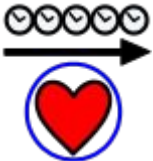




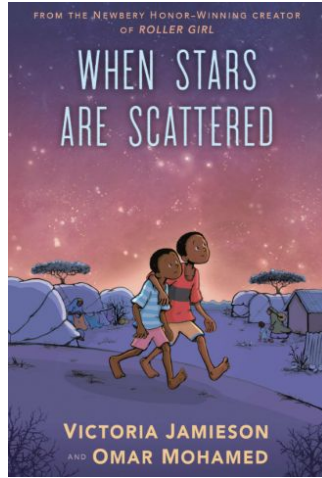
Refugee



Responsibility



Survival



**Year 9 English**

**When stars are scattered**



Orphan



Community



Aid

# Year 9 English - When Stars are Scattered Vocabulary Mat

Topic Specific Vocabulary		Key Facts	Home Learning
Refugee	Someone who has been forced to leave their country, especially because of a war	<p><i>When Stars Are Scattered</i> is about a boy called Omar who lives in a refugee camp in Kenya.</p> <p>He looks after his younger brother Hassan who cannot speak and they do not know where their mum is.</p> <p>Omar wants to go to school and must make a difficult choice the story shows hope and courage even when life is very hard.</p>	<ol style="list-style-type: none"> <li>1. Login to your school account and complete a <a href="#">reading or writing task</a>.</li> <li>2. Draw your own mythical creature. Write in sentences to describe them</li> <li>3. Revise SPaG using <a href="#">BBC Bitesize</a></li> </ol>
Responsibility	Something that it is your job or duty to deal with		
Survival	To live or exist, especially after a difficult or dangerous situation		
Orphan	A child whose parents are dead		
Community	The people living in a particular area		
Aid	Money, food, or equipment that is given to help a country or group of people		

## Core Subject Words

noun	verb	adjective	explain	describe
formal	informal	character	plot	play
past	present	future	predict	question



Empire



Squire



Identity



**Year 9 English**

**Squire**



Discrimination



Loyalty



Propaganda

# Year 9 English - Squire Vocabulary Mat

Topic Specific Vocabulary		Key Facts	Home Learning
Empire	A big country that controls other places and people.	The story of Aiza, a girl who trains to become a squire so she can become a knight.	<ol style="list-style-type: none"> <li>1. Login to your school account and complete a <u>reading or writing task</u>.</li> <li>2. Draw or create a poster of Aiza that includes:               <ul style="list-style-type: none"> <li>- 3 facts about her</li> <li>- 2 feelings she has in the story</li> <li>- 1 challenge she faces</li> </ul> </li> <li>3. <u>Revise SPaG using BBC Bitesize</u></li> </ol>
Squire	A trainee soldier learning to become a knight.	Aiza hides her true identity because she is part of a group that is treated unfairly.	
Identity	Who you are (your culture, background, and beliefs).	The training to become a knight is very hard, competitive, and dangerous.	
Discrimination	Treating someone unfairly because of who they are.	The story shows how Aiza begins to question the Empire and realise it may not be fair or good.	
Loyalty	Being faithful and sticking by a person, group, or idea.		
Propaganda	Information that is used to make people believe something (not always true).		

## Core Subject Words

noun	verb	adjective	explain	describe
formal	informal	character	plot	play
past	present	future	predict	question



Courage



Mystery



Friendship



Year 9 English

Skulduggery Pleasant



Magic



Hero



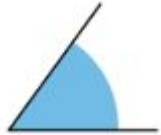
Villain

# Year 9 English - Skulduggery Pleasant Vocabulary Mat

Topic Specific Vocabulary		Key Facts	Home Learning
Courage	Being brave even when something is scary	<p>Stephanie teams up with the skeleton detective Skulduggery Pleasant to stop evil villains using magic.</p> <p>Together, they solve mysteries, face dangerous enemies, and learn about bravery and friendship.</p>	<ol style="list-style-type: none"> <li>1. Login to your school account and complete a <u>reading or writing task</u>.</li> <li>2. Draw or create a poster of Stephanie that includes:               <ul style="list-style-type: none"> <li>- 3 facts about her</li> <li>- 2 feelings she has in the story</li> <li>- 1 challenge she faces</li> </ul> </li> <li>3. Revise SPaG using <u>BBC Bitesize</u></li> </ol>
Mystery	Something that is unknown and must be solved		
Friendship	People who support each other		
Magic	Supernatural powers that characters can use		
Hero	A brave character who does the right thing		
Villain	A character who does bad things		

