



Poynton High School

Year 10 Parent and Carer Bulletin – April 2025

Dear Parents and Carers,

Year 10 have worked really hard this half term, especially during their mock exams where they have shown great effort and attitude.

Each half term I will send out a year group bulletin, inside you will find important information about what students have been studying recently and what is coming up next half term for our students. It will also include information about strategies suggested by subject tutors to ensure students achieve their maximum potential.

Revision and examination support

Year 10 have been spending a lot of time revising for their mock exams so now that these are done and they start receiving feedback we encourage students to reflect on the revision that they did. They should look at what was most effective, what could be improved and what aspects of their revision and exam technique they might need more support with. Our website contains lots of practical support for both yourself and your young person regarding revision techniques and strategies. The booklet linked below contains details of the revision techniques your young person has been looking at in school.

<https://www.phs.cheshire.sch.uk/attachments/download.asp?file=1051&type=pdf>

<https://www.phs.cheshire.sch.uk/keystage4exams>

Important dates

- In class assessments: 9/6/25 – 27/6/25

High Expectations

At Poynton High School, we uphold very high expectations of our young people throughout all aspects of school; how they wear their uniform, their conduct on their way to and from school, their attitude and manner throughout the school day and their commitment to and engagement with their learning. As a school, we work hard to ensure our young people are aware of our expectations of them and we are grateful for the support from parents and carers in reiterating this message. Students should arrive on time to school each day, dressed in full and correct uniform. We have a very small and very limited supply of spare uniform that can be borrowed by students, but this should be a rare occurrence. Form time starts promptly at 8:45am and students should be in form at this time, ready to start their day. Your continued support for our high expectations is appreciated.

English Language

Year 10 Language, Term 3: Wider reading and writing

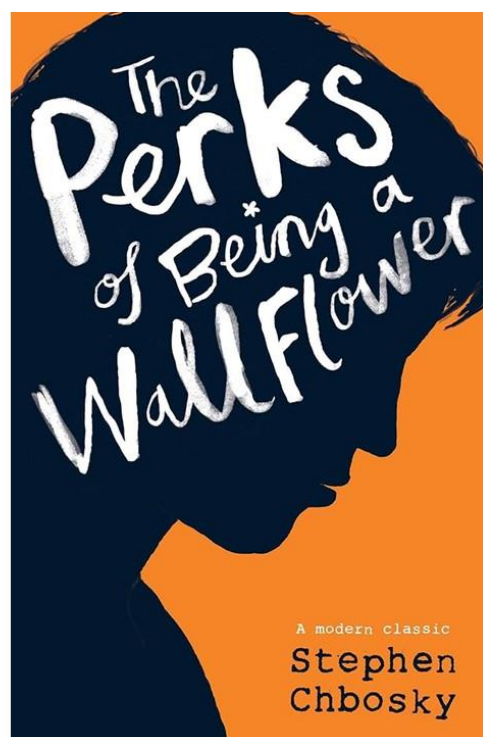
'...I am both happy and sad, and I'm still trying to figure out how could that be.'

The Perks of Being A Wallflower follows Charlie, a High School freshman who is finding his way in the world. By nature he is an observer; however, the events of the novel put him in a place where he has to finally move in from the side lines. There's many reasons why we read this book but, ultimately, students find it enjoyable and memorable.

During this term, you will also complete your GCSE English Language Speaking and Listening assessment. This mandatory component of your GCSE involves delivering a formal presentation or speech, and then responding to questions. It is a vital piece of preparation for future studies and the working world.

This term also see a first formal introduction to critical theories, including feminist, Marxist, and structuralist approaches to literature. You'll have to opportunity to complete an extended assignment where you apply a theory to a text of your choice. This is a taster of what you will do more fully in A Level English Literature, Language, Media, and other academic disciplines. You will also find that the ability to recognise an alternative approach is a feature of higher-level GCSE English Literature responses.

Overall, this term is intended to engage you with the true breadth of English. It is a foundation for Year 11, where the curriculum focus will shift towards more exam-specific preparation, as you learn to demonstrate your skills and knowledge in that situation.



