



LIMPSFIELD GRANGE SCHOOL

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Year 11E
Curriculum Overview
Spring Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English 11 Mrs Forbes	<ul style="list-style-type: none"> Looking at the exam papers, identifying the skills needed for both language and literature and for the Step Up Silver qualification where appropriate Looking at examples of completed answers and looking at how marks are awarded using markschemes Completing examination style questions Revisiting all of the set texts for GCSE and creating notes and plans Continue to use a variety of vocabulary exercises to build more ambitious vocabulary and will also complete short writing tasks as starter activities to practice planning and writing to time Exam skills – interpreting questions and unseen fiction and non – fiction extracts, reading skills, examination planning and writing within specific time frames 	<ul style="list-style-type: none"> Talk to your daughter about her targets and what she has done each week to move towards them Encourage your daughter to start revising little and often. Sit with her and look at BBC Bitesize which has some fantastic resources use the Mr Bruff guides on Youtube 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 Discuss the set texts – Macbeth/An Inspector Calls/A Christmas Carol Ask your daughter to explain why different characters are important, to summarise the plot and give you details about settings and key themes. EG Responsibility in An Inspector Calls, Poverty in A Christmas Carol 	<p>Words in bold a priority for 5/4 grade (The more of these that your daughter can use with confidence the higher her final grade is likely to be) DA FOREST D - Direct address A - Audience F - Facts O - Opinions R- Rhetorical question E - Emotive Language S - Statistics T - Three, Rule of three Alliteration Similes Metaphors Extended metaphor Quotation Topic sentence Paragraph Explosive consonants Repetition Personal pronoun</p>



			Visual imagery Sound imagery Sibilance P.E.E.L Point, evidence, explanation, link Paragraph Sentence
Maths Miss Middlehurst	<p>Angles and polygons</p> <ul style="list-style-type: none"> Angles and lines Triangles and quadrilaterals Congruence and similarity Angles in Polygons <p>Ratio and proportion</p> <ul style="list-style-type: none"> Proportion Ratio Comparing frac-dec-perc Percentage change <p>Calculations</p> <ul style="list-style-type: none"> Calculating with roots and indices Standard form <p>Units and proportionality</p> <ul style="list-style-type: none"> Compound units Direct proportion Inverse proportion 	<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. 	angle degrees acute obtuse reflex right angle triangle isosceles equilateral scalene quadrilateral parallelogram trapezium kite rhombus polygon pentagon hexagon octagon interior/ exterior angle sum of interior angles parallel perpendicular congruent similar fraction decimal denominator numerator equivalent fractions percentage multiplier square cube root indices standard form



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<p>Science Mrs Alexander</p>	<p>Physics Electricity and circuits: the different types of electrical circuits. Relation between current, potential difference and resistance. Power and Electricity. Electrical safety.</p> <p>Magnetism and Electromagnetism: magnets and their uses. Earth's magnetic field. Electromagnets and magnetic forces, transformers and energy</p> <p>Chemistry Ionic Bonding, Covalent Bonding, Metallic Bonding: how metals and non-metals bonds to form ionic compounds. The non-metals bonds to form co-valent compounds and the structure and properties of metals.</p> <p>Acid and Alkali: ions in acid and alkalis. How the concentration and pH are linked. The reaction between Acid and different types of bases. Titration.</p>	<p>Talk to your daughter about her targets and what she is doing in order to make progress Ask you daughter what she has learned each week Try to make sure that your daughter is revising Science every day for at least 30 minutes. Encourage your daughter to use her revision guide Ask her to use BBC Bitesize for revising topics and looking at keywords. Encourage your daughter to learn and rearrange equations.</p>	<p>Series circuit Parallel circuit Current, Amperes, Ammeter Volts, Voltmeter, Potential difference charge resistance power watts Mains electricity, National Grid Direct Current, Alternating Current Circuit breaker, Fuse Magnetic field Electromagnet Solenoid Step up transformers Step down transformers ions cation anions Ionic lattice structure Ionic bonding Covalent bonding allotropes Metallic bonding acid alkali indicators bases</p>
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			neutralisation concentration titration solubility
ICT Mrs Janaway	<p>Online Goods and Services</p> <ul style="list-style-type: none"> • Online shopping • Setting up an online account • Transactional data • Internet advertising <p>Application Software</p> <ul style="list-style-type: none"> • Local or online storage <p>Online Communities</p> <ul style="list-style-type: none"> • Social Networking • Online Workspace • VLE • User Generated Reference Sites • Social Bookmarking Sites <p>Working online</p> <ul style="list-style-type: none"> • Advantages / disadvantages of VLE and online workspace <p>Health & Safety</p> <ul style="list-style-type: none"> • Positive and negative effects <p>Sustainability</p> <ul style="list-style-type: none"> • Risks and solutions <p>Digital Divide</p> <ul style="list-style-type: none"> • Why people have unequal access • Causes of unequal access 	<ul style="list-style-type: none"> • Revise and learn the key words from each lesson • 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>online auction RSS feed overheads viral marketing personalisation locally installed software hosted Software Open Source Software proprietary software collaboration teleworking Wiki forum recycle reuse e-waste pollution global warming non/renewable energy</p>



