

Blessed Hugh Faringdon Catholic School

'True Teaching'



YEAR 9 2018 - 2019

**Curriculum Booklet
to assist Pupils and Parents**

"Outstanding School"
June 2018 validation



Blessed Hugh Faringdon Catholic School



Dear Parents

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your son or daughter.

Please contact the school should you need clarification of any of these details to speak to the relevant Subject Leader, the Year Leader or myself.

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'. The signature is written in a cursive style with a long horizontal flourish underneath.

Dr Simon Uttley
Headmaster

2018 / 2019

Head of Year 9

Mr G Kidd

Tutors

9DB
9MK
9ML
9MT
9OR

Mrs L Guernion
Miss C Matthews
Miss K Hurd
Ms J Warren
Mr D Holifield

Year 9: Homework Timetable : 2018 / 2019

Homework activities will be set on a weekly basis. These will generally take 30 minutes to 45 minutes to complete. In addition, project work may be set as homework following on from work started in school time. Drama, Music and Computer Science may set tasks to be completed at home as appropriate. D and T homework is set in the form of extended projects.

All homework must be entered into the appropriate page of the study planner.

	Monday	Tuesday	Wednesday	Thursday	Friday
Set 1	English	Maths Science History	English	French	Maths RE Geography
Set 2	English	Maths Science	English Geography	RE French	Maths History
Set 3	English	Maths	English History	Science Geography	Maths RE French
Set 4	English	Maths Geography	English	Science French History	Maths RE
Set 5	English French	Maths Science	English	History	Maths RE Geography

Year 9 Programme of Study

Subject Leader, Mrs L Amieiro

In Year 9, students will begin the GCSE course.

Exam board: AQA GCSE Religious Studies B (8063A)

Year 9 Units of Study:

Catholic Christianity:

Students will study the beliefs, teaching and practices of Catholics in relation to three of the six topics covered. These three topics are: Creation, Incarnation and Triune God.

In term 6 of Year 9, students will follow the “*Chosen by God*” topic, examining all aspects of relationships, belief in the value of life and humanity as created by God. The aim is to develop an understanding about the dignity of the human person – our own and when in a relationship. This is carried out in conjunction with the Pastoral team in school.

Students go on a one-day retreat, as organised by Chaplaincy in conjunction with the RE department, with their tutor group as part of the relationships programme.

This is not part of the GCSE examination course.

Equipment: A Bible with the Old and New Testament.
Text book is provided in the lesson.
A Bible is **not** allowed in the examination.

Homework: PowerPoint presentations, reading, research using the internet and library, examination questions, learning Bible passages through visualisation e.g. symbols/illustrations, mind map summaries, revision tasks, media research.

Revision: Before each end of unit assessment
Before the Year 10 and Year 11 mock examinations
December of Year 11 onwards
As an ongoing expectation throughout the course.

Examinations

The assessment consists of two written GCSE examination papers:

Component 1:	Catholic Christianity	50%
Component 2:	Perspectives on Faith	50%
Year 11		100% exam

Any queries please contact Mrs Amieiro, Religious Education, Subject Leader

Extra Resources for Gifted and Talented:

- Students to practice knowledge by 'teaching' parents
- Focus on achieving Grade 9 through exam practice
- Modelling answers
- Paired and self-assessment
- Targeted, detailed revision booklet
- Challenge as presented through Evaluation Q's Internet resources as advised – www.aqa.org

Extra Resources for Basic Skills students:

- Appropriate revision skills taught
- Organisational skills developed
- Targeted, differentiated revision booklet
- Internet resources as advised – www.aqa.org

In Year 9, students will begin the GCSE course. English Language will be taught both through the Literature course and as separate units.

