



Parents as Pupils 2017

OPPORTUNITY THROUGH COMMUNITY

Spanish Parents as Pupils



Mr Bueno
Head of Spanish

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Content covered in Year 7

- Aut1: **Mi vida** (My life)
- Aut2: **Mi tiempo libre** (My spare time)
- Spr1: **Mi insti** (My school)
- Spr2: **Mi familia y mis amigos** (Family and friends)
- Sum1: **Mi ciudad** (My city)
- Sum2: **Recap of all the content covered throughout the year.**



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Content covered in Year 8

- Aut1: **Todo sobre mi vida** (All about my life)
- Aut2: **A comer** (Let's eat)
- Spr1: **¿Qué hacemos?** (What shall we do?)
- Spr2: **Operación verano** (Summer time)
- Sum1: **Recap of the content covered in year 7 and 8.**
- Sum2: **Grammar in preparation for GCSE**



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In KS3 Spanish we focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary.

This should enable pupils to understand and communicate information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.



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Parents can support their children in Spanish by:

- Being supportive and encouraging towards language learning
- Engaging in their weekly vocabulary learning
- Monitoring their proficiency of verb conjugations
- Being aware and familiar with the learning resources available



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Weekly vocabulary learning

All students of Spanish are set two pieces of homework every week:

1. Productive type (reading, listening or writing activities)
2. Learning type (10 words per week)



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Verb conjugations

Cantar = to sing, beber=to drink and escribir=to write.

In order to conjugate a regular verb in Spanish you must remove the : -ar/-er/-ir from the infinitive and add the appropriate verb ending.

Present tense regular verb endings

Personal Pronoun	AR	ER	IR
I	-O	-O	-O
YOU	-AS	-ES	-ES
HE/SHE/IT	-A	-E	-E
WE	-AMOS	-EMOS	-IMOS
YOU (PL)	-ÁIS	-ÉIS	-ÍS
THEY	-AN	-EN	-EN



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Spanish interactive resources

www.wordreference.com

www.linguascope.com (reachfree / spanishrf)

www.quizlet.com

Active learn (Viva 1 for Yr7s and Viva 2 for Yr8s)

Some of the many internet resources available:

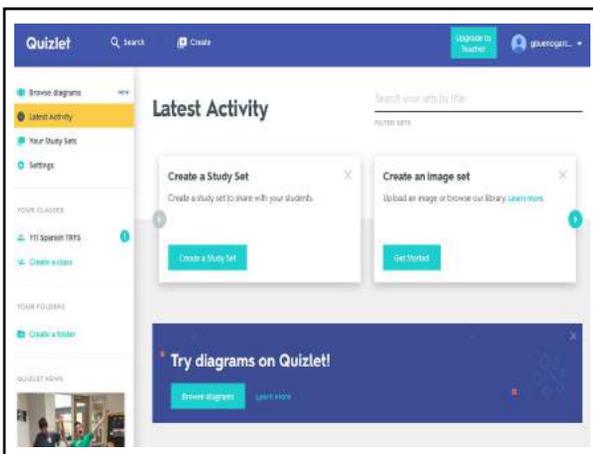
www.languagesonline.org.uk

www.bbc.co.uk/languages/spanish

www.languagesresources.co.uk/Spanish

Linguascope

The World's Number 1 Interactive Language Learning Platform for Schools.



Active Learn



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Thank you for listening

Do you have any questions?



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English Parents as Pupils



Miss Caldwell
Head of English

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What do we cover in Year 7?

- Aut 1: Stories with a Twist
- Aut 2: Private Peaceful by Michael Morpurgo
- Spr 1: Macbeth by William Shakespeare
- Spr 2: Poetry
- Sum 1: English Language Unit
- Sum 2: Animal Farm by George Orwell



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What do we cover in Year 8?

- Aut1: Maggot Moon by Sally Gardner
- Aut2: The Poetry of William Blake
- Spr1: Wonder by R. J. Palacio
- Spr2: 'Noughts and Crosses' contemporary drama
- Sum1: English Language Unit
- Sum2: Publishing Portfolio



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What are the key skills we develop in English?

