

**Thematic Overview / Year 9 / Spring Term**

**2016-2017**

Dear Parent / Guardian

Please find attached our Thematic Overview for Year 9 Spring Term.

As explained in my September welcome letter, this year’s Thematic Overviews refer to the YLOs (Yearly Learning Objectives) for the core subjects (English First Language, English Second Language, Mathematics and Science) covered every term at Key Stage 3. You can find the complete list of YLOs for the core subjects for the academic year in your child’s Communication Book.

We hope that this will give you a clear picture of the work being carried out by your child in school and enable you to facilitate their learning at home.

The activities being carried out encourage your child to review past learning, access and retain new knowledge, as well as develop and practise a variety of key skills to prepare them for ambitious goals.

Yours sincerely

Ms L. Gonzalès

Head of Secondary

**English** ---------------------------------------------------------------------------------------------------------------------

**First Language**

This term, the students will be preparing for their Cambridge Checkpoint exams. They will be building their knowledge and understanding of grammar and looking at a number of fiction and non-fiction texts.

*Yearly Learning Objectives covered:*

* I can make perceptive inferences about text structure and organisation.
* I can make perceptive inferences about a text and offer alternative viewpoints.
* I can make perceptive comments about specific words and phrases.
* I can make sophisticated and perceptive comments about the presentational features of a text.

**Second Language**

This term, the students will continue to cover a range of texts, both fiction and non-fiction, and cover a range of skills.

*Yearly Learning Objectives covered:*

* I can adapt the degree of formality of language to suit different situations.
* I can deal effectively with unexpected responses in order to sustain conversations and discussions.
* I can identify and describe features of language associated with different text types.
* I can link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.
* I can find the necessary vocabulary to summarise a text effectively.
* I can develop and refine my vocabulary independently.
* I can develop and improve sentences by adding, rearranging or replacing elements.
* I can replace most pronouns with a nominal group.
* I can recognise past, present and future verb forms and switch from one tense to another in speaking and writing.
* I can use a variety of questions in different tenses to suit my purpose.
* I can understand and use some negative forms with simple and compound tenses.
* I recognise and understand the passive voice.

**Mathematics** -----------------------------------------------------------------------------------------------------------

This term, the students will be examined against all topics taught to date. They will learn new skills in line with the following objectives.

*Yearly Learning Objectives covered:*

* Use the rule that the sum of the exterior angles of any polygon is 360°.
* Know the formulae for the circumference and area of a circle.
* Identify congruent shapes.
* Draw the locus- equidistant between 2 points or from a point.
* Produce shapes and paths by using descriptions of loci.
* Recognise whether a reflection is correct.
* Use indices, powers and roots.
* Use systematic trial and improvement to find the approximate solution to one decimal place of equations, such as x³ = 29.
* Know that the perpendicular distance from a point to a line is the shortest distance to the line.

**Science** ---------------------------------------------------------------------------------------------------------------------

Physics

*Electricity*

* Interpret and draw simple parallel circuits and explain how current divides in parallel circuits.
* Model and explain how common types of components, including cells (batteries), affect current, and measure current using ammeters and voltage using voltmeters.

*Energy*

* Use their knowledge of energy sources including fossil fuels and renewable energy resources to consider the world’s energy needs, including research from secondary sources.
* Identify and explain the thermal (heat) energy transfer processes of conduction, convection and radiation, and explain cooling by evaporation.

Chemistry

*Energy changes*

* Explore and explain the idea of endothermic processes, e.g. melting of ice, and exothermic reactions, e.g. burning, oxidation.
* Describe the reactivity of metals with oxygen, water and dilute acids, and explore and understand the reactivity series.
* Salt formation.
* Give examples of displacement reactions and explain how to prepare some common salts by the reactions of metals and metal carbonates, and write word equations for these reactions.
* Rates of reaction.
* Give an explanation of the effects of concentration, particle size, temperature and catalysts on the rate of a reaction.

