



LIMPSFIELD GRANGE SCHOOL

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Year 10W Curriculum Overview

Spring Term 2024

Subject	Area(s) of Study	Suggestions for Parental Support and Involvement at Home	Keywords
English Mrs Forbes & Mrs Simpson <u>AQA GCSE English Language</u> <u>AQA GCSE English Literature</u> <u>Pearson Functional Skills English</u>	Pearson Functional Skills English: Writing from different cultures. <ul style="list-style-type: none"> Picking out key information from a text. Understanding the purpose of a text. Identifying fact or opinion. Learning basic language techniques. Understanding different styles of writing such as personal and impersonal/formal and informal. Writing in full and correct sentences. Using compound sentences. Using paragraphs correctly. Key spellings and spelling strategies. Preparation for speaking and listening: giving a talk and asking and answering questions on the spot. Editing writing. Looking at a variety of texts when using these skills and understanding how life may be different for different people, from different cultures, at different times in History. 	<ul style="list-style-type: none"> The class will be working on which key spellings they will need to learn and each will know individually which they need to practice at home. They need to get to know these spellings so that they can identify the correct spelling. Being encouraged to explain ideas at home in full sentences. Please encourage your daughter to identify the purpose of something, particularly a text but this could also be done with films/adverts and other media sources. To go over when to start a new paragraph and paragraph rules at home. Encourage your daughter to discuss what they have learnt about the world and other cultures. Encourage your daughter to identify facts and opinions. 	compound sentence paragraph editing fact opinion layout purpose audience non-fiction language choice formal/informal personal/impersonal identify



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<p>Maths Miss Hamilton OCR GCSE Mathematics</p> <p>Pearson Functional Skills Maths</p>	<p>GCSE:</p> <ul style="list-style-type: none"> • Formula and functions • Measure and transformation • Probability • Measure and accuracy <p>Functional skills:</p> <ul style="list-style-type: none"> • Statistics • Fractions, Decimals and Percentages • Calculations 	<ul style="list-style-type: none"> • Use MyMaths at home (games and lessons) • Use Manga High at home (games and quizzes) • Use Times Table Rockstars at home • Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy. • Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become. • Encourage your daughter can tell the time by reading both analogue and digital clocks. • 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!) • Encourage your daughter to help you with cooking and baking. Get her involved in reading the instructions, following recipes, and weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units. 	<p>GCSE pathway:</p> <p>inverse substitutions evaluate expression equation term reflect rotate transformation likelihood significant figure</p> <p>Functional skills pathway:</p> <p>mean range most least compare sort represent digit, units, tens, hundreds, order, difference, compare, most, least, fewest, greatest, smallest, odd, even, sequence, halves, quarters, tenths, whole numbers, shapes left, right, in front, behind, under, above, between, inside, outside, near to,</p>
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		<ul style="list-style-type: none"> • 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. • Pose problems around travel situations. Examples could be ‘how many minutes do we have until we have to leave’, how long will it take to get to a destination based on your speed. • Play maths games at home – e.g. dominoes, chess, cards and memory games. 	middle, below, on top, forwards and backwards lists, tables, diagrams, bar charts, title, label, key, scale, row, column, list, numerical, alphabetical
Art Miss Grant AQA GCSE Art (Fine Art option)	Inspired by Nature Students will continue to develop their personal project work. They will show the development of their ideas and produce and produce a final outcome. Learning will include: <ul style="list-style-type: none"> • Developing drawing skills to improve shading and use of tonal range. • Developing technical skills in a range of media. • Developing planning skills and being able to skilfully present ideas. • To be able to create a dynamic composition. • To develop research skills and to respond to the work of different artists. 	<ul style="list-style-type: none"> • Discussing artists’ work at home and talking through your daughter’s own ideas and responses. • Taking own photos relevant to project work (these can be emailed to Miss Grant for printing). • Encouraging drawing/making for pleasure. • Copying drawings from images. photographs or artists’ work is very good for developing observational skills regardless of the subject matter (if the subject matter is relevant to the project that is great but any drawing practice will help). 	The Formal Elements line tone form shape texture colour contrast shading blending directional shading mark-making shadow Chiaroscuro accuracy



