Year 10 Autumn Term 1:

[Art](#_Art:)

[Business Studies](#_Business_Studies:)

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[Core Enrichment](#_Core_Enrichment:)

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[English – Language](#_Language_–_Linguistics:)

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[Food and Nutrition](#_Food_Preparation_and)

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[Geography](#_Geography:)

[History](#_History:)

[IT](#_IT)

[Maths](#_Maths:)

[Media Studies](#_Media_Studies)

[Music](#_Music:)

[PE](#_PE_Sports_Studies:)

[Product Design: Graphic Products](#_Product_Design_(Graphics):)

[Product Design: Resistant Materials](#_Product_Design_(Tech)

[Product Design: Textiles](#_Product_Design_(Textiles):)

[RE](#_RE:)

[Science – Chemistry](#_Science:_Chemistry)

[Science – Physics](#_Science:_Physics)

[Science Biology](#_Science:_Biology:)

[Spanish](#_Spanish)

[SPIRIT](#_SPIRIT:)

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| **What will your child know, understand or know how to do?** | **Home learning/how parents can help?** | |
| Maths: | | |
| **All students will know:**  **Basic Number including fractions and decimals** – know how to calculate, estimate, and use notation such as inequality symbols; Know how to order fractions including negative fractions; calculate with fractions; Know how to order positive and negative decimals; calculate with decimals; Know how to convert between mixed numbers and improper fractions;  **Factors and multiples** – Know the terms “factors” and “multiples” of numbers including prime factors and the highest common factor and lowest common multiple of two or more numbers.  **Standard form** - Understand and use place value (e.g. when working with very large or very small numbers) Calculate with and interpret standard form  where  and `n` is an integer  **Indices** – Understand index notation. Use positive integer powers and associated real roots (square, cube and higher), Recognise powers of 2, 3, 4, 5; Calculate with roots and with integer indices. Some students will learn about negative and fraction indices.  **Collecting and Representing Data** – Use different ways of representing data including tables and charts.  **Basic Algebra Review** – Build fluency in collecting like terms, simplifying expressions and understanding terminology. | The Exam Board is AQA Maths (8300)  These are three papers in the final examinations, each 90 minutes. Paper 1 is non-calculator and paper 2 and 3 are calculator papers.  Please encourage your child to complete their homework as soon as they get it so that they can ask for help if needed. All homework is set on Sparx Maths and Is set every Wednesday. Hand in requires 100% completing so pupils will need to watch the videos that are available for every question and seek further support from their teacher if needed.  Revision lists are sent out prior to assessments via parent mail. We encourage the use of exercise books and revision guides in addition to Sparx Maths to revise prior to the assessments.  .  Please ensure that your child has their own scientific calculator and that they bring their exercise book and equipment to school. | |
| Science: Biology: | | |
| Cell Biology:  Know about cell structure, cell division and transport in cells.  Know about photosynthesis and respiration (bioenergetics) | Exam information  Exam Board: AQA  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/>  **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.  **Biology:** Organisation, Infection and Response  **Chemistry**: Atomic structure &Periodic Table, Structure and Bonding, Chemical changes-acids and alkali  **Physics:** Energy, Particle Model of Matter, Electricity.  **Resources available to use at home**     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.     1. 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/z8xtmnb>  Triple Physics- <https://www.bbc.co.uk/bitesize/examspecs/zsc9rdm> | |
| Science: Chemistry |
| Know the structure of the atom, how the model has changed over time and link knowledge from the atom structure to element reactivity. |
| Science: Physics |
| Know the fundamental knowledge of electrical circuits including series and parallel circuits, safety around electricity and future production of electricity including use of renewable energy sources. |
| English: | | |