Year 10 English Language, term 3			
Key learning	Key skills	Concepts and vocabulary	Reading strategies
<p>The main events and characters of <i>The Perks of being a Wallflower</i>.</p> <p>The main features and terms of critical theories. Marxism: proletariat, bourgeoisie, class struggle, ideology. Feminism: representation, patriarchy, binary opposition. Structuralism: Todorov's five stages of narrative, equilibrium and disruption.</p>	<p>Writing with independence, imagination, and sophistication.</p> <p>Independent practice approaching exam question types:</p> <ul style="list-style-type: none"> • Language • Structure • Evaluation 	<p>Language methods, including: word choice, semantic field, imagery.</p> <p>Structural methods, including: focus, shift, beginning and end, perspective.</p> <p>Standard English, formality/register.</p> <p>Essay writing: thesis, topic sentences, language features.</p> <p>The bildungsroman/coming-of-age genre.</p>	<ul style="list-style-type: none"> • The guided reading sequence: I read, we read, you read. • The use of summaries, audiobooks and other methods to support reading. • Independent reading.
<p>Links</p> <p>Builds on: Shared reads across Years 7 to 9. <i>The Hate U Give</i> in Year 9.</p> <p>Builds towards: GCSE English Language Paper 1, where you read and then answer structured questions on an unseen extract of 20th or 21st Century narrative fiction. A Level Literature NEA, e.g. <i>The Catcher in the Rye</i>, <i>The Bell Jar</i>. A Level Media and English Language, where critical theories are applied to texts.</p>			

English Literature

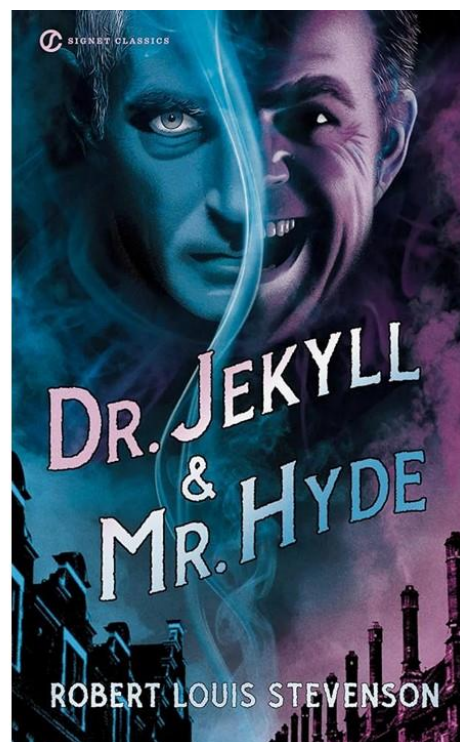
Year 10 English Literature, Term 3

In 1885, after apparently suffering a feverish nightmare, Robert Louis Stevenson wrote the first draft of a tale which was so shocking that his wife insisted he burn it immediately. When it was finally published in 1886 though, *The Strange Tale of Dr Jekyll and Mr Hyde* became a critical success.

Why? To fully understand the story's runaway success, it is necessary to grasp the peculiarities of Victorian society and to recognise the anxieties of their time. This term, you will read the story as it was intended: quickly, so that you can experience the same thrill as its original audience.

Sixty years later, a great deal about British society had changed; however, J.B. Priestley's 1945 classic *An Inspector Calls* is actually set in 1912, barely a generation on. Although some things have changed, class structures and the importance of reputation remain strong. Priestley's didactic play is a critique of the values of Edwardian England and a call for social justice in post-WW2 Britain.

During this term you will also study a collection of poems linked by their exploration of power, from William Blake's 'London', a brutal indictment of the capital city of the British Empire in the late 18th Century, through to John Agard's 'Checking Out Me History.' Although written two centuries later, the latter explores the complex experience of the subjects of Empire in negotiating their own identity and history.



