



The Polesworth School  
ENSURING EXCELLENCE



# **Year 7 Threshold Knowledge 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 knowledge and it our intention that every student secures the threshold knowledge 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 therefore subject teachers use a range of strategies to assess students' progress using the threshold knowledge.

We have included below the subject threshold knowledge for the topics of learning covered during the autumn term. You can support your son/daughter's progress by regularly discussing the threshold knowledge 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.

| Subject    | Year 7 Threshold Concepts - Autumn term   | How to support students' learning   |
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| <b>Art</b> | <b>Formal Elements</b> <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> |

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|                     | <p>6. Understand the historical and cultural development of Eugène Alain Séguy art.</p>  |  |
| <p><b>Drama</b></p> | <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>Macbeth</b></p> <ol style="list-style-type: none"> <li>1. Understand and demonstrate how to identify and create atmosphere / tension.</li> <li>2. Demonstrate ability to use rhythm/discipline in performance.</li> <li>3. Understand and perform stage fighting showing complete understanding of safety and rules.</li> <li>4. Understand how to use music to inform physicality. Demonstrate ability to perform mime.</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> |

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|   | <ol style="list-style-type: none"> <li>5. Apply Drama skills to new contexts.</li> <li>6. Demonstrate development of voice to extend to pitch, tone, volume, emphasis, pause, attitude / emotion.</li> <li>7. Demonstrate how to choose and use props and staging.</li> </ol>  | <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>Literature Poetry –</b></p> <ol style="list-style-type: none"> <li>1. Supported response to task and poem.</li> <li>2. Comments on references from the poem.</li> <li>3. Relevant comments of poets’ methods are made.</li> <li>4. Some explanation of how poems make the reader feel.</li> <li>5. Some awareness of implicit ideas/contextual factors.</li> <li>6. Some links between the effects of poets’ methods on reader.</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</li> </ul>   |

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|                         | <p><b>Language:</b></p> <ol style="list-style-type: none"> <li>1. Voice and Audience - Attempts to match voice to the audience.</li> <li>2. Task and Purpose - Attempts to match writing to the task (purpose).</li> <li>3. Vocabulary Choices - Begins to vary vocabulary.</li> <li>4. Techniques - Begins to use language techniques.</li> <li>5. Structural Techniques and Cohesion -Attempts to use structural techniques. Some linked and relevant ideas.</li> <li>6. Paragraphing - Attempts to write in paragraphs.</li> <li>7. Sentence control -Sentence demarcation is sometimes secure and occasionally accurate.</li> <li>8. Punctuation - Occasional control of punctuation.</li> <li>9. Sentence types - Attempts some variety of sentence types.</li> <li>10. Standard English - Occasional use of Standard English.</li> <li>11. Spelling - Occasional accurate spelling of more complex words.</li> </ol> | <p>Question' sheets by testing them on the key concepts for each topic.</p> <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 and the UK</b></p> <ol style="list-style-type: none"> <li>1. Identify and describe the different types of Geography using examples.</li> </ol>  | <ul style="list-style-type: none"> <li>• Watch Geographical documentaries together such as David Attenborough.</li> </ul>   |

2. Describe what is meant by lines of latitude and longitude and locate countries using them.
3. Define the key-terms associated with biomes and locate them around the world.
4. Assess how to accurately utilise/apply knowledge of map symbols and 4 figure grid references.
5. Identify locations on a map using 6 figure grid references.
6. Apply relief to maps in relation to data about height of the land.
7. Explain the importance of having scale on a map.
8. Memory map the location of places in the UK.
9. Describe the UK's diverse population and explain how it has changed over time.
10. Describe and explain the 4 economic sectors of the economy – Primary, secondary, tertiary, quaternary.
11. Identify and explain 3 challenges and opportunities to life in the UK.
12. Describe 2 transport developments in the UK.

