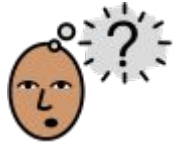
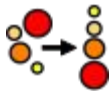




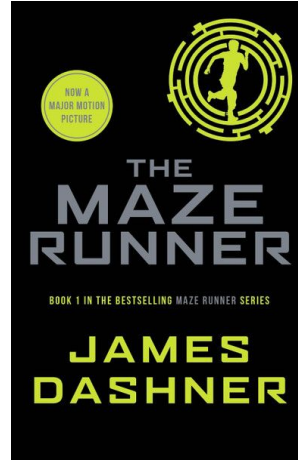
Dystopia



Amnesia



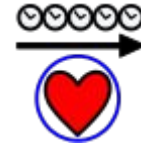
Hierarchy



Year 10 English The Maze Runner



Isolation



Survival



Experiment

Year 10 English - The Maze Runner Vocabulary Mat

| Topic Specific Vocabulary | | Key Facts | Home Learning |
|---------------------------|--|---|--|
| Dystopia | An imagined world where life is unfair, controlled, and often frightening. | <p>The story of Thomas, a boy who wakes up with no memories in a strange place called the Glade.</p> <p>The Maze surrounding the Glade is dangerous and changes every night, trapping deadly creatures inside.</p> <p>The story reveals that the boys are part of an experiment, and they must work together to survive and escape.</p> | <p>Complete the weekly home learning task set by your teacher each Friday.</p> <p>Additional English Home Learning tasks can be accessed here.</p> |
| Amnesia | When someone cannot remember their past. | | |
| Hierarchy | A system where people have different levels of power or roles. | | |
| Isolation | Being cut off from other people or the outside world. | | |
| Survival | Staying alive in a dangerous or difficult situation. | | |
| Experiment | A test to find out what will happen or to learn something. | | |

Core Subject Words

| | | | | |
|------------|------------|--------------------|----------|-----------|
| compare | text | Alphabetical order | plural | purpose |
| persuade | audience | reason | fact | opinion |
| similarity | difference | infer | language | structure |



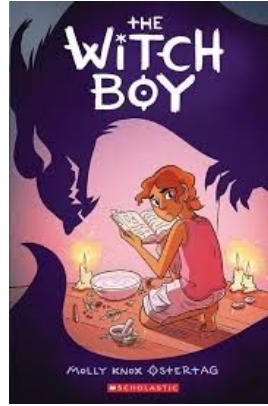
Tradition



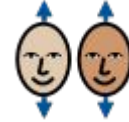
Gender roles



Identity



Year 10 English The Witch Boy



Acceptance



Expectations



Fantasy

Year 10 English - The Witch Boy Vocabulary Mat

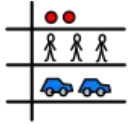
| Topic Specific Vocabulary. | | Key Facts | Home Learning |
|----------------------------|---|--|--|
| Tradition | Something people do because it has always been done that way. | <p>Aster lives in a magical family where boys must shapeshift and girls must learn witch magic, but Aster wants to learn magic even though he is a boy.</p> <p>He hides his secret because his family has strict traditions, but he shows courage when he uses magic to help save someone.</p> | <p>Complete the weekly home learning task set by your teacher each Friday.</p> <p>Additional English Home Learning tasks can be accessed here.</p> |
| Gender Roles | Ideas about what boys and girls should do. | | |
| Identity | Who you are inside. | | |
| Acceptance | Letting someone be who they are. | | |
| Expectations | What people think you should do. | | |
| Fantasy | A story with magic or things that are not real. | | |

Core Subject Words

| | | | | |
|------------|------------|--------------------|----------|-----------|
| compare | text | Alphabetical order | plural | purpose |
| persuade | audience | reason | fact | opinion |
| similarity | difference | infer | language | structure |



