

JCoSS Year 7 Curriculum Booklet 2016-17

This Curriculum Booklet outlines the content for each of the subjects that students study at JCoSS. It includes information about subject content, assessments that take place, an outline of the Home Learning that is normally set and the time required to complete it, useful website links to support learning and some tips for parents on supporting learning.

Key Dates for Year 7:

1st November	Y7 Parents meeting (Subject conversation with teachers)
By end of November	Y7 First report sent home
8th December	Y7 Grandparents' Afternoon
11th December	Y7 Disco
3rd – 5th February	Y7 Shabbaton
By end of March	Y7 Second report sent home
3rd May - 16th May	Y7 Assessment Weeks
By end of July	Y7 Third report sent home

I have a question / issue I would like to discuss with someone at JCoSS. Whom do I contact?

No.	Question	Yes	No
1	Is the question to do with learning in a subject?	Go to Q2	Go to Q8
2	Is this the first time you have had to contact the school about this issue?	Go to Q3	Go to Q4
3	Write a note to the subject teacher in your child's link book and ask them to show it to the teacher in the next lesson.	If resolved Go to Q15	Not resolved Go to Q4
4	Is this a follow up question about a previous issue that you are happy to contact the subject teacher about?	Go to Q3	Go to Q5
5	Contact the Head of Faculty / Department for the subject.	If resolved Go to Q15	Not resolved Go to Q6
6	Are you happy to contact the Head of Faculty / Department again?	Go to Q5	Go to Q7
7	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(subject)'		
8	Write a note to your child's form tutor in the Link Book or send in a note.	Go to Q9	
9	Did this answer your question or solve the problem?	Go to Q15	Go to Q10
10	Do you feel happy talking to the form tutor again?	Go to Q8	Go to Q11
11	Contact the Year Learning Coordinator (YLC) for your child.	Go to Q12	
12	Did this answer your question or solve the problem?	Go to Q15	Go to Q13
13	Do you feel happy talking to the YLC again?	Go to Q11	Go to Q14
14	You need to contact a member of the Senior Leadership Team. Write a letter or email. Address it to 'The Senior member of staff who line manages...(Year 7)'		
15	You do not have to do anything else, but you may wish to keep any correspondence for future reference.		

Curriculum organisation for Y7 students:

Half year groups are called: **T** which is B, F, N and R Tutor groups **V** which is S, W and Y Tutor groups
 Students are placed in sets for the following subjects: Maths and there is an accelerated group in English on both sides of the year.

Subject	Art	
<p>Main topics/areas studied this year.</p> <p>Theme: Natural Environments</p>	Autumn	<ul style="list-style-type: none"> • Exploration of formal elements including line, tone texture and form. • Learning about colour theory. • Recording and experimenting with the use of pencil, biro, fine liner and coloured pencil. • Research of relevant artists, linked to the theme.
	Spring	<ul style="list-style-type: none"> • Learning painting techniques such as the use of water colours and acrylic. • Introduction to mixed media. • Research of relevant artists, linked to the theme, such as Georgia O’Keeffe, Michael Craig Martin and Van Gogh.
	Summer	<ul style="list-style-type: none"> • Development of skills and ideas from autumn and spring terms. • Understanding how to draw inspiration from artists around the world. • Introduction to 3D forms and textiles.
<p>Assessment Headlines</p>	<ul style="list-style-type: none"> • Baseline Assessment – given in the first half term to establish a working level and end of year target level. • 2 further assessments over the course of the year. Each assessment will consolidate students’ learning of that project. • Students’ overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term. 	
<p>Useful Resources:</p>	<ul style="list-style-type: none"> • Victoria & Albert Museum • Tate (Modern & Britain) • National Gallery • National History Museum • Somerset House • British Museum • Royal Academy Of Arts • Saatchi Gallery • Henry Moore Studios. 	<ul style="list-style-type: none"> • Yorkshire Sculpture Park • Cass Sculpture Foundation • The British Library. <p>Websites:</p> <ul style="list-style-type: none"> • https://www.artsy.net/ • http://www.artcyclopedia.com/ • https://www.pinterest.com/ • http://www.illustrationweb.com/ • http://www.axisweb.org/
<p>What parents can do to support learning:</p>	<ul style="list-style-type: none"> • Encourage students to consider what has worked well in their own work, and how they could improve it further, thinking about techniques, materials and processes. • Encourage the students to continue to explore different artists who look at natural environments. • Encourage students to develop thoughts and opinions about the styles and work of artists. • Encouraging students to visit galleries, exhibitions and museums to put art into context. 	
<p>Number of lessons in this subject:</p>	<p>2 timetabled lessons per fortnight.</p>	
<p>How much Home Learning is expected per week?</p>	<p>Normally one piece of Home Learning each fortnight, taking 20-40 minutes on average. Some pieces may last over more than one Home Learning slot. (For example a mini project that can take 4 weeks)</p>	