- Encourage your child to take an interest in current affairs/watch/read the news.
- Use the BBC Geography bitesize website to support your son/daughter's learning.
- BBC Bitesize  
<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>
- BBC News (or other global news platforms)  
<https://www.bbc.co.uk/news/world>
- Seneca  
<https://senecalearning.com/en-GB/>
- Education quizzes website – Geography  
<https://www.educationquizzes.com/ks3/geography/>
- CGP KS3 Geography revision guide
- Collins KS3 Geography revision guide and practice question booklet
- AQA KS3 Geography textbook

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|                       | <p><b>Fantastic places</b></p> <ol style="list-style-type: none"> <li>1. Identify what makes a place fantastic and suggest some examples.</li> <li>2. Describe the location of fantastic places around the world using an atlas.</li> <li>3. Describe the meaning of an extreme environment and explain what makes the Sahara Desert extreme.</li> <li>4. Identify and categorise how Papa New Guinea compares to the UK and how it is being modernised.</li> <li>5. Describe how the Arctic is changing and the challenges it is facing.</li> <li>6. Explain how Easter Island has changed.</li> <li>7. Identify what makes Rio a unique location.</li> <li>8. Identify the challenges that are faced in Madagascar.</li> <li>9. Describe the geological and mythical stories about how Hampi was created.</li> </ol> |  |
| <p><b>History</b></p> | <p><b>Before 500 –</b></p> <ol style="list-style-type: none"> <li>1. Know the different aspects of chronology.</li> <li>2. Identify inferences in sources.</li> <li>3. Describe reasons for invasion.</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,</li> </ul> |

4. Scale judgments on different groups in Roman Britain.
5. State and describe the difference between Primary and Secondary sources.
6. Know the 5Ws (Who, What, Where, Why, When) to assess sources.
7. Identify consequences of events to show impact.
8. Rank consequences to show importance.

**How did the Norman's conquer England? –**

1. Provide examples of England's strengths and weaknesses in 1066.
2. Know the circumstances around the crown on Edward the Confessor's death.
3. List the contenders for the throne in 1066.
4. List the contenders for the throne in 1066 and give a reason for their claim.
5. Give a judgment on the rightful claimant to the throne (in their view).
6. Describe the events at the battle of Stamford Bridge.
7. Recount the Battle of Hastings events.
8. Identify reasons for William's victory at the Battle of Hastings.

newspapers, or online material, but then ask them to assess it as a source using their skills.

- Visit sites/museums/online displays when safe to do so. E.g. Tamworth Castle/Warwick Castle (historic sites and museums also have useful resources on their websites).
- Watch historical documentaries and programmes together (e.g. Dan Snow/Horrible Histories).

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|                  | <p>9. Describe the reasons for William’s victory at the Battle of Hastings.</p> <p>10. Explain the reasons for William's victory at the Battle of Hastings.</p> <p>11. Assess the patterns of rebellions and the Normans actions in response.</p> <p>12. Identify the problems William had after conquest.</p> <p>13. Arrange different groups in a feudal system and state how they benefit and what they must give in return.</p> <p>14. Explain the use of castles and state how they changed in design and function.</p> <p>15. Compare the advantages and disadvantages of castles to give at least three for each.</p> <p>16. Identify key points on how William kept control.</p> <p>17. Describe how William kept control.</p> <p>18. Explain the ways that William kept control.</p> |  |
| <p><b>IT</b></p> | <p><b>Getting started</b></p> <ol style="list-style-type: none"> <li>1. Know the processes for logging into the school's network.</li> <li>2. Know the processes for sending and receiving emails.</li> <li>3. Log into the school's network proficiently.</li> <li>4. Send and receive emails successfully, using appropriate language and content.</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> <li>• Independently update their passwords at least every term to keep them secure and private.</li> </ul> |

5. Know how to save, rename and organise files.
6. Organise files and folders to facilitate ease of access and use.
7. Know how to access files stored in the cloud.
8. Demonstrate proficiency in using the school's network and computing facilities.
9. Know and use key principles of internet safety.
10. Demonstrate safe practices when using the Internet.
11. Know the qualities of vector and bitmap graphics.
12. Create and manipulate images.
13. Identify the most appropriate tools to use when editing an image.
14. Use image editing software with confidence.