| Language – Fight for Freedom AQA – English Language GCSE  Know how to identify both explicit and implicit information from a non-fiction text and know how to summarise key facts.  Know how language can be used to successfully persuade someone to agree with your viewpoint or perspective.  Know how to analyse language and consider the ways in which language can be used to evoke certain emotional responses.  Know how to draw comparisons between two texts considering contextual factors and inferences that have been made.  Know the contextual factors that surround historical events that have occurred linked to equality and equal rights and use this knowledge to analyse the language choices that have been made. Literature – An Inspector Calls AQA – English Literature GCSE  Know the context surrounding the play, “An Inspector Calls, including knowledge of the purpose of the play according to J.B Priestley.  Know the plot of the play, along with the characterisation of key cast members.  Know a number of key quotations from the play, along with language analysis of the components of these quotations.  Know how different themes run through the play, “An Inspector Calls” and know how to apply knowledge of plot, character and quotation in order to construct an evaluative response to a question. | Students will be studying a range of texts that are focused on equality and the fight for equal rights. Students will benefit from completing their own reading on this subject.  Please find a list of recommended reading below:   * *Small Island’* by Andrea Levy * Either *‘Face’* or *‘Refugee Boy’* by Benjamin Zephaniah * *‘A Room of One’s Own’* by Virginia Woolf * *‘Nineteen Eighty-Four’* by George Orwell * *‘I am Malala’* by Malala Yousafzai * *‘Incidents in the Life of a Slave Girl’* by Harriet Jacobs * *‘Goodbye to All That’* by Robert Graves * *‘Atonement’* by Ian McEwan * *‘Regeneration’* (first of a trilogy) by Pat Barker * *‘Coming to England’* by Floella Benjamin * *‘Wuthering Heights’* by Emily Brontë     How can I help my child?  Students will be set regular homework tasks on “An Inspector Calls” through GCSE Pod. Watching the videos with your child, asking questions and quizzing them on the content will be helpful.  <https://www.gcsepod.com/>  Students can also explore BBC Bitesize for revision materials on An Inspector Calls:  <https://www.bbc.co.uk/bitesize/topics/zpr639q>  Students can make flashcards, mind maps or other revision resources using the links to GSCE Pod, BBC Bitesize, and the revision booklet link below:  <https://www.stokenewingtonschool.co.uk/asset/1810> | |
| Languages: | | |
| Spanish Edexcel - Spanish GCSE (Foundation or Higher)   * To know how to talk about Spanish-speaking stars, using adjectives * To know how to talk about life online, using the present tense and different expressions of frequency * To know how to talk about spots and free-time activities, using irregular present tense verbs and opinion phrases * To know how to talk about going out, using the near future tense * To know how to say what you did at the weekend, using the preterite tense * To know how to talk about days that went wrong, combining three tenses * To know how to discuss travel plans, using comparatives and *se puede* + infinitive * To know how to talk about festivals using *hay* and *hay que* * To know how to say what you did on holiday, using the preterite tense and a range of opinions * To know how to use the imperfect tense for descriptions of where you stayed * To know how to talk about holidays, combining three tenses * To know how to pronounce a range of SSC in Spanish  French Edexcel - French GCSE (Foundation or Higher)   * To know about events in the French-speaking world, using opinions verbs * To know how to talk about what you do online, using regular present tense verbs * To know how to talk about what you do to stay active, using irregular present tense verbs * To know how to talk about what you watch on TV, forming questions * To know how to talk about plans for going out, using the near future tense * To know how to say what you did last weekend, using the perfect tense * To know how to understand an interview, using the present and perfect tenses * To know how to talk about your identity, using emphatic pronouns * To know how to talk about your weekend routine, using reflexive verbs in the present tense * To know how to talk about friends and friendship, using a range of adjectives * To know how to talk about people’s appearance, using correct word order * To know how to talk about positive role models, using direct object pronouns * To know about to talk about celebrations, using past, present and near future tenses * To know how to pronounce a range of SSC in French  German Edexcel - German GCSE (Foundation or Higher)   * To know about the differences in school systems in GB and German-speaking countries * To know how to talk about your timetable, using the present tense and opinions * To know how to talk about school using, using adjectives * To know how to talk about school rules, using modal verbs and opinion phrases * To know how to talk about special events at school, using the perfect and imperfect tense * To know how to describe school life, using the present tense to express the future * To know how to give opinions of musicians * To know how to talk about your free-time, expressing preferences and frequency phrases * To know how to talk about what you do online, using the present tense * To know how to talk about going out, asking questions * To know how to give preferences about films and TV shows, using the perfect and imperfect tenses * To know how to describe plans for the future, using correct word order * To know how to pronounce a range of SSC in German | Home learning:   * Regular Languagenut homework (<https://www.languagenut.com/en-gb/>) - all students are provided with a log-in for this * Vocab learning homework from the white vocab booklet * Feed-forward tasks from the feedback after an in-class assessment * ActiveHub homework - all students are provided with a log-in for this   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 (towards the end of Y10):   * 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 (towards the end of Y10):   * Work through the different skill areas with your child:   Spanish: <https://www.bbc.co.uk/bitesize/examspecs/zwbhb7h>  French: <https://www.bbc.co.uk/bitesize/examspecs/zhkvkhv>  German: <https://www.bbc.co.uk/bitesize/subjects/z8j2tfr> | |