- Communication
- Literacy
- Critical thinking skills: critical analysis and evaluation
- Presentational skills
- Empathy
- Discussion and debating skills



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How can I support my child in English?

- Chat about their reading and ask questions
- Listen to the news and read newspapers to discuss points of view
- Have a 'book friendly' home
- Encourage looking at issues from different perspectives to develop empathy
- Reinforce the importance of editing work



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What is a typical KS3 English lesson like?



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What is a typical KS3 English lesson like?

Following a car crash, a boy and his father are rushed to hospital. The father is in a coma; the boy needs emergency surgery. The boy is taken to the operating theatre and the chief surgeon, Dr. Carver, is summoned urgently from the golf course to perform the operation.

Dr. Carver dashes in, takes one look at the boy and, with shaking hands, refuses to operate. The nurse, who is stunned, demands to know why. In a broken voice, Dr. Carver stutters: "Because this is my son."

- Can you explain how this story makes sense?
- What words or phrases make you think this?



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How can I help?

Ask questions! Encourage higher-level thinking skills by encouraging your child to question and challenge everything they see!



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how can i help my child two improve there acheivement in english.

Help and encourage them to proof-read and edit their own work!

how can i help my child two improve there acheivement in english.

How many mistakes have I made above?

how can i help my child two improve there acheivement in english.



how can i help my child two improve there acheivement in english.

Capital letters

Homophones

how can i help my child two improve there acheivement in english:

Punctuation

Spelling rules - I before e, except after c

Thank you for listening

Do you have any questions?



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Science
Parents as Pupils



THE REACH FREE SCHOOL

Mr Vyas
Head of Science

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Learning Outcomes:

- As you may be aware, the GCSE in science has changed significantly.
- Pupils to sit 6 exams and complete 14 practicals.
- In light of all this, the KS3 curriculum has been designed to prepare them for the demands of the GCSE course.
- KS3 is a skills based learning syllabus where pupils then apply scientific content to a specific exam command word.
- On the next few slides you will see an example of a lesson that is taught to a year 8 class.



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Elements &
Compounds



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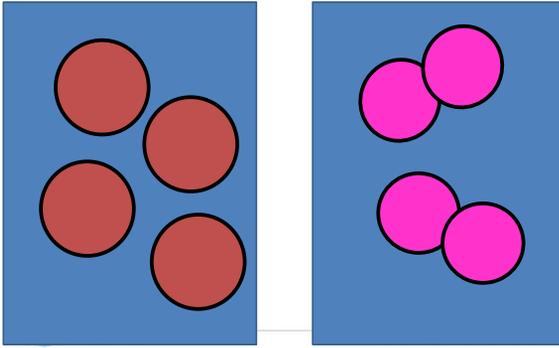
Lesson Objectives

- **All** - To recall the definitions of elements and compounds
- **Most** - To identify elements and compounds from particle diagrams of their structure
- **Some** - To recall that compounds may have very different properties to the elements they are made from and give examples



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Elements



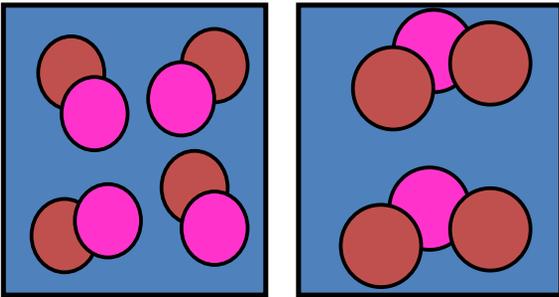
Elements

- Elements are the simplest substances and are only made up from one type of atom.
- They cannot be broken down into anything simpler.



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Compounds



THE REACH FREE SCHOOL

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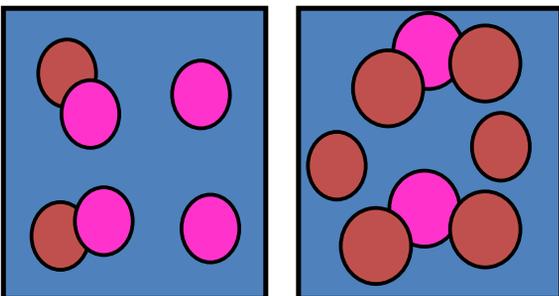
Compounds

- Compounds are made up from two or more types of atom joined together by chemical bonds.
- If the compound is made up from non metals we call the particles **molecules**.