## Core Subject Words

noun	verb	adjective	explain	describe
formal	informal	character	plot	play
past	present	future	predict	question



Acute angle



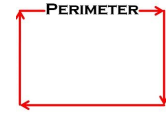
Obtuse angle



Right angle



## Y9 Maths Geometry



Perimeter



Area



2d/3d shapes

## Maths: Y9 - Term 5 - Geometry

Topic Specific Vocabulary		Key Learning	Home Learning
Acute angle	An angle that is less than 90	<ul style="list-style-type: none"> <li>Identify angles</li> <li>Explain the difference between 2D and 3D shapes.</li> <li>Describe some properties of a given shape</li> </ul>	Weekly quiz on <a href="#">complete maths</a> . Set on Monday, due on Friday  <b>Login details</b> Username: firstnamesmbs Password: smbs123
Obtuse angle	An angle that is greater than 90 but less than 180		
Right angle	An angle that is exactly 90		
Perimeter	The distance around a 2D shape		
Area	The amount of space inside a 2D shape		
2d/3d shapes	2 dimensional and 3 dimensional shapes		

Core Subject Words				
Side	Irregular	Rectangle	Sphere	Parallel
Corner	Circle	Triangle	Cuboid	Perpendicular
Regular	Square	Cube	Pyramid	



Point



Evidence



Explain



## Year 9 Science: Making conclusions



Link



Conclusion

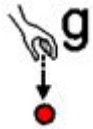
## Science: Year 9- Term 5 - Making conclusions

Topic Specific Vocabulary		Key Learning	Home Learning
Point	What were you trying to find out?	<ul style="list-style-type: none"> <li>• I can say what my experiment was trying to find out</li> <li>• I can describe what I found out</li> <li>• I can use my results to explain what happened</li> </ul>	Practice Science Key words in Vocabulary Books  Youtube - <a href="#">Dr Binocular Science videos</a>
Evidence	Describe the results from your experiment		
Explain	Explain the results using a scientific reason		
Link	Link your findings to what you thought was going to happen (prediction)		
Conclusion	A summary of an experiment		

Core Subject Words		
Question	Hypothesis	Data
Aim	Results	Pattern
Predict	Observation	Reason



Kinetic



Gravitational



Light



## Year 9 Science: Forces and Energy



Heat



Sound



Elastic

## Science: Year 9- Term 5 - Forces and Energy

Topic Specific Vocabulary		Key Learning	Home Learning
Kinetic	Something that moves	<ul style="list-style-type: none"> <li>• I can identify different types of energy</li> <li>• I can describe examples of energy in everyday life</li> <li>• I understand that energy can change its form</li> </ul>	Practice Science Key words in Vocabulary Books  Youtube - <a href="#">Dr Binocular Science videos</a>
Gravitational	Something that has the chance to fall		
Light	Something that gives off light		
Heat	Something that gets hot		
Sound	Something that makes a noise		
Elastic	Something that can be stretched		

Core Subject Words				
Energy	Pull	Thermal	Gravity	
Force	Motion	Electrical	Friction	
Push	Potential	Chemical	Transfer	



