

Holy Rood RC High School



S3

PARENT/CARER LEARNING INFORMATION

To support you in discussing aspects of your child's learning please find a summary of areas being covered and skills being developed, for each subject, during term 1.

We hope you find this helpful. Do not hesitate to contact the school if you have further questions.

S3 UPDATE – November 2020

Head Teacher



Dear Parents and Carers

It has been fantastic to see the S3 pupils return to Holy Rood this term engaging so well in their learning and with teachers. Your child is now following a timetable made up with their own eight curricular choices and completing work which is an important platform for learning which contributes towards National 3, 4 and 5 Courses.



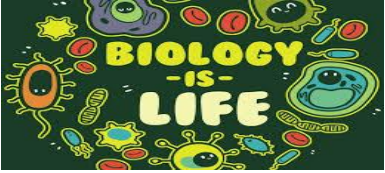

We value being able to work in partnership with you and in this booklet you will find detailed information to assist your understanding of your child's learning in school. We also hope that this enables you to further support your child at home with his/her learning/homework and allows you to enter into a deeper dialogue about his/her subjects. We very much appreciate all you are doing to encourage good homework routines.




We are investigating options in order to ensure we continue to communicate effectively with you regarding your child's progress and will provide a further update next term. In the event that your child has to self-isolate due to covid, he/she will be able to access his/her learning via TEAMS.


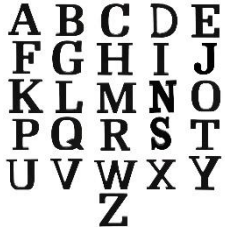

Please contact your child's Year Head, Mr Lindsay, if you have any questions regarding your child's learning or health and wellbeing - year3head@holyrood.edin.sch.uk




Best wishes


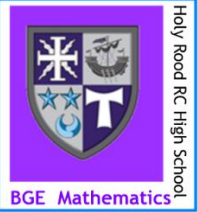

Mrs Daly
Head Teacher




Subject	Learning focus by subject	How can you help at home?
<p>ADMINISTRATION & IT</p> 	<p>S3 Administration & IT pupils have been learning about the skills, qualities and role of the Administration Assistant and the Health & Safety procedures used in the workplace. They have also been working on improving their IT skills using Microsoft Word to create business documents include letters, emails, displays, certificates, and tickets.</p> <p>Pupils are likely to complete short assessments for both their theory and IT work after the October break.</p>	<ul style="list-style-type: none"> • Encourage pupils to practice their IT skills using the different features of Word software package • Remind them about homework tasks and the importance of revising their course notes for class assessments.
<p>ART & DESIGN</p>  <p>Art and Design</p>	<p>S3 Art is made up of two core units, Expressive and Design.</p> <p>Expressive - Building skills in drawing and when possible using other media, such as painting or oil pastels. Producing artwork from source through observation drawings.</p> <p>Design – Working through a design process on a brief given by the class teacher for example the Botany or Edinburgh Zoo. Looking at the work of artists and designers.</p>	<ul style="list-style-type: none"> • Encourage pupils to be regularly drawing in a sketchbook or on separate sheets of paper. • Encourage pupils to work from source, direct observation drawings of 3D objects, this improves their drawing skills. • Pupils should regularly check TEAMS.
<p>BIOLOGY</p> 	<p>Pupils have been working through the first unit of the Biology course – Cell Biology. In this unit they cover cell structure, transport, DNA, protein synthesis, genetic engineering and respiration.</p> <p>Pupils in National 4/5 will complete a unit and grading test and those studying National 4 will be completing unit assessments.</p>	<p>Ensure pupils are completing any homework issued. Encourage and help pupils access the resources on the 365site and on TEAMS. Pupils have also been issued with booklets for each topic which you can ask to see.</p> <p>Further resources are available on through the Scholar online learning platform.</p>
<p>BUSINESS MANAGEMENT</p> 	<p>S3 Business Management pupils have been learning about the different types of private, public and third sector organisations including their objectives, liability of owners, and sources of finance. They have also been studying the importance of good customer service and methods used to achieve good customer service.</p> <p>Pupils have been improving their business knowledge and business literacy skills this term. They have completed a variety of paper based and computer-based tasks.</p>	<ul style="list-style-type: none"> • Encourage pupils to read their course notes on a regular basis. Learning the meaning of new business terms is recommended. • Remind them about homework tasks and encourage them to revise and prepare thoroughly for course assessments.