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Mixtures



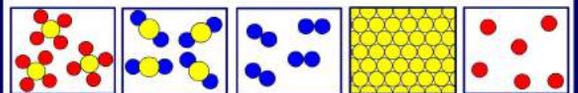
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Does each picture show an element or a compound?

element element element compound compound

--	--	--	--	--



solve



What type of substance does each picture show?

element	element	compound	mixture of elements	mixture of compounds
<input type="text"/>				

THE BLAIGH FREE SCHOOL OPPORTUNITY THROUGH COMMUNITY

Making a compound

iron sulphur

Compound of iron sulphide

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Is it an element or a compound?

element	compound
<input type="text"/>	<input type="text"/>

chlorine (Cl₂)

How can you help?

- Make sure that all homework tasks are completed to a high standard.
- Make sure that you support your child to complete the booklets at home if they are required to do so.
- Use the BBC bite size online revision guide to revise topics that they are studying in science and complete the multiple choice tests to consolidate their learning and understanding.

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Thank you for listening

Do you have any questions?

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Humanities Parents as Pupils



Miss Awan
Head of Humanities

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What is Humanities?

- **History** the branch of knowledge dealing with past events.
- **Geography** the science of the earth's surface and all life on it.
- **Religious Education** the study of different religions of the world.
- **Citizenship** the qualities that a person is expected to have as a responsible member of the community



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Next half-term, our pupils are studying...



Can you make cross-curricular links between the different lessons we will teach next half-term?

What have we covered in Year 7?

- **Aut1: Introduction to Humanities**
- **Aut2: Medieval Realms** – Battle of Hastings, William the Conqueror, Thomas Becket
- **Spr1: Our Wonderful World** – Weather and Climate, Global Population, Development
- **Spr2: Abrahamic Religions** – Judaism, Christianity, Islam
- **Sum1: Democracy and Voting** – Parliament, MPs, the EU referendum



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What have we covered in Year 8?

- **Aut1: Rivers and Coasts** – Geographical processes, case studies, human and physical impacts
- **Aut2: Tudors and Stuarts** – The reformation, Tudor monarchs
- **Spr1: Volcanoes and Earthquakes** – Tectonic plate boundaries, volcanic eruptions, human and physical and human impacts
- **Spr2: The Eastern Religions** – Hinduism, Sikhism, Buddhism
- **Sum1: Democracy** – The US Elections



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What have we covered in Year 9 Options?

- **Geography: Geography of Crime** – Perceptions of Crime, Choropleth Maps, Burgess Model, Demographics
- **History: Comparing Revolutions** – The English Civil War, The French Revolution
- **Religious Education: Introductory GCSE topics** – Nature of God, Creation, Life and Death



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What are the key skills we develop in Humanities?

- Literacy (especially in History)
- Numeracy (especially in Geography)
- Research
- Empathy
- Discussion and debate
- Critical analysis and evaluation
- Technical expertise



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Extended writing in Humanities

- Just like in English...
- Essays and paragraphs
- P
- E
- A
- Supporting a viewpoint with evidence
- Exploring and evaluating conflicting viewpoints



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How can I support my child in Humanities?

- Discuss the news and current affairs
- Challenge them to justify opinions and think about opposing views
- Encourage looking at issues from different perspectives
- Reinforce the importance of paragraphs and PEA in extended writing work



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Useful websites

- www.bbc.co.uk/education
- www.bbc.co.uk/newsround/
- www.bbc.co.uk/bitesize/ks3/geography/
- www.bbc.co.uk/bitesize/ks3/history/
- www.historylearningsite.co.uk
- www.activehistory.co.uk
- www.bbc.co.uk/schools/religion/



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Thank you for listening

Do you have any questions?



