



## Curriculum Overviews Autumn 2025 Year 11S

Subject	English		Teacher: <b>Mrs Forbes</b>
Course specification	<p><b>AQA English Language and Literature</b></p> <p><a href="#">GCSE English Language</a></p> <p><a href="#">GCSE English Literature</a></p>		
Termly units of study	<ul style="list-style-type: none"> <li>We will be revising and preparing for the Mock exams</li> <li>We will be revising skills needed for both Language Papers – Creative Texts and Non-Fiction/Viewpoints</li> <li>We will be reading and watching A Christmas Carol and Macbeth looking at the social and historical context of both texts, character, setting and narrative</li> <li>We will be looking at how writers use language and spend time developing personal and convincing responses to the texts</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> </ul> <p>Students will be looking at model answers and mark schemes.</p>		
Suggestions for Parental Support at home	<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>Ask her summarise what she has learned.</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> </ul> <p>Please feel free to email regarding homework or with any other learning ideas you think may benefit your daughter or if you have any concerns regarding her work in English</p>		
Keywords	theme explore explain personal opinion character	setting clues example social and historical context Victorian	status poetry prose letter diary



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plot  
language  
structure

Edwardian  
authority  
social class

opinion  
text



Subject	English	Teacher: <b>Mrs Simpson</b>
Course specification	<b>Pearson Edexcel Functional Skills</b>	
Termly units of study	<p><b>Functional Skills:</b></p> <p><b>Autumn term 1: DNA Play</b></p> <ul style="list-style-type: none"> <li>• Speaking and listening skills for level 1 Functional Skills including holding a sustained discussion and asking relevant questions.</li> <li>• Reading a variety of non-fiction</li> <li>• Understanding the organisational features of different real-life texts.</li> <li>• Writing real-life texts in different forms.</li> <li>• Extracting key information from a text.</li> <li>• Making comparisons between texts.</li> <li>• Starting to identify and use language techniques in writing.</li> </ul> <p><b>Autumn term 2: A Christmas Carol.</b></p> <ul style="list-style-type: none"> <li>• Understanding the importance of the context of a text.</li> <li>• Writing summaries.</li> <li>• Writing in different forms ahead of Level 1 writing.</li> <li>• Reading between the lines and identifying less obvious information.</li> <li>• Understanding presentational features, particularly pictures and starting to consider the effects of these.</li> <li>• Developing comparisons between texts.</li> <li>• Planning, writing and editing.</li> <li>• Developing an understanding of compound and complex sentences.</li> <li>• Recapping key punctuation.</li> </ul>	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Encourage reading for enjoyment at home and discussions around what they have read.</li> <li>• Encourage your child to talk about the texts. Explaining the plot, characters, setting etc. will help to consolidate learning.</li> <li>• Encourage your child to research around the text and the play independently, either online or by asking family members.</li> <li>• 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).</li> <li>• Encourage your child to explain new vocabulary they have learnt in this topic.</li> </ul>	



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	<ul style="list-style-type: none"><li>• Practice using a dictionary at home to look up words that they don't know.</li><li>• Encourage writing in full sentences and checking key punctuation such as capital letters and full stops.</li><li>• Give opportunities to write functional texts, such as letters to family, emails to friends or family, reports, reviews about films they've seen or places they have been.</li><li>• When having discussions at home, encourage them to participate and how this might work to support speaking and listening.</li></ul>		
Keywords	prediction character theme analysis symbol symbolism	personal response form live theatre conventions summary comparing	terminology mood tone of voice improvisations



<b>Subject</b>	<b>Maths</b>	Teacher: <b>Miss Hamilton / Mrs Davies</b>
<b>Course specification</b>	<u>OCR GCSE Mathematics</u> <u>Pearson Functional Skills Maths</u>	
<b>Termly units of study</b>	GCSE: <ul style="list-style-type: none"><li>• Ratio and proportion</li><li>• Factors, Power and Roots</li><li>• Graphs</li><li>• Working in 3D</li><li>• Handling data</li><li>• Calculations</li></ul> FS Level 1: <ul style="list-style-type: none"><li>• Fractions, decimals and percentages</li><li>• Data handling</li><li>• Time</li><li>• Money</li></ul>	
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"><li>• Support your daughter to complete her Sparx maths homework.</li><li>• Use Times Table Rockstars at home.</li><li>• Use Manga High and IXL at home (games and quizzes).</li><li>• Wherever possible, involve your daughter in doing practical maths to develop her awareness of functional numeracy.</li><li>• Do a little bit of maths every day, even if only for 10 minutes. The more your daughter practices, the better she will become.</li><li>• Encourage your daughter to tell the time by reading both analogue and digital clocks.</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>	



- 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.

