



The Polesworth School
ENSURING EXCELLENCE



**Year 7 Threshold
Knowledge and support
guidance**

Spring 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 - Spring term	How to support students' learning
Art	<p>Cells –</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw a cell using line and tone. 2. Know about the life and work of artist Karen Margolis. 3. Demonstrate how to use painting techniques to create two abstract watercolour paintings. 4. Know what a continuous line is and how to apply it. 5. Understand the importance of composition and how to apply it to abstract art. 	<ul style="list-style-type: none"> • Encourage your child to understand what the terms; Colour, abstract, line, texture, composition, colour pallets, continuous line, tone, wet on wet technique, wet on dry technique, salt technique, blending, shape, gestural marks, form mean. • Visit http://www.karenmargolisart.com/ And copy some of Karen Margolis's Art.

	<ol style="list-style-type: none"> 6. Understand techniques to add texture and how these can be used in abstract art. 7. Understand techniques to add tone and how these can be used in abstract art. 8. Apply appropriate formal element words to analyse and evaluate their work. 9. Know all of the key terms relevant to the project. <p>Optical art –</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw an optical art image. 2. Use a pen or pencil to draw lines to create contrasting shapes/thick lines. 3. Demonstrate how to create an artist research page to include the historical and cultural development of Bridget Riley. 4. Apply appropriate formal element words to analyse and evaluate their own work. 5. Understand the meaning of cut paper collage. 	<ul style="list-style-type: none"> • Follow the Oak academy work at home https://classroom.thenational.academy/units/abstract-art-beyond-the-normal-55ac • Encourage your child to understand what the terms; Op art, optical illusions, abstract, composition, pattern, visual art, geometric, movement, line, sensations, artist research, collage mean. • Visit https://www.tate.org.uk/art/artists/bridget-riley-1845 And study the work.
Drama	<ol style="list-style-type: none"> 1. Secret Garden – Demonstrate understanding of how to use a script – lines/stage directions/setting. 2. Secret Garden – Understand and demonstrate how to build a character from a script including traits, attitude and emotion. 3. Secret Garden – Demonstrate understanding of action and reaction in rehearsal and performance to create a specific effect. For example, tension. 	<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

	<ol style="list-style-type: none">4. Secret Garden – Demonstrate knowledge and understanding of acting 6 to develop character in rehearsal and performance.5. Secret Garden – Demonstrate understanding of the shape and atmosphere of specific scenes.6. Secret Garden – Demonstrate understanding of blocking and proxemics in rehearsal and performance.7. Secret Garden – Know and demonstrate how to use a puppet in performance including animation, sightlines and focus.8. Secret Garden – Apply existing knowledge to a new context. <ol style="list-style-type: none">1. Charlie - Apply existing knowledge and skills to new contexts.2. Charlie - 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. Charlie - Understand and demonstrate the ability to devise transitions, at times making them meaningful and creative.4. Charlie - Understand and demonstrate ensemble acting to extend to multi-roling.	<ul style="list-style-type: none">• Multi-rolling - https://www.youtube.com/watch?v=bgmfKeFN3Sk• Puppets – https://thedramateacher.com/types-of-puppets-for-drama-class/?utm_content=cmp-true
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	<ol style="list-style-type: none"> 5. Charlie - Demonstrate and understanding of the creation and use of cues. 6. Charlie - Demonstrate an understanding of how to perform slow motion in rehearsal and performance. 7. Charlie - Awareness of audience to extend to sightlines and leading lines. 	
<p>English (Literature and language)</p>	<p>Language Reading –</p> <ol style="list-style-type: none"> 1. Understanding - Shows simple awareness of ideas. 2. Use of References - Selects simple references/textual details/quotes. 3. Analysis of Language - Offers simple comment on the effects of language. 4. Analysis of Structure - Offers simple comments on the effects of structural features. 5. Subject Terminology - Makes simple use of subject terminology, not always accurately/appropriately. 6. Critical Evaluation - Makes simple evaluative comment(s) on the effect(s) on reader. 7. Relevant Response - Simple response to the focus of the statement. <p>Literature – Shakespeare's villains –</p> <ol style="list-style-type: none"> 1. Supported response to task and extract. 2. Comments on references from the extract. 3. Relevant comments of Shakespeare methods. 	<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. • 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.

