



Dear Parents and Carers,

As we approach the final term, I would like to take a moment to congratulate all Year 10 and 11 students in the Nook for their resilience, hard work and dedication to learning over the academic year so far. Students have approached the year with great maturity, and we are seeing some outstanding successes because of this.

Our class are following the Aspire Pathway. This means they are learning subject specific content which is personalised to their strengths and needs. The table below gives an outline of topics, content, knowledge and skills that we will be looking at over the next term.

Maths	
Summer Term 1	Summer Term 2
<i>GCSE Maths Students:</i> Number and Revision <i>Entry Level Students:</i> Fractions	<i>Year 10 GCSE Maths Students:</i> Geometry 2 Enterprise and Budgeting <i>Year 11 GCSE Maths Students:</i> Revision Enterprise and Budgeting <i>Entry Level Students:</i> 4 Operations 2 Enterprise and Budgeting
English	
Summer Term 1	Summer Term 2
Consolidation of English Language writing and reading GCSE qualifications. Completion of EL papers. Reading and writing skills using 'The Day'. Film Studies Project OR Drama Project (e.g. Blood Brothers).	
PSHE	
Summer Term 1	Summer Term 2
Medicinal Drugs Drugs, Alcohol and Tobacco	Managing Finances
Reading	
Summer Term 1	Summer Term 2
KS4 Fluency Pathway: Words of the week Guided reading Own choice, levelled book Non-fiction articles	

Science	
Summer Term 1	Summer Term 2
<p>Year 10 Inheritance and evolution Electrolysis</p> <p>Year 11 Revision – Equations Revision – Required practical's</p>	<p>Year 10 Chemistry of our atmosphere</p> <p>Year 11 Basic First Aid Certificate</p>
R.E.	
Summer Term 1	Summer Term 2
<p style="text-align: center;"><u>Year 10</u> <u>ASDAN Beliefs and Values</u> <u>Module 2: Environment</u></p> <p>To develop an understanding of the significant impact that we have on the environment and how we take responsibility for our actions. It provides opportunities to learn about issues such as sustainability, animal rights and renewable energy. Explore religious views on environments.</p> <p style="text-align: center;"><u>Year 11</u> <u>ASDAN Beliefs and Values</u> <u>Module 4: Peace and conflict</u></p> <p>To develop an understanding of the value of peace in society and the impact of conflict. It provides opportunities to learn about issues such as the role of the armed forces, pacifism and weapons of mass destruction. Explore religious views. What do these religions say about peace and conflict?</p>	
ICT	
Summer Term 1	Summer Term 2
<p style="text-align: center;"><u>Year 10 - The Learning Machine - IT User Skills Qualification</u> <u>Unit 10 - Presentation Software</u></p> <p>Students to create an interactive presentation using Microsoft PowerPoint using tools and features in the program.</p> <p style="text-align: center;"><u>Year 11 - TLM - IT User Skills</u> <u>Unit 7 – Word Processing</u></p> <p>Students will complete a range of activities that will allow them to develop skills in using Microsoft Word.</p>	
Core PE	
Summer Term 1	Summer Term 2
<p style="text-align: center;"><u>Striking and Fielding</u></p> <p>Development of fundamental movement skills specifically that of striking. Further establishing rules and routines and development of co-operational play.</p>	<p style="text-align: center;"><u>Functional Movement</u> <u>(Moving for Fitness and Athletics/ Sports day prep)</u></p> <p>To practice/replicate events that will be performed on Sports Day/Athletic events or festivals. Develop overall athletic ability across the disciplines of run, jump & throw.</p> <p>Teaching Fundamental movement skills (e.g. movement through space, jump, throw, balance and co-ordination)</p> <p style="text-align: center;">Further establishing rules and routines Development of co-operational competition.</p>



Sport and Leisure	
Summer Term 1	Summer Term 2
<p>Unit 1: Fitness for Sport</p> <p>Introduction to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes.</p> <p>Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity</p> <p>The importance of the components of fitness for different physical activities</p> <p>The role of training in achieving improvements in fitness</p>	
Design	
Summer Term 1	Summer Term 2
<p style="text-align: center;">Year 10</p> <p>Design Component 1: Project 2 – Sports Promotional Design, develop conceptual ideas for a sports P.O.S. Stand.</p> <p style="text-align: center;">Year 11</p> <p>Design Component 2: Examination Project, develop ideas based on a theme and produce an outcome.</p>	<p style="text-align: center;">Year 10</p> <p>Design Component 1: Project 2 – Sports Promotional Design, develop and make a 3D outcome of the conceptual P.O.S. Stand ideas.</p> <p style="text-align: center;">Year 11</p> <p>Design Component 1: Project 3 – Creative Calligraphy design and develop a Graphic Advertisement using a range of styles and techniques.</p>
Drama	
Summer Term 1	Summer Term 2
<p><u>Year 10- Level ½ vocational award in performing arts</u></p> <ul style="list-style-type: none"> Unit 1 Task 5 – Further evaluation of work including work prior to performance. <p style="text-align: center;">Year 11 - Unit 3 Controlled assessment</p>	<p><u>Year 10 - Level ½ vocational award in performing arts</u></p> <ul style="list-style-type: none"> Unit 1 Task 5- Continue with evaluation. <p style="text-align: center;">Year 11 - Unit 3 Controlled assessment</p>

Photography	
Summer Term 1	Summer Term 2
<p>Year 10 - Photography Component 1: 'Intro to photography' Students to explore the history of photography and the camera</p> <p>Year 11</p> <p>Photography Component 2: Examination Project, develop ideas based on a theme and produce an outcome.</p>	<p>Year 10 - Photography Component 1: Project 2: Macro / natural form Students to begin their second project based on the photography theme 'macro'.</p> <p>Year 11 Photography Personal project Students to explore their final project based on the theme 'Alive' using forced perspective.</p>
Art	
Summer Term 1	Summer Term 2
<p>Year 10 - Art Component 1: Project 2 Food and Drink Explore the theme 'food and drink' looking at sweets and fruit and veg using a range of materials.</p> <p>Year 11 - Art Component 2: Examination Project, develop ideas based on a theme and produce an outcome.</p>	<p>Year 10 - Art Component 1: Project 2 Food and Drink Explore the theme 'food and drink' looking at sweets and fruit and veg using a range of materials.</p> <p>Year 11 - Art Personal project Students to select final art project from a range of briefs.</p>
Hospitality	
Summer Term 1	Summer Term 2
<p>Year 10 - Practical:</p> <p>2.3.1 How to prepare and make dishes 2.3.2 Presentation techniques 2.3.3 Food safety practices 2.4.1 Reviewing of dishes 2.4.2 Reviewing own performance</p> <p>Year 11 - To work safely in the kitchen. To select and prepare ingredients for a recipe, to create a meal.</p>	

If you are unsure about anything, please email me on Nixa@birchwoodschoo.co.uk. I am always happy to help you with any questions you may have about your child.

Thank you for your continued support,

Alison Nix

The Nook class teacher
Curriculum Lead for PE