

Kinney Class Spring 2 2026



Acorn Park

Maths

This term, students are learning about decimals in maths. They are developing their understanding of place value, including tenths, hundredths, and thousandths, and learning how decimals relate to fractions and percentages. Pupils will practise comparing, ordering, adding, and subtracting decimals, as well as applying their knowledge to real-life contexts such as money and measurements. This work helps strengthen number confidence and supports problem-solving skills across the wider curriculum.

PSHE

Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, importance of sleep in relation to mental health, reflection on changes, benefits of relaxation, self-expression, influences, body image

ICT

The aim of this unit and the following unit (Programming II) is to build learners' confidence and knowledge of the key programming constructs. Importantly, this unit does not assume any previous programming experience, but it does offer learners the opportunity to expand on their knowledge throughout the unit. The main programming concepts covered in this unit are sequencing, variables, selection, and count-controlled iteration.

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English

This term, Year 9 students will be introduced to the work of William Shakespeare through the study of his play Twelfth Night. The unit will help students build confidence with challenging texts while developing key skills in reading, discussion, performance, and analytical writing. Students will explore themes such as identity, love, and appearance versus reality, and will learn about Shakespeare's language, characters, and the lasting relevance of his stories. Lessons will include supported reading, group discussion, short performances, and creative and analytical responses. Parents and carers can support learning at home by encouraging reading aloud, asking students to summarise scenes, and reassuring them that finding Shakespeare's language tricky at first is completely normal.

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Geography

This half term the students will be able to describe what the UK was like 20,000 years ago? Locate where the world's major glaciers are. They will be able to describe the 3 glacial processes. Describe and explain the glacial erosional landforms. Describe and explain glacial depositional

Science

This half-term, students will learn about Atoms, Elements and Compounds (Chemistry) and Space (Physics). In Chemistry, students will learn about the particle model, the structure of atoms, the difference between elements, compounds and mixtures, and how substances combine in chemical reactions. They will take part in practical experiments such as

History

The learners will be considering the Suffrage movement and how it led to equal voting rights for women in the UK and the USA.

landforms. Identify glacial landforms on an OS map. Explain why glaciers are important to us. Finally, they will be able to explain why people visit glacial landscape.

Citizenship

Unit Summary: Managing Money and Financial Responsibility

In this unit, we will explore the **best ways to look after money** and develop an understanding of **financial responsibility**. We will learn about different types of **bank accounts** and consider how people can make **ethical banking choices**.

We will examine the main **payment methods**, including cashless and online payments, and learn how to **budget effectively** to manage income and spending.

The unit will explore the **implications of borrowing**

separating mixtures, modelling atoms and molecules, and observing simple chemical reactions to strengthen their understanding. In Physics, students will explore the Solar System, the motion of the Earth and Moon, day and night, the seasons, and the wider universe. Practical activities will include modelling the Solar System, investigating gravity concepts, and using data to understand planetary motion. Throughout the half-term, lessons will combine clear explanations, structured practice and hands-on investigations to help students build strong foundational knowledge and see how science helps us understand the world around us.

RE

Is believing in life after death reasonable?
Philosophical thinkers - Christian, Sikh.
Do you believe in life after death? What do you think happens to you after you die? Which Greek philosopher invented the concept of the soul? Describe the Christian belief in an afterlife
Why does Christianity give rise to the myth of heaven and hell? Describe different Christian views of the afterlife- e.g. bodily resurrection and survival of the soul.

money, helping us understand different types of borrowing and the risks and dangers associated with debt.

We will learn how to **protect ourselves from fraud**, including identifying scams, staying safe online, and knowing what to do if fraud occurs.

We will also explore **saving and investing**, learning about different ways people save money and how investment can help money grow over time.

Finally, we will learn about **consumer rights**, understanding what protections consumers have and the role of **Trading Standards** in ensuring fair and safe practices.

Art

We will continue to look at the journals of Dan Eldon. As a journalist he reported on

PE

This term pupils will be exploring a range of minority and inclusive games. They will develop teamwork skills through completion of several challenges and will be asked to work both

war zones in Africa. He was killed after a bomb strike hit a civilian target. He had among his possessions a few journals which catalogued his life and activities in the different countries he had visited during his short life. We will continue to create our own journals by collecting labels, tickets, images from the internet etc to catalogue our lives so far.

individually and collaboratively to solve problems. They will develop knowledge of rules and tactics in each game played and will develop their coordination, accuracy and control of movements. Pupils will be encouraged to take turns and share ideas, playing both a team member and leadership role at times. Games explored include but are not limited to dodgeball, speedball, Danish longball and curling. Pupils will also be exploring different sports such as pool/snooker and table football. They will develop their knowledge of the rules for each game and practice their fine motor and gross motor skills in each. Pupils will be developing soft skills such as sportsmanship, respect and honesty within these games as well as their physical skills. Pupils will begin to understand cultural capital of each sport, learning the social context behind each game.

