

Year 11 Autumn Term 1:

Art	English - Literature	Music
Business Studies	Engineering	PE
Child Development	Food and Nutrition	Product Design: Graphic Products
Computer Science	French or German	Product Design: Resistant Materials
Core Enrichment	Geography	Product Design: Textiles
Core PE	History	Science – Chemistry
Dance	ICT/Computing	Science – Physics
Drama	Maths	Science Biology
English – Language	Media Studies	

What will your child know, understand or know how to do?	Home learning/how parents can help?
<p>Maths:</p> <p>All will know:</p> <p>Algebra – how to simplify and manipulate algebraic expressions (including those involving surds) by:</p> <ul style="list-style-type: none"> ○ expanding products of two binomials ○ factorising quadratic expressions of the form $x^2 + bx + c$ including the difference of two squares ○ simplifying expressions involving sums, products and powers, including the laws of indices <p>Know and use standard mathematical formulae; Know how to rearrange formulae to change the subject; Know the difference between an equation and an identity; Argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments; Where appropriate, interpret simple expressions as functions with inputs and outputs</p> <p>Vectors – Know the term “vector” know how to apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representation of vectors</p> <p>Quadratics - Know, sketch and interpret graphs of quadratic functions; Identify and interpret roots, intercepts and turning points of quadratic functions graphically; Deduce roots algebraically</p>	<p>The Exam Board is AQA Maths (8300)</p> <p>These are three papers in the final examinations, each 90 minutes. Paper 1 is non-calculator and paper 2 and 3 are calculator papers.</p> <p>Please encourage your child to complete their homework as soon as they get it so that they can ask for help if needed. Maths Watch is a resource that is used by the school to support pupils with their Maths so for revision this is the best place to go for videos and worksheets to support practice.</p> <p>Revision lists are sent out prior to assessments via parent mail. Encouraging the use of exercise books and revision guides plus Maths Watch to revise prior to the assessments will aid revision.</p> <p>Please ensure that your child has their own scientific calculator and that they bring their exercise book and equipment to school.</p> <p>Foundation</p>

Volume – Know how to compare lengths, areas and volumes using ratio notation; scale factors; Know and apply formulae to calculate the volume of cuboids and other right prisms (including cylinders); Calculate the volume of spheres, pyramids, cones and composite solids; Calculate exactly with multiples of π

Higher Additional Content

Algebra and Graphs – Know how to solve linear equations in one unknown algebraically; Including those with the unknown on both sides of the equation; Find approximate solutions using a graphs

Inequalities – Know the term “inequality” and the notation of inequalities. Know how to solve linear inequalities in one variable and represent the solution set on a number line. – Know how to solve quadratic inequalities and represent the solution on a number line.

Know set notation and conventions for plotting regions on a graph.

Trigonometry - Know and use the trigonometric ratios

$$\sin \theta = \frac{\textit{opposite}}{\textit{hypotenuse}}$$

$$\cos \theta = \frac{\textit{adjacent}}{\textit{hypotenuse}} \text{ and}$$

$$\tan \theta = \frac{\textit{opposite}}{\textit{adjacent}}$$

know exact trigonometric values

Non-Right Angle Trigonometry - Know and use the Sin, Cosine and Area formulae for angles and sides in non right angle triangles

Growth and Decay – Know the terms “growth” and “decay”. Know how to set up, solve and interpret the answers in growth and decay problems, including compound interest and know how to work with general iterative processes.

Solving Equations – Know how to derive and solve a linear and quadratic equation algebraically and graphically. Identify and interpret roots and turning

