

Summer Term 2020 – Year 9 Remote Learning Curriculum

Subject	Topics covered	Types of activity pupils will be asked to do	Ways we will feedback to pupils	Ways to celebrate work	Ways in which parents may be able to help	Time per week
English	<p>Up to May Half term:</p> <p>Religious allusions in Literature</p> <p>May Half term onwards:</p> <p>Blood Brothers (plot exploration, context, character study, thematic study, whole-text reading)</p>	<p>Reading and engaging with extracts/key texts/ poems. Answering questions about texts that students have read.</p> <p>Writing for purpose (creatively description / analytical – exploration of writers’ ideas and inference). Using planning tools to support writing for purpose. Vocabulary and SPAG related activities.</p> <p>Researching online.</p> <p>Watching video clips.</p>	<p>Through TEAMS feedback channels (using English rubrics) and some whole class feedback where appropriate (TEAMS / email).</p>	<p>Half-termly praise email. Examples of work shared on social media/The Voice.</p> <p>A weekly class award sent to parents by email.</p>	<p>Monitor the time limits given to students. Help students to organise their time where activities are chunked, leading to bigger pieces of writing (building up over weeks). Ask students questions about what they are currently doing and their prior learning. Support proof reading habits by ensuring students have checked and amended their work, where required.</p>	<p>90 minutes scheduled per week.</p>
Maths	<p>Fractions and Decimals</p> <p>Ratio and Proportion</p> <p>Averages</p> <p>Area and perimeter</p> <p>Representing Data</p> <p>Algebra</p> <p>Angles</p>	<p>Pupils will be set work on Mathswatch that is tailored to their ability.</p>	<p>Mathswatch marks work as students complete it so there is instant feedback. Students can email or message their teacher on Teams for further support.</p>	<p>Social media</p>	<p>Encourage students to watch the videos provided on Mathswatch, Use alternative resources such as BBC Bitesize, Youtube,</p>	<p>90 mins of work. Could be 3 x 30 mins / 2 x 45 etc</p>

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<p>Science</p>	<p>Ecology</p> <p>Earth's resources</p> <p>Motion & Waves.</p>	<p>Staff are setting work still following the GCSE program of study.</p> <p>Students will be set work on teams that might include them logging onto Doodle to complete activities or produce a PowerPoint on a topic or a poster that they can send a picture of.</p>	<p>Individual feedback on each question, feedback on the whole activity or general feedback for everyone in the class.</p>	<p>Weekly praise through feedback on the activities.</p> <p>Certificates emailed/posted.</p> <p>Lists are being compiled by Science staff to reward students on return to school</p>	<p>Monitor time limits / help the students to organise their time.</p> <p>Ask students questions about what they are currently doing and their prior learning. Support independent learning by ensuring students have checked and amended their work and check work is being submitted, not just looked at.</p> <p>Any issues with the work etc. encourage the students to let their Science teacher(s) know via teams or email.</p>	
<p>RE</p>	<p>Up to May Half term:</p> <p>Community Cohesion</p> <p>May Half term onwards:</p> <p>Christianity 101</p>	<p>Community Cohesion: looking at how communities get along (and how they don't, too!). Example of laws and those who fought to change unjust laws. The role of men and women. How we are classed as a multi faith and multi ethnic city.</p> <p>Christianity: checking knowledge and understanding of the basics of Christianity.</p>	<p>Through Teams students will be given a range including individual feedback through the return of assignments, whole-class feedback and tutorials (these will differ according to class teacher)</p>	<p>Weekly student certificate</p> <p>Social media</p>	<p>Encourage students to explore BBC Bitesize and YouTube. You may also find things via the older Class Clips also accessible via the BBC website.</p> <p>Ask questions about what their son/ daughter is doing. Share your opinions and experiences if relevant.</p>	<p>90 minutes scheduled per week.</p>