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	<ul style="list-style-type: none"> To develop annotation skills to show the development of ideas. To create sample pieces and design ideas. To present a personal, meaningful and skilful final outcome. <p>Second project – Choice of starting points from previous exam papers Students will select a starting point for a new project and develop their ideas.</p> <ul style="list-style-type: none"> Mindmapping Recording key ideas Researching relevant artists Developing technical skills 	<ul style="list-style-type: none"> Keeping a sketchbook/jotter to gather images and jot down good ideas. <p>Guidance for good drawing practice:</p> <ul style="list-style-type: none"> Using a sharp pencil Including as much detail as possible Using the full tonal range when shading Blended shading 	observation narrative annotation thought process final piece personal response outcome analysis originality purposeful meaningful independence consistent fluent
D of E Mrs Salter DofE Bronze Award	<p>Physical section – Canoeing at Thames Young Mariners. They will attend every other Tuesday. On alternate Tuesdays, students will work on completing their Skills and Volunteering sections at High Ashurst.</p> <p>Skills section – 'Living Outdoors' will focus on developing their understanding of what a human needs to survive when living outdoors, including shelter (both handmade natural material shelters and tents), warmth (appropriate clothing), food (balanced menus, safely cooking on fires and stoves, health & hygiene) and water (appropriate hydration levels and water sources). They will also develop their teamwork, social skills, timekeeping and independence.</p> <p>Volunteering section – 'Site Development' on alternate weeks at High Ashurst during the Autumn term. The focus will be on developing their DIY skills, including using hand and power tools, through projects such as building a dead hedge fence along the edge of the archery overshoot area and planting trees along the new fence line at the coach house.</p> <p>Expedition section – the group will do a canoeing expedition. This will involve two days of canoeing and one night of camping, most likely at Henley Fort. The dates have not been finalised but this is likely to be after the May half term. The expedition will be undertaken with SOLD staff and more details of this will be shared once dates have been decided. The group will also undertake a shorter 'practice' expedition where they will travel to High Ashurst after school on a Monday, camp there overnight and spend the day there on Tuesday. This will give them the</p>		



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opportunity to be guided through the timings and events of the overnight section of their expedition before they are required to do it independently on their final expedition in order to achieve their award.

Students must arrive at school in appropriate clothing. It must be hardwearing as it will undoubtedly get dirty. Students will be outside in all weathers throughout the year.

Students must wear the following:

- Trousers/ leggings (long shorts in warmer weather), a T-shirt and a sweatshirt.
- Trainers (walking/hiking boots and thick socks for winter) plus a spare pair of clean shoes to change into and a bag for the dirty shoes.
- Lightweight waterproof coat which zips up/closes properly, and with a hood.

In addition, they should bring:

- a filled water bottle.
- a packed lunch (this will be provided for students who normally have a school lunch)

On days that they are canoeing, students should wear a swimming costume underneath their clothes and wear clothes and shoes that they do not mind getting wet. They must also bring a spare set of clothing, including a pair of shoes and a towel. Long hair must be tied back and jewellery is not allowed. Mobile phones and other electronic devices are not taken to the SOLD site and will be stored safely at school.



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<p>Functional ICT Mrs Daniels Pearson Functional Skills ICT</p>	<ul style="list-style-type: none"> • The internet • Email – Office 365 • Word Processing - Word • Spreadsheets - Excel 	<ul style="list-style-type: none"> • Encourage students to look at the Think U Know website to find out more about online safety - http://www.thinkuknow.co.uk/ • Encourage students to use a memory stick for saving homework on to. Set up subject specific folders on the stick. • Encourage students to use the computer programmes such as Word, PowerPoint and Publisher. 	<p>cc bcc contacts inbox phishing malware scams troubleshooting attachment text layout tables images audience purpose data sum min max averages</p>
<p>Health and Social Care Mrs Chippington BTEC Tech Award Level 1/2 Health and Social Care</p>	<p>Component 1, continued: Human lifespan and development</p> <ul style="list-style-type: none"> • Coping with change • Where you can access support • Types of support • Component 1 assessment 	<p>At home, the course can be supported by:</p> <ul style="list-style-type: none"> • Watching documentaries about e.g. children's hospitals, care homes, living on benefits, etc. Also, serials such as Casualty, talking with your daughter about how e.g. self-esteem may be affected by the illness/incident that has happened, how a poor diet may lead to obesity, this may then 	<p>character traits adapt resilience self-esteem emotional intelligence disposition informal support formal support</p>