AUTUMN: *Terms 1 and 2***Topic:** *Lord of the Flies***Reading:** Context / ideas / perspectives
Character construction
Thematic plotting
Setting
Linguistic
Structure
Form
SPaG (spelling, punctuation and grammar)**Writing:** Analytical essays which embed through integrated referencing
Context and perspectives
Some reporting on literary genres
Character studies
Settings – an analysis
Allegories and their role in political and social debates.**Speaking and Listening:**Role play (Hot Seating; Sculpturing)
Group discussion leading to outcomes that develop thematic understanding of the texts**SPRING:** *Term 3***Topic:** **Explorations in Creative Writing** **Language Paper 1****Reading:** For meaning both implicitly and explicitly. Evidence of interrogative approach to:
Linguistic devices
Structural concepts**Writing:** Creative and analytical responses that evidence a range of:
Linguistic and structural features apt for purpose of writing
Developed register
Vocabulary
SPaG*Term 4***Topic:** *Macbeth***Reading:** Context / ideas / perspectives
Character construction
Thematic plotting
Setting
Linguistic
Structure
Form
SPaG (spelling, punctuation and grammar)

Writing: Analytical essays which embed through integrated referencing:
Context and perspectives
Some reporting on literary genres
Character studies
Settings: an analysis
Allegories and their role in political and social debates

Speaking and Listening:
Role play (Hot Seating; Sculpturing)
Group discussion leading to outcomes that develop thematic understanding of the texts

SUMMER: *Terms 5 and 6*

Topic: **Conclude Macbeth as above**

Explorations in Creative Writing Language Paper 2
(descriptive writing assessment based on Literature text/s)

Reading: For meaning both implicitly and explicitly. Evidence of interrogative approach to:
Linguistic devices
Structural concepts

Writing: Creative and analytical responses that evidence a range of:
Linguistic and structural features for type of writing
Vocabulary
SPaG

Equipment:
Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

Homework:
One piece of written homework per week.

Assessment Schedule:
Summative assessment marked against grade descriptors for exams.
Formative assessment throughout the units.

Recommended Reading / Useful Websites:
Regular sustained practice of reading skills
Essential websites will be given, as and when appropriate

MATHEMATICS

Year 9 Programme of Study

Subject Leader, Mrs J Storch

In Year 9 students will begin the GCSE course.

AUTUMN *Term 1*

Calculations
Algebraic Expressions

Core Skills:

Mental calculations
Calculator methods
Simplifying expressions

SPRING *Term 3*

Fractions
Decimals
Percentages

Core Skills:

Convert between fractions, decimals, percentages
Calculate with fractions

SUMMER *Term 5*

Probability
Measures and Accuracy

Core Skills:

Represent probabilities as fractions, decimals
or percentages
Estimation

Equipment:

Pen, pencil, ruler, eraser, sharpener, protractor, pair of compasses, calculator

Homework:

Two homeworks per week.

Assessment Schedule:

Unit assessments
End of year exam (internal)

Recommended Reading / Useful Websites:

Kerboodle.com – a digital version of the class textbook is available here
www.mymaths.co.uk
CGP KS4 Revision Guide, Workbook

Extra Resources for Gifted and Talented:

Framework 9-E Oxford Press
Kerboodle.com - Higher resources online
www.nrich.maths.org/forstudents

Extra Resources for Basic Skills Students:

Kerboodle.com Foundation texts

Term 2

Angles and Polygons
Handling Data

Core Skills:

Interior and exterior angles of polygons
Angles and parallel lines
Averages

Term 4

Formulae
Functions
Working in 2D

Core Skills:

Substitute numbers in formulae
Transformations

Term 6

Equations
Inequalities

Core Skills:

Solve linear equations
Solve inequalities and represent the solution
on number line

In Year 9, we try to provide specialist subject teachers as far as possible. Pupils will cover the basics needed to progress at GCSE in each of the Science disciplines. Experimental technique will also be developed by carrying out scientific investigations throughout the year.

AUTUMN: *Terms 1 and 2* AQA GCSE Science

- B1 Cell biology, Organisation
- C1 Atomic structure and the periodic table, Quantitative Chemistry
- P1 Energy, Electricity

SPRING: *Terms 3 and 4* AQA GCSE Science

- B1 Infection and response, Bioenergetics
- C1 Chemical and energy changes, Rates of reaction
- P1 Particle model, Atomic structure

SUMMER: *Terms 5 and 6* AQA GCSE Science

- B1 Response, Ecology
- C1 Chemical analysis, Chemistry of the atmosphere, Using resources
- P1 Forces, Waves

Core Skills: Factual knowledge and understanding
Application of knowledge
Experimental work

NB Revision Guides and Work Books required.

