

Brakenhale School



YEAR 7

Summer Curriculum Activities

2017 - 2018

50 Things to do before you are 11³/₄!



Sign up online to get your own virtual explorer, and extra secret challenges!

50 THINGS TO DO BEFORE YOU'RE 11³/₄

Adventurer

1. Climb a tree
2. Roll down a really big hill
3. Camp out in the wild
4. Build a den
5. Skim a stone
6. Run around in the rain
7. Fly a kite
8. Catch a fish with a net
9. Eat an apple straight from a tree
10. Play conkers

Discoverer

11. Go on a really long bike ride
12. Make a trail with sticks
13. Make a mud pie
14. Dam a stream
15. Play in the snow
16. Make a daisy chain
17. Set up a snail race
18. Create some wild art
19. Play pooch sticks
20. Jump over waves

Ranger

21. Pick blackberries growing in the wild
22. Explore inside a tree
23. Visit a farm
24. Go on a walk barefoot
25. Make a grass trumpet
26. Hunt for fossils and bones
27. Go star gazing
28. Climb a huge hill
29. Explore a cave
30. Hold a scary beast

Tracker

31. Hunt for bugs
32. Find some frogspawn
33. Catch a falling leaf
34. Track wild animals

Explorer

35. Discover what's in a pond
36. Make a home for a wild animal
37. Check out the crazy creatures in a rockpool
38. Bring up a butterfly
39. Catch a crab
40. Go on a nature walk at night

41. Plant it, grow it, eat it
42. Go swimming in the sea
43. Build a raft
44. Go bird watching
45. Find your way with a map and compass
46. Try rock climbing
47. Cook on a campfire
48. Learn to ride a horse
49. Find a geocache
50. Canoe down a river



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Curriculum Information

This booklet gives you information on the curriculum your child will be studying during Year 7 together with tips and resources on how you can support your children with their education.

During the long summer holidays there are many ways in which you can support your child's learning so that when they join us in September they are armed with plenty of knowledge to enhance the work in the classroom.

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English

The Year 7 carousel has been designed in order to introduce the students to the analytical and writing skills they will develop in Years 8 and 9 thus enabling them to confidently meet any range of objectives presented by a KS4 specification.

With continued attention to spelling, punctuation and grammar, the units will develop the students' critical analysis skills of literature; challenge students to respond to a variety of non-fiction texts and use the themes of the units to stimulate a range of creative writing.

Assessments will review both reading and writing skills with one of these tasks completed at the end of each unit under controlled conditions.

Topics Covered	Overview of Assessments
<p>Autumn Term 1: <i>Ho Ho Ho and a bottle of rum...</i></p> <p>As an introductory unit to 19th Century Literature, an integral component across English Literature and English Literature GCSE, students will research the 19th Century socio-cultural history that influenced Robert Louis Stevenson before analysing a range of extracts from Stevenson's <i>Treasure Island</i> and engaging with more creative tasks.</p>	<ul style="list-style-type: none"> • structure a critical essay to review the use of language in an extract from <i>Treasure Island</i> • use descriptive skills and connectives effectively to direct fellow pirates to the treasure
<p>Autumn Term 2: <i>Things that go bump in the night!</i></p> <p>Students will study a range of poetry and short stories linked to the themes of Halloween and Christmas. They will consider how language and structure make a piece of writing effective and compare these across poetry and prose. Students will have the opportunity to write their own poem and creative piece of writing.</p>	<ul style="list-style-type: none"> • write an effective opening to a ghost story • evaluate a poem or short story they consider to be particularly effective
<p>Spring Term: <i>Study of a longer novel: <i>Nation</i></i></p> <p>Mirroring the longer units at KS4, this scheme of work (SOW) will focus students to the themes and characters of Terry Pratchett's award winning novel to produce a critical writing response based on an extract from the novel and produce a creative writing piece to demonstrate empathy. Additionally, contrasting the powerful poetry of contemporary and historic poets, students will consider the values of identity and diversity.</p>	<ul style="list-style-type: none"> • write to argue the importance of identity • write a critical essay exploring use of language and structure of an extract from <i>Nation</i> • respond to an unseen poem

