



Welcome

Dear Parents and Carers,

I am delighted to welcome you to the first of our Teaching and Learning Newsletters which has been especially created for our parents and carers of Year 10 students. This newsletter will be produced each half term and, inside, you will find information from each of your son or daughter's Subject Leaders sharing some of the topics that they will be covering along with some helpful information on how you can support them. I hope that you find it informative and useful and please do contact me via my email address if you have any comments or suggestions to make. I certainly see this as a partnership between home and school.

The focus of this first issue is on home-learning. Last year, as you are aware, we relaunched home-learning, establishing the principle that each student in Year 10 will have a minimum of 1 hour of home-learning per subject per week and we asked parents and carers to work with their child/children to draw up a timetable that fits within the family schedule. All home-learning set is due in one week later. An example is below.

| | 4:00 – 5:00 | 5:00 – 6:00 | 7:00 – 8:00 |
|-----------|-------------------|--------------|--------------|
| Monday | English | Leisure time | Geography |
| Tuesday | After school club | Tech | Mathematics |
| Wednesday | MFL | RE | Family event |
| Thursday | Science | Leisure time | Team Sport |
| Friday | ICT | Music | Leisure |
| Saturday | | | |
| Sunday | | | Drama |

Different subjects will set home-learning in different ways, but the principle will be the same, 1 hour per subject, per week. If your child completes the work within the allocated time, then they can do one of the following additional tasks (a) revise topics covered in the subject (b) read ahead for the topics coming up or (c) read around the subject topic more widely.

Research on Home-learning

- High quality home-learning can have an average impact of 5 months' additional progress.
- Home-learning has the strongest effect when it is set in a way that lets students practise what they have learned in the classroom.
- Home-learning has most impact when students spend 2 or more hours daily after school.

We do hope that we will have you support in this venture. Some parents and carers have asked for the home-learning tasks to be available online, and this is an option we will be exploring this year.

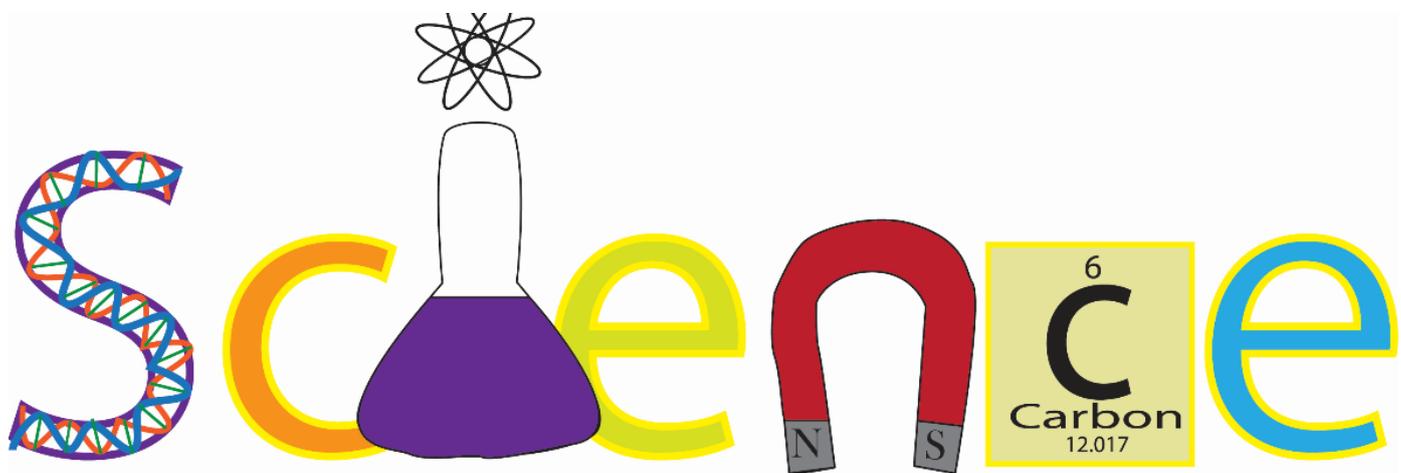
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Science

| | | |
|---|---|--|
| Biology 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology | Chemistry 8. Atomic structure and the periodic table 9. Bonding, structure, and the properties of matter 10. Quantitative chemistry 11. Chemical changes 12. Energy changes 13. The rate and extent of chemical change 14. Organic chemistry 15. Chemical analysis 16. Chemistry of the atmosphere 17. Using resources | Physics 18. Energy 19. Electricity 20. Particle model of matter 21. Atomic structure 22. Forces 23. Waves 24. Magnetism and electromagnetism |
|---|---|--|

Home-learning

- Encourage your child to respond to the targets set in their exercise books which are designed to challenge knowledge and understanding.
- Ask why? When your child explains a concept or responds to a set of questions to check their own knowledge and to extend their answers further.
- Encourage them to link observations to scientific concepts: this might be through including scientific ideas when explaining observations and adding detail by linking to examples from the lesson and from daily experience.
- Learn keyword spellings and definitions: good answers include key words used in the appropriate context to communicate understanding.
- Encourage them to show mathematical working: always write the equation, insert the values and calculate a value with units. This will enable teachers (and students) to see where a mistake has been made.
- Ensure your child has the right equipment: pens, pencils, colours, rulers, calculators and the revision guide will be needed in many science lessons.
- Students are issued a revision guide to use in lessons and at home; there is even an online version which can be accessed using the code in the front of the book .
- Promote on-going revision: preparing for topic tests, year tests and weekly revision will help students to retain information and recall the physics equations which are not provided in the exam.