	<b>GCSE:</b>	<b>GCSE continued:</b>	<b>FS:</b>
<b>Keywords</b>	ratio proportion equivalent simplify scale divide share fraction percentage multiplier factor multiple prime square number cube number power index root square root cube root graph	axis coordinate gradient intercept linear quadratic plot prism cylinder sphere volume surface area face edge vertex frequency mean median mode range	pence pound total change cost hour minute am / pm timetable duration half quarter third numerator denominator decimal tenth place value round estimate



<b>Subject</b>	<b>Religious Studies</b>	Teacher: <b>Mrs Wells</b>
<b>Course specification</b>	<b>AQA Religious Studies A - Christianity and Islam</b> <a href="#"><u>GCSE Religious Studies</u></a>	
<b>Termly units of study</b>	<b>Crime and Punishment</b> <ul style="list-style-type: none"><li>• Good and evil intentions and actions, including whether it can ever be good to cause suffering.</li><li>• Reasons for crime.</li><li>• opposition to an unjust law.</li><li>• Views about different types of crime, including hate crimes, theft and murder.</li><li>• The aims of punishment, including:<ul style="list-style-type: none"><li>○ Retribution.</li><li>○ Deterrence.</li><li>○ Reformation.</li></ul></li><li>• The treatment of criminals, including:<ul style="list-style-type: none"><li>○ Prison.</li><li>○ Corporal punishment.</li><li>○ Community service.</li><li>○ Forgiveness.</li><li>○ The death penalty.</li></ul></li><li>• Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</li></ul> <b>Muslim Practices</b> <ul style="list-style-type: none"><li>• Five Pillars of Sunni Islam and the Ten Obligatory Acts of Shi'a Islam</li><li>• Shahadah: declaration of faith and its place in Muslim practice.</li><li>• Salah and its significance: how and why Muslims pray.</li><li>• key differences in the practice of salah in Sunni and Shi'a Islam, and different Muslim views about the importance of prayer.</li><li>• Sawm: the role and significance of fasting during the month of Ramadan.</li><li>• Zakah: the role and significance of giving alms.</li><li>• Hajj: the role and significance of the pilgrimage to Makkah.</li><li>• Jihad: different understandings of jihad: the meaning and significance of greater and lesser jihad.</li><li>• Festivals and commemorations and their importance for Muslims in Great Britain today.</li></ul>	





Subject	Art		Teacher: <b>Miss Grant</b>
Course specification	<b>AQA GCSE Art and Design (Fine Art)</b> <a href="#">GCSE Art and Design</a>		
Termly units of study	<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. <ul style="list-style-type: none"> <li>• Developing Ideas for a personal response</li> <li>• Researching relevant images</li> <li>• Taking own photos</li> <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>		
Suggestions for Parental Support at home	<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> <li>• Ensure that homework tasks are completed so students are managing their time effectively.</li> <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 should be put on a Word or Powerpoint 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>		
Keywords	assessment objectives recording observing relevant images purposeful experimentation fluent controlled	refining exploring personal meaningful visual language composition planning mounting	selecting evaluating subject matter content mood form analysis



