Year 11 Summer Term:

[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

[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: | |
| Application of knowledge and skills to answer GCSE questions.  Revision of specific topics based on the analysis from the mock examinations.  Exam preparation, using study packs to answer past examination questions in class and for homework. | 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. Sparx Maths is the best place to go for videos and questions to support practice.  Past papers are shared with students for revision at home in addition to the ones used in the classroom.  Please ensure that your child has their own scientific calculator and that they bring their exercise book/folder and equipment to school. |
| Science: Biology | |
| Know how to apply the knowledge learnt through the GCSE units to questions.  Know how to apply the practical and maths skills and knowledge developed over the 5 years in Science to the AQA style questions and to fully prepare for the final examinations. | 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 Know how to apply the knowledge learnt through the GCSE units to questions.  Know how to apply the practical and maths skills and knowledge developed over the 5 years in Science to the AQA style questions and to fully prepare for the final examinations. |
| Science: Physics Know how to apply the knowledge learnt through the GCSE units to questions.  Know how to apply the practical and maths skills and knowledge developed over the 5 years in Science to the AQA style questions and to fully prepare for the final examinations. |
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| English: | |
| Language – Paper 1 and Paper 2 Revision AQA – English Language GCSE   * Know how pick out both explicit and implicit information from both nonfiction 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 – Revision of all texts AQA – English Literature GCSE   * Know the contextual factors that impact the content of Macbeth/An Inspector Calls/Jekyll and Hyde OR A Christmas Carol/Power and Conflict poetry and have knowledge to apply this to the analysis of the texts. * Know the plot of the plays/novellas, including the structural features that add meaning overall. * Know a number of key quotations from the play/novella/poem, 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/novella/poems 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>  BBC Bitesize has areas on all of the texts that we study:  <https://www.bbc.co.uk/bitesize/examspecs/zxqncwx>  GCSE Pod has a number of videos that can also help with the revision of these texts – [www.gcsepod.com](http://www.gcsepod.com) |
| Languages: | |
| German AQA - German GCSE (Foundation or Higher)   * To know how to address the role play section of speaking exam * To know how to address the photo card exercise of the speaking exam * To know how to prepare for the general conversation part of the speaking exam * To know how to address the different question-types on the writing exam (e.g. photo, 40 word and 90 word on Foundation; or 90 word and 150 word on Higher) * To know how to revise for the different questions on the listening exam * To know how to revise for the different questions on the reading exam  French AQA – French GCSE (Foundation or Higher)   * To know how to address the role play section of speaking exam * To know how to address the photo card exercise of the speaking exam * To know how to prepare for the general conversation part of the speaking exam * To know how to address the different question-types on the writing exam (e.g. photo, 40 word and 90 word on Foundation; or 90 word and 150 word on Higher) * To know how to revise for the different questions on the listening exam * To know how to revise for the different questions on the reading exam  Spanish AQA – Spanish GCSE (Foundation or Higher)   * To know how to address the role play section of speaking exam * To know how to address the photo card exercise of the speaking exam * To know how to prepare for the general conversation part of the speaking exam * To know how to address the different question-types on the writing exam (e.g. photo, 40 word and 90 word on Foundation; or 90 word and 150 word on Higher) * To know how to revise for the different questions on the listening exam * To know how to revise for the different questions on the reading exam | Home learning:   * Vocab homework set once a week * Speaking answer homework set once a week * One other homework set every two weeks (this could be reading, translation, writing, Active Learn, revision etc)   How parents can help with vocab (mainly for listening and reading exams):   * 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 * Look over the mock exams and correct in a different coloured pen, noting down and learning any new vocab   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/zr8bmfr>Spanish:  <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv> |
| History: | |
| Students have completed all exam content for Paper 1 and Paper 3. We have also completed the content for the British Depth Study part of Paper 2.  Therefore, we will be preparing our students by **finishing off the final section of the Period Study part of Paper 2** (Superpower Relations and the Cold War), before completing some Paper 1 revision in the run up to the exam.  **Paper 2 Period Study content to cover (KT3 - The end of the Cold War, 1970–91):**   * To know how the USA and USSR pursued a policy of détente in the 1970s including signing SALT 1, Helsinki, and SALT 2. * To know how Ronald Reagan and ‘the Second Cold War’, including the Strategic Defence Initiative. * To know about flash points in the later Cold War such as the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. * To know the impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe, the fall of the Berlin Wall and the collapse of the Soviet Union. | **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 A3 revision sheets for homework to test older content.   **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 padlets 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!   **Revision padlets**  Paper 1 – Crime and Punishment and Whitechapel <https://padlet.com/dbaskerville/paper-1-revision-crime-and-punishment-whitechapel-kes3gw5mj91ndlf8>  Paper 2 – Early Elizabethan England <https://padlet.com/dbaskerville/paper-2-revision-early-elizabethan-england-1558-1588-c7smomo9y0movvgd>  Paper 2 – Superpower Relations and the Cold War - <https://padlet.com/dbaskerville/paper-2-superpower-relations-and-the-cold-war-1941-91-nosv1yjfqfkoemo6>    Paper 3 – Weimar and Nazi Germany - <https://padlet.com/dbaskerville/paper-3-revision-weimar-nazi-germany-1918-39-a9v2et1uq2097w7h> |
