Year 11 Autumn Term 1:

[Art](#_Art:)

[Business Studies](#_Business_Studies:)

[Child Development](#_Child_Development:)

[Computer Science](#_Computer_Science:)

[Core Enrichment](#_Core_Enrichment)

[Core PE](#_Core_PE)

[Dance](#_Dance:)

[Drama](#_Drama:)

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

[English - Literature](#_Literature_–_Romeo)

[Engineering](#_Engineering:)

[Food and Nutrition](#_Food_Preparation_and)

[French](#_French) or [German](#_German)

[Geography](#_Geography:)

[History](#_History:)

[ICT/Computing](#_ICT/Computing:)

[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):)

[Science – Chemistry](#_Science:_Chemistry)

[Science – Physics](#_Science:_Physics)

[Science Biology](#_Science:_Biology:)

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| **What will your child know, understand or know how to do?** | | **Home learning/how parents can help?** |
| Maths: | | |
| Foundation Tier:  **Probability** - Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes or multiple future experiments. Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 – 1 probability scale. Understand that empirical unbiased samples tend towards theoretical probability distributions with increasing sample size. Enumerate sets and combinations of sets systematically using tables, grids, Venn diagrams and tree diagrams. Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions  **Percentages** - Solve problems involving percentage change, including: percentage increase / decrease problems; original value problems; simple interest, including in financial mathematics  **Similarity and Congruence** – recognising similar shapes and calculating missing information. Knowing the tests for congruency and proving whether two shapes are congruent.  **Transformations** – learning the four transformations, translation, rotation, reflection and enlargement.  Higher Tier:  **Surds –** build fluency in manipulating surds including simplification and calculation.  **Algebra** – quadratics, rearranging formulae and identities, functions.  **Algebraic Fractions** – simplify and calculate | | 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 | | |
| **Ecology:**  To know the terms adaptation and interdependence,  To know how humans impact on ecosystems, tropic levels in an ecosystem and food production.  **Inheritance, Variation & Evolution:**  To know about sexual and asexual reproduction, genetic inheritance, evolution and the development of understanding of genetics and evolution | | 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, Cell Biology, Bioenergetics, Infection and Response  **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.  **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 | |
| **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 | |
| Science: Physics | |
| **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. | |
| English: | | |
| Language – Paper 1 and Paper 2 Recap AQA – English Language GCSE  Know how 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 AQA - German GCSE (Foundation or Higher)   * 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 AQA - French GCSE (Foundation or Higher)   * 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  Spanish AQA - Spanish GCSE (Foundation or Higher)   * To know how to talk about food and daily routine * To know how to talk about body parts and illnesses * To know how to give more detail about food (quantities etc) * To know how to have a dialogue in a restaurant * To know about traditional Spanish festivals * To know how to talk about a music festival * To know how to describe a special day in the past * 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:   * 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 * Self quizzing homework from the knowledge organiser * Feed-forward tasks from the feedback after an in-class assessment * Active Learn 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:   * 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:   Spanish:  <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv>  French:  <https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr>  German: <https://www.bbc.co.uk/bitesize/subjects/z8j2tfr> |
| 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 through propaganda and opposition and conformity to the Nazi regime. * 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. | | **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:**   * 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-VUBYiIMe85HlDoqFnevfC8CaLq_nGy> |
| Geography: | | |
| 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.  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  Hazardous Earth  Know that the atmosphere operates as a global system which transfers heat  Know how climate has changed in the past, through natural causes, on timescales ranging from hundreds to millions of years  Know how global climate is now changing as a result of human activity, and the uncertainty about future climates | | 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.  To support understanding of key areas the following website would be useful. This is specific to the Edexcel specification.  UK cities  <https://www.bbc.co.uk/bitesize/topics/zs93ycw>  Fieldwork skills  <https://www.bbc.co.uk/bitesize/guides/zq42ycw/revision/1>  UK rivers  <https://www.bbc.co.uk/bitesize/guides/zwjv82p/revision/1>  Global atmosphere and hazards  <https://www.bbc.co.uk/bitesize/guides/zpykxsg/revision/1> |
| Core PE | | |
| To know how physical activity can support prepare to perform  To know the positive benefits of physical activity for general well being  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. | | Encouragement to participate regularly in exercise, physical activity and sport. |
| Media Studies: | | |
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| ICT: | | |
| In this topic learners will gain knowledge and understanding of the following areas:2.1.1 Planning and designing a database2.1.2 Creating and modifying a database2.1.3 Interrogating a database2.1.4 Creating user interfaces2.1.5 Testing and evaluating a database |  | Students are encouraged to carry out further research around databases using the Microsoft Access platform |
| Engineering: | | |
| Cambridge National Certificate Engineering (Design)  Unit R108: 3D design realisation  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  How to plan  Key considerations when making a prototype, i.e.  The interpretation of a product specification or processes for making a prototype model  The use of planning tools (e.g. Gantt chart, flow chart, tables)  The use of resources when making a prototype (e.g. materials, component parts, cutting lists, tools/equipment, health and safety requirements/hazards, time requirements)  The planning stages used in the making a prototype (e.g. processes testing, evaluation)  How to work safely  How to use the identification and consideration of risks in production plans  production and use of risk assessments for production activities  how to assess hazards and take precautions when using tools and machines  safe use of hand tools and machines  use of personal protective equipment (PPE) during production processes  safe working procedures when using materials, chemicals, finishes and solvents  How to make a prototype  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)  To use of preparation and assembly methods (e.g. jigs, formers, templates, patterns, moulds, adhesives, temporary and permanent fixings)  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)  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 | | Home learning:  Students need to complete the three sections of the folder as they progress through the making of the prototype.  This work includes completing,  Planning tables  Risk assessments  Writing up a photographic diary of the production of the prototype  Evaluation and testing of the prototype  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  <https://quizlet.com/gb/514816723/ocr-engineering-design-r105-complete-set-flash-cards/>  How can I help my child?  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  <https://www.ocr.org.uk/qualifications/cambridge-nationals/engineering-design-level-1-2-award-certificate-j831-j841/assessment/> |