Etching



Project



Embark



## Year 9 Art: Ceramics



Picasso



Generate



Joining

## Art: Year 9 - Term 5- Topic Vocabulary Mat

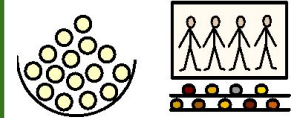
Topic Specific Vocabulary		Key Learning	Home Learning
Etching	A drawing using a scratching marks to make an image.	<p>Understanding how etching techniques can be applied to ceramic surfaces and how artists like Picasso used similar processes to create expressive designs.</p> <p>Developing creative ideas by embarking on a ceramic project, generating unique patterns and forms through joining and surface decoration methods.</p> <p>Comparing different ceramic techniques, including etching and joining, and evaluating how artists such as Picasso approached form, texture, and storytelling in their work.</p>	<p>Find examples of Picasso's ceramic work and identify how he used etching and surface design. Write a short paragraph describing what you notice and what inspires you.</p> <p>Create your own design for a ceramic piece. Generate ideas in a sketchbook, showing how you would use etching patterns and how different parts could be joined together.</p>
Picasso	A Spanish artist.		
Project	A planned piece of work.		
Generate	To create or make something.		
Embark	Start of a creative journey.		
Joining	Sticking two pieces of clay together.		

### Core Subject Words

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

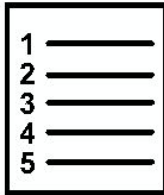


TIE - Theatre in Education



Multi-role

Facts

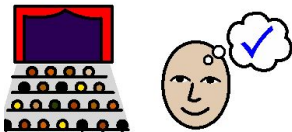


Year 9

**TIE - Theatre in Education  
continued**



Adapt



Audience awareness



Exaggerated

## Drama: Year 9 - Term 5 - Theatre In Education

Topic Specific Vocabulary		Key Learning	Home Learning
TIE - Theatre in Education	Using performances as a way of encouraging effective learning.	There are lots of different jobs within the creative industry.	'Theatre in Education' 1. Research What is Theatre in Education? 2. Draw a poster to advertise your TIE performance. 3. Finish annotating your script for your TIE performance. 4. Read The Twits. <a href="https://www.bbc.com/bite_size/guides/zsbjn39/tes">https://www.bbc.com/bite_size/guides/zsbjn39/tes</a>
Facts	When you <u>refer</u> to something as a <b>fact</b> or as <b>fact</b> , you mean that you <u>think</u> it is true or <u>correct</u> .		
Audience awareness	Being aware of the audience you are performing to.		
Multi-role	Playing a number of characters.		
Adapt	Able to change.		

### Core Subject Words

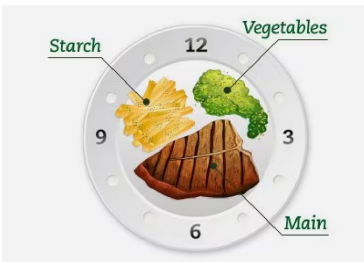
Perform	Transition	Play	Performance	Playwright
Audience	Script	Theatre	Genre	Staging
Character	Scene	Drama	Levels	Props



Food presentation



Appealing



Plating

## One dish, 3 different styles of plating



Basic style



Bistro style



Gastro style



Garnish







Texture

## Year 9 Food Tech: Presentation Skills



Constructive feedback

# Food Tech: Year 9 - Term 5 - Presentation Skills

Topic Specific Vocabulary		Key Learning	Home Learning
Food presentation	How a dish looks when it is served to others. Good presentation makes it more appealing.	<p>Good food presentation makes a dish look appealing and can change how people perceive taste.</p> <p>We can improve presentation using plating, colour, texture, height, and garnishes.</p> <p>Giving and receiving constructive feedback helps us make dishes look even better.</p> <p>These skills are important in the food industry and help us present food professionally.</p>	<p> <b>Choose a recipe</b> you would like to cook in class.</p> <p> <b>Draw a picture</b> of how you would plate the dish.</p> <p> Think about <b>colour, texture, height, and garnish</b> to make it appealing.</p> <p> Write <b>one sentence</b> explaining why your plate would make someone want to eat it.</p>
Appealing	When food looks good and makes people want to eat it.		
Plating	The way food is arranged on a plate to make it look nice and professional.		
Garnish	A small extra, like herbs or sauce, added to make a dish look and taste better.		
Texture	How food feels when you eat it, like soft, crunchy, or smooth.		
Constructive feedback	Helpful advice that tells someone what is good and what could be improved.		