<p>points of quadratic functions including by completing the square.</p>	
<p>Science: Biology</p>	
<p>Ecology: To know the terms adaptation and interdependence, To know how humans impact on ecosystems, tropic levels in an ecosystem and food production.</p> <p>Inheritance, Variation & Evolution: To know about sexual and asexual reproduction, genetic inheritance, evolution and the development of understanding of genetics and evolution</p>	<p>Exam information Exam Board: AQA</p> <p>Number of exam papers: 6 in total (2 for each discipline) Triple Award: each paper is 1hr 45minutes long Combined Trilogy: each paper is 1 hr 15 minutes long The course is split into paper 1 and paper 2 units Required practical's are examined within the exam papers, students are encouraged to remind themselves about the practical's they have completed. The following link has free videos covering the required practical and knowledge for the course. https://www.freesciencelessons.co.uk/videos/</p>
<p>Science: Chemistry</p>	
<p>Chemical Analysis: Know the term purity and how to test for purity. Know common gas tests and how to identify chemicals in the lab. Organic: With a focus on fuels and carbon compounds, students will know the reactions of hydrocarbons-including alkanes and alkenes. Know about synthetic and natural polymers</p>	<p>How can I help my child to prepare for the exams? The following topics have already been covered in lessons, students need to test their knowledge by using retrieval strategies learnt in the classroom. These strategies include using exam questions to check knowledge recall and using flashcards with questions/answers on.</p> <p>Biology: Organisation, Cell Biology, Bioenergetics, Infection and Response</p>
<p>Science: Physics</p>	
<p>Magnetism & Electromagnets: Know the terms permanent and induced magnetism, magnetic forces and fields, Know the motor effect and how motors work. Waves: Know the nature of waves in solid, fluid or air, moving on to understanding electromagnetic waves.</p>	<p>Chemistry: Atomic structure & Periodic Table, Structure and Bonding, Chemical changes, Quantitative, Energy Changes, Rate & Extent of Chemical Change Physics: Energy, Particle Model of Matter, Electricity, Forces.</p> <p>Resources available to use at home</p> <p>1. https://www.physicsandmathstutor.com/ This free website has signposted revision maps and lots of exam questions to help students to prepare for the examinations. Exam board for Science is AQA.</p>

2. BBC bitesize is good for revising and testing knowledge through self-marking multiple choice questions.

Combined trilogy-

<https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Triple Biology-

<https://www.bbc.co.uk/bitesize/examspecs/zpgcbk7>

Triple Chemistry-

<https://www.bbc.co.uk/bitesize/examspecs/z8xtmn>

[b](https://www.bbc.co.uk/bitesize/examspecs/z8xtmn)

Triple Physics-

<https://www.bbc.co.uk/bitesize/examspecs/zsc9rd>

[m](https://www.bbc.co.uk/bitesize/examspecs/zsc9rd)

English:

Language – Paper 1 and Paper 2 Recap AQA – English Language GCSE

Know how to pick out both explicit and implicit information from both non-fiction and fiction texts.

Know how to analyse texts for meaning, specifically focusing on word choice and language technique.

Know how to analyse a text's structure and to generate meaning from structural choices made by the author.

Know how to compare viewpoints and perspectives across two different texts.

Know how to successfully write creatively.
Know how to successfully write for a specific purpose – e.g. to persuade/inform/advise.

Literature – Macbeth

AQA – English Literature GCSE

Know the contextual factors that impact the content of William Shakespeare's Macbeth and have knowledge to apply this to the analysis of the play.

Know the plot of the play, including the structural features that add meaning overall.

Know a number of key quotations from the play, along with language analysis of the components of these quotations.

Know how characterisation methods have been applied and the impact that they have on a contemporary audience.

Know how different themes run through the play, "Macbeth" and know how to apply knowledge of plot, character and quotation in order to construct an evaluative response to a question.

How can I help my child?

Students will be set regular homework tasks on GCSE Pod linked to both English Language and English Literature study at GCSE. Watching videos with your child and then discussing or quizzing them on the content of the videos will help them to retain key information.

<https://www.gcsepod.com/>

BBC Bitesize has a dedicated area for GCSE English Language:

<https://www.bbc.co.uk/bitesize/examspecs/zcbchv4>

Students can complete the revision tasks on the website or make revision cards and resources with the content.

BBC Bitesize has a dedicated area for Macbeth:

Students can complete the revision tasks on the website or make revision cards and resources with the content.

<https://www.bbc.co.uk/bitesize/topics/zp982hv/articles/zptkwnb>

The RSC also has a number of useful resources on Macbeth that you and your child could look at together. Students studying at GCSE level should focus on the level 2 and 3 resource links.