<p>Summer Term 1: <i>Our changing language:</i></p> <p>Building on KS2 knowledge, students will follow a timeline to explore the development of the English language from Beowulf to Shakespeare to promote appreciation of his works. Planned to coincide with the Bard’s birthday, activities will include researching life at The Globe theatre; inventing Shakespearean insults, producing drama based on the analysis of an extract.</p>	<ul style="list-style-type: none"> • analyse Shakespeare’s ‘seven stages of man’ from <i>As you like it</i>, with focus on imagery • produce a newspaper article detailing events at one of Shakespeare’s plays
<p>Summer Term 2: <i>Exam prep</i></p> <p>Familiarisation with exam content and assessment objectives.</p> <p><i>Power of Speech</i></p> <p>Students will analyse the use of persuasive language devices in a range of political, literary and dramatic speeches including Martin Luther King and Lord of the Rings before using these to write their own and present to the class.</p>	<ul style="list-style-type: none"> • all students will sit an AQA Pre-Public exam (PPE) to assess skills taught this year.

<p>Parental Support</p>	<p>Encourage children to read for at least ten minutes a day, discuss content and response to it. Engage children in conversation about current affairs and ask them for their opinion. Ask children to copy a passage from a book once per week to sustain stamina with handwriting.</p>
<p>Resources Library / Internet</p>	<p>Parents/Carers; Media; Internet; Library</p>

Science

KS3 Science: Science in Year 7 and 8 is taught in topics which are broadly Biology, Chemistry or Physics based. Each term, students will cover topics across the 3 Sciences.

At the end of each half term, students sit a written assessment linked to the topics covered. This takes place in class, although students can be expected to do some preparation work at home.

Students in Year 7 will be taught in tutor groups for the first half term and then placed into sets following their initial Science assessment.

In the summer term, Year 7 students will sit a combination exam paper to check knowledge and skills acquired over the course of the year. Year 8 students will sit an assessment to assess their progress across KS3 and this will be based upon topics from both Year 7 and Year 8.

In Year 7 and Year 8 students follow the Activate program. This program is designed to cover the new tougher KS3 National Curriculum and prepare students for the new linear tougher GCSE exams.

Topics Covered	Overview of Assessment
<p>Term 1 - B1 BIOLOGY</p> <p>WORKING SCIENTIFICALLY</p> <p>Cells Observing Cells Plant and Animal Cells Specialised Cells Movement of Substances Unicellular Organisms</p> <p>Structure and function of body systems Levels of Organisation Gas Exchange Breathing Skeleton Joints Muscles</p> <p>Reproduction Adolescence Reproductive Systems Fertilisation and Implantation Development of a Foetus The menstrual cycle Flowers and Pollination Fertilisation and Germination Seed dispersal</p>	<p>Ask questions to develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience.</p> <p>Select plan and carry out the most appropriate types of scientific enquires to test predictions including identifying independent dependent and control variables.</p> <p>Using appropriate techniques apparatus and materials during fieldwork and laboratory work, paying attention to health and safety.</p> <p>Present observations and data using appropriate methods including tables and graphs.</p> <p>Evaluate data showing awareness of potential sources of random and systematic error. Evaluate the reliability of methods and suggest possible improvements.</p> <p>Understanding number size and scale and the quantitative relationship between units. Understanding when and how to use estimation.</p> <p>Calculating percentages.</p> <p>Plot and drawing line graphs and selecting appropriate scales.</p>
<p>Term 2 - C1 CHEMISTRY</p> <p>Particles and their behaviour The particle model States of matter Melting and freezing Boiling More changes of state Diffusion Gas Pressure Elements Atoms and Compounds Elements</p>	<p>Understanding and using common measures and simple compound measures such as speed.</p> <p>Carry out calculations using $+ - \times /$ singly or in combination.</p> <p>Identifying meanings in text taking into account bias.</p> <p>Summarise a range of information from different sources.</p>

