



The Polesworth School
ENSURING EXCELLENCE



Year 9 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 9 Threshold Concepts - Spring term	How to support students' learning
Art	<p>Autumn leaves prints -</p> <ol style="list-style-type: none"> 1. Demonstrate how to draw using techniques that require taking a risk. 2. Discuss and develop personal opinions about an artist research page. 3. Demonstrate how to construct a design in negative, to use in printing. 4. Self-evaluate their own work and identify and act upon refinements. 	<ul style="list-style-type: none"> • Practice the drawing techniques demonstrated here. https://www.creativeblog.com/art/drawing-techniques-7-fundamentals-pencil-drawing-71621181 • Encourage your child to stand away from their work to analyse it (a distance of 2 to 3 metres).

Drama	<ol style="list-style-type: none"> 1. Bluebeard - Know and understand how to realise a playtext taking it from page to stage. 2. Bluebeard - Know and demonstrate how to stage storytelling in terms of form and style. 3. Bluebeard - Demonstrate development in use of acting physicality: gesture, posture, movement, tableaux, stage fighting. 4. Bluebeard - Demonstrate development in use of vocals, with a specific focus on narration and characterisation. 5. Bluebeard - Know and understand how to choose and apply pace in performance. 6. Bluebeard - Demonstrate the ability to use tableaux as a realisation device. 7. Bluebeard - Know, understand and demonstrate the ability to perform as an ensemble. 8. Bluebeard - Know, understand and demonstrate how to research in preparation for a design skill. 9. Bluebeard - Know, understand and demonstrate the design fundamentals and apply them to a design. 	<ul style="list-style-type: none"> • Set - https://www.designweek.co.uk/issues/19-25-november-2018/national-theatre-explores-exquisite-miniature-world-of-stage-set-models/ • Costume - https://www.youtube.com/watch?v=bgxcWne7uzg • Lighting - colour - https://www.leefilters.com/lighting/colour-list.html • Use of pace / pause / tone in performance - https://classroom.thenational.academy/lessons/use-of-pace-pause-and-tone-in-performance-chj30e • Bring text to life - https://classroom.thenational.academy/units/approaching-text-bringing-it-to-life-c00e
English (Literature and language)	Language – Reading - <ol style="list-style-type: none"> 1. Identifies some different ideas. 2. Selects some appropriate evidence. 3. Attempts to comment on the effect 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 a daily reading target and to

	<ol style="list-style-type: none"> 4. Attempts to comment on the effect of structural features. 5. Some use of subject terminology, mainly used accurately/appropriately. 6. Makes some evaluative comments on the effects on the reader. 7. Makes some response to the focus of the statement. <p>Literature – Reading -</p> <ol style="list-style-type: none"> 1. Romeo and Juliet - Clear, explained response to extract and whole play. 2. Romeo and Juliet - Effective use of references to support explanation of the extract and whole play. 3. Romeo and Juliet - Clear explanation of Shakespeare's methods with appropriate use of relevant subject terminology. 4. Romeo and Juliet - Understanding the effects of Shakespeare's methods on the reader. 5. Romeo and Juliet - Clear understanding of ideas/perspectives/contextual factors shown by specific links between context/play/task. 	<p>help improve their confidence in reading.</p> <ul style="list-style-type: none"> • 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 • Make a list of key vocabulary from the texts studied in lessons and learn the meaning and etymology of the words. • Look at some examples of poetry and begin to examine the messages, themes and literary techniques in preparation for the next topic.
French	<ol style="list-style-type: none"> 1. Understand and produce 10+ sports / free-time activities with 2+ opinions and reasons. 	<ul style="list-style-type: none"> • Refer to the KS3 parent and student handbook for specific revision techniques and links to extra resources

	<ol style="list-style-type: none"> 2. Understand and produce 2+ sentences about an extreme sport. 3. Understand and produce 10+ different types of TV programme / film / music. 4. Understand and produce 5+ phrases about TV / film / music watching and listening habits with opinions and reasons. 5. Understand 6+ question words. 6. Understand and produce 4+ phrases about a recent cinema trip. 7. Understand and produce 4+ sentences about what you eat and drink including an opinion and a reason. 8. Understand and produce 4+ sentences about what you used to eat and drink. 9. Understand and produce 4+ sentences about activities you used to do / didn't do to keep fit. 	<p>and a range of websites that you can use with your child to support them at home.</p> <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/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.
Geography	<ol style="list-style-type: none"> 1. Tourism - Explain how tourism has changed over time. 2. Tourism - Apply the Butler Model to a specific location. 	<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.