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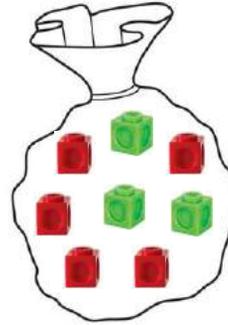
Mathematics
Parents as Pupils



Mrs Bridge-Madden
Head of Mathematics

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What mathematical process do we need to solve the next 3 questions?



If I select a cube, put it back and then select another cube, what is the probability of selecting red followed by green?

A new iPhone 8 costs £699 in the UK
The same phone costs \$950 in the USA.
If the exchange rate is £1 = \$1.32, should I buy the phone here or when I am on holiday?
Explain your reason.



Solve these equations

1) $4b = 8$

2) $4c - 2 = 18$

3) $5d - 3 = 2d + 12$

They all rely on

multiplication

The best way you can help your child is to ensure that they

learn

their times tables off by heart.

Times Tables Rock Stars

- Pupils answer times tables questions against the clock, earning "money" as they go.
- They can use the money to buy outfits and instruments as they progress from playing in their garage to a studio, arenas and finally festivals.
- At the end of the year the top 3 pupils in year 7 will enter a London-wide competition.
- The free app is available from the app store.

There are 10 key skills that we need to succeed in mathematics.

The Keys to Success



Using hooks to learn

- We use all sorts of “hooks” to help pupils remember key mathematical facts.
- Can you remember any from your school days?
- One way you can help your child is to help them think up silly stories or songs.

Using hooks to learn

- The Circle Song



Resources to help

- Read through the examples in my book
- MyMaths
- Active Learn
- Transum
- Keys to Success
- Times Tables Rock Stars
- Ask a teacher or another pupil
- Ask a parent / relative



Thank you for listening

Do you have any questions?

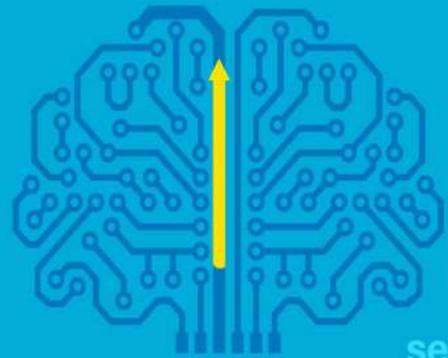
Revision Techniques Parents as Pupils



Mr Essery
Deputy Headteacher

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Let's talk about neuroplasticity.



Neuroplasticity

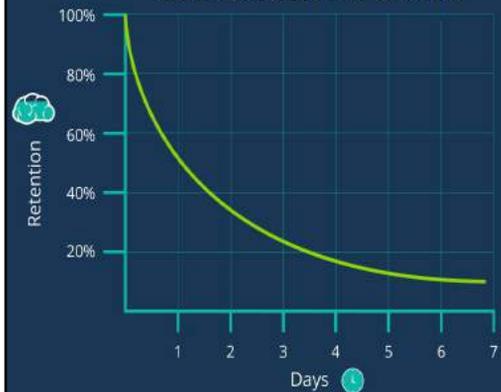
The lasting changes that happen in your brain throughout your life.

Based on the idea that your brain is 'plastic' and therefore mouldable.

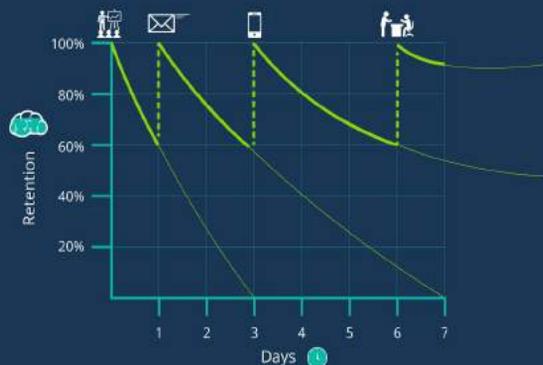
Supports the idea that you can change habits and become more knowledgeable.

The scientific evidence behind the idea of the **growth mindset**.