<p>Atoms Compounds Chemical Formulae Reactions Chemical Reactions Word Equations Burning Fuels Thermal Decomposition Conservation of Mass Exothermic and Endothermic Acids and Alkalis Indicators and PH Neutralisation Making Salts</p>	<p>Using scientific terms.</p> <p>Identify the main ideas and supporting evidence in text.</p> <p>Using correct form in a range of writing styles including relevant information for the audience.</p> <p>Organising ideas into well-developed linked paragraphs.</p>
<p>Term 3 - P1 PHYSICS Forces Introduction to Forces Squashing and Stretching Drag Forces and Friction Forces at a distance Balanced and unbalanced Sound Waves Sound and Energy Transfer Loudness and Pitch Detecting Sound Echoes and Ultrasound Light Reflection Refraction The eye and the camera Colour Space The night sky The Solar System The Earth The moon</p>	

<p>Parental Support</p>	<p>Useful activities during the Summer Holidays:</p> <ul style="list-style-type: none"> - Visit the London Natural History Museum and Science Museum - Try some of the 'Random Acts of Wildness' suggested by the Wildlife Trust - Watch an episode of Bill Nye Saves The World on Netflix - Make rock candy from a saturated solution of sugar - Read the Big Book of Science Things to Make and Do and try some activities.
<p>Resources</p>	<p>http://www.mywildlife.org.uk/30dayswild/ http://www.nhm.ac.uk http://www.wikihow.com/Make-Rock-Candy https://usborne.com/browse-books/catalogue/product/1/5925/big-book-of-science-things-to-make-and-do/</p>

Maths

Students in Key Stage (KS) 3 (Years 7 – 9) will cover a wide range of topics, in Year 7 and 8 students will take longer on each topic to explore the depth of each topic and develop their problem solving and reasoning skills.

Mixed Teaching	Numeracy skills	Baseline Assessment Students will sit a baseline assessment covering topics from KS2.
Topic 1:	Number Operations	Assessment 1 Students will sit a written test on Topics 1 – 2. This mark will be used to track student progress.
Topic 2:	Expressions and Formulae	
Topic 3:	Measures, Perimeter and Area	Assessment 2 Students will sit a written test on Topics 3 - 4. This mark will be used to track student progress.
Topic 4:	Fractions, Decimals and Percentages	
Topic 5:	Angles and 2D Shapes	Assessment 3 Students will sit a written test on Topics 5 - 6. This mark will be used to track student progress.
Topic 6:	Graphs	
Topic 7:	Number Rules and Decimals	End of Year 7 Assessment Students will sit a written test on all the topics covered this year. This mark will be used to inform progress over the year.
Topic 8:	Statistics	
Topic 17:	Functional Maths	This topic will not be formally assessed and will be taught throughout the year.

Parental Support	<p>Learn your times tables</p> <p>Recommended books to read: 'Why do buses come in threes?'; 'How many socks make a pair?' and 'How long is a piece of string?'. In addition to this the YouTube channel called Numberphile has some thought provoking mini maths episodes.</p> <p>Alternatively, students could research the number of petals on flowers and see if they can spot a pattern.</p>
Resources	MyMaths - login information will be sent to you.

Art

Topics Covered	Overview of Assessment
<p><i>Term 1</i> Baseline Assessment</p> <p>What is Art Project - Building of art skills, techniques and terminology</p>	<p>Baseline Assessment – using pencil, to draw a shoe.</p> <p>Assessment Point (AP) grades informed by continual marking of class work in sketch books, homework, final pieces as well as participation and discussion in class.</p> <p>Students will be introduced to different art techniques and artists, including Joan Miro and Sonia Delaunay.</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Observational drawing; ● Artist research; ● Colour; ● Composition.
<p><i>Term 2</i> Culture and Printmaking</p>	<p>Students will be introduced to print making techniques such as polystyrene tiles, foam printing etc. This will be used to create a repeat pattern design.</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Drawing techniques; ● Translation to print tiles; ● Artist research; ● Colour; ● Composition.
<p><i>Term 3</i> Drawing in 3D</p>	<p>Students will be introduced drawing techniques, including the use of tone and shade to create a 3D effect. This will include developing skills to draw from real life.</p> <p>Skills:</p> <ul style="list-style-type: none"> ● Artist research; ● Art techniques; ● Developing self-awareness.

