



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

**Year 11R**  
**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 11R GCSE Students	<ul style="list-style-type: none"> <li>• We will be revising creative writing and linking this to the reading of unseen texts</li> <li>• We will be rereading A Christmas Carol and Macbeth after half term</li> <li>• Poetry tasks will be set as H/W</li> <li>• Looking at language choices and sentence structures</li> <li>• We will be looking at exam exemplars and exam papers for both English and Literature</li> <li>• 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</li> <li>• Work on proof reading and checking spelling and punctuation, planning exam responses for the longer written tasks and Literature essays</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to your daughter about her targets and what she is doing in order to make progress</li> <li>• Talk to your daughter about her personal response to her current reading book</li> <li>• Ask you daughter what she has learned each week</li> <li>• Watch or see a live performance of any version of Macbeth/Christmas Carol</li> <li>• 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</li> <li>• Encourage your daughter to make detailed references to what she is reading in order to back up her ideas</li> <li>• Discuss different written forms newspapers/magazines/online articles encouraging your daughter to summarise the key ideas</li> <li>• Point out different sentence structures, especially where short sentences are used. Like this!</li> <li>• Point out language on billboards, buses, posters and how this makes the reader feel</li> <li>• Encourage your daughter to read new information and summarise the key points</li> </ul>	<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"> <li>• <b>D - Direct address</b></li> <li>• <b>A - Audience</b></li> <li>• <b>F - Facts</b></li> <li>• <b>O - Opinions</b></li> <li>• <b>R- Rhetorical question</b></li> <li>• <b>E - Emotive Language</b></li> <li>• <b>S - Statistics</b></li> <li>• <b>T - Three, Rule of three</b></li> </ul>



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

<p>English Step Up Students</p>	<ul style="list-style-type: none"> <li>We will be revising creative writing and linking this to reading</li> <li>Students will be given structures to use to create longer written responses</li> <li>We will be encouraging students to have confidence in their own ideas and work independently</li> <li>Looking at language choices and sentence structures</li> <li>We will be looking at exam exemplars and exam papers for Step Up</li> <li>Exploring non-fiction texts and selecting information</li> <li>Work on proof reading and checking spelling and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Talk to your daughter about her targets and what she is doing in order to make progress</li> <li>Talk to your daughter about her personal response to her current reading book</li> <li>Ask you daughter what she has learned each week</li> <li>Try to make sure that your daughter reads every day as this is a really useful way to build skills</li> <li>Read different written forms newspapers/magazines/online articles and talk to your daughter about the key ideas, ask her to summarise these</li> <li>Point out language on billboards, buses, posters and ask your daughter to read it and suggest what it means</li> </ul>	<p>Key Words : vocabulary, language features, sentence, full stops, capital letters, paragraph, compare, similar, different to, question, statement, describe,, explain.</p> <p>Always Useful</p> <ul style="list-style-type: none"> <li><b>D - Direct address</b></li> <li><b>A - Audience</b></li> <li><b>F - Facts</b></li> <li><b>O - Opinions</b></li> <li><b>R- Rhetorical question</b></li> <li><b>E - Emotive Language</b></li> <li><b>S - Statistics</b></li> <li><b>T - Three, Rule of three</b></li> </ul>
<p>Maths Miss Middlehurst</p>	<p><b>Place Value and Rounding</b></p> <ul style="list-style-type: none"> <li>Place value including decimals</li> <li>Ordering and rounding</li> <li>Multiplying and dividing by powers of 10</li> </ul> <p><b>Properties of 2D shapes</b></p> <ul style="list-style-type: none"> <li>Names and properties of triangles, quadrilaterals and other polygons</li> <li>Symmetry (reflective and rotational)</li> <li>Perimeter and area of 2D shapes</li> </ul> <p><b>Fractions and Percentages</b></p> <ul style="list-style-type: none"> <li>Identifying and comparing fractions</li> <li>Adding and subtracting fractions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss key words and their meaning.</li> <li>Practice multiplication tables and number bonds.</li> <li>Practise working with numbers in real life situations e.g. shopping, looking for the best deal, looking at price per 100g.</li> <li>Encourage your daughter to pay for items when shopping. Work on counting the money and checking the change.</li> <li>Encourage your daughter to identify different shapes in her surroundings (at home and when out), including identifying symmetry.</li> <li><a href="http://www.mathschamps.co.uk/#home">http://www.mathschamps.co.uk/#home</a> also has games which can be played at home.</li> <li><a href="http://www.topmarks.co.uk/maths-games/hit-the-button">http://www.topmarks.co.uk/maths-games/hit-the-button</a></li> </ul>	<p>digit units tens tenth hundreds hundredth decimal whole number significant figure ordering rounding fraction numerator</p>