#### **Introducing spreadsheets**

1. Write basic formulae in a spreadsheet.
2. Use a range of basic formulae to manipulate data.
3. Understand the concept of replication and the uses of relative and absolute cell referencing.
4. Name cells and ranges within a spreadsheet.
5. Write a range of basic functions including SUM, AVERAGE, MAX, MIN, COUNT and IF.
6. Identify the most appropriate functions to use when developing a spreadsheet for a particular purpose.

- Discuss privacy settings on accounts and apps, to help your child understand the importance of protecting their identity and data online.
- Use the BBC Bitesize website section on eSafety:  
<https://www.bbc.co.uk/bitesize/guides/zrtrd2p/revision/3> to review knowledge and complete the fun quizzes.
  
- Assist students in creating their own spreadsheets for budgeting their pocket money, or logging their sports teams achievements, practicing the different formulas, functions and formatting skills learnt. Students have a copy of the textbook pages with examples to help support them.
- Use the BBC Bitesize website section on spreadsheets:

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|   | <ol style="list-style-type: none"> <li>7. Know how to use conditional formatting.</li> <li>8. Confidently use conditional formatting.</li> <li>9. Use data in a spreadsheet to create graphs and charts.</li> <li>10. Create graphs and charts to represent different types of information.</li> <li>11. Identify the most appropriate chart or graph to display different types of information.</li> <li>12. Demonstrate proficiency in the use of spreadsheets to handle data in a variety of situations.</li> <li>13. Demonstrate how to interpret data from spreadsheets.</li> </ol>   | <p><a href="https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1">https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1</a></p>   |
| <p><b>Languages (French &amp; German)</b></p> | <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> </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 and websites that you can use with your child to support them at home.</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> |

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|                     | <ol style="list-style-type: none"> <li>6. Recognise and reproduce the list of verbs.<br/>(Reading, writing, speaking, listening).</li> <li>7. Recognise and reproduce the list of connectives.<br/>(Reading, writing, speaking, listening).</li> <li>8. Recognise and reproduce the list of foods &amp; drinks.<br/>(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>Sequences</b></p> <ol style="list-style-type: none"> <li>1. Represent sequences in tabular and graphical forms.</li> <li>2. Recognise the difference between linear and non-linear sequences.</li> <li>3. Continue numerical non-linear sequences.</li> <li>4. Explain the term-to-term rule of numerical sequences in words.</li> </ol>  | <ul style="list-style-type: none"> <li>• Follow the teacher’s guidance and use Sparx 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> <li>• Sparx Maths will send a homework update. Please encourage your child to complete the homework to the best of</li> </ul> |

**Understand and use notation**

1. Use diagrams and letters to generalise number operations.
2. Use diagrams and letters with single function machines.
3. Find the function machine given a simple expression.
4. Substitute values into expressions.
5. Find numerical inputs and outputs for a series of two function machines.
6. Use diagrams and letters with a series of two function machines.
7. Find the function machines given a two-step expression.
8. Generate sequences given an algebraic rule.

**Equality and equivalence**

1. Solve one-step linear equations.
2. Understand the meaning of like and unlike terms.
3. Simplify algebraic expressions by collecting like terms, using the  $\equiv$  symbol."

**Place value**

1. Find the range of a set of numbers.
2. Find the median of a set of numbers.
3. Understand place value for decimals.

their ability. The homework is a recap of the skills they have been taught.

