



The Polesworth School
ENSURING EXCELLENCE



Year 7 Threshold Knowledge and support guidance

Summer 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 - Summer term	How to support students' learning
Art	<p>Photomontage –</p> <ol style="list-style-type: none"> 1. Develop awareness of the historical and cultural development of Hannah Hoch photomontage. 2. Know how to write a brief. 3. Create a photomontage to a self-set brief. 4. Annotate work effectively. 	<ul style="list-style-type: none"> • Research Hannah Hoch on the internet. Provide the student with magazines or newspapers, scissors, glue, and paper. Encourage them to make strange and new characters by combining found photographs.

	<p>Texture –</p> <ol style="list-style-type: none"> 1. Define texture and its two types. 2. Understand how to create texture using rubbings. 3. Understand how to create texture using tactile media. 4. Create texture using pen/pencil. 5. Develop awareness of the work of Clay Ketter through researching him. 	<ul style="list-style-type: none"> • Encourage the student to make a collection of objects that have different textures. Make a list of suitable adjectives that describe each texture and use wax crayons to attempt to take a rubbing impression of each. Note what types of textures make the best rubbings.
<p>Drama</p>	<p>Charlie –</p> <ol style="list-style-type: none"> 1. Apply existing knowledge and skills to new contexts. 2. Demonstrate an understanding of narration to include purpose / use to extend to focal point and vocal skills (tone, pace, pitch, pause, emphasis, emotion / attitude). 3. Understand and demonstrate the ability to devise transitions, at times making them meaningful and creative. 4. Understand and demonstrate ensemble acting to extend to multi-rolling. 5. Demonstrate an understanding of the creation and use of cues. 6. Demonstrate an understanding of how to perform slow motion in rehearsal and performance. 	<ul style="list-style-type: none"> • Talk to your child about what they have been studying in drama • Keep a look out on social media for Art events in your local area. Also follow us on Instagram polesworth_performing_arts for news of events and workshops • Watch more stage drama on You Tube or visit a local theatre group • When possible, encourage your child to read aloud and read aloud to them. Focus on voice, especially tone, emphasis, volume and pause. Listen to audiobooks together and focus on the narrator’s use of voice. There are

	<p>7. Develop awareness of audience to extend to sightlines and leading lines.</p> <p>Game of soldiers/Secret Garden –</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of how to use a script - lines/stage directions/setting. 2. Understand and demonstrate how to build a character from a script. 3. Demonstrate understanding of action and reaction in rehearsal and performance. 4. Demonstrate knowledge and understanding of acting to develop character in rehearsal and performance. 5. Demonstrate understanding of tension to extend/build climax/anti-climax. 6. Demonstrate understanding of blocking and proxemics in rehearsal and performance. 7. Apply current knowledge to new contexts. 	<p>further resources to develop vocal skills on Oak Academy: https://classroom.thenational.academy/lessons/vocal-skills-part-1-c8ukcc</p> <ul style="list-style-type: none"> • Narrating - https://www.bbc.co.uk/bitesize/guides/zxpc2hv/revision/7 • Ensemble Acting - https://www.youtube.com/watch?v=dAzXWnM47aw • Use of posture / stance / space - https://classroom.thenational.academy/lessons/use-of-posture-stance-and-space-in-performance-6xh32e • Multi-rolling - https://www.youtube.com/watch?v=bgmfKeFN3Sk
<p>English (Literature and language)</p>	<p>Language Reading –</p> <ol style="list-style-type: none"> 12. Understanding - Shows simple awareness of ideas. 13. Use of References - Selects simple references/textual details/quotes. 14. Analysis of Language - Offers simple comment on the effects of language. 	<ul style="list-style-type: none"> • 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.