<p>Parental Support</p>	<p>Students would benefit from visiting the art exhibitions held at South Hill Park over the summer and collecting any information that is available. There is also lots of information about KS3 Art on the BBC Bitesize website - http://www.bbc.co.uk/education/subjects/z6f3cdm . Students should watch the video clips and perhaps have a go themselves!</p>
<p>Resources</p>	<p>Sketchbook, HB and 2B Pencils, eraser and pencil sharpener.</p>

Dance

Topics Covered	Overview of Assessment
<p>Term 1 Playgrounds <i>Inspired by Sean Parker 'Spill'</i> Focusing on exploring different movement actions, unison, cannon and formation. Developing basic team work and communication skills.</p> <p>Machines <i>Inspired by Motionhouse 'Traction'</i> Using dynamic contrast to add interest to choreography and learning a set phrase accurately. Developing ability to embody a theme/idea.</p>	<p>Performance of final group choreography 'playground'</p> <p>Performance of set phrase showing dynamic contrast and final group choreography 'we are machines'</p>
<p>Term 2 Space <i>Inspired by various choreographers</i> Exploring different pathways, directions, levels and patterns. How we move our body in space and build spatial awareness.</p> <p>Shadow man <i>Inspired by various choreographers</i> Developing partner work that explores the idea of lead and follow, mirroring and question and answer. Looking at relationships in dance.</p>	<p>Lesson based tasks, creation of travelling based movement phrases</p> <p>Lesson based tasks, final performance of duet/trio 'shadow man'</p>
<p>Term 3 Banksy <i>Inspired by various choreographers</i> Using your own ideas and stimulus to shape your choreography, students select images from graffiti artist Banksy to develop movement through improvisation.</p> <p>Street Crew <i>Inspired by various choreographers</i> Introduction to different dance styles. Students will explore three contrasting street dance sequences before selecting one to develop into a group dance focusing on specific features</p>	<p>Performance of final group choreography 'Banksy'</p> <p>Performance of different movement phrases, final performance of 'street crew' choreography</p>

Parental Support	Students could benefit from a range of dance and drama classes/workshops offered by South Hill Park over the Summer. They also have various performances that students might enjoy watching to give them a better understanding of the subject or simply take a stroll behind the Wilde Theatre towards the Dance Studio to see the photographs from previous dance events displaying some of our past and current students performing.
Resources	PE kit, water bottle

Geography

Topics Covered	Overview of Assessment
Term 1 Map Skills Landscapes	Term 1 Baseline Assessment Treasure Map Map Skills Exam
Term 2 Tourism in the UK	Term 2 7 Day Tour of the UK Ecotourism Resort
Term 3 Weather and Climate	Term 3 Weather Forecast Drought Assessment Year 7 Exam

Parental Support	Students should take an interest in the weather and could create a weather diary which records the weather over a week. The BBC website (link below) will help with this. While away on holiday, students could look at how tourism has an effect on a resort. What are the impacts of tourism? Is it a good thing? You could also take a map out with you on a journey and practice using compass directions, symbols and grid references.
Resources	www.bbc.co.uk/weather

History

Topics Covered	Overview of Assessment
<p>Term 1</p> <p>Norman Conquest</p> <p>Medieval Life</p> <p>Term 2</p> <p>Medieval religion</p> <p>Crusades</p> <p>Term 3</p> <p>Challenges to power</p> <p>The changing shape of the United Kingdoms</p>	<p>Why did William win the Battle of Hastings?</p> <p>Castle competition</p> <p>Medieval Life board game</p> <p>Competition Museum creation</p> <p>Source analysis</p> <p>Creation of source</p>