<https://www.rsc.org.uk/shakespeare-learning-zone/macbeth>

Languages:

German

- To know how to describe international festivals and events
- To know how to talk about advantages and disadvantages of global sporting events
- To know how to explain how social problems affect young people
- To know vocab associated with homelessness and poverty
- To know how to say what we can do to be environmentally friendly
- To know how to form the present tense
- To know how to talk about the past
- To know how to refer to future plans

French

- To know how to discuss environmental problems facing the planet
- To know how to talk about how to protect the environment in French
- To know how to talk about volunteering in French
- To know vocab to be able to discuss big, global events in French
- To know how to form the present tense
- To know how to talk about the past
- To know how to refer to future plans

Home learning:

- Vocab homework set every week
- One other homework set every two weeks (this could be reading, translation, writing, Active Learn, revision etc)

How parents can help with vocab:

- Test your child on the weekly vocab
- Encourage your child to use the 'look, cover, say, write, check' method to learn vocab
- Make flashcards of key vocab with your child

How parents can help with prep for speaking and writing exams:

- Ensure your child has speaking questions written on flashcards (question on one side, answer on the other)
- Test your child by asking the question, and he/she gives the answer
- Add a new question each week, so your child builds up a bank of Q&As

How parents can help with prep for all exams:

Work through the different skill areas with your child:

German:

<https://www.bbc.co.uk/bitesize/subjects/z8j2tfr>

French:

<https://www.bbc.co.uk/bitesize/examspecs/zr8bmf>

History:

Paper 3 - Weimar and Nazi Germany, 1918–39

- To know about the origins, challenges recovery and changes to **the Weimar Republic 1918-1929**, including the Weimar Constitution, the Treaty of Versailles, Stresemann's economic recovery, the standard of living in Weimar Germany and the changing role of women.
- To know about **Hitler's rise of power 1919-1933**, including the development of the early Nazi Party, the Munich Putsch and the lean years, the growth in support for the Nazi Party and how Hitler became Chancellor.
- To know about **Nazi control and dictatorship 1933-1939**, including how Hitler and the Nazi Party established a dictatorship, the nature of the Nazi police state, the control of attitudes

Exam information:

- **Exam Board:** Edexcel
- **Number of exam papers:** 3 in total
- **The course is split into:** Paper 1- Crime and Punishment & Whitechapel (1hr 15 mins), Paper 2 – Early Elizabethan England and Cold War (1hr 45mins) and Paper 3 – Weimar and Nazi Germany (1hr 20mins).

Home learning:

- Students will be set regular homework every fortnight to test understanding, including preparing for knowledge tests, exam questions, GCSE Pod videos.

How can I help my child to prepare for the exams?

- Producing revision materials to summarise content learnt in lessons would be an

<p>through propaganda and opposition and conformity to the Nazi regime.</p> <ul style="list-style-type: none"> To know about life in Nazi Germany 1933-1939, including Nazi policies towards women and the young, attempts to reduce unemployment, living standards in Nazi Germany and the persecution of minority groups like Jews, Slavs, homosexuals, the Roma and those with disabilities. 	<p>extremely useful tool for students studying History e.g. making spider diagrams for each time period, timelines or cue cards to help remember facts and key terminology.</p> <ul style="list-style-type: none"> Use of revision checklist to organise notes in lessons and revision materials. Use of revision padlet below contains useful resources to support your child with their revision. Use of revision websites likes GCSE Pod and Seneca are extremely useful for testing knowledge. The more quiz questions your child can complete the better! <p>Useful websites:</p> <ul style="list-style-type: none"> BBC Bitesize for Weimar & Nazi Germany - https://www.bbc.co.uk/bitesize/guides/zt9v7hv/revision/1 Revision padlet for Germany which contains revision checklist, past papers, knowledge organisers, helpful videos - https://padlet.com/dbaskerville/a9v2et1uq2097w7h GCSE Pod - https://www.gcsepod.com/ A long long time ago (simple revision videos) - https://www.youtube.com/watch?v=V0tUOGn8oH0&list=PLK-VUBYiIMe85HlDqFnevfc8CaLq_nGy
<p>Geography:</p>	
<p>Geographical Fieldwork Rivers Know one quantitative fieldwork method to measure changes in river channel characteristics Know one qualitative fieldwork method to collect data on factors that might influence flood risk.</p> <p>Geographical Fieldwork Urban Know of one qualitative fieldwork method to collect data on the views and perceptions of quality of life Know one quantitative fieldwork method to collect data on environmental quality</p> <p>Hazardous Earth Know that the atmosphere operates as a global system which transfers heat</p>	<p>Each week students will be set a homework task to complete. In order to help students to develop their depth of knowledge please encourage them to watch the news or listen to podcasts about current events in the world. An understanding of UK urban areas including London and Manchester would be helpful as well as research on UK flood events in the last 10 years.</p> <p>To support understanding of key areas the following website would be useful. This is specific to the Edexcel specification.</p>