Lessons and project structure will be guided by each teacher, so there may be some variation in teaching content between classes.

Subject	Design and Technology	
Main topics/areas studied this year	Food Technology	<ul style="list-style-type: none"> • Let's Get Cooking! – Healthy eating and making a range of savoury foods. Learning basic food preparation skills • 5 A Day – Functions and sources of nutrients, ways to get your 5 portions of fruit and vegetables a day, healthy cooking methods
	Graphics	<ul style="list-style-type: none"> • Logo Design – Designing a logo for one of the Jewish Festivals celebrated during the school year • Pop-Up Book – Designing and making a pop-up book inspired by the designer Robert Sabuda. Learning paper engineering and developing literacy skills.
	Resistant Materials	<ul style="list-style-type: none"> • Investigating plastics – looking at the properties of plastics and the processes used to shape different materials. Designing and making plastic product, inspired by nature suitable to be sold in a gift shop. • CAD/CAM – designing and making a product with the use of a CAD package and the laser cutter
Assessment Headlines	<ul style="list-style-type: none"> • Research – Investigations, Image Collages, Product Analysis, Recipes, what is a healthy diet • Designing – presentation of ideas, colour rendering, annotation/labelling, • Planning – flow charts and time plans on diary sheets • Making – range of skills and equipment used, quality of finish • Evaluating and Testing – target user groups testing products, evaluating the success of the final product. <p>Formal Assessment will take place at the end of each unit/project in the form of a National Curriculum level. Students will also carry out peer and self-assessment during these projects.</p>	
Useful websites or resources	<p> www.technologystudent.com www.fairtrade.org.uk www.bbc.co.uk/food/recipes www.thenhs.co.uk/livewell www.goodtoknow.co.uk/recipes www.robertsabuda.com </p>	
What parents can do to support learning	<ul style="list-style-type: none"> • Help students fully prepare for food practical lessons by ensuring a container and T Towel are supplied. • Ensure all the only ingredients brought into school are fresh fruit and vegetables and kosher fish. • Encourage students to evaluate their practical work the same day whilst it is still fresh in their mind. • Encourage students to be independent learners. 	
Number of lessons per fortnight in this subject	3 lessons per fortnight	
How much Home Learning is expected per week?	30 minutes of home learning is expected per week in Design and Technology. At times students may be expected to complete two home learning tasks of approximately 20 minutes.	

Subject	Drama and Theatre Studies	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Creating a Character
	Spring	<ul style="list-style-type: none"> • Practitioners in Performance
	Summer	<ul style="list-style-type: none"> • Theatre production: JCoSS Fringe Festival
Assessment Headlines	<p><u>Creating a Character: Dickensian</u> Students will have examined and created monologues, duologues and a group scene in response to a variety of themes.</p> <p><u>Practitioners in Performance: Watership Down by Richard Adams</u> Students will have applied the principals of Stanislavski, Brecht, Berkoff and Artaud through an exploration of a novel which has been adapted for stage and screen.</p> <p><u>Theatre Production: Julius Caesar</u> Students will experiment with a range of dynamic theatre design elements which contribute to the magic of live performance .Set, lighting, mask, make-up, sound and costume design will connect with a range of characters from a Shakespearean text.</p>	
Useful websites or resources	<p>http://www.digitaltheatre.com/ http://www.digitaltheatre.com/education https://www.unicorntheatre.com/ https://www.chickenshed.org.uk/ http://www.shakespearesglobe.com/?gclid=CIn-sJT6w88CFUUq0wodizoIEg</p>	
What parents can do to support learning	<p>Encourage students to watch Digital Theatre or Live theatre. Students should gain an understanding of <i>theatrical aesthetics</i> as a result of exploring a variety of plays and practitioners throughout theatre history. Ensure students have ‘booked’ rehearsal time in the theatre space when preparing their work for assessment.</p>	
Number of lessons per fortnight in this subject	1 lesson per fortnight	
How much Home Learning is expected per week?	<ul style="list-style-type: none"> • Every lesson: learning lines, reading plays, writing plays, reviewing plays. 	