	<ol style="list-style-type: none"> 4. Some explanation of how the extract makes the audience feel. 5. Some awareness of implicit ideas/contextual factors. 	<p>Some explanation of how the extract makes the audience feel. 5. Some awareness of implicit ideas/contextual factors.</p> <ul style="list-style-type: none"> • Check the Reading Homework booklets and discuss the tasks and books before submitting it to their teachers.
<p>Geography</p>	<ol style="list-style-type: none"> 1. Fantastic Places - Identify what makes a place fantastic and suggest how we could categorise different types of places. 2. Fantastic Places - Describe the location of world wonders using an atlas. 3. Fantastic Places - Describe the meaning of an extreme environment and explain what makes the Sahara Desert extreme. 4. Fantastic Places - Describe how the Arctic is changing and the challenges it is facing. 5. Fantastic Places - Explain how the Easter Island statues were constructed. 6. Fantastic Places - Know that Peru is a country of extreme environments and history. 	<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. • 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.

	<ol style="list-style-type: none"> 1. Weather and Climate - Describe weather and climate. 2. Weather and Climate - Explain how weather is measured. 3. Weather and Climate - Know 2 factors that affect climates around the world 4. Weather and Climate - Explain why rain occurs. 5. Weather and Climate - Know that the UK weather is changeable. 6. Weather and Climate - Describe how air pressure impacts our weather. 7. Weather and Climate - Know the impacts of extreme weather in the UK. 8. Weather and Climate - Interpret a climate graph 9. Weather and Climate - Know how microclimate is affected by physical and human features 10. Weather and Climate - Outline the causes of tropical storms. 11. Weather and Climate - Explain the impacts of Hurricane Irma. 	<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 – Weather https://www.bbc.co.uk/bitesize/topics/zx38q6f • 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	<ol style="list-style-type: none"> 1. Identify reasons why the church was important in people's lives. 2. Give examples of roles in a medieval village. 3. Summarise the reasons for a divide between Henry and Becket. 	<ul style="list-style-type: none"> • Talk about History at home around topics being studied and more generally. We are studying life in the Middle Ages and have looked at the Church, medieval towns and villages,

	<ol style="list-style-type: none"> 4. Judge the importance of the murder of Becket on the relationship between church and state. 5. Scale extent of King John being good or bad with a justification. 6. Identify a cause of Magna Carta. 7. Describe the causes of Magna Carta. 8. Explain causes of Magna Carta. 9. Explain causes of Magna Carta and reach a judgement on the most important. 10. Provide a consequence of the Black Death. 11. Describe the reasons for peasants being in a difficult position by 1381. 12. Recount the events of the Peasants Revolt. 13. Form a judgment on Wat Tyler's significance. 	<p>Thomas Becket, the Magna Carta, the Black Death and the Peasants' Revolt.</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. • Visit historic sites/museums/online displays. E.g., Tamworth Castle/Kenilworth/Warwick Castle. The Church of St Editha in Tamworth is a well-preserved medieval church and Polesworth Abbey was built in 1190 (medieval). • Historic sites and museums also have useful resources on their websites. • Watch historical documentaries and programmes together (e.g. Dan Snow/Horrible Histories).
IT	<ol style="list-style-type: none"> 1. Introducing spreadsheets - Write basic formulae in a spreadsheet. 2. Introducing spreadsheets - Use a range of basic formulae to manipulate data. 	<ul style="list-style-type: none"> • Assist students in creating their own spreadsheets for budgeting their pocket money, or logging their sports teams achievements, practicing the different formulas, functions and

	<ol style="list-style-type: none"> 3. Introducing spreadsheets - Understand the concept of replication and the uses of relative and absolute cell referencing. 4. Introducing spreadsheets - Name cells and ranges within a spreadsheet. 5. Introducing spreadsheets - Write a range of basic functions including SUM, AVERAGE, MAX, MIN, COUNT and IF. 6. Introducing spreadsheets - Identify the most appropriate functions to use when developing a spreadsheet for a particular purpose. 7. Introducing spreadsheets - Know how to use conditional formatting. 8. Introducing spreadsheets - Confidently use conditional formatting. 9. Introducing spreadsheets - Use data in a spreadsheet to create graphs and charts. 	<p>formatting skills learnt. Students have a copy of the textbook pages with examples to help support them.</p> <ul style="list-style-type: none"> • Use the BBC Bitesize website section on spreadsheets: https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1
<p>Languages (French & German)</p>	<ol style="list-style-type: none"> 1. Understand and produce opinions of 5+ free-time activities. 2. Understand and produce a description of their free-time activities and use 4+ different verbs. 3. Understand all of the time phrases and produce 4+ in their free-time sentences. 4. Understand all <i>who</i>, <i>with</i> and <i>place</i> vocabulary and produce 4+ in their free-time sentences. 	<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.