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<p>MFL Year 10 French</p>	<p>Theme 3 – School – (DEH)</p> <p>General Conversation Preparation Theme 1/Theme 3 School (FAR)</p>	<ul style="list-style-type: none"> • Vocab Express website – Vocab learning tasks. • Kerboodle – Access to Textbook/Exercises. <p>GCSE Style Tasks: Translations/Photo Cards/Role Plays/General Conversation questions</p>	<p>Vocab Express gives overall score when the task is finished.</p> <p>Answers will be shared to self-Assess</p> <p>Written Tasks will be marked and feedback given in appropriate format – Forms/Teams</p>	<ul style="list-style-type: none"> • Half-termy praise emails <p>Staff to continue to nominate MFL Stars to receive certificate 2 per class</p>	<ul style="list-style-type: none"> • Monitor the time limits. <p>Help students to organise their time.</p>	<p>90 Minutes</p> <p>Tuesday DEH FAR</p>
<p>MFL Year 10 Spanish</p>	<p>Revision/Consolidation:</p> <p>Theme 1</p> <ul style="list-style-type: none"> • Family • Technology • Free Time • Food/Drink 	<ul style="list-style-type: none"> • Vocab Express website – Vocab learning tasks. • Kerboodle – Access to Textbook/Exercises. <p>GCSE Style Tasks: Translations/Photo Cards/Role Plays/General Conversation questions</p>	<p>Vocab Express gives overall score when the task is finished.</p> <p>Answers will be shared to self-Assess</p> <p>Written Tasks will be marked and feedback given in appropriate format – Forms/Teams</p>	<ul style="list-style-type: none"> • Half-termy praise emails <p>Staff to continue to nominate MFL Stars to receive certificate 2 per class</p>	<ul style="list-style-type: none"> • Monitor the time limits. • Help students to organise their time. 	<p>90 Minutes</p> <p>Tuesday ARP</p>
<p>Geography</p>	<p>The Challenge of Resource Management</p>	<p>Read extracts from text books, complete Internet research and work through</p>	<p>Ongoing comments posted</p>	<p>Praise through Teams and certificates</p>	<p>Read through the assignments with the student.</p>	<p>90 mins per week.</p>

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	<p>Revision tasks for The Living World</p>	<p>PowerPoints. Complete exam questions about the content.</p> <p>Use revision websites and revision guides to complete revision tasks including mind maps, key word lists, case study sheets and flashcards in order to answer an exam question.</p>	<p>to individuals through Teams. Whole class feedback sheets.</p>	<p>awarded for students displaying best effort and quality.</p>	<p>Assist students in organising their time. Challenge the student to complete the work to the best of their ability, being thorough in their answers. Check over work before it is submitted.</p>	
<p>Business (Yr9)</p>	<p>Business Basics – What is a business? Why set up a business?</p> <p>Enterprise and entrepreneurship.</p> <p>Business aims and objectives.</p> <p>Forms of business ownership.</p> <p>Business growth</p>	<p>Students will be consolidating previous knowledge and narrowing identifiable gaps in knowledge through a wide range of activities.</p> <p>To avoid unnecessary confusion, the main learning resource will be BBC Bitesize chosen due to ease of accessibility for students with internet access. Where necessary additional tasks will be set to support</p> <p>Students will be asked to read passages of text, watch video clips, listen to audio clips, respond to recap questions, and produce recap summaries to organise</p>	<p>The work will be set via Teams and feedback to students done via Teams too.</p>	<p>Faculty policy of identifying ‘Learners of the Week’ for each individual classes across year groups.</p> <p>These are to be shared via Teams for all students to view.</p>	<p>Discuss the activities set to enable that their child knows what is being asked of them. Ensure previous work in folder at home is organised. This prior learning will help support their ability to complete the topic activities thoroughly. Encourage their child to engage with the outside business world by watching news summaries, directing their child to easily accessible news websites such as BBC, SKY, Manchester Evening News etc... all of which have dedicated Business sections covering</p>	<p>90 minutes but this can be broken down into more manageable chunks depending on the number of topics to be covered during the week.</p>

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		their knowledge for future assessments/exams.			current issues affecting well known businesses.	
Creative Media (Yr9)	Component 1 Learning Aim A – Reviewing existing media products.	Students need to research and analyse a range of past and present media products such as, movies, video games, websites, books and comic books. They need to create a report (PowerPoint or word processed) analysing the different audiences of the media products, gender, age, socio economic groups. The purpose of the media products and the relationship between the audience and purpose.	Through Teams, students will upload their work, teacher will give feedback and work returned to students for improvements. New assignment created for students to submit improvements.	Praise sent through Teams	Ensure students are reading through the research before using it in their report. Make sure the information is from credible resources. Support proof reading habits.	90 minutes scheduled per week.
Computing (Yr9)	2.1 Wired & Wireless Networks 2.2 Network Topologies, Protocols & Layers 2.3 System Security	Students will be consolidating old material learning with the introduction of some basic new material. The new material will be given with detailed information & videos for helping learning.	Students will be given feedback when they complete mini assessments on Seneca learning, this will give me a mark and they have to opportunity to	Faculty policy of identifying 'Learners of the Week' for each individual classes across year groups. These are to be shared via	Discuss the activities set to enable that their child knows what is being asked of them. Encourage students to complete all tasks on Seneca learning and revisit mini assessments if	90 minutes but this can be broken down into more manageable chunks depending on the number of

