

Spring Term Overview

Tutor Group: 11L

Subject and Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
<p>English (Functional Skills) Miss King</p>	<p>During the Spring term the pupils will be working towards achieving the non-examined element of their English Functional Skills qualification. This covers Speaking, listening and communicating. To achieve this, pupils will be completing one presentation and taking part in group discussions on a range of topics. Pupils will have opportunities to express their opinions and arguments and support them with evidence. These opinions will need to be relevant to the topic and expressed using appropriate language. Pupils will also sit their Mock Exams in reading and writing and revise key skills needed to sit the real exam in February.</p>	<p>Please support pupils by engaging them in lots of conversations, providing opportunities for them to provide an explanation, an opinion, information or a description. This can be in response to something they've seen or heard and can be dropped into conversations easily when watching the TV or listening to the radio! If they don't about the topic, practice the questions they could ask to gain more knowledge. As we prepare for the presentation assessment, please also be their audience so they can practice delivering their presentation and answering relevant questions.</p>	<p>Opinion Discussion Interjection Explanation Contribution Presentation Context Audience</p>
<p>English (GCSE) Mrs Kelley and Miss Barrow</p>	<p>In terms 3 and 4 pupils will be revisiting the skills and requirements for their exams in the summer. They will revise Language Paper 1 by examining a range of fiction texts and analysing the structure and features used. Revision for Paper 2 will include exploring a range of non-fiction texts including speeches, letters and articles from the 19th century to the present day. Pupils will have opportunities to write under timed conditions to become more accustomed to the time constraints of the exam. They will spend time revising narrative and descriptive writing for Paper 1 as well as non-fiction writing for Paper 2.</p>	<p>Encourage pupils to read a range of literature including both fiction and non-fiction texts. Please support them with completing writing tasks ensuring they are using the correct punctuation, ambitious vocabulary and a range of techniques. Please encourage them to use online revision resources including BBC Bitesize to develop their skills https://www.bbc.co.uk/bitesize/examspecs/zpxh82p</p> <p>Pupils have a copy of the revision guides to use; please encourage them to use these regularly and to support with completing homework tasks.</p> <p>Please ensure any revision materials used are for the Eduqas English Language exam.</p>	<p>Non-fiction Analysis Explanation Rhetorical devices Language techniques Structural features</p>

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<p>Maths AQA Entry Level Mrs Diapouli</p>	<p>Pupils have completed the geometry unit looking at symmetry; nets of shapes; angles and lines: grid co-ordinates and direction. This term they will start to work on the final unit 'Statistics'. Pupils will develop their knowledge and understanding of reading, creating and interpreting different types of data, graphs and charts.</p>	<p>Please encourage pupils to identify statistics in everyday life like the best prices of products, or the best times to perform various activities. Telling stories using data. Practice reading information displayed in a range of formats, like pie charts in a GP office, introduce tallies in a board game at home. These will also develop their numeracy skills and encourage pupils to think critically.</p>	<p>Data Graph Chart</p>
<p>Maths Foundation GCSE Mrs Sipek</p>	<p>Pupils will start the term learning calculator skills. They will then use these to support their understanding of powers and roots.</p> <p>Pupils will then develop their algebraic skills in substitution and simplifying expressions.</p> <p>Finding out about the properties of circles will follow before some work on data averages.</p> <p>Pupils will then look at probability scales and how to list outcomes.</p> <p>Daily revision will be done using 5-A-Day questions to review and consolidate previous and current learning</p>	<p>Please support pupils with their homework. Additional practise can be done on MathsPad and CorbettMaths</p> <p>Corbettmaths – Videos, worksheets, 5-a-day and much more</p>	<p>Substitution, Simplify, Circumference, Arc, Sector, Radius, Diameter Mean, Median, Mode.</p>

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Maths Mr Abraham	<p>The Y11 GCSE Mathematics Foundation group will continue to practice their problem solving skills and develop their exam technique throughout Terms 3 and 4 of the 2024 - 2025 school year in preparation for their forthcoming GCSE exams.</p> <p>This will be based mainly around reviewing and consolidating their knowledge, understanding and use of grade 3 and 4 topics across the entire syllabus, identified using detailed analysis of their recent Mock exam papers, with occasional visits back to grade 1 and 2 as required, and grade 5 when appropriate.</p>	<p>Pupils have been encouraged to keep a list of specific topics which they feel they might need to revisit, in conjunction with material readily available on websites such as www.corbettmaths.com and www.mathsgenie.co.uk and also in their exercise books, revision guides and workbooks.</p> <p>In particular, I recommend the '5 a day' question sheets available on corbettmaths – a short, daily selection of random questions at Foundation level.</p> <p>Compulsory homework is generally set weekly, and is reviewed extensively during lessons after completion.</p>	Substitution, Simplify, Circumference, Arc, Sector, Radius, Diameter Mean, Median, Mode.