Year 10 English Literature Term 3		
Key learning	Key skills	Concepts and vocabulary
<p>The story and characters of <i>Jekyll and Hyde</i>, and <i>An Inspector Calls</i> including:</p> <ul style="list-style-type: none"> The sequence of events. The opening and ending. The significance of the settings <p>The roles of characters in both texts, including <u>how</u> they are presented (see methods).</p> <p>The context and themes of <i>Jekyll and Hyde</i>, including:</p> <ul style="list-style-type: none"> Victorian ideals. Victorian anxieties and concerns (e.g. evolution, religion, crime, urbanisation, duality) <p>The context and themes of <i>An Inspector Calls</i>.</p> <p>The content of poetry cluster 2: <i>Ozymandias</i>, <i>London</i>, <i>My Last Duchess</i>, <i>Checking Out Me History</i>.</p>	<p>How to purposefully annotate a novel: setting, significant lines, imagery, characterisation.</p> <p>How to purposefully annotate a play: stage directions, significant lines, imagery, mood, first and last lines</p> <p>Analysing the use of dramatic and narrative methods.</p>	<p>Dramatic methods including:</p> <ul style="list-style-type: none"> How the drama is set up and resolved in the opening and ending of the play Choice of settings. how characters are established, and how characters are presented: actions and motives for them; what they say and think; relationships between characters. Speech: dialogue, soliloquy, asides. <p>Imagery, including: blood, disease, light, birds, religion.</p> <p>Narrative writing methods including:</p> <ul style="list-style-type: none"> Characterisation through: appearance, actions, reactions, dialogue, motives. Ways of using time and sequence, e.g. flashbacks, different narrators for different time periods. Settings: ways of describing settings; how choice of place(s) can symbolise aspects of characters and relationships. <p>Terminology linked to contemporary conflict texts, including: culture, identity, representation, colonialism, empire, Eurocentricity.</p>
<p>Links</p> <p>Builds on: Your study of the crime and gothic fiction in Year 8. Your study of 'Big Ideas' and identity in Year 9.</p> <p>Builds towards: A-Level English Literature 'Elements of Crime' unit. A-Level Media, where you look at how social, historical, and political contexts impact representations.</p>		

Maths

Year 10 have worked hard to prepare for and have just sat their end of year exams and this has been their first experience of sitting full calculator and non-calculator GCSE length papers. In year 11 they will sit 3 papers, one non-calculator two calculator. These exams have given them the experience of sitting two papers in exam conditions, simulating how it will feel to sit their exams at the end of next year. Grades will be returned to students after the Easter break and we can use these to get the best measure of their progress towards their target grades.

This month in the maths department we have been celebrating maths month, which has included celebrating Pi Day, all month we have been running competitions for students in year 10 based on their engagement in revision on Dr Frost, with prizes for the top participators to be announced very soon!

If you would still like to order revision guide for your young person, it is still possible to do so via Amazon:

Higher: <https://www.amazon.co.uk/Maths-Higher-Revision-Practice-Collins/dp/0008112525>

Foundation: <https://www.amazon.co.uk/Maths-Foundation-Revision-Practice-Collins/dp/0008112541>

Science

Subject	This half term	Next half term
Biology	<p>Separate Science Students: Have been learning about the life cycle of the cell and how substances are moved in and out. This included completing a Required Practical on Osmosis.</p> <p>Combined Science Students: Have been learning about how the heart and lungs work together to allow the body to respire and release the energy it requires. They have observed the dissection of a heart and investigated the effect of exercise.</p> <p>All: Have completed TMA activities in order to develop their extended writing skills using biological detail</p>	<p>Separate Science Students: Will finish the Paper 1 content of their course and start a Separate Science only topic on Human Impacts on the environment. They will learn about the balance between providing the resources humans need and preserving biodiversity.</p> <p>Combined Science: Will begin the final topics of the Paper 1 content where they will learn more about cells. They will complete 2 required practical activities.</p>
Chemistry	<p>Separate Science Students: Have been working through the topic of Quantitative Chemistry (C3). This topic focuses on the calculations needed in chemistry to work out how much of a substance is needed for a reaction to work and how much can be made. They have carried out a titration as a required practical which was a real test of their</p>	<p>Separate Science Students: Will complete the topic of Energy Changes (C5). Will sit a mock examination covering the paper 1 content studied so far. They will be issued with a chunked revision booklet to guide them. They will then complete the topic of Energy Changes (C5).</p>

