



The Polesworth School  
ENSURING EXCELLENCE



**Year 7 Threshold  
Concepts and support  
guidance**

**Autumn term**

For the topics of learning within each subject we have identified the key knowledge and skills which students need to secure to give them a firm foundation on which to build further learning. We refer to these as threshold concepts and it our intention that every student secures these threshold concepts in order to make outstanding progress through the curriculum.

We believe that the form in which feedback and assessment takes place must be specifically related to the individual subject and so each department has a specific feedback and assessment policy and teachers use a range of strategies to assess students' progress using the threshold concepts.

We have included below the subject threshold concepts for the topics of learning covered during the autumn term. You can support your son/daughters progress by regularly discussing the threshold concepts with them to help them to remember what they have learnt. To assist you in supporting your son/daughter with any areas for development we have signposted resources and links for each subject below.

<b>Subject</b>	<b>Year 7 Threshold Concepts - Autumn term</b>	<b>How to support students' learning</b>
<b>Art</b>	<p><b>Formal Elements</b></p> <ol style="list-style-type: none"> <li>1. Draw an object using only line.</li> <li>2. Use a pen or pencil to create marks that show 5 different tones or textures.</li> <li>3. Recall the primary and secondary colours and their position on the colour wheel.</li> <li>4. Blend primary and secondary colours to make new colours (12 colours using 6 coloured pencils).</li> <li>5. Apply appropriate formal element words to analyse and evaluate their own work.</li> </ol>	<ul style="list-style-type: none"> <li>• Encourage your child to draw from objects at home.</li> <li>• Ask them to add shadows using pen and pencil.</li> <li>• Display your child's work.</li> <li>• Visit museums and galleries (when it's safe to do so).</li> </ul>

	6. Understand the historical and cultural development of Eugène Alain Ségué art.	
<b>Drama</b>	<p><b>Frankenstein</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how to work as part of a group to devise a Drama.</li> <li>2. Participate in an ensemble performance with a clear beginning / middle / end / transitions.</li> <li>3. Demonstrate an understanding of tableaux – stillness / silence. (Extending to motion in stillness; levels; space; facial expression; posture; gesture.)</li> <li>4. Understand and demonstrate the concept of a character /role in terms of function / emotion / intention.</li> <li>5. Understand the role of theatre lighting with simple rationale.</li> </ol>	<p><b>Devising:</b></p> <ul style="list-style-type: none"> <li>• This website explains devising <a href="https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1">https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1</a>.</li> <li>• Alongside this, parents could support their child with turn taking activities, family discussions about films, images or trips out. They could also encourage their child to formulate what is inside their head using, for example a poem or short story ensuring that their child's 'idea' makes sense.</li> </ul> <p><b>Tableaux:</b></p> <ul style="list-style-type: none"> <li>• This short film explains (and demonstrates on a basic level) the fundamental ingredients of a tableau: stillness, silence, facial expression, space and levels. <a href="https://uk.video.search.yahoo.com/search/video?fr=mcafee&amp;p=how+to+make+a+tableau+drama#id=1&amp;vid=f9652751">https://uk.video.search.yahoo.com/search/video?fr=mcafee&amp;p=how+to+make+a+tableau+drama#id=1&amp;vid=f9652751</a></li> </ul>

		<p><a href="https://www.bbc.co.uk/learningenglish/english/features/drama/frankenstein-ep1">6fdf1e93c234fb543ed221a7&amp;action=click</a></p> <p><b>Voice (Frankenstein):</b></p> <ul style="list-style-type: none"> <li>• This website reads the story of Frankenstein aloud. Students should listen to a short section and think about how the storyteller used their voice (volume, pause, emphasis, pitch and tone). They should then try to copy the way the narrator read the story concentrating on their voice.</li> </ul> <p><a href="https://www.bbc.co.uk/learningenglish/english/features/drama/frankenstein-ep1">https://www.bbc.co.uk/learningenglish/english/features/drama/frankenstein-ep1</a></p>
<p><b>English (Literature and language)</b></p>	<p><b>Poetry from Other Cultures</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates understanding of texts using both implicit and explicit information.</li> <li>2. Selects accurate and relevant questions.</li> <li>3. Identifies writers' methods using terminology.</li> <li>4. Explores the effect of writers' methods on the reader.</li> <li>5. Demonstrates understanding of the link between texts and their contexts.</li> <li>6. Makes comparisons and links between texts.</li> <li>7. Communicates clearly.</li> </ol>	<ul style="list-style-type: none"> <li>• Listen to your child read a range of texts (e.g., fiction, non-fiction, articles, magazines) to allow them to fulfil their daily reading targets and to help improve their confidence in reading.</li> <li>• Help them to revise content learned in school from their class notes, knowledge organisers and 'Big Question' sheets by testing them on the key concepts for each topic.</li> </ul>