## Core Subject Words

Eatwell Guide	Bacteria	Cost	Presentation	Weighing
Food Groups	Hygiene	Measuring	Cross Contamination	Measuring Spoons
Balanced	Technique	Timing	Knife Skills	Electric Whisk



Union



Democracy



Human Rights



# Year 9 Humanities

## Topic: The European Union and Britain



Evaluate



Vote



Justice

# Humanities: Year 9 - Term 5 - The European Union and Britain

Topic Specific Vocabulary		Key Learning	Home Learning
Union	Work as friends	<p>To know that the European Union is a group of countries that work together and help each other.</p> <p>To know that countries in the European Union share ideas and trade, buy and sell things with each other.</p>	<p>To research about the European Union using internet resources.</p> <ul style="list-style-type: none"> <li>• What Is the European Union?</li> <li>• How Does the EU Work?</li> <li>• How Is the EU Governed?</li> <li>• What Is the Lisbon Treaty?</li> <li>• What Is the Euro and the Eurozone?</li> <li>• </li> </ul>
Democracy	A system where people vote for their government		
Human Rights	Things that people deserve to have		
Evaluate	Assess		
Vote	When somebody selects a person to speak on behalf of him		
Justice	To be fair		
	<b>Core Subject Words</b>		
Retrieve	Evidence	History	Predict
Examine	Measure	Geography	Conclude
Source	Ratio	Estimate	Research



# ICT: Year 8 - Term 5 - Coding Tynker

Topic Specific Vocabulary		Key Learning	Home Learning
Logic	Decision making	<p>To know that coding tells a computer what to do.</p> <p>To know that Tynker uses blocks that we join together to make code.</p> <p>To know that code can make characters move and create simple games on the screen.</p>	<p>Research about Coding using the internet and make a poster on paper.</p> <p>a) What is Coding?</p> <p>b) How does coding work?</p> <p>c) What is the difference between coding and programming?.</p>
coding	Computer language		
sequence	order		
animate	Make a cartoon character		
	Bring to life		

## Core Subject Word

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



Cricket



Catch



Body Position



## Year 9 PE: Cricket



Bowling



Rules



Sportsmanship

## PE: Year 9 - 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.	Cricket is an exciting sport played between two teams  The team with the most runs at the end of the game wins  The first game of cricket ever recorded took place in 1646  The longest Cricket match lasted 14 days.	Students to learn key words and use the internet to explore different definitions and examples.
Catch	To hold something that has been moving in the air.		
Body Position	Where you move or face your body.		
Bowling	Throwing the ball to the person batting.		
Rules	A set of instructions you must follow.		
Sportsmanship	Trying to always be fair and show respect when playing sport.		

### Core Subject Words

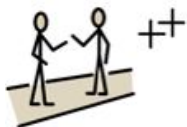
Health	Fitness	Movement	Ball	Jump
Fun	Sports	Throw	Match	Teamwork
Wicket	Timing	Warm up	Stretching	Stumps