	<p>practical skills. They have started to study the final paper 1 topic of Energy Changes.</p> <p>Combined Science Students: Have been working through the topic of Quantitative Chemistry (C3). This topic focuses on the calculations needed in chemistry to work out how much of a substance is needed for a reaction to work and how much can be made.</p>	<p>Combined Science Students: Will study electrolysis to complete the topic of Chemical Changes (C4). They will then revise for and sit a mock examination covering paper 1 content studied so far. They will be issued with a chunked revision booklet to guide them.</p>
Physics	<p>Separate Science Students: Have been completing the Atomic and Nuclear topic before starting the separate science only material in the Energy and Particles topics, developing their understanding of these areas and completed TMAs in each topic.</p> <p>Combined Science Students: Continued their work on Atomic Structure, which is revision of their Y9 Chemistry work, and now starting to look at nuclear radiation.</p>	<p>Separate Science Students: Will be delving into the forces topic before revising paper 1 content for their upcoming exam.</p> <p>Combined Science Students: Will be completing a required practical on specific heat capacity, which completes their work on Energy which began in Year 9, and will be assessed in Paper 1 in their mocks.</p>

How to support your young person:

- Assessments
The Year 10 assessments took place the week beginning 24th March. Students will have sat 3 separate 1 hour papers, one for each Science and they will receive feedback on how they performed in their lessons.
- Seneca
Seneca is a free online resource which can be used to support students. Please encourage your young person to use Seneca regularly. They can work through topics independently and complete additional assignments and quizzes on any topics they are struggling with.
- Stretch and challenge tasks
Below are some useful website links for any students wishing to extent their knowledge of topics covered this half-term:
Oxygen's surprisingly complex journey through your body:
https://www.youtube.com/watch?v=GVU_zANtroE
As Close as you can get to Chemistry magic:
https://www.ted.com/talks/john_thomas_as_close_as_you_can_get_to_chemistry_magic
Nuclear energy: radiation, myths and climate crisis:
https://www.ted.com/talks/p_m_ravi_nuclear_energy_radiation_myths_and_climate_crisi
- Revision guides
The majority of students purchased these in September. If your young person does not have one and you would like them to have one, below are details of how you can order directly from CGP. These are also available from bookshops/Amazon:
Double (Combined) Science revision guides:
Higher tier (sets 1 and 2): <https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/sahr46-gcse-combined-science-aqa-revision>

Foundation tier (sets 3 and 4): <https://www.cgpbooks.co.uk/secondary-books/gcse/science/combined-science/safr46-gcse-combined-science-aqa-revision>
Triple science students (will need separate ones for Biology, Chemistry and Physics):
Biology: <https://www.cgpbooks.co.uk/secondary-books/gcse/science/biology/bar46-gcse-biology-aqa-revision-guide-higher>
Chemistry: <https://www.cgpbooks.co.uk/secondary-books/gcse/science/chemistry/car46-gcse-chemistry-aqa-revision-guide>
Physics: <https://www.cgpbooks.co.uk/secondary-books/gcse/science/physics/par48-gcse-physics-aqa-revision-guide-higher>

Religious Studies

As students come to the end of this Spring Term they are continuing their studies of Religion, Relationships and Families. This ethical topic includes a study of attitudes towards human sexuality, contraception, marriage and divorce. The summer term will bring a focus on how students' performed in their recent mock examination, allowing students the opportunity to measure their progress at this point in the course.

To further aid future revision, the following revision materials can be purchased:

https://www.amazon.co.uk/AQA-GCSE-Religious-Studies-Christianity/dp/0198422857/ref=sr_1_12?crd=3V4R6ANMHZIXD&dib=eyJ2IjojMSJ9.8darSXokkIEZhu z9biLkE_sDE_3mp5s0BaYceQp2lr_xh5Cg_pFSVxEJMEIskIcP76LhZPoinaYJtEMDofg9a85p81nhcH4IlgVoziz2mjYwZm2LIWjAKckJHoOvLe9uXK2QT_flZOfjf9qPDN1VQSDIPNHjptFfmmf9nohDlzoogsys_AEIP2YSLK_ItY9tgFTAPEDSxFKyBFWqQUVD1W9V01R8pRlvZN0KyobNCRxfM.jVY-n9GVojwAMkbjLiNlv3KKZ5Ilg8ZR3MgIQZUF7SGY&dib_tag=se&keywords=gcse+rs&qid=1710609484&sprefix=gcse+rs+%2Caps%2C114&sr=8-12