	<ol style="list-style-type: none"> <li>8. Writing shows creativity and flair, making use of relevant techniques.</li> <li>9. Writing is suitable for the purpose and audience of the task.</li> <li>10. Writing is organised and structured to make communication clear.</li> <li>11. Spelling and punctuation is accurate.</li> </ol>	<ul style="list-style-type: none"> <li>• Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website <a href="https://www.bbc.co.uk/bitesize/topics/z4hrt39">https://www.bbc.co.uk/bitesize/topics/z4hrt39</a>. Students will benefit from working through the tasks and using the activities to check their own work before submitting it in their 200-word writing challenge fortnightly homework tasks.</li> </ul>
<p><b>Geography</b></p>	<p><b>Map Skills</b></p> <ol style="list-style-type: none"> <li>1. Identify and describe the different types of Geography – with examples.</li> <li>2. Describe what is meant by lines of latitude and longitude and locate countries using them.</li> <li>3. Define the key-terms associated with biomes and locate them around the world.</li> <li>4. Identify how to use atlases and Ordnance Survey maps and interpret satellite images and thematic maps.</li> <li>5. Explain why map symbols and grid references are so important.</li> <li>6. Assess how to accurately utilise and apply knowledge of compass directions, map symbols, four figure grid references and relief and six figure grid references and scale.</li> </ol>	<ul style="list-style-type: none"> <li>• Watch Geographical documentaries together such as David Attenborough.</li> <li>• Encourage your child to take an interest in current affairs/watch/read the news.</li> <li>• Use the BBC Geography bitesize website to support your son/daughter's learning.</li> </ul>

7. Describe and give examples of geographical enquiry.
8. Describe the Geographical Information System and how it is used.

**Our home Island – The UK**

1. Identify the four countries that make up the UK and describe their location.
2. Identify and locate a variety of physical and human features in the UK.
3. Describe the UK's diverse population and explain how it has changed over time.
4. Describe the four economic sectors of the economy – Primary, secondary, tertiary, quaternary.
5. Explain why tourism has grown rapidly in the past 70 years.
6. Describe a national park is and identify at least three in the UK.
7. Identify and explain the challenges and opportunities to life in the UK.
8. Explain how transport and communication has changed over time.
9. Describe two transport developments in the UK.

<p><b>History</b></p>	<p><b>History and enquiry skills – Romans</b></p> <ol style="list-style-type: none"> <li>1. State what an anachronism is.</li> <li>2. Give an example of an anachronism.</li> <li>3. Assess the life experience of different groups of people in a society.</li> <li>4. Use who, what, when, where, why to assess sources.</li> <li>5. State and describe the difference between primary and secondary sources.</li> <li>6. Identify inferences in sources.</li> <li>7. Identify consequences of events to show impact.</li> <li>8. Rank consequences to show the extent of effect.</li> </ol> <p><b>History and enquiry skills – Saxons</b></p> <ol style="list-style-type: none"> <li>1. Know where the Saxons came from.</li> <li>2. Describe why the Saxons came to Britain.</li> <li>3. Identify Saxon Gods.</li> <li>4. Describe in detail features of life in Saxon Britain.</li> <li>5. Compare the Vikings to the Anglo-Saxons.</li> <li>6. Give 3 facts about Canute.</li> </ol>	<ul style="list-style-type: none"> <li>• Talk about History at home around topics being studied and more generally.</li> <li>• Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills.</li> <li>• Visit sites/museums/online displays when safe to do so.</li> </ul>
<p><b>IT</b></p>	<p><b>Computer Crime and Cyber Security</b></p> <ol style="list-style-type: none"> <li>1. Identify some of the signs of fraudulent emails and respond appropriately.</li> <li>2. Recognise fraudulent emails and protect themselves effectively from unwittingly giving</li> </ol>	<ul style="list-style-type: none"> <li>• Ask your son/daughter to independently login to Office 365/MS Teams frequently to ensure their login details are accurate and to demonstrate self-reliance.</li> </ul>