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|                     | <ol style="list-style-type: none"> <li>4. Position decimals on a number line.</li> <li>5. Round a number to 1 significant figure.</li> </ol> <p><b>FDP equivalence</b></p> <ol style="list-style-type: none"> <li>1. Convert fluently between simple fractions, decimals and percentages.</li> <li>2. Represent any fraction as a diagram.</li> <li>3. Identify and use simple equivalent fractions.</li> <li>4. Convert fluently between fractions, decimals and percentages.</li> </ol>   |   |
| <p><b>Music</b></p> | <p><b>Dance Macabre</b></p> <ol style="list-style-type: none"> <li>1. Compose music to tell a story using graphic notation or western notation.</li> <li>2. Use a variety of musical devices to create programmatic music.</li> <li>3. Use the elements to build up tension and add atmosphere to an overall performance based on a stimulus.</li> <li>4. Demonstrate how to use different instrument voices to create different effects including use of timbre and texture.</li> <li>5. Demonstrate how to work in group situations, collaborate creatively and to voice feedback.</li> <li>6. Manage performing in front of other people.</li> </ol> | <p>The following website has lots of composing, listening and performance website links:<br/> <a href="https://leicestershiremusichub.org/music-tech-ks3">https://leicestershiremusichub.org/music-tech-ks3</a><br/> <a href="http://www.incredibox.com">www.incredibox.com</a> - Good for structure, loops, and layering.</p> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• The following websites are links that students and parents can use for composing references:<br/> <a href="https://www.musicalfutures.org/resources">https://www.musicalfutures.org/resources</a></li> </ul> |

### **Programmatic Music**

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://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>

<https://www.aponus.com/music/onlineguitar.htm>

<https://ukebuddy.com/ukulele-chords>

If you are interested in having instrumental lessons at school we have several specialist teachers teaching a variety of instruments. Please see our website for more information <https://sglover8.wixsite.com/polesworthmusic> . If you are in

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|                  |   | <p>receipt of Pupil Premium funding,<br/>please get in touch<br/>(s.glover@thepolesworthschool.com)</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 in most events.</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 through a group warm-up.

**Badminton:**

1. Demonstrate how to grip the 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 a singles game.

**Cross Country:**

1. Complete a cross country course with some success relative to their ability.
2. Understand the importance of pacing in a middle/long-distance race.

- Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**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/>).
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Cross Country:**

- Go for a run as a family.
- Download free Apps to track their runs (Strava).

3. Understand and demonstrate a basic running technique.
4. Understand how running can help them to maintain a healthy lifestyle.
5. Identify when working aerobically or anaerobically in a cross country run.

**Dance:**

1. Awareness and importance of a dance warm up.
2. Be able to recall some movements in an order/sequence.
3. Copy specific stylistic movements.
4. Understanding of street dance/hip-hop as a dance style.
5. Recognise/understand specific dance terminology.
6. Understand importance and demonstrate timing in choreography.
7. Contribute and communicate positively to group effort.
8. To understand some choreographic devices such as canon and unison.
9. Demonstrate and use at least two different uses of formations and pathways.

- Join local running club/park runs/athletics club (Tamworth/Nuneaton)  
<https://www.parkrun.org.uk/>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Dance:**

- Watch professional street/hip-hop companies on YouTube (e.g., boy blue 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.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Football:**

1. Use preferred foot to manipulate the ball.
2. Use correct part of the foot (instep) to pass the ball accurately.
3. Control the ball using their foot.
4. Move with the ball with some control.
5. Attempt to select the correct option to pass or move with the ball.
6. Can move into space to receive the ball.
7. Attempt to use their body to shield the ball.
8. Demonstrate good etiquette, sportsmanship and respect.
9. Warm up and cool down safely.

**Handball:**

1. Use at least one type of pass accurately - Over arm pass, bounce pass, flick pass and 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.

**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>.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Handball:**

- 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.

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|  | <p>6. Link two or more skills together in a small sided game.</p> <p><b>HRF Practical:</b></p> <ol style="list-style-type: none"> <li>1. Complete 3 phases of warm-up.</li> <li>2. Name 3 fitness components and where they may be needed.</li> <li>3. Complete the fitness tests.</li> <li>4. Name 3 methods to improve fitness through training.</li> </ol> <p><b>HRF Theory:</b></p> <ol style="list-style-type: none"> <li>1. Explain difference between fitness and health.</li> <li>2. Identify at least 3 health related fitness components.</li> <li>3. Identify 3 skill related components.</li> <li>4. Link 3 tests to fitness components.</li> </ol> | <ul style="list-style-type: none"> <li>• Contact your local handball club (Loughborough/Coventry/ Birmingham).</li> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul> <p><b>HRF – Practical:</b></p> <ul style="list-style-type: none"> <li>• Ask your child to lead a warm-up with the family.</li> <li>• Discuss different sports and what is needed to participate in that sport.</li> <li>• Encourage them to develop their fitness and have a go at a type of training at home.</li> <li>• Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.</li> </ul> <p><b>HRF – Theory:</b></p> <ul style="list-style-type: none"> <li>• Discuss different sports and what is needed to participate in that sport.</li> <li>• Test them on the different fitness components and can they explain them to you.</li> </ul> |
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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 passes (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 teammates.
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.