	<ol style="list-style-type: none"> 3. Tourism - Identify why different holidays might appeal to different people. 4. Tourism - Know 3 advantages and 3 disadvantages of tourism. 5. Tourism - Examine how ecotourism can be used to protect people and the environment. 6. Tourism - Explain what dark tourism is and why it is appealing to tourists. 	<ul style="list-style-type: none"> • BBC Bitesize Tourism https://www.bbc.co.uk/bitesize/topics/zcmfb9q • 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.
German	<ol style="list-style-type: none"> 1. Understand and produce 10+ sports / free-time activities with 2+ opinions and reasons. 2. Understand and produce 2+ sentences about an extreme sport. 3. Understand and produce 10+ different types of TV programme / film / music. 4. Understand and produce 5+ phrases about TV / film / music watching and listening habits with opinions and reasons. 5. Understand 6+ question words. 6. Understand and produce 4+ phrases about a recent cinema trip. 7. Understand and produce 4+ sentences about what you eat and drink including an opinion and a reason. 	<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/subjects/zcj2tfr for KS3 German revision and cultural information. • Use duolingo / memrise / quizlet for French vocabulary revision

	<ol style="list-style-type: none"> 8. Understand and produce 4+ sentences about what you used to eat and drink. 9. Understand and produce 4+ sentences about activities you used to do / didn't do to keep fit. 	<ul style="list-style-type: none"> • Use the student's vocabulary and sentence builders in their class books, for reference to vocabulary and grammatical structures.
<p>History</p>	<ol style="list-style-type: none"> 1. The Holocaust - Reflect on the 'Big Questions' in relation to the Holocaust using Leon Greenman's toy to form an understanding. 2. The Holocaust - Recognise the features of the lives of German Jews and how they changed. 3. The Holocaust - Define Antisemitism. 4. The Holocaust - Identify reasons for medieval antisemitism. 5. The Holocaust - Identify reasons for more modern antisemitism linked to the Nazis. 6. The Holocaust - Making connections between medieval and modern antisemitism. 7. The Holocaust - Recognise the impact of the Holocaust on the Frank Family. 8. The Holocaust - Explain what the impact of the Holocaust on families like the Frank family. 9. The Holocaust - Assess similarities and differences in the camp system. 	<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 for the Holocaust. For example, the Imperial War Museum. • USHMM and Holocaust Educational Trust have additional supporting materials as well as survivor testimony that students can be encouraged to access. • Look at museum websites to access online material and primary sources (e.g. The National Holocaust Centre). • Watch historical documentaries and programmes together. Guidance can be

	<p>10.The Holocaust - Offer judgment on the role of Janusz Korczak.</p> <p>11.The Holocaust - Scale the effectiveness of resistance.</p> <p>12.The Holocaust - Assess the differences in participation in the Holocaust.</p> <p>13.The Holocaust - Understand the experience of survivors of the Holocaust.</p> <p>14.The Holocaust - Identify a misconception of the Holocaust.</p> <p>15.The Holocaust - Describe why there is a misconception with support/context.</p> <p>16.The Holocaust - Explain the extent of the misconception reflecting on balance in the judgment.</p>	<p>given on appropriate film content choices.</p>
<p>IT</p>	<ol style="list-style-type: none"> 1. Networking and the Internet – Know how data is sent across a network. 2. Networking and the Internet – Know the role of a range of basic hardware involved in networking, such as switches. 3. Networking and the Internet – Understand the role of IP addresses. 4. Networking and the Internet – Understand domain names and DNS. 	<ul style="list-style-type: none"> • Use the BBC Bitesize information to reinforce learning in this topic: https://www.bbc.co.uk/bitesize/guides/zvspfcw/revision/5 https://www.bbc.co.uk/bitesize/topics/z7wtb9q/articles/z3tbgk7 • Encourage students to think about how they access the internet and what they

