



# LIMPSFIELD GRANGE SCHOOL

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## 10C Curriculum Overview Autumn Term 2020

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
<p><b>English</b> Mrs Onipko</p> <p>AQA ENGLISH LANGUAGE PAPER 1 (8700)</p> <p>AQA ENGLISH LITERATURE PRE 1914 PROSE</p>	<ul style="list-style-type: none"> <li>We will be reading A Christmas Carol by Charles Dickens, reading creative and non-fiction text extracts and completing writing tasks</li> <li>We will be working on technical skills</li> <li>We will be looking at the social and historical context of texts, character, setting and narrative</li> <li>We will explore how texts present a writer's viewpoint</li> <li>We will be looking at how writers use language and use these techniques in our own writing</li> <li>We will also develop the ability to use evidence from the texts to support a personal point of view</li> <li>Tasks will include using visual images to support learning and if appropriate students will also be introduced some examination practice using the texts</li> <li>The text will also be used as the basis for creative writing in order to prepare for the English language examination as well as</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, ask her what she has learned in lessons</li> <li>We will have some focus on the idea of the natural world so pointing out the changes from autumn to winter would be beneficial</li> <li>Read some stories with your daughter and discuss the setting, characters and how the plot unfolds</li> <li>Discuss word choices and how they often make a picture in your head and how different words make the reader feel</li> <li>Talk to your daughter about her personal response to her current reading book</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</li> <li>Encourage your daughter to make detailed references to what she is reading in order to back up her ideas or when she is expressing a point of view</li> <li>Please feel free to email regarding homework or with any other learning ideas you think may</li> </ul>	<p><b>Key Words:</b> Natural world, noun, adjective, sentence, structure, theme, explore, explain, describe, personal opinion, character, plot, language, structure, setting, clues, example, social and historical context, Victorian, viewpoint.</p> <p><b>Key Words Extension:</b> analysis, interpretation</p>



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	<p>encouraging students to write longer personal responses to literature</p> <ul style="list-style-type: none"> <li>This term we will also be matching WACI targets to lesson content</li> </ul>	<p>benefit your daughter or if you have any concerns regarding her work in English</p>	
<p><b>Maths</b> Mrs Chang</p> <p><b>Edexcel Functional Maths, E1, E2, E1, Level 1</b></p> <p><b>Or</b></p> <p><b>Edexcel GCSE Foundation Tier</b></p>	<ul style="list-style-type: none"> <li><b>Calculations</b></li> </ul> <p>Place value Rounding Adding and subtracting Multiplying and dividing</p> <ul style="list-style-type: none"> <li><b>Expressions</b></li> </ul> <p>Terms and expressions Simplifying expressions Indices Expanding and factorising</p> <ul style="list-style-type: none"> <li><b>Angles and polygons</b></li> </ul> <p>Angles and lines Triangles and quadrilaterals Congruence and similarity Polygon angles</p>	<ul style="list-style-type: none"> <li>Discuss key words and their meaning.</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>Identify and draw attention to situations where you are using maths in everyday life; tasks at home which require numbers or numerical knowledge or calculations. Point out what these are, and what could go wrong if we don't use our maths skills (e.g. miss the train, burn/undercook the dinner!)</li> <li>Encourage your daughter to help you with cooking and baking. Get her involved in reading the instructions, following recipes, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units.</li> <li>Read books that incorporate maths or logic.</li> <li>Look for use of percentages and statistics in the news. Ask your daughter to explain a statistic used by a politician / spokesperson / journalist</li> </ul>	<p>Decimal system, digit, place value, negative numbers, estimate, rounding, decimals places (d.p.), significant figures (s.f.), first significant figure, partitioning, compensation, BIDMAS</p> <p>Expression, equation, formula, term, variable, substituting, unknown, index/base/power, index laws, coefficient, brackets, expand, factorise, simplify, highest common factor</p> <p>Acute, right, obtuse, reflex, alternate, corresponding, bearings, polygon, triangle, quadrilateral, congruent, similar, scale factor, interior, exterior</p>