	<p>personal information (e.g. account numbers and passwords) or otherwise being defrauded.</p> <ol style="list-style-type: none"> <li>3. Briefly describe the content of the major Acts concerning computer use.</li> <li>4. Briefly describe some of the dangers of putting personal data on social networking sites.</li> <li>5. Briefly describe ways of protecting online identity.</li> <li>6. Protect their online identity using Privacy settings and by not uploading personal details.</li> <li>7. Adhere to Copyright Law when using written text, downloading music etc.</li> <li>8. List some of the Health and Safety hazards associated with computer use.</li> <li>9. Describe how to safely dispose of an old computer.</li> </ol> <p><b>Using media: gaining support for a cause</b></p> <ol style="list-style-type: none"> <li>1. Appropriately identified the audience and there is some evidence that content is tailored for the audience.</li> <li>2. Uses two or more sources of information, which are referenced appropriately, and it can be proven that some information came from credible sources.</li> <li>3. Formatted a blog appropriately with few improvements needed.</li> </ol>	<ul style="list-style-type: none"> <li>• Independently update their passwords at least every term to keep them secure and private.</li> <li>• Discuss privacy settings on accounts and apps, to help your child understand the importance of protecting their identity and data online.</li> <li>• Use the BBC Bitesize website section on eSafety:  <a href="https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3">https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3</a> to review knowledge and complete the fun quizzes.</li> </ul> <p><a href="#">Malware and security - eSafety - KS3 ICT Revision BBC</a></p> <p>A firewall monitors connections to and from your computer. If it spots something suspicious, it closes the connection or disconnects it. Most operating systems include a firewall and it should be ...</p> <p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></p>
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	<ol style="list-style-type: none"> <li>4. Appropriately included most of the following features: bullet points, alignment, font style and size, titles, colour.</li> <li>5. Selects suitable images for a blog.</li> <li>6. Edited at least one image appropriately to fit with the text (cropped/text wrapped, recoloured).</li> <li>7. All images are attributed to the author.</li> </ol>	
<b>Languages (French &amp; German)</b>	<b>Moi et ma famille</b> <ol style="list-style-type: none"> <li>1. Recognise and reproduce the list of numbers (listening and speaking).</li> <li>2. Recognise and reproduce the letters of the alphabet (listening and speaking).</li> <li>3. Recognise and reproduce the list of colours and understand that they are adjectives and so have different endings, depending on the noun they are describing (reading, writing, speaking, listening).</li> <li>4. Recognise and reproduce the list of days. (reading, writing, speaking, listening).</li> <li>5. Recognise and reproduce the list of months of the year. (reading, writing, speaking, listening).</li> <li>6. Recognise and reproduce the list of verbs. (reading, writing, speaking, listening).</li> <li>7. Recognise and reproduce the list of connectives. (reading, writing, speaking, listening).</li> </ol>	<ul style="list-style-type: none"> <li>• Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources.</li> <li>• Refer to the Knowledge Organiser in the student's books for vocabulary support.</li> <li>• Use the student vocabulary booklet for reference to vocabulary and grammatical structures.</li> </ul>

	<ol style="list-style-type: none"> <li>8. Recognise and reproduce the list of foods &amp; drinks. (reading, writing, speaking, listening).</li> <li>9. Recognise and respond with an accurate, one-sentence response to key questions.</li> <li>10. Produce more than one sentence, linked by a connective from the list, in response to some key questions.</li> <li>11. Listen to a spoken text and independently identify key information from the topic.</li> </ol>	
<p><b>Maths</b></p>	<p><b>Numbers and numerals</b></p> <ol style="list-style-type: none"> <li>1. Understand the value of different place value columns in base 10 number systems.</li> <li>2. Understand the multiplicative relationships between different columns in base 10 number systems.</li> <li>3. Recognise and name nine- and ten-digit numbers in base 10.</li> <li>4. Understand a range of notation for quantities of time and time of day.</li> <li>5. Develop a sense of flexible number composition by solving problems involving time of day and quantities of time.</li> <li>6. Awareness of different numerical systems and their representation.</li> </ol>	<ul style="list-style-type: none"> <li>• Follow the teacher’s guidance and use Hegarty Maths to support home learning.</li> <li>• If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue.</li> </ul>

**Axioms and arrays**

1. Use arrays and area models to develop understanding of commutativity of multiplication.
2. Use arrays and area models to develop understanding of associativity and distributivity.
3. Make use of and generalise the commutative, associative and distributive properties.
4. Use commutativity, associativity and distributivity to solve calculations efficiently.
5. Compare and contrast scaling, area, repeated addition and grouping/sharing models for multiplication and division.
6. Develop number sense and efficient calculation strategies.
7. Make links between efficient calculation strategies and the axioms.

