



# BRIDGE LEARNING CAMPUS PHASE 3

**The Pupils Learning Journey  
During terms  
1 & 2**

CURRICULUM  
Overview  
At  
BRIDGE LEARNING CAMPUS

This booklet will give you an informative outline of the curriculum content which your child will be following over 2 term blocks.

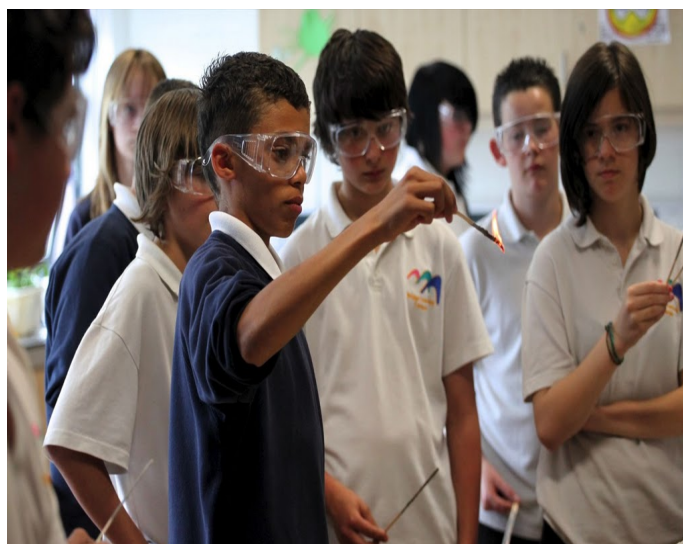
This will also be posted on the school website

There will be updates sent to you every 2 terms.

At the end of the booklet will be any information about drop in session for parents.

The first drop in sessions is for Phase 4 only as it will be about exams.

Subject contact names, which you may contact with issues in subject areas. You can email a member of staff using their name and @bridgelearningcampus.com



## Key Staff names

Head of Phase 3	Ms K Boyall
English	Ms C Eddolls
Maths	Ms A Walton
Science	Ms E Hackling
Integrated Curriculum	Ms E Cooper
Drama	Mr K Kelly
Music	Mr C Thomas
Art	Ms A Bush
PE	Mrs V Healan
IT	Mrs H Gardiner
DT	Mr P Buckley
French	Mr M Nouas
Spanish	Ms J Llewellyn
Head of Pero	Mr M Suchecki
Head of Temple	Mr N Trudgen
Head of Clifton	Mr T Mackie
Head of Redcliffe	Mr M Young

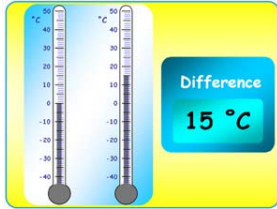
## Important Dates

Performance Review Day 1 - Wednesday 12<sup>th</sup> October - All Day  
Inset Days - Thursday 20<sup>th</sup>, Friday 21<sup>st</sup> October & Monday 28<sup>th</sup> November  
October Half Term - Monday 24<sup>th</sup> October - Friday 28<sup>th</sup> October  
House Day - Thursday 15<sup>th</sup> December  
Christmas Half Term - Monday 19<sup>th</sup> December - Tuesday 3<sup>rd</sup> January

# MATHS

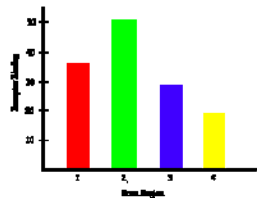
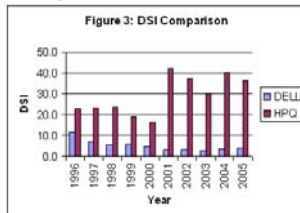
## Band A, B & C Term 1 :

### Negative numbers.



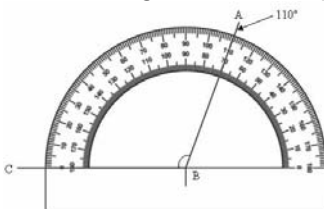
We will be looking at the difference between negative and positive numbers. How to add, subtract, multiply and divide with them. Where are they used in real life, and how they fit into work we do in maths.

### Graphs:



Students will learn how to draw simple and complex graphs, then decide which graphs are best for displaying different types of data. They will be required to carry out data collection project, and display their data in the most appropriate way.

### Lines, angles and shapes.



$\angle ABC = 110^\circ$

Students will develop their knowledge on angles by solving complex problems, and examine real life applications on the topic.