Computing

| Topics studied during this half term. | How can you help your child with their home learning? | Resources to support learning. |
|---|---|---|
| <p>Theory: IP addresses, routing, layers, Ethernet, packets, security, hacking, The Internet and computer architecture.</p> | <p>Home-learning is based around all the textbook questions: we will cover Chapters 5 to 10 this half term. The questions are set on the first theory lesson and are due in a week later. Answers are written into students' exercise books. You can support this by checking whether the questions have been completed each week and that where tasks have been missed/are incomplete that these are finished prior to the next theory lesson: printed worksheets with an information section followed by questions are often in exercise books to help with this.</p> <p>Prompt your child to go onto the MOOC (see to the right) for extra help and support.</p> | <p>Cambridge GCSE Computing MOOC, with many videos and tests so students can check their knowledge: Computer Science; https://www.cambridgegcsecomputing.org/</p> |
| <p>Practical: Visual Basic.net, 1 of 5 lessons: Input, Output, Formatting output, basic algorithms and problem solving and basic functions in vb.net.</p> | <p>Encourage them to persevere with coding tasks and to work through "topic resources" and the online virtual academy to build skills first. It is not expected for children to spend hours on a single coding task, if your child struggles, please tell them to see their teacher for help.</p> <p>Encourage your child to write their answers in plain English first, or to talk concepts through with you so that they have an understanding of the problem, before attempting to code a solution.</p> | <p>Microsoft Virtual Academy: "Getting Started with Visual Studio" is an excellent resource with detailed video guidance to understand this programming language: https://tinyurl.com/y735kabn</p> |

Mathematics

Standard Form

Calculating with Percentages

Measures

Surds

Indices

Students build on the mathematical concepts taught in KS3 and are now fully immersed in their KS4 course. The new Maths GCSE signals a stronger emphasis on a students' ability to reason, interpret and problem solve within mathematics and in other contexts. There will be formal assessments in November and February that will focus on previous learning from KS3 along with topics that have been studied to date in KS4. The next assessment date will take place between 30th October - 3rd November.

Home-learning

You can support your child by encouraging them to explain the topics studied: teaching another person is one of the best ways to embed a child's learning as it requires them to fully understand the processes behind the knowledge. Explaining information and processes to others can help to clarify a child's own understanding.

MyMaths.co.uk: each student has a MyMaths login that will allow them to access the website. which is full of tasks and step by step guides to maths topics.

Maths club: this takes place every Monday lunchtime in the Maths department. All year groups are welcome.

If you have any concerns or would like to know how your child is progressing in their studies then please don't hesitate to contact the Maths department either through the class teacher or by contacting the Head of Department: jhulme@st-edwards.poole.sch.uk

Autumn Term Programme

| Subject | Topic Title | Main Task Assessment |
|---------------------|---|---|
| Textiles | Fabrics and Fashion | Knowledge and making of garment |
| Resistant materials | Skills | Skills Part 2 |
| Food and Nutrition | Section 1/2 Core Knowledge | Core Knowledge and Practical Assessment |
| GCSE PE | Muscular System | Home learning Muscular System Booklet - Task 1 Classification of Muscles |
| BTEC PE | Revision for BTEC Exam | Revision of: Components of Fitness Exercise Intensity Methods of Training Principles of Training |
| English | GCSE English Language preparation. Work experience preparation with speaking and listening | AQA English Language paper reading and writing |
| French | Ma famille, mes amis et moi—Talking about relationships | Question from Papers 1, 3 and 4 |
| German | Technologie im Alltag Talking about your life online | Questions from Papers 1, 3 and 4 |
| RE | Christianity: Beliefs and Teachings Christianity: Beliefs and Teachings & Relationships | Mid Unit GCSE Assessment End of Unit GCSE Assessment |
| Art | Water | 2 x A2 Water experimentation sheets. A3 Escher study. 2 x A3 Van Gogh sketchbook pages. |
| History | Conflict and Tension, 1894-1918 | Exam Paper |
| Business | Spotting a business opportunity | Primary and secondary research for a new business idea. Students will conduct their own research and present their idea which is supported by quantita- tive and qualitative data. |
| Geography | Weather Hazards Climate Change | Exam style paper Exam style paper |
| Music | Music Industry | Practice Questions from Section A |

A word from your Year Leader

What makes Year 10 different?

As your child is now in Year 10, they have started to work towards their GCSEs. They will be encouraged to form work habits which they will keep up over the next two years, so it is important to embed these at home as well as in school. Studies have shown that effective, structured home-learning will contribute to higher grades at GCSE. We are here to support both yourself and your child so if there is any advice we can offer or further information you require please don't hesitate to contact us.

What home-learning should I expect to see?

Your child should be completing 1 hour of home-learning per week for each subject studied. This should be recorded in their diaries with a due date to make sure they complete it in time and are not left with a sanction.

Home-learning is designed to help develop the learning that has taken place in the classroom, to prepare students for future learning and to facilitate the long term recall of prior learning.

What can you do to help?

Provide a quiet, calm space for your child to work and ensure the environment is conducive to study.

Talk to them regularly about their home-learning: see if they are meeting deadlines and know what they are studying.

It could be useful to plan out a home-learning timetable together, to factor in time to complete home-learning but also to revise topics studied as this will help your child's long term memory recall which will be vital now that most GCSE examinations are 100% exam.

Year 10 marks the start of your child's GCSE journey; this can be a stressful time for some students as they transition towards their final years of school. It is important to factor in time for rest and spending time as a family as these are equally important for a child's development.

Encourage your child to find out the exam board and specification code that they are studying in each subject. Looking at AQA/Edexcel/OCR/WJEC websites will give you an insight into sample exam papers and mark schemes which should help you to support what your child is studying.

Miss Morgan

For further updates please find us on:



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