Biology

*Variation and classification*

* Use and construct keys to identify plants and animals.
* Understand that organisms inherit characteristics from their parents through genetic material that is carried in cell nuclei.
* Describe how selective breeding can lead to new varieties.

**Humanities** --------------------------------------------------------------------------------------------------------------

Over the next term the students will study two topics in Humanities. The first is a physical geography topic on Rivers and the second is a human geography topic on Urban Environments.

During Rivers, the students will learn:

* To describe the process of water cycle.
* To identify the different parts of a river.
* To define and understand the concept of weathering.
* To explore what the process of erosion is.
* To discuss the process of the formation of a meander.
* To describe how water flows down a river channel.
* To assess the risk of floods.
* To know the results of a flood in the UK.
* To comprehend the causes and results of a flood in Bangladesh.

During Urban Environments, the students will learn:

* To define urbanisation.
* To study the changes of land use in the UK.
* To identify the key issues in the CBD and inner city in the UK.
* To analyse the key issues in British cities.
* To know the issues of rapid urbanisation in LEDs.
* To comprehend the characteristics of a squatter settlement.
* To define sustainable living.

**Hindi** -------------------------------------------------------------------------------------------------------------------------

This term, the students will learn to:

* Be able to focus on their life skills and values.
* Develop their imagination, creativity and aesthetic sense.
* Write Hindi letters and their pronunciation.

**French** ----------------------------------------------------------------------------------------------------------------------

This term, the students will:

* Talk about themselves and ask questions.
* Memorise new vocabulary relating to sports, champions, holidays and travels.
* Write a short paragraph using accurate grammar and spelling.
* Listen to a short conversation and answer simple questions.
* Read a short text and answer various questions.

**Arabic Second Language** --------------------------------------------------------------------------------------

This term, the students will learn to:

* Talk about themselves and ask questions.
* Describe their school and speak about their school lives.
* Read paragraphs and answer questions about it.
* Speak about different types of jobs.
* Speak about different dates and months of the year.

**Performing Arts** ------------------------------------------------------------------------------------------------------

This term, the students will cover two units. In unit 1, the students will:

* Identify songs from different times and places.
* Identify different musical features in different arrangements of a popular song.
* Compare and contrast musicals changes that occur in two or more arrangements of the same song.
* Perform a song as part of a group in its original style with one or two arrangements.

In unit 2, the students will:

* Tune a guitar.
* Give the names of the strings, and name the types of guitars and their parts.
* Accompany a tune with the five basic chords on guitar.
* Identify and understand the different time signatures.

**Creative Design** ------------------------------------------------------------------------------------------------------

This term, the students will continue with their Pop Art inspired packaging project. They will learn to:

* Develop an understanding of Pop Art, particularly the works of Andy Warhol.
* Observe and record different famous sweets packaging accurately.
* Select and combine different colours to create a visually appealing packaging design for their sweets.
* Create a 3D sweets packaging of their choice using paper, paint and cotton wool.

The students will move onto an Expressive project later in the term. The project will be based on sea life. They will learn to:

* Observe and record accurately.
* Create realistic sketches of crushed cans.
* Create pen and wash paintings of crabs and lobsters.
* Create acrylic paint artworks of seashells.
* Plan their compositions before they begin their final artworks.
* Combine all the skills learned and create a final A3 watercolour painting.

**Physical Education** ------------------------------------------------------------------------------------------------

This term, the students will develop a deeper and more complex understanding of aspects of health and fitness in a variety of activities, and the skills required for a variety of different team games in preparation for Sports Day.

The students will learn to:

* Perform movements requiring agility, balance and co-ordination with success and precision.
* Successfully apply correct running, jumping, throwing, catching, and striking techniques within a variety of structures competitive games.
* Improve accuracy, consistency and technique in a variety of skills whilst in isolation and within structured competitive games.
* Develop the ability to make effective decisions within a game situation in order to outwit their opponents.
* Work collaboratively as a team to plan strategies and tactics in a variety of Games.