**Factors and multiples**

1. Define the terms factor and multiple.
2. Recognise and define prime, square and cube numbers.
3. Apply definitions of factors and multiples to find common factors and common multiples.
4. Express an integer as a product of its factors.
5. Interpret and create representations of integers that reveal their structure.

6. Conjecture and make generalised statements e.g.:
  - Square numbers cannot be prime - The common multiples of 5 and 4 are always multiples of 20.
  - Prime numbers greater than 3 are one more or one less than a multiple of 6.
7. Solve problems involving factors and multiples in unfamiliar contexts.

**Order of operations**

1. Understand the equal priority of addition with subtraction and multiplication with division in written calculations.
2. Understand that operations of equal priority can be evaluated in any order.
3. Understand that written calculations follow rules of 'syntax' determining the order of operations.
4. Understand the higher priority of multiplication with division over addition with subtraction in written calculations.
5. Interpret the order of operations from written calculations, function machines and worded descriptions.

6. Form written calculations, function machines and worded descriptions correctly embedding the order of operations.
7. Form and identify equivalent calculations based on distributivity, commutativity and the order of operations.

**Positive and negative number**

1. Interpret negative numbers in a variety of contexts.
2. Compare and order positive and negative numbers.
3. Use positive and negative numbers to express change and difference.
4. Understand the meaning of absolute value.
5. Calculate using all four operations with positive and negative values.
6. Form and manipulate expressions involving negative numbers.
7. Use number lines to model calculations with negative numbers.
8. Explore scaling with negative multipliers.

**An introduction to algebra**

	<ol style="list-style-type: none"> <li>1. Develop understanding of algebraic notation including: <math>a \times b = ab</math>, <math>y + y + y = 3y</math>, <math>a \times a = a^2</math>, <math>a/b = a \div b</math>.</li> <li>2. Collect like terms to simplify expressions and understand that this is a result of the distributive property e.g. <math>3a + 2a = (3 + 2)a = 5a</math>.</li> <li>3. Substitute numerical values into expressions and evaluate.</li> <li>4. Use the distributive property to identify equivalent expressions involving a single bracket and the expanded form e.g. <math>3(a + b) = 3a + 3b</math>.</li> <li>5. Develop understanding of the equality and inequality signs.</li> <li>6. Use two equations to form another related equation or inequality e.g. if <math>a = b</math> and <math>b = c</math> then <math>a = c</math>, <math>a + 1 &gt; b</math>, <math>2a + b = 3c</math> etc.</li> <li>7. Use different contexts, including sequences, to construct expressions, equations and inequalities.</li> </ol>	
<b>Music</b>	<p><b>Programmatic Music – Danse Macabre</b></p> <ol style="list-style-type: none"> <li>1. Compose music to tell a story using graphic notation or western notation.</li> </ol>	<p>The following website has lots of composing, listening and performance website links:</p>

2. Use a variety of musical devices to create programmatic music.
3. Use the elements to build up tension and add atmosphere to an overall performance based on a stimulus.
4. Demonstrate how to use different instrument voices to create different effects including the use of timbre and texture.
5. Demonstrate how to work in group situations, collaborate creatively and to voice feedback.
6. Manage performing in front of other people.

#### **Descriptive Music – Pictures at an Exhibition**

1. Compose music influenced by artwork.
2. Use a variety of musical devices to create a composition based on a stimulus.
3. Use the elements to build up tension and add atmosphere to a performance programme.
4. Use different instrument voices to create different effects and demonstrate how this can enhance composition.
5. Work in group situations to give and receive feedback.
6. Manage performing in front of other people.

<https://leicestershiremusic.org/music-tech-ks3>

[www.incredibox.com](http://www.incredibox.com) - Good for structure, loops, and layering.

[www.buttonbass.com](http://www.buttonbass.com) - A good resource for beat, timing, and structure.