	<p>15. Analysis of Structure - Offers simple comment on the effects of structural features.</p> <p>16. Subject Terminology - Makes simple use of subject terminology, not always accurately/appropriately.</p> <p>17. Critical Evaluation - Makes simple evaluative comment(s) on the effect(s) on reader.</p> <p>18. Relevant Response - Simple response to the focus of the statement.</p> <p>Literature- Sherlock Holmes –</p> <ol style="list-style-type: none"> 1. Supported response to task and text. 2. Comments on references from the text. 3. Relevant comments of writer’s methods. 4. Some explanation of how text makes the reader feel. 5. Some awareness of implicit ideas/contextual factors. 	<ul style="list-style-type: none"> • Come up with or search debate topics to develop evaluation skills. Encourage evidence and sound reasons for all opinions expressed during these. • 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. • Support them in improving literacy skills by visiting the KS3 grammar pages on the BBC bitesize website https://www.bbc.co.uk/bitesize/topics/z4hrt39 . 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.
<p>Geography</p>	<p>AFRICA</p> <p>Summer 1 - Development –</p>	<ul style="list-style-type: none"> • Watch Geographical documentaries together such as David Attenborough. • Encourage your child to take an interest in current affairs/watch/read the news.

	<ol style="list-style-type: none"> 1. Know what the term development means and how HICs differ from LICs. 2. Give 2 examples of indicators that measure a country's level of development. 3. Understand what the Human Development Index is. 4. Know what life is like in Ghana. 5. Understand why we have a development gap between HICs and LICs like Ghana and Britain. 6. Know what aid is. 7. Explain the advantages and disadvantages of goat aid. 8. Know what Fairtrade is and how it benefits farmers. 	<ul style="list-style-type: none"> • Use the BBC Geography bitesize website to support your son/daughter's learning. • BBC Bitesize – Development https://www.bbc.co.uk/bitesize/topics/zvwt/bk/articles/zbcqjsg • 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
History	<p>Crown, Church and Society –</p> <ol style="list-style-type: none"> 1. Identify the two houses of the Wars of the Roses. 2. Describe the Battle of Bosworth. 3. List the problems Henry VII faced and link to solutions. 4. Identify reasons Henry VIII wanted to change the church. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. We are studying the Tudor and Stuart time period and we have looked at developments with the crown, church and society. This has included the Battle of Bosworth and

	<ol style="list-style-type: none">5. Give a definition of the term 'protestant.'6. Describe the role of monasteries in people's lives before the dissolution.7. Define the English Reformation.8. Identify an impact of the Reformation.9. Describe an impact of the Reformation.10. Explain an impact of the Reformation.11. Judge the most important impact of the Reformation.12. Describe the changes in the church under Edward VI and Mary I.13. Identify ways the Elizabethan period was a 'golden age'.14. Describe what life was like for different people in Tudor England.	<p>exploring the reigns of the five Tudor monarchs and the religious changes during the Reformation and then into the Stuart period. These are areas students may wish to explore further.</p> <ul style="list-style-type: none">• 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.• BBC Bitesize – a useful site to further support learning on the Tudor and Stuart topics using key point summaries and short videos: https://www.bbc.co.uk/bitesize/topics/zwcsp4j• Visit historic sites/museums/online displays. Historic sites and museums also have useful resources and historical information on their websites.• E.g. Bosworth Battlefield (https://www.bosworthbattlefield.org.uk/). Polesworth Abbey reflects the changes in the church and the dissolution of the monasteries. There
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		<p>was also a community archaeological dig at the abbey 2011-2014 (https://www.polesworthabbey.co.uk/history/the-abbey - there are short videos on 'Dig the Abbey'). Kenilworth Castle was transformed into a magnificent palace in the Elizabethan period. Hampton Court Palace – history section on the Tudors and Stuarts (https://www.hrp.org.uk/tower-of-london/history-and-stories/#gs.60k84x). The Tower of London – History section on the website: https://www.hrp.org.uk/tower-of-london/#gs.60kroe</p> <ul style="list-style-type: none"> • Watch historical documentaries and programmes together (e.g. Dan Snow/Horrible Histories).
IT	Programming in Scratch – <ol style="list-style-type: none"> 1. The concepts of sequencing, selection and iteration. 2. How to develop working programs in Scratch. 3. How to analyse the requirements of a program. 4. How to identify the processes needed to solve a problem. 	<ul style="list-style-type: none"> • Encourage your child to practice Scratch programming skills using: https://scratch.mit.edu/ideas • Use the BBC Bitesize information to reinforce learning on sequencing in this topic:

	<ol style="list-style-type: none"> 5. How to design programs in Scratch to solve specific problems. 6. How to use Scratch confidently to solve a range of problems. 	<p>https://www.bbc.co.uk/bitesize/guides/zsf8d2p/revision/1</p> <ul style="list-style-type: none"> • Use the BBC Bitesize information to reinforce learning on selection in this topic: https://www.bbc.co.uk/bitesize/guides/zy3q7ty/revision/1 • Use the BBC Bitesize information to reinforce learning on Iteration in this topic: https://www.bbc.co.uk/bitesize/guides/zg46tfr/revision/1
<p>Languages (French & German)</p>	<p>School life –</p> <ol style="list-style-type: none"> 1. Understand 5 sentences and produce 3 sentences to describe their school. 2. Produce 3-4 phrases from memory to describe their school. 3. Understand and produce opinions about 5 school subjects. 4. Understand and produce 4 sentences linking opinions and reasons with a range of connectives. 5. Understand 7 items of clothing and colours without support. 	<p>French –</p> <ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home. • Refer to the Knowledge Organiser in the student’s books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjec

6. Produce 3-4 sentences from memory to describe their school uniform including opinions and reasons.
7. Produce 2-3 sentences from memory to describe their future studies.

[ts/zgdqxn](#) for KS3 French revision and cultural information.

- Use duolingo / memrise / quizlet for French vocabulary revision (as outlined in the KS3 Handbook on the school website).
- Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.

German -

- Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources and a range of websites that you can use with your child to support them at home.
- Refer to the Knowledge Organiser in the student's books for vocabulary support.
- Use <https://www.bbc.co.uk/bitesize/subject>

		<p>ts/zci2tfr for KS3 German revision and cultural information.</p> <ul style="list-style-type: none"> • Use duolingo / memrise / quizlet for French vocabulary revision • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
<p>Maths</p>	<p>Constructing measuring and using geometric notation –</p> <ol style="list-style-type: none"> 1. Identify perpendicular and parallel lines (M814) 2. Recognise types of quadrilaterals (M276) 3. Identify polygons up to a decagon (M276) 4. Construct triangles using SSS (M565) 5. Construct triangles using SAS and ASA (M565) <p>Developing geometric reasoning –</p> <ol style="list-style-type: none"> 6. Use the equality of vertically opposite angles (U730) 7. Apply the sum of angles in a triangle (U628) 8. Apply the sum of angles in a quadrilateral (U732) 	<ul style="list-style-type: none"> • Follow the teacher's guidance and use Sparx Maths to support home learning. The Sparx codes are next to the statements for independent learning. • If your child is struggling with a particular skill encourage them to use the support materials or contact their teacher to resolve the issue. • Sparx Maths will send a homework update. Please encourage your child to complete the homework to the best of their ability. The homework is a recap of the skills they have been taught.

Sets and probability -

9. Know that the sum of probabilities of all possible outcomes is 1 (M755)
10. Generate sample spaces for single events (M718)
11. Calculate the probability of a single event (M941, M938)
12. Interpret and create Venn diagrams (M829)
13. Understand and use the intersection of sets (M834)
14. Understand and use the union of sets (M834)

Prime numbers and proof –

15. Find common factors of a set of numbers including the HCF (M698)
16. Find common multiples of a set of numbers including the LCM (M227)
17. Write a number as a product of its prime factors (M108)

Operations and equations with directed number –

18. Understand and use order of operations (U976)
19. Multiplication of directed numbers (U548)
20. Division of directed numbers (U548)
21. Add directed numbers (U742)

	<p>22.Subtract directed numbers (U742) 23.Evaluate algebraic expressions with directed number (M795)</p> <p>Addition and subtraction of fractions –</p> <p>24.Converting between mixed numbers and fractions (U692) 25.Add and subtract fractions from integers expressing the answer as a single fraction (M835) 26.Add and subtract fractions where denominators share a simple common multiple (U736) 27.Add and subtract fractions with any denominator (U736) 28.Use equivalence to add and subtract decimals and fractions (M958)</p>	
<p>Music</p>	<p>Musical Futures –</p> <ol style="list-style-type: none"> 1. Perform simple chord structures in an ensemble performance. 2. Perform simple chord structures and develop rhythmic ideas. 3. Perform confidently within an ensemble setting and develop instrumental skills. 4. Perform in an ensemble setting with a focus on timing. 	<ul style="list-style-type: none"> • Listen to music as a family. Why not create a family playlist on Spotify or Apple Music • If you have an instrument at home, please encourage them to practise or learn new skills. • You Tube has free tutorials for all instruments