Over the Easter holidays students could be looking at online resources to improve their knowledge of the course by using the following resources:

<https://www.bbc.co.uk/bitesize/examspecs/zjgx47h>
<https://www.savemyexams.com/gcse/religious-studies/aqa/a/18/revision-notes/>

History

Coming up next half term:

Students have completed their Year 10 exams and should be receiving feedback on their exam after the Easter break. After Easter all Year 10 students will be focusing on medicine in the Modern World and injuries and treatment in WW1, this is the final part of the Medicine Paper.

How can you support your young person?

We would ask students to keep safe all revision material created for the Year 10 exam as this can be reused in Year 11 for the mock exams. If there were areas on the exam paper where you felt revision was lacking, the Easter break would provide a good opportunity to create better revision material in the form of mind maps or flash cards or annotated timelines that can be used in Year 11.

Stretch and Challenge activity:

Although all students were taught about World War One in Year 9 it would be useful for students to refresh their knowledge of the conflict by visiting the BBC Bitesize pages online or even visiting the Imperial War Museum at Salford Quays.

Geography

In Year 10 this term our students have been completing their Urban Issues topic looking at the opportunities of living in Manchester but also the challenges that the rapid growth of the city has brought. We have studied New Islington / Ancoats as an area of regeneration and evaluated its success. We then studied how Manchester is aiming to be much more sustainable as the population grows. The year 10 assessment was based on both this topic and the Natural Hazards topic from the start of the GCSE course. We have carried out revision in form of dual coding – where we use images and text to summarise case studies as well as reminding students on the techniques required to answer geography exam questions. We have really enjoyed teaching this topic and the students have also seemed to enjoy it too!

Coming up next half term:

Next term our year 10 will be completing the river study fieldwork where they examine how a river changes as it moves downstream in terms of velocity, depth and the angularity of its bedload. This day is essential as it forms a significant part of the paper 3 examination at GCSE. More information to follow!

How you can support your young person:

All students were offered the opportunity to purchase revision guides and flash cards through school earlier this year and we highly recommend that students refer to these as we move through the course.

A stretch and challenge task for over half term:

There are lots of other sources of information out there including the YouTube channel 'Geography Case Studies' https://www.youtube.com/watch?v=cDuzZHfs8_g&t=656s This site uses diagrams and discusses topics so that students can create their own set of notes. This one in River Processes may well be used as home learning piece of work next term!

GCSE Business

Year 10 will be continuing with their marketing unit, looking at the 4P's in the marketing mix. You can support your young person by testing them on their key terms and formulas and talking to them about the Business stories they see in the news.

A stretch and challenge for half term:

You are the manager of a small clothing business. Due to an unexpected economic downturn you are facing a 15% fall in sales, you have £20,000 cash in the bank. Your main competitors are reducing their prices to attract customers and your profit margins are becoming thinner. You must make some tough decisions to ensure the business survives and remains profitable. You need to answer the following questions and justify your decisions.

1. Cost-Cutting Measures

What areas of your business will you cut costs in (e.g., staffing, advertising, supplier contracts)? Justify your choices.

2. Pricing Strategy

Will you reduce your prices to compete, maintain your prices, or increase them to position yourself as a premium brand? Explain why.

3. **Marketing Strategy**

Given the limited budget, how will you market your business to retain customers and attract new ones? Choose one marketing strategy and justify your decision.

4. **Ethical Considerations**

Are there any ethical concerns you need to consider while making these decisions (e.g., laying off staff, reducing product quality)? How will you address these concerns?

Computer Science

Year 10 Computer Science students have recently been studying Systems Architecture. Topics have included, architecture of the CPU, factors affecting CPU performance, memory (primary storage) and storage (secondary storage), as well as preparing for the mock examination.