#### **Composing:**

- The following websites are links that students and parents can use for composing references:

<https://www.musicalfutures.org/resources>

<https://www.bbc.co.uk/bitesize/topics/z3dqhyc>

#### **Performing:**

- If your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork:

<https://www.onlinepianist.com/virtual-piano>

<https://virtualpiano.net/>

<https://www.musicca.com/guitar>

		<p><a href="https://www.apronus.com/music/onlineguitar.htm">https://www.apronus.com/music/onlineguitar.htm</a>  <a href="https://ukebuddy.com/ukulele-chords">https://ukebuddy.com/ukulele-chords</a></p> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• I would recommend creating a free account with <a href="http://www.spotify.com">www.spotify.com</a> or using YouTube for listening around the styles we will be studying throughout Year 7. The more students listen to the music we are studying, the more they will understand the techniques and elements used.</li> </ul>
<p><b>PE</b></p>	<p><b>Athletics</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the correct grip technique for at least one throw</li> <li>2. Understand that pacing is important in a middle/long-distance running event.</li> <li>3. Demonstrate the basic technique to achieve maximum speed when performing a sprint.</li> <li>4. Demonstrate the basic jumping technique in at least one jump event.</li> <li>5. Strive to achieve their own personal best in performance.</li> </ol>	<p><b>Athletics:</b></p> <ul style="list-style-type: none"> <li>• Join a local athletics club (Tamworth/Nuneaton) to develop your technique.</li> <li>• Encourage your child to attend the school club for extra practice.</li> <li>• Discuss the requirements for different events with your child and encourage them to record and improve their personal bests.</li> </ul>

6. Demonstrate how to prepare the body effectively for a variety of activities.

### **Badminton**

1. Grip racket correctly.
2. Use ready stance.
3. Use at least one type of serve to start a competitive rally.
4. Play the overhead clear over the net past service line.
5. Play the backhand clear over the net.
6. Play a variety of shots in a rally to move opponent.
7. Score singles game.

### **Cross Country**

1. Complete a cross country course with some success.
2. Understand the importance of pacing in a middle/long-distance race.
3. Understand and demonstrate a basic running technique.
4. Understand how running can help them to maintain a healthy lifestyle.

- Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.

### **Badminton:**

- Book a court at Polesworth sports centre to play.
- Encourage your child to attend the school club for practice.
- Watch badminton matches/skills on YouTube/TV (e.g. <https://www.badmintonskills.net/badminton-skills-and-techniques/>).

### **Cross Country:**

- Go for a run as a family.
- Download free Apps to track their runs (Strava).
- Join local running club/park runs/athletics club (Tamworth/Nuneaton) <https://www.parkrun.org.uk/>.

### **Dance:**

- Watch professional street/hip-hop companies on YouTube (e.g., boy blue

5. Identify when working aerobically or anaerobically in a cross-country run.

**1. Dance**

2. Copy specific stylistic movements.

3. Understand street dance/hip-hop as a dance style.

4. Recognise and understand specific terminology in dance.

5. Understand the importance of timing in choreography.

6. Contribute positively to group effort.

7. Awareness and importance of a dance warm up.

8. Understand some choreographic devices.

**Football**

1. Use at least two different parts of the foot to manipulate the ball.

2. Use correct part of the foot to pass the ball accurately.

3. Control the ball using their foot.

4. Move with the ball with some control.

5. Select the correct option to pass or move with the ball.

6. Move into space to receive the ball.

7. Use their body to shield the ball.

entertainment, Zonation and annual 'breakin convention').

- Encourage your child to attend the school club and annual dance shows for extra practise and confidence.
- To aid with movement memory and confidence, challenge students to either perform or teach others key moves, warm up and dance phrase.

**Football:**

- Practice ball familiarisation skills used in lessons to develop confidence with both feet.

<https://www.youtube.com/watch?v=q1B4is3faOM>

- Encourage your child to attend the school football club to development skills and confidence.
- Explore getting your child involved in local youth football. Visit the FA website club finder to find accredited organisations.

<https://www.thefa.com/get-involved>.

**Handball:**

8. Demonstrate good etiquette, sportsmanship and respect.
9. Warm up and cool down safely.

### **Handball**

1. Use at least one type of pass to pass the ball accurately -  
Over arm pass  
Bounce pass  
Flick pass  
Under arm pass
2. Move into space to receive the ball.
3. Use passing to keep possession of the ball.
4. Shoot with accuracy.
5. Understand at least one role in defence.
6. Link two or more skills together in a small sided game.

### **HRF - Practical**

1. Complete 3 phases of warm-up.
2. Name 3 fitness components and where they may be needed.
3. Complete the fitness tests.
4. Name 3 methods to improve fitness through training.

- Get involved in any sport that you need to dodge, run, catch, and throw.
- Watch Handball matches on TV or YouTube matches/skills – e.g., Olympic and World Championships.
- Join the Handball club in school.
- Contact your local handball club (Loughborough/Coventry/Birmingham).