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<p>Physics Mr Goodchild</p>	<p>This term we will spend the first two weeks revising topics 1-4 in readiness for the mock exam on Thursday 23rd January.</p> <p>We will then finish the Physics GCSE by completing Topic 8 'Space Physics.' Pupils will learn about the Sun and the objects in our solar system. We will then look at the life cycle of stars and the evidence we have for the Big Bang theory.</p> <p>In Term 4 we will focus on revising the paper 2 topics; Forces, Waves, Magnetism and Electromagnetism and Space Physics by focusing on the required practicals and the associated working scientifically skills, which always come up in the final exams. Plenty of past paper practice questions will be used to improve pupils' exam techniques.</p>	<p>Please encourage pupils to complete homework on time. Revision will include completing as much of the Seneca Assignment as possible. The link to this assignment is on Teams. After the mock exams homework will be to complete pages of the workbook which relate to the topics covered in lessons. The workbook contains questions for pupils to answer and pupils can write their answers directly into the workbook. The revision guide pages link directly to the workbook pages (they have the same page titles) and have the relevant information needed to support pupils answering the questions in the workbooks.</p> <p>You can also use BBC bitesize to support by going to the GCSE AQA Physics (single science) section where all the topics correlate directly to those we are studying.</p>	<p>Resolution Range Precision Nebula White dwarf Black Hole Neutron Star Red Giant Gravity Fusion</p>

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<p>PE Mr. Altman and Mr. Stinton</p>	<p>During this term, pupils will focus on developing a routine in trampolining. They will design a 6 to 8 bounce routine and sequence it into a performance. Pupils will perform a variety of skills they have learned in previous years, including pike, straddle, tuck, seat landing, and twist. These techniques will be combined to form a fluid routine that demonstrates their ability to control and execute movements.</p> <p>When not performing on the trampoline, pupils will also be recapping and refining their athletics skills and technique. This is to ensure they maximise their Entry Level scores for this area. We will be focusing on events such as:</p> <ul style="list-style-type: none"> 100m sprint 200m sprint Shotput Javelin 	<p>To support your child, we recommend you watch the following videos to prepare them for some of the moves they may perform in the lesson</p> <p>PIKE JUMP TRAMPOLINE CENTRAL - YouTube</p> <p>HALF TWIST JUMP - TRAMPOLINE CENTRAL</p> <p>TUCK JUMP DEMO - TRAMPOLINE CENTRAL</p> <p>Trampoline Central - Straddle Jump Demo</p> <p>Trampoline Central - Seat Landing Demo</p>	<p>Focus</p> <p>Landing</p> <p>Perform</p> <p>Traveling</p> <p>Body Tension</p>

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Hospitality & Catering Mrs Goss	<p>Last term pupils worked hard in their mock practical exam creating two wonderful dishes. They then completed the evaluations of their dishes as well as effectively reflecting on how they had worked and what they could do in the future to improve.</p> <p>The first few weeks of term will focus on menu planning and why pupils chose those dishes for the mock brief, specifically looking further at cost considerations and environmental issues.</p> <p>This knowledge will support the NEA which contributes to 60% of the overall qualification grade which will take place this term as well.</p> <p>Pupils will be provided with the brief on Thursday the 30th of January, complete the practical part of their assessment on the 5th or 6th of March, with an aim to complete the 15 hours by the 28th of March.</p> <p>Pupils have access to all the recipes which we have completed in school and all their mock-style exam paperwork on email.</p> <p>All course information: https://www.wjec.co.uk/qualifications/level-12-vocational-award-in-hospitality-and-catering/#tab_keydocuments</p>	<p>Helpful activities at home:</p> <ul style="list-style-type: none"> • Involve pupils with any cooking element. • Cook dishes which pupils feel comfortable with. • Create time plans when making dinner with a specific focus on how long aspects take. • Plating up dinner. • Discussions around places where people eat and how the presentation of food varies. • Utilise supermarket websites to seek how much a dish or specific ingredients cost. • Use the internet to mind map the nutrients in a range of dishes. 	Sustainability Costing Reduce Re-use Recycle Customers Environmental issues Time available Organoleptic Eatwell Guide