- Ask your child about "ME in PE" and discuss the characteristics they have developed in PE.

**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>.
- Ask your child about "ME in PE" and discuss the characteristics they have developed in PE.

**Problem Solving:**

1. Successfully complete the tasks set as part of their group.
2. Contribute towards tasks physically.
3. Contribute towards tasks verbally.
4. Lead a small group for at least part of a task.

**Rounders:**

1. Demonstrate the correct techniques to catch the ball consistently under limited pressure.
2. Bowl underarm with some accuracy using the correct technique.
3. Throw with some accuracy using overarm.
4. Describe and demonstrate the correct batting technique and consistently hit a gentle bowl using correct technique.
5. Identify and explain the main pitch lines.
6. Explain the rules of no-ball / obstruction / backwards hit and the rules for a batter.

**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.
- Look at local Scout/Brownie/Cadet groups.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**Rounders:**

- 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).
- Encourage your child to attend the school club for practice.
- Find local rounders clubs/teams to join <https://www.roundersengland.co.uk/play/>.
- Watch rounders drills on-line

**Rugby:**

1. Catch the ball at pace.
2. Understand the concept of moving into space in order to receive the ball.
3. Can pass ball at increasing pace.
4. Can pass ball at increasing distance accurately.
5. Understand how to evade an opponent running with the ball.
6. Can tackle in isolation.
7. Can tackle in conditioned games.
8. Explain the technique or demonstrate a tackle.

<https://www.youtube.com/watch?v=kWCNpoJ9vXA>

<https://www.youtube.com/watch?v=sMTBrE52Fag>.

- Watch parts of matches on YouTube <https://www.youtube.com/watch?v=E GcimxQM0v0>.
- Encourage them to talk about health and fitness and what makes a person healthy.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

**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.

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|                                 | <p>9. Attempt to outwit opponent selecting running, passing and catching skills</p> <p><b>Volleyball:</b></p> <ol style="list-style-type: none"> <li>1. Play a 'catch' volley.</li> <li>2. Move to a position to catch the ball.</li> <li>3. Use the 'ready' position.</li> <li>4. Play a cooperative volley rally over the net.</li> <li>5. Play the overhead hit serve.</li> <li>6. Hit shot #3 into space on opponents' side.</li> <li>7. Score a basic game (e.g. 2v2, 3v3).</li> <li>8. Play the reverse volley.</li> </ol> | <ul style="list-style-type: none"> <li>• Ask your child about "ME in PE" and discuss the characteristics they have developed in PE.</li> </ul> <p><b>Volleyball:</b></p> <ul style="list-style-type: none"> <li>• Encourage your child to attend the school club for practice.</li> <li>• Watch volleyball matches/skills online. The following are good to use:<br/> <a href="https://www.youtube.com/c/Volleyball1on1Videos">https://www.youtube.com/c/Volleyball1on1Videos</a><br/> <a href="https://www.youtube.com/watch?v=Fo j6A4WWgCg">https://www.youtube.com/watch?v=Fo j6A4WWgCg.</a> </li> <li>• Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school.</li> <li>• Ask your child about "ME in PE" and discuss the characteristics they have developed in PE.</li> </ul> |
| <p><b>Religious Studies</b></p> | <p><b>Buddhism:</b></p> <ol style="list-style-type: none"> <li>1. Understand and use the following specific religious vocabulary; Buddha, Buddhist, suffering, Four Noble Truths, Middle Way, Eight-Fold Path, Meditation, Enlightenment, Mandala, Sangha.</li> </ol>  | <ul style="list-style-type: none"> <li>• Oak National Academy<br/> <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> </ul>  |

2. Provide developed descriptions of ideas related to the topic.
3. Explain ideas with reasons and examples.
4. Explain Buddhist beliefs about the cause of suffering and how to overcome it.