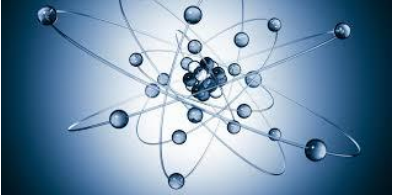


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<p>CHEMISTRY</p> 	<p>Pupils have been working through the first unit of the Chemistry course – Chemical Changes and Structure. In this unit they cover rates of reactions, atomic structure, chemical formulae, bonding, reaction quantities, acids and alkalis.</p> <p>Pupils in National 4/5 have completed a mid-topic assessment and those in National 4 will be completing unit assessments.</p>	<p>Ensure pupils are completing any homework issued. Encourage and help pupils access the resources on the 365site and on TEAMS. Pupils have also been issued with booklets for each topic which you can ask to see.</p> <p>Further resources are available on through the Scholar online learning platform.</p>
<p>COMPUTING SCIENCE</p> 	<p>S3 Computing Science pupils have been learning about Software Design & Development. They are using Scratch software to practice. In Scratch they have been creating animated games and practicing programming skills.</p> <p>Pupils will move onto the next units of work after October break - Web Design & Development and Database Design & Development.</p>	<ul style="list-style-type: none"> Encourage pupils to practice their programming skills. Remind them to complete their homework on TEAMS. <p>Scratch software is free and available to install at home. It is also available online to practice.</p>
<p>DESIGN & MANUFACTURE</p> 	<p>The classes are working on a variety of skill building projects. This includes time spent within the workshop working with wood, metal and plastic.</p> <p>Folio projects including an earphone wrap, desk modelling and clock where they look at topics such as research, idea generation, development of an idea. The classes will also be developing their theory knowledge to support these class activities.</p>	<p>Asks pupils about their practical activities to be able to explain what they have done.</p> <p>Look on TEAMS for theory tasks and revision PowerPoints.</p>

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<p>DRAMA</p> 	<p>S3 Drama involves developing the following skills:</p> <ul style="list-style-type: none"> • Teamwork & Confidence – through group tasks, pupils build relationships and learn how to work with others alongside developing their own confidence in presentation. • Social Skills & Critical Thought – Pupils investigate a range of different characters, issues and messages through drama to help pupils make connections to and understand the world around them. • Evaluation – through commenting on their own work and watching their peers, pupils will learn to offer constructive feedback and understand their own learning and next steps. • National Preparation – Pupils will begin learning the skills required to achieve success in National 4 and 5 Drama in order to prepare them effectively for the next stage in their learning. 	<p>You can help by ensuring that pupils have kept up to date with homework tasks given at the end of each unit.</p> <p>You can also quiz pupils on Drama Terminology by using the 'Drama Terminology Booklet' which is on the pupils' TEAMS channel. This booklet can also be made available via email if you want to request one from the Drama Department.</p>
<p>ENGLISH</p> 	<p>The focus for the last couple of months has been continuing our Close Reading Skills course and starting on our S3 Reading booklet that starts to incorporate skills required for S4 courses. They have begun their first S3 literature text – this might be poetry or prose. We've also started regular book borrowing from the library.</p> <p>Classes have completed an extended Personal/Reflective piece of writing and are now underway with the S3 Writing Programme.</p>	<p>Encourage personal reading – all pupils should have a library book. You can also encourage reading nonfiction either online or in print.</p> <p>Read over written homework activities and discuss the work they have completed. Encourage your son/daughter to correct any errors and consider using alternate vocabulary.</p>
<p>GEOGRAPHY</p> 	<p>Pupils have been learning how to use maps. They can grid reference and identify features on a map. We have also studied the glaciation unit - learning how glaciers shaped the land. The processes of erosion and the features that are formed like U-shaped valleys and corries. We have begun to study the land uses and in glaciated areas and how different land users may create conflict. The next topic of study will be coasts.</p>	<p>Please encourage pupils to complete any set homework and to revise and review their learning regularly.</p>