| Business Studies: | | |
| Edexcel – Business 9-1  To know how firms make human resource decisions:  To know organisation structures – types of structures, effective communication & different ways of working.  To know effective recruitment - different job roles & responsibilities and how firms recruit people.  To know effective training & development – how & why firms train & develop people.  To know motivation – why motivation is important in the workplace and how firms can motivate employees. | | 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.  Students can use BBC BITESIZE to guide their revision:  https://www.bbc.co.uk/bitesize/topics/zjytmfr |
| Computer Science: | | |
| Edexcel - Computer Science  Computational Thinking   * 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   Principles of Computer Science   * 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 * 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 | | **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> |
| Art: | | |
| AQA - Art, Craft & Design.  To know about lithographs and woodcut printmakers including:   * Knowledge of Helen Brown’s prints * Daryl Storrs hand painted lithographs and woodcut prints.   Know how to apply a wide range of mark-making techniques using different media.  Know how to critically reflect upon their own and artist’ work using subject specific language.  Know about the French Art Movement Fauvism and its key influencers including Matisse and Derain. | | Home Learning:  Students will be set a variety of research and drawing tasks to increase their proficiency in control of different media.  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 Billy Elliot the Musical.  To know the background information of Northern England during the 1980s miners' strike.  To know the social class issues within the 1980s.  To know the key themes within Billy Elliot the Musical  To know and experience the expectation within the written element of the exam.  To know how to review a live piece of Theatre. | | Home Learning:  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.  How can you help?  Encourage your child to watch Billy Elliot the Musical at home, this can be accessed via Alsager School Sharepoint.  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 27th September 2022-1st October 2022. It is greatly encouraged that the students watch the play. |
| Music: | | |
| Edexcel GCSE Music  To know how to analyse music using The Elements of Music  To know the key features of set works including Brandenberg Concerto and Afro Celt music  To know how to apply compositional techniques in create music for a brief. | | Home Learning:  Students should continue working on their composition ideas through Musescore  Students should create revision flashcards, using knowledge organisers to revise set works  How can you help?  Encourage your child to frequently listen to their set work pieces and practise their solo performance piece. |
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| PE GCSE: | | |
| AQA GCSE PE To know the major locations and functions of the muscular and skeletal  To know how to apply the functions to a range of sporting activities  To know the planes and axis for a variety of sporting movements | | 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 Nation Level 2 Sports Science | | |
| **R180: Reducing the risk of sports injuries and dealing with common medical conditions**  To know the different types and causes of sports injuries, acute and chronic  To know methods of reducing risk of acute injuries  To know methods of reducing risk of chronic injuries  To know how different injuries apply to different sports and activities  **R183: Nutrition and sports performance**  To know the characteristics of a balanced nutrition plan  To know the role of nutrients in sport  To know the sources of nutrients from different food groups | | Home learning  Students to complete assignment write up tasks  Students to research key sports performers in sports suggesting personality types and the reasons why they participate in different sports.  How can you help?  Encourage your child to participate in a sports club |
| AQA GCSE Food Preparation and Nutrition: | | |
| NEA 1 – 2022-23 NEA Task:  *Investigate the functional and chemical properties of ingredients and methods used to make a starch-based sauce.*  NEA 1 has a value of 15% towards final GCSE grade and the report should be between 1500-2000 words in length.  Students will research into ‘how ingredients work and why’, document their practical investigations and draw conclusions based on their findings. | | Home Learning:  Read around the subject and revise topic areas such as gelatinisation.  Keep on top of all deadlines within the subject and ensure all work is completed on time.  How can you help?  Encourage your child to cook at home to stretch their practical ability.  Test your child on key terminology from their book.  Encourage your child to use SENECA learning for revision purposes. |
| Product Design (Textiles): | | |
| Edexcel Design and Technology  Component 1: Specialist Materials   * 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.   NEA: In class, students will be completing the analysis of context, research, design brief, specification and design ideas for their NEA project (50% of GCSE) | | Home learning:  Your child will be given knowledge organisers to revise for short tests completed in lessons.  How you can help:  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.  You can also help by discussing textile products in your home. Ask your child about the fabrics & their suitability for their function.  **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. |
| Product Design (Graphics): | |  |
| Edexcel Design and Technology  Component 1: Specialist Materials   * 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 * 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. | | Home learning:  Your child will be given knowledge organisers to revise for short tests completed in lessons.  How you can help:  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.  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.  **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. |
| Product Design (Tech RM): | | |
| Edexcel Design and Technology  Component 1: Specialist Materials   * 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. | | Home learning:  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.  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.  **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. |
| OCR Cambridge National Level 1/2 Child Development | | |
| **Key knowledge R020**  To know the developmental norms of a child from one to five years for physical, intellectual and social development.  To know the stages and types of play and the benefits to the development of a child from 0 to 5 years.  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.  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 evaluate play activities for a child aged one to five years for a chosen developmental area.    **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.  To know how to ensure a child-friendly safe environment | | **To complete 4 pieces of coursework at school and home, students will be asked to complete slides at home on a regular basis**  **Lo1**: Explain using examples, the expected physical, intellectual and social developmental norms for a child aged 0 to 5 years.  **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 intellectual development area. Include examples to support your comparisons of developmental norms.  **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.  **Lo4:** Evaluate your findings |
| Core Enrichment | |  |
| 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.  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. | |  |