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<p>BTEC Home Cooking Mr Stinton/Mrs Goss</p>	<p>Pupils this term will focus on completing their practical assessment and/or working towards AQA Unit Awards.</p> <p>The Pearson BTEC Level 1 Award in Home Cooking Skills aims for pupils to:</p> <ul style="list-style-type: none"> • Be able to plan a nutritious, home cooked meal using basic ingredients • Be able to safely & hygienically, prepare, cook and present a nutritious, home cooked meal using basic ingredients • Be able to pass on information about cooking meals at home from scratch <p>Those completing the Pearson BTEC pupil's will cook their chosen dish on the 7th of February.</p> <p>After the paperwork for the assessment is complete, pupils will embark on making a range of dishes chosen collectively by themselves to support them in their preparation for adulthood.</p> <p>Link to qualification: https://qualifications.pearson.com/en/qualifications/myskills/btec-home-cooking-skills.html</p>	<p>Helpful activities at home:</p> <ul style="list-style-type: none"> • Cook the chosen dish. • Cook the chosen dish within a time frame of 90 minutes. • Support with any food preparation. • Wash up and dry to increase speed. • Place trays in and taking out of hot ovens. • Fill up a kettle. • Use a temperature probe. • Plate up food neatly. 	<p>Health Safety Hygiene Cooking methods Presentation Appropriate portion size Colourful elements Well-balanced dish</p>

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IT Mr Naylor	Pupils will be learning how to create a cinema app using PowerPoint, that focusses on the needs of a customer. They will learn skills regarding layout, sense of audience and purpose as well as practical skills such as embedding video.	Browse to different cinema websites and list the information that is displayed that makes it easier for a user to make an informed choice of the movie that they wish to view.	Embed Audience Purpose Master Slide Transition
Computer Science Mr Naylor	<p>Qualification Title and Level: OCR GCSE Computer Science</p> <p>During Term 3 and 4 we will be completing Unit 2.1 Algorithmic thinking, which will include looking at the following:</p> <ul style="list-style-type: none"> • linear search • binary search • bubble sort • merge sort • insertion sort <p>We will then move on to Unit 2.2 programming fundamentals, where we learn about the use of variables, constants, operators, inputs, outputs and assignments</p>	<p>It is important that revision becomes part of a routine. There are several resources available, the school provides Smart Revise which allows students to take quizzes based on what they have learnt and gives graded feedback. It also includes flash cards which help students understand and learn definitions.</p> <p>Bitesize is always good for revision but make sure it is for the OCR GCSE certification.</p>	Merge Sort Constants Operators Variable Constant Algorithm

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ELV Miss King	This term our focus will look more in depth at 'Enterprise' (like the Young Enterprise schemes). The module we are studying will combine theory with practice. Pupils will be tasked to create, design and deliver their very own enterprise project. Pupils will mind-map ideas, design a log and draw up a suitable business plan prior to producing a product that they can sell/promote to help raise funds for the school. The module will also help develop important social skills as pupils will need to work in small groups to share ideas and plan how to make their business project a success.	Your child may enjoy watching 'Enterprise' type programs on the BBC like Dragons Den, Inside the Factory or the Apprentice to help with ideas and business plans. It would also be useful to follow any major business news updates on news platforms such as the BBC or Reuters. Please discuss news stories on entrepreneurs like Elon Musk, or stories on businesses opening/closing, selling new products, with your child so they are further exposed to industry practices.	Enterprise Business Planning Marketing Finance Products

