



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

Drama	Journeys - <ol style="list-style-type: none"> 1. Demonstrate how to work as part of a group to devise a Drama. 2. Demonstrate awareness of how to be an audience member – stillness, silence alongside analytical and evaluative role. 3. Participate in an ensemble performance with a clear structure: beginning / middle / end and appropriate transition. 4. Demonstrate an understanding of tableaux – stillness / silence. (To extend to motion in stillness; levels; space; facial expression; posture; gesture. 5. Understand and demonstrate practically the concept of a character /role in terms of function / emotion / intention. 6. Understand the role of theatre lighting with simple rationale. 	Devising: <ul style="list-style-type: none"> • This website explains devising https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1. • 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. Tableaux: <ul style="list-style-type: none"> • This short film explains (and demonstrates on a basic level) the fundamental ingredients of a tableau: stillness, silence, facial expression, space and levels. https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=how+to+make+a+tableau+drama#id=1&vid=f96527516fdf1e93c234fb543ed221a7&action=click
English (Literature and language)	Literature Poetry - <ol style="list-style-type: none"> 1. Supported response to task and poem. 2. Comments on references from the poem. 3. Relevant comments of poets' methods are made. 	<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

4. Some explanation of how poems make the reader feel.
5. Some awareness of implicit ideas/contextual factors.
6. Some links between the effects of poets' methods on reader.

Language -

1. Voice and Audience - Attempts to match voice to the audience.
2. Task and Purpose - Attempts to match writing to the task (purpose).
3. Vocabulary Choices - Begins to vary vocabulary.
4. Techniques - Begins to use language techniques.
5. Structural Techniques and Cohesion -Attempts to use structural techniques. Some linked and relevant ideas.
6. Paragraphing - Attempts to write in paragraphs.
7. Sentence control -Sentence demarcation is sometimes secure and occasionally accurate.
8. Punctuation - Occasional control of punctuation.
9. Sentence types - Attempts some variety of sentence types.
10. Standard English - Occasional use of Standard English.
11. Spelling - Occasional accurate spelling of more complex words.

daily reading targets and to help improve their confidence in reading.

- 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>Map skills and the UK -</p> <ol style="list-style-type: none"> 1. Identify and describe the different types of Geography using examples. 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. <p>Fantastic places -</p> <ol style="list-style-type: none"> 1. Identify what makes a place fantastic and suggest how we could categorise different types of places. 2. Describe the location of world wonders using an atlas. 	<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. • 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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	<ol style="list-style-type: none"> 3. Describe the meaning of an extreme environment and explain what makes the Sahara Desert extreme. 4. Describe how the Arctic is changing and the challenges it is facing. 5. Explain how the Easter Island statues were constructed. Know that Peru is a country of extreme environments and history. 	
<p>History</p>	<p>Before 1000 –</p> <ol style="list-style-type: none"> 1. Place the events in chronological order. 2. Identify features of the Stone Age, Bronze and Iron Age. 3. State what an anachronism. 4. Give an example of an anachronism. 5. Identify reasons why the Romans invaded Britain. 6. Describe reasons why the Romans invaded Britain. 7. Explain the reasons why the Romans invaded Britain. 8. Explain the most important reason why the Romans invaded. 9. Describe the experience for different people in Roman Britain. 10.State the 5Ws to assess sources. 11.Infer key features of a source. 12.Identify consequences of Roman impact on Britain. 13.Describe the impact of the Romans with reasons. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. • 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. • 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).

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.
9. Describe the reasons for William's victory at the Battle of Hastings.
10. Explain the reasons for William's victory at the Battle of Hastings.
11. Assess the patterns of rebellions and the Normans actions in response.
12. Identify the problems William had after conquest.
13. Arrange different groups in a feudal system and state how they benefit and what they must give in return.
14. Explain the use of castles and state how they changed in design and function.
15. Compare the advantages and disadvantages of castles to give at least three for each.
16. Identify key points on how William kept control.

	<p>17. Describe how William kept control.</p> <p>18. Explain the ways that William kept control.</p>	
<p>IT</p>	<p>Getting started -</p> <ol style="list-style-type: none"> 1. Know the processes for logging into the school's network. 2. Know the processes for sending and receiving emails. 3. Log into the school's network proficiently. 4. Send and receive emails successfully, using appropriate language and content. 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. 	<ul style="list-style-type: none"> • 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. • Independently update their passwords at least every term to keep them secure and private. • 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.