| History: | | |
| **Paper - Crime and Punishment in Britain, c1000–present**   * To know about crime, punishment, law enforcement and case studies in **Medieval England** (Anglo-Saxon, Norman and Later Medieval period) including Trial by Ordeal, Wergild, corporal punishment, capital punishment and the influence of the Medieval Church. * To know about crime, punishment, law enforcement and case studies in **Early Modern England,** including heresy, treason, the Gunpowder Plot, the role of Matthew Hopkins and transportation to North America. * To know about crime, punishment, law enforcement and case studies in **18th and 19th century Britain** including highway robbery, transportation to Australia, Pentonville Prison, the Bow Street Runners, Sir Robert Peel and the formation of the Metropolitan Police Force. * To know about crime, punishment, law enforcement and case studies in **modern Britain** (20th century to the present day) including technological developments in the police, Neighbourhood Watch, prison reform, the abolition of the death penalty and the case of Derek Bentley. | **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 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. * 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!   **Useful websites:**   * Revision padlet for Crime and Punishment, which contains revision checklist, past papers, knowledge organisers, helpful videos etc. <https://padlet.com/dbaskerville/kes3gw5mj91ndlf8> * GCSE Pod - <https://www.gcsepod.com/> * A long long time ago (simple revision videos) - <https://www.youtube.com/watch?v=IRf-tkRItLc&list=PLK-VUBYiIMe9dQjLrini0BvdhBWSMm5qw> | |
| Geography: | | |
| Know the differences between urban core and rural (population density and age structure, economic activities and settlement)  Know how UK and EU government policies have attempted to reduce these differences (via enterprise zones, investment in transport infrastructure, regional development).  Know why national and international migration over the past 50 years has altered the population geography of the UK (numbers, distribution, age structure)  Know how UK and EU immigration policy has contributed to increasing ethnic and cultural diversity.  Know why the decline in primary and secondary sectors and the rise of the tertiary and quaternary sectors in urban and rural areas has altered economic and employment structure in contrasting regions of the UK | 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.  To support understanding of key areas the following website would be useful. This is specific to the Edexcel specification.  <https://www.bbc.co.uk/bitesize/topics/zs93ycw> | |
| RE: | | |
| AQA GCSE religious studies. Students continue their learning for paper 1 (Islam Practices) and Paper 2 (thematic studies with non-textual studies) with a unit on Relationships and Family  Learning outcomes:  To know Christian teachings about human sexuality and the meaning of homosexual and heterosexual  To know Christian beliefs about sexual relationships before marriage and outside marriage  To know different types of contraception  To know Christian attitudes to family planning and the use of contraception  To know Christian attitudes to the nature and purpose of marriage  To know Christian responses to cohabitation and same sex marriage  To know reasons for divorce  To know Christian teachings on divorce and remarriage  To know different beliefs about the nature of family  To know religious beliefs about the role of men and women , gender equality, gender prejudice and discrimination | Students will be set homework once a fortnight. This will be a research task using bbc bitesize or GCSE pod revision.  In order to support students please encourage them to discuss current affairs and watch the news as many stories involve crime and punishment and can be used as case studies in their work.  Debates and discussions at home is a great way to develop students' depth of understanding and enable them to develop their worldview.  Students can access past exam papers on the AQA website: <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/assessment-resources> | |
| Core PE | | |
| To know the importance of exercise and physical activity on physical well being  To know the long term effects of exercise  To aid life long participation  Students will learn key knowledge based upon the sporting activity they are participating in.  For example – know when to play a specific serve in badminton, or know how to overcome opponents using set plays in a range of invasion games. | Encouraging pupils to participate in regular exercise, individually or through a club | |
