

Summer Term Overview

Tutor Group: 11A, 11H, 11S

Subject and Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
<p>English Miss Barrow Mrs Fisher & Mrs Kelley</p>	<p>Pupils will be revising to consolidate and extend their learning before their exams. They will complete revision tasks to practise the skills and techniques they need for their exam. They will explore past papers and mark schemes.</p>	<p>Please support pupils with revision tasks. They have revision packs to complete as well as links to revision videos and online resources such as BBC Bitesize and revision podcasts. Please ensure all revision materials are for the Eduqas exam board. Encourage your child to read a variety of materials including non-fiction texts such as newspaper articles and leaflets.</p>	<p>DAFORREST Simile Metaphor Onomatopoeia Sensory language Narrative writing Transactional writing</p>
<p>English Entry Level Miss King</p>	<p>Since completing their Entry Level course, we are now covering language skills that will be required 'in the real world'. This includes, making an appointment for a variety of reasons such as medical, financial and work-related reasons. They are exploring how to fill in a form as well as looking at news and whether it can be believed or if it is biased.</p>	<p>Please encourage your young people to watch and read the news; please remember you have access to The Day at home and in school via RM Unify. If you are completing some admin, please encourage them to learn from your experience.</p>	<p>Fake news Life skills Administration Biased</p>
<p>Maths Mrs Sipek & Mrs Diapouli</p>	<p>In the final term of their GCSE course the pupils will be doing supported revision work during lessons. This will involve working on GCSE papers, consolidating learning linked to tricky questions and practising exam techniques.</p>	<p>Please support pupils with revision at home. Past papers have been provided and videos of how to complete the questions, as well as answers for self-marking, can be found on www.mathsgenie.co.uk Additional support can be found in pupils' revision folders.</p>	<p>Topic specific vocabulary relating to individual revision.</p>

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<p>Maths Mrs Diapouli</p>	<p>In the summer term pupils are going to be doing supported revision during lessons, working on GCSEs Papers, practicing exam techniques. They will continue to practice and develop their problem-solving skills, particularly with the more challenging multi-step and wordy problems.</p> <p>This will be based mainly around reviewing and consolidating their knowledge, understanding and use of grade 3 and 4 topics across the entire syllabus, identified using detailed analysis of their Mock exam papers, more recent practice papers and end of topics assessments.</p>	<p>The exams will take place as follows: Paper 1 non-calculator Thursday May 14th Paper 2 calculator Wednesday June 3rd Paper 3 calculator Wednesday June 10th</p> <p>Students have been given advice on how to revise using techniques with rest breaks on GCSE Maths questions repeated patterns, so practicing real exam questions trains them to recognise quickly the question. After each paper, students need to spend as much time reviewing mistakes as they did complete it. Problems need to be worked out step by step without looking at the answers. If they explain their method out loud as if teaching someone is also constructive. Students need to be reminded to redo questions they got wrong a few days later.</p> <p>Past papers have been provided. Videos of how to complete the questions, as well as answers for self-marking, can be found on www.mathsgenie.co.uk & 1st Class Maths - Free online GCSE Maths Revision</p>	<p>Topic specific vocabulary relating to individual revision.</p>

