



LIMPSFIELD GRANGE SCHOOL

'together we make a difference'

complex
compound
complex sentence
structure

explore
explain
describe
personal opinion

interpretation
contemporary
fiction
non-fiction



Subject	English		Teacher: Mrs Simpson
Course specification	Pearson Functional Skills English Functional Skills		
Termly units of study	<p>Summer term: Careers:</p> <ul style="list-style-type: none"> • To discuss ways that functional writing and reading might be used across different careers • Exploring writing in a formal and functional way for a workplace, including application letters, summarising notes, writing letters, writing formal emails etc. • Exploring different formats and types of texts which they may encounter in different jobs and what skills they might need to use. • To use role-play to explore different conversations and situations in a work environment based on different careers. • Developing use of punctuation and structure to make writing effective. • To extend vocabulary. • To ensure that writing is consistently clear. • Understanding how to use organisational features in their own writing and how this may be useful in a job. • Adding important and relevant detail based on a task. 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Encourage your daughter to discuss what they have learnt at home. • Encourage discussions around careers, with particular focus on how they could continue a point forward. • Writing emails or letters to family and friends to practice functional writing. • Encourage them to use key vocabulary that they have learnt, particularly language terminology and organisational features. • Continue to develop vocabulary at home – using a thesaurus or thinking of other words/more formal language they could use instead. • Encourage research into different careers they are interested in at home. • Reading functional texts such as information leaflets or posters, news articles, emails, formal letters and encouraging discussion around what the key information is that they present and how this is done. 		
Keywords	formal functional consistent effective sub-heading	bullet points vocabulary career organisational features application	summary note-taking vocation qualification interview



Subject	Maths	Teacher: Miss Hamilton
Course specification	OCR GCSE Mathematics Pearson Functional Skills Maths	
Termly units of study	<p>GCSE, Entry level 3 (resit) and Level 1 (resit):</p> <ul style="list-style-type: none"> • Revision / past paper practice • Further work on specific topics as identified through practice on past papers <p>Level 1 and level 2:</p> <ul style="list-style-type: none"> • Calculations • Fractions, decimals and percentages • Graphs and charts • Probability 	
Suggestions for Parental Support at home	<ul style="list-style-type: none"> • Support your daughter to complete her maths homework and complete past papers. • Encourage your daughter to do extra work on Sparx Maths. • Use Times Table Rockstars at home. • Use IXL 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. • 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	GCSE command words: divide percentage	



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solve
factorise
sketch
construct
measure
estimate
simplest form
expand
workings
describe fully
work out
calculate
explain
simplify

Functional Skills:

add
subtract
multiply

estimate
round
calculate
formula
inverse
operation
trend
probability
outcome
event
independent
dependent
likelihood
frequency
relative frequency
expected outcome
fraction
decimal

convert
equivalent
simplify
ratio
proportion
multiplier
percentage change
graph
chart
axis
scale
plot
coordinate
bar chart
line graph
pie chart



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Subject	Religious Studies	Teacher: Mrs Wells
Course specification	AQA Religious Studies A - Christianity and Islam GCSE Religious Studies	
Termly units of study	Paper 1: <ul style="list-style-type: none">• Christian Beliefs• Christian Practices• Muslim Beliefs• Muslim Practices Paper 2: <ul style="list-style-type: none">• Theme B- Religion and life• Theme D-Religion, peace and conflict• Theme E- Religion Crime and Punishment• Theme F- Religion Human rights and Social Justice	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• Encourage your daughter to make use of the quizlet sets to test key words and understanding of Religious quotes• Tik Tok celebrity Ben Wardle has made great revision videos for all units of the course- You daughter can subscribe here https://www.youtube.com/@BenWardle• Encourage Seneca revision and the use of model answers provided on the AQA website here https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-8062/assessment-resources	
Keywords	Students have been provided with booklets containing all key words and religious quotes for all units.	