5. Understand and produce idiomatic constructions and use 1+ with an infinitive as part of a description of their free-time activities.
6. Understand all connectives and time connectives and produce 2+ in their description of their free-time activities.

- Refer to the Knowledge Organiser in the student's books for vocabulary support.
- Use <https://www.bbc.co.uk/bitesize/subjects/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.

		<ul style="list-style-type: none"> • Refer to the Knowledge Organiser in the student's books for vocabulary support. • Use https://www.bbc.co.uk/bitesize/subjects/zcj2tfr for KS3 German revision and cultural information. • Use duolingo / memrise / quizlet for German vocabulary revision • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
Maths	<ol style="list-style-type: none"> 1. Fractions and Percentages of Amounts - Finding fractions of amounts with a calculator (U916). 2. Fractions and Percentages of Amounts - Find a percentage of amounts with a calculator (U349). 3. Fractions and Percentages of Amounts - Use a given fraction to find the whole and/or other fractions. 4. Operations and Equations with Directed Numbers - Multiplication of directed numbers (U548). 5. Operations and Equations with Directed Numbers - Division of directed numbers (U548). 	<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">6. Operations and Equations with Directed Numbers - Add directed numbers (U742).7. Operations and Equations with Directed Numbers - Subtract directed numbers (U742).8. Operations and Equations with Directed Numbers - Understand and use order of operations (U976).9. Operations and Equations with Directed Numbers - Using a calculator (U926).10. Introduction to Algebra - Given an algebraic input, find the output of a function machine (M428).11. Introduction to Algebra - Find the function machine given an expression (M428).12. Introduction to Algebra - Knowing key terminology for algebra.13. Introduction to Algebra - Simplify algebraic expressions by collecting like terms (U105).14. Introduction to Algebra - Simplify algebra with multiplication (U613).15. Introduction to Algebra - Simplify algebraic fractions by cancelling common factors (U103).16. Introduction to Algebra - Solve equations with one-step (U755).17. Introduction to Algebra - Substituting into expressions (U201). | |
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	<p>18. Addition and Subtraction of Fractions - Converting between mixed numbers and improper fractions (U692).</p> <p>19. Addition and Subtraction of Fractions - Ordering fractions and mixed numbers (U439).</p> <p>20. Addition and Subtraction of Fractions - Add and subtract fractions from integers expressing the answer as a single fraction (M835).</p> <p>21. Addition and Subtraction of Fractions - Adding fractions (U736).</p> <p>22. Addition and Subtraction of Fractions - Subtracting fractions (U736).</p> <p>23. Addition and Subtraction of Fractions - Use equivalence to add and subtract decimals and fractions (M958).</p>	
<p>Music</p>	<p>Folk music –</p> <ol style="list-style-type: none"> 1. Understand what a scale and pentatonic scale are and how they are used in traditional folk music. 2. Compose and perform their own pentatonic question and answer melodies, supported with C and G chords/drones - improvisation. 3. Perform confidently their part in group work of key folk music pieces. 4. Understand what folk music is and the history of British folk music, including the impact it has had on different styles of music. 	<p><u>FOLK MUSIC</u></p> <ul style="list-style-type: none"> • <u>Developing Instrumental Skills:</u> If your child does not have access to a keyboard, ukulele or guitar at home, they can access virtual instruments and practice at home https://www.onlinepianist.com/virtual-piano

		<ul style="list-style-type: none"> • Historical Background: The following clip further explains the importance of British Folk Music https://www.bbc.co.uk/bitesize/guides/zckthyc/revision/1 <p>INSTRUMENTAL LESSONS ARE AVAILABLE AT SCHOOL. PLEASE GET IN TOUCH IF INTERESTED: s.glover@thepolesworthschool.com</p>
PE	<p>Football:</p> <ol style="list-style-type: none"> 1. Football - Use at least two different parts of the foot to manipulate the ball. 2. Football - Use the correct part of the foot to pass the ball accurately. 3. Football - Control the ball using the foot. 4. Football - Move with the ball with some control. 5. Football - Attempt to select the correct option to pass or move with the ball. 6. Football - Move into space to receive the ball. 7. Football - Attempt to use the body to shield the ball. 8. Football - Demonstrate good etiquette, sportsmanship and respect. 9. Football - Warm up and cool down safely. 	<p>Football:</p> <ul style="list-style-type: none"> • Practice ball familiarisation skills used in lessons to develop confidence with 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.

