

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 – January 2022

Head Teacher



Dear Parents and Carers

I am pleased to share with you, important information regarding your child's learning in S3. 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.





The Tracking and Monitoring timeline has been emailed to all parents/carers and is available on our website. This gives an overview of important dates regarding the reporting of your child's progress in learning.




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.

Please contact your child's Year Head, Mr Kiernan, 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, Health & Safety procedures in the workplace and Security methods being used to keep people, property and data secure.</p> <p>Pupils have also been working on improving their IT skills using Microsoft Word to create business documents including letters, emails, displays, certificates, and tickets. They have also prepared presentations using PowerPoint about Health & Safety procedures and Security methods.</p>	<ul style="list-style-type: none"> • Encourage pupils to practice their IT skills using the different features of Word and PowerPoint software packages • 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 a variety of core skills in media handling and observational drawing</p> <p>Design – Working through a design process with a brief given by the class teacher. This can range from ceramic to graphic.</p> <p>Within both of these units, pupils are required to think critically about their own and other influential artists' work.</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. • Encourage pupils to attend extra-curricular clubs (Junk Kouture or Creative Chill on offer during lunchtimes)
<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 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 learning about business objectives and the interest and influence of stakeholders.</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.

	<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>	
<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 through the Scholar online learning platform.</p>
<p>COMPUTING SCIENCE</p> 	<p>S3 Computing Science pupils have been using Microsoft Access to improve skills using databases and Live-code. In databases, they have been learning how to save and search data from databases. In Live-code, they are learning problem solving techniques and practicing programming skills.</p> <p>Pupils will move onto the next units of work after December 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>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 and desk modelling 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>

DRAMA



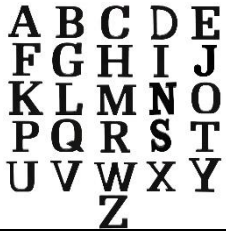
S3 Drama involves developing the following skills:

- 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.

You can help by ensuring that pupils have kept up to date with homework tasks given at the end of each unit.

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.

ENGLISH



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.

Classes have completed an extended Personal/Reflective piece of writing and are now underway with the S3 Writing Programme.

Encourage personal reading – all pupils should have a library book. You can also encourage reading nonfiction either online or in print.

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.

FRENCH









Pupils have been focusing on the topics of Family, Friends and Relationships and Media and Technology this term while developing the skills of reading, listening, talking and writing. Pupils sat challenging assessments in reading and listening following the end of the unit of work on Family, Friends and Relationships and will sit listening and writing assessments on use of Technology.




Pupils have been recently set into new classes following assessments.

Next, we will be working on the topic of their home area and the environment.

- Reminding your child to complete homework tasks set on TEAMS or set by the teacher in class.
- Encouraging regular study using 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 – e.g. you read the English and they tell you the French.
- Encouraging completion of any online homework set on www.pearsonactivelearn.com

<p>GEOGRAPHY</p> 	<p>Pupils have been learning how to use maps. They can grid reference and identify features on a map.</p> <p>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.</p> <p>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>
<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.</p> <p>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 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>Pupils will then progress to 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>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 pupils to watch documentaries, listen to podcasts or engage in additional reading that is relevant to these topics.</p>
<p>ITALIAN</p> 	<p>Pupils have been focusing primarily on learning the basic fundamentals of Italian grammar and vocabulary. They then moved on to the topic of Personal Information (describing self and others) which allowed them to put their recent learning into practice and develop their skills in understanding and using language.</p> <p>They are currently studying the topic of Family, Friends and Relationships and will soon be doing assessments in reading listening.</p>	<ul style="list-style-type: none"> • Reminding your child to complete homework tasks set on TEAMS or set by the teacher in class. • Encouraging regular revision of grammar notes and vocabulary so that he/she is ready for upcoming assessments and to allow for consolidation of learning. • Testing him/her on vocabulary – e.g. you read the English and they tell you the Italian. • Encouraging use of suggested websites for further vocabulary and grammar practice.
<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 and study percentages in real life scenarios.</p>	<ul style="list-style-type: none"> • 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>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>Media</p>	<p>S3 Media is made up of two core units:</p> <p>Analysing media content - Pupils 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. Pupils consider the wider role of media and its effect on the public.</p> <p>Creating media content - Pupils plan, create and evaluate their own media content discussing the challenges and opportunities that come with the production process.</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>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 pupils will sit next year.</p> <p>We are working on completing the Terrorism and Crime & the Law units this year. All pupils have sat a BGE assessment and will sit tests at the end of each unit.</p>	<p>Support pupils 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 learn National 4 & 5 concepts and their meanings to be able to identify them when listening to or playing various genres of music. Pupils have been working on literacy skills and listening units based around World Music and 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 one of which they will be receiving instrumental tuition for.</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>Go over concepts learnt in class. My music online is a great revision tool.</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>