Equipment:

Calculator, pen, pencil, ruler, protractor, eraser, pencil sharpener

Homework:

A variety of tasks – written exercises, calculations, research, creative work (writing), investigations. Revision exercises from Revision Guides and workbooks.

Assessment Schedule:

Pupils will sit an assessment at the end of each term covering Biology, Chemistry and Physics content along with practical skills and analysis. These tests will progress cumulatively throughout the year.

Recommended Reading / Useful Websites:

- BBC Bitesize
- AQA website
- AQA GCSE Core Science Revision Guide

Extra Resources for Gifted and Talented:

- Differentiated lessons
- Extended practical investigations.

Extra Resources for Basic Skills Students:

- Focus on numeracy and literacy exercises in starters and plenary.

PROJECT 1: Theme: **Repetition**

Core Skills: Print making
Artist research
Design development
Recording from observation
Evaluation

PROJECT 2: Theme: **Popular Culture**

Core Skills: Organising and presenting work
Experimenting with ideas and materials
Using research and investigative skills
Developing technical control in a range of media

PROJECT 3: Theme: **Dreams and the Imagination**

Core Skills: Drawing / painting from observation
Research and analysis
Design development
Using perspective to create space and distance
Rendering forms

Equipment:

2B pencil, pen 30cm ruler, eraser, colouring pencils, sharpener, sketchbook, paintbrushes (optional)

Homework:

Completing classwork, artist research, drawing from observation, visits to virtual galleries.

Assessment Schedule:

Summative assessment at end of each assignment. Regular verbal and written feedback in response to class and homework. Peer and self-assessment throughout each project.

Recommended Reading / Useful Websites:

www.wikiart.org
www.virtualdali.com
www.theartstory.org

Extra Resources for Gifted and Talented:

Art Club
Invitation to the GCSE / AS / A2 Art exhibition
Organising mini exhibitions
Extension activities which offer opportunity to work on a larger scale and with a wider range of media.

Extra Resources for Basic Skills Students:

Reference books in Learning Resource Centre and Art rooms
Basic skills worksheet.
Paired/group work opportunities
Differentiated worksheets.

Year 9 Programme of Study

Subject Leader, Mr J Gudino

AUTUMN *Term 1*

Shakespeare

Core Skills:

To learn about the culture that led to Elizabethan Theatre
To know about Shakespeare's life and work
To perform an extract from a Shakespearian text

SPRING *Term 3*

Brecht

Core Skills:

To learn basic ideas about Brecht's Theatre
Dramatic Theatre vs Epic Theatre
To be able to distinguish between a role and a character

SUMMER *Term 5*

Blood Brothers (script work) – Part 1

Core Skills:

Understand the different sections and uses of the script
Good understanding of narrative, themes and characters within the play

Equipment:

Pen / pencil

Homework:

Only work that is **not** completed in class.

Assessment Schedule:

Formative during each scheme and
Summative with a conclusive performance at the end of each one.

Some variation in course content may exist due to setting and nature of groups.

Term 2

Surrealism

Core Skills:

Focus on the work of Dali
Understand and experiment with the Surrealist movement
To be able to physically and non-verbally explore this acting style onstage

Term 4

Public Speaking

Core Skills:

To learn presentation techniques
To be able to present a topic to an audience

Term 6

Blood Brothers (script work) - Part 2

Core Skills:

Perform a large section of the script
Critique other students' work in relation to the success criteria

Year 9 Programme of Study

Acting Subject Leader, Miss J Greaves

The Year 9 curriculum continues to build on the teaching and learning delivered in Years 7 and 8. The depth and detail expected in the design and make of a product is further enhanced and more emphasis is placed on industrial manufacture and production in order to prepare students for the GCSE course. All products will consider the Target market for the product and its suitability to be manufactured in industry.

Food and Nutrition

This year gives students a taster of the GCSE course (Food Preparation and Nutrition). Students are able to expand on set recipes and explore a variety of international cuisines to develop their repertoire of cooking abilities. Students will be given the opportunity to experiment with food science techniques which they need for the GCSE course.

