



LIMPSFIELD GRANGE SCHOOL

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Year 11E

Curriculum Overview

Autumn Term 2017

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English/ English Literature Mrs Forbes Year 11E	<ul style="list-style-type: none"> • We will be revising creative writing and linking this to the reading of unseen texts • We will be rereading A Christmas Carol and Macbeth after half term • Poetry tasks will be set as homework • Looking at language choices and sentence structures • We will be looking at exam exemplars and exam papers for both English and Literature • Exploring non-fiction texts, identifying explicit and implicit information, analysing writer's use of language, comparing writer's ideas and perspectives and how these are conveyed • Work on proof reading and checking spelling and punctuation, planning exam responses for the longer written tasks and Literature essays 	<ul style="list-style-type: none"> • Talk to your daughter about her targets and what she is doing in order to make progress • Talk to your daughter about her personal response to her current reading book • Ask you daughter what she has learned each week • Watch or see a live performance of any version of Macbeth/Christmas Carol • Try to make sure that your daughter reads every day as this is a really useful way to build creative writing ideas and skills and build analytical skills • Encourage your daughter to make detailed references to what she is reading in order to back up her ideas • Discuss different written forms newspapers/magazines/online articles encouraging your daughter to summarise the key ideas • Point out different sentence structures, especially where short sentences are used. Like this! • Point out language on billboards, buses, posters and how this makes the reader feel • Encourage your daughter to read new information and summarise the key points 	<p>Key Words Core: vocabulary, language features, imagery, setting, character, reader, sentence, show not tell, paragraph, punctuation, structure, sequence, voice, viewpoint, description, mood, atmosphere, first and third person narration, verb, adjective, sound imagery, mood, tension</p> <p>Key Words Extension: perspective, flashback, resolution, protagonist</p> <p>Always Useful:</p> <ul style="list-style-type: none"> • D - Direct address • A - Audience • F - Facts • O - Opinions • R - Rhetorical question • E - Emotive Language • S - Statistics • T - Three, Rule of three



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<p>Maths Miss Middlehurst</p>	<p>Number</p> <ul style="list-style-type: none"> Negative numbers Order of operations (BIDMAS) Place value, ordering and rounding Estimating and using inverse functions Factors, multiples and prime numbers Squares and roots <p>Algebra</p> <ul style="list-style-type: none"> Write and simplify expressions using algebraic notation Substitution and formulae Expanding brackets and factorising <p>Fractions and Percentages</p> <ul style="list-style-type: none"> Comparing, adding and subtracting fractions Finding a fraction or percentage of a quantity Converting between fractions, decimals and percentages Using percentages and/or fractions to solve problems, including finding interest and VAT. <p>Graphs, Tables and Charts</p> <ul style="list-style-type: none"> Designing and using data collection sheets and tables 	<ul style="list-style-type: none"> Discuss key words and their meaning. Practice multiplication tables and number bonds. Practise working with numbers in real life situations e.g. shopping, looking for the best deal, looking at price per 100g. Encourage your daughter to pay for items when shopping. Work on counting the money and checking the change. Play board games and games with dice and cards http://www.mathschamps.co.uk/#home also has games which can be played at home. http://www.topmarks.co.uk/maths-games/hit-the-button is a great way to practise number bonds etc. Involve your daughter when cooking, etc. at home; a great way to have fun with Maths. http://www.topmarks.co.uk Use BBC bitesize GCSE, there are activities and short video clips. Use MyMaths games and topic-specific boosters. 	<p>positive negative integer decimal place significant figure inverse product factor multiple prime square root simplify expression formula substitute expand factorise</p>
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	<ul style="list-style-type: none"> • Stem and leaf diagrams • Pie charts • Scatter graphs 		
Year 11 Science Physics Mr Evans	<p>Forces and Motion</p> <p>In this unit students will be looking at what forces are and what they can do to objects when they are moving and when they are still. We will be looking at what we mean by speed and velocity and how they can be measured and represented in graphs. Also how speed can have an impact on road safety, alongside energy transfer and momentum.</p> <p>We will specifically look at the highway code and road safety.</p>	<ul style="list-style-type: none"> • Talk to your daughter about her targets and what she has done each week to move towards them. • What factors affect the stopping distances of a car? • How can we measure speed? • Discuss the speed of your car on journeys and how your speedo tells you how fast you are going. • Why do we have speed limits? 	speed distance time velocity acceleration terminal velocity hooks law stretchy/elastic momentum power force newton gravity friction collision