THE FORGETTING CURVE



COMBATING THE FORGETTING CURVE



7 STRATEGIES TO MAKE CONTENT STICK

download from the research **Make It Stick: The Science of Successful Learning**

Inspired by the work of Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel

<p>TEACHER TIP #1 Explain to Students How Learning Works</p>	<p>STUDENT TIP #1 Form a Habit of Self-Quizzing</p>
<p>TEACHER TIP #2 Teach Students How to Study</p>	<p>STUDENT TIP #2 Space Out Your Retrieval Practice</p>
<p>TEACHER TIP #3 Create Desirable Difficulties in the Classroom</p>	<p>STUDENT TIP #3 Mix Together Different Types of Problems</p>
	<p>STUDENT TIP #4 Reinforce with Other Research-Based Strategies</p>

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Teachers need to explain to pupils **how learning works**

Teachers must explain what we mean when we say “**study this**” or “**revise that**”

Teachers need to **pitch** our lessons at a level where tasks have a **desirable** level of **difficulty** for pupils

TEACHER TIP #1
Explain to Students How Learning Works

TEACHER TIP #2
Teach Students How to Study

TEACHER TIP #3
Create Desirable Difficulties in the Classroom

EB ericoleebeatson.com

STUDENT TIP #1
Form a Habit of Self-Quizzing

STUDENT TIP #2
Space Out Your Retrieval Practice

STUDENT TIP #3
Mix Together Different Types of Problems

STUDENT TIP #4
Reinforce with Other Research-Based Strategies

Self-quizzing can be as simple as pausing when you are revising to ask yourself questions

It also includes techniques such as **flashcards** and using **past exam papers**

Retrieval practice refers to the challenge of remembering things you have learnt before

Pupils should **interleave** their revision – mix between different **subjects, topics and techniques**

Pupils must make sure they are revising in ways that are **proven** to be **effective**

AVOID FALSE SECURITY

"Rereading has three strikes against it. It is time consuming. It doesn't result in durable memory. And it often involves a kind of unwitting, self-deception, as growing familiarity with the text comes to feel like mastery of the content."

"Don't assume that you're doing something wrong if the learning feels hard."

REREADING IS NOT STUDYING

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PERFORM RETRIEVAL PRACTICE

- During lecture or when reading, pause and ask yourself questions.
- Create possible test questions. Write down answers. Check your results.
- Make flashcards, and keep mixing the deck.
- Quit cramming. Harness the power of sleep to organize your learning.
- Embrace difficulties. Avoid false security of knowing.
- Blend the study of 2+ topics, alternating between them.

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OTHER RESEARCH-BASED STRATEGIES

- Elaborate.** Stretch a concept by embellishing details, connecting facts, showing causation, etc.
- Use mnemonic tools.** Use mental tools to "hold a large volume of new material in memory, and for ready recall."
- Paraphrase.** Rephrase key ideas in your own words. Express the main ideas.
- Review feedback.** Take corrective feedback. Use it to rework and rebuild your learning.
- Reflect. Write.** Download and do a "brain dump" by writing out everything you've learned on the topic.

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How can I help my child to revise?

1. Regularly **ask them** about what they have been learning
2. Encourage them to make and/or use **flashcards** to define key concepts, and use these to **quiz them**
3. Speak **positively** about the capacity our brains have to improve our knowledge and understanding – the **growth mindset**
4. Ensure that when revising, the **environment** is appropriate, subjects are interleaved, and **regular breaks** are taken.

What we are doing to support you...

1. Giving parental access to **Google Classroom** so you can see what your child is working on in each of their classes
2. Updating the Curriculum section of the **website** so that you have an **overview** of what pupils do in each year of each subject
3. Speaking to pupils about the **revision strategies** that work, and how they should revise effectively

Revision Checklist



Is your environment **quiet, well-lit, and free from distractions?**

Do you have something to **revise** from, or are you **retrieving** from memory?

Revising from something

Retrieving from memory

You could:

Make **flashcards** or **paraphrase** the information

Read → Cover → Copy

Come up with **questions** about what you are revising

Elaborate - link ideas together

You could:

Reflect → Write - see how much of the topic you are revising you can remember

Use **mnemonics** to help you to remember key information

Remember to take a break after revising for 25 minutes

Thank you for listening

Do you have any questions?



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