Subject	English	
Main topics/areas studied this year	Autumn	Autobiography writing Studying a novel: <i>Apple and Rain</i>
	Spring	Newspaper Front covers <i>War Horse</i>
	Summer	Short stories from around the world Narrative poetry
Assessment Headlines	Students have regular levelled assessments in: Speaking & Listening, Reading & Writing. Most levelled assessments take place in class time. Additionally, students' exercise books are reviewed regularly to take account of on-going classwork and homework.	
Useful websites or resources	http://www.bbc.co.uk/skillswise/english/games?page=1 http://eastoftheweb.com/games/ http://www.bbc.co.uk/bitesize/ks3/english/	
What parents can do to support learning	Discuss topical issues with students and ask students' opinions. Ensure that students read regularly from a wide range of genres of fiction and non-fiction; reading lists are available on Moodle. Discuss ideas for writing with students. Ensure that students proof read their work.	
Number of lessons per fortnight in this subject	7 lessons per fortnight, including 1 library lesson and 1 literacy lesson.	
How much Home Learning is expected per week?	4 pieces per fortnight, one of which will be an independent reading task. Work will include written pieces; planning and preparing for assessments; spelling corrections; making notes on a reading task; research and language sheets. Each task should take approximately 30 minutes	

Subject	Expressive Arts-Dance	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> Matthew Bourne's <i>The Nutcracker</i>
	Spring	<ul style="list-style-type: none"> Introduction to Dance - Cartoon Capers
	Summer	<ul style="list-style-type: none"> Cultural VS Contemporary
Assessment Headlines	<p>The Elements of Dance Composition, performance, appreciation - Students will compose and develop motifs from various auditory, literary and cultural stimuli and will learn how to use various choreographic devices such as canon, and repetition. Students will develop physical skills such as co-ordination, mobility, strength and stamina in order to perform routines whilst enhancing their timing and rhythm. Students will understand basic vocabulary such as action, space and dynamics and the importance of rehearsal to improve their performance. Students will use analysis of individual and sections of dance works and will develop understanding of design, set, lighting, accompaniment and costume.</p>	
Useful websites or resources	<p> http://www.artsdepot.co.uk/ http://www.radlettcentre.co.uk/ http://www.redbridgedramacentre.co.uk/ http://www.hertsmereleisure.co.uk/wylllyotts+theatre/home http://www.sadlerswells.com/ http://www.incognitotheatre.com </p>	
What parents can do to support learning	<p>Visits to theatre and dance events. Local theatres offer extensive and varied arts programmes. See above for details.</p>	
Number of lessons per fortnight in this subject	<p>2 lessons per fortnight</p>	
How much Home Learning is expected per week?	<p>No home learning is set in Y7.</p>	