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<p>Art Miss Henderson</p>	<ul style="list-style-type: none"> • At the start of the spring term all students will complete their final outcome for the second of the Unit 1 projects, entitled "Myself" and/or "Order and Disorder. • The completed project will count towards the final GCSE grade and covers all four assessment areas A01, A02, A03 and A04. • The remainder of the spring term will be spent preparing for Unit 2 of the GCSE course. The Unit 2 project choices are provided by the exam board. These choices are to be investigated, linked to artists and art movements thus enabling the students to plan and prepare for their final piece which will take place under exam conditions over a 10 hour period either immediately before or after the Easter break • Themes to choose from are sent by the exam board at the end of January. • All students will focus on one of the themes provided by the exam board. 	<ul style="list-style-type: none"> • Research directed theme choices and discuss. • Research and evaluate examples of artists work relevant to the chosen theme. • Produce small pieces of art that use a range of media reflecting the chosen them • Evaluate each finished piece discussing good points and possible areas for improvement. 	<p>line tone colour pattern texture artists evaluation media improvement canvas graphics fashion fine art sculpture photography research</p>	<p>development reflect assessment project analysis evaluation response feedback research social moral spiritual cultural theme initial ideas final outcome</p>
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<p>Catering Miss Humphrey</p>	<ul style="list-style-type: none"> • Finish controlled assessment • Controlled assessment practical exams • Evaluating practical assessment and completing course work • Revision for GCSE – <ul style="list-style-type: none"> Health, Safety, Hygiene Nutrition Job roles and industry Cooking methods Subject specific terminology Exam practice 	<ul style="list-style-type: none"> • Encourage students to cook at home – photo 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 cookery programmes on television • Orally test the students • Help them to learn key words and subject specific terminology • Work on past papers with them • Help them to use their revision materials to learn 	<p>management food poisoning salmonella high risk foods bacteria cross contamination hygiene employees premises risk assessment bain-marie marinade garnish mise en place roux accompaniments whisking rubbing in creaming melting functions of ingredients standard component en croute al dente puree protein carbohydrates vitamins minerals fibre</p>
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Work Experience Mrs Sabey	<p>The majority of students at present have a work experience placement weekly. For those who do not have a current placement we are hoping to find one as soon as possible.</p> <p>During sessions when students do not go out to work experience we will work on writing a CV which they can add to and expand as they move from here to college.</p>	<ul style="list-style-type: none"> • Look at different types of employment and the skills needed together • Ask your daughter about her work experience and what she has achieved. . • 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. • Involve your daughter in decisions about colleges and the future. 	skills qualities listening cooperation different relationships awareness sensitivity vocal tone self-control body language curriculum vitae