### Construction:



Students will be encouraged to develop their technical drawing skills, using a set of compasses and a ruler. They will be introduced to jobs where these skills are essential, eg, architect, road planner.

How can parents help at home ?

Pupils should be encouraged into using numbers at any age, from practising their times tables to being asked to check the weekly shopping bill (adding up items, checking change).

Height charts and weighing children is an excellent way to develop their understanding of measures.

Fraction skills can be easily practised when dealing with cakes and pizzas. How much of the pizza did they have for dinner?

Pupils already confident with these skills can be encouraged to consider where percentages are used in the home. What is 10% and 5% of their pocket money? How much would they get if they had 10% increase every 6 months?

## Band A, B & C Term 2 :

### Probability



Students will learn about the probability of rolling a 6 on a dice, or picking an ace from a deck of cards. How can this help them win a board game? We will discuss the language of probability, and get them to consider the probability of it raining tomorrow or even winning the lottery!

### Measure & Area



Students will discover how to find the area of rectangles, triangles and circles or the weight of a bag of crisps. What would it be in grams and Kg's?. We encourage them to use this knowledge to explore every day items in their life where they could apply this. How much wrapping paper do I need to wrap that calculator I'm giving for Christmas?

### Ratios



Pupils will learn how to use ratios, and how their knowledge can be applied to real life situations, such as mixing paint or cooking.

# ENGLISH

Band A, B & C

Term 1: IDENTITY & CULTURE - YOUTH CULTURE

This is a creative writing unit. Pupils will be looking at a range of texts based on the theme. They will then be looking at the structure and techniques used in story writing and applying these in their own story. This story will be linked to our topic theme: Youth Culture.



**How can parents/guardians help?**

Pupils can be widening their vocabulary by learning new words and then using them in the right contexts. They can practise describing characters and settings. They can also be practising using a range of sentence structures that have correct punctuation.

**Term 2: BUSINESS & ENTERPRISE - NOVELS**

Each teaching group will be reading a novel that is suited to ability. They will be studying how the writer uses structure and language to influence the reader. They will be completing close studies of small extracts and practising using PEE to write about what they have read.

**How can parents/guardians help?**

Pupils should be reading every week at home; any text is fine. They can explore how writers use words/phrases to make things sound positive or negative or to create other effects.

Parents/guardians can ask them questions about what they have read and encourage them to talk about it. Pupils who feel more confident might practise PEEing all over the page!



## DT

### Same for all bands

Students are completing a series of small practical tasks to enable them to use hand tools more efficiently. They will be learning to manufacture products such as a windchime and a child's toy.

Students will also have to show they are competent in the use of CAD / CAM to help in their making and as such will be using 2D Design and Pro/Desktop software to draw simple shapes.

Some students will also be undertaking a new graphics programme with Ms. Hale where they will be expected to use colourful rendering techniques to make their designs look realistic. We are also going to be making use of our fantastic Food Technology rooms, with all phase 3 students preparing and cooking simple recipes at some point during the year.

### How can you help?

All D&T students are required to complete homework tasks which are set every three weeks. These homework tasks are designed to build on the learning in class but are also sometimes used to in preparation for the next lesson so it is really important they are done on time; especially if they are ingredients for cooking!

Overall, our phase 3 students will have a well balanced coverage of the technology curriculum and also hopefully a lot of fun!!

# ART

Bands: A,B & C

## COLOUR, POP ART, STILL LIFE



During Terms 1 & 2, we will be learning about COLOUR THEORY and how colour is used in Art. This will be a great introduction to the world of Art! Colour is all around us!

During term 1 we will learn about the COLOUR WHEEL and how colours mix together.

There are lots of different types of colour:

PRIMARY - A colour that can not be mixed to make, it is a natural colour.

SECONDARY - A colour that is made by mixing 2 primary colours together.

TERTIARY- A colour that is made by mixing a primary colour with a secondary colour.

COMPLEMENTARY- 2 colours that go together well.

TONES & SHADES

During term 2 you will be introduced to a new artist called ANDY WARHOL, who is famous for his prints and use of colour in his art work.

### Homework

All Art students are expected to complete homework tasks which are set every 3 weeks. These homework tasks are designed to build on the learning in class, but are also sometimes used in preparation for the next lesson.....so, it is really important that they are completed in time! Overall, our Phase 3 students will have a well balanced coverage of the Art curriculum.

We hope that you enjoy this unit and remember, all we expect is that you do your best and give 100% effort every lesson!!

