



Curriculum Overviews Autumn 2024

Year 11W

Subject	English	Teacher: Mrs Forbes/Mrs Simpson
Course specification	Pearson Edexcel Functional Skills	
Termly units of study	<p>Functional Skills:</p> <p>Autumn term 1: DNA Play</p> <ul style="list-style-type: none">• Speaking and listening skills for level 1 Functional Skills including holding a sustained discussion and asking relevant questions.• Reading a variety of non-fiction• Understanding the organisational features of different real-life texts.• Writing real-life texts in different forms.• Extracting key information from a text.• Making comparisons between texts. <p>Autumn term 2: A Christmas Carol.</p> <ul style="list-style-type: none">• Understanding the importance of the context of a text.• Writing summaries.• Writing in different forms ahead of Level 1 and 2 writing.• Reading between the lines and identifying less obvious information.• Effects of presentational features, particularly pictures.• Developing comparisons between texts.• Planning, writing and editing.• Developing an understanding of compound and complex sentences.• Recapping key punctuation.• Persuasive writing ahead of level 2.	



Suggestions for Parental Support at home	<ul style="list-style-type: none">• Where possible, encourage your child to look at different forms of non-fiction writing and identify features used to help organise information and the effect that this has on a reader.• Encourage reading for enjoyment at home and discussions around what they have read.• 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 express a personal viewpoint on a wide range of topics (particularly those of peer pressure and class systems for these texts)• Encourage your child to explain new vocabulary they have learnt in this topic.• 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.• When having discussions at home, encourage them to participate and how this might work to support speaking and listening.		
Keywords	prediction character theme analysis symbol symbolism personal response	form live theatre conventions summary comparing terminology mood	tone of voice improvisations



Subject	Maths	Teacher: Miss Hamilton
Course specification	OCR GCSE Mathematics Pearson Functional Skills Maths	
Termly units of study	Functional skills level 1: Data handling Proportion Scales, Maps and Units Multiplication and Estimation Division and Estimation GCSE: Expressions Equations Fractions, Decimals and Percentages Formula and Functions Probability Circles Ratio and Proportion	
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	<table><tr><td>data</td><td>GCSE</td><td>radius</td></tr><tr><td>graph</td><td>likelihood</td><td>diameter</td></tr><tr><td>scale</td><td>expression</td><td>area</td></tr><tr><td>axis</td><td>equation</td><td>sector</td></tr><tr><td>proportion</td><td>formula</td><td>direct</td></tr><tr><td>scale</td><td>identity</td><td>indirect</td></tr><tr><td>estimate</td><td>term</td><td></td></tr><tr><td>round</td><td>circumference</td><td></td></tr></table>	data	GCSE	radius	graph	likelihood	diameter	scale	expression	area	axis	equation	sector	proportion	formula	direct	scale	identity	indirect	estimate	term		round	circumference	
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Subject	Art	Teacher: Miss Grant	
Course specification	AQA GCSE Fine Art		
Termly units of study	<p>GCSE Coursework 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"> • Developing Ideas for a personal response • Researching relevant images • Taking own photos • Exploring materials to show purposeful experimentation • Creating a personal response • Refining work and making improvements • Annotating work to show the process of ideas • Presentation skills through sketchbooks and mounted sheets 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • 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> • Ensure that homework tasks are completed so students are managing their time effectively. • Own photos that are relevant to individual's projects 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. • Encourage drawing from images and objects to help build technical skills. • Discuss Art and artists' work and how ideas can be developed. 		
Keywords	assessment objectives recording observing relevant images purposeful mounting subject matter	experimentation fluent controlled refining exploring selecting content	personal meaningful visual language composition planning evaluating mood



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form

analysis



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 2 – working towards the completion of the PSA2 coursework</p> <p>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, secondary and tertiary care • Allied health professionals • Different services available for different client groups • Informal social care • Barriers to accessing services • Skills in health and social care • Attributes in health and social care • Values in health and social care 	
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, 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. 	



