daily basis, talk to your child about how the decisions made around software and content. Do you have to be careful about selecting the correct content?</p> <p>Watch the below video and discuss: https://www.youtube.com/watch?v=q1k8rcYUmbQ</p>
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SPIRIT

<ul style="list-style-type: none"> • Know the risks of alcohol consumption, know about the law and safe choices with alcohol. • Know the risks of smoking and e-cigs. • Know about psychoactive substances and drugs, effects, risks and the law. • Know about drug dependency, including prescription drugs. • Know about consent and the law on sex 	<p>Home learning:</p> <ul style="list-style-type: none"> • Your child will need to have read their AP2 report to complete activities in lessons. <p>How you can help:</p> <ul style="list-style-type: none"> • Talk to your child about smoking, vaping, alcohol and drugs. The links below will take you to the NSPCC's website and includes guidance for parents, • Talking about drugs, including links to a FRANK glossary of terms. https://www.nspcc.org.uk/keeping-children-safe/talking-drugs-alcohol/children-and-drugs/
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OPTION SUBJECTS

Engineering

<ul style="list-style-type: none"> • Know how to write a design brief and specification. • Know how to carry out an effective investigation of existing products. • Know about standardised components, manufacturing techniques and materials choices. Know the properties of these and use them to justify the choices of materials and components. • Know how to generate design ideas and develop a design for a torch. 	<p>Home learning:</p> <ul style="list-style-type: none"> • Reading article. • Definitions of key terms. <p>How you can help:</p> <ul style="list-style-type: none"> • Display the key terms (printed inside the home learning booklet) and test your child's understanding of the terminology. • Encourage your child to draw a range of objects in your home using 2D & 3D drawing techniques they have learned in school.
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Business Studies

Know what business aims and business objectives are.
Business aims and objectives when starting up:
Know what is meant by financial aims and objectives, survival, profit, sales, market share, financial security, non-financial aims and objectives: social objectives, personal satisfaction, challenge, independence and control.

Know why aims and objectives differ between businesses.

Know the mean of, and how to calculate: revenue; fixed and variable costs; total costs; profit and loss; interest; break-even level of output; margin of safety.

Know the importance of cash to a business.

Know the sources of finance for a start-up or established small business.

Home learning:

- Key terms & definitions.

How you can help:

- Display key terms.
- Look out for market research being done, for example if you are asked to review or fill in a survey.
- Share these with your child.

Computer Science

Know what a database is and how they are used in Computer science

Identify key fields and data types used to capture data.

Create flat file and relational databases

Add validation to a database to improve data capture

Create forms, queries and reports to produce useful input and output from the database

Know how HTML can be used to create the structure of a website

Know how HTML tags are used to edit the content of websites

Know that CSS determines the style of a website

Know how iteration is used to create efficient programs and reduce typed code

Know that selection is used to make decisions in programming

Homework is a mixture of short, factual questions assessing knowledge in isolation and longer questions in which students are asked to analyse a situation or justify their answer to questions.

How you can help:

- Display Key terms at home and quiz your child on these.

Art

Know how to apply appropriate media and materials to create a series of outcomes building on prior knowledge of these techniques inspired by Cubism.

- Monochromatic
- Pencil rendering
- Fragmented collage
- Colour rendering

Know about ABSTRACT EXPRESSIONISM

Know the historical context / timeline

Know the characteristics of the Abstract Expressionists style and links to other movements.

- Action Painting
- Robert Motherwell
- Franz Kline
- Jackson Pollock
- Mark Rothko
- William de Kooning

Support your child with the Art & Design article homework tasks, discussing linked questions and helping with new definitions.

Encourage your child to read around the subject and visit art galleries to increase their understanding of artists and art movements from the different periods in history.

Encourage your child to practise skills and techniques demonstrated in lessons using a variety of media.

Drama

Theatre Studies and Technical Theatre

To know the elements of theatre

Know the jobs within theatre

To know the role of;

- A set designer
- A costume designer
- A lighting designer
- A sound designer
- A stage manager
- Front of house assistant
- Director
- Theatre Studies and Technical Theatre

Using knowledge from theatre studies the students will create a performance behind a 'shadow board' where they will incorporate lighting, set, costume and sound.

Home Learning:

- Definitions of key terms – create flash cards for key.
- Drama vocabulary with definitions.

Research the drama practitioner Augusto Boal.

