



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art: Our City</b>	Observational drawing – developing tonal skills	Developing Colour Theory Secondary and Tertiary	Technical painting skills Leeds landscapes watercolour	2D to 3D Ceramics Burmantofts Pottery	Developing print making - Lino	Developing skills in Textiles – mixed media
<b>Computing</b>	How does a computer display images?	Computing and Computation	Basic coding: logic, circuits and binary	E-safety	How do computers communicate?	Learning a programming language: Python
<b>Dance</b>	How can an activist use their voice in dance? Alvin Ailey - Revelations		Mad Hatter’s Tea Party by Kate Prince and Zonation Stimulus and Choreography		Balletboyz – Young Men Performance and Choreography	
<b>Drama</b>	Development of Theatre over time: Melodrama	Naturalism – Stanislavski ‘The Father or Naturalism’	Script work – stage directions and playwright’s intentions – developing performance skills	Using our voice to affect change (LAMDA opportunity)	Dramatic devices for sensitive subjects: WW1	Power of performance to create change: county lines
<b>English</b>	The Spoken Word Vehicle: Long Way Down by Jason Reynold		Power, Politics and Rhetoric Vehicle: Animal Farm by George Orwell		Short Stories Vehicle: The Signalman, The Yellow Wallpaper and others	
<b>Geography</b>	How do rivers alter the landscape?	How can we ensure enough food for everyone?	Are renewable energies a silver bullet?	What is the climate crisis?	Why should polar environments be protected?	Why is the Middle East a cultural treasure chest?
<b>History</b>	The Enlightenment and the French Revolution. 1685-1815	Industrial Revolution: impact on Leeds 1760-1880	The legacy of the British Empire 152 BCE - 1947	The Russian Revolution c. 1800-1921	The First World War – Pre WW1 industrialisation and 1914-1918	The ‘Roaring’ 20s 1920-1933
<b>Maths</b>	Ratio and scale Multiplying and dividing fractions	Representations: Data tables and probability	Algebraic techniques: brackets, equations, and inequalities	Developing number fractions and percentages standard index form	Developing geometry	Reasoning with data
<b>Music</b>	Journey of music: Ancient-Classical	Journey of music: Classical-Romantic	Appreciation and Listening	Finding my voice: reggae	Ensemble skills	Elements of a successful performance
<b>PE</b>	Rugby League Netball +Football	Table Tennis Gymnastics	Badminton Rowing	Basketball Rugby League OAA	Athletics Cross Country	Cricket
<b>RS</b>	The Creation Story	Who was Jesus?	The history of Islam	The Pillars of Islam	The history of Sikhism	How Sikhs live and worship
<b>Science</b>	Animal Reproduction Properties of Elements Light	Respiration Chemical Reactions Energy Stores and Transfers	Photosynthesis Separating Mixtures Physical and Chemical Changes	Enzymes The Carbon Cycle Energy Cost	Interdependence Material Science Series Circuit	DNA Diffusions Sensory Organs
<b>Spanish</b>	Las vacaciones (Holidays)		¡A comer! (Food and drink)		Donde vivo (House and town)	
<b>Technology</b>	Cooking and nutrition: Industrial Health and Hygiene	Cooking and nutrition: Developing Catering skills	Electronics: Designing your own circuits	Electronics: Creating your own battery-powered, electronica, functional product	How can technology impact society. Case Study: computerised cars.	



We have compiled some information to help you support your child with their home learning. All students have been taught two key strategies to ensure they use their Knowledge Organisers effectively.

## Strategy 1: Look, Cover, Write, Check

**Step 1:** Student writes and underlines the date and title of recall in their practice book.

**Step 2:** Student locates the correct week in their knowledge organiser (e.g. Term 3, week 1 science).

**Step 3:** Student reads (preferably aloud as this aids memory) one piece of key knowledge at a time, using the images/diagrams provided to aid understanding.

**Step 4:** Student covers the definition of the new piece of information with an item such as a planner or ruler.

**Step 6:** Student checks the definition using their knowledge organiser and corrects mistakes in **purple pen**.

**Correct answer?** Repeat twice more after next piece of knowledge to check the information has been memorised.

**Almost right?** Correct, cover and try again (repeat twice more, or until correct)

**Step 7:** Repeat for all key words for that week



**Pro tip:** Understanding will be improved further if your child can explain the new term in their own words and say it aloud to you.

**Step 5:** Student attempts to write the definition of the keyword in their practice book.

## Strategy 2: Self Quizzing

**Step 1:** Student locates the correct week in their knowledge organiser (e.g. Term 3, Week 1 Science) and writes and underlines the date and title of recall in their practice book.

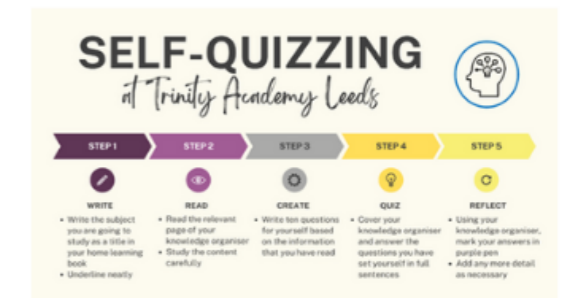
**Step 2:** Student reads (preferably aloud as this aids memory) the key knowledge from their knowledge organiser.

There are also QR codes at the bottom of each knowledge organiser page, which lead to quizzes and further study aids.

**Step 3:** Student writes 10 questions based on the knowledge they have learnt.

**Step 4:** Student covers their knowledge organiser and answers the questions they have set themselves in full sentences.

**Step 5:** Student checks their answer fully using their knowledge organiser and corrects mistakes or adds additional information in their purple pen.



## How does Sparx home learning work?

Sparx personalises each child's home learning, creating a weekly set of questions tailored to their current level of understanding, confidence and learning pace. The questions are designed to be achievable whilst offering the stretch that students need to make progress. We believe that – if they use the support available within Sparx effectively – students can achieve 100% on each homework.