Subject	French	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Introducing myself: Saying hello and telling people how you are; counting to 100; giving and understanding dates and birthdays; naming classroom objects; talking about where you live. • Ma famille et ma maison: Talking about your family; giving opinions and reasons using “<i>parce que</i>”; an introduction to adjectives; the present tense of “<i>avoir</i>” and “<i>être</i>”; talking about rooms and furniture; using prepositions.
	Spring	<ul style="list-style-type: none"> • Mes animaux et mes amis: Talking about pets ; naming colours; describing clothes and physical appearance; describing personality; adjectival agreements; negatives; asking questions. • Ce que j’aime faire: Talking about the weather; sports and hobbies; the accurate use of regular –<i>er</i> verbs in the present tense; giving and justifying opinions
	Summer	<ul style="list-style-type: none"> • En ville: Naming places in a town; using the verb <i>aller</i> (to go) in the present tense; giving and understanding directions; using <i>au / à la / à l’ / aux</i> to say “to the”; using prepositions • Au college: Naming school subjects and talking about school life in France; telling the time; using the verb <i>faire</i> in the present tense; using –<i>IR</i> verbs in the present tense
Assessment Headlines	<ul style="list-style-type: none"> • Four assessments throughout the year. Three skill areas will be assessed each half-term e.g. Reading, Writing, Translation, Speaking, Listening • Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • www.linguascope.com (your child will have a username and password) • www.wordreference.com (a good online dictionary) • www.vocabexpress.com 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to spend a good amount of time learning vocabulary for spelling tests. • Show students how to proof-read their work, with a particular emphasis on checking verb endings, adjectival agreements and spellings. Students will always have the grammar notes needed to complete work accurately in their books but they will need to look back at it when working at home. • Work with students on using a good online or paper dictionary rather than Google Translate. Translating word for word rarely works but many students at this stage of their learning do rely on it when completing tasks at home. This can then severely limit their levels. 	
Number of lessons per fortnight in this subject	5 lessons per fortnight	
How much Home Learning is expected per week?	Normally one piece each week, taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and not reaching the pass mark will result in a lunchtime re-test. Sometimes extended learning pieces will be set but these will never be due in for the next day.	

Subject	Geography	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Map skills -This unit introduces students to the geographical skills underpinning the discipline. Students will harness map skills including scale, direction, grid references and contour lines. Students will also learn about and create a variety of different maps. • The Geography of Crime-This unit looks at crime at different scales and in different places. It encourages students to think like geographers to solve problems. They are introduced to geographical technology (GIS) and cover crime from both a human and environmental perspective.
	Spring	<ul style="list-style-type: none"> • Rivers- This unit looks at the physical processes and landforms created by rivers. Students will examine the impact of flooding on its environment and society. • Multicultural Britain-This unit will look at the diverse and multicultural Britain. It will explore the role of migration and globalisation in creating a multicultural society. Students will examine data and maps to ascertain the trends of multicultural Britain.
	Summer	<ul style="list-style-type: none"> • World Biomes-This unit looks at different ecosystems around the world (Rainforest, Hot & Cold deserts). • Sustainable Festivals- This unit looks at the sustainability of festivals in the context of the environment. The students will use their knowledge to locate and design their own 'sustainable festival' reviewing a range of geographical skills along the way.
Assessment Headlines	<ul style="list-style-type: none"> • Assessments – one per half term, using some class time and some Home Learning time. These will be graded with a level. • Students' geographical skills such as analysis, evaluation, extending writing and map skills will be assessed throughout the year. 	
Useful websites or resources	<p> http://news.nationalgeographic.com/ http://www.ngfl-cymru.org.uk/geographyinthenews/Default.aspx?locale=en http://www.ordnancesurvey.co.uk/oswebsite/ http://www.ons.gov.uk/ons/guide-method/census/2011/index.html?utm_source=twitterfeed&utm_medium=twitter </p>	

<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage students to watch the news and look out for articles relating to both human and physical geography. • Buy an atlas for use at home.
<p>Number of lessons per fortnight in this subject</p>	<p>3 lessons per fortnight.</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 1 piece each week, taking 30 minutes on average. Some pieces may span more than 1 Home Learning slot and some may be longer, depending on assessments.</p>