How you can help:

- Encourage your child to practice the spellings and describing the definitions of the key terms and strategies.
- Research examples of Forum Theatre, these can be found on YouTube, watch the examples together.

Music

- Know the skills requires for ensemble performances
- Know the notes of the stave and use this to sight read.
- Know the notation of chords. Develop chord reading skills
- Know how to effectively prepare for a performance

Home Learning:

- Learn the topics tier 3 vocabulary and develop the 'speak like a musician' language when describing music.
- We would encourage students to listen to a wide variety of music from differing cultures. We would also invite students to attend a music enrichment club to further develop their musicianship.

<ul style="list-style-type: none"> • Develop listening and appraising skills through regular rehearsal feedback Develop effective rehearsal skills • Know and perform a range of musical styles suitable to their assigned band (students will need to adapt to the musicians in their group and their instrumental combinations) • Know how to compose basic motifs using Bandlab and/or noteflight. • Know key compositional techniques used in film music including action, adventure, fairytale and horror genres. 	<ul style="list-style-type: none"> • We would recommend students perform regularly, practising a minimum of 60mins per week on their instrument
<h3>Dance</h3>	
<p>To know the choreographic process and how to use a simple stimulus.</p> <p>To know how to develop a choreographic intent, ASDR and structure to create a one and half minute group dance</p> <p>To know how different aural settings can enhance a performance</p> <p>To know the “Sleepyhead” (solo performance)</p> <p>To know how to apply performance skills into a solo performance</p> <p>To know how performance skills can enhance a performance</p>	<ul style="list-style-type: none"> • Create flash cards for key dance skills vocabulary • Watch a range of short dances and apply dance skills to different sections of the dance, providing examples of where the skills have been performed.
<h3>PE Sports Studies</h3>	
<p>To know the different methods of training</p> <p>To know how to carry out a range of training methods</p> <p>To know which training methods are most suitable for sports and fitness components</p> <p>To know the principles of training and why they should be used</p> <p>To know how to apply the principles to a training plan</p>	<p>How you can help:</p> <ul style="list-style-type: none"> • Ask your child about the components of fitness and what examples they can give. • If you are working through a training/fitness plan yourself, share this with your child. Can they explain why you are doing each task?
<h3>Food Preparation and Nutrition</h3>	
<p>Know why food is cooked and how heat is transferred to food</p>	<p>Complete all food article homework tasks and linked questions.</p>

Know a range of preparation and cooking methods and times and make selections to achieve desired characteristics.

Know how the selection of appropriate preparation and cooking methods can conserve or modify nutritive value or improve palatability.

Know how preparation and cooking affect the appearance, colour, flavour, texture, smell and overall palatability of food.

Know the scientific principles underlying these processes when preparing and cooking food.

Know the working characteristics, functional and chemical properties of carbohydrates.

Know about protein denaturation and coagulation.

Know the working characteristics, functional and chemical properties of proteins.

Know the working characteristics, functional and chemical properties of fats and oils.

Know the working characteristics, functional and chemical properties of raising agents.

Encourage your child to use the following websites to help embed knowledge:

SENECA learning
 British Nutrition Foundation
 Food a fact of life

How you can help:

- Quiz your child on new definitions.
- Allow and encourage your child to help you with any cooking at home. Look at food packaging with your child and compare energy and nutritional values.

Product Design (Textiles)

Know about materials and material selection.

Metals:
 Ferrous: Mild Steel; Stainless Steel and Cast Iron
 Non-ferrous; Aluminium, Copper
 Alloys: Brass

Papers: Tracing, Copier and Cartridge
 Boards: Folding Box Board, Corrugated Board, Solid White Board
 Polymers: Thermosetting; Polystyrene Resin (including GRP), Urea Formaldehyde

Textiles:
 Natural Fibres: Wool and Cotton
 Woven Fibres: Calico and Denim
 Non-Woven Fibres: Bonded and Felted
 Knitted: warp and welf
 Synthetic: Polyester and Acrylic

Timbers:
 Hardwoods: Oak, Mahogany, Beech and Balsa
 Softwoods: Pine and Cedar
 Manufactured Boards: Plywood, MDF

Know the full design cycle and know how to

Home learning:

- Definitions of key terms.
- Materials/communication techniques/year 7 and 8 textiles recap knowledge test revision.

