

**Year 11 Home Learning Curriculum: Spring Term 2**

Subject	Curriculum
English	<ul style="list-style-type: none"> <li>• Pupils will continue to refine the full range of reading and writing skills via exam practice.</li> <li>• Pupils will revise the content of the main literature texts in terms of characters, themes and key events develop an informed personal response to the texts.</li> <li>• Pupils will refine and develop exam specific techniques and strategies; especially for English Language.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Algebra: Simultaneous equations, inequalities, iteration</li> <li>• Vectors</li> <li>• Similarity and congruence</li> <li>• Probability</li> <li>•</li> </ul>
Science	<ul style="list-style-type: none"> <li>• Complete Unit 8.2 - Resources and Material, Unit 7.3 - Acids and Alkalis, Unit 7.4 - Rates of reaction and potentially begin Unit 7.4 - Electricity.</li> </ul>
Triple Science	<ul style="list-style-type: none"> <li>• Biology: Unit 7: Ecology</li> <li>• Chemistry: Unit 7: Hydrocarbon</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Our KS4 curriculum provides pupils with three workouts per week that they can complete along with a link to the three fitness sessions that Joe Wicks provides on his you-tube channel. Pupils also have a quiz to take part in each week. Pupils will be set 2 challenges per week.</li> </ul>
BTEC PE	<ul style="list-style-type: none"> <li>• Pupils will continue working on Unit 3, Applying the Principles of Personal Training.</li> <li>• Pupils will describe the structure and function of the musculoskeletal and cardiorespiratory systems.</li> <li>• Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during a fitness training programme.</li> <li>• Explain the short-term effects on the musculoskeletal and cardiorespiratory systems during a fitness training programme.</li> <li>• Pupils will start to work on Learning Aim A, where they will plan a six week training programme.</li> </ul>
DT	<ul style="list-style-type: none"> <li>• GCSE C/W practical skills, exam topic list revision</li> </ul>
Food	<ul style="list-style-type: none"> <li>• Core curriculum revision</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Coral Project, The work of Michelle Parsons and Giles Ward, Students are exploring mark making, colour and texture, focusing on experimentation and developing surface qualities with a range of materials</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Comic strip unit R084, Researching a comic strips, comic book characters, different software to create the comics on and the different layout of the comics.</li> </ul>
Engineering	<ul style="list-style-type: none"> <li>• Moving forward - Looking at apprenticeships and FE.</li> </ul>
History	<ul style="list-style-type: none"> <li>• Weimar and Nazi Germany 1918-1939</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• Economic Development</li> </ul>

RS	<ul style="list-style-type: none"> <li>• Living the Christian life</li> </ul>
MFL	<ul style="list-style-type: none"> <li>• French: focusing on reinforcing and developing vocabulary and grammar, as well as practising extended spoken and written work with opinion phrases and sequencing structures. Work is delivered through a combination of live teaching, pre-recorded lessons, and independent study tasks. Home learning is supplemented through online packages, language-gym.com and Memrise, which teachers monitor.</li> <li>• Urdu: Education – exam-based questions are being used here to support pupils in detailing information, 3 tenses and opinion, and to understand written and audio texts on the same topics.</li> <li>• EAL: at Year 11, exam-based questions are being practised with focus on speaking and listening skills. All verb tenses and passives are used. Work is delivered through a combination of live lessons, videos, pre-recorded lessons, and independent study tasks, with regular feedback given.</li> </ul>
Drama	<p><b><u>C2 Performance</u></b></p> <ul style="list-style-type: none"> <li>• Students will continue researching and developing their performances for their C2 assessed performance. The research forms part of their Directorial Intentions which will explain their decisions on how to perform their chosen monologue.</li> </ul>
PE BTECH	<ul style="list-style-type: none"> <li>• Pupils are provided with assignments to complete as part of their BTEC Sport qualification.</li> </ul>
Enterprise BTECH	<ul style="list-style-type: none"> <li>• Completing any missing sections of the business plan</li> <li>• Practising presenting the business plan: section 1 (research findings, aims and objectives), then section 2 (market segments, promotional methods) then section 3 (financial documents) lastly the Q&amp;A session</li> <li>• Feedback on practice verbal and non-verbal communication skills</li> <li>• Assessed presentation (on Teams)</li> </ul>
Health and Social Care BTECH	<ul style="list-style-type: none"> <li>• Demonstrating care values: empowering and promoting independence; respect for individual service user's needs; confidentiality and data protection; preserving dignity of service users; safeguarding; promoting anti-discrimination</li> <li>• Practising for, and taking part in two role plays (on Teams)</li> </ul>
PSE & Health	<p><b><u>Healthy Lifestyles</u></b></p> <ol style="list-style-type: none"> <li>1) How can we challenge extremism and recognise radicalisation?</li> <li>2) What are the effects of the media and pornography on young people?</li> </ol>