



LIMPSFIELD GRANGE SCHOOL

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Year 11R
Curriculum Overview
Spring Term 2018

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
English/ Silver Step	<ul style="list-style-type: none"> Using exam papers to practice literacy topics and creative reading and writing Planned themes Exhibitions, Fashion, Travel and Sport Speaking and Listening tasks Continue to use a variety of vocabulary exercises to build vocabulary and will also complete short writing tasks as starter activities to practice planning and writing to time 	<ul style="list-style-type: none"> Keep asking questions, encouraging your daughter to give you as much detail as possible about her day/what you have just watched on TV her favourite music etc Remind her to spell words out in syllables when writing and to reread everything Encourage verbal answers in full sentences 	<p>Words in bold a priority for 5/4 grade: fact/opinion short sentence fullstop/capital letter paragraph summary key word/idea main idea</p>
English 11 Mrs Forbes	<ul style="list-style-type: none"> Looking at the exam papers, identifying the skills needed for both language and literature 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 students 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 	<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 	<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</p>



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	<ul style="list-style-type: none"> 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"> 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>T - Three, Rule of three</p> <p>Alliteration</p> <p>Similes</p> <p>Metaphors</p> <p>Extended metaphor</p> <p>Quotation</p> <p>Topic sentence</p> <p>Paragraph</p> <p>Explosive consonants</p> <p>Repetition</p> <p>Personal pronoun</p> <p>Visual imagery</p> <p>Sound imagery</p> <p>Sibilance</p> <p>P.E.E.L Point, evidence, explanation, link</p> <p>Paragraph</p> <p>Sentence</p>																								
<p>Maths Miss Middlehurst</p>	<p>Statistics</p> <ul style="list-style-type: none"> Construct and interpret bar charts and pictograms Extract numerical information from lists, tables, diagrams and charts Including timetables, holiday brochures, sports results etc Complete and read tally charts and frequency tables Compare two or more diagrams; compare how much higher/lower values are Solve one-step and two-step problems 	<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- 	<table border="0"> <tr> <td>table</td> <td>below/under</td> </tr> <tr> <td>frequency</td> <td>above/on top</td> </tr> <tr> <td>tally</td> <td>(of)</td> </tr> <tr> <td>pictogram</td> <td>pentagon</td> </tr> <tr> <td>bar chart</td> <td>hexagon</td> </tr> <tr> <td>how much</td> <td>octagon</td> </tr> <tr> <td>higher/more</td> <td>right-angled</td> </tr> <tr> <td>difference</td> <td>triangle</td> </tr> <tr> <td>pie chart</td> <td>cuboid</td> </tr> <tr> <td>sector</td> <td>pyramid</td> </tr> <tr> <td>scatter</td> <td>sphere</td> </tr> <tr> <td>diagram</td> <td>prism</td> </tr> </table>	table	below/under	frequency	above/on top	tally	(of)	pictogram	pentagon	bar chart	hexagon	how much	octagon	higher/more	right-angled	difference	triangle	pie chart	cuboid	sector	pyramid	scatter	sphere	diagram	prism
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	<p>based on statistical information (GCSE content)</p> <ul style="list-style-type: none"> • Pie charts • Scatter graphs • Averages and range <p>Geometry</p> <ul style="list-style-type: none"> • Use and understand positional vocabulary • Recognise and name shapes and solids • Describe the properties of 2D shapes and 3D solids • Understand angle as a measure of turn • Lines of symmetry • Nets of cubes and cuboids • Identify horizontal, vertical and parallel lines • Use coordinates/compass directions to denote position from a map (GCSE content) • Calculate angles using angle facts (including: straight lines; around a point; in triangles and quadrilaterals) • Calculate angles in parallel lines • Properties of triangles and quadrilaterals 	<p>button is a great way to practise number bonds etc.</p> <ul style="list-style-type: none"> • 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. 	<table> <tr> <td>outlier</td> <td>cylinder</td> </tr> <tr> <td>correlation</td> <td>cone</td> </tr> <tr> <td>average</td> <td>edge</td> </tr> <tr> <td>mean</td> <td>vertices</td> </tr> <tr> <td>median</td> <td>face</td> </tr> <tr> <td>mode</td> <td>symmetry</td> </tr> <tr> <td>range</td> <td>net</td> </tr> <tr> <td>next to</td> <td>clockwise</td> </tr> <tr> <td>left/right</td> <td>anti-clockwise</td> </tr> <tr> <td>between</td> <td>quarter/half</td> </tr> <tr> <td>inside/outside</td> <td>turn</td> </tr> <tr> <td></td> <td>N/E/S/W</td> </tr> </table>	outlier	cylinder	correlation	cone	average	edge	mean	vertices	median	face	mode	symmetry	range	net	next to	clockwise	left/right	anti-clockwise	between	quarter/half	inside/outside	turn		N/E/S/W
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<p>Science Mrs Alexander</p>	<p>Physics Electricity and circuits: In this topic the girls will learn about the different types of electrical circuits. Relation between current, potential difference and resistance. Power and Electricity. Electrical safety.</p> <p>Magnetism and Electromagnetism: In this topic your daughter will learn about magnet and its uses. Earth's magnetic field. Electromagnets and magnetic forces, transformers and energy</p> <p>Chemistry Acid and Alkali: in this topic your daughter will learn about ions in acid and alkalis. How the concentration and pH are linked. The reaction between Acid and different types of bases. Titration.</p> <p>Groups in periodic table: In this topic you daughter will learn about the Group 1, Group 7 and Group 0 elements. Rate of reactions and factors affecting reaction rates. Exothermic and endothermic reactions.</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 atleast 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</p> <p>Magnetic field Electromagnet Solenoid Step up transformers Step down transformers</p> <p>Acid Alkali Indicators Bases Neutralisation Concentration Titration Solubility</p> <p>Alkali metals</p>
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			Halogens Reactivity Noble gases Displacement reaction Redox reaction Catalysts Activation energy Exothermic reaction Endothermic reaction
Life Skills Mrs Sabey	<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"> individual time and money skills both in the classroom and out in the community using public transport and shopping. teamwork skills to organise and plan trips etc communication basic cookery and food hygiene, cooking once a month. Home independence skills such as using a washing machine, microwave etc. Working towards Independent travel. <p>We will also work on supporting the</p>	<ul style="list-style-type: none"> Talk with your daughter about how Maths and number are important in everyday life. Discuss the calendar and upcoming events and working out when they will happen. 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. Encourage cooking at home, including weighing out ingredients. Support your daughter with tasks such as sorting washing and loading the washing machine etc. Travel with your daughter on the bus, encouraging them to use their bus pass and be more independent on public transport Support your daughter to use e.g. ticket machines at train stations 	currency pounds pence temperature ingredients