Reading article:

- Fast fashion part two

How you can help:

- Encourage your child to read the knowledge organisers on materials.
- Discuss why products are made from the materials shown.
- Make flash cards of the key terms and use them to test your child’s recall and understanding.

<p>Write a Design Briefs from a selected context Write basic specification Create an annotated mood board Use rough sketching Know what is meant by Presentation Drawings Know how to communicate design ideas including sub-assemblies Know how to annotate ideas</p>	
<h3>Product Design (Graphics)</h3>	
<p>Know about materials and material selection.</p> <p>Metals: Ferrous: Mild Steel; Stainless Steel and Cast Iron Non-ferrous; Aluminium, Copper Alloys: Brass</p> <p>Papers: Tracing, Copier and Cartridge Boards: Folding Box Board, Corrugated Board, Solid White Board Polymers: Thermosetting; Polystyrene Resin (including GRP), Urea Formaldehyde</p> <p>Textiles: Natural Fibres: Wool and Cotton Woven Fibres: Calico and Denim Non-Woven Fibres: Bonded and Felted Knitted: warp and welf Synthetic: Polyester and Acrylic</p> <p>Timbers: Hardwoods: Oak, Mahogany, Beech and Balsa Softwoods: Pine and Cedar Manufactured Boards: Plywood, MDF</p> <p>Know the full design cycle and know how to Write a Design Briefs from a selected context Write basic specification Create an annotated mood board Use rough sketching Know what is meant by Presentation Drawings Know how to communicate design ideas including sub-assemblies Know how to annotate ideas</p>	<p>Home learning:</p> <ul style="list-style-type: none"> • Definitions of key terms. • Materials knowledge organiser test revision. <p>Reading article:</p> <ul style="list-style-type: none"> • Fast fashion. <p>How you can help:</p> <ul style="list-style-type: none"> • Encourage your child to read the knowledge organisers on materials. • Discuss why products are made from the materials shown. • Make flash cards of the key terms and use them to test your child's recall and understanding.
<h3>Product Design (Tech RM)</h3>	
<p>Know about materials and material selection.</p> <p>Metals: Ferrous: Mild Steel; Stainless Steel and Cast Iron Non-ferrous; Aluminium, Copper Alloys: Brass</p> <p>Papers: Tracing, Copier and Cartridge Boards: Folding Box Board, Corrugated Board, Solid White Board</p>	<p>Home learning:</p> <ul style="list-style-type: none"> • Definitions of key terms • Materials knowledge organiser test revision. <p>Reading article:</p> <ul style="list-style-type: none"> • Fast fashion <p>How you can help:</p>

<p>Polymers: Thermosetting; Polystyrene Resin (including GRP), Urea Formaldehyde</p> <p>Textiles: Natural Fibres: Wool and Cotton Woven Fibres: Calico and Denim Non-Woven Fibres: Bonded and Felted Knitted: warp and welf Synthetic: Polyester and Acrylic</p> <p>Timbers: Hardwoods: Oak, Mahogany, Beech and Balsa Softwoods: Pine and Cedar Manufactured Boards: Plywood, MDF</p> <p>Know the full design cycle and know how to Write a Design Briefs from a selected context Write basic specification Create an annotated mood board Use rough sketching Know what is meant by Presentation Drawings Know how to communicate design ideas including sub-assemblies Know how to annotate ideas</p>	<ul style="list-style-type: none"> • Encourage your child to read the knowledge organisers on materials. • Discuss why products are made from the materials shown. • Make flash cards of the key terms and use them to test your child's recall and understanding.
<h3>Child Development</h3>	
<p>Know the choices available for delivery (birth),</p> <p>Know the stages of labour and the methods of delivery, including pain relief,</p> <p>Know the methods of assisted delivery,</p> <p>Know the methods of pain relief</p> <p>Know the postnatal checks of the newborn baby,</p> <p>Know the importance of the environment to the child</p> <p>Know about feeding the newborn baby.</p> <p>Know what is meant by Sudden Infant Death Syndrome (SIDS)</p>	<p>Home learning: Articles and linked questions How you can help: Read through the articles provided to your child, discuss the topics in the articles and support your child with the homework questions. This is a link to the BBC Bitesize KS3 explanation of the menstrual cycle: https://www.bbc.co.uk/bitesize/topics/zybbkqt/articles/zvwb3j6 Watch an episode of "one born every minute" and chat about pregnancy and birth</p>