The computing science curriculum overview can be found on the Poynton High website, if you would like to familiarise yourself with it and further support your young person.

CNAT iMedia

The Year 10 students have been busy completing their mandatory R094 Graphics unit. They are using their Photoshop knowledge to create a chocolate box lid for Choco Indulgence. This unit will need to be completed by end of April in order for it to be sent off to the exam board.

As students are no longer allowed to work on their coursework at home, we encourage both Year 10 and Year 11 students to attend drop in sessions at lunchtime in Room 28, if they are behind. There are also sessions after school Wednesdays in Rm 29 and Thursdays in rm 28.

Extensive revision resources can be found on Google Classroom, ranging from topic lists, links to YouTube videos, past papers with mark schemes and online interactive revision resources.

Product Design

This half term students have continued to do a mix of theory and practical lessons.

Both Mrs Dempsey and Mrs Cronshaw teach our Year 10 group and they have been working on the following with Year 10:

Mrs Dempsey has continued with the Timbers theory in preparation for their Year 10 assessments this term. Students will have begun to understand exam technique and how they can apply their theory knowledge. Now that students have sat their exam, they will be able to reflect on their exam questions.

Mrs Cronshaw is continuing with the Animal Fan project. This project incorporates using a range of materials including metals, timbers and electronics. This is a fantastic opportunity for students to explore these different mediums and how they can be incorporated into one project. Both Mrs Cronshaw and Mrs Dempsey are incorporating the theory of these material areas so that students are understand these materials at a deeper level.

It is suggested that students buy the Edexcel revision guide. Edexcel is our exam board so please make sure to buy the correct revision guide. We have the pocket revision guide and revision workbook available to students on Evolve to buy.

Textiles

Regarding revision Textiles is a subject which incorporates a wide range of both knowledge and skills. In order to be successful in Textiles it is important to use a variety of consolidation techniques which should range from note taking, making mind maps, making flash cards, producing questions on different topics, recapping practical activities through videos or assessing samples produced in lesson. Below are some ideas you could use to help support your child in their learning.

Seneca Learning—

<https://app.senecalearning.com/courses?Price=Free&Subject=Design+Technology>

Seneca is an online learning platform that students can use to help consolidate and revise their learning. It has a variety of resources including, summaries, notes, videos and a variety of different types of practice questions. The system is also completely adaptive so your child's learning experience will be tailored to suit their individual needs. This is a free resource for students to access.

Revision Guide and Work Book

Students can use these resources to recap their learning in addition to short and long answer questions. At the start of year 10 your child will have all been issued a revision guide and workbook with exam practice questions.

Past Papers and Mark Schemes

Students can use Past Papers and Mark Schemes to practice answering short and long answer questions. A link to the past papers and mark scheme in Design and Technology Textiles <https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552/assessment-resources>

Food Preparation and Nutrition

During year 10's practical lessons students have been focusing on their preparation skills and recently completed their mock examination. Topics they have covered in lesson include Primary and secondary processing, raising agents, carbohydrates, dietary fibre and revision techniques.

Below are some ideas you could use to help support your child in their learning.

Seneca Learning

<https://app.senecalearning.com/courses?Price=Free&Subject=Food+Preparation+%26+Nutrition>

Seneca is an online learning platform that students can use to help consolidate and revise their learning. It has a variety of resources including, summaries, notes, videos and a variety of different types of practice questions. The system is also completely adaptive so your child's learning experience will be tailored to suit their individual needs. This is a free resource for students to access.

Revision Guide and Work Book

Students can use these resources to recap their learning in addition to short and long answer questions. OCR Revision Guide <https://www.amazon.co.uk/OCR-GCSE-Food-Preparation-Nutrition/dp/1471867498>

At the start of year 10 your child will have all been issued a revision guide and workbook with exam practice questions.

CNAT Sports Studies

Next half term:

Our Year 10 students have made excellent progress in their Cambridge National Sport Studies qualification. They have successfully completed the R186 Media unit, exploring the various types of media that cover sport and examining both the positive and negative relationships between sport and the media.