	<ul style="list-style-type: none"> <li>• <b>Handling data</b></li> </ul> <p>Organising data Representing data Averages and spread</p> <ul style="list-style-type: none"> <li>• <b>Formulae and functions</b></li> </ul> <p>Substituting into formulae Using standard formulae Equations, identities and functions Expanding and factorising</p>	<p>to see if they can understand what is being stated, or whether they agree/disagree with what has been presented. What research could your daughter do to validate the information she has heard?</p> <p><b>Websites:</b>  <a href="https://www.mangahigh.com/en/">https://www.mangahigh.com/en/</a>  <a href="https://trockstars.com/">https://trockstars.com/</a>  <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a>  <a href="https://www.bbc.co.uk/bitesize/subjects/zqhs34j">https://www.bbc.co.uk/bitesize/subjects/zqhs34j</a></p>	<p>Population, sample, survey, data collection sheet, tally chart, frequency table, frequency, pictogram, bar-chart, pie chart, mean, mode, median, range, outlier</p> <p>Variable, like terms, function machine, input, output, operation, inverse, subject, rearrange, expand, factorise</p>
<p><b>Art</b> Miss Grant</p> <p>AQA Fine Art 8202</p>	<p>Students will develop a personal project from the starting point 'Food'. They will select a range of source images and explore these using appropriate materials. Students will record their ideas through drawing and annotation, and develop individual work from the starting point.</p> <ul style="list-style-type: none"> <li>• Understanding the structure of the GCSE course</li> <li>• Mind-mapping and thinking skills</li> <li>• Understanding the context of different Art works</li> <li>• Drawing for different purposes</li> <li>• Observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ideas for the project and finding relevant inspirational images.</li> <li>• Observational drawing and copying images will build skills regardless of the subject matter (If the subject matter is relevant that is excellent but <b>any</b> drawing practice is beneficial).</li> <li>• Promote good drawing practice by:             <ul style="list-style-type: none"> <li>○ Using a sharp pencil</li> <li>○ Including as much detail as possible</li> <li>○ Using shading</li> <li>○ Using contrast</li> </ul> </li> <li>• Take time to look chat about ideas and images.</li> <li>• Own photos that are relevant to the selected project will contribute to the coursework so</li> </ul>	<p>assessment objectives recording observing tonal range blending directional mark-making form detail shadow mixed-media purposeful exploration annotation insights refining</p>



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	<ul style="list-style-type: none"> <li>Recording insights through annotation</li> <li>Researching appropriate images.</li> <li>Responding to the work of artists and designers (Wayne Thiebaud, Andy Warhol, Margaret Morrison, Audrey Flack, Uli Westphal, Still life artists)</li> <li>Using photography to observe and record.</li> <li>Organising work in a suitable format (sketchbook or mounted sheets)</li> </ul>	<p>provide opportunities for this at home if possible. Photos can be put on a Word document and emailed to <a href="mailto:miss.grant@limpsfield-grange.co.uk">miss.grant@limpsfield-grange.co.uk</a>.</p>	<p>decisions perseverance problem-solving composition relevant response subject matter context mood</p>
<p><b>Catering</b> Mrs Read</p>	<p><b>Introduction to the BTEC Home Cooking Skills Course</b></p> <ul style="list-style-type: none"> <li>Food Safety and Hygiene</li> <li>How to eat healthily</li> <li>Food shopping and planning</li> <li>Working to a budget</li> <li>Economising</li> <li>Understanding labelling</li> <li>meat safety</li> <li>Breakfasts</li> <li>Soups</li> <li>Eggs</li> <li>Sandwiches</li> <li>Pastry</li> <li>Lunches</li> <li>Salads</li> <li>Choosing recipes</li> </ul>	<ul style="list-style-type: none"> <li>Students need to provide evidence of how they have passes on information to others about cooking meals at home from scratch.</li> </ul> <p><b>Evidence could include:</b></p> <ul style="list-style-type: none"> <li>Photographs of them cooking at home (Encourage students to cook at home – photograph any practical cooking and bring the photos to school to build up their portfolio for their files. If photos can't be printed out at home email them to me at <a href="mailto:mrs.read@limpsfield-grange.surrey.sch.uk">mrs.read@limpsfield-grange.surrey.sch.uk</a> and I will print them. )</li> <li>Copies of emails sending recipes on to family and friends</li> <li>Witness statements from others that have tasted of their cooking and witness their skills.</li> <li>Students need to practice cooking a range of different dishes and skills; they need to practice</li> </ul>	<p>safety hygiene cross contamination bacteria economising budget costing timings</p>