	5. Networking and the Internet – Know about a range of Internet services.	use it for, ensuring security settings are set to protect them and their personal data (i.e. not automatically connecting to wireless hotspots).
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<p>Maths</p>	<ol style="list-style-type: none"> 1. Solving Ratio and Proportion Problems - Solve problems with inverse proportion (U357). 2. Solving Ratio and Proportion Problems - Model real-life graphs involving inverse proportion (U862). 3. Graphs - Solve shape problems involving coordinates (U889). 4. Graphs - Understand and use $y = mx + c$ (U669). 5. Graphs - Determine whether a point is on a line. 6. Graphs - Understand and interpret linear real-life graphs (U638). 7. Graphs - Interpret gradient and intercepts of real-life graphs (U862). 8. Graphs - Finding the equations of real-life straight line graphs (M205). 9. Graphs - Construct real-life straight line graphs (U652). 10. Graphs - Represent solutions to single inequalities on a graph using lines parallel to the axes (U747). 11. Graphs - Recognise graph shapes. 12. Graphs - Draw quadratic graphs (U989). 13. Graphs - Graphs of cubic functions (U980). 14. Graphs - Graphs of reciprocal functions (U593). 15. Graphs - Graphs of exponential functions (U229). 16. Rates - Convert units of area (U248). 17. Rates - Convert units of volume (U468). 	<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">18. Rates - Solve speed, distance and time problems (U151).19. Rates - Interpret distance-time graphs (U914).20. Rates - Calculating speed from distance-time graphs (U462).21. Rates - Plotting distance-time graphs (U403).22. Rates - Plotting distance-time graphs using speeds (U966).23. Rates - Solve problems with density, mass and volume (U910).24. Rates - Solve problems with pressure, force and area (U527).25. Rates - Calculating with rates (U256).26. Rates - Sketch graphs of water flows (U896).27. Deduction - Identify and calculate co-interior angles (U826).28. Deduction - Identify and calculate alternate angles (U826).29. Deduction - Identify and calculate corresponding angles (U826).30. Deduction - Combining angle facts (U655).31. Deduction - Use cardinal directions and related angles.32. Deduction - Measure and read bearings (U525).33. Deduction - Calculate bearings using angles rules (U107). | |
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| | <ul style="list-style-type: none">34. Deduction - Make scale drawings using bearings.35. Deduction - Angles problems with algebra.36. Constructions and Congruency - Construct triangles when given SSS (U187).37. Constructions and Congruency - Construct triangles when given SAS and ASA (U187).38. Constructions and Congruency - Construct an angle bisector (U787).39. Constructions and Congruency - Construct a perpendicular bisector (U245).40. Constructions and Congruency - Construct a perpendicular from a point (U245).41. Constructions and Congruency - Construct a perpendicular to a point (U245).42. Constructions and Congruency - Locus of distance from a point (U820).43. Constructions and Congruency - Locus of distance from a straight line/shape (U820).44. Constructions and Congruency - Locus equidistant from two points (U820).45. Constructions and Congruency - Locus of distance from two lines (U820).46. Constructions and Congruency - Understanding congruence (U790).47. Constructions and Congruency - Know the criteria for congruence of triangles (U866). | |
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	48. Constructions and Congruency - Identify congruent triangles (U866).	
Music	<ol style="list-style-type: none"> 1. Britpop and the 90's – Develop instrumental skills and perform confidently in group performances. 2. Britpop and the 90's – Understand and perform chord structures used in popular music styles. 3. Britpop and the 90's – Describe song structure and other popular music devices. 4. Britpop and the 90's – Confidently read a lead sheet or chord sheet in their performances. 5. Britpop and the 90's – Compose stylistically using a Digital Audio Workstation - BandLab. 	<ul style="list-style-type: none"> • The following website has been used by Year 9 this year and will be continued into the Summer term. Any work can be submitted to myself for feedback https://edu.bandlab.com/ • Performing: If your son/daughter is without an instrument, then a virtual instrument can be a good way of experimenting and following up with classwork: https://www.onlinepianist.com/virtual-piano https://virtualpiano.net/ https://www.musicca.com/guitar https://www.apronus.com/music/onlineguitar.htm https://ukebuddy.com/ukulele-chords • Listening: I would recommend creating a free account with www.spotify.com or using

