



**110 Curriculum Overview**  
**Autumn Term 2020**

Subject	Area(s) of Study	Suggestions for Parental Support/Involvement at Home	Key words
<p><b>English Language &amp; English Literature</b>            Mrs Forbes            AQA GCSE</p>	<ul style="list-style-type: none"> <li>We will be revising the skills needed to read and write creative and non-fiction texts, analysing the importance of language choices</li> <li>We will be rereading the exam text (TBC – A Christmas carol OR An Inspector Calls ) after half term</li> <li>Poetry tasks will also be used. Poetry is a compulsory element.</li> <li>We will be looking at exam exemplars, exam papers and mark schemes for both English and Literature</li> <li>Exploring unseen extracts identifying explicit and implicit information, comparing writer's ideas and perspectives and how these are conveyed</li> <li>Revisiting technical skills, including sentence and whole text structure, summaries, punctuation and paragraphs</li> <li>We will be matching WACI targets to themes, ideas and skills</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 together</li> <li>Watch any online 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> </ul>	<p>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>



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		<ul style="list-style-type: none"> <li>Point out language on billboards, buses, posters and discuss connotations and how this makes the reader feel</li> <li>Encourage your daughter to read new information and summarise the key points</li> </ul>	
<p><b>Maths</b> Mr McMillan</p> <p>GCSE : OCR</p> <p>Entry Level Functional Skills : Pearson</p>	<p><b>GCSE</b> Areas of focus in class:</p> <ul style="list-style-type: none"> <li>Proportion and ratio</li> <li>Presenting and interpreting data</li> <li>Using formulae</li> <li>Understanding numerical problems</li> <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 Skills Maths</b></p> <ul style="list-style-type: none"> <li>Exam practice working towards relevant level functional skills qualification (revision of topics specific to students' needs; completing exam questions in range of topics; past papers)</li> <li>Working to develop skills in functional mathematics that is used in everyday life</li> <li>Developing skills at interpreting practical/word problems to determine the maths required</li> </ul>	<ul style="list-style-type: none"> <li>Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy</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>Get your daughter involved in your household food shopping. Encourage her to read food labels, compare brands and prices, and find the best deals. This will help her to understand the value of money and learn to understand numbers and prices.</li> </ul>	<p><b>Topic specific keywords:</b></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><b>Maths command words/phrases:</b> Estimate Explain Work out Simplify Give your answer in its simplest form Calculate Expand You must show your workings Describe fully Solve Factorise Sketch Construct, using ruler and compasses Measure Diagram NOT accurately drawn</p>



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		<ul style="list-style-type: none"> <li>• Play maths games at home to improve maths skills and knowledge. These can include dominoes, chess, cards and memory games. Also use maths learning apps. An example is 'Sumaze'.</li> <li>• Read books that incorporate maths or logic.</li> <li>• Encourage your daughter to do some maths every day. Do a little bit of maths every day, even if it's only for 10 minutes. The more your daughter practices, the better she will become. This can be problem-solving around travel and shopping situations. Examples could be how long will it take to travel to your destination based on your speed, for how long would you need to save to buy a particular item?</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 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?</li> </ul>	(See PIXI Maths Command words)
<p><b>Biology</b> Mrs Whitney Edexcel GCSE</p>	<ul style="list-style-type: none"> <li>• <b>Natural selection and Genetic modification</b> <ul style="list-style-type: none"> <li>○ Evolution</li> <li>○ Darwin</li> <li>○ Classification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read popular science books and magazines with your daughter</li> <li>• Discuss scientific issues that appear in the news, encourage her to think about issues that may affect her, such as climate change</li> </ul>	<p>evolution binomial name kingdom domain gene</p>