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<p>Media Mr Bentley</p>	<p><u>GCSE Eduqas</u></p> <p>This term we will be finishing off our Non-Exam Assessment (NEA) producing a crime DVD front / back cover and a theatrical poster. This work will need to be produced with only generic feedback.</p> <p>We also be continuing our work on core content including revisiting work that we have done on Episode 1 of Luther and making comparisons with the series the Sweeney. We will also deconstruct the Stormzy video 'Superheroes', and the Taylor Swift video 'The Man' looking at gender roles, cultural context and the use of technology. We will also explore audience types and media industries.</p> <p>An important part of this term will be to continue to practise answering GCSE questions, revising key content and developing our ability to write extended answers.</p>	<p>All pupils have been provided with handouts of all core content – 'Set product Sheets.' Pupils are aware of the content that we have studied. All details are also available on class notebook with annotated examples of their work.</p> <p>These are also available on the website:</p> <p>https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rldid=950</p> <p>https://resources.eduqas.co.uk/pages/ResourceSingle.aspx?rldid=2072</p> <p>(Note: only use Luther, the Sweeney, Taylor Swift, 'The Man' and Stormzy 'Superheroes' for the second link)</p>	<p>Media Audience Context Genre Broadcaster Blog Funding Models Camera Angles</p>
<p>Sports Leadership Mr Altman</p>	<p>In Sports Leaders we are continuing to coach younger pupils, using the STEP principle to adapt sessions to meet the pupils age and ability.</p> <p>Pupils will also learn to evaluate their own coaching sessions and be self-critical of their own coaching to see what they did well and how they could improve.</p>	<p>To help at home read through the coaching plan to make sure sessions are clear and age appropriate</p>	<p>Space Task Time Equipment Participant</p>

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History Mrs Petrie	<p>GCSE History - OCR History B (Schools History Project):</p> <p>We begin this term by preparing for the January mock exam papers on Crime and Punishment Through Time, The Normans, and Viking Expansion. Then we will conclude the Viking Expansion topic with an exploration of Viking kingship, covering figures like Harald Hadrada and Canute, and examining how kingship evolved to unite territories. The curriculum then moves on to our final topic on Nazi Germany, with topics including the Weimar Republic, the rise of the Nazis, and Nazi policies from 1933 to 1945, such as propaganda, control, and opposition.</p>	<p>You can help at home by ensuring your child is familiar with the OCR SHP (History B) exam papers, which cover Crime and Punishment, Viking Expansion, The Normans, and Nazi Germany. Practice papers are available online and the link is provided below. Please also support them in establishing effective study habits, such as creating a quiet environment and completing regular homework and revision/practice tasks. Providing consistent support and discussing topics with your child can help build confidence too. Useful Links:</p> <ul style="list-style-type: none"> OCR Past Papers: https://ocr.org.uk/qualifications/past-papers (History B Schools History Project) BBC Bitesize: https://www.bbc.co.uk/bitesize/examspecs/zxjk4j 	Gleichschaltung Aryan Lebensraum Kristallnacht Propaganda Resistance Führerprinzip Anti-Semitism Gestapo Nuremberg Laws
GCSE Art and Design - Fine Art Mrs Berry	<p><u>Year 11 GCSE Art and Design (Fine Art)</u></p> <p>This term Year 11 Art Students will begin work on their Externally Set Assignment. This is worth 40% of their GCSE. The focus this term will be on developing and refining their ideas and working towards a final piece which will be created during a 10-hour supervised time sessions. I will support the students through the stages of development and ensure that they are fully prepared to create their final piece during the timed sessions.</p>	<p>Please support your child at home to complete homework when set. This will mostly involve ideas/research/website investigation and annotations towards the externally set assignment.</p>	<p><u>Assessment Objectives.</u></p> AO1 - Develop AO2 - Record AO3 - Refine AO4 - Present

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GCSE Art and Design 3D Design Miss Attenborough	This term, Year 11 pupils will begin their Externally Set Assignment from AQA, which accounts for 40% of their GCSE. They will select a project title that appeals to them and begin researching and studying a range of artists of their choice. Pupils will be supported in developing and refining their ideas, using a medium inspired by their research, and experimenting with their concepts in 3D. They will then refine their final ideas in preparation for their 10-hour supervised time later in the term.	To support your child at home, you can assist them with their annotation and help them complete any assigned homework. While the work must be their own, you can encourage and provide guidance on ideas. This will help them develop their portfolios for their GCSE.	<u>Assessment Objectives.</u> AO1 - Develop AO2 - Record AO3 - Refine AO4 - Present Experiment Annotation