<p>Know how climate has changed in the past, through natural causes, on timescales ranging from hundreds to millions of years</p> <p>Know how global climate is now changing as a result of human activity, and the uncertainty about future climates</p>	<p>UK cities https://www.bbc.co.uk/bitesize/topics/zs93ycw</p> <p>Fieldwork skills https://www.bbc.co.uk/bitesize/guides/zq42ycw/revision/1</p> <p>UK rivers https://www.bbc.co.uk/bitesize/guides/zwjv82p/revision/1</p> <p>Global atmosphere and hazards https://www.bbc.co.uk/bitesize/guides/zpykxsg/revision/1</p>
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Core PE

<p>Recreational PE to ensure pupils know how to lead a healthy active lifestyle to promote a life long love of physical activity and sport.</p>	<p>Encouragement to participate regularly in exercise, physical activity and sport.</p>
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ICT:

<p>Edexcel – BTEC DIT</p> <p>To know the difference between data and information</p> <p>To know what big data is and how it is used</p> <p>To know the features of data collections and what makes good quality data</p> <p>To know the importance of using high quality data to make accurate and reliable decisions</p> <p>To know the impact of using data on individuals and organisations</p> <p>To know that data can be summarised in different ways</p> <p>To know how to do basic formula and use basic formatting tools in a spreadsheet</p> <p>To know how to use complex tools and formula in a spreadsheet</p> <p>To know how to use analysis / summary from spreadsheet data to draw conclusions and make recommendations</p>	<p>How can I help my child?</p> <p>Discuss how different organisations use data and information to make important decisions trying to give them real life examples e.g. in your workplace</p> <p>Practical support - students will be using spreadsheet software (excel) so where possible get them to use the software at home and complete basic tasks for you using excel or demonstrate the skills they have learned in the lesson to increase their confidence and speed using the software.</p> <p>Coursework</p> <p>This is an assessed piece of work that counts towards the students final GCSE grade and therefore it is essential that students meet the deadlines set and gain the highest mark possible.</p> <p>Resources available: https://excel-practice-online.com/</p>
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	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html
Engineering:	
<p>Cambridge National Certificate Engineering (Design)</p> <p>Unit R108: 3D design realisation</p> <p>The coursework unit which requires a manufactured engineered product and supporting folder split into four sections. The practical work is completed in class and folder sections are done in class and can be accessed via Teams</p> <p>How to plan</p> <p>Key considerations when making a prototype, i.e. The interpretation of a product specification or processes for making a prototype model</p> <p>The use of planning tools (e.g. Gantt chart, flow chart, tables)</p> <p>The use of resources when making a prototype (e.g. materials, component parts, cutting lists, tools/equipment, health and safety requirements/hazards, time requirements)</p> <p>The planning stages used in the making a prototype (e.g. processes testing, evaluation)</p> <p>How to work safely</p> <p>How to use the identification and consideration of risks in production plans</p> <p>production and use of risk assessments for production activities</p> <p>how to assess hazards and take precautions when using tools and machines</p> <p>safe use of hand tools and machines</p> <p>use of personal protective equipment (PPE) during production processes</p> <p>safe working procedures when using materials, chemicals, finishes and solvents</p> <p>How to make a prototype</p> <p>How to use of tools and processes to cut and shape materials (e.g. marking out, cutting, including CAD/CAM applications, bending, wasting, moulding, rapid prototyping)</p> <p>To use of preparation and assembly methods (e.g. jigs, formers, templates, patterns, moulds, adhesives, temporary and permanent fixings)</p>	<p>Home learning:</p> <p>Students need to complete the three sections of the folder as they progress through the making of the prototype.</p> <p>This work includes completing,</p> <p>Planning tables</p> <p>Risk assessments</p> <p>Writing up a photographic diary of the production of the prototype</p> <p>Evaluation and testing of the prototype</p> <p>For the theory unit R 105 students have a knowledge organiser and can use this link to help the test their knowledge using flash cards</p> <p>https://quizlet.com/gb/514816723/ocr-engineering-design-r105-complete-set-flash-cards/</p> <p>How can I help my child?</p> <p>Discuss their progress with their prototype manufacture and the writing up of their coursework folder. You can also test them using the knowledge organiser, Quizlet flash cards or use the link to past papers</p> <p>https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/</p>