Practical's will include:

- Chicken Curry
- Chinese Stir Fry
- Italian Pasta Salad

Table Lamp Project (Product Design)

This brief is aimed at students producing a functional product. Students will design a frame and possibly shade using softwood/manmade board. Designing and manufacturing skills are all developed to produce as complex and creative a product as possible. CAD/CAM can be incorporated to produce a decorative element if needed. Their developments are to reflect their design considerations and will allow them to explore industry practices that surround our everyday lives. KS3 projects will provide an insight into GCSE Product Design. A closer link to functional skills, that can be useful in everyday life, will be part of the learning process, e.g. how to wire a plug. The design folder will be presented in A3 to make closer links to KS4 working practices.

Pewter Casting (Product Design)

In this unit, students are encouraged to develop their skills from year 8 and produce a more complex product incorporating a second material in to the construction. Students will use metals, heat treatment and materials that are affected by heat (pewter). Students' designing skills are developed from Year 7 and 8 as they continue to design in more depth. Team work is crucial, particularly during analysis and reflective tasks. Students develop their idea through understanding of the manufacturing process. The final product has strict size limitations, but students will have experienced the changing forms of the pewter and how it interacts with a second material (MDF or Acrylic). They will also understand how products are manufactured.

The following support systems are additional to the opportunity given to pupils to develop outcomes that reflect their individual needs and ability.

Extra Resources - Extended Learning Booklet:

The nature of tasks could be researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Target Market research
- Production methods
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding specific design styles
- Use of the 6Rs to consider the environment

Students will also be able to view exemplar materials.

Extra Resources for Basic Skills students and Gifted and Talented students:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

Equipment:

The following equipment is **essential** and recommended in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil	Pencil sharpener
Black or blue pen	30cm ruler
Colouring pencils	Glue stick
Eraser	Small craft scissors

Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task such as a tea light holder to a self choice project.

Assessment Schedule:

The duration of the focus areas will be between 8 to 12 weeks. At the end of each rotation, students will be graded upon their design and making skills and given a step descriptor grade. Students will be given a step target at the beginning of each rotation. At the end of Year 9 students will be given a final level in D and T.

Recommended Reading / Useful Websites:

Design and Technology is everywhere, so students are initially encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products when the inspiration is a little thin!

Visit these websites for ideas to support the learning and teaching of Design and Technology.

www.designandtech.com
www.designandtechnology.info

The Internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support learning, and if you find any others please e-mail Mr Calder via the school.

Food Technology: www.bbc.co.uk/bitesize
www.foodafactoflife.org.uk/
www.technologystudent.com

Design Process www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk
www.dtonline.org

**Product Design:
/ Engineering** www.howstuffworks.com
www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.design-council.org.uk
www.robots.net
www.plasticsresource.com/
www.cadinschools.org/showcase/default.asp
www.designinsite.dk/htmsider/home.htm
www.dtonline.org

AUTUMN: *Term 1*

Theme: Identity and culture
Topics: Me, my family and friends
 Relationships with family and friends

Key Grammar:

avoir and *être* present tense
 possessive adjectives
 adjective agreement rules
 reflexive verbs (*se disputer/se fâcher/s'entendre*)
 comparatives (*plus que/moins que*)
 adverbs of frequency
 regular verbs in present tense
 direct object pronouns

SPRING: *Term 3*

Theme: Current and future study and employment
Topics: My studies

Key Grammar:

devoir + infinitive
il faut + infinitive
parce que/car to express reasons
 perfect tense regular *avoir* verbs
 (*choisir/décider de/laisser tomber*)
 two verbs together eg *aimer/aimer mieux/préférer*
 comparative and superlative in expressing
 opinions about subjects
 use of *tu* and *vous* in informal/formal exchanges

SUMMER: *Term 5*

Theme: Local, national, international and global
 areas of interest
Topics: Social issues; healthy/ unhealthy living

Key Grammar:

partitive articles with food items
 recap on *devoir/il faut* and introduce conditional
 forms affirmative and negative
 • *il vaut mieux/il vaudrait mieux*
 negative *ne... jamais*
 previous health habits using imperfect tense

Equipment:

Textbook AQA Studio, A4 exercise book. A French-English/English-French dictionary, a verb guide and a French grammar book are essential

Term 2

Theme: Local, national, international and global
 areas of interest
Topics: Home, town, neighbourhood and region

Key Grammar:

il y a / on a / c'est
 prepositions
 plural partitive article and *de* after negative
pouvoir + infinitive
 expressions of quantity
 irregular verbs *aller/faire*
ceux qui + verb
s'intéresser à
 enhancing descriptions using *qui/que/dont*
 demonstrative adjectives *ce, cet, cette, ces*

