

# Kinney Class Autumn 2 2025



Acorn Park

## Maths

Children are introduced to the key ideas of **algebra** and **ratio**, helping them see the connections between numbers, patterns, and relationships.

In **algebra**, children learn that letters and symbols can be used to represent numbers. They explore how to describe patterns, write simple expressions such as  $n + 5$ , and find missing numbers in problems like  $x + 7 = 12$ . They also use rules to continue number sequences and solve simple puzzles. These activities help children understand that algebra is a way of describing relationships and solving problems logically, not something completely new or difficult.

In **ratio and proportion**, children learn to compare quantities and understand how they change in relation to one another. They use ratios to describe relationships, for example, "for every 2 red counters there are 3 blue ones." They also explore scaling — working out how quantities change when they are increased or decreased,

## PSHE

Healthy relationships, power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, age of consent, family planning, consequences of unprotected sex, STIs, support and advice services

## ICT

This term we will take learners through the design and development process of creating their own mobile app, using App Lab from code.org. Learners will explore design techniques, understand how hardware components can improve user experience and safety, before developing a working app.

## English

Year 9 will study a graphic novel version of *A Christmas Carol* by Charles Dickens. Through this text, students will learn about Victorian literature and explore how Dickens presents life for both rich and poor people in the Victorian era. They will examine the story's key themes of generosity, social responsibility, and redemption while developing their understanding of how writers use language and imagery to reflect historical context and convey moral messages.

<p>such as when adapting a recipe or reading a map. Children begin to see the links between fractions, decimals, percentages, and ratios as different ways of expressing the same kind of comparison.</p>			
<h2>Geography</h2> <p>This half term we will learn what rivers are and how water flows into them.</p> <p>We will start to study how erosion and transportation create river landforms and identify them on images and OS maps. Finally, we will explore why rivers are important to people.</p>	<h2>Science</h2> <p>This half-term, students will begin their journey into Chemistry by exploring the Particles unit. Students will learn about the particle model of matter, discovering how solids, liquids, and gases are made up of tiny particles that behave differently depending on their state. They will investigate how these particles move and interact, and how this explains everyday phenomena such as melting, boiling, dissolving, and diffusion. Throughout the unit, we'll link classroom learning to real-life examples—from how perfume spreads through a room, to why ice floats, and even how cooking and freezing food involve changes in particles. Our goal is to help students see that Science is all around them, making it a fun, engaging, and meaningful subject to study. Through practical experiments, group discussions, and creative thinking tasks, students will develop their scientific curiosity and</p>		<h2>History</h2> <p>This term the learners will be exploring the concept of genocide in history, through the tragic history of the 100 day genocide in Rwanda in the 90s. The learners will be considering the buildup to the events, the events themselves and some of the social forces leading to the tragedy and the aftermath and impact on the country.</p>
<h2>Citizenship</h2> <p>Kinney- PSHE</p> <p>LO: To develop teamwork</p>			<h2>RE</h2> <p>This term the learners will be continuing to ask the question, "Is religion out of date". To help in this discussion they will be looking at whether sacred texts are authentic, the afterlife in Abrahamic traditions, Aquinas' view of the soul and</p>

<p>SC: To take part in group activities</p> <p>Video:  <a href="https://www.youtube.com/watch?v=fUXdrl9ch_Q">https://www.youtube.com/watch?v=fUXdrl9ch_Q</a></p> <p>Books: students to create a spider diagram of all the different skills needed to develop a good team.</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> The ability to convey ideas clearly, both verbally and nonverbally, is foundational to teamwork.</li> <li>• <b>Active Listening:</b> Paying close attention to understand others' points of view, which can help build on their ideas.</li> <li>• <b>Collaboration:</b> Working cooperatively with others to achieve a shared objective, using a combination of all teamwork skills.</li> <li>• <b>Problem-Solving:</b> Using critical thinking and creativity to address challenges and risks as they arise.</li> <li>• <b>Time Management:</b> Staying organized, prioritizing tasks, and delegating work to ensure goals are met on time.</li> <li>• <b>Accountability:</b> Taking responsibility for your own actions and contributions to the team's success.</li> <li>• <b>Conflict Resolution:</b> The capacity to mediate disagreements and find common ground in a constructive way.</li> <li>• <b>Adaptability:</b> Being flexible and willing to adjust to new challenges or changes in plans.</li> <li>• <b>Leadership:</b> The ability to motivate and guide the team, which can be done formally or informally.</li> </ul>	<p>begin to build the key skills needed to think and work like scientists.</p>	<p>John Hicks and the Vale of Soul Making, and would a loving God punish? This will lead the learners to help make up their own minds.</p>
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<ul style="list-style-type: none"><li>• <b>Respect:</b> Valuing the opinions, skills, and perspectives of all team members, regardless of their differences.</li></ul> <p>Group games</p> <ul style="list-style-type: none"><li>• <u>Two Truths and a Lie:</u></li></ul> <p>Each person shares three "facts" about themselves—two true and one false. The group then guesses which one is the lie.</p> <ul style="list-style-type: none"><li>• <u>Back-to-Back Drawing:</u></li></ul> <p>Two people sit back-to-back. One describes an object, and the other tries to draw it based on the description without seeing it.</p> <ul style="list-style-type: none"><li>• <u>Birthday Line-Up:</u></li></ul> <p>Have the team line up in order of their birthdays (month and day) without talking to each other.</p> <ul style="list-style-type: none"><li>• <u>Charades:</u></li></ul> <p>One person acts out a word or phrase for their team to guess without speaking.</p>		
<p><b>Art</b></p> <p>Continuing with the theme of figures and portraits,</p> <p>This second half term, we will look at alternative ways to portray a face using the scribble</p>	<p><b>Outdoor Education</b></p> <p>As we start the new academic year, we will be focusing on life cycles and seasons and how one effects the other. How animals, plants and people</p>	<p><b>PE</b></p> <p>Kinney will be developing their coordination and power skills in individual sports such as golf this term. They will also begin to develop their</p>

<p>technique, tonal studies using metallic crayons on black paper, extreme perspective drawing and 3D sculptures of figures. We will look at the work of a variety of artists from art of the past, through to contemporary artwork.</p>	<p>respond to the changes in day length and colder weather.</p> <p>Across all of the Outdoor Education team we will be looking at the transition from the residual warmth of late summer into the colder months of autumn.</p> <p>In horticulture and animal care we will be looking at how plants and animals are adapted to prepare themselves for the more challenging months ahead. Changes in fur and feather, plant structure and metabolism.</p> <p>In horticulture pupils will be helping with the ongoing building of the sensory garden as the project picks up pace with new planting and students will be helping to propagate, using hardwood cuttings and early seed sowings, a wealth of plants for use in both the sensory garden and the polytunnel.</p> <p>The food forest in the polytunnel has grown wildly over the summer and children will be helping to harvest the produce including vast amounts of pumpkins and squashes!</p> <p>Animal Care will be focusing on caring for our school's animals and making their habitats ready for the colder months.</p> <p>In Forest School we will be focusing on noticing nature and using are senses to experience the world around us in the woods!</p> <p>We will be collecting natural resources and crafting with these.</p>	<p>creativity through rebound sessions on the trampoline towards the end of the term. In theory lessons they will be learning about physical activity and healthy lifestyles.</p>
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Outdoor Education will be looking to integrate more fully the school values of "always be kind" and "always try your best" into all that we do.