Subject	Art	Teacher: Miss Grant
Course specification	AQA GCSE Art and Design (Fine Art) GCSE Art and Design	
Termly units of study	GCSE coursework final preparation Students will refine and develop their coursework ready for submission. Lessons will focus on: <ul style="list-style-type: none">• Refining and improving personal responses• Mounting work to show the process of ideas• Annotating work to explain ideas and thought processes	
Suggestions for Parental Support at home	<ul style="list-style-type: none">• To encourage drawing at home. Tips for students for the Art exam: <ul style="list-style-type: none">• Show your skills – remember to use a sharp pencil when drawing and to use the full tonal range when shading.• Look at your work from a distance every now and then.• Relax and enjoy• Be aware of the time if you tend to work too slowly or too quickly	
Keywords	preparation annotation mounting layout	



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 3: Health and Wellbeing - REVISION</p> <ul style="list-style-type: none"> • Physical factors • Lifestyle factors • Social factors • Cultural factors • Economic factors • Environmental factors • The impact of life events • Health indicators • Person-centred approaches • Barriers and obstacles to health and wellbeing 		
Suggestions for Parental Support at home	<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 affect self-esteem and consequently employment prospects. • If you have any family, 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. • Using the revision booklet provided by Mrs Chips and the revision guide and cards to support your daughter with her revision. 		
Keywords	holistic health wellbeing inherited conditions predisposition	Eatwell guide addiction nicotine social integration social isolation	urban pollution bereavement promotion redundancy



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cystic fibrosis
haemophilia
Huntington's disease
cardiovascular disease
obesity
type 2 diabetes
secrete
adrenaline
psychological
sensory impairment

discrimination
gender identity
gender expression
heterosexual
homosexual
bisexual
asexual
poverty
rural

resting heart rate
pulse rate
blood pressure
body mass index
health indicators – public guidelines
Public Health England
person-centred approach
barriers
obstacles



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Subject	Independence Skills	Teacher: Mrs Smart
Termly units of study	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. Students will also attend a local gym.	



Subject	PE	Teacher: Miss Kenyon
Termly units of study	<p>Summer 1 - Racket Sports</p> <ul style="list-style-type: none">• Development of static skills<ul style="list-style-type: none">○ Grip○ Ball control○ Ball placement○ Forehand○ Backhand• Movement and agility<ul style="list-style-type: none">○ Ready position○ Meeting the ball○ Rally• Competition and performance<ul style="list-style-type: none">○ Small sided conditioned games and drills• Communication and leadership<ul style="list-style-type: none">○ Texas tennis tournament• 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>Summer 2 - Movement skills (Runs, jumps and throws)</p> <ul style="list-style-type: none">• Throwing<ul style="list-style-type: none">○ Swing throw – Discus	



	<ul style="list-style-type: none"> • Running <ul style="list-style-type: none"> ○ Pacing ○ Paarlouf relay • Jumping <ul style="list-style-type: none"> ○ Triple jump <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: 50%; vertical-align: top;"> <p>Summer 1 – Racket sports</p> <ul style="list-style-type: none"> pickleball control space </td> <td style="width: 50%; vertical-align: top;"> <p>Summer 2 - Movement skills (Runs, jumps and throws)</p> <ul style="list-style-type: none"> swing power rotation </td> </tr> </table>	<p>Summer 1 – Racket sports</p> <ul style="list-style-type: none"> pickleball control space 	<p>Summer 2 - Movement skills (Runs, jumps and throws)</p> <ul style="list-style-type: none"> swing power rotation
<p>Summer 1 – Racket sports</p> <ul style="list-style-type: none"> pickleball control space 	<p>Summer 2 - Movement skills (Runs, jumps and throws)</p> <ul style="list-style-type: none"> swing power rotation 		



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accuracy
power
agility
forehand
backhand
serve
volley
non-volley zone (kitchen)
fault
service line

strength
extend
release
safe
collect
measure
pacing
aerobic
endurance
exchange
continuous



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Subject	WACI		Teacher: Mrs Janaway
Termly units of study	<ul style="list-style-type: none"> Careers - Writing a CV Financial literacy – paying bills 		
Suggestions for Parental Support at home	<ul style="list-style-type: none"> Look at information provided by the National Careers Service related to getting a job - Careers advice National Careers Service Use the Citizens Advice Bureau to find information about paying bills - Get help if you're struggling to pay your bills - Citizens Advice. Discuss how you pay your own household bills if you feel that this is appropriate. 		
Keywords	reference referee covering letter signature CV	digital footprint personal information payment method bill meter reading standing charge	direct debit outstanding charge council tax property band