Rugby:

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

Badminton:

1. Badminton - Grip the racket correctly.
2. Badminton - Use the ready stance.
3. Badminton - Use at least one type of serve to start a competitive rally.

- 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.
- 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.

4. Badminton - Play the overhead clear over the net past the service line.
5. Badminton - Attempt to play the backhand clear over the net.
6. Badminton - Play a variety of shots in a rally to move the opponent.
7. Badminton - Score singles games.

Volleyball:

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

- 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=FoI6A4WWgCg>.
- Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school.

Netball:

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

	<p>Handball:</p> <ol style="list-style-type: none"> 1. Handball - Use at least one type of pass accurately - Over arm pass, bounce pass, flick pass and under arm pass. 2. Handball - Move into space to receive the ball. 3. Handball - Use passing to keep possession of the ball. 4. Handball - Shoot with accuracy. 5. Handball - Understand at least one role in defence. 6. Handball - Link two or more skills together in a small-sided game. <p>Athletics:</p> <ol style="list-style-type: none"> 1. Athletics - Demonstrate the correct grip technique for at least one throw. 2. Athletics - Understand that pacing is important in a middle/long-distance running event. 	<ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>Handball:</p> <ul style="list-style-type: none"> • 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. <p>Athletics:</p> <ul style="list-style-type: none"> • Join a local athletics club (Tamworth/Nuneaton) to develop your technique.
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3. Athletics - Demonstrate the basic technique to achieve maximum speed when performing a sprint.
4. Athletics - Demonstrate the basic jumping technique in at least one jump event.
5. Athletics - Strive to achieve their own personal best in performance in most events.
6. Athletics - Demonstrate how to prepare the body effectively for a variety of activities through a group warm-up.

Rounders:

1. Rounders - Use the correct techniques to catch the ball.
2. Rounders - Move to successfully catch the ball.
3. Rounders - Bowl with accuracy using a basic underarm technique.
4. Rounders - Throw with accuracy using both underarm and overarm in a practice.
5. Rounders - Describe and demonstrate the correct batting technique.
6. Rounders - Throw to the correct place to outwit an opponent in a game.

- 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.
- 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/>.

7. Rounders - Explain a range of rules e.g. no-ball / obstruction / backwards hit and the rules for a batter.

HRF:

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

- 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>.
- 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.

HRF – Practical:

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

Dance:

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

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

HRF – Theory:

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

	<ol style="list-style-type: none"> 6. Dance - Understand the importance of and demonstrate timing in choreography. 7. Dance - Contribute and communicate positively to group effort. 8. Dance - Understand some choreographic devices such as cannon and unison. 9. Dance - Demonstrate and use at least two different uses of formations and pathways. <p>Problem Solving:</p> <ol style="list-style-type: none"> 1. Problem Solving - Successfully complete the tasks set as part of their group. 2. Problem Solving - Contribute towards tasks physically. 3. Problem Solving - Contribute towards tasks verbally. 4. Problem Solving - Lead a small group for at least part of a task. 5. Problem Solving - Show resilience in tasks. 6. Problem Solving - Show respect for others. <p>Couch 2 5K:</p> <ol style="list-style-type: none"> 1. Couch 2 5K - Complete a couch to 5k session with some success relative to their ability. 	<p>either perform or teach others key moves, warm up and dance phrase.</p> <ul style="list-style-type: none"> • Ask your child about “ME in PE” and discuss the characteristics they have developed in PE. <p>OAA - Problem Solving:</p> <ul style="list-style-type: none"> • 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. <p>Couch 2 5K:</p> <ul style="list-style-type: none"> • Go for a run as a family.
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	<ol style="list-style-type: none"> 2. Couch 2 5K - Understand the importance of pacing in a training session. 3. Couch 2 5K - Understand and demonstrate the short-term effects of exercise. 4. Couch 2 5K - Understand how running can help them to maintain a healthy lifestyle. 5. Couch 2 5K - Show resilience in their work. 6. Couch 2 5K - Follow and perform an effective warm up. 	<ul style="list-style-type: none"> • 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.
<p>Religious Studies</p>	<ol style="list-style-type: none"> 1. Buddhism - Know who the Buddha is and how he became the Buddha. 2. Buddhism - Know what the Four Sights were and why this was important. 3. Buddhism - Know what the Four Noble Truths are and how suffering can be ended. 4. Buddhism - Know what the Eightfold Path is and how following it can end suffering. 5. Buddhism - Know what meditation is and how it can lead to enlightenment. 6. Buddhism - Know why it may be rewarding or difficult to be Buddhist in the UK today. 7. Buddhism - Know what the sangha is and describe the day in the life of a monk. 8. Buddhism - Know different arguments for and against if there will ever be an end to suffering. 	<ul style="list-style-type: none"> • Parents and carers can discuss the main beliefs Buddhists and Sikhs have, and what it may be like to be a member of that faith in the world today. • Websites which can help discussion are: Buddhism https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr https://classroom.thenational.academy/units/buddhism-beliefs-and-teachings-9bab