Parental Support	<p>We will be focusing on cause and effect (causation) and so discussions about why something has happened or what the effects of an event might be would be useful.</p> <p>Keep an eye on the BBC website for any interesting articles like this one http://www.bbc.co.uk/guides/zx2c4j6 , visit a museum or attraction: Warwick Castle or The Museum for London will both contain lots of information relevant to Year 7 studies. There are also local sites of interest such as the Medieval Church in Reading.</p>
Resources	<p>http://www.bbc.co.uk/bitesize/ks3/history/middle_ages/</p> <p>http://resources.woodlands.kent.sch.uk/Homework/timeline.html</p> <p>Local Libraries stock a number of books about the Norman Conquest and the Middle Ages in Britain.</p>

ICT

At Key stage 3 all students follow the same course which includes elements of ICT and Computer Science.

Topics Covered	Overview of Assessment
<p>All students are taught ICT on a rotation over the course of the year alongside technology. The topics studied are:</p> <ul style="list-style-type: none"> • File Management • E-mail • E-Safety • Spread sheets • Databases • Visual based Programming-Scratch • Text based Programming-Small Basic 	<p>Develop a spread sheet using different formulae and functions</p> <p>Develop a database</p> <p>Develop a game using Scratch</p> <p>Programming using Logo and Small Basic</p> <p>Interim tests</p>

Parental Support	Discuss e-safety with your child. Talk about email communications.
Resources	

Music

Topics Covered	Overview of Assessment
<p>Term 1 Stomp! Students will be learning about rhythm and combining different sounds to perform and compose music using 'body percussion'. This is a chance for us to learn about rhythm and different note lengths, whilst assessing what the students already know from their musical experiences.</p> <p>Western Classical Music Students will study a broad overview of Baroque, Classical, and Romantic music. This will be done through learning Pachelbel's Canon, Ode To Joy, and In The Hall Of The Mountain King, with the focus being on group timing, keyboard skills, and accidentals respectively.</p> <p>Term 2 Riffs and Hooks Through studying 'I Gotta Feeling' students will learn about popular music, riffs, and hooks. There will also be a focus on ensemble skills, instrumental skills, and timing.</p> <p>Computer Game Music Students will be learning the music from Tetris! The aim is to practice their music notation skills, whilst learning a piece of music that is challenging and fun!</p> <p>Term 3 Major and Minor Chords Students will learn how to work out major and minor chords through playing 'Stay' by Rihanna. There will also be a focus on group work and instrumental skills.</p> <p>Using Chord Sheets Students will learn how to use chord sheets as a stimulus for group work, and in groups will choose a song from a list given to them.</p>	<p>Formative assessment will be on-going and involve recordings of each group's work during every lesson wherever possible. Summative assessments will be a performance of students' compositional work.</p> <p>The students will be assessed through recorded performances of each piece studied.</p> <p>Formative assessments will comprise of performances at the end of lessons. Summative assessment will be a final recorded performance. Students will also be assessed on their ability to work as part of a group.</p> <p>Students will be formatively assessed at the end and during each lesson they have with their groups working on their performances. Summative assessments will take place at the end of the unit and will be in the form of a performance from notation.</p> <p>Students will be recorded in groups throughout the unit for formative assessment and a final performance will take place for summative assessment. Students will also demonstrate an understanding of major and minor chords at the keyboard.</p> <p>Formative assessments will comprise of performances at the end of lessons. Summative assessment will be a final recorded performance. Students will also be assessed on their ability to work as part of a group.</p>

Parental Support	Discuss different genres of music where possible, and try and get students thinking and engaging critically in music.
Resources	Youtube clips of Stomp, Listening to Classical music (all types of music really!), Spotify, Radio - anything! Just get listening!