		<p>YouTube for listening around the styles we will be studying throughout Year 9. The more students listen to the music we are studying, the more they will understand the techniques and elements used.</p>
<p>PE</p>	<p>Football:</p> <ol style="list-style-type: none"> 1. Use at least one type of long pass with some accuracy. 2. Use passing and control to keep possession. 3. Use the correct body technique to close down an opponent with the ball in a 1 v 1 situation. 4. Attempt to use a block tackle to win possession. 5. Use the side foot to shoot (finish). 	<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=q1B4is3faOM • Encourage your child to attend the school football club to development skills and confidence. • Explore getting your child involved in local youth football. Visit the FA website club finder to find accredited organisations. https://www.thefa.com/get-involved • Go and watch a local team playing nearby in the Tamworth & District Sunday Football League.

Rugby:

1. Pass and catch the ball effectively under pressure.
2. Demonstrate the correct technique when entering ruck or maul.
3. Shows a deeper understanding of how to beat an opponent using change of pace, change of direction, or shape of body position.
4. Demonstrate effective decision making with ruck from a lineout.
5. Demonstrate effective decision making with maul from lineout.
6. Recall and use tackling effectively in a game situation.
7. Demonstrate correct decision making in open play.

Badminton:

1. Grip racket correctly.
2. Consistently demonstrates correct footwork.

- 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 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.

Badminton:

- Book a court at Polesworth sports centre to play.

3. Play overhead clears to at least rear tramlines of the court.
4. Play BHC to at least mid-court of opposition side.
5. Play smash shot with power and correct angle.
6. Demonstrate the block shot.
7. Show shot variation within game play.
8. Explain the difference between attack and defence positioning in doubles.

Volleyball:

1. Show correct body position for the volley.
2. Show correct body position for the serve.
3. Move with some speed and agility.
4. Consistently demonstrates the correct ready position.
5. Understand why 3-touch volleyball is usually the best way to play.
6. Demonstrate how to move to help a teammate in 2v2 volleyball.
7. Understand and demonstrate how to officiate a game.
8. Understand tactics in 4v4 volleyball.

- 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=Fo j6A4WWgCg>.
- Join a volleyball club – both Tamworth Spartans and Nuneaton Volleyball Club are recommended and have links with the school.

Netball:

1. Select and perform footwork and passing variations with control and fluency.
2. Use correct shooting technique with some success in game situations.
3. Understand and demonstrate attacking principles and devise and select appropriate strategies (movement off the ball / pass selection) to help the team maintain possession.
4. Apply pressure to the opposition through effective marking/defending, combined use of arms and body position to limit options with attention to obstruction rule.
5. Observe the rules of footwork/obstruction/contact/offside/the rules of centre pass/3 second rule and replay/repossession/short pass rules with support.

- 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. When under pressure recall and use more than one type of pass to pass the ball accurately - Over arm pass, bounce pass, flick pass and under arm pass. 2. Recall and receive the ball under different pressure situations. 3. Recall passing strategically to keep possession of the ball and create opportunities in attack under pressure. 4. Demonstrate moving with the ball changing either pace or direction to create shooting opportunities. 5. Work as part of a team to defend effectively. 6. Recall a range of skills to create shooting opportunities game situations. 7. Identify and apply positioning to a game scenario. 8. Use off the ball movements to demonstrate tactical awareness in game scenarios. <p>Athletics:</p> <ol style="list-style-type: none"> 1. Demonstrate progress towards their personal bests when performing, showing knowledge of how to improve performance for most events. 	<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>
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2. Use the correct starting grip and technique for more than one throwing event.
3. Understand how to effectively use pacing during a longer distance event towards a successful outcome.
4. Perform the correct technique when performing a sprint start (either standing or crouch).
5. Describe, understand, and attempt to use the correct running technique to achieve maximum speed for a sprint event.
6. Explain why and attempt to use the correct technique to generate maximum height or distance in a jump event.
7. Understand a basic rule or regulation for some athletics events.
8. Demonstrate how to prepare the body effectively for a variety of activities through an independent warm-up, specific to the event being performed.