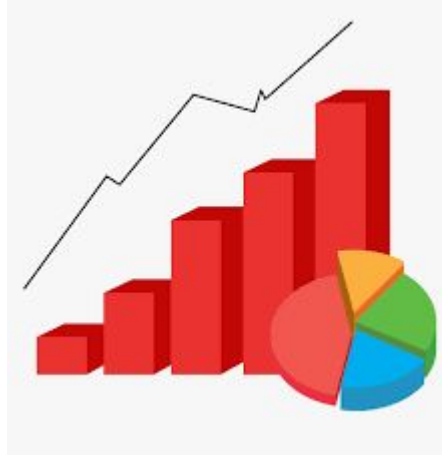
Data



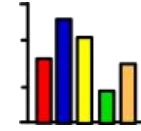
Pictogram



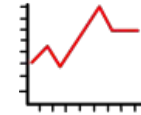
Tally



Entry Level Maths : Statistics



Bar Chart



Line graph



Pie chart

Maths: Entry Level - Term 5 - Statistics

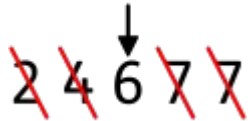
| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|--|--|--|
| Data | a collection of facts that can be shown in charts, graphs and diagrams | <ul style="list-style-type: none"> I can read a range of charts with different scales I can draw charts with a range of different scales I can answer exam questions comparing data from different charts | <p>Students are given exam style questions to complete.</p> <p>Homework is set on a Monday and due on Friday of the same week.</p> <p>Students can also use Corbettmaths to access videos, worksheets and practice papers.</p> |
| Pictogram | A graph drawn using pictures for amounts. | | |
| Tally | Using lines to count objects. | | |
| Bar chart | a way to show data where rectangular bars show the amount by how tall they are | | |
| Line graph | a graph with points connected by lines to show how something changes. | | |
| Pie Chart | uses pie slices to show amounts of data | | |

Core Subject Words

| | | | | |
|-----------------|--------|--------------|-----------|---------------|
| Axis | Label | Title | Scale | Discrete Data |
| Continuous Data | Mean | Mode | Median | Range |
| Collection | Source | Greater than | Less than | Together |



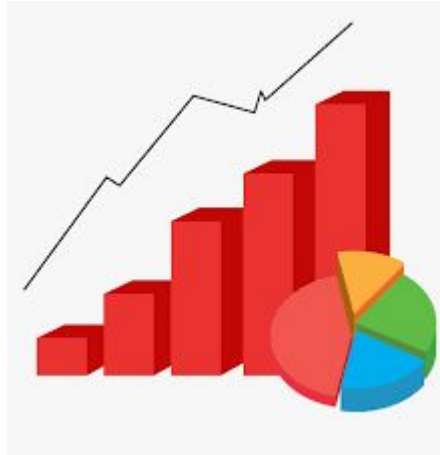
Data



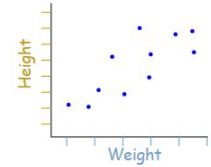
Median

$$\frac{2+4+6+7+7}{5}$$

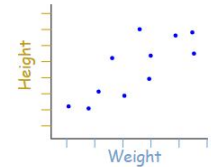
Mean



Functional Skills Level 1/2 : Averages/Statistics/Scatter diagrams



Scatter diagram



Line of best fit



Pie chart

Maths: Functional Skills Level 1/2 - Term 5 - Averages/Statistics/Scatter diagrams

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|--|---|--|
| Data | a collection of facts that can be shown in charts, graphs and diagrams | <ul style="list-style-type: none"> I can read a range of charts with different scales I can draw charts with a range of different scales I can answer exam questions comparing data from different charts I can calculate mean, median and mode I can draw scatter diagram from a set of data I can draw a line of best fit | <p>Students are given exam style questions to complete.</p> <p>Homework is set on a Monday and due on Friday of the same week.</p> <p>Students can also use Corbettmaths to access videos, worksheets and practice papers.</p> |
| Median | The middle value | | |
| Mean | The average of the data | | |
| Scatter Diagram | A graph with plotted points to show the relationship between 2 sets of data. | | |
| Line of best fit | A line that best depicts the correlations between the data | | |
| Pie Chart | uses pie slices to show amounts of data | | |