| SPIRIT: | | |
| Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.  Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.  Know the facts about the full range of contraceptive choices, efficacy and options available.  Know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. | Below is a link to and NHS resource with advice for parents about talking to their children about relationships and sex.  <https://www.nhs.uk/Livewell/Talkingaboutsex/Documents/DCSFtalktoyourchild.pdf> | |
| Engineering: | | |
| OCR Cambridge National Engineering Design  Know how to recognise different graphical communication techniques and explain what each are used for.  Know the stages of the design process and be able to explain what takes place at each point in the development of a product  Be able to use 2D and 3D drawing techniques to communicate design ideas for a given product. (Freehand sketching, oblique, isometric, orthographic, assembly & perspective)  Be able to use 2D and 3D Computer Aided Design software to communicate designs. | Home learning:  Pupils will be set online revision tasks and questions using GCSE POD.  Pupils will be given knowledge organisers to revise for class tests.  How you can help:  You can support your child by encouraging them to log onto the GCSE Pod and complete the fortnightly tasks.  Ask them to show you their engineering knowledge organiser and encourage them to make flashcards and mind maps to revise the content.  You could also encourage them to sketch products in your home to practice their 2D and 3D drawing skills. | |
| Business Studies: | | |
| Edexcel Business 9-1  To know the external influences upon businesses:   * To know stakeholders – Types of stakeholders, possible stakeholder conflict & impact upon a business. * To know technology & business – The different types of technology used and the impact upon a firm’s costs, sales & marketing mix. * To know legislation & business – The purpose of legislation, the cost of implementing it & the consequences of not abiding by it. * To know the economy & business – e.g., the impact of unemployment, interest rates, taxation, exchange rates, consumer incomes. * To know external influences - possible responses by the business to changes in: technology, legislation, the economic climate. | Home Learning  Create key terms sheets and flashcards to review essential definitions.  BBC BITESIZE has the essential notes for external influences that can help with the above:  <https://www.bbc.co.uk/bitesize/topics/z6rfpg8>  How can you help?  Test your child on their key term knowledge using their flash cards. | |
| Computer Science: | | |
| **Edexcel – GCSE Computer Science:**  **Computational Thinking**   * Know how to correct errors in code * Know the terms sequence, selection and iteration and how they affect code * Know the purpose of variables and assign correct data types to them   **Principles of Computer Science**   * Know how to create and then translate flowcharts into code * Know the definitions of bit and binary and bit patterns * Know how to perform binary addition and overflow errors * Know how to represent positive and negative numbers in binary using two’s complement | **Home Learning**  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.  **How can you help?**  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  **What resources are available?**  BBC bitesize - <https://www.bbc.co.uk/bitesize/subjects/z34k7ty>  Isaacomputing <https://isaaccomputerscience.org/topics/gcse?examBoard=all&stage=all#edexcel>  Youtube channel craigndave - <https://www.youtube.com/c/craigndave/playlists?view=50&sort=dd&shelf_id=4>  Memrise – all our keywords have been added and they are part of a class with access to these  Seneca - <https://app.senecalearning.com/classroom/course/445cea6a-0ae2-4d28-8aca-eb7fa09e3366> | |
| Media Studies |  | |
|  |  | |
| IT | | |
| WJEC Level 1 / 2 Vocational award in ICT (Tech Award)  In this topic learners will gain knowledge and understanding of the following areas:  2.4.1 Planning and designing an image  2.4.2 Creating and modifying an image using appropriate tools and techniques  2.4.3 Storing the image appropriately and outputting the final image in a format that is fit for purpose | | Home Learning:  Students will be undergoing skills building in preparation for the assessed coursework. To further assist at home pupils can continue to investigate graphics design software packages such as Inkscape. |
| Art: | | |
| AQA - Art, Craft & Design.  To know the characteristics of sculptures, artist sketches and photography including:   * Knowledge of Irving Penn’s - cranium photography. * Henry Moore’s sketches and stone bronze sculptures   To know how to use a DSLR camera with studio lighting.  To know how to record from primary source photography using a variety of media.  Knowledge of expressive mark-making techniques and how to apply these in their artwork. | Home Learning:  Students will be set a variety of drawing tasks from their own skull photography to increase their proficiency in control of biro pen, graphite and graded pencils.  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. | |