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<p>GRAPHIC COMMUNICATION</p> 	<p>Pupils are completed a topic entitled Infographics by learning about and creating different charts/graphics and promotional items including a poster to promote it. Pupils have previously developed their CAD skills by creating different skill builders. Pupils have also completed 1 period of theory each week on this.</p>	<p>Asks pupils about their practical activities to be able to explain what they have done. Look on teams for theory tasks and revision PowerPoints.</p>
<p>HEALTH & FOOD TECHNOLOGY</p> 	<p>The Health and Food Technology course started with the food hygiene topic and simple dishes to allow pupils to apply their knowledge. The pupils have now started the first unit of the course called Food for Health. The pupils will study the Scottish dietary goals before moving onto nutrition.</p> <p>These topics are a significant part of the course which pupils will need to learn and understand.</p>	<p>Pupils get weekly homework to reinforce learning. Please encourage them to complete all homework and return on time.</p>
<p>HISTORY</p> 	<p>Pupils will study The Atlantic Slave Trade (1770-1807). This course comprises an in-depth look at how the slave trade affected Africa, The Caribbean and Britain while also examining the captive's experiences. Pupils begin to learn some of the skills required for National Courses while also being asked to critically think about how the slave trade has shaped our own history.</p> <p>Pupils will then progress to study the Era of the Great War (1910-1928) with a specific focus on Scotland. This course will examine the impact of the First World War for Scottish soldiers on the Western Front and how the war affected Scottish society, economy and politics. Pupils will build on the skills required for National courses and evaluate the rapid change in Scotland during this period.</p>	<p>Remind pupils to complete homework tasks – these can be completed on paper/jotter or in their Office 365 class Team.</p> <p>Engage in discussions surrounding these topics to promote critical thinking and depth of understanding.</p> <p>Encourage students to watch documentaries, listen to podcasts or engage in additional reading that is relevant to these topics.</p>

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<p>ITALIAN</p> 	<p>Pupils have been focusing on the topics of Home Area and Environmental Issues this session while developing the skills of reading, listening, talking and writing. This includes learning about how to describe their home town and what you can do there as well as learning to give opinions about living in town or in the country.</p> <p>They have also reviewed past tense and worked on revisiting some of the topics covered last session. Pupils have been recently set into new classes following assessments.</p> <p>Next, we will be working on talking about family, friends and relationships.</p>	<ul style="list-style-type: none"> • Reminding your child to complete homework tasks on TEAMS or set by the teacher in class. • Encouraging him/her to do regular study using his/her course notes/vocabulary jotters so that he/she is ready for upcoming assessments and to allow for consolidation of learning. • Testing him/her on vocabulary – eg you read the English and they tell you the Italian. <p>Encouraging him/her to use TEAMS to access school work during any absences from school.</p>
<p>MATHEMATICS</p> 	<p>Pupils started the term studying Volume and Algebra skills. We practised simplifying expressions and factorising quadratic equations. We then moved on to practising the four operations with fractions before combining both topics and developing skills in simplifying algebraic fractions. Critical thinking, Logic and Numeracy skills have all been enhanced through the study of these topics.</p> <p>We are moving on to develop skills in solving geometric problems through finding the length of an Arc and Area of a Sector.</p> <p>All S3 have been given SCHOLAR passwords recently which they can use to log on to the SCHOLAR website (run by Heriot Watt University) to practise topics and see more examples. S3 pupils also have still access to SumDog this year which they can use to continue to develop their Numeracy skills.</p> <p>Some S3 pupils took part in the UKMT Junior Mathematical Challenge and received Gold and Bronze certificates - well done everyone who took part.</p>	<ul style="list-style-type: none"> • Encourage pupils to complete 'finishing off' homework on the days they have Maths by checking posts on MS Teams. • Ask to look at Maths jotters to see how they are doing and what they have been studying. • Talk positively about Maths to help them develop high expectations and a positive mindset. • Sign their yellow formal homework jotter and read teacher comments. • Encourage them to use SCHOLAR at home for at least half an hour per week. • Help them to celebrate their achievements in Maths.
<p>MEDIA</p> 	<p>S3 Media is made up of two core units:</p> <p>Analysing media content - Students are taught key terminology and assess several film texts using their media vocabulary to demonstrate their skills. Pupils complete small projects to demonstrate understanding as the unit progresses. Students consider the wider role of media and its effect on the public.</p>	<p>Pupils should be checking TEAMS regularly for homework tasks.</p> <p>Ask questions about how their media skills have improved whenever they watch a film or tv show.</p> <p>Ask if you can help them with their production research by answering questions for them.</p>

