



# LIMPSFIELD GRANGE SCHOOL

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**Year 11R**  
**Curriculum Overview**  
**Summer Term 2018**

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key Words
English/Silver Step Mrs Forbes	<p>Students will be continuing to focus on the functional skills needed for Entry Level 1 (Silver Step) using the topic of Travel.</p> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Participate in and understand the main points of simple discussions/exchanges about familiar topics with another person in a familiar situation</li> <li>• Understand the main points of short explanations</li> <li>• Understand and follow instructions</li> <li>• Respond appropriately to comments and requests</li> <li>• Make contributions to be understood</li> <li>• Ask simple questions to obtain specific information</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 your daughter what she has learnt 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 and 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 stop, capital letters, paragraph, compare, similar, different to, question, statement, describe, explain</p> <p>Always useful:</p> <ul style="list-style-type: none"> <li>• D - Direct address</li> <li>• A - Audience</li> <li>• F - Facts</li> <li>• O - Opinions</li> <li>• R - Rhetorical question</li> <li>• E - Emotive language</li> <li>• S - Statistics</li> <li>• T - Three, Rule of Three</li> </ul>



	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read and understand short, simple texts that explain or recount information</li> <li>• Read and understand simple, regular words and sentences</li> <li>• Understand short texts on familiar topics and experiences</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write short, simple sentences</li> <li>• Use written words and phrases to present information</li> <li>• Construct simple sentences using full stops</li> <li>• Spell correctly some personal or very familiar words</li> </ul>		
<p>English GCSE Mrs Forbes</p>	<p><b>Revision/Poetry and set texts/Non-Fiction/Creative Writing</b></p> <ul style="list-style-type: none"> <li>• We will be working through examination papers for both the literature and the language exams creating independent responses and using the Mark Scheme to assess progress</li> <li>• We will be revisiting all of the set texts and poetry</li> <li>• We will be using revision notes and students will be creating</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to revise little and often and praise her regularly</li> <li>• Homework tasks will be carefully structured and broken down into 20 minute sessions</li> <li>• Students have a folder of revision sheets to personalise - highlighting and annotating to help reinforce the revision lessons happening in class</li> <li>• Use of websites such as BBC Bitesize is recommended. There are also some useful links on You Tube and students will be directed to these through the revision sheets given in class</li> <li>• Ask your daughter to give you a summary of the plot of</li> </ul>	<p>Key words - these are now the minimum. Further key words may be found on your daughter's revision notes/sheets.</p> <ul style="list-style-type: none"> <li>• summary</li> <li>• explain</li> <li>• analyse</li> <li>• text</li> <li>• stanza</li> <li>• sentence</li> </ul>



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	revision notes of their own	<p>key texts, give you key details about the main characters, tell you something about the key themes and ideas of each text and share with you any quotations they may have learnt</p> <ul style="list-style-type: none"><li>• Ask if they can tell you about what they will have to do in the language examination and the literature examination</li></ul>	<ul style="list-style-type: none"><li>• language features</li><li>• 5 W's - who, what, where, when and why</li><li>• D - Direct address</li><li>• A - Audience</li><li>• F - Facts</li><li>• O - Opinions</li><li>• R - Rhetorical question</li><li>• E - Emotive language</li><li>• S - Statistics</li><li>• T - Three, Rule of Three</li><li>• alliteration</li><li>• similes</li><li>• metaphors</li><li>• extended metaphor</li><li>• quotation</li><li>• topic sentence</li><li>• paragraph</li></ul>
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<p>Maths Miss Middlehurst</p>	<p><b>ELC module completion Geometry</b></p> <ul style="list-style-type: none"> <li>• Completing revision and preparation for geometry ELC module assessment</li> </ul> <p><b>GCSE Revision</b></p> <ul style="list-style-type: none"> <li>• Revision of topics specific to students' needs.</li> <li>• Completing exam questions in range of topics.</li> <li>• Completing past papers, exam practice.</li> </ul> <p><b>Functional maths</b></p> <ul style="list-style-type: none"> <li>• Working to develop skills in functional mathematics /used in everyday life.</li> <li>• Developing skills interpreting practical/word problems to determine the maths required.</li> <li>• Identifying situations in which we can apply maths theory in and outside of the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to revise regularly (little and often) and encourage use of flash cards/posters as visual reminders.</li> <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. Identify maths problems in everyday life.</li> <li>• Encourage your daughter to pay for items when shopping. Work on counting the money and checking the change.</li> <li>• Play board games and games with dice and cards</li> <li>• Use MyMaths games and topic-specific boosters.</li> <li>• Use BBC bitesize GCSE, there are activities and short video clips.</li> <li>• <a href="http://www.topmarks.co.uk">http://www.topmarks.co.uk</a> is a good online resource for practising times tables and other mental arithmetic.</li> </ul>	<p><b>Entry Level</b></p> <p>pentagon hexagon octagon right-angled triangle cuboid pyramid sphere prism cylinder cone edge vertices face symmetry net clockwise anti-clockwise quarter/half turn</p>	<p><b>GCSE</b></p> <p>Topic specific key words.</p> <p><a href="http://studymaths.co.uk/glossary.php">http://studymaths.co.uk/glossary.php</a> is a good resource for looking up definitions of mathematical terms</p> <p>"Language of maths exams" (see key words sheet – from Miss M) to support with interpreting exam questions.</p>
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<p>Physics Mrs Alexander</p>	<p><b>Magnetism and Electromagnetism</b> In this topic your daughter will learn about magnets and its uses. Earth's magnetic field. Electromagnets and magnetic forces, transformers and energy</p> <p><b>Particle model</b> In this topic your daughter will learn about density, energy and changes of state, gas temperature and pressure, bending and stretching</p>	<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>• Ask your daughter what she has learnt each week</li> <li>• Try to make sure that your daughter is revising Science every day for at least 30 minutes</li> <li>• Encourage your daughter to use her revision guide and workbook</li> <li>• Ask her to use BBC Bitesize for revising topics and looking at keywords. Encourage your daughter to learn and rearrange equations</li> </ul>	<p>magnetic field electromagnet solenoid step up transformers step down transformers</p> <p>density pressure absolute zero specific heat capacity latent heat elastic</p>
<p>Chemistry Mrs Alexander</p>	<p><b>Groups in periodic table</b> In this topic you daughter will learn about the Group 1, Group 7 and Group 0 elements.</p> <ul style="list-style-type: none"> <li>• Rate of reactions and factors affecting reaction rates</li> <li>• Exothermic and endothermic reactions</li> </ul> <p><b>Fuels, Earth and atmospheric science</b> In this topic you daughter will learn about the crude oil , pollution,</p>	<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>• Ask your daughter what she has learnt each week</li> <li>• Try to make sure that your daughter is revising Science every day for at least 30 minutes</li> <li>• Encourage your daughter to use her revision guide and workbook</li> <li>• Ask her to use BBC Bitesize for revising topics and looking at keywords. Encourage your daughter to learn and rearrange equations</li> </ul>	<p>alkali metals halogens reactivity noble gases displacement reaction redox reaction catalysts activation energy exothermic reaction endothermic reaction</p> <p>hydrocarbons fractional distillation</p>



