



Grove House School

Class Learning Topics 2017

4H		
Subjects	Autumn	Suggestions for home learning (if appropriate)
English	<p>Students will be reading the book “Tins” by Alex Shearer.</p> <ul style="list-style-type: none"> - They will use prediction and visualisation to engage with the text and use content clues to speculate about genre. - Students will use deduction and inference to explore the main characters in the book. - They will plan and write a story to imagine, explore and entertain. - They will answer comprehension questions practising the Point, Evidence, Explain format. <p>They will comment on the effect of language.</p>	Homework set by form tutor once a week.
Maths	<p>Orange – mental addition and subtraction, number and place value, mental multiplication and division, measurement.</p> <p>Red group - _Analysing and displaying data, _Calculating, Expressions, functions and formulae, _Graphs</p> <p>Green group - _Analysing and displaying data, _Number skills, _Expressions, functions and formulae, _Decimals and measures,</p> <p>Blue group - Number, Area and Volume, Statistics, Charts and graphs, Expressions and equations.</p> <p>Black – Number, Algebra, graphs, tables and charts, fractions and percentage, Equations, inequalities and sequences.</p>	<p>Active Teach online resources - https://www.pearsonactivelearn.com/library.asp</p> <p>Red group – Pie 1 Green group – Theta 1 Blue – Theta 2 Black GCSE foundation level</p> <p>Homework set by form tutor once a week.</p> <p>Revision of all multiplication tables</p>



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<p>Science</p>	<p>Sound Sound waves and speed. Light waves compared to sound waves (shape and speed). Loudness and amplitude. Reflection. Frequency and pitch. The ear and hearing using correct scientific vocabulary.</p>	<p>Light That light travels in straight lines away from the source. To be able to explain how shadows form by using a light ray diagram. To be able to take results, draw a graph and critically analyse and conclude from results. To be able to identify that the angle of reflection is always equal to the angle of incidence. To be able to follow the path of a light ray through a transparent material.</p>	<p>Read books from home, the library or on line sources to research the topics of sound and light at KS2 but especially KS3 level. You could explore sound together using BBC Bitesize for Key Stage 2 http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/sound/read/1/ BBC Bitesize for Key Stage 3 develops the understanding of sound further http://www.bbc.co.uk/education/guides/z8d2mp3/revision For KS2 light; http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/light/read/1/ For KS3 light; http://www.bbc.co.uk/education/guides/zq7thyc/revision Alternatively visit the Science Museum at London.</p>
<p>ICT</p>	<p>Group 1: Pupils will be working towards achieving a Level 1 ECDL qualification. The units they will cover are Online Essentials, Computer Essentials and IT Security. They will be working through the modules through e-learning in the classroom environment at their own pace.</p> <p>Group 2: Pupils will be practicing typing skills and mouse pad skills. Understanding how to save, print and open new documents across a range of packages. They will be able to copy, paste and edit in work they have created across the different packages. They will begin to be confident when using the desktop computers and laptops at school.</p>	<p>All work towards the individual qualifications will be done within class time. Children should be encouraged to use ICT where possible but not over exposed to devices. Use links on our school website for encouraging safe use of ICT. http://grovehouseschool.co.uk/staying-safe-online/</p>	
<p>PSHE</p>	<p>Transition.</p>		



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Language Skills	<p>-Developing word knowledge and word usage through pre-teaching vocabulary pertaining to core subject areas across key stages of learning. Vocabulary is taught using a conceptual map focusing on various morphological and semantic word properties, i.e. sound unit, syllable unit, word class, definition, and meaningful syntactical use.</p> <p>-Developing skills in the area of syntax and grammar using key methodologies such as, 'Break it Down + Build it Up', 'Shape Coding', and 'Colourful Semantics' approaches. Students develop their ability to use meaningful complex sentences that are grammatically correct.</p> <p>-Developing higher order reasoning skills using 'Blanks Levels of Questioning'. Students develop their ability to interpret abstract language, i.e. infer meaning, provide explanations, make predictions, problem-solve, and demonstrate reasoning skills.</p> <p>-Developing spoken and written narrative skills through explicit instruction on narrative features linked to key stage learning fictional texts. Opportunities are given to students to develop skills such as, sequencing story events cohesively, using a range of story grammar elements, and providing sufficient detail.</p>	
Social Skills	<p>-Promoting social communication and social interaction skills using explicit teaching approaches, such as, 'Language Builders' (Elkan), and 'Talkabout' (Alex Kelly). Students develop skills in the key areas of: awareness of self and others, non-verbal behaviour (body language and paralinguistic skills), verbal behaviour (conversational skills), and assertive behaviour.</p>	



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Humanities	Students are studying World War 2, focusing on the events in Continental Europe. <ul style="list-style-type: none">- We will researching Hitler's early years.- Finding out about Jewish life pre-war.- Research what life was like in the Warsaw ghetto.- Find out more about the Holocaust.- Draw parallels between the Holocaust and present day persecution.	, Linking with the work done in History, students will be studying Judaism for the RE element of Humanities. We will be learning more about their key beliefs, holy book, place of worship and the present day culture of Jews	
Art	BTEC Level 1 – Exploring drawing – developing ideas, produce drawings, comment on own work and work of others. Drawing theme will be based on a theme such as natural forms, mechanical structures, movement etc; inspiration can come from any source in the natural world or man-made world.	Trips to any art galleries would be really useful. Research using the library and internet resources. Completed homework task set by teacher on an as and when basis.	
Music	Film music Music theory – rhythmic/melody Keyboard skills		



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PE/Games	Level depending on age and ability. Working on eye ball co-ordination. Invasion games e.g. hockey, netball. Individual sports, tennis, badminton.	Looking to generally develop balance, over all co-ordination and movement.	
DT	<u>Food Technology BTEC Home Cooking Skills (Level 1)</u> Over the whole of the academic year we will give learners the opportunity to develop: <ul style="list-style-type: none">• the knowledge, understanding and confidence to cook meals at home• an understanding of how to economise when planning a meal• an ability to transfer skills learned to different recipes• an ability to inspire others by transferring that knowledge.	Practise safe use of kitchen tools under supervision from an adult e.g. peel, chop or grate fruit and /or vegetables. Follow simple recipes with guidance. Wash and dry up.	