Subject	History	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • What is History? – Historical Skills • The Romans: The growth of the Empire, social and political changes, Roman Britain and Boudicca’s rebellion.
	Spring	<ul style="list-style-type: none"> • The Romans: The growth of the Empire, social and political changes, Roman Britain and Boudicca’s rebellion. • Medieval Realms: Hastings and the Norman Conquest, medieval religion, politics and people, The Crusades and Wars of the Roses.
	Summer	<ul style="list-style-type: none"> • Medieval Realms: Hastings and the Norman Conquest, medieval religion, politics and people, The Crusades and Wars of the Roses.
Assessment Headlines	<ul style="list-style-type: none"> • 3 assessments – one per term, using some class time and some Home Learning time. These will be assessed with a level. • Students’ overall term levels are a mixture of the level in the assessment and their overall contribution in class and in their books during the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • www.schoolhistory.co.uk • www.spartacus.schoolnet • www.bbc.co.uk/history 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to watch horrible histories or any relevant topical history documentaries. • Students should gain contextual understanding of the periods taught in the curriculum by reading both historical fiction and reference books. 	
Number of lessons per fortnight in this subject	3 lessons per fortnight	
How much Home Learning is expected per week?	Normally one piece each week, taking 30 minutes on average. Some pieces may last over more than one Home Learning slot and may be longer, depending on assessments.	

Subject	Jewish Education	
Main topics/areas studied this year	Autumn	<p>UNIT ONE: INTRODUCTION TO JEWISH EDUCATION AT JCoSS</p> <ul style="list-style-type: none"> • JCoSS Ethos, What makes us unique? Pluralism in practice. • An Overview of the Jewish Year. • Navigating the Jewish Canon: Tenach, Torah, Oral Law. • Giving of Torah, What Happened at Sinai? • The Many Faces of God. • Tefilla, Understanding Jewish Prayer. • Structure of Jewish Prayer. <p>UNIT TWO: WHAT VALUES MAKE A HOME JEWISH?</p> <ul style="list-style-type: none"> • How do symbols and objects make a home Jewish? • A comparison of different styles of mezuzot. • What else makes a home Jewish? books, chanukiah, artwork, Shabbat candles, tzedaka box, people, history. • How does acting with Jewish values for example, <i>hachnasat orchim</i>, (welcoming guests), make a home Jewish? • How doing Jewish rituals in the home, for example kashrut, ethical kashrut, make a home Jewish? • What is ethical kashrut? • Can you have one type of kashrut without the other?
	Spring	<p>UNIT THREE: RESPONSIBILITES OF A PARENT TO A CHILD & OF A CHILD TO A PARENT</p> <ul style="list-style-type: none"> • Why have children? First mitzvah in the Torah. • What are the responsibilities a parent has to a child? • What does it mean to be a good parent? • What are the five/six obligations a father has to his children? Masechet Kiddushin 29b • Understanding Machloket • Who is excluded from Kiddushin 29b? • The role of mothers and girls, education for girls. • How can we define a good parent? • How do we define a bad parent? Favoritism. • What are the responsibilities of the child to the parent? To <i>kibud</i> and to <i>yirah</i> ones parent. • What does it mean to <i>kibud</i> ones parents? • What happens when you can't <i>kibud</i> your parents? • How do we <i>kibud</i> our parents in death. • What does it mean to <i>yirah</i> ones parents? • When childhood ends does the obligation to <i>kibud</i> and <i>yirah</i> your parents end? • Who else should we <i>kibud/yira</i>? • What are the Rights and Responsibilities of the Child?

		<ul style="list-style-type: none"> • Comparison between Janus Korcak and UNICEF Rights of the Children. <p>UNIT FOUR: SIBLING RELATIONSHIPS</p> <ul style="list-style-type: none"> • Cain and Hevel: the first fratricide. • What is an ideal sibling relationship? • This unit is an in depth survey of Yosef (Joseph) story with a focus on the sibling relationships. • What causes sibling rivalry? Human Issues. • How should we deal with difficult sibling relationships?
	<p>Summer</p>	<p>UNIT FIVE: WHAT ARE THE JEWISH OBLIGATIONS TO HUMANITY?</p> <ul style="list-style-type: none"> • Is there a distinctive way of Jews doing good in the world? • What is Chesed? What is Tikun Olam? • Chesed Marketplace • Bikur Cholim • Love your neighbour as yourself • Love the Stranger, We were slaves in Egypt, Return Lost Things, Do not put a stumbling block before the blind is there a difference between tzedaka and giving charity? • What is tzedaka? • Rambam’s 8 Levels of Charity • Who should Jews help first? • To whom do Jews give? The Circles of Giving. • Comparison of Jewish, Muslim and Christian obligation of giving charity. • Priorities in Giving. • How we assess the suitability of charities.
<p>Assessment Headlines</p>		<p>Autumn Term:</p> <ul style="list-style-type: none"> • Students delve into their family histories highlighting the different backgrounds, cultures and traditions from which they come. <p>Spring Term:</p> <ul style="list-style-type: none"> • Students will have studied the relationship between parents and children and utilise text to explain how parents should treat their children.

