



Curriculum Overviews Autumn 2024

Year 10S

Subject	English	Teacher: Mrs Forbes/Mrs Simpson
Course specification	Pearson Edexcel Functional Skills	
Termly units of study	<p>Functional Skills: An Inspector Calls (Play)</p> <ul style="list-style-type: none">• Use reading strategies: predict, summarise, clarify, question.• Understand the context of a text and how this affects our understanding. (Edwardian period)• Using a dictionary independently and alphabetical order.• Recognising correct and incorrect spellings.• Comprehension.• Extracting key information from a text.• Understanding different forms of writing and how these differ.• Compound sentences.• Using sentence demarcation correctly and consistently.• Writing in different forms.• Considering choices that the writer makes and explaining ideas around this. <p>Stone Cold (Novel)</p> <ul style="list-style-type: none">• Focusing on the topic of Homelessness• Reading and responding to a range of non-fiction texts.• Comprehension skills• Use reading strategies: predict, summarise, clarify, question.• Using a dictionary independently and alphabetical order.• Extracting key information from a text• Compound sentences.• Using sentence demarcation correctly and consistently.• Writing in different forms.• Connectives/conjunctions.	



Suggestions for Parental Support at home	<ul style="list-style-type: none">• Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. will help to consolidate learning• Encourage your child to research around the text and the play independently, either online or by asking family members• Encourage your child to read on a daily basis and do ask questions about what they have read.• Encourage your child to express a personal viewpoint on a wide range of topics (particularly those of class and homelessness for these texts)• Encourage your child to explain new vocabulary they have learnt in this topic.• Encourage your child to read non-fiction as well as fiction, particularly reviews and advertising.• When reading a text at home, ask if they can tell you 2/3 things about what they have read.• Practice using a dictionary at home to look up words that they don't know.• Encourage writing in full sentences and checking key punctuation such as capital letters and full stops.																		
Keywords	<table><tr><td>prediction</td><td>personal response</td><td>mood</td></tr><tr><td>character</td><td>form</td><td>tone of voice</td></tr><tr><td>theme</td><td>live theatre</td><td>improvisation</td></tr><tr><td>analysis</td><td>conventions</td><td></td></tr><tr><td>symbol</td><td>summary</td><td></td></tr><tr><td>symbolism</td><td>terminology</td><td></td></tr></table>	prediction	personal response	mood	character	form	tone of voice	theme	live theatre	improvisation	analysis	conventions		symbol	summary		symbolism	terminology	
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Subject	Maths	Teacher: Miss Hamilton
Course specification	<u>OCR GCSE Mathematics</u> <u>Pearson Functional Skills Maths</u>	
Termly units of study	<p>Functional skills: Properties of number Four operations Ratio Money</p> <p>GCSE: Calculations Expressions Angles and Polygons Handling Data Fractions, Decimals, Percentages</p>	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Help your child to stay up to date on their Sparx Maths homework • Use Manga High at home (games and quizzes) • 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 to 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, weighing and measuring out ingredients. This will help her to become familiar with quantities, fractions, temperatures and cooking units. • 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. 	



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	<ul style="list-style-type: none">• 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.		
Keywords	smaller larger less more fewer smallest	largest least most fewest multiply multiplication	times lots of



Subject	Art	Teacher: Miss Grant
Course specification	AQA GCSE Fine Art	
Termly units of study	<p>Students will develop a personal project from the starting point 'Inspired by Nature'. 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"> • Understanding the structure of the GCSE course • Drawing for different purposes • Observational and investigative drawing • Recording insights through relevant annotation • Exploring materials and creating experimental work • Researching appropriate images. • Selecting appropriate artists and researching their work and ideas (John James Audubon, Andy Goldsworthy, Beatriz Milhazes, Charlotte Day, Georgia O'Keeffe, Karl Blossfeldt, Joanna Wedrychowska, Kate Malone, Sue Blackwell) • Using photography to observe and record. • Organising work in a suitable format (sketchbook or mounted sheets) • Developing visual literacy 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Discussing ideas for the project and finding relevant inspirational images. • Observational drawing and copying images will build skills regardless of the subject matter (If the subject matter is relevant that is excellent but any drawing practice is beneficial). • Promote good drawing practice by: <ul style="list-style-type: none"> ○ Using a sharp pencil ○ Including as much detail as possible ○ Using shading ○ Using contrast • Take time to look chat about ideas and images. • Own photos that are relevant to the selected project will contribute to the coursework so provide opportunities for this at home if possible. Photos should be put on a Word or Powerpoint document and emailed to miss.grant@limpsfield-grange.co.uk. 	