Core Subject Words

| | | | | |
|-----------------|--------|--------------|-----------|---------------|
| Axis | Label | Title | Scale | Discrete Data |
| Continuous Data | Mean | Mode | Median | Range |
| Collection | Source | Greater than | Less than | Together |



Solve



Calculate



Explain



Functional Skills Level 1/2 : Revision



Describe



Measure



Estimate

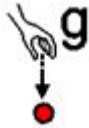
Maths: Functional Skills - Term 5 - Revision

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|---|--|--|
| Solve | Work out the answer (show your working) | <ul style="list-style-type: none"> ● Understanding how to solve questions ● Learning how to show workings ● Learning how to break down longer questions into smaller parts to make them easier to solve | Practice exam papers given to students Students can also use Corbettmaths to access videos, worksheets and practice papers. |
| Calculate | To do a sum with or without a calculator to get the answer. | | |
| Explain | Write down a reason for your answer. | | |
| Describe | Write down a full description of what is happening. | | |
| Measure | Use a ruler/protractor to measure the size of a line/angle. | | |
| Estimate | Don't work out the exact answer. Round the numbers to find an approximate answer. | | |

| Core Subject Words | | | | |
|--------------------|-------------|--------|--------------|---------------|
| Rounding | Probability | Mean | Median | Mode |
| Ratios | Formulas | Range | Area | Perpendicular |
| Scatter diagram | Coordinates | Volume | Surface area | Perimeter |



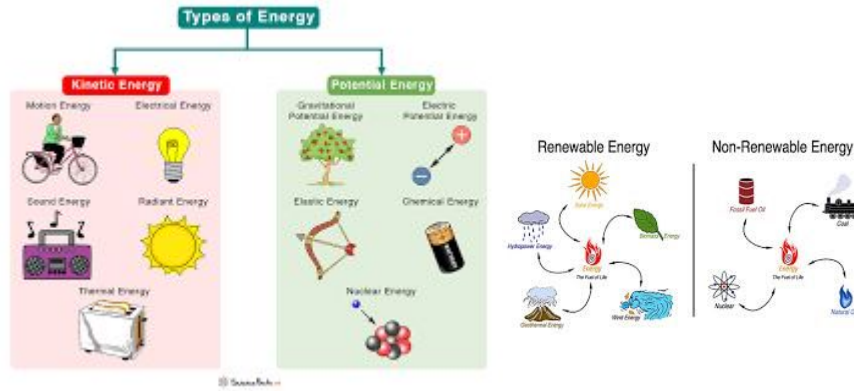
Kinetic Energy



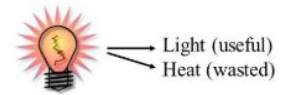
Gravitational Potential Energy



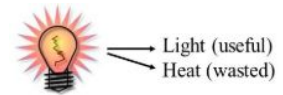
Renewable Energy



Non-Renewable Energy



Useful Energy



Wasted Energy

Year 10 Science Energy, Forces & the Structure of Matter

Subject: Year 10 - Term 3 and 4 - Energy, Forces & the Structure of Matter

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|--------------------------------|---|---|---|
| Kinetic Energy | is the energy an object has because it is moving. | <p>To understand that energy cannot be created or destroyed, but instead changes from one form (like waiting energy) to another (like moving energy).</p> <p>To develop the ability to identify useful energy and wasted energy in everyday objects like lightbulbs, cars, and kitchen appliances.</p> <p>To be able to compare renewable and non-renewable energy sources to explain how they impact our planet and how long they will last.</p> | <p>Complete Revision booklet</p> |
| Gravitational Potential Energy | is the energy an object stores because of its height above the ground. | | |
| Renewable Energy | energy that comes from things in nature that never run out, for example, the sun, wind and water. | | |
| Non- Renewable Energy | energy that comes from things that have a "limit." Once we use them, they are gone forever, and we can't make more of them. | | |
| Useful Energy | The energy that actually does the job we want it to do, it is the part that finishes the task. | | |
| Wasted Energy | the energy that escapes while a something is trying to do its job. It is the energy that doesn't help us at all. | | |

| Core Subject Words | | | | |
|--------------------|----------|----------|----------|-----------|
| Hypothesis | Variable | Cells | Atom | Evolution |
| Results | Reaction | Compound | PH Scale | Energy |
| Prediction | Systems | Element | Organism | Solar |