<p>Using different methods of recording key stages of making the prototype (e.g. note taking, keeping a production diary, photography capturing different stages of production, recording problems, technical difficulties and solutions)</p> <p>How to evaluate their own work How to evaluate own performance, i.e. Management of time and resources Planning and preparation Precision and accuracy achieved in making processes quality of outcome</p>	
<p>Business Studies:</p>	
<p>Edexcel – Business 9-1</p> <p>To know how firms make human resource decisions:</p> <p>To know organisation structures – types of structures, effective communication & different ways of working.</p> <p>To know effective recruitment- different job roles & responsibilities and how firms recruit people.</p> <p>To know effective training & development – how & why firms train & develop people.</p> <p>To know motivation – why motivation is important in the workplace and how firms can motivate employees.</p>	<p>Students will complete key term revision (including creating flash cards – to test knowledge of key definitions/concepts). Parents can test student knowledge on a regular basis by using the flash cards.</p> <p>Students can use BBC BITESIZE to guide their revision: https://www.bbc.co.uk/bitesize/topics/zjytmfr</p>
<p>Computer Science:</p>	
<p>Edexcel - Computer Science</p> <p>Computational Thinking</p> <ul style="list-style-type: none"> • To know how to use sequence, selection and iteration when writing code. • To know how to use functions and procedures within code and how their benefits • To know how to use global and local variables • To know the reasons for using libraries when coding and to import and use library functions <p>Principles of Computer Science</p> <ul style="list-style-type: none"> • Know what embedded systems are and identify their main components • Know what the internet of things (IoT) is and issues surrounding it's use like security 	<p>Home Learning</p> <p>This will be split between practical coding tasks for the computational thinking aspect of the course and theory based questions for the principles of computer science. There will also be regular key word definition tests.</p> <p>How can you help?</p> <p>For the coding tasks remind students that the solutions do not need to be 100% correct to be worth marks and that the idea is to practise and embed coding techniques</p> <p>What resources are available?</p> <p>BBC bitesize- https://www.bbc.co.uk/bitesize/subjects/z34k7ty</p>

<ul style="list-style-type: none"> • Know how data is transferred across a network using packet switching and the concept of TCP/IP • Know how to define the OSI model and layers within network protocols 	<p>Isaaccomputing https://isaaccomputerscience.org/topics/gcse?examBoard=all&stage=all#edexcel</p> <p>Youtube channel craigndave- https://www.youtube.com/c/craigndave/playlists?view=50&sort=dd&shelf_id=4</p> <p>Memrise – all our keywords have been added and they are part of a class with access to these</p> <p>Seneca- https://app.senecalearning.com/classroom/course/445cea6a-0ae2-4d28-8aca-eb7fa09e3366</p>
<p>Art:</p>	
<p>AQA- Art, Craft & Design.</p> <p>To know about lithographs and woodcut printmakers including:</p> <ul style="list-style-type: none"> ▫ Knowledge of Helen Brown’s prints ▫ Daryl Storrs hand painted lithographs and woodcut prints. <p>Know how to apply a wide range of mark-making techniques using different media.</p> <p>Know how to critically reflect upon their own and artist’ work using subject specific language.</p> <p>Know about the French Art Movement Fauvism and its key influencers including Matisse and Derain.</p>	<p>Home Learning:</p> <p>Students will be set a variety of research and drawing tasks to increase their proficiency in control of different media.</p> <p>Students will be asked to record their ideas, observations and independent judgements through written annotations. Please support and encourage conversations about their own and others artwork with your child using subject specialist vocabulary.</p>
<p>Drama:</p>	
<p>To know the plot context of Billy Elliot the Musical.</p> <p>To know the background information of Northern England during the 1980s miners' strike.</p> <p>To know the social class issues within the 1980s.</p> <p>To know the key themes within Billy Elliot the Musical</p> <p>To know and experience the expectation within the written element of the exam.</p> <p>To know how to review a live piece of Theatre.</p>	<p>Home Learning:</p> <p>Create flashcards of key ‘Live Review’ vocabulary. To create a mind map of each character which includes; a list of key scenes, quotes, vocal and physical skills used in that scene.</p> <p>How can you help? Encourage your child to watch Billy Elliot the Musical at home, this can be accessed via Alsager School Sharepoint.</p> <p>The students will also be looking at the play Blood Brothers, this is currently touring and is playing at ‘The Regent Theatre’ in Stoke-on-Trent on the dates</p>