# DRAMA

## Band A, B & C



### Term 1

Phase three will be looking at the use of voice. All the students will be building up their confidence and getting to know each other at the start of the unit.

We will then work on radio plays, character development and soundscapes. This is an ideal introduction to Key Stage 3 drama.

By the end of the first unit, students will be working in groups to create their own radio plays. These radio plays will be performed to their peers and also graded using the National Curriculum grade level descriptor for Drama at Key Stage 3.

### How can parents/guardian help?

Discussing classwork at home can be a very useful way of consolidating the work we are doing. It will allow the students to analyse the work they have done. This will strengthen the learning that has taken place. Please be aware that the students may have homework for drama. This should be written in their planners.

### Term 2

This unit will be a cross-curricular project which will be split between the drama and music departments. It will focus on Indian mythology. We will look at the story of Krishna and the King of Snakes.

The drama part of the unit will be based around creating a performance using the story as a guide. Students will work in groups to create plot points. They will then use these plot points to create a certain part of the story. Each class should be able to perform the story of Krishna and the King of Snakes as a full performance.

Within this unit, students will also learn to use two major drama techniques. These are freeze frame and thought tracking.



# MUSIC

## Term 1

In the first term, students will be learning how to read and write music. They will be assessed throughout the term on their skills in composing and performing, but the focus will be on their ability to notate this music. At the end of the term, the students will perform individually and as part of a group, a piece of music that they will learn from sheet music.

## Term 2

This term, the music and drama departments will be teaching a scheme of work together. They will read an ancient Indian story, which is split into 5 parts and will then compose suitable music for each section. They will work on soundscapes mainly, which requires them to compose music for an atmosphere.



# INTEGRATED CURRICULUM

## IT

Band A, B & C

Term 1 - E-safety



Students will be looking at the importance of E-Safety. We will discuss, research and watch videos that highlight the dangers of technology and complete activities that help them understand the benefits and risks associated with the Internet.

Within the unit students will:

- ✚ Learn how to navigate and use the schools interactive learning platform,
- ✚ Become familiar with sending, receiving and managing emails appropriately,
- ✚ Focus on key terms associated with E-Safety including: cyberbullying, stranger danger, viruses, password protection, chat room danger and safety while on social networking sites.
- ✚ Practice using software that allows students to correctly portray the message of E-Safety,
- ✚ Start to think about the reliability of information on the Internet and use the 'Rule of 3' to ensure information collected is unbiased and correct.

This year in ICT we are creating E-Safety videos using Windows Movie Maker to present and highlight how to remain safe and secure when using ICT and the internet both inside and out of school.

Free copies of Windows Moviemaker can be downloaded here:

<http://www.microsoft.com/download/en/details.aspx?id=34>

Other websites that your child can use to enhance their e-safety knowledge are:

<http://www.thinkuknow.co.uk/>

<http://www.kidsmart.org.uk/>

<http://www.childnet-int.org/kia/>

<http://www.bbc.co.uk/cbbc/help/web/staysafe>

## Term 2 Desk Top Publishing: Going For GOLD!



During this unit students will use Desk Top Publishing Software to design business documents for an imaginary company or special occasion. Throughout the course students will use a brief to reflect and evaluate how their work meets the purpose and needs of a given audience. They will learn how to create page layouts, style sheets and templates to apply their designs consistently and how to combine graphic and text effects to meet their purpose.

This year the Olympic Games are coming to London and "Glucozade Sprint," has won one of the games' sponsorship contracts. We will design product labels and flyers for their advertising campaign to celebrate their achievement and links to the games. We will need to create Logos, Slogans and a design style for the product that will make it instantly recognisable to everyone in the documents we produce. Also as part of their contract, "Glucozade" have agreed to produce leaflets for visitors that provide information about the History and origins of the games, The Olympic Park and background information about the three sporting events and venues they have agreed to sponsor. These will include all Soccer competitions, cycling events and the new sport Beach Volleyball.

# PE

Band A, B and C

## Girls PE

All girls will be playing netball in term 1. Students will cover a range of things within the lesson and develop confidence in their own performance. Some of the things covered will be:

Passing

Dodging

Footwork

Defense

Attack

Rules of the game.

It would be extremely helpful if you could go through the rules of the game and understand the different positions and areas of the netball court.