| Drama: | | |
| To know the plot context of Act 1 of Blood Brothers.  To know the background information of Liverpool in the 1980s including political and cultural context.  To know the social class issues within the 1980s.  To know the key themes and issues of Blood Brothers.  To know and experience the expectation within the written element of the exam. | Home Learning:  To create mood boards of the outfits worn in the 1980s in preparation for the costume question within the written exam.  How can you help?  With your child, watch the videos via GCSEpod which discuss key themes, plot summary, quotes and character overviews.  <https://members.gcsepod.com/shared/podcasts/title/11765/72599> | |
| Music: | | |
| To know the Elements of Music vocabulary  To know how to analyse music using the Elements of Music  To know key music theory and concepts within written music.  To know how traditional music has influenced modern music and developed through time. | Home Learning:  Students will be assigned extended learning through Focus On Sound (Microsoft Teams)  How can you help?  Ensure students complete 20 mins of instrumental practise 4 times per week. | |
| DANCE: | | |
| To know a variety of warmup technique phrases  To know how to lead a short warmup routine with corner work  To know the different performance dance skills and how to apply them to a short solo performance  To know the performance and choreography skills categories and their definitions  To know how to apply the skills to a range of section A exam questions  To know how to improve the performance skills, suggesting methods of improvement | Home learning  Create a bank of performance skills cue cards  To complete a range of short answer questions based on safe practice  How can you help?  Encourage your child to participate in dance outside of school and watch a variety of professional dance works  Quiz your child on the key knowledge vocabulary and definitions using their cue cards | |
| PE GCSE: | | |
| AQA GCSE PE  To know the pathway of air and the key feature of gases  To know how and where gaseous exchange occurs  To know the mechanics of breathing  To know how to interpret a spirometer trace and identify the key volumes  To know how to apply the key volumes to exercise | Home learning To apply their knowledge through a range of multiple choice, short and long exam questions  How can you help?  Encourage your child to participate in a sports club  Quiz your child on the key knowledge vocabulary and definitions, using their cue cards | |
| PE OCR Cambridge National Level 2: | | |
| To know the components, function and role of cardio-respiratory system during exercise  To know how the different components of the cardio-respiratory system are involved in the role during  physical activity | Home learning:  Students to create some flash revision cards for exam unit on key terminology  Students to complete a variety of exam style questions  Students to complete assignment write up tasks | |
| AQA Food Preparation and Nutrition: | | |
| To know and understand the factors affecting food choice.  To know and understand food labelling and marketing influences.  British and International Cuisine.  To know and understand how to successfully carry out sensory analysis.  Demonstrate skills and knowledge in a variety of practical tasks, including: fresh pasta making, laminating puff pastry, millionaires shortbread, curry and fishcakes. | Home Learning:  Completing a variety of past paper questions, linking to each topic we have covered.  Article homework, to evaluate multi-cultural cuisine in the UK.  Article homework, to evaluate the importance of sensory testing to food manufacturers.  How can you help?  Test your child on their knowledge from each topic area.  Encourage your child to cook at home and to further stretch their practical skills. | |
| Edexcel GCSE Design Technology(Textiles): | | |
| Core Theory:  Risk assessments, how they are created and there importance in the classroom  Mechanisms – Pulley systems and gearing including bevel gears and Rack & Pinion  Scales of Production including Just-in-Time, Standardised Components and Robotics  Knitted textiles and Sports Textiles  Timbers and Reinforced Polymers  Developing Designs using SCAMPER technique  Build knowledge for NEA by completing the practice NEA, following the first two key steps:  Analysis of Context  Research | Home learning:  Your child will be given knowledge organisers to revise from in order to prepare for class tests.  How you can help:  Please encourage your child to read their knowledge organiser. You could help them to make flashcards and mind maps to help the content of their knowledge organiser  You could also discuss different textile items in your home. Ask your child what the fabric is and to explain why it is made from this. | |