	<p>5. Develop instrumental skills other than the keyboard.</p>	<ul style="list-style-type: none"> • Why not download an app to help with note reading or instrument techniques? • Ask your child about what they have been studying at school. Follow this up with listening and discussing the style or performer • Apply for instrumental lessons with our specialist teachers. Email s.glover@thepolesworthschool for more information
<p>PE</p>	<p>Athletics –</p> <ol style="list-style-type: none"> 1. Demonstrate the correct grip technique for at least one throw. 2. Understand that pacing is important in a middle/long-distance running event. 3. Demonstrate the basic technique to achieve maximum speed when performing a sprint. 4. Demonstrate the basic jumping technique in at least one jump event. 5. Strive to achieve their own personal best in performance in most events. 6. Demonstrate how to prepare the body effectively for a variety of activities through a group warm-up. 	<p>Athletics:</p> <ul style="list-style-type: none"> • Join a local athletics club (Tamworth/Nuneaton) to develop your technique. • Encourage your child to attend the school club for extra practice. • Discuss the requirements for different events with your child and encourage them to record and improve their personal bests. • Watch athletics events live on TV or on YouTube. Watch world records and coaching videos for individual events.

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.
3. Understand and demonstrate a basic running technique.
4. Understand how running can help them to maintain a health lifestyle.

- 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).
- Join local running club/park runs/athletics club (Tamworth/Nuneaton) <https://www.parkrun.org.uk/>.

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

Dance –

1. Awareness and importance of a dance warm up.
2. 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 and understand specific dance terminology.
6. Understand the importance of and demonstrate timing in choreography.
7. Contribute and communicate positively to group effort.
8. Understand some choreographic devices such as canon and unison.
9. Demonstrate and use at least two different uses of formations and pathways.

Football –

1. Use preferred foot to manipulate the ball.
2. Use correct part of the foot (instep) to pass the ball accurately.

- 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:

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

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.
6. Link two or more skills together in a small sided game.

<https://www.youtube.com/watch?v=g1B4is3faOM>

- 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.
- Contact your local handball club (Loughborough/Coventry/Birmingham).

	<p>HRF Practical –</p> <ol style="list-style-type: none"> 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. <p>HRF Theory –</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>HRF – Practical:</p> <ul style="list-style-type: none"> • 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. • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>HRF – Theory:</p> <ul style="list-style-type: none"> • 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. • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.
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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.

Problem Solving –**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.

OAA - Problem Solving:

- Ask them do explain what they have been doing.

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.

- 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 <https://www.youtube.com/watch?v=kWCNpoJ9vXA>
<https://www.youtube.com/watch?v=sMTBrE52Fag>.
- Watch parts of matches on YouTube

Rugby –

1. Catch the ball at pace.
2. Understand the concept of moving into space in order to receive the ball.
3. Pass the ball at increasing pace.
4. Pass the ball at increasing distance accurately.
5. Understand how to evade an opponent running with the ball.
6. Tackle in isolation.
7. Tackle in conditioned games.
8. Explain the technique or demonstrate a tackle.
9. Attempt to outwit opponent selecting running, passing and catching skills.

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

	<p>Volleyball –</p> <ol style="list-style-type: none"> 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 (e.g. 2v2, 3v3). 8. Play the reverse volley. 	<p>Volleyball:</p> <ul style="list-style-type: none"> • 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=Fo j6A4WWgCg. • Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school. • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.
<p>Religious Studies</p>	<p>Sikhism –</p> <ol style="list-style-type: none"> 1. Understand and use the following specific religious vocabulary; Sikh & Sikhism, Langar, Gurdwara, Guru, Khalsa, Seva, Human Rights. 2. Describe and explain Sikh beliefs about equality. 3. Describe and explain the langar. 4. Describe and explain Seva. 5. Describe and explain the importance of the Khalsa. 6. Provide one piece of evidence, such as an example to support explanations on, at least, key idea. 	<ul style="list-style-type: none"> • Oak National Academy https://classroom.thenational.academy/subjects-by-key-stage some topics may be in the KS2 section. • BBC bitesize. https://www.bbc.co.uk/bitesize/subjects/zh3rkqt.