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<p>Maths Mrs Webb</p>	<p>Pupils have completed their AQA Entry level certificate in Maths so we will be working on several additional AQA unit awards. We will be completing two awards building on our understanding of money and budgeting, plus two units looking at telling the time, understanding the passage of time, using analogue and digital clocks and timetables.</p>	<p>Please discuss the cost of items when out shopping. Which are cheaper and more expensive? Discuss the difference between needs and wants. Practice telling the time on different devices.</p>	<p>O'clock Half past Quarter to Quarter past Minutes to and past</p>
<p>Physics Mr Goodchild Science</p>	<p>During Term 5 and the start of Term 6 until they finish their exams pupils will be revising paper 1 topics which are P1 Energy, P2 Electricity, P3 The Particle Model of Matter and P4 Atomic Structure. This will be done by revising the required practicals and associated working scientifically skills through demonstrating these afresh and then completing past paper questions that test these skills and content. After the first Physics exam on 22nd May, we will then switch to revising the paper 2 topics 5-8 in the same way. The topics will be P5 Forces, P6 Waves, P7 Magnetism and Electromagnetism and P8 Space Physics.</p>	<p>Please encourage them to revise using the Seneca assignment that has been set up. The link is on Teams. They can also use BBC Bite Size to revise using this link. GCSE Physics (Single Science) - AQA - BBC Bitesize Revision should be little and often and active. They should be testing themselves on what they have revised by trying to answer questions and checking their answers. This can be done by doing quizzes on Bite Size, completing the Seneca assignments, or completing past paper questions from the exam board and using the associated mark scheme to check their answers. Past paper questions and mark schemes can be found here. AQA Resources Past Papers & AQA Mark Schemes</p>	<p>Contaminate Irradiate Latent Heat Ionisation Alternating Current Transverse Longitudinal Nebula Supernova Induced Magnet</p>

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<p>Biology Ms Perry</p>	<p>This term students will be revising and consolidating the knowledge and skills they have developed throughout the course. Lessons will focus on revisiting key topics, strengthening understanding of important concepts, and identifying areas where further practice is needed.</p> <p>A key focus will also be on developing exam techniques to help students reach their full potential. This includes learning how to carefully read questions, use correct scientific vocabulary, show working clearly, interpret data, and structure longer answers. Students will practise answering exam-style questions and receive feedback to help them improve their confidence and performance ahead of their GCSE examinations.</p>	<p>Please encourage students to revise little and often, rather than leaving revision until the last minute. Short, regular revision sessions (for example, 15–20 minutes) are more effective for long-term memory and confidence.</p> <p>It is particularly important that students are active when revising. This means testing themselves on what they have learned, rather than simply reading notes. Students should regularly practise answering questions and then check their answers carefully to identify areas for improvement.</p> <p>This can be done by:</p> <ul style="list-style-type: none"> Completing quizzes on BBC Bitesize Completing assigned tasks on Seneca Learning Practising past paper questions from the AQA exam board and using the mark schemes to check their answers Using the foldable revision sheets often Completing their revision workbook (white book) regularly Encouraging your child to stay organised, keep up with revision tasks, and maintain a positive routine will help them build confidence and perform to the best of their ability in their GCSE exams. 	<ul style="list-style-type: none"> Eukaryotic Prokaryotic Diffusion Osmosis Active Transport Enzyme Denature Pathogen Antibody Photosynthesis Homeostasis Synapse Hormone Gamete Gene Allele Phenotype Genotype Evolution Biodiversity

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<p>Science Mrs Weston</p>	<p>As a class we have worked incredibly hard for two years, this means we have finished all the requirements for our two Science qualifications. For the summer term we are going to fuel their interest in science through focussing on forensic science.</p> <p>This will combine real-world problem solving with the intrigue of crime investigation, something pupils frequently encounter in media and popular culture. Pupils will be able to see how scientific knowledge can be applied in meaningful ways, from extracting DNA to uncovering clues at a crime scene. This will include things such as <i>'blood'</i> splatter analysis, <i>'poison'</i> testing using flame tests and looking at how insects can help forensic scientists.</p>	<p>Please continue to try to encourage pupils to see the importance of science in everyday life by discussing how science is linked to things they may see on the television or in the world around them and particularly if you see anything linked to forensics!</p>	<p>Analysis Method DNA Entomology Evidence Validity Alabi Crime scene Timeline</p>
<p>PSD Mr Altman, Mrs Sipek, Mrs Silverthorn</p>	<p>11H – During term 5 pupils will be working on completing an action plan to support them over the next couple of months to lead a healthy lifestyle and make the most of their leisure time. We will also be looking to complete the work on our Self-Care bags which we will deliver to the charity LINC during Mental Health Week to support patients' well-being who are going through cancer treatment. During term 6, pupils are going have a bespoke Relationships and Sex Education content and further information will be sent to you in due course.</p>	<p>Support your young person with ensure they're leading a healthy lifestyle during this exam season and that they're having time dedicated to revision as well as focused time for rest and relaxation.</p>	<p>Balance diet Healthy Lifestyle Managing Stress Sleep routine</p>