		<p>My Life, My Religion documentary https://www.youtube.com/watch?v=Q6Jx3S5C8Mg</p>
<p>Science</p>	<p>Biology –</p> <ol style="list-style-type: none"> 1. Know the structures of the respiratory system and their functions. 2. Explain how breathing occurs through changes in pressure in the lungs. 3. Know that in gas exchange, oxygen and carbon dioxide move between alveoli and the blood. 4. Know that oxygen is transported to cells for aerobic respiration and carbon dioxide is removed from the body. 5. Understand that the amount of oxygen required by body cells determines the rate of breathing. 6. Explain how different factors affect breathing. 7. Understand that knowledge of digestion and a healthy diet allows humans to live a healthier lifestyle. 8. Know what a balanced diet is, what it is made up of (carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water) and that the body needs this for its cells' energy, growth and maintenance. 9. Understand that organs of the digestive system are adapted to break large food molecules into small 	<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

ones which can travel in the blood to cells and are used for life processes.

10. Describe the events that take place to turn food into simple molecules inside a cell including the function of enzymes.
11. Understand and use the test for starch and glucose.
12. Know some effects of drugs on the body.
13. Know the different parts of the skeleton.
14. Understand and demonstrate that antagonistic pairs of muscles create movement when one contracts and the other relaxes.
15. Know the different roles of muscle and where muscles are found.
16. Understand what joints are and name the four different types giving examples.
17. Investigate the effect of resting muscles on fatigue drawing conclusions.

Chemistry –

1. Define the chemical meaning of the word element and explain where elements are listed.
2. Select an element for a specific job based on its chemical and physical properties.
3. Define a compound.

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

4. Describe how the properties of elements change when they react to form a compound.
5. Identify the differences between elements, mixtures and compounds.
6. Produce word equations for simple chemical reactions.
7. Write symbol equations from word equations for simple chemical reactions when provided with the formulae.
8. Balance symbol equations for simple chemical reactions.
9. Explain how to work out the number of electrons for any element on The Periodic Table.
10. Draw the electronic structure of the first 20 elements in The Periodic Table.
11. Know that there are links between the electronic structure of elements and their position in The Periodic Table.
12. Describe some of the properties of group 1 metals.
13. Describe the trend in reactivity going down group 1 metals.
14. Describe some properties and uses of group 7 halogens.
15. Describe the trend in reactivity going down group 7 halogens.

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. Construct word equations for halogen displacement reactions.
17. Describe the properties of some elements in groups 2,3,4,5,6 and 0.

Physics –

1. Know the physics definition of work done.
2. Understand how two factors, force and distance, can affect work done.
3. Use the formula: work done (J) = force (N) x distance moved (m) to compare energy transferred for objects moving horizontally.

Understand how machines like levers and pulleys make work easier.

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>Technology</p>	<p>Wood -</p> <ol style="list-style-type: none"> 1. Categorise, compare and contrast the characteristics of different types of wood. 2. Know how the production of wood has an effect on the environment. 3. 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>Metal -</p> <ol style="list-style-type: none"> 1. Understand the difference between a design brief and design specification. 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. <p>Plastics -</p> <ol style="list-style-type: none"> 1. Understand how to categorise, compare and contrast the characteristics of thermoforming and thermosetting plastics. 	<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.
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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 Lego man against the success criteria and the skills demonstrated in the project. <p>Textiles -</p> <ol style="list-style-type: none"> 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. <p>Food -</p> <ol style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> • Weaving https://www.bbc.co.uk/bitesize/guides/z6t26yc/revision/2 • Encourage your child in upcycling old clothing/other items in the home to develop their creativity and design skills. • Embroidery https://www.youtube.com/watch?v=4tboUqTV41U <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.
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	<ol style="list-style-type: none">4. Know 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.	<ul style="list-style-type: none">• Healthy eating guidelines https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/• Cross contamination Avoiding cross-contamination Food Standards Agency
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