		<ul style="list-style-type: none"> • Use the BBC Bitesize website section on spreadsheets: https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1
Languages (French & German)	<ol style="list-style-type: none"> 1. Recognise and reproduce the list of numbers (listening and speaking). 2. Recognise and reproduce the letters of the alphabet (listening and speaking). 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). 4. Recognise and reproduce the list of days. (Reading, writing, speaking, listening). 5. Recognise and reproduce the list of months of the year. (Reading, writing, speaking, listening). 6. Recognise and reproduce the list of verbs. (Reading, writing, speaking, listening). 7. Recognise and reproduce the list of connectives. (Reading, writing, speaking, listening). 8. Recognise and reproduce the list of foods & drinks. (Reading, writing, speaking, listening). 9. Recognise and respond with an accurate, one-sentence response to key questions. 10. Produce more than one sentence, linked by a connective from the list, in response to some key questions. 11. Listen to a spoken text and independently identify key information from the topic. 	<ul style="list-style-type: none"> • 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. • Refer to the Knowledge Organiser in the student's books for vocabulary support. • Use the student vocabulary booklet for reference to vocabulary and grammatical structures.

<p>Maths</p>	<p>Place Value and Ordering Numbers -</p> <ol style="list-style-type: none"> 1. Rounding integers using significant figures (M994, U731). 2. Rounding decimals using significant figures (M131, U965). 3. Truncating decimals (U108). 4. Show solutions to inequalities on a number line (M384, U509). 5. Interpret representations on number lines as inequalities (M384, U509). <p>Solving Problems with Addition and Subtraction -</p> <ol style="list-style-type: none"> 1. Solve problems with frequency trees (U280). 2. Construct frequency trees (U280). 3. Solve financial maths problems (M901). 4. Solve problems involving tables and timetables (M963). <p>Solving Problems with Multiplication and Division -</p> <ol style="list-style-type: none"> 1. Multiplying decimals (M803, U293). 2. Dividing decimals (M262, U868). 3. Understand and use order of operations (M521, U976). <p>FDP Equivalence -</p> <ol style="list-style-type: none"> 1. Convert a decimal to a fraction (M264, U888). 2. Convert a decimal to a percentage (M264, U888). 3. Convert a fraction to a decimal (M264, U888). 	<ul style="list-style-type: none"> • Follow the teacher’s guidance and use Sparx Maths to support home 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.

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| | <ol style="list-style-type: none">4. Convert a fraction to a percentage (M264, U888).5. Convert a percentage to a decimal (M264, U888).6. Convert a percentage to a fraction (M264, U888).7. Compare and order fractions, decimals, and percentages (M553, U594). | |
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Music	Dance Macabre - <ol style="list-style-type: none">1. Compose music to tell a story using graphic notation or western notation.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 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.	<ul style="list-style-type: none">• The following website has lots of composing, listening and performance website links: https://leicestershiremusicclub.org/music-tech-ks3 www.incredibox.com - Good for structure, loops, and layering. <p>Composing:</p> <ul style="list-style-type: none">• 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 <p>Performing:</p> <ul style="list-style-type: none">• 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
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		<p>https://www.apronus.com/music/onlineguitar.htm https://ukebuddy.com/ukulele-chords</p> <p>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 receipt of Pupil Premium funding, please get in touch (s.glover@thepolesworthschool.com)</p> <p>Listening:</p> <ul style="list-style-type: none"> • I would recommend creating a free account with www.spotify.com 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.
PE	Football - 1. Use at least two different parts of the foot to manipulate the ball.	Football: <ul style="list-style-type: none"> • Practice ball familiarisation skills used in lessons to develop confidence with

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

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 when 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 an opponent selecting running, passing and catching skills.

both feet.

<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.](https://www.thefa.com/get-involved)
- 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 game on TV or live/skills on YouTube.

Badminton -

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

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.

- 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.

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

Netball -

1. Use 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 team-mates.
6. Apply pressure to the opposition by marking their player on and off-ball.
7. Attempt to observe many of the major rules, including footwork, obstruction, contact and offside.

are recommended and have links with the school.

- 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.

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.

Athletics -

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.

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

Athletics:

- 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.

Rounders -

1. Use the correct techniques to catch the ball.
2. Move to successfully catch the ball.
3. Bowl with accuracy using a basic underarm technique.
4. Throw with accuracy using both underarm and overarm in a practice.
5. Describe and demonstrate the correct batting technique.
6. Throw to the correct place to outwit an opponent in a game.
7. Explain a range of rules e.g., no-ball / obstruction / backwards hit and the rules for a batter.