Rounders:

1. Use a range of bowling techniques with accuracy and consistency to challenge the opposition.
2. Move into position in the field to reduce scoring opportunities.

- Join a local athletics club (Tamworth/Nuneaton) to develop your technique and improve their personal best (pb)
- 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.
- Discuss the department bronze, silver and gold awards.
- 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

3. Use power and placement in batting to challenge the fielding team and increase the chances of scoring.
4. Perform overarm throw with some accuracy to a well selected target.
5. Understand the fielding positions and their roles.
6. Enforce a range of rules relating bowling, batting and fielding in small game situations and in full games with support.

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>.
- 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:

1. Effectively execute a training session in at least one aerobic and one anaerobic type of training.
2. Plan and perform a more detailed training session including warm-up, cool down and training zones.
3. Achieve and sustain the intensity required for working aerobically.
4. Achieve and sustain the intensity required for working anaerobically.
5. Provide a basic explanation of the principles of specificity, progression and overload.

HRF Theory:

1. Identify the difference between intrinsic and extrinsic factors causing injuries.
2. Identify risks within some sports / activities.
3. Provide a simple explanation of how to prevent injuries.
4. Identify a few individual variables that can increase risk of injury.
5. Identify the 5 phases of the warm-up.
6. Identify 3 common injuries in sport.
7. State the components of SALTAPS & RICE in treatment.

HRF – Practical:

- Ask your child to lead a warm-up with the rest of 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.

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:

1. Demonstrate trust of themselves and their partner in contact work.
2. Know how to hold and share their weight safely in contact work.
3. Demonstrate how to perform a variety of counterbalances and lifts.
4. Know the Chance Dance approach to choreography.
5. Perform and choreograph a contact sequence.
6. Effectively work and communicate with a partner to produce a contact sequence which is within both students' capabilities, whilst still challenging them.

Dance Choreography:

1. Understand how to develop choreography from a set stimulus.
2. Perform and choreograph a duet lasting a minimum of 2 minutes.
3. Research different creative ideas from a stimulus.
4. Understand what a choreographic intention is.

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.

5. Use a range of choreographic devices such as contrast, highlight, climax, motif and motif development.
6. Verbally explain their stimulus and choreographic intent.
7. Effectively work and communicate with a partner, leading ideas and discussions.

Coaching:

1. Plan a micro session.
2. Deliver a micro session.
3. Review a micro session.
4. Plan a small group session.
5. Deliver small group session.
6. Review a small group session.

Gaelic Football:

1. Use at least one type of pass to pass the ball accurately.
2. Attempt to move into space to receive the ball.
3. Use passing to keep possession of the ball.
4. Attempt to shoot with accuracy.
5. Understand at least one role in defence.

Coaching:

- Discuss their plans for their session.
- Let them run through the session with a member of the family.
- Ask them to evaluate a session they have led.
- Ask your child about “ME in PE” and discuss the characteristics they have developed in PE.

Gaelic Football:

- Watch a part of a match on YouTube.
- Practice throwing, kicking, and catching skills.
- Practice as a family how to get the ball off the floor without using hands.

6. Link two or more skills together in a small-sided game.
7. Using solo or bounce to move in possession.

Mini Games:

1. Demonstrate responsibility for their own performances.
2. Demonstrate positive support of others.
3. Demonstrate imaginative, independent problem solving.
4. Demonstrate helping others to succeed.
5. Independently identifies and reflects on their own strengths and weaknesses.
6. Manages their own emotions effectively.
7. Effectively apply different tactics and strategies within games.
8. Demonstrate resilience during tasks.