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	climate change, changes in earth's atmosphere		combustion greenhouse effect pollution acid rain
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"> <li>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 trips etc</li> <li>communication</li> <li>Home independence skills such as using a washing machine, microwave etc.</li> <li>Supporting transition to post 16 – looking at CVs etc</li> </ul> <p>We will also work on supporting the Entry Level Maths – covering measure. Revision and taking a unit assessment in measure. We will then work on the Functional Maths programme which will support those going to college.</p>	<ul style="list-style-type: none"> <li>Talk with your daughter about how Maths and number are important in everyday life</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 around home which will promote independence eg cooking, washing clothes etc</li> <li>Continue to travel with your daughter on the bus and train, encouraging them to use their bus pass and be more independent on public transport</li> <li>Support your daughter to use ticket machines at train stations etc</li> </ul>	millimetre centimetre metre kilometre grams kilograms tonne millilitres centilitres litres CVs



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<p>Work Experience Mrs Sabey</p>	<p>All students at present have a work experience placement weekly.</p> <p>Some students will finish these placements in the next few weeks and will use the time to make sure they are prepared for their post 16 placements, CVs etc.</p> <p>They will also be involved in revision activities to prepare for their exams.</p>	<ul style="list-style-type: none"> <li>• Involve your daughter in decisions about colleges and the future</li> <li>• Talk about their placement post 16 and any questions they may have</li> <li>• Make sure your daughter is as prepared as she can be for post 16 – are there opportunities for taster days etc</li> <li>• Support your child in revision activities – learning key words etc</li> </ul>	<p>CV</p>
<p>Art Miss Grant</p>	<p>GCSE exam and coursework final preparation. Students will refine and develop their idea for a personal response which will be completed in the Art exam. They will prepare and submit all the exam work and coursework. Lessons will focus on:</p> <ul style="list-style-type: none"> <li>• Planning for the exam by completed design ideas and preparing backgrounds.</li> <li>• Mounting work to show the process of ideas.</li> <li>• Annotating work to explain ideas and thought processes.</li> <li>• Completing creative statements to submit with exam work and coursework.</li> </ul>	<p>To discuss feelings with students and help manage anxiety about the exam. Students have prepared what they are doing in the exam time so there should be no surprises! Remind students that they can refer to their planning work during the exam.</p> <p>Exam tips:</p> <ul style="list-style-type: none"> <li>• Use your preparatory work</li> <li>• Follow your checklist</li> <li>• Show your skills – remember to use a sharp pencil when drawing and to use the full tonal range when shading</li> <li>• Look at your work from a distance every now and then</li> <li>• Relax and enjoy</li> <li>• Be aware of the time if you tend to work slowly</li> </ul>	<p>preparation annotation mounting layout presentation meaning purpose thought process development final outcome personal response</p>



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<p>Catering Miss Humphrey</p>	<ul style="list-style-type: none"> <li>• Exam revision</li> <li>• Exam preparation</li> <li>• How to answer exam questions</li> <li>• Key words and subject specific terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Orally test the students</li> <li>• Help them to learn key words and subject specific terminology</li> <li>• Work on past papers with them</li> <li>• Help them to use their revision materials to learn</li> </ul>	<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 ingredient's, standard component, en crouete, al dente, puree, protein, carbohydrates, vitamins, minerals, fibre, fat, nutrients</p>
<p>Drama &amp; Communication Mrs Milburn</p>	<p><b>An Inspector Calls, Macbeth, A Christmas Carol</b></p> <ul style="list-style-type: none"> <li>• Students will be exploring these texts to support the GCSE students in the group and also using them to consolidate functional spoken skills, extracting key information, using questions and feedback, working in pairs and small groups on role plays linked to the key themes eg family, isolation, responsibility</li> <li>• Sequencing ideas, using summaries and giving feedback</li> </ul>	<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>• Encourage your daughter to speak clearly</li> <li>• Challenge your daughter to explain her ideas to family friends and relatives</li> <li>• Challenge your daughter to be independent in shops, cafés and restaurants</li> <li>• Encourage your daughter to use an appropriate language EG standard English in some situations</li> <li>• Ask you daughter to think carefully about her listener and use words and expression to match their needs</li> </ul>	<p>audience volume gesture facial expression social class responsibility family rich and poor gender good and evil</p>