### **HRF – Practical:**

- Ask your child to lead a warm-up with the family.
- Discuss different sports and what is needed to participate in that sport.
- Encourage them to develop their fitness and have a go at a type of training at home.

### **HRF – Theory:**

- Discuss different sports and what is needed to participate in that sport.
- Test them on the different fitness components and can they explain them to you.

**HRF - Theory**

1. Explain difference between fitness and health.
2. Identify at least 3 health related fitness components.
3. Identify 3 skill related components.
4. Link 3 tests to fitness components.
5. Explain in basic terms the fitness profile of sports/performer.

**Netball**

1. Demonstrate correct landing footwork (one-footed and two-footed) and pivoting with control under some pressure.
2. Use 4 different types of pass (chest / bounce / shoulder / overhead) in drills and perform a range of passes in a game.
3. Show footwork and passing variations within their game play.
4. Catch a range of passes using the correct stance and 'W' hand position.
5. Create and move into space to support team-mates.
6. Apply pressure to the opposition by marking their player on and off-ball.
7. Observe many of the major rules, including footwork, obstruction, contact and offside.

**Netball:**

- Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and foot coordination skills (e.g., skipping or hopscotch) at home.
- Encourage your child to attend the school club for practice.
- Research local netball clubs/teams to join  
<https://www.englandnetball.co.uk/play-netball/find-a-session-or-club/>.
- Watch netball drills on-line  
<https://www.youtube.com/watch?v=8WxpyyUwQIQ>  
<https://www.youtube.com/watch?v=sGPHv-hkBVs> or watch parts of matches on YouTube/TV  
<https://www.youtube.com/watch?v=H25dND9cJuQ>.

**OAA - Problem Solving:**

- Ask them do explain what they have been doing.
- Ask them to explain, demonstrate and lead some activities they have done in lessons with family/friends.

	<p><b>OAA – Problem Solving</b></p> <ol style="list-style-type: none"> <li>1. Successfully complete the tasks set as part of their group.</li> <li>2. Contribute towards tasks physically.</li> <li>3. Contribute towards tasks verbally</li> <li>4. Lead a small group for at least part of a task.</li> </ol> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the correct techniques to catch the ball consistently under limited pressure.</li> <li>2. Bowl underarm with some accuracy using the correct technique.</li> <li>3. Throw with some accuracy using overarm.</li> <li>4. Describe and demonstrate the correct batting technique and consistently hit a gentle bowl using correct technique.</li> <li>5. Identify and explain the main pitch lines.</li> <li>6. Explain the rules of no-ball / obstruction / backwards hit and the rules for a batter.</li> </ol> <p><b>Rugby</b></p> <ol style="list-style-type: none"> <li>1. Explain the correct technique to catch the ball.</li> <li>2. Understand the concept of moving into space to receive the ball.</li> <li>3. Demonstrate running with the ball.</li> </ol>	<ul style="list-style-type: none"> <li>• Look at local Scout/Brownie/Cadet groups.</li> </ul> <p><b>Rounders:</b></p> <ul style="list-style-type: none"> <li>• Practice throwing and catching/target-based skills (e.g., catch or chalk target on a wall) and running skills at home (e.g., forwards/backwards relays/ball collect).</li> <li>• Encourage your child to attend the school club for practice.</li> <li>• Find local rounders clubs/teams to join <a href="https://www.roundersengland.co.uk/play/">https://www.roundersengland.co.uk/play/</a>.</li> <li>• Watch rounders drills on-line <a href="https://www.youtube.com/watch?v=kWCNpoJ9vXA">https://www.youtube.com/watch?v=kWCNpoJ9vXA</a> <a href="https://www.youtube.com/watch?v=smTBrE52Fag">https://www.youtube.com/watch?v=smTBrE52Fag</a>.</li> <li>• Watch parts of matches on YouTube <a href="https://www.youtube.com/watch?v=EGcimxQM0v0">https://www.youtube.com/watch?v=EGcimxQM0v0</a>.</li> <li>• Encourage them to talk about health and fitness and what makes a person healthy.</li> </ul>
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4. Understand how to beat an opponent.
5. Use a front tackle.
6. Explain the technique of the front tackle.
7. Outwit an opponent using running, passing and catching skills.

### **Volleyball**

1. Play a 'catch' volley.
2. Move to a position to catch the ball.
3. Use the 'ready' position.
4. Play a cooperative volley rally over the net.
5. Play the overhead hit serve.
6. Hit shot #3 into space on opponents' side.
7. Score a basic game (2v2, 3v3).
8. Play the reverse volley.