Couch 2 5K:

1. Relate good fitness levels to everyday activities and professions.
2. Demonstrate good pacing by distributing energy throughout a run.

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

Mini Games:

- Watch versions of the sport on YouTube to discuss tactics and strategies
- Search for an activity and join a local club. <https://www.bbc.co.uk/sport/get-inspired>
- Discuss different types of competition:
 - o Leagues
 - o Ladder
 - o Round Robin
 - o Knockout Cups
- 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).

	<ol style="list-style-type: none"> 3. Understand and explain how running will help maintain a healthy and active lifestyle. 4. Understand how training can help improve the mental health of participants. 5. Explain how the body is working aerobically and anaerobically during a performance. 	<ul style="list-style-type: none"> • 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. Know different terms to describe the nature of God. 2. Understand what the Trinity is. 3. Know the Creation story and different Christian beliefs about it. 4. Know why many Christians believe that Jesus was the son of God. 5. Know what the incarnation is. 6. Know what the crucifixion is and why Christians believe Jesus had to die. 7. Know what the resurrection is and what is proved to Christians. 8. Know what the Ascension is. 9. Know what original sin is. 10. Know the different means of salvation Christians believe there are. 	<ul style="list-style-type: none"> • Parents and carers can discuss the main beliefs Christians have about God and who Jesus was. • They should focus on being about to give a clear idea and examples and quotes which help explain what Christians think, as well as thinking about how successful the arguments are and why may some find fault with the ideas. • https://www.bbc.co.uk/bitesize/topics/zbdy9q • https://classroom.thenational.academy/units/christian-beliefs-and-teachings-700f

<p>Science</p>	<p>Biology:-</p> <ol style="list-style-type: none"> 1. Describe the 3 stages of the cell cycle. 2. Describe why mitosis is important. 3. Describe the process of diffusion. 4. Describe the process of osmosis. 5. Describe the process of active transport. 6. Compare diffusion, osmosis, and active transport. 7. Investigate the effect of a range of concentrations of salt or sugar solutions on the mass of plant tissue. <p>Chemistry:-</p> <ol style="list-style-type: none"> 1. Draw dot and cross diagrams of simple molecules. 2. Recall that a single covalent bond is represented as a line. 	<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 <p>Chemistry:</p> <ul style="list-style-type: none"> • Use BBC bitesize Chemistry: https://www.bbc.co.uk/bitesize/subjects/znxtyrd.
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3. Describe the limitations of using different diagrams to represent molecules or giant structures.
4. Deduce the molecular formula of a substance.
5. Explain the idea that intermolecular forces are weak compared with covalent bonds.
6. Identify polymers from diagrams showing their bonding and structure.
7. Identify giant covalent structures from diagrams showing their bonding and structure.
8. Explain the properties of diamond in terms of its structure and bonding.
9. Explain the properties of graphite in terms of its structure and bonding.
10. Know that graphite is similar to metals in that it has delocalised electrons.
11. Identify graphene and fullerenes from diagrams and descriptions.
12. Recall examples of uses of fullerenes, including carbon nanotubes.

Physics:-

1. Recall the three states of matter and their particle diagrams.
2. Recall the names of the changes of state.
3. Calculate the density of objects.

- 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>

Physics:

- Use BBC bitesize Physics: <https://www.bbc.co.uk/bitesize/subjects/zh2xsbk>

	<ol style="list-style-type: none"> 4. Explain how to measure the density of objects. 5. Understand that heating can change either the temperature or the state of an object. 6. Be able to explain the features of a heating/cooling curve. 7. Know the factors that affect how much energy is needed to alter the temperature of an object. 8. Calculate specific heat capacity of materials. 9. Investigate how to measure the specific heat capacity of materials. 10. Know the factors that affect how much energy is needed to change the state of a material. 11. Calculate specific latent heat. 12. Explain how the motion of particles in a gas is related to the gases temperature and pressure. 	<ul style="list-style-type: none"> • 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>Fashion & Textiles –</p> <ol style="list-style-type: none"> 1. Fashion & Textiles – Know how to produce high quality design sketches based on a brief using a number of sketching techniques. 2. Fashion & Textiles – Know how to manipulate and shape fabric for functional and decorative purposes. 3. Fashion & Textiles – Know how to improve the final product’s function through joining fabrics, fastenings and components. 	<p>Further Support</p> <ul style="list-style-type: none"> • Apron design ideas https://www.pinterest.com/olivebites/aprons-for-women/ https://www.pinterest.com/tkeene1/mens-aprons/ • For inspiration https://www.thegreatbritishsewingbee.co.uk/