| Edexcel GCSE Design Technology (Graphics): |  | |
| Core Theory:  Risk assessments, how they are created and there importance in the classroom  Mechanisms – Pulley systems and gearing including bevel gears and Rack & Pinion  Scales of Production including Just-in-Time, Standardised Components and Robotics  Knitted textiles and Sports Textiles  Timbers and Reinforced Polymers  Developing Designs using SCAMPER technique  Practice NEA:  Analysis of Context  Research  Brief and Specification | Home learning:  Your child will be given knowledge organisers to revise from in order to prepare for class tests.  How you can help:  Please encourage your child to read their knowledge organiser. You could help them to make flashcards and mind maps to help the content of their knowledge organiser  Revision link to BBC Bitesize <https://www.bbc.co.uk/bitesize/guides/zjq8jty/revision/1>  You could also discuss different items in your home. Ask your child what the material is and to explain why it is made from this. | |
| Edexcel GCSE Design technology (Tech RM): | | |
| Core Theory:  Risk assessments, how they are created and there importance in the classroom  Mechanisms – Pulley systems and gearing including bevel gears and Rack & Pinion  Scales of Production including Just-in-Time, Standardised Components and Robotics  Knitted textiles and Sports Textiles  Timbers and Reinforced Polymers  Developing Designs using SCAMPER technique  Practice NEA:  Analysis of Context  Research  Brief and Specification | Home learning:  Your child will be given knowledge organisers to revise from in order to prepare for class tests.  How you can help:  Please encourage your child to read their knowledge organiser. You could help them to make flashcards and mind maps to help the content of their knowledge organiser  You could also discuss different items in your home. Ask your child what the material is and to explain why it is made from this. | |
| OCR Cambridge National Level 1/2 Child Development: | | |
| **Key Knowledge R058**  **Plan to create a safe environment in a childcare setting.**  Know how to choose suitable equipment for a childcare setting.  Know the factors affecting suitability of equipment.  To know the nutritional needs of children from birth to five years including the current Government dietary recommendations for healthy eating, the essential nutrients and their functions.    To know how to plan for preparing a feed/meal and to evaluate planning and preparation of a feed/meal.  **Key knowledge R057 (Synoptic link)**  To know the developmental needs of children from birth to five years and to know how these needs can be met. | **RO58: (coursework)**  This includes 4 tasks which needs completing for submission Jan 2023. Students will be encouraged to complete work at home.  **Research** three pieces of the same equipment type for one of the following purposes at the nursery, as given in the current assignment brief. For each piece of equipment, explain suitability by considering the factors as given in the current assignment brief. Choose the piece of equipment you consider is the most suitable. Evaluate their choice. Say why they have chosen it and rejected the others.  **Design** an area layout for the nursery that is age appropriate as given in the current assignment brief. Explain what types of potential accidents that can occur lining it to your plan. Explain why accidents can happen in a childcare setting. Consider prevention of potential accidents from happening in the area designed. Justify why their design creates a safe environment.  **Compare milk formulas** for babies as given in the current assignment brief and describe how each formula meets the nutritional needs of babies aged 0–6 months. Recommend a two-course meal for serving as given in the current assignment brief. Describe how their meal choice meets the nutritional needs of a child of an age as given in the current assignment brief. Explain how their meal choice meets the Government dietary recommendations.  **Produce a plan** for preparing a bottle feed including: equipment, ingredients and quantities, safety, hygiene and make the bottle. Evaluate their own performance, considering: strengths and weaknesses of planning and preparation and make suggestions for improvements and/or changes. | |
| Core Enrichment: |  | |
| Core Enrichment students will start their different pathways this half term.  Students attending Reaseheath College every Wednesday will begin their 2-year course on the 14-16 vocational programme, studying their chosen subject. This will be alongside their normal studies in school with additional periods for RE and English.  Students who will be participating on a work placement programme this year will start working with our Vocational Learning Co-ordinator on Health and Safety and Employability skills required in the workplace   supported in the transition to begin their allocated work placement out of school every Wednesday. This will be alongside their normal studies in school with additional periods for RS and English . |  | |