Subject	<b>Health and Social Care</b>		Teacher: <b>Mrs Chippington</b>
Course specification	<a href="#">BTEC Tech Award Level 1/2 Health and Social Care</a>		
Termly units of study	<p><b>Component 2 – working towards the completion of the PSA2 coursework</b></p> <p><b>Health and Social Care Services and Values</b></p> <ul style="list-style-type: none"> <li>• Health conditions – type 2 diabetes, arthritis, coronary heart disease, obesity, stroke, asthma, COPD, additional needs</li> <li>• Primary, secondary and tertiary care</li> <li>• Allied health professionals</li> <li>• Different services available for different client groups</li> <li>• Informal social care</li> <li>• Barriers to accessing services</li> <li>• Skills in health and social care</li> <li>• Attributes in health and social care</li> <li>• Values in health and social care</li> </ul>		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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?</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		
Keywords	type 2 diabetes arthritis coronary heart disease obesity body mass index (BMI)	mobility dexterity stamina multiple sclerosis cerebral palsy	residential care youth work respite care domiciliary care sensory impairments



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stroke  
asthma  
COPD  
additional needs

spinal cord injury  
primary, secondary and tertiary care  
allied health professionals  
foster care

barriers to access advocate



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<b>Subject</b>	<b>Independence</b>	Teacher: <b>Mrs Smart</b>
<b>Termly units of study</b>	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.	



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



	<ul style="list-style-type: none"> <li>• Competition/ performance             <ul style="list-style-type: none"> <li>○ Final routines</li> </ul> </li> </ul> <p><b>Continuous focus throughout the year on;</b></p> <ul style="list-style-type: none"> <li>• warmups</li> <li>• cooldowns</li> <li>• types of fitness</li> <li>• heart rate</li> <li>• teamwork</li> <li>• leadership</li> <li>• choice</li> <li>• challenge</li> <li>• self-assessment</li> <li>• refinement</li> <li>• personal best</li> </ul>												
<p><b>Suggestions for Parental Support at home</b></p>	<ul style="list-style-type: none"> <li>• Ensure students have full PE kit, hair band, water bottle, appropriate trainers and deodorant on their PE day.</li> <li>• On the evening of PE day (Thursday), encourage them to do some different stretches to ease potential muscle soreness.</li> <li>• Encourage students to be active over the weekend/ evenings.</li> <li>• Encourage a healthy lifestyle.</li> <li>• Encourage them to watch sporting events live/ on TV/ on Youtube. Particularly of women in sport.</li> <li>• Try to get outside once a day, either to walk, or exercise</li> </ul>												
<p><b>Keywords</b></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%;">core strength</td> </tr> <tr> <td>under arm</td> <td>space</td> <td>stability</td> </tr> <tr> <td>accuracy</td> <td>indicate</td> <td>extension</td> </tr> <tr> <td>control</td> <td>movement</td> <td>tension</td> </tr> </table>	over arm	cushioning	core strength	under arm	space	stability	accuracy	indicate	extension	control	movement	tension
over arm	cushioning	core strength											
under arm	space	stability											
accuracy	indicate	extension											
control	movement	tension											



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<b>Subject</b>	<b>WACI</b>		Teacher: <b>Mrs Janaway</b>
<b>Termly units of study</b>	<ul style="list-style-type: none"> <li>• Careers meetings with Innervate Careers Advisor</li> <li>• Careers – applying for and starting a job</li> <li>• Stress and exam/coursework pressure</li> <li>• Revision techniques</li> <li>• Mental wellbeing</li> <li>• Relationship &amp; Sex Education</li> </ul>		
<b>Suggestions for Parental Support at home</b>	<ul style="list-style-type: none"> <li>• Use the 'Home' strand on the independence framework to identify skills that your daughter needs to develop.</li> <li>• Encourage or show your daughter how to book a doctor or dentist appointment.</li> <li>• Encourage your daughter to use an online shopping website (with your supervision!)</li> <li>• Support your daughter with developing independent travel skills on public transport.</li> <li>• Check local schools and colleges to find out when their open days are.</li> <li>• Look at the resources on the Brook website - <a href="#">Pregnancy: Worried You're Pregnant?</a></li> </ul>		
<b>Keywords</b>	open day Saturday job mock exams digital footprint cybervetting covering letter personal statement induction probation promotion contract zero hours contract National Insurance number	tax payslip memory skills flash cards mind maps cramming workload work life balance anxiety depression stress online dating the apps	ghosting safer sex one-night stand emergency contraception morning after pill fertility vaginal birth c-section miscarriage stillbirth abortion