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	<p>4.1 Programming Techniques</p> <p>Quizzes on Teams</p>	<p>Students will access this work on Seneca learning and work will be set weekly on teams to explain what they need to complete. All tasks have a deadline.</p> <p>Students will also have the opportunity to read around the topics to enhance their learning further. They will be directed to this further reading via links in the set assignments on Teams.</p>	<p>revisit topics and redo assessments if they wish.</p> <p>Teacher feedback for work complete will be given on Teams.</p>	<p>Teams for all students to view.</p>	<p>students achieve below 65%.</p> <p>Encourage their child to use the enhance learning links on Teams to enable further learning, especially if they are achieving 90-100% on Seneca Learning.</p> <p>Encourage students to contact their class teacher if they are struggling and need help. This can be done via email or teams.</p>	<p>topics to be covered.</p> <p>The topics in Seneca learning are in small chunks and each is marked separately</p> <p>The work set should be completed in the set 90 minutes.</p>
Music	Performing & Listening	<p>Forms & Devices, Music theory through focus on Sound. Practise own instrument.</p>	<p>TEAMS. Individual and whole class feedback. Upload recordings of work via assignments.</p>	<p>Half-termly praise email</p> <p>Examples shared on social media/The Voice.</p>	<p>Encourage students to organise their time.</p> <p>Oversee completion of the FOS tasks. Encourage daily practice of instrument.</p>	<p>90 minute schedule per week.</p>
Drama	Writing theatre reviews, creating monologues, Online workshops focusing on movement, voice and character development.	<p>Online workshops with National Theatre, Frantic Assembly and the Royal Court. New performances and workshops are being uploaded each week</p>	<p>TEAMS. Individual and whole class feedback.</p>	<p>Half-termly praise email</p> <p>Examples shared on social media/The Voice.</p>	<p>Help learn lines and watch performances with students. Encourage conversations on what they liked/enjoyed about the performance, what would they change?</p>	<p>90 minute schedule per week.</p>

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Technology	<p>GCSE</p> <ul style="list-style-type: none"> • Core technical Principles • Specialist principles – Timbers & Papers and boards • Designing and making principles 	<p>GCSE</p> <p>Students will have a weekly assignment to complete through Seneca Learning. All exam classes have had an invite to our course on Seneca. Work is theory based. In addition to this we are sharing other links and ideas informally through the Y9 and Y10 D&T Team, e.g. Dyson challenge cards</p>	<p>GCSE</p> <p>Staff will provide weekly feedback to exam classes on their Seneca performance at the start of the week for the previous weeks task. Feedback will be given via Teams.</p>	<p>Examples of excellent work sent to AW to share on social media.</p> <p>Weekly certificate sent out for one student per year group (NJ coordinating)</p> <p>Teams rewards.</p> <p>Bake off competition.</p>	<p>Ensure all GCSE students have created an account in Seneca and have joined the course. Encourage your child to do sketches and mini designs to keep their drawing skills active! There are plenty of tutorials online for drawing skills.</p> <p>Keep an eye on their progress through the week as assignments will close on a Friday morning so work should be completed by Thursday evening.</p>	<p>90 minutes / 60 minutes.</p>
HSC – Y9	<p>Up until May Half term: Component 2A</p> <p>May Half term onwards: Component 2B</p>	<p>Students will be given a booklet on TEAMS. There are 7 lessons, with activities ranging from comprehension questions, mind maps and research projects. Content covered will be, care services, primary, secondary and tertiary.</p> <p>Care values and applying them to a health and social care setting.</p>	<p>Through TEAMS. We will give whole class feedback. Where students need more personalised feedback the teacher will email the feedback.</p>	<p>Online learning certificate.</p>	<p>Assist children in the routine.</p> <p>Monday – class teacher will post on TEAMS, Friday-class teacher will set a quiz on TEAMS on the work for that week. This will enable the class teacher to send an email to check on progress and to see if there are any problems regarding the booklet content.</p>	<p>90 minutes scheduled per week.</p>
PE	Daily challenges set on opecardlangley (Instagram) and also on TEAMS.					

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