4. Fashion & Textiles – Recognise and evaluate the effect of key fabric finishes (such as Teflon and Proban).
5. Fashion & Textiles – Know how to test, evaluate, and amend design ideas against a specification and target market’s needs and wants.

Food preparation and nutrition –

1. Food preparation and nutrition – Know which foods classify as a cereal.
2. Food preparation and nutrition – Know how food is produced using primary and secondary production.
3. Food preparation and nutrition – Know and understand the function of nutrients provided by cereal/bread products.
4. Food preparation and nutrition – Know how gluten is formed when making bread.
5. Food preparation and nutrition – Know what information needs to be displayed on food labelling and what it means.
6. Food preparation and nutrition – Know how to make a dish presentable and visually pleasing.
7. Food preparation and nutrition – Know that dextrinisation, caramelisation and gelatinisation are the food science terms for reactions that take

- <https://www.rsc.org.uk/about-us/how-we-make-theatre/costume>
- **Proban**
<https://pincroft.co.uk/2021/08/17/pincroft-and-proban-for-fire-retardant-fabric/>

Further Support

- Commodities
<https://www.foodafactoflife.org.uk/7-11-years/food-commodities/cereals/>
- Food provenance
<https://www.bbc.co.uk/bitesize/guides/zks8jty/revision/3>
- Nutrition and Food
<https://www.bbc.co.uk/bitesize/guides/zkmpwty/revision/3> <https://www.youtube.com/watch?v=eSEYPO30AN0> <https://www.youtube.com/watch?v=T9zN0k2S7os>

place when a carbohydrate is present in certain foods.

8. Food preparation and nutrition – Develop knowledge of and demonstrate how to cook a repertoire of predominantly savoury dishes using a range of more challenging cooking techniques and equipment.

Product design –

1. Product design – Understand how to identify and use a different range of tools when working with wood.
2. Product design – Understand how to produce high quality design sketches based on a brief using a number of sketching techniques including isometric, prospective, rendering and CAD.

- How raising agents work
<https://www.youtube.com/watch?v=0USi4DbRVVQ>
- Nutrition labelling
<https://www.foodafactoflife.org.uk/11-14-years/healthy-eating/nutrition-labels/>
- Food art
<https://www.youtube.com/watch?v=99bx5LORhNQ>
- Caramelisation
<https://www.youtube.com/watch?v=jcTc5ZJNBcY> <https://www.youtube.com/watch?v=n6wpNhyreDE>
- Recipes
<https://www.foodafactoflife.org.uk/recipes/>

Further Support

- Manufacturing <http://www.mr-dt.com/manufacturing/toolsintroduction.htm>
- Isometric drawing
<https://www.youtube.com/chan>

	<ol style="list-style-type: none">3. Product design – Demonstrate how to use the design process to develop and create their own design and prototype.4. Product design – Know how to produce a range of different joints using wood.5. Product design – Demonstrate how to put into action their understanding of joints and equipment to create projects.6. Product design – Create a high-quality evaluation identifying areas of strength or areas that require improvement.7. Product design – Understand how to produce a high-quality finish on a project and why it is important.	<p>nel/UC7o3yBJz7PO7mxfgZC-RvDg</p> <ul style="list-style-type: none">• Designing https://www.bbc.co.uk/bitesize/guides/z6jkw6f/revision/10• Timbers https://www.bbc.co.uk/bitesize/guides/zdj8jty/revision/9• Joints http://www.mr-dt.com/manufacturing/woodjoints.htm• Evaluating https://www.bbc.co.uk/bitesize/guides/zmtmtv4/revision/1
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