### **Rugby:**

- Contact your nearest rugby club (Tamworth, Atherstone, Nuneaton, Market Bosworth).
- Encourage your child to attend the school rugby club or practice.
- Get involved in any games that involve dodging, running, throwing, and catching.
- Watch a rugby games on TV or live/skills on YouTube.

### **Volleyball:**

- Encourage your child to attend the school club for practice.
- Watch volleyball matches/skills online. The following are good to use:  
<https://www.youtube.com/c/Volleyball1on1Videos>  
<https://www.youtube.com/watch?v=Foj6A4WWgCg>.
- Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club

		are recommended and have links with the school.
<b>Religious Studies</b>	<p><b>Buddhism</b></p> <ol style="list-style-type: none"> <li>1. Understand and use the following specific religious vocabulary; Buddha, Four Noble Truths, Middle Way, Eight-Fold Path, Meditation, Enlightenment, Mandala.</li> <li>2. Describe, and explain and illustrate with evidence Buddhist beliefs about what causes suffering.</li> <li>3. Describe, explain how suffering can be managed and overcome.</li> <li>4. Describe and explain what enlightenment is and how it can be achieved, and how and why Buddhists meditate and use mandalas.</li> </ol> <p><b>Hinduism</b></p> <ol style="list-style-type: none"> <li>1. Understand and use the specific religious vocabulary, Brahman, Trimurti, Atman, Avatar, karma, dharma, samsara, reincarnation and Moksha.</li> <li>2. Describe and explain Hindu beliefs about God and the creation of the world.</li> <li>3. Describe and explain karma and reincarnation, the environment.</li> </ol>	<ul style="list-style-type: none"> <li>• Oak National Academy <a href="https://classroom.thenational.academy/subjects-by-key-stage">https://classroom.thenational.academy/subjects-by-key-stage</a> some topics may be in the KS2 section.</li> <li>• BBC bitesize. <a href="https://www.bbc.co.uk/bitesize/subjects/zh3rkqt">https://www.bbc.co.uk/bitesize/subjects/zh3rkqt</a>.</li> <li>• The students work booklets and lesson PowerPoints, copies of which are on Teams.</li> </ul>

	<p>4. Describe and explain the use of animals including the sacred cow.</p>	
<p><b>Science</b></p>	<p><b>Biology</b></p> <ol style="list-style-type: none"> <li>1. Describe cells as the fundamental unit of living organisms.</li> <li>2. Describe how to observe, interpret and record cell structure using a light microscope.</li> <li>3. Describe the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts.</li> <li>4. Compare the similarities and differences between plant and animal cells.</li> <li>5. Describe what a specialised cell is and give examples.</li> <li>6. Explain the structural adaptations of some unicellular organisms.</li> </ol> <p><b>Chemistry</b></p> <ol style="list-style-type: none"> <li>1. Link properties of substances with how the particles behave in a particular state.</li> <li>2. Describe the arrangement of particles in solids, liquids and gases.</li> <li>3. Describe how temperature changes alter states of matter</li> </ol>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Biology: <a href="https://www.bbc.co.uk/bitesize/subjects/z4882hv">https://www.bbc.co.uk/bitesize/subjects/z4882hv</a>.</li> <li>• Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.</li> <li>• Watch David Attenborough documentaries about the planet e.g., Blue planet.</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• Use BBC bitesize Chemistry: <a href="https://www.bbc.co.uk/bitesize/subjects/znxytd">https://www.bbc.co.uk/bitesize/subjects/znxytd</a>.</li> <li>• Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.</li> <li>• Watch BBC Four's 'Chemistry: A volatile history' documentary.</li> </ul>

4. Define boiling, melting and freezing, evaporation, condensation and sublimation.
5. Define density and how to measure it for irregular objects.
6. Explain what diffusion is.
7. Explain what pressure is and how it affects a gas.
8. Describe an atom and label a model of the atom.
9. Describe how the Periodic Table is grouped and how we can use this to predict properties of elements.
10. Explain what sub-atomic particles are and how to calculate them using The Periodic Table.
11. Describe the meaning of mass number and atomic number in terms of subatomic particles.
12. Define an element, compound and mixture.
13. Describe how particle diagrams can be used to represent an elements, compounds and mixtures.
14. Describe a pure substance as consisting of only one type of element or compound that has a fixed melting and boiling point.
15. Know that the method chosen to separate a mixture depends on the different physical properties of the individual substances.
16. Safely carry out the separation of mixtures using filtration, evaporation, distillation and chromatography.