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	Entry Level Maths – covering money and measure. Revision and taking unit assessments in the 4 operations, properties of number, calendar and time, statistics.		
Work Experience Mrs Sabey	<p>All students at present have a work experience placement weekly.</p> <p>If students are unable to go to Work Experience for any reason 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. 	<p>skills qualities listening cooperation different relationships awareness sensitivity vocal tone self-control body language curriculum vitae</p>
Art Miss Henderson	<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 	<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</p>



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	<p>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</p> <ul style="list-style-type: none"> • 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. 		<p>sculpture photography research development reflect assessment project analysis evaluation response feedback research social moral spiritual cultural theme initial ideas final outcome</p>
<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 – Health, Safety, Hygiene Nutrition Job roles and industry Cooking methods Subject specific terminology 	<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 	<p>management food poisoning salmonella high risk foods bacteria cross contamination hygiene employees premises risk assessment bain-marie</p>



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	<p>Exam practice</p>	<ul style="list-style-type: none"> • Work on past papers with them • Help them to use their revision materials to learn 	<p>marinade garnish mise en place roux accompaniments whisking rubbing in creaming melting functions of ingredients standard component en crouete al dente puree protein carbohydrates vitamins minerals fibre fat nutrients</p>
<p>Drama & Communication Mr Pinchin</p>	<ul style="list-style-type: none"> • Work through a range of scenarios and dramatic opportunities in pairs, groups and larger groups to explore human interactions, communication and relationships. • Some work will be prepared and scripted while some will be 	<ul style="list-style-type: none"> • Discuss work covered with your child and issues arising. 	<p>Empathy Relationships Cooperation Accomplishments Compromise Performance Debates Discussion Plays</p>



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	<p>spontaneous.</p> <ul style="list-style-type: none">• Whole aim to improve self-confidence, self-belief and communication while developing empathy towards others.• Emphasis also given to polished performances and scripts of which the students can feel proud.• Learning will include opportunities for debate, discussion and presentations. For example the first two lessons centred on a debate between two politicians: A 'real' and restorative conversation.		Presentation
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