	<p>Creating media content - Students plan, create and evaluate their own media content discussing the challenges and opportunities that come with the production process.</p> <p>Units are designed to embed key terminology and prepare students for the challenges of the National 4/5 course next year.</p>	<p>Discuss how media (film/tv/social media) has changed since you grew up.</p>
<p>MODERN STUDIES</p> 	<p>This term we have been focusing on completing the Broad General Education and looking towards the National Qualifications that the students will sit next year.</p> <p>We are halfway through the 'Crime and the Law' unit and students have completed one BGE assessment as well as a mid-unit test. Next term we will start the 'Terrorism' unit.</p>	<p>Support students with their revision for assessments, homework assignments, and with reviewing their notes regularly.</p>
<p>MUSIC</p> 	<p>S3 Music is made up of three units:</p> <p>Understanding music – Pupils have been working on literacy skills and are moving on to start a unit of work on Scottish Music.</p> <p>Performance skills – Pupils are all working on their own pieces of music on the instruments of their choice. They should have two instruments.</p> <p>Composing Skills – Pupils have created short 8 bar compositions learning the basic skills. They will be composing some Scottish Music along with the understanding music unit.</p>	<p>Pupils should be practising instruments at home or during break/lunch if they don't have an instrument at home.</p> <p>Ask questions about what they have been learning in music and what they remember.</p> <p>Ask them to check TEAMS regularly for Homework tasks.</p>
<p>PHYSICAL EDUCATION</p> 	<p>Pupils have been working through outdoor activities since returning in August.</p> <p>The focus for their learning has been on the Physical Education benchmarks as set out by Education Scotland. These have been structured for better understanding into four areas: My Thinking, My Qualities, My Moving and My Fitness. These benchmarks have been delivered through a variety of activities. Pupils have been working within these activities to overtake the associated benchmarks.</p>	<p>Encourage pupils to be as active as possible engaging in physical activity throughout each day.</p> <p>Discuss with pupils what the benchmarks are and how they can overtake them in their daily life. Discuss with them what level they feel they are achieving. This may range from level two to four.</p>

	<p>We aim, as government advice allows, to introduce indoor activities such as badminton, table tennis, basketball and volleyball to further broaden the breadth of experience pupils gain.</p>	<p>Engage with Teams to overtake work or to ask questions when unsure.</p>
<p>PHYSICS</p> 	<p>Pupils have just completed work on the Waves topic in Physics. This includes work on the electromagnetic spectrum, sound and light.</p> <p>Pupils in National 4/5 have completed a grading assessment and a unit assessment, and those in National 4 will be completing unit assessments only.</p> <p>The classes will next be going on to either the Electricity or the Energy topic.</p>	<p>Ensure pupils are completing any homework issued. Encourage and help pupils access the resources on the 365site and on TEAMS.</p> <p>Pupils have also been issued with booklets for each topic which you can ask to see.</p> <p>Further resources are available on through the Scholar online learning platform.</p>
<p>PRACTICAL COOKERY</p> 	<p>The pupils started the course with an in depth look at food hygiene, they have now started putting this knowledge into practise as they develop new practical skills and cooking processes. The next topic will look at the Scottish dietary goals. This course requires pupils to become very proficient at making food to a very high standard.</p>	<p>Pupils are encouraged to make dishes at home, this will allow them to develop the skills they are learning in class and help to prepare them for the practical assessments.</p>
<p>PRACTICAL WOODWORKING</p> 	<p>The class has just finished manufacturing their corner cabinets to complete their carcass unit. They have started to work on the machining and finishing unit where they will be learning how to use the wood lathe and making a toolbox.</p> <p>Along with the practical the class has one period of theory per week to reinforce the learning undertaken during the practical lessons.</p>	<p>Ask pupils about their practical lessons and what they have been manufacturing.</p> <p>Look on teams for theory tasks and revision Powerpoints.</p> <p>Check the pupils learning journals when they have them home with them.</p>

RELIGIOUS EDUCATION



Pupils in S3 are following the National 'This is our Faith' Curriculum for Excellence syllabus for Roman Catholic Schools where they are invited to develop an appreciation of faith as well as developing a deeper awareness of other religions. In addition, The 'Called to Love' programme "Living in Love" explores the theme of the need of contact, support, encouragement and love that we experience from others in order to grow and thrive as individuals and build positive relationships.

The Scottish Catholic Education Service programme on Equality and Inclusion is also currently being delivered to pupils in S3. The focus of this year's programme is the Protected Characteristics from the Equality Act 2010. Pupils are encouraged to examine these Characteristics from the perspective of the Christian vision of the dignity of the human person.

Finding opportunities to discuss relationships such with family and friends. Discussing the importance of respecting themselves and others in all aspects of life.

SCIENCE



Pupils are currently working their way through the Chemistry units and have already completed the Chemical Changes and structure unit. They have now started on Natures Chemistry and will be studying combustion and fuels. Before Christmas they will complete the final unit on Chemistry in Society.

After Christmas the class will begin covering the Physics units.

Attendance is the key to success in this course. The pupils have to complete a large number of key area assessments to pass and they need to be present to ensure they achieve an award.