

Year 11: Autumn

| Year 11 | | Autumn Term 1 | Autumn Term 2 |
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| English | 11V | <p>An in depth study of the Shakespeare play Othello. Learners already have knowledge of the plot and will further their understanding through analysis of language, character and themes. All this combined will allow them to look at how to approach exam style questions and practise some timed responses.</p> <p>Alongside this, we will continue to develop general reading and writing skills in order to prepare for the English language GCSE.</p> | <p>Developing analytical skills needed to study poetry and revise a selection of poems from the anthology. Learners will also be presented with unseen poems and learn how to respond in an essay style.</p> <p>Alongside this, we will continue to develop general reading and writing skills in order to prepare for the English language GCSE.</p> |
| | 11R | <p>Real world reading</p> <p>Over this half term, learners will start thinking about post 16 courses. In English lessons, we will be exploring how non fiction texts are presented in order to appeal to their audience and meet the purpose of the text. Some texts will include extracts from college prospectuses, job advertisements and reviews. We will make links between non fiction texts and own goals as well as developing an understanding of how texts communicate ideas.</p> | <p>Real world writing</p> <p>Learners will have the opportunity to practise writing skills through responding to fictional and real life scenarios. This will be a recap of what we learnt in year 10 with a focus of moving forward and uplifting vocabulary and punctuation use.</p> |
| | 11Y | <p>Developing technical writing skills through a range of creative writing tasks. Building an understanding of the difference between a narrative and a description. Exploring a range of questions and planning responses as well as looking at a range of exemplars.</p> | <p>Study of a range of 20th and 21st century fiction extracts exploring how character, setting and plot is developed through language and structure. An opportunity to look at exemplar exam responses and practise responding to questions in class.</p> <p>In addition to this, some learners will be resitting compulsory speaking and listening assessments.</p> |
| Maths | GCSE | | |
| | | Using Number/Expressions – Different types of number and sequences, indices and roots, manipulating expressions. | Fractions, Decimals, Percentages and metric conversions. |
| | Functional Skills | | |

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| | <p>Adding and subtracting integers up to three digits Multiplying 3 digits x 1 digit and 3 digits x 2 digits Negative and Positive Numbers on a number line and also applying to real life situations Rounding – to check a calculation and also to the nearest 10,100,1000</p> | <p>Four operations with Fractions Decimals – Read, write and use decimals up to 2 decimal places Multiplying by 10, 100 Percentages – find percentages using multiples of 10%, 25%, 50% and 75%</p> | |
| Science | Required Practical / Forces | Structure and Bonding | |
| | <ul style="list-style-type: none"> • Required Practical Study book • Year 10 forces recap • Speed and Velocity • Speed, Distance and Time • Acceleration • Velocity time graphs • Uniform motion • Free fall | <ul style="list-style-type: none"> • Types of bond • Ionic Bonding • Ionic compounds • Properties of ionic compounds • Covalent bonding • Properties of small covalent molecules • Polymers • Giant covalent structures • Intermolecular forces • Metallic bonding • Properties of metals • Using diagrams and models | |
| Computing | ICDL word skills | IDCL Presentation skills | |
| | <ul style="list-style-type: none"> • Formatting • Mail merge • Exam | <ul style="list-style-type: none"> • Planning • Constructing • Animation • Exam | |
| | <p>Online Safety message</p> <p>Online bullying activity to coincide with anti-bullying week</p> | | |
| Options | Distortion | | |
| | Art | <p>As a precursor to the preparation for their exam unit students will be responding to the idea of “distortion” in their work, researching the work of Salvador Dali and Nick smith among others.</p> <p>the second project of the term will be based on “Rich and Poor” with research on Damien Hurst, Banksy and Walker Evans</p> | |
| | Construction | <table border="1"> <tr> <td> <p>Health and safety during interior decorating operations Introduction to interior decorating - Making good on walls Surface preparation and area protection Priming wood, metal, plaster surfaces Painting and decorating internal walls Painting and decorating internal cladding, skirting, architrave</p> </td> <td> <p>Health and Safety during bricklaying operations Introduction to bricklaying Digging Footings Mixing and pouring concrete Setting out, plumb, gauge, square, level Mixing cement, producing cement beds Laying Bricks</p> </td> </tr> </table> | <p>Health and safety during interior decorating operations Introduction to interior decorating - Making good on walls Surface preparation and area protection Priming wood, metal, plaster surfaces Painting and decorating internal walls Painting and decorating internal cladding, skirting, architrave</p> |
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| Drama | Individual Showcase | | |
| | <p>This unit is the external exam unit that is a mandatory unit for passing the course. The idea of this unit is to ensure that you know how make the most of your skills to attract potential employers when employment or training opportunities arise. Securing work</p> | | |

| | | and training opportunities in the performing arts will require you to be able to promote yourself effectively in a range of situations. First impressions matter, so it is crucial that you are able to recognise and promote your skills with confidence and clarity. In this unit we will cover what to include in a letter of application and how to prepare audition pieces that demonstrate your skills and knowledge in a talent of your choice. You will choose one from a number of possible progression opportunities as the basis for your work. Responding to the opportunity will provide you with a clear focus for the unit. The presentation aspect of the unit will give you knowledge and experience of the audition/presentation process. With the support of your peers you will select an audition piece that suitably shows your strengths as a performer. | | | | |
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| | | <p style="text-align: center;">Working in the hospitality industry</p> <p>In this unit students will explore different aspects of the hospitality industry by looking at its component parts, gaining an insight into the business of hospitality and the different products and services it provides. Students will further explore how these products and services are offered in a range of settings to meet the requirements of different hospitality areas. They will investigate how hospitality interacts with other industries, gaining knowledge and understanding of these important business relationships. Finally, trends and issues will be investigated that affect how hospitality businesses function. This will explore the significance of a range of distinct factors affecting business operations. You will also discover how the hospitality industry responds and manages the impact of these influences.</p> | | | | |
| | | <p style="text-align: center;">Fitness</p> <p>In year 11, the core focus will be on learning and developing fitness through a range of training methods. Students will learn the importance of each training activity, record scores and set targets. Lessons will be spread out with team sports in between to maintain commitment and engagement.</p> <ul style="list-style-type: none"> • Circuit Training • Illinois Agility Test • Cooper Run • Speed and Power Testing • Multi Stage Fitness Test • Cross Country | | | | |
| | History | | | | | |
| | Hospitality | | | | | |
| | Sport | | | | | |



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| PSHE | Health and Wellbeing | Addressing Extremism |
| | <ul style="list-style-type: none">• how to manage challenges during adolescence• how to reframe negative thinking strategies to promote mental health and emotional wellbeing• about the signs of emotional or mental ill-health• how to access support and treatment• about the portrayal of mental health in the media• how to challenge stigma, stereotypes and misinformation | <ul style="list-style-type: none">• about communities, inclusion, respect and belonging• about the Equality Act, diversity and values• about how social media may distort, mis-represent or target information in order to influence beliefs and opinions• how to manage conflicting views and misleading information• how to safely challenge discrimination, including online• how to recognise and respond to extremism and radicalisation |