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Keywords

type 2 diabetes

arthritis

coronary heart disease

obesity

body mass index (BMI)

stroke

asthma

COPD

additional needs

mobility

dexterity

stamina

multiple sclerosis

cerebral palsy

spinal cord injury

primary, secondary and tertiary care

allied health professionals

foster care

residential care

youth work

respite care

domiciliary care

sensory impairments

barriers to access advocate



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Subject	Independence	Teacher:
Termly units of study	<p>Students will be spending time participating in activities that link into the Independence and Communication strands from our WACI curriculum. Students will have lessons on their timetable dedicated to practising independence skills. The tasks are designed to develop skills and push students out of their comfort zone in a safe environment, and to enable them to start managing their own lives and making their own decisions. Students will spend time offsite, to carry out activities such as using public transport, visiting restaurants, supermarkets and retail outlets and participating in scenarios that will challenge them. We will also use the facilities in our residential area where the students can practice essential life skills such as cooking and other domestic tasks.</p>	



Subject	PE	Teacher: Miss Kenyon
Termly units of study	<p>Autumn 1 - Hand-eye co-ordination (Through varied sports and activities)</p> <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 <p>Autumn 2 -Balance and flexibility (Stability skills) (Through varied sports and activities)</p> <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• 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"> <tr> <td>over arm</td> <td>indicate</td> <td>aesthetically</td> </tr> <tr> <td>under arm</td> <td>movement</td> <td>fluid</td> </tr> <tr> <td>accuracy</td> <td>core strength</td> <td>balance</td> </tr> <tr> <td>control</td> <td>stability</td> <td></td> </tr> <tr> <td>cushioning</td> <td>extension</td> <td></td> </tr> <tr> <td>space</td> <td>tension</td> <td></td> </tr> </table>	over arm	indicate	aesthetically	under arm	movement	fluid	accuracy	core strength	balance	control	stability		cushioning	extension		space	tension	
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under arm	movement	fluid																	
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Subject	Travel and Tourism	Teacher: Mrs Wells
Course specification	<u>Pearson BTEC Travel and Tourism</u>	
Termly units of study	<p>Component 2- Customer needs in travel</p> <ul style="list-style-type: none">• Research into traveller needs• Quantitative and Qualitative research methods• Primary and secondary research• Interviews• Case studies• Using Market research to identify customer need• Product development in the Travel and Tourism Industry <p>Customer needs and different types of travel</p> <ul style="list-style-type: none">• Travel Dates & Duration• Travel Accessibility.• Accommodation Preferences.• Budget Constraints• Purpose of Travel• Specific & Unstated Needs• Responsible Tourism• Convenience & Flexibility• Service Standards• Products & Services	



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Suggestions for Parental Support at home	<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 encourage your daughter to watch the relevant video after each topic		
Keywords	tourism qualitative qualitative primary secondary focus group market research consumer need	target market customer satisfaction trends accessibility budget flexibility responsible tourism accommodation	preferences travel requirements customer service purpose of travel service standards



Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> • Compromise and negotiation • Careers – looking for a job • Basic First Aid • Mental wellbeing • Relationships • Relationship and Sex Education – contraception and reproduction 		
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 or show your daughter how to book a doctor or dentist appointment. • Encourage your daughter to use an online shopping website (with your supervision!). • Support your daughter with developing independent travel skills on public transport. • Discuss current financial news stories. • When watching TV programmes or films discuss the consequences of the characters behaviour. • 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. 		
Keywords	win-win CV covering letter/email application form personal statement referee interview questions health and safety CPR defibrillator self-diagnosis breast examination self-diagnosis menopause	stress exam pressure revision strategies monogamous open relationship platonic polygamous single bigamy polygamy age of consent consent safer sex pregnancy	pill condom contraceptive implant contraceptive injection contraceptive patch Brook pregnancy test unprotected sex vaginal birth caesarean section abortion surrogacy foster adopt