| Geography: | |
| Students have completed all the content required for Paper 1 (Global) and Paper 2 (UK plus fieldwork). In lessons they are preparing for the Paper 3 which is a decision-making paper based on knowledge from across the course. This paper covers People and the Biosphere. Forests Under Threat and Consuming Energy Resources. There are lots of links to global content as well as the science curriculum.  We will also be revising content for all topics as part of our ongoing retrieval activities. | Each week students will be set a homework task to complete. 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 with a focus on climate change and energy to develop their own knowledge of global issues.  The following links will help students to prepare for exams.  <https://padlet.com/dcoxon1/paper-1-global-awaklgmvav6szllw>  <https://padlet.com/dcoxon1/paper-2-uk-c3pdzswiv5s5hci> |
| Core PE: | |
| * To know how exercise can aid mental health and well-being in the lead up to exams   Students will learn key knowledge based upon the sporting activity they are participating in.  For example – know when to play a specific shot in tennis or know how to overcome opponents using set plays in a range of striking and fielding games. | We would encourage all students to follow the government guidelines for exercising for 30 minutes every day.  Local sports club information can be found in the PE area of the website and on noticeboards in the PE faculty.  Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. |
| ICT: | |
| **Edexcel – BTEC DIT Level 1 /2**  **Coursework: (20% of marks)**  Ensure that all coursework is completed on the Unit 2: Collecting, Presenting and Interpreting Data Unit for all learning aims.  **Exam Revision (60% of marks)**  Know what a flow diagram / chart is  Know what an information flow diagram is  Know how to answer exam questions  Know how to use correct exam technique and structure  Revise using past papers and retrieval techniques taught in the lesson | How can I help my child?  Students can make use of after school support to complete or improve their coursework.  Students can 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.  A revision guide can be purchased, and your child can work through the different topic areas and complete exam style questions.  Past papers will be given out that need to be completed in the lesson and as homework.  Resources available:  <https://www.amazon.co.uk/ClearRevise-Pearson-Digital-Information-Technology/dp/1910523267>  <https://excel-practice-online.com/>  <https://qualifications.pearson.com/en/qualifications/btec-tech-awards/digital-information-technology.html> |
| 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  Paper 1 and Paper 2 Revision:   * Know how to answer exam questions * Know how to use correct exam technique and structure * Know how to use context for sections B & C * Know how to revise successfully | 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>  Pupils have been given the link below to past papers:  <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#%2FfilterQuery=category:Pearson-UK:Category%2FExam-materials> |
| Computer Science: | |
| Edexcel - Computer Science  Computational Thinking   * Know how a trace table used to track the contents of a variable throughout a program * Know the different types of errors and how different test data can be used * Know how 2-dimensional data structures can used to represent data presented in a table   Principles of Computer Science   * Know how ethical, legal, and moral considerations can be applied to relevant Computing context. * Know how sound is represented and stored on computer systems * Know how images are represented in binary and stored on computer systems | 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. |
| Dance: | |
| AQA GCSE Dance  **Component 2: Dance appreciation – Artificial Things**   * To know the choreographic intent of Artificial Things * To know key motifs from the anthology piece and apply these to movement content exam questions * To know how the performance environment from all Anthology pieces compare and contrast * To know how to apply knowledge of the anthology work to a range of 6- and 12-mark exam questions * To know how to apply performance skills knowledge to a range of exam questions * To know how to revise effectively for written exam | Home learning  Create a bank of performance skills cue cards  To complete a range of 6-mark questions based on performance skills for Scoop  To complete a range of 12-mark Anthology questions  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 effects of hooliganism * To know how technology in sport can aid sporting performance. * To know how to apply knowledge to a range of 6- and 9-mark exam questions | 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: | |
| * To know how sports psychology strategies can enhance sports performance * To know how a sports psychologist may use the strategies for different sports and performers * To know how different strategies are suited to different psychological factors | 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  Encourage your child to read through their assignment before submitting |
| AQA GCSE Food Preparation and Nutrition: | |
| Exam Revision:  *Revision for the final GCSE exam worth 50%. All topics covered in Year 9 and Year 10 will be revised in lesson. SENECA learning and past paper questions used to consolidate learning.* | 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. | Home learning:  Your child will be given knowledge organisers to revise for short tests completed in lessons.  How can you 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 can you 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 can you 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 an extended work placement programme last year will have targeted maths, English and science intervention.  Vocational students attending Reaseheath College will be completing their courses. They may be undertaking specific assessments which they will need to pass in order fulfil the requirements of the course. | Encourage your child to be organised and use the time they have in Core Enrichment effectively, so they are revising core subjects and embedding key knowledge in preparation for their exams.  Discuss the assessments your child has this term at college and what they need to do to ensure that they are completing the requirements of their chosen course, for example, revising for key assessments |