		<ul style="list-style-type: none"> • 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
Science	Biology – <ol style="list-style-type: none"> 1. Define the photosynthesis equation and understand it occurs in plants and algae. 2. Explain the role of different parts of the leaf and how they aid in photosynthesis and functionality of the plant as a whole. 3. Describe the role of fertilisers and what happens to crops when they have a lack of each minerals. 4. Describe the organelles and their roles of palisade cells. 5. Describe and explain the correlation between light intensity and the rate of photosynthesis. 6. Draw and analyse an appropriate graph to present their data. 7. Describe how water and sugar are carried round a plant. 	Biology: <ul style="list-style-type: none"> • Use BBC bitesize Biology: https://www.bbc.co.uk/bitesize/subjects/z4882hv. • 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 David Attenborough documentaries about the planet e.g., Blue planet.

8. Recall that all living things respire in order to release energy.
9. Describe and explain why respiration is relevant to exercise and sport.
10. Describe how fermentation is utilised within the food production industry.
11. Explain the aerobic and anaerobic respiration equations and where the reactants and products originate from.
12. Describe how to combine food chains to form a food web.
13. Explain that organisms in a food web (decomposers, producers and consumers) depend on each other for nutrients.
14. Describe how a species' population changes as its predator or prey population changes.
15. Describe and explain how the population of a species is affected by the number of its predators and prey, disease, pollution and competition between individuals for limited resources such as water and nutrients.
16. Explain the effects of environmental changes and toxic materials on a species' population.
17. Describe the structures and their roles in a flower.
18. Describe the two different types of pollination and how flowers are adapted for these.

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

19. Describe fertilisation in plants.
20. Explain why seeds need to be dispersed and how plants do this with adaptations.

Chemistry –

1. Define combustion as a reaction with oxygen in which energy is transferred to the surroundings as heat and light.
2. Define thermal decomposition as a reaction where a single reactant is broken down into simpler products by heating.
3. Recall that chemical changes can be described by a model where atoms and molecules in reactants rearrange to make the products and the total number of atoms is conserved.
4. Use known masses of reactants or products to calculate unknown masses of the remaining reactant or product.
5. Predict the products of combustion or thermal decomposition of a given reactant and show the reaction as a word equation based on understanding of the topic.
6. Define what exothermic and endothermic reactions are and how to identify a reaction as one or the other.

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.

<p>Technology</p>	<p>Fashion & Textiles –</p> <ol style="list-style-type: none"> 1. Recognise different types of fibres and yarns and understand their properties and characteristics. 2. Understand what quality control is. 3. Understand what decorative components are. 4. Know how to create a circuit using conductive threads. 5. Demonstrate how to produce a range of embroidery stitches. 6. Know how to test and evaluate their products against a specification. <p>Food Prep & Nutrition –</p> <ol style="list-style-type: none"> 1. Understand how cross contamination occurs. 2. Know what high risk-foods are and how food poisoning can be prevented. 3. Know the eight healthy eating guidelines. 4. Understand the source and function of nutrients in the body. 5. Demonstrate how to cook a repertoire of predominantly savoury dishes using a range of cooking techniques and equipment. <p>Metal Project –</p> <ol style="list-style-type: none"> 1. Understand the difference between a design brief and design specification. 	<p>To improve your child’s knowledge and skills access the following:</p> <ul style="list-style-type: none"> • Allow your child to plan and prepare meals for the family which will encourage the family to eat more healthily. • Encourage your child in upcycling old clothing/other items in the home to develop their creativity and design skills. • Access BBC Teach – A range of clips and resources which will inspire your child to learn more about all aspects of Design and Technology https://www.bbc.co.uk/teach/ks3-design-and-technology/z6y96v4. • Access STEM – Your child can explore a variety of activities and challenges that can be used to support their learning in Design and Technology https://www.stem.org.uk/home-learning/secondary-design-technology.
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	<ol style="list-style-type: none">2. 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. <p>Wood Project –</p> <ol style="list-style-type: none">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. <p>Plastics Project –</p> <ol style="list-style-type: none">1. Know how to categorise, compare and contrast the characteristics of thermoforming and thermosetting plastics.	<ul style="list-style-type: none">• Talk to your child about what they have learned in their Food and Design and Technology lessons.
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	<ol style="list-style-type: none">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.	
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