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		<p>cooking more than one dish at a time for eg, a main dish and a dessert.</p> <ul style="list-style-type: none"> <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 cookery programmes on television</li> </ul>	
<p><b>Functional ICT</b> Mrs Daniels</p>	<ul style="list-style-type: none"> <li>• Keyboard skills – desktop, start menu, task bar.</li> <li>• Managing files and folders.</li> <li>• Creating and formatting tables.</li> <li>• Digital resilience and risks of communicating online.</li> <li>• Manipulating images using crop, rotate, flip colour adjustment and frames.</li> <li>• Creating a flyer.</li> <li>• Entering, editing and formatting data on a spreadsheet.</li> <li>• Passwords and viruses – what is a strong password, what is a virus? How we can avoid picking up a virus.</li> <li>• Online software, Word, PPT and Excel – using the software, saving your work and emailing completed work.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your daughter to look at the Think U Know website to find out more about online safety - <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></li> <li>• Encourage your daughter to send homework, completed on the computer, to the teacher using e-mail. You can access the school e-mail system from home by Googling – Office 365 and clicking on 'Sign in to your account' - <a href="https://login.microsoftonline.com/">https://login.microsoftonline.com/</a> <i>Full instructions are also on page 7 of your daughter's diary.</i></li> <li>• Encourage your daughter to use a memory stick for saving homework on to. Set up subject specific folders on the stick.</li> <li>• Encourage your daughter to complete homework on the computer using Word, PowerPoint and Publisher.</li> </ul>	<ul style="list-style-type: none"> <li>Social networking</li> <li>Digital resilience</li> <li>Digital footprint</li> <li>Cyber-vetting</li> <li>Privacy</li> <li>Password</li> <li>Business document</li> <li>Attachment</li> <li>Folders</li> <li>Junk</li> <li>Spam</li> <li>Clutter</li> <li>Phishing</li> <li>Radio</li> <li>Adverts</li> <li>Database</li> <li>Formatting</li> </ul>
<p><b>Hadlow College</b> Mrs Danby</p>	<p>The class day at Hadlow College is a part of the week when students will be working on areas linked to our WACI curriculum. They will particularly work on the wellbeing, communication and independence strands. The students will complete a Level 1 Award in Land Based Studies.</p>		



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<p><b>PE</b> Miss Richardson</p>	<ul style="list-style-type: none"> <li>• General Fitness</li> <li>• Aerobics</li> <li>• Work on Core stability</li> <li>• Understanding importance of healthy lifestyle</li> <li>• Work on ability to be physical active for sustained periods of time</li> <li>• Developing an understanding of which movements work different muscle groups and begin to develop ability to plan an effective fitness session.</li> <li>• Planning an effective warmup and cool down</li> <li>• Leading an effective warmup And cool down to a small group</li> </ul>	<ul style="list-style-type: none"> <li>• On the evening of PE day (Thursday), encourage your daughter to do some different stretches to ease potential muscle soreness.</li> <li>• Encourage your daughter to be active over the weekend/ evenings. There are some great resources on YouTube including Joe Wicks' PE.</li> <li>• Encourage a healthy lifestyle for your daughter</li> <li>• Encourage your daughter to watch sporting events live/ on TV/ on Youtube. Particularly of women in sport.</li> </ul>	<p>exercise core muscle stretch intensity pulse raiser cooldown warmup quadricep hamstring bicep tricep calf abdominals shoulders</p>
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