In the coming weeks, students will shift focus towards the R185 Leadership sessions. Between Tuesday 13th May and Monday 19th May, Year 10 students will be delivering coaching sessions to Year 7 and 8 students during their core PE lessons. These sessions will allow students to apply their leadership skills, as well as demonstrate how to effectively set up and run warm-ups and activities.

How you can support your young person:

To support your young person, we encourage you to speak with them about their leadership session. Discuss different scenarios they may face in a lesson and encourage them to practice their questions or coaching session at home. This will help build their confidence and ensure they're prepared for their sessions.

CNAT Catch-up Club will continue to take place every Tuesday after the Easter holidays in Room 7 from 3:15pm to 4:15pm. This is a great opportunity for students to get additional help and ensure they stay on top of their coursework.

Task for over half term:

Looking ahead, Year 11 students will be sitting the R184: Contemporary Issues in Sport exam in the summer, and it would be beneficial for Year 10 students to begin some prior reading in preparation. If they would like to get a head start, they can purchase the revision booklet here: [OCR Cambridge National Sport Studies \(Revision Guide\)](#).

Keep up the fantastic work, Year 10! We're really impressed with your dedication and progress so far!

GCSE PE

Next half term:

- The Year 10 GCSE PE group have just completed Paper 2 content ready for their mock examination, which will be a full Paper 2. Students have completed some of the 'Preparation phase' of their revision in class and should now use this to support their home learning.
- Students should firstly concentrate on the key word definitions, then add in practical examples where appropriate. Once they have done this, they can add in further information that would assist them on longer answer questions that require explanations, analysis or evaluation of that topic.
- Students can then access their revision booklet to test their knowledge ('Performance phase') by completing questions and start to assess their 'Progress (phase)'.
- During the summer term we will begin the written/computer-based work that will go towards the student's NEA (40% alongside their 3 practical scores). Students will complete fitness tests, record their performances and analyse their results. They will complete as much of this part of the NEA and the rest will be completed in the January of Year 11. Alongside this we will start the content for Paper 1, with some of the NEA content overlapping.

- For practical sessions we have now completed several sports where students have been assessed. During the summer term we will complete Tennis, Athletics & some Cricket if there is time.

How you can support your young person:

- Students need to ensure that they submit any off-site filming of any sports that they wish to have considered for assessment.
- This can include sports that we complete at school if they believe that they will appear more successful for the external team/club, etc.
- We do ask that cricket and tennis footage is submitted as we find it very difficult with the weather and our facilities to complete worthwhile assessments of those students that are competing regularly in these sports.
- If any students compete outside of school in Athletics and have a Power 10 they can also submit this.

Task for over half term:

- Students should be completing their competition logs on Google Classroom, creating a new sheet for each sport that they complete both in and outside of school.

Dance

Year 10 have now complete mock assessments in Performance, Choreography and Written. They are now beginning to learn the Set Phrases where they will be assessed on their accuracy of the study. This exam will be in early October. They will also start their Performance in a duo/trio in the summer term. They need to continue to use the PowerPoint in order to learn the specification terminology to help with answering the written exam.

Drama

Students are in groups **Component 1 (Devising Theatre)**.

The date has been extended for the performance of the Mock exams until after Easter.

On Google Classroom they have been set open ended home-learning tasks – some are more specific but the key tasks are:

- To watch and read various pieces of drama/documentaries/websites as listed and recommended
- To organise online and in person with their group to rehearse and plan their devised pieces
- To undertake the mapping of their work via the portfolios or 'creative logs'. Stage one deadline has passed so please ensure all students have met this deadline and work has been uploaded

They have also been establishing practical ways into learning and using text, using appropriate practitioner techniques in preparation for **Component 2 (Performing from a Text)** and they will complete a mock exam in this component next term.

Students have continued to explore their Set Text- 'Find Me' through workshopping and discussion and mini tasks.

They will now have a wealth of ideas about possible ways to bring the text from 'page to stage' as designers and as performers in preparation for their **Component 3 (Interpreting Theatre)**.

Students have then undertaken a written mock exam to test expression of these ideas in timed conditions.