	27 th September 2022-1 st October 2022. It is greatly encouraged that the students watch the play.
Music:	
<p>Edexcel GCSE Music</p> <p>To know how to analyse music using The Elements of Music</p> <p>To know the key features of set works including Brandenburg Concerto and Afro Celt music</p> <p>To know how to apply compositional techniques in create music for a brief.</p>	<p>Home Learning:</p> <p>Students should continue working on their composition ideas through Muscores</p> <p>Students should create revision flashcards, using knowledge organisers to revise set works</p> <p>How can you help?</p> <p>Encourage your child to frequently listen to their set work pieces and practise their solo performance piece.</p>
Dance:	
<p>AQA GCSE Dance</p> <p>To know the range of performance skills related to set phrase Breathe</p> <p>To know how the performance skills affect their performance</p> <p>To know the set phrase Breathe</p>	<p>Home learning</p> <p>Create a bank of performance skills cue cards</p> <p>To complete a range of 6 mark questions based on performance skills for Breathe</p> <p>To rehearse the set phrase breathe</p> <p>How can you help?</p> <p>Encourage your child to participate in dance outside of school and watch a variety of professional dance works</p> <p>Quiz your child on the key knowledge vocabulary and definitions using their cue cards</p>
PE GCSE:	
<p>AQA GCSE PE</p> <p>To know the major locations and functions of the muscular and skeletal</p> <p>To know how to apply the functions to a range of sporting activities</p> <p>To know the planes and axis for a variety of sporting movements</p>	<p>Home learning</p> <p>To apply their knowledge through a range of multiple choice, short and long exam questions</p> <p>How can you help?</p> <p>Encourage your child to participate in a sports club</p> <p>Quiz your child on the key knowledge vocabulary and definitions, using their cue cards</p>
PE OCR Cambridge Nation Level 2 Sports Science	
<p>To know the different personality types</p> <p>To know how different personality types can affect sports participation and performance</p> <p>To know trait and social learning theory linked to personality in sport</p>	<p>Home learning</p> <p>Students to complete assignment write up tasks</p> <p>Students to research key sports performers in sports suggesting personality types and the reasons why they participate in different sports.</p> <p>How can you help?</p> <p>Encourage your child to participate in a sports club</p>
AQA GCSE Food Preparation and Nutrition:	
NEA 1 – 2022-23 NEA Task:	Home Learning:

<p><i>Investigate the functional and chemical properties of ingredients and methods used to make a starch-based sauce.</i></p> <p>NEA 1 has a value of 15% towards final GCSE grade and the report should be between 1500-2000 words in length.</p> <p>Students will research into 'how ingredients work and why', document their practical investigations and draw conclusions based on their findings.</p>	<p>Read around the subject and revise topic areas such as gelatinisation.</p> <p>Keep on top of all deadlines within the subject and ensure all work is completed on time.</p> <p>How can you help?</p> <p>Encourage your child to cook at home to stretch their practical ability.</p> <p>Test your child on key terminology from their book.</p> <p>Encourage your child to use SENECA learning for revision purposes.</p>
<p>Product Design (Textiles):</p>	
<p>Edexcel Design and Technology Component 1: Specialist Materials</p> <ul style="list-style-type: none"> • Know the different classifications of textiles, examples of each & their common uses • Be able to explain why different textiles are suitable for specific applications • Know how the design of textile products could be modified to a given specification • Be able to explain how textile products meet or fail to meet a given specification • Know how textile products are finished or treated to enhance aesthetics or function e.g., fire retardancy. • Be able to evaluate textile products in terms of their social, economic and environmental impact. 	<p>Home learning:</p> <p>Your child will be given knowledge organisers to revise for short tests completed in lessons.</p> <p>How you can help:</p> <p>You can support your child by checking that they are reading their knowledge organisers. Encourage them to make flash cards and mind maps. You could test them on the content of their knowledge organisers.</p> <p>You can also help by discussing textile products in your home. Ask your child about the fabrics & their suitability for their function.</p> <p>NEA: Your child will also be working on their NEA (50%) of the GCSE marks. They can show you their project powerpoint. It would be helpful if parents monitored their weekly progress as you should see new slides each week. Pupils can complete NEA work at home if they wish.</p>
<p>Product Design (Graphics):</p>	
<p>Edexcel Design and Technology Component 1: Specialist Materials</p> <ul style="list-style-type: none"> • Know the different classifications of papers & boards, examples of each & their common uses • Be able to explain why different papers & boards are suitable for specific applications • Know how the design of paper-based products could be modified to a given specification 	<p>Home learning:</p> <p>Your child will be given knowledge organisers to revise for short tests completed in lessons.</p> <p>How you can help:</p> <p>You can support your child by checking that they are reading their knowledge organisers. Encourage them to make flash cards and mind maps.</p>