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

	<ul style="list-style-type: none"> <li>Finding a fraction or percentage of a quantity</li> <li>Converting between fractions, decimals and percentages</li> <li>Using percentages and/or fractions to solve real-life problems</li> </ul>	<ul style="list-style-type: none"> <li>is a great way to practise number bonds etc.</li> <li>Involve your daughter when cooking, etc. at home; a great way to have fun with Maths.</li> <li><a href="http://www.topmarks.co.uk">http://www.topmarks.co.uk</a></li> <li>Use BBC bitesize KS3, there are activities and short video clips.</li> <li>Use MyMaths games and boosters.</li> </ul>	denominator decimal percentage
Year 11 Science Physics Mr Evans	<p><b>Forces and Motion</b></p> <p>In this unit we 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"> <li>Talk to your daughter about her targets and what she has done each week to move towards them.</li> <li>What factors affect the stopping distances of a car?</li> <li>How can we measure speed?</li> <li>Discuss the speed of your car on journeys and how your speedo tells you how fast you are going.</li> <li>Why do we have speed limits?</li> </ul>	speed distance time velocity acceleration terminal velocity hooks law stretchy/elastic momentum power force newton gravity friction collision



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

<p>Life Skills Mrs Sabey</p>	<p>In Life skills we will be working on basic mathematical and English skills needed to function independently in adult life. We will be using these skills practically in a range of activities:</p> <ul style="list-style-type: none"> <li>• individual time and money skills both in the classroom and out in the community using public transport and shopping.</li> <li>• teamwork skills to organise and plan a Coffee morning – planning publicity, setting up the room, selling tea, coffee cakes etc.</li> <li>• communication skills serving in the school shop and maths skills through buying stock and counting takings as well as selling goods.</li> <li>• basic cookery and food hygiene, cooking once a month.</li> <li>• Home independence skills such as using a washing machine, microwave etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with your daughter about how Maths and number are important in everyday life.</li> <li>• Discuss the calendar and upcoming events and working out when they will happen.</li> <li>• Encourage your daughter to handle money when shopping and buying goods from the shop, including selecting the coins and notes to pay with and checking change.</li> <li>• Encourage cooking at home, including weighing out ingredients.</li> <li>• Support your daughter with tasks such as sorting washing and loading the washing machine etc.</li> <li>• Travel with your daughter on the bus, encouraging them to use their bus pass and be more independent on public transport</li> <li>• Support your daughter to use e.g. ticket machines at train stations</li> </ul>	<p>digit units tens hundreds thousands negative numbers calendar months of the year days of the week seasons minute second hour decade century currency temperature ingredients</p>
----------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

<p>Work Experience Mrs Sabey</p>	<p>Preparing for Work Experience – looking at Health and Safety.</p> <ul style="list-style-type: none"> <li>• Recognising hazards around us and in the work place.</li> <li>• Recognising Safety signs</li> <li>• Personal Protection at work.</li> <li>• Fire Safety</li> <li>• Staying Safe at work – Whose responsibility?</li> </ul> <p>We will be developing our awareness of skills used for Employment:</p> <ul style="list-style-type: none"> <li>• Practical skills</li> <li>• Social skills</li> <li>• What we have to offer</li> <li>• Where we need to improve</li> <li>• Strategies for stress</li> </ul> <p>We hope to begin a work experience situation in the second half of the term.</p>	<ul style="list-style-type: none"> <li>• Talk about hazards at home and safety signs around them.</li> <li>• Staying safe discussion in all areas of life.</li> <li>• Look at different types of employment and the skills needed together.</li> <li>• Talking with you daughter about her personal skills and qualities and what she has to offer.</li> <li>• Discuss the different styles of body language seen in the workplace.</li> <li>• Comment on different vocal styles and tones which can be positive in the workplace.</li> </ul>	<p>hazards risks harm health and safety personal safety equipment responsibilities employer employees skills qualities listening cooperation different relationships awareness sensitivity vocal tone self-control body language curriculum vitae</p>
--------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

Art  
Miss  
Henderson

- 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.

- 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

line  
tone  
colour  
pattern  
texture  
artists  
evaluation  
media  
improvement  
canvas  
graphics  
fashion  
fine art  
sculpture  
photography  
research  
development  
reflect  
assessment  
project



# LIMPSFIELD GRANGE SCHOOL

*'together we make a difference'*

<p>Catering Miss Humphrey</p>	<p>Controlled assessment preparation:</p> <ul style="list-style-type: none"> <li>• Time plans</li> <li>• Suitable dishes to make</li> <li>• Cooking skills to make dishes using high level skills</li> <li>• Nutrients in foods and why the body needs them</li> <li>• Planning dishes for special diets</li> <li>• Nutrients</li> <li>• Customer needs</li> <li>• Success factors</li> <li>• Cooking methods and skills</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage students to cook at home – photograph any practical cooking and bring it to school to show me</li> <li>• Students need to practice cooking a range of different dishes and skills</li> <li>• Explore and use new and different ingredients from shops</li> <li>• Encourage students to try new foods and tastes</li> <li>• Look at recipes in magazines and watch cookery programmes on television</li> </ul>	<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>Drama &amp; Communication Mrs Tremaine</p>	<ul style="list-style-type: none"> <li>• Developing awareness of different senses with mime skills.</li> <li>• Developing improvisations with natural speech.</li> <li>• Devising scenes intended for teaching social awareness and understanding developing skills in connection with our WACI programme</li> <li>• Focusing on group cooperation and creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss different media and the intended effect on the viewer or listener.</li> <li>• Develop some shared evaluation of any film, theatre or TV experience. How did they experience it and why?</li> </ul>	<p>listening cooperation relationship awareness sensitivity</p>