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<p>ICT Mrs Janaway</p>	<ul style="list-style-type: none"> • Personal digital devices – functions and features • Peripherals – input and output devices • Storage devices • Home networks • Network security • Communication protocols - HTTP / HTTPS, VoIP, SMTP, IMAP / POP, SMS / MMS • The Internet • Legislation 	<ul style="list-style-type: none"> • Revise and learn the key words supplied in each lesson • Discuss how your home network is set up and look at the equipment used. • Discuss any spam or phishing emails you receive and how to deal with them. • If you have Sky, BT Vision, etc. discuss how the system operates and the equipment needed to transmit the information into your home • Buy a copy of the GCSE Revision booklet and discuss the content together - http://www.amazon.co.uk/Revise-Edexcel-Revision-Guide-REVISE/dp/1446903877 • Homework will be set from the Revision Workbook and the answers are in the back so it may be useful for you to have a copy of this to support homework - http://www.amazon.co.uk/Revise-Edexcel-Revision-Workbook-REVISE/dp/1446903893/ref=pd_bxgy_14_img_y 	<p>processor resolution storage GPS multifunctional convergence hotspot open network mobile broadband 3G / 4G dongle roaming router network interface card WIFI wireless Ethernet cable bandwidth latency mbps Bluetooth USB SD Card cloud computing KB, MB, GB, TB firewall malware</p>	<p>ISP (Internet Service Provider) spyware Trojan virus encryption WPA MAC Address hacking phishing geotagging captcha cookie biometrics CCTV HTTP / HTTPS VoIP SMTP IMAP / POP SMS / MMS Copyright Data Protection Act Computer Misuse Act Acceptable Use Policy Privacy Policy</p>
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<p>Art Miss Henderson</p>	<ul style="list-style-type: none"> • Students will be continuing to work on their final project for Unit 1 of the GCSE course. • The completed project will count towards the final GCSE grade and covers all four assessment areas A01, A02, A03 and A04. • The title of the final project is 'Myself'. • The students are encouraged to reflect on their own life style and interests in order to inform their research (A01), development of ideas (A02), artist links (A03) and final outcome (A04). All to be completed by the Christmas break. • The project is also aimed to prepare students for the Unit 2 project which is set by the exam board and will begin at the start of the Spring term. 	<ul style="list-style-type: none"> • Research a range of artists the students have a personal interest in. • Produce small pieces of art that use a range of media reflecting the style of these artists. • Evaluate each finished piece discussing good points and possible areas for improvement. • Research and prepare a short paragraph for each artist chosen and discuss what they liked about their work • Visit art galleries 	<p>line tone colour pattern texture artists evaluation media improvement canvas graphics fashion fine art sculpture photography research development reflect assessment project</p>
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<p>Catering Miss Humphrey</p>	<p>Controlled assessment preparation:</p> <ul style="list-style-type: none"> • Time plans • Suitable dishes to make • Cooking skills to make dishes using high level skills • Nutrients in foods and why the body needs them • Planning dishes for special diets • Nutrients • Customer needs • Success factors • Cooking methods and skills 	<ul style="list-style-type: none"> • Encourage students to cook at home – photograph any practical cooking and bring it to school to show me • Students need to practice cooking a range of different dishes and skills • Explore and use new and different ingredients from shops • Encourage students to try new foods and tastes • Look at recipes in magazines and watch cookery programmes on television 	<p>protein, carbohydrates, fats, vitamins and minerals fibre water designing balanced diet nutrients, names of cooking utensils and equipment cooking terminology: al dente, bain-marie, mise en place, sauté, flambé, garnish, marinade</p>
<p>Work Experience Mrs Sabey</p>	<p>Preparing for Work Experience – looking at Health and Safety.</p> <ul style="list-style-type: none"> • Recognising hazards around us and in the work place. • Recognising Safety signs • Personal Protection at work. • Fire Safety • Staying Safe at work – Whose responsibility? <p>We will be developing our awareness of skills used for Employment:</p> <ul style="list-style-type: none"> • Practical skills • Social skills • What we have to offer • Where we need to improve 	<ul style="list-style-type: none"> • Talk about hazards at home and safety signs around them. • Staying safe discussion in all areas of life. • Look at different types of employment and the skills needed together. • Talking with you daughter about her personal skills and qualities and what she has to offer. • Discuss the different styles of body language seen in the workplace. • Comment on different vocal styles and tones which can be positive in the workplace. 	<p>hazards risks harm health and safety personal safety equipment responsibilities employer employees skills qualities listening cooperation different relationships awareness</p>



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	<ul style="list-style-type: none">• Strategies for stress• We hope to begin a work experience situation in the second half of the term.		sensitivity vocal tone self-control body language curriculum vitae
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