**Hinduism:**

1. Identify and define the following specific religious vocabulary related to the topic; Brahman, Trimurti, Avatar, Atman, Dharma, Karma, Samsara, Ashrama, Ahimsa, Diwali, Holi.
2. Give simple descriptions of ideas related to the topic.
3. Discuss ideas related to the topic with simple reasons and examples.
4. Explain the Hindu beliefs about Brahman and the Avatars, duty and the afterlife.
5. Explain how Hindus celebrate at least one key festival in Britain today.

**Sikhism:**

1. Consistently uses a variety of the following specific religious vocabulary within the context of the topic; Guru Nanak, Sikhi, seva, langar, equality, Guru Gobind Singh, Khalsa, social justice, prejudice, human rights, discrimination.

- BBC bitesize.  
<https://www.bbc.co.uk/bitesize/subjects/zh3rkqt>.
- The students work booklets and lesson PowerPoints, copies of which are on Teams.
- Have discussions and debates with your child, these can be about anything that interests them. Encourage them to explain their ideas, give examples and consider the opposite viewpoint.

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|                       | <ol style="list-style-type: none"> <li>2. Consistently gives developed descriptions of the ideas within the context of the topic.</li> <li>3. Explains ideas with developed reasons and examples.</li> <li>4. Explain Sikh ideas of equality.</li> </ol>   |  |
| <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>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>• Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.</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> |

**Chemistry:**

1. Link properties of substances with how the particles behave in a particular state.
2. Describe the arrangement of particles in solids, liquids and gases.
3. Describe how temperature changes alter states of matter.
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.

- You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.

**Chemistry:**

- Use BBC bitesize Chemistry: <https://www.bbc.co.uk/bitesize/subjects/znxyrd>.
- Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.
- Talk about science at home and what students have learnt today. As well as discuss new scientific advances in the news.
- Watch BBC Four's 'Chemistry: A volatile history' documentary.
- You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.

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.
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.

**Physics:**

- Use BBC bitesize Physics:  
<https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>
- Get pupils to set themselves quizzes on Educake (The Science Department's homework platform) to help them revise topics they are trying to understand.
- Talk about science at home and what students have learnt today. As well as

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.
11. Draw diagrams to show convection currents in unfamiliar situations.
12. Describe the effects forces have on objects.
13. Explain the difference between a contact and a non-contact force.
14. Safely carry out the Hooke's law practical. to investigate the effect of force on a spring.
15. Draw a graph of results and describe the important features of the graph relating to Hooke's law.
16. Describe the factors that affect friction.
17. Define what drag is.
18. Define what elastic deformation is and how to use Hooke's law in calculations.

discuss new scientific advances in the news.

- Watch 'Into the universe with Stephen Hawking' documentary.
- You could google 'Oak Academy' and they have videos on different topics and lessons that we cover.

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| <p><b>Technology</b></p> | <p><b>Fashion &amp; Textiles:</b></p> <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> <p><b>Food Prep &amp; Nutrition:</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> | <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 Design and Technology<br/><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>.</li> <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<br/><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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**Metal Project**

1. Understand the difference between a design brief and design specification.
2. Metal Project - Know how to categorise, compare and contrast the characteristics of ferrous, nonferrous metals and alloys.
3. Understand the difference between soldering and brazing.
4. Understand the impacts of metal and metal production on the environment.

**Wood Project:**

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.

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|  | <p><b>Plastics Project:</b></p> <ol style="list-style-type: none"><li>1. Know how to categorise, compare and contrast the characteristics of thermoforming and thermosetting plastics.</li><li>2. Understand and demonstrate how to use CAD software programmes 2D Design and Google Sketchup.</li><li>3. Explain tonal values and use sketching and rendering techniques.</li><li>4. Evaluate the key ring against the success criteria and the skills demonstrated in the project.</li></ol> |  |
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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.
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4. Evaluate the key ring against the success criteria and the skills demonstrated in the project.