## Boys PE

All boys will be playing rugby in term 1. Students will learn to work as a team and develop confidence in their own performance. Some of the things covered during lessons will be:

Passing

Scrum

Rucking

Tackling

Rules of the game

You can help your child by going through some of the many rules of the game and helping them understand the positions within a team.

# SPANISH

## Band A, B and C - Term 1

### Unit 1: ¡Bienvenidos! (Welcome!)



In this unit pupils will begin to learn about Spain and study some basic Spanish covering the following topics:

- ✚ General greetings
- ✚ Talking about age and birthdays
- ✚ Items in your school bag
- ✚ Classroom objects and common classroom phrases

## Band A, B and C - Term 2

### Unit 2: Tú y Yo (You and Me)



In this unit pupils will begin to learn language to describe themselves and others around them. This will include the following topics:

- ✚ Saying your nationality and where you're from
- ✚ Talking about where you live
- ✚ Talking about your family and your pets
- ✚ Describing what you look like

#### How can parents or guardians help?

Parents or guardians can help by going over vocabulary that pupils have learnt that week and encouraging pupils to say the words out aloud to develop pronunciation skills. Parent or guardians should also ensure that any homework is completed by the due date. If you have access to the Internet at home then you should encourage your child to try some Spanish games on websites such as:

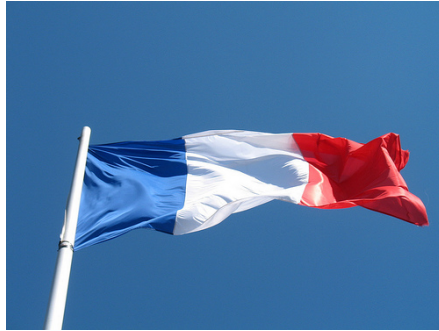
<http://www.hello-world.com/Spanish/>

<http://www.transparent.com/learn-spanish/games/>

If you have any queries please feel free to e-mail me:  
jllewellyn123@bridgelearningcampus.com

# FRENCH

## Term 1



### Introduction:

In this first unit, students learn to talk and write about themselves in the target language. They will learn appropriate expressions and understand in which way they are used differently from their native language. They will also learn how to read in French with phonics support and how to boost their confidence in speaking through group repetition, pair-work and individual practice.

### Unit 1: C'est parti! (All aboard!)

- Meet and greet! (formal and informal).
- Age and numbers 1-16.
- Numbers 17 to 69 and comparison with English.
- Days of the week and months of the year.
- My and others' birthday.



### - School objects:

what is in my bag and what there is in my pencil case.

For this term, our pupils aim at level 2 by learning usual expressions and expressing themselves in sentences. They will learn rules of pronunciation and spelling in the TL. Literacy is reinforced through an awareness of the parallel between English and French in sentence structure and punctuation.

## Term 2



A new unit is introduced in term 2 and aims at gaining knowledge of family life and pets. Pupils will reinforce previous knowledge of "I have" , "I am" and "there is/are" . They will also familiarise themselves with the French negation and how it differs from English.

Unit 2: En famille (Family life)

- Brothers and sisters.

- Father and mother, grandparents, uncles and aunts, cousins and nephews.

Opportunity to mention stepfather/stepmother.

Introduction to "qui" (who) and relative clauses.

- Pets: usual and unusual pets that our students have in their house using numbers in real context. Last year, some students, said they had tarantulas, black widows, 32 goldfish and a zebra!



Pupils will be challenged to gain level 3 by extending previous knowledge and applying newly learnt expressions to write a short paragraph and practise the 4 skills (listening, reading, writing and speaking) together .

What parents can do to help:

Parents should encourage their children to play French games on [www.linguascope.com](http://www.linguascope.com). This is a fun and very interesting site that our school is subscribing for yearly and can be used at home as well as at school.

Have fun with your kids; they deserve it!

## Contact Emails

Mark Davies            Chief Executive - [mdavies@bridgelearningcampus.com](mailto:mdavies@bridgelearningcampus.com)

Matt Edwards            Director, Phase 3 & 4 - [medwards@bridgelearningcampus.com](mailto:medwards@bridgelearningcampus.com)

Jane Amel            Head of Phase 4 - [jamel@bridgelearningcampus.com](mailto:jamel@bridgelearningcampus.com)

Katrina Boyall            Head of Phase 3 - [kboyall@bridgelearningcampus.com](mailto:kboyall@bridgelearningcampus.com)

Michelle Hopkins            Attendance Officer - [mhopkins@bridgelearningcampus.com](mailto:mhopkins@bridgelearningcampus.com)





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