Relationship



Professional relationship



Acquaintance



Romantic relationship



Sexual orientation



Qualities



# Year 9 PSHE: *Sex and Relationship Education*

# PSHE: Year 9 - Term 5 - Sex and relationships

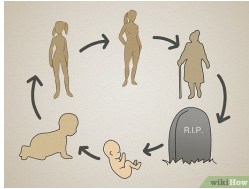
Topic Specific Vocabulary		Key Learning	Home Learning
Relationship	A relationship is the connection between people, such as how they feel about each other and how they treat one another (for example, as friends, family, or partners).	<p>Understand the different types of relationships and develop healthy relationships, showing respect, trust, and good communication.</p> <p>To maintain positive relationships, and how important it is to recognise boundaries and consider other people's feelings.</p> <p>To understand parenting responsibility, how to care for, support, and guide a child's growth and well-being.</p>	<p>Create a poster, PowerPoint, mindmap, report, animation or video about:</p> <ol style="list-style-type: none"> <li>About a healthy relationship you have and explain why it is positive.</li> <li>Where to seek help or counselling for relationship hardship.</li> <li>responsibilities a parent has and why they are important for a child's well-being.</li> </ol>
Professional Relationship	A professional relationship is a respectful and formal way of working with someone, where people communicate well, follow rules, and do their jobs properly without being personal.		
Acquaintance	An acquaintance is someone you know a little, but not a close friend.		
Romantic Relationship	A romantic relationship is when two people care about each other in a special way and may be boyfriend/girlfriend, husband/wife or partners.		
Sexual Orientation	Sexual orientation is about who a person feels romantically or emotionally attracted to, such as boys, girls, both, or neither.		
Qualities	Qualities are the good or special features of a person, like being kind, honest, or hardworking.		

## Core Subject Words

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



Spirits



Reincarnation



Noble



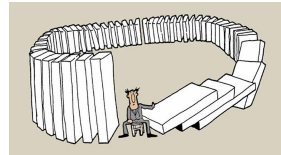
## Year 9 Religious Studies: Followers of Buddhism



Enlightenment



Mediate



Karma

# Followers of Buddhism: Year 9 - Term 5 - Topic Vocabulary Mat

Topic Specific Vocabulary		Key Learning	Home Learning
<b>Spirits</b>	The part of a person that is not their body.	<ol style="list-style-type: none"> <li>A long time ago, a prince named Siddhartha left his rich palace to find out why people were sad. He meditated for long time until he found "the answer" and became the Buddha.</li> <li>The Buddha teaches that the way to end suffering is to live in the middle.</li> <li>Vesak is a big celebration of the Buddha's birth and his life.</li> </ol>	<ol style="list-style-type: none"> <li>Create a "Buddha's Life Comic Strip"</li> </ol> <p>Draw the main events in the Buddha's life (e.g. birth, palace life, seeing suffering, enlightenment). Write a simple sentence or speech bubble for each scene.</p> <ol style="list-style-type: none"> <li>Find pictures of Buddhist symbols (wheel, lotus, Buddha statue, prayer flag).</li> </ol>
<b>Reincarnation</b>	The belief that a dead person's spirit returns to life in another body.		
<b>Noble</b>	Being honest, brave and kind.		
<b>Enlightenment</b>	Understanding something.		
<b>Meditate</b>	To think calm thoughts in order to relax.		
<b>Karma</b>	The belief that your actions in this life will affect the quality of your next life.		

## Core Subject Words

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



Jugar videojuegos



Escuchar música



Jugar con mi móvil



## Year 9 Spanish: Free time and opinions



Salir con amigos



Hacer la fotografía



Tocar la guitarra

## Spanish: Year 9 - Term 2 - Free time and opinions

Topic Specific Vocabulary		Key Learning	Home Learning												
Jugar videojuegos	To play video games	Me gusta - I like No me gusta - I don't like Me encanta - I love Odio - I hate  <i>Porque es - because it is</i>	<b>1. Practise the topic vocabulary for the term:</b> Use the practice slide in Google Classroom and use the audio. Create some flashcards use a Look-Cover-Write-Check sheet.  <b>2. Create a poster or slides to show what activities you do in your free time.</b>												
Escuchar música	To listen to music														
Jugar con mi móvil	To play with my mobile phone														
Salir con amigos	To go out with friends														
Hacer la fotografía	To do photography														
Tocar la guitarra	To play the guitar														
<table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th colspan="4" style="text-align: center;">Core Subject Words</th> </tr> </thead> <tbody> <tr> <td style="width: 25%;">vocabulary</td> <td style="width: 25%;">translate</td> <td style="width: 25%;">adjective</td> <td style="width: 25%;">plural</td> </tr> <tr> <td>foreign</td> <td>noun</td> <td>verb</td> <td></td> </tr> </tbody> </table>		Core Subject Words				vocabulary	translate	adjective	plural	foreign	noun	verb			
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