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Keywords

assessment objectives
recording
observing
tonal range
blending
directional mark-making
form
detail

shadow
mixed-media
purposeful exploration
annotation
insights
refining
decisions
perseverance

problem-solving
composition
relevant
response
subject matter
context
mood



Subject	Duke of Edinburgh		Teacher:
Termly units of study	<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 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.</p> <p>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.</p> <p>They must wear and bring the following:</p> <ul style="list-style-type: none"> • 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. • a filled water bottle. • a packed lunch (this will be provided for students who normally have a school lunch) <p>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.</p>		



Subject	Health and Social Care		Teacher: Mrs Chippington
Course specification	BTEC Tech Award Level 1/2 Health and Social Care		
Termly units of study	<p>Component 1: Human lifespan and development</p> <ul style="list-style-type: none"> • Main life stages • Physical development • Intellectual development • Emotional development • Social development • Factors affecting growth & development 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Watch 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 affect self-esteem and consequently employment prospects. • 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, the arrival of a sibling, divorce, serious accident or illness, and 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. 		
Keywords	characteristic life stage infancy early childhood adolescence early adulthood middle adulthood	gross motor development fine motor development milestones primary sexual characteristics secondary sexual characteristics menopause oestrogen	formal/informal relationships friendships intimate relationships inherited conditions mental ill health sensory impairment social inclusion and exclusion



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older adulthood

growth

development

physical development

intellectual development

emotional development

social development

stamina

lifestyle

cognitive development

contentment

self esteem

self-image

attachment

discrimination

bullying

cultural factors

environmental factors

economic factors



Subject	PE	Teacher: Miss Kenyon
Termly units of study	Autumn 1 - Hand-eye co-ordination (Through varied sports and activities)	
	<ul style="list-style-type: none">• Warm-ups• Development of static skills<ul style="list-style-type: none">○ Throwing○ Catching○ Controlling the ball• Movement and agility<ul style="list-style-type: none">○ Catching on the move○ Passing on the move• Competition and performance<ul style="list-style-type: none">○ Small sided conditioned games• Communication and leadership<ul style="list-style-type: none">○ Through drills and game play• Practice games<ul style="list-style-type: none">○ Competition and refinement of skills• Competition/performance<ul style="list-style-type: none">○ Game play and tournaments	
	Autumn 2 -Balance and flexibility (Stability skills) (Through varied sports and activities)	
	<ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ Balances• Movement and agility<ul style="list-style-type: none">○ Ways to travel• Competition and performance<ul style="list-style-type: none">○ Developing routines• Communication and leadership<ul style="list-style-type: none">○ Through pair and group work	



	<ul style="list-style-type: none"> • Practice games <ul style="list-style-type: none"> ○ Development of routines • Competition/ performance <ul style="list-style-type: none"> ○ Final routines <p>Continuous focus throughout the year on;</p> <ul style="list-style-type: none"> • warmups • cooldowns • types of fitness • heart rate • teamwork • leadership • choice • challenge • self-assessment • refinement • personal best 												
<p>Suggestions for Parental Support at home</p>	<ul style="list-style-type: none"> • Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their 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>Keywords</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">over arm</td> <td style="width: 33%;">cushioning</td> <td style="width: 33%;">stability</td> </tr> <tr> <td>under arm</td> <td>space</td> <td>extension/tension</td> </tr> <tr> <td>accuracy</td> <td>indicate</td> <td>aesthetically</td> </tr> <tr> <td>control</td> <td>movement/balance</td> <td>fluid</td> </tr> </table>	over arm	cushioning	stability	under arm	space	extension/tension	accuracy	indicate	aesthetically	control	movement/balance	fluid
over arm	cushioning	stability											
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Subject	Travel and Tourism		Teacher: Mrs Wells
Course specification	Pearson BTEC Travel and Tourism Tech Award		
Termly units of study	<p>Component 1 continued</p> <ul style="list-style-type: none"> • Tourism promotion • Tourist attractions • Ownership of travel and tourism organisations • Common aims of UK travel and tourism organisations • Corporate social responsibility • Consumer technologies • Visitor destinations • Travel activities • Reasons for travel <p>Transport hubs and gateways</p>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Please 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 encourage your daughter to watch the relevant video after each topic 		
Keywords	tourism package holiday specialist tour operator ancillary services multiple online travel agency catered room only self-catering	terminal / destination gateway en-suite screen tourism visa revenue market share trustee legacy	extended reality interdependencies interrelationships marketing bulk buying artificial intelligence augmented reality cloud corporate



Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Careers – looking for a job • Health and Prevention • Basic First Aid • Assertiveness • Financial literacy – online shopping • Relationship and Sex Education - contraception 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop. • Encourage your daughter to take responsibility for emailing her subject teacher for advice about completing homework. • Encourage your daughter to plan, shop for and cook a family meal. • Discuss any scam texts or phishing emails you may have received. Focus on the clues that show is it a scam. • Take an interest in what your daughter does online. Talk to her about the games and social media apps she uses. • Check the age limit for games and social media. WhatsApp has an age limit of 16. • Encourage your daughter to select clothes and shoes in a shop and ask for or find the correct size. • Encourage your daughter to book tickets for something, such as the cinema, online (with your supervision!). 		
Keywords	recruitment website recruitment agency job centre job advert interview application form apprenticeship breast examination self-diagnosis CPR defibrillator cardiac arrest what3words call handler	passive aggressive assertive credit card overdraft charges interest rate passwords phishing data collection consumer rights complaint receipt	age of consent consent safer sex pregnancy STI pill condom contraceptive implant contraceptive injection contraceptive patch Brook