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	<p>Component 2: Health and Social Care Services and Values</p> <ul style="list-style-type: none"> • Health conditions – type 2 diabetes, arthritis, coronary heart disease, obesity, stroke, asthma, COPD, additional needs • Primary Care 	<p>affect self-esteem and consequently employment prospects.</p> <ul style="list-style-type: none"> • If you have any friends or relatives who access health or social care services talk about this with your daughter. Find out about the support given and why it is needed. Is the support voluntary or do they have to pay for it? • Talk about the careers that are available in the Health and Social Care sector. If you have family or friends working in this sector ask them to talk to your daughter about their role • Discuss life events that have happened in your family, e.g. moving house, redundancy, arrival of a sibling, divorce, serious accident or illness, how has that impacted on members of the family physically, intellectually, emotionally and socially. • If you spend time with pre-school children, point out to your daughter the skills they are developing, e.g. walking, using cutlery, putting shoes on, holding a pencil, etc. 	<p>voluntary support community groups faith-based organisations professional support acute services multi-agency working multidisciplinary working type 2 diabetes arthritis coronary heart disease obesity body mass index (BMI) stroke asthma COPD additional needs functioning mobility dexterity stamina multiple sclerosis cerebral palsy spinal cord injury</p>
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<p>PE Miss Kenyon</p>	<p>Spring 1 – Teams and tactics (Through varied sports and activities)</p> <ul style="list-style-type: none"> • Development of static skills • Passing • Receiving • Controlling the ball • Decision making • Outwitting an opponent • Movement and agility • Dribbling with the ball • Keeping possession of the ball under pressure • Passing and receiving on the move • Competition and performance • Small-sided conditioned games and drills. • Communication and leadership • Through drills and gameplay • Practice games • Competition and refinement of skills • Competition/performance • Gameplay and tournaments <p>Spring 2 – Movement and expression (Stability skills) (Through varied sports and activities)</p> <ul style="list-style-type: none"> • Development of static skills 	<ul style="list-style-type: none"> • Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on her PE day. • On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness • Encourage students to be active over the weekend/ evenings • Encourage a healthy lifestyle. • Encourage them to watch sporting events live/ on TV/ on YouTube. Particularly of women in sport. • Try to get outside once a day, either to walk or exercise 	<p>passing receiving accuracy pace power control possession outwitting teamwork pose gesture dynamics aesthetics musicality body language expression warmup cooldown cardiovascular heart rate teamwork leadership choice challenge self-assessment refinement personal best</p>
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	<ul style="list-style-type: none"> • On-the-spot routines • Movement and agility • Routines including travelling • Competition and performance • Developing routines • Communication and leadership • Teaching sequences to another pair. • Practice games • Development of routines • Competition/performance • Final routines 		
Travel & Tourism Mrs Wells Pearson BTEC Travel and Tourism	Component 1B: Visitor destinations <ul style="list-style-type: none"> • Types and features of destination • Different types of travel and tourism activities • Reasons for travel • Popularity of destinations for different visitor types • Transport hubs and gateways • Component 1 Assessment Component 2- Customer needs in travel <ul style="list-style-type: none"> • Research into traveller needs • Quantitative and Qualitative research methods • Primary and secondary research • Interviews • Case studies 	<ul style="list-style-type: none"> • Discuss popular holiday destinations with your daughter and locate them on a map • Discuss the different ways people can travel to and from holiday destinations and what activities they may take part in • Talk about past family holidays and discuss why you chose the destinations you have as well as what you did to book the holiday • There are lots of travel documentaries available on I-player for example, 50 Places To See Before You Die, Great Railway Journeys etc. Dr Hillary Stainton @tourismteacher has produced a series of videos, available free on YouTube, to accompany this course. Please 	city break National parks UNESCO World Heritage Site coastal resort attractions hospitality conference facilities climate seasonal variation tourism visitor destination transport hub qualitative qualitative primary



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	<ul style="list-style-type: none"> Focus groups 	encourage your daughter to watch the relevant video after each topic	secondary focus group
WACI Mrs Wells	<ul style="list-style-type: none"> Fake news and critical thinking Prevent training- behind closed doors Stereotypes and discrimination (protected characteristics) Unhealthy relationships- Red flags Marriage and civil partnership Abuse and coercion Having children Contraception Self care 	<ul style="list-style-type: none"> Look at the NSPCC website from information on how you can support your daughter's understanding of radicalisation - Protecting children from radicalisation NSPCC Discuss relationships when watching a TV programme or film together, highlighting any red flags that are a sign of an unhealthy relationship. Discuss news stories with your daughter and the reliability of different news sources Visit the following link and discuss the way in which employers and social media may not uphold protected characteristics https://www.equalityhumanrights.com/equality/equality-act-2010/protected-characteristics Look at the Brook website for information about contraception. This website is used in RSE lessons https://www.brook.org.uk/topics/contraception/ 	Equality Act 2010 protected characteristics compromise consent safer sex condoms one night stand harmful content hate speech prejudice bias evaluate critical thinking