

## Year 9 Home Learning Curriculum: Spring Term 1

| Subject    | Curriculum   |
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| English    | <ul style="list-style-type: none"> <li>• Pupils will develop a range of reading and writing skills, with a specific focus on reading for meaning, inference, analysing language.</li> <li>• Pupils will explore the Shakespeare play Othello, developing an understanding of the context in which the play was written.</li> <li>• Pupils will explore the plot, themes and characters from the play and engage with the language via extracts.</li> <li>• Pupils will be encourage to complete their own independent reading.</li> </ul>  |
| Maths      | <ul style="list-style-type: none"> <li>• Percentages</li> <li>• Angles</li> <li>• Perimeter, Area and Volume</li> </ul>  |
| Science    | <ul style="list-style-type: none"> <li>• Unit 1.3 Cells structure and function</li> </ul>  |
| PE         | <ul style="list-style-type: none"> <li>• Our KS3 curriculum provides pupils with three workouts per week that they can complete along with a link to the three fitness sessions that Joe Wicks provides on his you-tube channel. Pupils also have a quiz to take part in each week. Two challenges will also be set each week.</li> </ul>  |
| DT         | <ul style="list-style-type: none"> <li>• . Pewter Jewellery, CAD/CAD, production aids, materials, casting</li> </ul>   |
| Food       | <ul style="list-style-type: none"> <li>• Glycemic Index; development of practical skills.</li> </ul>   |
| Art        | <ul style="list-style-type: none"> <li>• Street Art, focus on composition, pattern and colour. Pupils will create their own design for a piece of street art in the style of Supermundane</li> </ul>   |
| Computing  | <ul style="list-style-type: none"> <li>• IDEAS for key stage3 online website where pupils complete topics and gain points, working towards the bronze award. Units include Cyber security, hackers, esafety, social media, user interface, images</li> </ul>   |
| Humanities | <ul style="list-style-type: none"> <li>• Geography- finishing Ecosystems (hot desert). The Urban World.</li> <li>• History- Crime and Punishment through time</li> </ul>   |
| RS         | <ul style="list-style-type: none"> <li>• The Christian Community</li> </ul>  |
| MFL        | <ul style="list-style-type: none"> <li>• French: using the context of technology, pupils will be able to make comparisons, discuss advantages and disadvantages, describe objects and their uses, and use complex structures to give advice about safe use of technology. Work is supplemented by weekly language-gym.com assignments.</li> <li>• Urdu: People - Pupils will be able to talk about themselves and others. They will be using connectives, adjectives and three tenses. Pupils will read about famous people in Urdu and will be learning transactional vocabulary and structures in the context of People. They will write a paragraph about themselves and another person in Urdu. Reading and writing here will now include all 3 tenses.</li> <li>• EAL: Pupils are starting to explore future forms. They are also learning to compare and contrast, as well as explain and give reasons. Work is</li> </ul> |

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|              | delivered through a combination of live lessons, videos, pre-recorded lessons, and independent study tasks, with regular feedback given.  |
| Drama        | <p><b><u>Component 1 - Using your strengths</u></b></p> <p>Throughout this term, students will be set a number of tasks based on a variety of stimulus. You will be in control of how you would like to work on these tasks based on the area of drama that suits you the most. You can respond as -</p> <ul style="list-style-type: none"> <li>• An Actor</li> <li>• A Director</li> <li>• A Designer (Set or Costume)</li> </ul> <p>This unit aims to give an insight into how the GCSE course is taught.</p> |
| PSE & Health | <p><u>Community: Politics</u></p> <ol style="list-style-type: none"> <li>1) How is our country governed?</li> <li>2) What is the role of an MP?</li> <li>3) What is propaganda?</li> </ol> <p><u>Keeping Safe - Drug and Alcohol Education</u></p> <ol style="list-style-type: none"> <li>1) What are the effects and risks of drugs and alcohol use?</li> <li>2) How do thoughts and feelings lead us to making decisions?</li> <li>3) What are the risks associated with gambling?</li> </ol>                 |