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<p>R&W Mrs Petrie</p>	<p>11H and 11S: This term, pupils will study a unit on Prejudice and Discrimination, exploring what prejudice means and how it can affect individuals and communities. They will learn to recognise different types of prejudice, such as racism and religious prejudice, and understand why people may develop these views (e.g. influence from media, fear, or lack of knowledge). Pupils will also explore how religions promote equality and respect, including teachings such as “love your neighbour.” They will consider the impact of prejudice on people’s lives and learn simple ways to challenge unfair treatment. As part of the unit, pupils will study a religious figure such as Martin Luther King Jr. or Desmond Tutu and how they worked to stand up against prejudice. The unit will include discussions, role-play, and structured activities, ending with an assessment to show their understanding.</p> <p>11A: This term, pupils will study Environmental Issues – A Moral Debate, learning about the environment and why it is important. They will explore environmental problems such as pollution and climate change, and understand how these affect people, animals, and the planet. Pupils will learn about responsibility and how everyday choices can help protect the Earth. They will also look at religious beliefs about caring for the environment and how these beliefs influence people’s actions. Pupils will study how organisations, such as Greenpeace, work to protect the planet and consider different opinions about environmental issues. Throughout the unit, pupils will share their own views and learn to</p>	<p>11H and 11S: At home, you can support by talking about fairness, respect, and how people should be treated. Encourage them to explain what they have learned and give examples in their own words. Discuss real-life situations (e.g. from news or everyday life) and ask questions like “Was that fair?” or “What could someone do?”. Supporting confidence in speaking and expressing ideas will help them prepare for future learning and adult life.</p> <p>11A: You can support by talking about ways to care for the environment, such as recycling, saving energy, or reducing waste. Encourage them to share their opinions and explain their ideas in simple terms. Discuss real-life examples from the news or daily life and ask questions like “How does this affect the planet?” or “What could people do to help?” To build independence, encourage your child to complete small tasks on their own, use key words to support their answers, and practise explaining their thinking clearly. Building confidence in speaking and making choices will support them beyond school.</p>	<p>11H and 11S: Prejudice Discrimination Equality Respect Stereotype Fairness Belief Religion Community Rights</p> <p>11A: Environment Pollution Climate change Responsibility Religion Belief Organisation Protect Waste Opinion</p>
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	<p>give simple reasons for their opinions. The term will end with a review and assessment where pupils show what they have learned.</p>		
<p>PE Mr Hunt, Mr. Altman & Mr. Stinton</p>	<p>This term in PE, pupils will study striking and fielding games. They will have opportunities to take part in small-sided games such as cricket, rounders, softball, kickball, beat the ball, and other variations. Pupils will explore and discuss game tactics while developing their teamwork and cooperation skills.</p>	<p>Research different variations and rules of the many striking and fielding games there are.</p>	<p>Base Wicket Boundary Stumps Crease</p>
<p>Sports Leaders Mr Hunt</p>	<p>During the summer term, pupils will complete their final assessed sessions and work towards meeting any outstanding assessment criteria. The primary focus will be on developing active listening skills and confidently leading a whole session smoothly without adult support or intervention. Pupils will also complete any remaining tasks in their workbooks before finishing Year 11.</p>	<p>Maintaining an open dialogue with pupils about the meaning and importance of active listening. Pupils will also be encouraged to reflect during their sessions on opportunities to include positive praise, helping to improve motivation and engagement in lessons.</p>	<p>Active Listening Praise Motivation Competition Evaluation Development</p>