	<p>Summer Term:</p> <ul style="list-style-type: none"> • Students undertake a project on Janusz Korczak; a Doctor and Teacher who perished, along with the residents of his orphanage
<p>Useful websites or resources</p>	<ul style="list-style-type: none"> • jewishvirtuallibrary.org • jewfaq.org/index.htm • maven.co.il • www.chabad.org/ • www.masorti.org.uk/ • www.reformjudaism.org/ • www.theus.org/
<p>What parents can do to support learning</p>	<ul style="list-style-type: none"> • Encourage the students to read the JC or Jewish News in order to keep abreast of developments in the community. • Develop a love of reading and discussion – maybe on a Friday night or even, suggest that students try to get to Synagogue – or take part in the various Youth groups and activities available.
<p>Number of lessons per fortnight in this subject</p>	<p>4 lessons per fortnight; plus 1 Informal Jewish Education lesson</p>
<p>How much Home Learning is expected per week?</p>	<p>Normally 1 piece each week, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.</p>

Subject	Kvutzah – PSHCE (Personal, Social, Health and Citizenship Education)	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Identity • Safety • E-Literacy • Autism Awareness • Online Safety • Phone Safety • Being Streetwise • Changing Bodies • Emotional Changes • Family Life
	Spring	<ul style="list-style-type: none"> • Personal Finance • Government • Parliament Independent Learning • Information Literacy • Tobacco and Alcohol • Physical Health • Mental Health • Body Image
Assessment Headlines	<ul style="list-style-type: none"> • Students are not formally assessed in Kvutzah – PSHCE. It is a non-statutory subject which complements the statutory curriculum. • Kvutzah – PSHCE is delivered by Form Tutors and they will be tracking student progress over the course of the curriculum by means of evaluating the impact of learning over time. 	
Useful websites or resources	<ul style="list-style-type: none"> • http://www.pshe-association.org.uk/ • http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe • http://www.brainpop.co.uk/psheandcitizenship/seeall/ • http://news.sky.com/ • http://www.bbc.co.uk/newsround/ 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to discuss the issues that they have been learning about in Kvutzah (PSHCE). There may be questions that they may only feel comfortable asking parents or they may wish to discuss a particularly interesting topic. • Encourage students to engage with current affairs – watch Newsround or access Sky News. 	
Number of lessons per fortnight in this subject	2 lessons per fortnight	
How much Home Learning is expected per week?	Not applicable	

Subject	Maths	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Calculations • Numbers and the number system • Algebraic Expressions • Exploring fractions, decimals and percentages • Solving equations and inequalities
	Spring	<ul style="list-style-type: none"> • Investigating Patterns • Visualising and construction • Measuring space • Investigating angles • Proportional reasoning •
	Summer	<ul style="list-style-type: none"> • Investigating units of measurement • Presentation and handling of data • Summer Project
Assessment Headlines	<ul style="list-style-type: none"> • Mini assessments are set after each topic; this will be either in the form of a class test, Home Learning or activity in class. • Students will sit a mid- year assessment in February, and an end of year exam combining all topics in June. The exam is in two parts a non-calculator paper and a calculator paper. 	
Useful websites or resources	<ul style="list-style-type: none"> • http://www.mymaths.co.uk • http://www.mathswatchvle.com • http://www.bbc.co.uk/bitesize/ks3/maths/ • http://www.cimt.plymouth.ac.uk/projects/mepres/book7/book7int.htm#unit6 • http://emaths.co.uk/KS3SAT.htm • http://nrich.maths.org/secondary-lower • http://www.ukmt-resources.org.uk/index-tr.html 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage students to complete Home Learning on the day it is set, to use notes provided, moodle or the websites above to support learning. • When it comes to revision in the summer, print off past papers (emaths website above) and work through at home under timed conditions. 	
Number of lessons per fortnight in this subject	6 lessons per fortnight	
How much Home Learning is expected per week?	One 40 minute Home Learning a week will be set.	

