

## Autumn Term 2021 Topics

### **Functional Skills Maths: Tanya Brown**

**Main area of study:** this term focus will be on Number and Measure. Students will increase their knowledge and understanding of the decimal number system by learning place up to and beyond million; rounding to nearest whole, 10, 100, 1000; work with decimal places, especially two decimal places to involve money. Students will round up and down and estimate costs. They will improve their recall of times tables and follow BODMAS/BIDMAS for calculations. They will solve everyday problems and learn the two scales involved in telling the time on an analogue clock. Later in the term students will work with indices to practice square and cubed numbers and they will calculate the perimeter, area, surface area and volume of common shapes.

**How you can help at home:** encourage your young person to have a go at every day maths problems e.g. how long dinner will take to cook or what time they will need to start cooking to be ready for a certain time. Support them to count out required amount of money needed and allow them to purchase items as independently as possible. Encourage them to tell the time as much as possible and work with time by asking questions such as “if this programme is on for half an hour what time does it finish?” etc. Maths is used in everyday situations but sometimes students needed it pointing out, be on the lookout for when they perform maths and make them aware, if appropriate praise to build their confidence in maths. Encourage completion of homework and time on MyMaths ([www.mymaths.com](http://www.mymaths.com))

**Key words:** decimal; perimeter; area; volume; estimate; place value; digit; standard form

### **Functional Skills English: Tanya Brown**

**Main area of study:** this term focus will be on finding the main points and ideas of a piece of text in order to select and use different types of text to obtain and utilise relevant information. Students will practice identifying types and benefits of Presentation features and Literary features. They will identify the purposes of texts and comment on how meaning is conveyed by showing an understanding of the intended audience of the text. Students will consider the importance and impact of photos and diagrams which accompany text. They will practice being able to Summarise information and ideas succinctly in step-by-step exercises.

**Speaking and Listening-** Leading and taking part in group discussions and debates; presenting information to a variety of audiences; formal and informal exchanges. Being aware of what auditory memory is and how to develop it further. Preparation and recording of examination individual and group pieces.

**Reading-** Reading for meaning from a variety of information sources and extracting relevant information.

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**Writing-** Persuasive, instructional and informative styles.

**How you can help at home:** you can help your young person by offering a wide variety of reading materials including books, magazines and newspapers. Try to encourage discussion by asking them what something is about e.g. a programme story so far or a news item and try to get them to give you the main points. Encourage listening, reading, watching as a member of an audience and completion of homework.

**Key words:** Identify; main points; detail; audience; purpose; summarise; succinct; convey; effective; argue; advise; instruct; review; report; describe; persuade; analyse; inform; explain.

### **Employability: Tanya Brown**

**Main area of study:** This term students will be completing the Unit: Applying for a Job, for their Level 2 qualification, ASDAN Employability. The focus of this is to encourage students to think about what is involved in the job hunting and application process. They are expected to prepare/update their CV, practice writing application forms and produce formal cover letters and other associated paperwork. Emphasis is placed on reading job descriptions and person specifications to tailor their application to meet a company's needs and prepare then sit a mock interview.

**How you can help at home:** to help your young person achieve in this unit you could encourage them to actively look for possible employment opportunities while out and about e.g., point out notices for 'Staff Wanted' in shop windows. You could offer them the Recruitment page of your newspaper and or discuss your career to date. Point out things like adverts on buses and lorries for vacancies and if possible, visit employment fairs. Evidence of activity at home would be extremely helpful so samples, brief notes of activity and/or photographs would all contribute to their coursework.

For Year 14 students, Home could help their young person by encouraging them to actively seek out job opportunities or college courses for the near future.

**Key words** associated with this unit include: Recruitment, Curriculum Vitae, Application, Interview and Contract.

### **PSHE/SRE: Tanya Brown**

**Main area of study:** PSHE curriculum is centred around the Preparation for Adulthood four areas – 1 Friends, relationships and community; 2 Health; 3 Employment (mainly covered by Work Experience and Employability) and 4 Independent Living. It is a 2-year rolling programme covering 14 topics, our current cycle is on Year 1. This term students are studying respectful relationships including friendships. They will start by learning some aspects of the Red Cross First Aid Champion course. The focus is on informing young people

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to be confident to help others and not hands on First Aid, for example so they can recognise when someone needs help and call appropriate emergency services. Focus then moves on to stereo types and the affect they have on societies views in the hope of building more tolerance. The law will be studied in appropriate areas e.g. equal opportunities

**How you can help at home:** Ensure your young person is aware of scenarios when they might be called upon to help and ensure they have the information they will need to act.

**Key words:** emergency, assistance, police, fire, ambulance, coast guard, stereo type, discrimination, bias, equal opportunities.

### **Work Related Learning: Tanya Brown/ Rachel Dickinson**

**Main area of study:** Students are supported to seek extended work experience opportunities for a regular placement on a Thursday during school terms. If not on placement students study topics to prepare them for the world of work such as budgeting; reading a pay slip and travel to work.

**How you can help at home: Actively seek out work experience opportunities in your local area and work with school to ensure correct procedure is followed for approval of placements.** Home can also assist their young person by identifying transferrable skills and their possible uses in various settings; they could also support their young person to realise that learning is life long and continues past school or college. Discuss career options and research qualification needed to gain entry for those of interest.