Art: Year 10 - Term 5 - Preparations

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|--|--|---|
| Line | The outline of shapes and objects. | Using different lines, shapes and patterns in drawings Show light and dark tones Learn about Pablo Picasso | Experiment with different techniques and processes such as rubbings, drawings, paintings or ink drawings to further develop your portfolio. |
| Tone | The difference between dark and light. | | |
| Pattern | A repeated decorative design. | | |
| Composition | The way you arrange something. | | |
| Shape | A flat area surrounded by edges or an outline. | | |
| Texture | The feeling of something. | | |

| Core Subject Words | | | | |
|--------------------|---------|---------------|-----------------|-----------|
| Pattern | Texture | Space | Value | Tone |
| Line | Form | Self-Portrait | Elements of art | Landscape |
| Portrait | Layer | Sculpt | Re-work | Enhance |



Spice



Seasoning



Flavour

Year 10 Food Tech: Spices and Seasoning



Cultural influence











Health benefits



Overpowering

Subject: Year 10 - Term 5 - Spices and seasoning

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|--|--|--|
| Spice | Dried parts of plants, like seeds, bark, or roots, that add strong flavors to food. | Spices and seasonings are ingredients, like seeds, herbs, or salt, that make food taste better. Different countries use spices in their food and medicine in many ways. Some spices have health benefits, like ginger for digestion or turmeric for swelling. It is important not to use too much, or the taste can be overpowering. Tools like a mortar and pestle can be used to prepare fresh spices and make dishes. | <p> Choose a spice or seasoning you would like to use in class.</p> <p> Research it:</p> <ul style="list-style-type: none"> • Where it comes from  • What it tastes like  • Any health benefits  • How it is used in different cultures  <p> Find a recipe that uses your spice and think about how it affects the flavour.</p> <p> Optional: Draw your spice and label its flavour, cultural use, and colour.</p> |
| Seasoning | Ingredients, like herbs, spices, or salt, that make food taste better. | | |
| Flavour | How food tastes, like sweet, salty, or spicy. Spices and seasonings change or improve flavour. | | |
| Cultural influence | How different countries and traditions use spices in their food and medicine. | | |
| Health benefits | Some spices help the body, like ginger for digestion or turmeric for swelling. | | |
| Overpowering | When a spice or seasoning is too strong and hides the taste of other ingredients. | | |

Core Subject Words

| | | | | |
|-----------|-----------|---------------------|-----------|------------------|
| Nutrients | Texture | Predator | Bacteria | Herbs and spices |
| Kneading | Resources | Pray | Oxygen | Variety |
| Scratch | Consumer | Cross Contamination | Seasoning | Safe / unsafe |



Retrieve



Categorize



Analyze



Year 10 Humanities

Topic: WJEC Humanities Pathways, "The Ages of discovery"



Invention



Caravelle



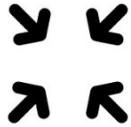
Expedition

Subject: Year 10 - Term 5 - WJEC Humanities Pathways, "The Ages of discovery"

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|------------------------|---|---|
| Retrieve | Find out | <p>To know that the Age of Discovery was a time when explorers travelled far across the oceans. They wanted to find new trade routes and new lands.</p> <p>To know that explorers used ships, maps, and tools to help them travel. These tools helped them find their way across the sea.</p> <p>To know that people began to trade goods, share ideas, and learn about new cultures.</p> | Project qualification homework to be provided to students when appropriate. |
| Categorize | Put in the right order | | |
| Analyze | study | | |
| Invention | Create something new | | |
| Caravelle | Type of ship | | |
| Expedition | Journey, voyage | | |
| Core Subject Words | | | |
| Retrieve | Evidence | History | Predict |
| Examine | Measure | Geography | Conclude |
| Source | Ratio | Estimate | Research |