Subject	Modern Hebrew (Ivrit)	
Main topics/areas studied this year	Autumn	<p>Introductions & new beginnings: Introduction to the Modern Hebrew language and facts about the state of Israel. Studying print & script writing, vowels & syllables and the Hebrew calendar.(Depending on the level of the student)</p> <p>Identity & Appearance: Pronouns, adjectives, creating dialogues using greetings, languages around the world, self introduction, school subjects, families around the world, types of music & musical instruments and preposition words.</p>
	Spring	<p>Daily routine activities: Present tense verbs, talking about Tel Aviv & my home town, giving directions, shopping, types of public transport, likes and dislikes, question forms and places to travel.</p> <p>Leisure activities: Types of sports and other outdoor activities, numbers, telling the time and daily routine.</p>
	Summer	<p>Local area & places around the world: Planning a holiday, types of holidays and places of interests around the world and in Israel.</p> <p>Comparing the Past & the Present: Talking about places we visited in the past and sharing experiences and adventures.</p>
Assessment Headlines	<ul style="list-style-type: none"> • 4 Assessments during the year for all 4 language skills; Reading, Listening, Speaking & Writing. • Students’ overall report card levels are a mixture of the level in the assessment and their work throughout the term. 	
Useful websites or resources	<ul style="list-style-type: none"> • Israeli Newspapers for beginners such as; ‘Bereshit’ & ‘Yanshuf’ • Rosetta Stone in Hebrew: www.rosettastone.co.uk 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage pupils to revise new words, grammatical structure and topics learnt in class. • Encourage students to extend their Hebrew reading and speaking outside of the classroom. • Develop students’ interest and connection to Israeli culture and the land of Israel through exposure to music, media and friends or relatives in Israel. 	
Number of lessons per fortnight in this subject	3 lessons per fortnight	
How much Home Learning is expected per week?	1 piece each week taking 30-40 minutes on average. Students will be given spellings to learn on a regular basis and students should use the little and often approach to learning. Sometimes extended learning pieces will be set but these will never be due in for the next day.	

Subject	Music	
Main topics/areas studied this year	Autumn	The Voice – vocal technique, understanding different styles of vocal music Rhythm & Metre –rhythmic notation, performing rhythmic music from around the world
	Spring	Melody and Scales- stave notation, composing using scales (major/minor/pentatonic) Harmony and Tonality – creating and working with chords, playing chords
	Summer	Writing a Song – writing lyrics and composing music, creating and recording a song
Assessment Headlines	End of each project. Students will be assessed on performing, composing, listening and appraising skills over the course of the year.	
Useful websites or resources	http://audacity.sourceforge.net http://musescore.org http://www.imslp.org http://www.echalk.co.uk/music/music.html http://note-attack.en.softonic.com http://www.musictheory.net/ http://www.skskids.org	
What parents can do to support learning	Encourage students to explore the music quizzes and free software, and listen to as many different types of music as possible. Students should also be encouraged to attend as many concerts and performances as possible.	
Number of lessons per fortnight in this subject	2 lessons per fortnight	
How much Home Learning is expected per week?	N/A per week.	