**Physics:**

- Use BBC bitesize Physics:  
<https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.
- Watch 'Into the universe with Stephen Hawking' documentary.

17. Know that a mixture of liquids can be distilled because they have different boiling points.

**Physics**

1. Know what the 8 stores of energy are.
2. Know the 4 energy pathways.
3. Know that energy cannot be created or destroyed but is transferred from one store to another usefully or dissipated.
4. Explain how energy is conserved when objects fall.
5. Describe how elastic potential energy effects how far an object will travel.
6. Know that the thermal energy of an object depends upon its mass, temperature and what it's made of.
7. Know that when there is a temperature difference, thermal energy transfers from the hotter to the cooler object.
8. Describe how thermal energy is transferred through different pathways, by particles, in conduction and convection, and by radiation.
9. Describe how an object's temperature changes over time when heated or cooled.
10. Describe how a method of thermal insulation works in terms of conduction.

	<ol style="list-style-type: none"> <li>11. Draw diagrams to show convection currents in unfamiliar situations.</li> <li>12. Describe the effects forces have on objects.</li> <li>13. Explain the difference between a contact and a non-contact force.</li> <li>14. Safely carry out the Hooke's law practical.to investigate the effect of force on a spring.</li> <li>15. Draw a graph of results and describe the important features of the graph relating to Hooke's law.</li> <li>16. Describe the factors that affect friction.</li> <li>17. Define what drag is.</li> <li>18. Define what elastic deformation is and how to use Hooke's law in calculations.</li> </ol>	
<b>Technology</b>	<b>Fashion and Textile Design - Embroidery Project</b> <ol style="list-style-type: none"> <li>1. Recognise different types of fibres and yarns and understand their properties and characteristics.</li> <li>2. Understand what quality control is.</li> <li>3. Understand what decorative components are.</li> <li>4. Know how to create a circuit using conductive threads.</li> <li>5. Demonstrate how to produce a range of embroidery stitches.</li> <li>6. Know how to test and evaluate their products against a specification.</li> </ol>	<ul style="list-style-type: none"> <li>• Allow your child to plan and prepare meals for the family which will encourage the family to eat more healthily.</li> <li>• Encourage your child in upcycling old clothing/other items in the home to develop their creativity and design skills.</li> <li>• Access BBC Teach – A range of clips and resources which will inspire your child to learn more about all aspects of</li> </ul>

	<p><b>Food Preparation and Nutrition - The Basics Project</b></p> <ol style="list-style-type: none"> <li>1. Understand how cross contamination occurs.</li> <li>2. Know what high risk foods are and how food poisoning can be prevented.</li> <li>3. Know the eight healthy eating guidelines.</li> <li>4. Understand the source and function of nutrients in the body.</li> <li>5. Demonstrate how to cook a repertoire of predominantly savoury dishes using a range of cooking techniques and equipment.</li> </ol> <p><b>Product Design – Metal Project</b></p> <ol style="list-style-type: none"> <li>1. Understand the difference between a design brief and design specification.</li> <li>2. Know how to categorise, compare and contrast the characteristics of ferrous, nonferrous metals and alloys.</li> <li>3. Understand the difference between soldering and brazing.</li> <li>4. Understand the impacts of metal and metal production on the environment.</li> </ol> <p><b>Product Design – Wood Project</b></p>	<p>Design and Technology  <a href="https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4">https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4</a>.</p> <ul style="list-style-type: none"> <li>• Access STEM – Your child can explore a variety of activities and challenges that can be used to support their learning in Design and Technology  <a href="https://www.stem.org.uk/home-learning/secondary-design-technology">https://www.stem.org.uk/home-learning/secondary-design-technology</a>.</li> <li>• Talk to your child about what they have learned in their Food and Design and Technology lessons.</li> </ul>
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1. Understand how to categorise, compare and contrast the characteristics of different types of wood.
2. Understand how the production of wood has an effect on the environment.
3. Know how to recognise the difference between MDF and plywood.
4. Demonstrate how to select and use equipment tools, techniques and equipment precisely.
5. Explain what batch production is.

**Product Design - Plastics Project**

1. Know how to categorise, compare and contrast the characteristics of thermoforming and thermosetting plastics.
2. Understand and demonstrate how to use CAD software programmes 2D Design and Google Sketchup.
3. Explain tonal values and use sketching and rendering techniques.
4. Evaluate the key ring against the success criteria and the skills demonstrated in the project.