Term 4

Theme: Identity and culture
Topics: Free-time activities (*music; cinema and TV;*
food and eating out; sport)

Key Grammar:

consolidation of present tense including irregular verbs
 (*sortir, prendre, mettre, voir, vouloir*)
 extend range of two verbs together
 future tense
 adverbs such as *d'habitude/normalement*
 clauses introduced by *quand/lorsque* and *si*

Term 6

Theme: Current and future study and employment
Topics: Life at school/ college

Key Grammar:

transfer *devoir/pouvoir/il faut/vouloir* to school rules
 context *si* clauses using imperfect and conditional
 quantity words *beaucoup/trop/assez/pas assez +*
de (including with plurals)
 perfect tense with *avoir* using regular and common
 irregular verbs (*ce que j'ai fait comme devoirs*)

Homework:

As per homework timetable.
Frequent learning of vocabulary / phrases

Assessment Schedule:

According to the school calendar

Recommended Reading / Useful Websites:

<http://www.aqa.org.uk/>
<http://www.languagesonline.org.uk>
<http://www.wordreference.com>
www.francais-extra.co.uk
www.realfrench.net
www.mflgames.co.uk
www.channel4.com/extra
www.bbc.co.uk/languages/french

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs.
- Projects about French culture.

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- A focus on core vocabulary
- Learning support in class

GCSE: The Challenge of Natural Hazards

AUTUMN: *Term 1* Earthquake and volcano hazards

Core Skills: Internet research.
Writing.
Landform interpretation
Map work.

Term 2 Tropical Storms

Core Skills: Weather map / climate graphs.
ICT internet research.
Data interpretation.
Atlas and map skills

SPRING: *Term 3* Extreme weather in the UK

Core Skills: Map interpretation
Understanding climate graphs
Statistics and data handling

Term 4 Climate Change

Core Skills: Map work interpretation
Creative writing
Decision making

SUMMER: *Term 5* Ecosystems
Small scale ecosystems

Term 6 Global Ecosystems
Tropical Rainforests

Core Skills: Map work interpretation
Data handling and interpretation

Equipment:

Standard – pen, pencil, ruler and colouring pencils.

Homework:

Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words

Assessment Schedule:

Modular end of unit.

This is either based on the whole of the unit or is a levels test based on part of the unit

Fieldwork:

A Year 9 trip is yet to be decided upon.

Extra Resources for Gifted and Talented:

All gifted and talented geographers are provided with an enhancement programme during the year.

Gifted and talented pupils are:

- encouraged to read more widely around the topic being covered
- encouraged to attend Geography Club
- provided with specialised tasks in lessons

Extra Resources for Basic Skills students:

Basic Skills students are encouraged to:

- focus on the main topics being covered
- attend Geography Club
- learn the subject specific vocabulary

HISTORY

Year 9 Programme of Study

Subject Leader, Mr M Hryniewicz

Throughout the year the following themes will be studied:

Movement and settlement
Warfare
Conflict and co-operation
Ordinary Life, what was it like and why did it change
Power, democracy and human rights
Ideas and beliefs
Significance

AUTUMN: *Term 1*
Anglo-Saxon and Norman England
c1060-1088

Term 2
Superpower relations and the
Cold War, 1941-1991: The Conferences

Core Skills: Consequences
Analytical narrative (causation, consequence, change)
Significance

SPRING: *Terms 3 and 4*
Superpower relations and the Cold War, 1941-1991:
the Cuban Missile Crisis and the Berlin Crisis

Core Skills: Consequences
Analytical narrative (causation, consequence, change)
Significance

SUMMER: *Terms 5 and 6*
Weimar and Nazi Germany, 1918-1939

Core Skills: Historical enquiry and interpretation
Organisation and communication
Evaluation
Knowledge and understanding

Equipment: Fully equipped pencil case.
Dictionary.
20th Century reference source

Homework: Fact-finding. Research. Use ICT.
Written and verbal presentation of understanding.
Information recording.