<ul style="list-style-type: none"> • Be able to explain how paper-based products meet or fail to meet a given specification • Know how paper-based products are finished or treated to enhance aesthetics or function e.g., fire retardancy. • Be able to evaluate paper-based products in terms of their social, economic and environmental impact. 	<p>You could test them on the content of their knowledge organisers.</p> <p>You can also help by discussing products such as packaging. Ask your child about the materials, the method of manufacture and how it is finished.</p> <p>NEA: Your child will also be working on their NEA (50%) of the GCSE marks. They can show you their project powerpoint. It would be helpful if parents monitored their weekly progress as you should see new slides each week. Pupils can complete NEA work at home if they wish.</p>
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Product Design (Tech RM):

<p>Edexcel Design and Technology Component 1: Specialist Materials</p> <ul style="list-style-type: none"> • Know the different classifications of timber, examples of each & their common uses • Be able to explain why different timbers are suitable for specific applications • Know how the design of timber-based products could be modified to a given specification • Be able to explain how timber-based products meet or fail to meet a given specification • Know how timbers are finished or treated to enhance aesthetics or function e.g., fire retardancy. • Be able to evaluate timber-based products in terms of their social, economic and environmental impact. 	<p>Home learning:</p> <p>Your child will be set revision exercises to complete using E-learning (an online revision tool we use in DT RM). You can support your child by asking them to show you the exercises they have completed.</p> <p>How you can help: You can also support your child by discussing timber products in your home. Discuss what they are made from and why, how they are finished and if they could be improved- how.</p> <p>NEA: Your child will also be working on their NEA (50%) of the GCSE marks. They can show you their project powerpoint. It would be helpful if parents monitored their weekly progress as you should see new slides each week. Pupils can complete NEA work at home if they wish.</p>
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OCR Cambridge National Level 1/2 Child Development

<p>Key knowledge R020 To know the developmental norms of a child from one to five years for physical, intellectual and social development.</p> <p>To know the stages and types of play and the benefits to the development of a child from 0 to 5 years.</p> <p>To know what it is necessary to observe the development of a child aged one to five years including the different methods of observation and recording.</p> <p>To know what to include in planning of activities for a child aged one to five years and reasons why; including safety considerations. To know how to</p>	<p>To complete 4 pieces of coursework at school and home, students will be asked to complete slides at home on a regular basis</p> <p>Lo1: Explain using examples, the expected physical, intellectual and social developmental norms for a child aged 0 to 5 years.</p> <p>Lo2: Choose an observation and recording method for the child you are observing and explain the reasons for your choice. Complete your observation and record your findings. Use your findings to identify the stage of development your child has reached and compare the child with the expected developmental norms for their age against the</p>
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<p>evaluate play activities for a child aged one to five years for a chosen developmental area.</p> <p>Key knowledge R018 (Synoptic link) To know the developmental needs of children from birth to five years and to know how these needs can be met.</p> <p>To know how to ensure a child-friendly safe environment</p>	<p>intellectual development area. Include examples to support your comparisons of developmental norms.</p> <p>Lo3: Choose a suitable play activity, explain why this activity is appropriate for the area of development the stage, and type of play the benefits of the activity to the child. Produce a plan for your play activity to include: intellectual development, aim of the activity, description of the activity, timing for the activity, safety considerations, resources needed, how the activity will be introduced to the child.</p> <p>Lo4: Evaluate your findings</p>
<p>Core Enrichment</p>	
<p>Students who completed and extended work placement programme last year will build upon the employability skills gained and have targeted maths, English and science intervention using a range of interactive learning platforms. Students will also benefit from careers education and guidance, ensuring that they have a strong CV and cover letter to support them with future applications. Finally, students will cover statutory elements of the PHSE programme to enable them to understand their wider responsibilities as they get ready to prepare for their next steps.</p> <p>Vocational students attending Reaseheath College will continue their programme of study in order to successfully pass the course and be able to use this opportunity to move forward into their chosen post 16 pathway.</p>	