Recognize



Minimize



Format



Pearson



Graphics

Year 10 ICT

Topic: DFS Entry Level 3

Subject: Year 8 - Term 5 -

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|---------------------|--|-------------------------------------|
| recognise | To know | <p>To know that Microsoft Word can be used to write and edit text.</p> <p>To know that Microsoft Excel can be used to organise numbers and make simple tables.</p> <p>To know that Microsoft PowerPoint can be used to make slides with text and pictures.</p> | Home learning to be given in class. |
| minimize | reduce/Keep down | | |
| format | change | | |
| graphics | design/illustration | | |
| | | | |

Core Subject Word

| | | | | |
|-----------|-----------|--------|-------------|-----------|
| condition | Download | Save | Computer | Internet |
| rule | character | Open | application | method |
| Edit | page | create | Maximise | calculate |



Cricket



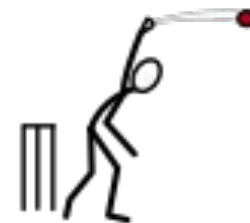
Straight drive



Stance



Year 10 PE: Cricket



Technique



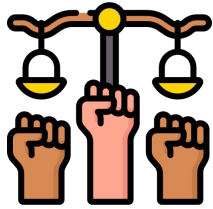
Fielders



Sportsmanship

Subject: Year 10 - Term 5 - Cricket

| Topic Specific Vocabulary | | Key Learning | Home Learning | |
|---------------------------|---|--|--|----------|
| Cricket | A sport where two teams try to score runs by hitting a ball with a bat, and running between two small wooden posts. | <p>Cricket is an exciting sport played between two teams. Each team has eleven players. One team tries to score points, called runs, by hitting a ball. The other team tries to stop them from scoring.</p> <p>The first game of cricket ever recorded took place in 1646</p> <p>The longest Cricket match lasted 14 days.</p> <p>Before 1774, there were no umpires! Players had to make their own decisions on whether they were out</p> | Students are given PE theory style questions to complete each week. These are linked to the topic being studied. | |
| Straight drive | One way the batter hits the ball | | | |
| Stance | The way that someone stands | | | |
| Technique | A special way of doing something | | | |
| Fielders | Players who try to catch or stop the ball | | | |
| Sportsmanship | Trying to always be fair and show respect when playing sport. | | | |
| Core Subject Words | | | | |
| Health | Fitness | Movement | Ball | Sprint |
| Innings | Umpire | Throw | Match | Teamwork |
| Wicket | Timing | Wicket keeper | Delivery | Stumps |



Rights



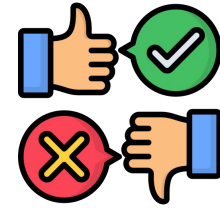
Assert



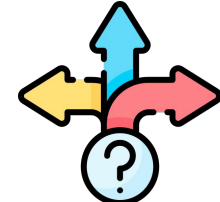
Risk



Year 10 Protective Behaviours: Understanding and Managing Emotions



Consequence



Decision



Respect

Protective Behaviours: Year 10 - Term 5 - Understanding and Managing Emotions

| Topic Specific Vocabulary | | Key Learning |
|---------------------------|---|---|
| Rights | Knowing what you are entitled to and how to protect those rights. | This term the students will be learning about understanding and managing their emotions, recognising how emotional intelligence helps keep them safe, and setting healthy boundaries in relationships. They will explore how showing respect for themselves and others supports personal safety and positive connections. |
| Assert | Standing up for yourself or expressing when you feel unsafe. | |
| Risk | Recognising when something could be unsafe or harmful. | |
| Consequence | What might happen because of a choice or action. | |
| Decision | Choosing what to do based on safety and possible outcomes. | |
| Respect | Valuing other people's boundaries, feelings, and choices. | |

| Core Subject Words | | | | |
|--------------------|---------------|----------|---------------|--------|
| Safety | Relationships | Feelings | Strategies | Trust |
| Excited | Unsafe | Warnings | Trusted Adult | Secret |