PE

Sports/Activities Covered	Overview of Assessment
<p>Compulsory rotations of:</p> <p>Boys Rugby/Football/Trampolining/Handball/Health Related Exercise (HRE)/Badminton/ Athletics/ Tennis/ Basketball/Cricket</p> <p>Girls Netball/Hockey/Trampolining/Handball/HRE/Badminton/ Lacrosse/ Rounders/Football/ Athletics/ Tennis</p> <p>Extra curricular clubs and fixtures are also available in the majority of these activities after school. Students can attend as many clubs as they like and earn points for their house at the same time!</p> <p>House competitions are run every term in a variety of sports.</p>	<p><u>Foci:</u></p> <p>Skill Execution</p> <p>Accurate Replication</p> <p>Leadership</p> <p><u>Assessment:</u></p> <p>Ongoing throughout, but final practical assessments at the end of every activity block – 3 weeks or 6 weeks</p> <p>Performances and capabilities are judged against performance indicators. Students are awarded Bronze 1,2 or 3, Silver, Gold and Platinum in each activity and an overall Year award.</p>

<p>Parental Support</p>	<p>Keep fit during the summer – play some Rounders, Cricket or Tennis or join the local Athletics club</p> <p>Watch some sports on the TV – get to know some of the rules in unfamiliar sports</p> <p>Discuss rules of games and umpire’s roles</p> <p>Research the scoring of sports</p>
<p>Resources</p>	<p>Use Youtube to research the rules to the activities listed above</p> <p>Have a look at the BBC website to see what clubs are available in your local area: http://www.bbc.co.uk/sport/get-inspired/england</p>

Modern Foreign Languages

Modern Foreign Languages

Students in Year 7 will study French with a view to studying Spanish later in KS3.

Over the course of Year 7, we review any Key Stage 2 content covered in primary school and build on this to ensure steady student progression. We cover talking about yourself, school, home and local area, free time activities, and basic grammar. As a department, we take an explicit and rigorous approach to the teaching of grammar, literature and history of the languages being taught in order to best equip students to independently and spontaneously use foreign languages, in line with the new national curriculum.

Languages are well regarded at Brakenhale and our primary aim as a department is to ensure that students are enjoying their study of French and can use the language they are learning confidently.

If you have any concerns regarding Languages, please contact us.

Topics Covered	Overview of Assessment
<p><u>Half term 1</u></p> <p><u>Introduction to language: Foundation studies.</u></p> <p><i>Introductions, alphabet, numbers, months, dates, birthdays, colours, countries, nationalities, describing people, classroom items, classroom instructions, forming the present tense.</i></p> <p><u>Half term 2</u></p> <p><u>Family members and pets</u></p> <p><i>Animals, adjectival agreement, family members, introducing people, first and third person singular of key verbs "to have" and "to be", synonyms and antonyms, comparisons, family relationships.</i></p> <p><u>Half term 3</u></p> <p><u>House, home and daily routine</u></p> <p><i>Rooms, furniture, prepositions, regular and irregular present tense verbs, daily routine, reflexive verbs, chores, pocket money, places in town, describing where I live.</i></p> <p><u>Half term 4</u></p> <p><u>Food and healthy living</u></p> <p><i>Food, drink, opinions about food, ordering food in a restaurant/café, keeping fit, aches, illnesses, role play in a pharmacy.</i></p>	<p><u>Term 1</u></p> <p>Reading and listening assessments with authentic texts.</p> <p>Writing assessment: forming the present tense.</p> <p>Speaking assessment: talking about who is in your family and who you get on with.</p> <p>Regular vocabulary and spelling tests.</p> <p><u>Term 2</u></p> <p>Reading and listening assessments with authentic texts.</p> <p>Writing assessment: my daily routine and what I do to earn pocket money.</p> <p>Speaking assessment: role play in a pharmacy.</p> <p>Regular vocabulary and spelling tests.</p>