Music

Performing - This term our Year 10 Music students have been working on their Ensemble performances recording themselves performing with other musicians showing their knowledge and understanding of ensemble skills. This is much more difficult than recording their solo performance as they must stay in time with other students and organise rehearsals with each other before the recording. Most students have achieved a good recording and received some good marks. When we come back after the Easter break the remaining students to perform their ensemble must be ready to record.

Listening - The Easter Holiday is good time for extra independent revision on their part preparing for the second part of the listening examination. After the holiday we will start to analyse our set studies. This year we are excited to study Bohemian Rhapsody, The Seven Seas of Rhye and Love of My Life by Queen and Beethoven's Symphony No1 Movement 1. Over the holiday I have asked the students to familiarise themselves with Bohemian Rhapsody by listening to the track several times and completing some research on the band Queen. The tracks are in their Music Google Drive Resources folder. The exam will test their knowledge on these set studies with three "2 markers" and an "8 marker" on Queen and the same amount of marks for Beethoven. To be successful in this part of the exam, the student must have studied and revised the key features in all four pieces.

Whilst having a well-deserved break, please encourage your son or daughter to spend time listening to the three Queen tracks ready for when we return after the holiday period.

Art and Design

This term, the Year 10 Art & Design students have been working hard on the design stage of their Natural Forms project. They have been reflecting on the artists that they have studied to use as their inspiration for their own designs. The students have been developing their skills and confidence with using new media such as brush ink and mixed media to develop their ideas and some students are beginning to progress their work into 3D form. There will be a homework over the Easter holiday to continue working on their final pieces. We are excited to see what imaginative ideas our students come up with!

Photography

The GCSE Yr10 students have been exploring the world with their new best friends, two mini figures. They have looked at camera shot sizes, forced perspective and the work of four photographers and artists, Skinkachu, Andrew Whyte, Brian McCarty and Tatsuya Tanaka. They have learned how to exploit the figures in locations and have been reinforcing their compositional rules knowledge. The next stage will be for the students to create mini stories using their figures in the style of their chosen photographer. We look forward to seeing their results.

Uniform

Details of our uniform policy can be found here:

<https://www.phs.cheshire.sch.uk/aboutus/schooluniform>

Equipment

- Students need to bring the following equipment to school with them every day:
 - Pens – blue or black
 - Red pen
 - Pencil
 - Ruler
 - Protractor
 - Pair of compasses
 - Calculator
 - Rubber
 - Reading book
- It would also be handy to have their own scissors and glue!

Free school meals

You can claim free school meals for each child who attends school in Cheshire East if you receive one of these benefits:

- Income Support
- Income based Jobseeker's Allowance
- Income related Employment Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of State Pension Credit
- Child Tax Credit - as long as you have a yearly household income of less than £16,190 (as assessed by HM Revenue and Customs) and do not get working Tax Credit
- Working Tax Credit run-on (paid for 4 weeks after you stop qualifying for Working Tax Credit)
- Universal Credit with no earned income or with net monthly earnings less than £616.67

Phone 0300 123 5012 for further information and help or you can apply online at

https://www.cheshireeast.gov.uk/schools/school-meals/free_school_meals.aspx

Child and Adolescent Mental Health

Cheshire and Wirral Partnership NHS Foundation Trust's (CWP) nationally recognised Child and Adolescent Mental Health website 'MyMind' is a dedicated website for young people across Cheshire and Wirral experiencing mental health difficulties.

MyMind provides advice and guidance around the key topics identified as most important to young people and their families: how to cope with mental health challenges, how to get help and what to do in a crisis.

The site includes a host of interactive self-help resources for young people, parents/carers and anyone who works with young people around the topics of Mood, Lifestyle and Relationships, as well as details on local mental health services in your area.

Visit www.MyMind.org.uk

Thank you

Thank you for all of your hard work year 10 and well done on such a fantastic half term, especially with the mock exam period. We hope you have a brilliant Easter holiday and look forward to welcoming students back on Wednesday 23rd April.

Please contact us if there are any issues or if you have any questions at all.
Thank you for your continued support.

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