PHYSICAL EDUCATION (Core)



PHYSICAL EDUCATION (Option PE)

PHYSICAL EDUCATION (Option Dance)

The focus for learning within Physical Education have been structured for better understanding for pupils into four areas: My Thinking, My Qualities, My Moving and My Fitness. (Physical Education Benchmarks)

Pupils work through the Benchmarks within a range of activities, in blocks of six weeks. These activities include: athletics, badminton, basketball, fitness, football, hockey, rugby, table tennis. Pupils classes rotate around activities to give a broad and balanced curriculum.

For more information on the Physical Education Benchmarks, either scan the QR code to the left or visit this website:

<https://education.gov.scot/media/dcqamoc0/peleaflet.pdf>

Pupils have begun developing their understanding of the Factors Impacting Performance: Mental, Emotional, Social and Physical Factors (MESP). They have begun working within the Cycle of Analysis and are gathering data based on their performances, within the physical activities. Pupils then develop strategies and training programmes to develop areas where improvement is identified as being required.

Pupils have been developing and improving their knowledge of course work in the areas of Safe Dance Practice and Technical Skills. Both areas are being developed through written and practical work, this would include choreographic skills.

Pupils are also working on component 3 of their course which is their solo performance. A Technical Jazz solo piece is currently being learned, and this will move to Contemporary work after Christmas. Work in this area is linked with Technical aspects of performance and being able to evaluate, analyse and improve their own performance.

Encourage pupils to be as active as possible engaging in physical activity throughout each day.

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.

Engage with Teams to overtake work or to ask questions when unsure.

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Access Sway documents issued within TEAMS

Access <https://www.bbc.co.uk/bitesize/subjects/zctsr82>

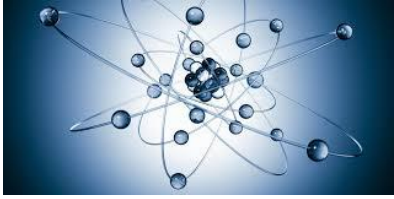
Engage with Teams to overtake work or to ask questions when unsure.

Access Sway documents issued within Teams

Access:

<https://www.bbc.co.uk/bitesize/topics/z8q6yrd/resources/1>

PHYSICS



Pupils have just completed work on the Waves topic in Physics. This includes work on the electromagnetic spectrum, sound and light.

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.

The classes will next be going on to either the Electricity or the Dynamics topic.

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.

Further resources are available through the Scholar online learning platform.

PRACTICAL COOKERY



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 current topic is Scottish dietary advice, this requires pupils to understand how to apply the Scottish dietary goals to recipes and how to carry out healthy cooking methods. This course requires pupils to become very proficient at making dishes showing a wide range of food preparation techniques to a very high standard.

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.

PRACTICAL WOODWORKING



The class has just finished manufacturing their corner cabinets to complete their carcass unit. They have started to work on their flat frame construction unit by measuring, marking out and making a vanity mirror.

Along with the practical the class has one period of theory per week to reinforce the learning undertaken during the practical lessons.

Ask pupils about their practical lessons and what they have been manufacturing.


Look on teams for theory tasks and revision Powerpoints. Check the pupil's learning journals when they have them home with them.

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.

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

	<p>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.</p> <p>Within the RE Faculty we provide opportunities for pupils to explore justice issues and to make a personal response during the seasons of Advent and Lent. We also provide opportunities for religious observance throughout the year.</p>	
<p>SCIENCE</p> 	<p>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 Nature's Chemistry and will be studying combustion and fuels. Before Christmas they will complete the final unit on Chemistry in Society.</p> <p>After Christmas the class will begin covering the Physics units.</p>	<p>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.</p>