Subject	Physical Education	
Main topics/areas studied this year	Autumn	<ul style="list-style-type: none"> • Multi-Skills and fitness testing • Tag Rugby • Football/ Netball • Hockey
	Spring	<ul style="list-style-type: none"> • Gymnastics (Floor and Sequence/ Routines) • Basketball • Table Tennis • Badminton
	Summer	<ul style="list-style-type: none"> • Athletics • Rounders • Cricket • Short Tennis
Assessment Headlines	<ul style="list-style-type: none"> • Fitness testing – Cooper Test and Multi Stage Fitness Test – Cardiorespiratory and Cardiovascular endurance tests. • Skill Related and Health Related fitness testing (speed/ power/ flexibility/ reaction time/ co-ordination/balance/ strength). • Assessment opportunities in all sports studied 	
Useful websites or resources	<ul style="list-style-type: none"> • BBC Sports Academy - http://news.bbc.co.uk/sport1/hi/academy/default.stm • Youth Sport Trust – http://www.youthsporttrust.org/ • JCoSS football results – www.football.mitoo.co.uk • Maccabi GB – www.maccabigb.org 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage pupils to participate in a range of sports (competitive and recreational) outside of School hours • Spectate at a sporting event • Encourage importance of healthy and active lifestyle • Watch sports on Television/ listen on radio to help develop child’s awareness of sports 	
Number of lessons per fortnight in this subject	4 lessons per fortnight	
How much Home Learning is expected per week?	Not applicable.	

Subject	Religious Studies	
Main topics/areas studied this year	Autumn	<p>UNIT ONE: CHRISTIANITY</p> <ul style="list-style-type: none"> • Who was Jesus? • Jesus and the Bible • The Gospels • The Good Samaritan • Why do some believe that Jesus was the Messiah? • Jesus in art • What is in a church?
	Spring	<p>UNIT TWO: ISLAM</p> <ul style="list-style-type: none"> • An Introduction to Islam • The Five Pillars of Islam • The Night of Power • What is in a Mosque? • Lesser and Greater Jihad
Useful websites or resources	<ul style="list-style-type: none"> • http://www.bbc.co.uk/religion/religions/christianity/ • http://www.bbc.co.uk/religion/religions/islam/ 	
What parents can do to support learning	<ul style="list-style-type: none"> • Encourage the students to read current affairs; especially in relation to religions. • Develop an open forum at home for discussion about other faiths and cultures. • Visit places of religious significance such as mosques and churches. 	
Number of lessons per fortnight in this subject	1 lessons per fortnight	
How much Home Learning is expected per week?	Normally 1 piece per fortnight, taking 20-30 minutes on average. Some pieces may last over more than one Home Learning slot.	



Subject	Science	
Main topics/areas studied this year	Autumn	How Science Works, Measurements and Units Reactions Cells and Health
	Spring	Particles and their behaviour Energy Light and Sound
	Summer	Function of body Acids and Alkalis
Assessment Headlines	<p>Students are assessed continuously throughout the course of KS3.</p> <p>Testing will typically take place at the end of each unit, and will also consist of teacher assessment of written, oral and demonstrative work.</p>	
Useful websites or resources	<p>Kerboodle: Students can access electronic textbooks and other resources. They have been issued usernames and passwords. http://www.kerboodle.com</p> <p>SAM Learning: Teachers will set home learning through this website, and there are other activities to engage our students in science that they can complete in their own time. They have been issued usernames and passwords. https://www.samlearning.com/</p> <p>Other useful websites: http://www.bbc.co.uk/bitesize/ks3/science/ http://www.freezeray.com/ http://www.echalk.co.uk/ http://www.planet-science.com/ http://www.schoolscience.co.uk/ http://www.arkive.org/ http://royalsociety.org/ http://scienceteachinglibrary.wordpress.com/ http://www.csiro.au/resources/DIYScience http://www.exploratorium.edu/who/parents/</p>	
What parents can do to support learning	<p>Encourage students to write using the PEE strategy: P – Point – Make a point E – Evidence – What evidence do you have to support your point? E – Explanation – Explain your point and evidence using your scientific knowledge and understanding, expand your answer to include scientific detail, keywords and diagrams.</p>	
Number of lessons per fortnight in this subject	6 lessons per fortnight	
How much Home Learning is expected per week?	1 or 2 home learning tasks are set each week taking about 20 - 30 minutes each.	