Mandir



Shrine



Puja



Year 10 Religious Studies: Hindu Worship, Ceremonies and Festivals



Murti



Offerings



Mandap

Hindu Worship, Ceremonies and Festivals Year 10 - Term 5 - Topic Vocabulary Mat

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|--|--|--|
| Mandir | Where Hindus worship. | 1. Puja is the way Hindus show love to God. It can happen at the Mandir or at a small altar in the home. During Puja, people use their five senses. 2. A Hindu wedding is a big, colorful celebration that can last for many days. 3. Holi is the festival of colours. Hindus throw coloured powdered dye called 'gulal' on each other to celebrate. | 1. Draw or use coloured rice/lentils to make a Rangoli pattern on a paper plate or tray. 2. Make a mini-booklet showing what a Hindu might do in a day (e.g. morning puja, food rules, visiting the temple). 3. Talk to someone at home. Ask them: "What is the most important promise two people can make to each other?" |
| Puja | Hindu worship that involves all of the 5 senses. | | |
| Offerings | Sweets, fruits, flowers and special gifts Hindus give to statues and images of deities in worship. | | |
| Murti | Statues and images of Hindu gods. | | |
| Mandap | Four cornered tent used by many Hindus to get married in. | | |
| Shrine | A sacred space used for worship, meditation, and connecting with God. | | |

Core Subject Words

| | | | | |
|-----------|-----------|----------|---------|-----------|
| fact | faith | creation | prophet | community |
| ceremony | miracle | festival | worship | moral |
| sacrifice | tradition | devotion | holy | prophecy |

Subject: Year 10 - Term 5 - Sex and Relationship Education

| Topic Specific Vocabulary | | Key Learning | Home Learning |
|---------------------------|---|---|---|
| Condom | A thin rubber covering that a man can wear on his penis during sex to: 1) stop a woman becoming pregnant 2) to protect them against infectious diseases. | <p>Understand that homophobia is the unfair treatment or dislike of people based on who they love or their sexual orientation.</p> <p>Develop the empathy to stand up against mean words and ensure that their LGBTQ+ friends feel safe and included.</p> <p>Be able to compare inclusive behavior (treating everyone with respect) with homophobic behavior to help build a kinder community for everyone.</p> | <p>Create a poster, PowerPoint, mindmap, report, animation or video about:</p> <ol style="list-style-type: none"> 1. Make a "Safe Space" Poster 2. Fact vs. Myth to compare accurate information with harmful stereotypes that explains why judging people based on who they love is unfair. 3. What is the UK law for equality and inclusion. |
| Contraceptive Pill | It is a small tablet that a person swallows once every day to prevent a pregnancy from starting. | | |
| STDs or STIs | STIs (Sexually Transmitted Infections) or STDs (Sexually Transmitted Diseases) types of illness that can be passed from one person to another during sexual intercourse. | | |
| Consent | It is when everyone involved agrees to do something together, and they both feel happy, safe, and excited about it. | | |
| Misogyny | A word used to describe a dislike of, or unfairness toward, girls and women just because they are female. It is the idea that men are "better" or should have more power than women. | | |
| Homophobia | A word for when someone is mean, fearful, or unfair to people who are gay, lesbian, or bisexual. It is the wrong idea that it is "bad" or "weird" for two people of the same gender to love each other. | | |

Core Subject Words

| | | | | |
|-----------|---------------|----------------|----------|-----------|
| Safe | Relationships | British Values | Consent | Healthy |
| Unhealthy | Emotions | Wellbeing | Feelings | Hygiene |
| Skills | Qualities | Personal | Bullying | Budgeting |