Assessment Schedule:

Assessment 1 Anglo-Saxon and Norman England
Assessment 2: Superpower relations and the Cold War, 1941-1991
Assessment 3: Weimar and Nazi Germany, 1918-1939
Assessment 4: End of year assessment

Recommended Reading / Useful Websites:

Martin McCauley Russia, America and the Cold War
John Laver Nazi Germany 1933-1945 History at source
BBC History website

Extra Resources for Gifted and Talented:

- Differentiated homework – more independent work.
- Drama – role plays about key event
- Create information for other students, e.g. timeline sheets / presentation

Extra Resources for Basic Skills students:

- Word box sheets and sentence starters.
- Differentiated worksheets and text

MUSIC

Year 9 Programme of Study

Subject Leader, Mr P Windibank

AUTUMN:

Term 1

Synth Pop – ‘Enola Gay’
Focus on part learning and listening

Term 2

Focus on ensemble and performance techniques

Core Skills:

Ensemble Performance
Arrangement

SPRING:

Term 3

Billionaire
Focus on part learning and listening

Term 4

Focus on ensemble and performance techniques

Core Skills:

Performance

SUMMER:

Term 5

Formula Pop Music
Song writing

Core Skills:

Ensemble Performance, instrumental and vocal skills

Term 6

A Team - Ed Sheeran

Core Skills:

Chordal accompaniment and vocal line

Equipment:

Keyboards, glockenspiels, guitars, stereo, electric guitar,
drum kit, bass guitar, microphones

Homework:

When appropriate

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

www.mtrs.co.uk/linksw.htm has links to just about anything to do with music

Extra Resources for Gifted and Talented:

Students are encouraged to perform a wider number of parts on a range of instruments

Extra Resources for Basic Skills students:

Students are encouraged to perform simple parts but to a higher standard.

PHYSICAL EDUCATION

Year 9 Programme of Study

Subject Leader, Miss L Heaver

AUTUMN:

		<i>Term 1</i>		<i>Term 2</i>	
1	Double	Rugby	1	Double	Netball/Football
2	Double	Rugby	2	Double	Gymnastics/Trampolining
3	Double	Rugby	3	Double	Netball/Football
4	Double	Rugby	4	Double	Netball/Football
5	Double	Rugby	5	Double	Gymnastics/Trampolining

SPRING:

		<i>Term 3</i>		<i>Term 4</i>	
1	Double	Gymnastics/Trampolining	1	Double	Dance/Basketball
2	Double	Netball/Football	2	Double	Uni hoc/Table Tennis
3	Double	Gymnastics/Trampolining	3	Double	Dance/Basketball
4	Double	Gymnastics/Trampolining	4	Double	Dance/Basketball
5	Double	Netball/Football	5	Double	Uni hoc/Table Tennis

SUMMER:

		<i>Term 5</i>		<i>Term 6</i>	
1	Double	Athletics	1	Double	Striking and Fielding
2	Double	Athletics	2	Double	Striking and Fielding
3	Double	Athletics	3	Double	Striking and Fielding
4	Double	Athletics	4	Double	Striking and Fielding
5	Double	Athletics	5	Double	Striking and Fielding

Equipment:

Compulsory:

Black shorts, Black crested polo shirt, Black/White rugby top, Black football socks, White trainer socks, football boots/moulds and indoor trainers (**astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches**)

Optional:

Black Tracksuit, Black and white fleece, Black/white skins

Homework:

Pupils are encouraged to develop their skills in their own time either as part of a school or external club.

Assessment Schedule:

Practical assessment at the end of each unit of work
Our departmental focus is evaluating and improving performance.

Recommended Reading / Useful Websites:

www.readingrockets.co.uk
www.rfu.com
www.england-netball.co.uk
www.skysports.com
www.knowthegame.co.uk

www.berkshirehockey.org.uk
www.bbc.co.uk/sport
www.readingac.com
www.youthsportstrust.org
www.readinggirlsfc.co.uk

Extra Resources for Gifted and Talented:

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day.
- Visiting star performers
- Opportunities to attend county and district trials in a range of sports.
- Sports Day – whole school participation
- Links with community clubs for coaching and joining clubs outside school.

Extra Resources for Basic Skills students:

- use of a range of modified equipment to aid learning.
- close liaison with support staff to maximise pupil progress
- activity afternoons for low ability / low self-esteem pupils as part of the school sports partnership.