<p><u>Half term 5</u></p> <p><u>Hobbies</u></p> <p><i>Hobbies, sport, music, expressing preferences about free time activities, the weather, "if" clauses, the present and future tenses.</i></p> <p><u>Half term 6</u></p> <p><u>School and clothes/uniform</u></p> <p><i>School subjects, opinions about school subjects, adjectives, larger numbers, telling the time, using the 24 hour clock, the near future, uniform, describing what I usually wear, presentation skills.</i></p>	<p><u>Term 3</u></p> <p>Reading and listening assessments with authentic texts.</p> <p>Speaking presentation about my life at school.</p> <p>Written account of what I do in my free time.</p> <p>Regular vocabulary and spelling tests.</p>
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Parental Support	
Resources	<ul style="list-style-type: none"> - Free app - Duolingo https://www.duolingo.com/ - Linguascope - http://www.linguascope.com/ <i>Please contact the school for username and password</i> - Optional private study book - KS3 French CGP Revision Guide https://www.amazon.co.uk/KS3-French-Study-CGP-Books/dp/1841468304

Design and Technology

9 week rotation in Design Technology

	Topics Covered	Overview of Assessment
Food Technology	<p>HEALTHY PROJECT Personal hygiene and health and safety in the food room</p> <p>Using the sharp knife safely</p> <p>Oven Safety, use of hob and main oven</p> <p>Fruit and vegetable preparation and manipulation of tools, sharp knife peeler and grater</p> <p>Practical skills including dough making, blending, boiling and baking, dry frying, stir frying</p> <p>Weighing, measuring, time management Testing for readiness</p>	<p>Cutting skills, julienne, brunoise</p> <p>Knife holds, bridge hold and claw grip</p> <p>Hygiene skills</p> <p>Making skills/Presentational skills</p> <p>Evaluation - sensory analysis</p> <p>End of project theory test</p>
Graphics	<p>THEME PARK PROJECT</p> <p>Understanding and analysing a design brief</p> <p>Investigating logos and branding</p> <p>Creating wordless maps for navigation using universal illustrations</p> <p>Evaluation</p>	<p>Baseline assessment</p> <p>Designing assessment</p> <p>Overall assessment</p>
Resistant Materials	<ul style="list-style-type: none"> ● Understanding a design brief ● Sketching of ideas ● Health and safety in a workshop ● Manufacturing skills using tools <p>Tools include: Tenon saw, Coping saw, hand files, Try square, steel ruler, bench hook, bench vice and various sandpapers</p> <p>Power tools: Belt sander, scroll saw, and pillar drill</p> <p>Practical Skills: Marking out, processing of material surface preparation and application of a finish</p> <p>Design and Make task: A wooden door knocker.</p>	<p>Design skills</p> <ul style="list-style-type: none"> ● Including the use drawing techniques <p>Making (manufacturing) skills</p> <ul style="list-style-type: none"> ● Including the use of hand and power tools. <p>Evaluation</p> <ul style="list-style-type: none"> ● Self and Peer assessment

Textiles	<p>Health and safety in the textiles room. How to use the sewing machine and Textiles equipment</p> <p>Design skills</p> <p>Practical Skills to include applique technique, and the use of embroidery</p> <p>Design and Make task; Designing a Phone Sock</p>	<ul style="list-style-type: none"> • Machine skills • Design skills • Making skills • Evaluation
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Parental Support	<p>Experiment making a variety of dishes in the kitchen, take photos to share. Recycle a product into something else. Use a colouring book to experiment with colour. If in London visit the Victoria and Albert Museum (V&A)/ Design Museum/ Fashion Museum. Create a sketch book of fashion items you have designed.</p>
Resources	<p>"Your Kitchen" Visit to London. Sketch Book. Coloured Pencils. Recycled products.</p>

Personal Social and Health Education (PSHE)

Every fortnight during tutor time subjects below are discussed as part of the PSHE curriculum.

Topics Covered	
Term 1	<p>What are friendships and how to make positive friendships. What makes an effective learner.</p>
Term 2	<p>The dangers of smoking and the internet.</p>
Term 3	<p>What makes us healthy and how to manage peer pressure.</p>

Parental Support	<p>Watch the News on the TV and read a newspaper with your child and discuss current affairs.</p>
Resources	

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