- 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.

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 <https://www.youtube.com/watch?v=EGcimxQM0v0>.

Dance -

1. Awareness and importance of a dance warm up.
2. Recall some movements in an order/sequence.
3. Accurately reproduce specific stylistic movements.
4. Understand street dance/hip-hop as a dance style.
5. Recognise/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.

Problem Solving -

1. Successfully complete the tasks set as part of their group.
2. Contribute towards tasks physically.
3. Contribute towards tasks verbally.

- 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.

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.

OAA - Problem Solving:

- Ask them do explain what they have been doing.

4. Lead a small group for at least part of a task.
5. Show resilience in tasks.
6. Show respect for others.

Couch 2.5K -

1. Complete a couch to 5k session with some success relative to their ability.
2. Understand the importance of pacing in a training session.
3. Understand and demonstrate the short-term effects of exercise.
4. Understand how running can help them to maintain a healthy lifestyle.
5. Show resilience in their work.
6. Follow and perform an effective warm up.

HRF -

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

- 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.

Couch 2 5K:

- Go for a run as a family.
- Download free Apps to track their runs (Strava, Couch 2 to 5K NHS).
- 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.

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.

		<ul style="list-style-type: none"> • 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.
<p>Religious Studies</p>	<p>Hinduism -</p> <ol style="list-style-type: none"> 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. 	<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 • The students work booklets and lesson PowerPoints, copies of which are on Teams.

	<p>5. Explain how Hindus celebrate at least one key festival in Britain today.</p>	<ul style="list-style-type: none"> • 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.
<p>Science</p>	<p>Biology -</p> <ol style="list-style-type: none"> 1. Describe cells as the fundamental unit of living organisms. 2. Describe how to observe, interpret and record cell structure using a light microscope. 3. Describe the functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts. 4. Compare the similarities and differences between plant and animal cells. 5. Describe what a specialised cell is and give examples. 6. Explain the structural adaptations of some unicellular organisms. 	<p>Biology:</p> <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. • Use the link below to help find lessons you need to refresh and want to revise; https://continuityoak.org.uk/lessons

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.
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.

Chemistry:

- Use BBC bitesize Chemistry:
<https://www.bbc.co.uk/bitesize/subjects/znxytrd>.
- 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.
- Use the link below to help find lessons you need to refresh and want to revise;
<https://continuityoak.org.uk/lessons>

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.
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.

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 discuss new scientific advances in the news.
- Watch 'Into the universe with Stephen Hawking' documentary.
- Use the link below to help find lessons you need to refresh and want to revise;
<https://continuityoak.org.uk/lessons>

	<p>11. Draw diagrams to show convection currents in unfamiliar situations.</p> <p>12. Describe the effects forces have on objects.</p> <p>13. Explain the difference between a contact and a non-contact force.</p> <p>14. Safely carry out the Hooke's law practical to investigate the effect of force on a spring.</p> <p>15. Draw a graph of results and describe the important features of the graph relating to Hooke's law.</p> <p>16. Describe the factors that affect friction.</p> <p>17. Define what drag is.</p> <p>18. Define what elastic deformation is and how to use Hooke's law in calculations.</p>	
<p>Technology</p>	<p>Wood -</p> <ol style="list-style-type: none"> 1. Know 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. Recognise the difference between MDF and plywood. 4. Demonstrate how to select and use tools, techniques, and equipment precisely. 5. Explain what batch production is. <p>Metal -</p> <ol style="list-style-type: none"> 1. Understand the difference between a design brief and design specification. 	<ul style="list-style-type: none"> • 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 • Encourage your child in upcycling old clothing/other items in the home to develop their creativity and design skills.

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. Describe the impacts of metal and metal production on the environment.

Textiles -

1. Know how to 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. Demonstrate how to create a circuit using conductive threads.
5. Demonstrate how to produce a range of embroidery stitches.
6. Understand how to test and evaluate their products against a specification.

Food -

1. Know how cross contamination occurs.
2. Understand what high-risk foods are and how food poisoning can be prevented.
3. Describe the eight healthy eating guidelines.
4. Know the source and function of nutrients in the body.

- Talk to your child about what they have learned in their Food and Design and Technology lessons.
- Allow your child to plan and prepare meals for the family which will encourage the family to eat more healthily.

5. Demonstrate how to cook a repertoire of predominantly savoury dishes using a range of cooking techniques and equipment.

Plastics -

1. Understand 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.