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	<ul style="list-style-type: none"> <li>○ Selective Breeding and Genetic modification</li> <li>● <b>Plant Structures and their Functions</b> <ul style="list-style-type: none"> <li>○ Photosynthesis</li> <li>○ Absorbing water and minerals</li> <li>○ Moving substances</li> <li>○ Adaptations of plants</li> <li>○ Plant hormones</li> </ul> </li> <li>● <b>Animal Coordination, Control &amp; Homeostasis</b> <ul style="list-style-type: none"> <li>○ Hormones</li> <li>○ The Menstrual Cycle</li> <li>○ Control of blood glucose</li> <li>○ Control of body temperature</li> <li>○ Control of water</li> <li>○ The kidney</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Get your daughter to think about issues where there is no right or wrong answer, such as genetic modification and help her to explore all sides of an argument before forming her own opinion</li> <li>● Visit museums and exhibitions</li> <li>● Take a walk in your area and observe the diversity of plant and animal life</li> <li>● Help your daughter to revise by providing a space for her to work, away from distractions</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>modification</li> <li>photosynthesis</li> <li>limiting factor</li> <li>diffusion</li> <li>osmosis</li> <li>transpiration</li> <li>translocation</li> <li>auxin</li> <li>endocrine system</li> <li>menstruation</li> <li>ovulation</li> <li>pancreas</li> <li>insulin</li> <li>glycogen</li> <li>glucagon</li> <li>thermoregulation</li> <li>osmoregulation</li> <li>kidney</li> <li>ADH</li> </ul>
<p><b>Art</b> Miss Grant AQA Fine Art 8202</p>	<p><b>GCSE Coursework</b> Students will ensure that their coursework meets all the Assessment Objectives for the course and will make changes as required to improve their work.</p> <ul style="list-style-type: none"> <li>● Developing Ideas for a personal response</li> <li>● Researching relevant images</li> <li>● Taking own photos</li> </ul>	<ul style="list-style-type: none"> <li>● Students are aiming to complete their coursework by the end of this term. There will be some flexibility and opportunity to refine work in January but the majority of the coursework needs to be finished before then. <i>Encourage your daughter to seek support if she is finding the deadlines difficult to manage – we are here to help!</i></li> </ul>	<ul style="list-style-type: none"> <li>assessment objectives</li> <li>recording</li> <li>observing</li> <li>relevant images</li> <li>purposeful</li> <li>experimentation</li> <li>fluent</li> <li>controlled</li> <li>refining</li> </ul>



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	<ul style="list-style-type: none"> <li>• Exploring materials to show purposeful experimentation</li> <li>• Creating a personal response</li> <li>• Refining work and making improvements</li> <li>• Annotating work to show the process of ideas</li> <li>• Presentation skills through sketchbooks and mounted sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that homework tasks are completed so students are managing their time effectively.</li> </ul> <p><b>After-school Art takes place on Wednesday afternoons and all year 11 students are encouraged to attend.</b></p> <ul style="list-style-type: none"> <li>• Own photos that are relevant to individual's projects will contribute to the coursework so 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>.</li> <li>• Encourage drawing from images and objects to help build technical skills.</li> <li>• Discuss Art and artists' work and how ideas can be developed.</li> </ul>	<p>exploring personal meaningful visual language composition planning mounting selecting evaluating subject matter content mood form analysis</p>
<p>ICT Mrs Janaway</p>	<p><b>BTEC Firsts Information and Creative Technology (2012) (Pearson)</b>  <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html">https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.html</a></p> <p><b>Unit 5 – Audio</b></p> <ul style="list-style-type: none"> <li>• Design two different audio products</li> <li>• Create two different audio products</li> <li>• Test and review the audio products</li> <li>• Evaluate the different audio products</li> </ul> <p><b>Unit 9 – Spreadsheet Development</b></p>	<ul style="list-style-type: none"> <li>• Look at the BBC podcast website - <a href="https://www.bbc.co.uk/sounds">https://www.bbc.co.uk/sounds</a></li> <li>• Discuss the different types of podcasts available to stream or download. Listen to some from different genres.</li> <li>• We will be using Audacity to create the podcast and this can be downloaded on to a Windows or Mac OS X device at home. Encourage your daughter to practise using the different features. <a href="https://www.audacityteam.org/">https://www.audacityteam.org/</a></li> <li>• Discuss the various different uses of spreadsheets in the working world and at home.</li> </ul>	<p><b>Unit 5</b></p> <p>podcast trailer file type layering target audience brief digital assets timeline recording schedule Copyright background noise</p> <p><b>Unit 9</b></p> <p>autofill conditional formatting cell formatting filter sort formulae data validation data entry form worksheets header page break</p>



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	<ul style="list-style-type: none"> <li>Review two existing spreadsheets</li> <li>Design a spreadsheet</li> <li>Create a spreadsheet</li> <li>Test</li> <li>Write an evaluation (using feedback)</li> </ul>	<ul style="list-style-type: none"> <li>More details of this unit are available on the Pearson website - <a href="https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials">https://qualifications.pearson.com/en/qualifications/btec-firsts/information-and-creative-technology-2012-nqf.coursematerials.html#filterQuery=Pearson-UK:Category%2FTeaching-and-learning-materials</a></li> </ul>	<p>sound check sources compressed functionality annotations</p>	<p>functions (e.g. SUM, AVERAGE, COUNT) lookup table absolute cell referencing cell protection charts and graphs</p>
<p>PE Miss Richardson</p>	<ul style="list-style-type: none"> <li>General Fitness and aerobics</li> <li>Work on Core stability</li> <li>Understanding importance of healthy lifestyle</li> <li>Work on ability to be physically 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> <li>Students will develop leadership skills to be able to lead a short fitness session to a small group of peers.</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 quadri- ceps hamstring bicep tricep calf abdominals shoulders</p>	