**Key words:** Employer, employee, salary, wages, contract

### **IT: Rod Naylor**

**Main area of study:** Ingots, at level Entry Level 3-Level 3 or Cambridge Technical Levels 1-3. Both qualifications are progressive and students' study one or two units per term at their own pace. Students are guided to complete tasks at a reasonable pace and to a level appropriate for their ability. Students are encouraged to take responsibility for their own learning by choosing their route through accreditation to meet their interests and monitor their own progress.

**How you can help at home:** Home can help their young person by making technology available to them and identifying the use of technology in everyday life.

### **GCSE English Language: Coreen Chamberlain**

**Main area of study:** This term, pupils will be focusing on continuing to develop GCSE level skills. We will be looking at examples of AQA GCSE English Language (Paper 1) past papers and will work through how to approach questions as a class before pupils attempt questions

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independently. We will then move on to our poetry focus, providing pupils with the opportunity to analyse a range of poems related to the theme of Power and Conflict. After half term, we will be reading *The Strange Case of Dr. Jekyll and Mr. Hyde* as a class and exploring the themes, language and structure used within the text.

**How you can help at home:** Please encourage pupils to practise spellings, punctuation and grammar. Remind pupils to make regular use of ambitious vocabulary (E.g. very difficult – arduous; really dry – arid) and prompt them for more sophisticated alternatives to low-level adjectives where possible. Please also encourage pupils to complete their homework.

**Key words:** Narrative writing, descriptive writing, ambitious vocabulary, language techniques, stanza

### **GCSE Maths: Sarah Emson**

**Main area of study:** GCSE Foundation or Higher-level Maths Course (Edexcel). Students will build on their work studied at KS4 to further develop their number, shape, data and algebra skills. We will pay particular attention to proportional reasoning so ensuring they know equivalent fractions, decimals and percentages and can apply these to solving problems with ratio. They will scale-up recipes and solve problems with time and money.

**How you can help at home:** Ensure students complete homework. They are in control of the grade they get by the practice they put in both at school in their study sessions and at home. I will set work on [www.mymaths.com](http://www.mymaths.com) as well as practice exam questions.

### **GCSE Geography OCR Specification A**

#### **Mr Bentley**

During this term all students will be focused on a unit entitled **Living in the UK**. This will prepare students for Paper 1 of the Geography GCSE which is equivalent to 30% of total course.

They will have the opportunity to explore our unique landscapes whilst learning about the geomorphic processes and weather. We will also learn about the people in the UK, exploring the changing population and jobs. Finally, we will learn about the interconnectivity between people and the landscape including natural hazards and people's impact on ecosystems and landscapes.

#### **How can you help at home.**

Regular homework will be set. Please support and encourage all homework to be completed. There are also some great resources available on YouTube but remember to search for OCR GCSE Geography A.

BBC bitesize also provides some valuable resources activities Including:

<https://www.bbc.co.uk/bitesize/topics/zpkbv4j>

**Key Words:** Weather, Climate, Physical, Human, Ecosystem

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### **AQA GCSE Art and GCSE Photography: Jayne Foster**

**Main area of study:** In art this term, we are going to be going through the GCSE structure in Art and Design. We will begin to explore different techniques and materials within our Light and Dark project. We will experiment with different markmaking techniques, mono-printing, photography and painting. We will also begin to get into the habit of researching artists and artworks, annotating our work and evaluating using subject specific terminology.

**How you can help at home:** Students can be supported at home through the completion of art/photography homework, keeping sketchbooks in good order and encouragement to complete additional tasks where appropriate.

**Key words:** contrast, research, explore, refine, develop

### **Biology:**

#### **Mr Goodchild**

In Term 1 we will be completing Topic 6, Inheritance, Variation and Evolution before moving on to complete Topic 7, Ecology for the rest of Term 1 and throughout Term 2. In the ecology topic we will be learning about competition, food chains, the carbon and water cycles along with the impact human activity is having on our world.

How you can support

Please support by encouraging home work to be completed and directing them to BBC Bitesize GCSE Biology AQA topics or relevant You Tube Clips such as the Cognito Science videos to reinforce their learning.

Key Words: Speciation, Biomass, Meiosis, Biodiversity, Ecosystems

### **Sports Leaders:**

#### **Mr Hunt**

This term students will be developing their planning skills and focusing on our unit of plan lead and review. They will be learning how to plan inclusive session for all abilities using the STEP model. Students will also focus on different motivational techniques which help motivate students. Students will then learn how to give feedback to their participants. Finally, students will complete some self-reflection learning how to effectively evaluate their leading.

**How to help at home:**

Students are to find a range of different resources on the internet which use the STEP model (Top Sportsability & Tennis foundation). They are to add these to their pool of resources.

Keywords: Motivational techniques, STEP Model, Inclusive, Feedback, Evaluation

### **Hospitality and Catering:**

#### **Ms Mullins**

Pupils will learn about how food can cause ill health. This will include; being able to describe the causes of food related ill health and the common food poisoning causes. Pupils will be

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able to also describe the symptoms of food induced ill health and study the legislation used in Industry to keep people safe. Pupils will develop their cookery skills and use a range of skills to make bread products.

### **How to help at home:**

Encourage students to cook with the family and take an active part in cleaning away. Watching cookery programmes such as Master Chef and Bake Off will help with presentation techniques.

**Key words:** Contamination, bacterial, allergens, nausea and diarrhoea