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<p>Food Studies Mrs Goss</p>	<p>In the Summer term, Year 11 pupils will prepare dishes they have had a say in choosing, such as millionaire shortbread, brookies, dough-based recipes and dishes like marry me chicken lasagne. These choices are either twists on recipes they have made before, using similar ingredients and methods, or dishes they have previously cooked in school but not yet had the opportunity to recreate at home. Many of these dishes are also items that can easily be bought ready-made, but making them from scratch is more enjoyable, often more cost-effective, and allows pupils to have greater control over the ingredients used, including reducing preservatives. After May half term, pupils will then prepare for their 'Year 11 Afternoon of Cake', where they will sit together, reflect on all of their hard work, and enjoy a selection of sweet treats and a cup of tea, sharing the products they have made that week.</p>	<p>Encourage pupils to continue cooking regularly over the summer holidays to maintain and build on their skills. A simple way to do this is by having pupils cook one meal a week for the family, allowing them to plan, prepare and serve a complete dish independently. Support them in weighing and measuring ingredients accurately, following recipes step-by-step, and using timers to manage cooking times effectively. Encouraging pupils to take ownership of a dish from start to finish will help build confidence, independence and readiness for their next steps.</p>	<p>Independence Planning Weighing Measuring Timing Presentation</p>
<p>IT Mr Naylor</p>	<p>Pupils have now completed the course. Any outstanding criteria will be addressed, and pupils will be encouraged evaluate their work to ensure there are no gaps. Once complete pupils will be using the time to revise for examined subjects.</p>	<p>Ask your child about how to keep devices and personal information safe and why it's important to have strong passwords.</p>	<p>Proofread Digital footprint Personal information Evaluate</p>

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<p>Land Based Science Miss Durrant and Mrs Weston</p>	<p>This term we will be finishing off our final module 'Basic Animal Health Checks' as well as adding any finishing touches to our four previous modules. As part of this we will be completing the necessary administration and ensuring our work is the best it can be.</p> <p>Once our work is complete, we will be turning our attention to completing some short practical activities linked to Land Based Studies such as erecting an electric fence enclosure, designing an animal enclosure and creating a livestock handling system model using marbles as our livestock!</p> <p>Alongside this additional land-based studies lessons can be used as an opportunity for additional study and catch-up for their other academic lessons.</p>	<p>Parents & carers can support their children by putting together some old clothes or an overall that can be used for the practical elements.</p> <p>If you have any planned visits to an animal park / zoo it would be useful to discuss the enclosures and their design. This could also be supported by watching programmes such as 'The secret life of the zoo' and 'Animal Park' or reminiscing about previous visit.</p>	<p>Electric fence</p> <p>Posts</p> <p>Energizer</p> <p>Enrichment</p> <p>Safety</p> <p>Enclosure</p> <p>Low Stress</p> <p>Sheep race</p> <p>Cattle crush</p> <p>Animal welfare</p>

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<p>History Mrs Petrie</p>	<p>Students have now completed the full OCR SHP (History B) course, covering Crime and Punishment Through Time, The Normans, Kenilworth Castle, Viking Expansion, and Life in Nazi Germany. This term will be dedicated to consolidating that knowledge through targeted revision activities, structured exam practice, and regular feedback on their answers. We will revisit all key topics, examine past questions, and practise writing responses under timed conditions to build confidence and exam technique. Class time will be used for guided preparation, so it is vital that students come prepared, complete all homework tasks, and engage fully with in-class and independent revision.</p>	<p>Please encourage consistent revision of all five topics listed – use the textbook revision guides and booklets they have been given; ensure students are practising with OCR SHP past papers, becoming familiar with question styles and mark schemes; promote effective study habits, such as creating a quiet workspace and sticking to a revision timetable; talk with your child about what they're revising - discussion helps reinforce learning; reminding them to complete all exam questions and homework tasks to the best of their ability.</p> <p>Useful Links: https://ocr.org.uk/qualifications/past-papers (Search for History B – Schools History Project), GCSE History - OCR B - BBC Bitesize</p>	<p>Describe Explain Evaluate Judgement. Evaluate Evidence Interpretations Compare Usefulness</p>
<p>Computer Science Mr Naylor</p>	<p>We will be completing the unit on building robust programs understanding how validation and authentication works. Pupils will be engaging in exam preparation making sure that they revise any learning gaps that they may have. They will then be given the opportunity to continue with their programming skills using Python.</p>	<p>Encourage your child to use SmartRevise and focus on any gaps within their learning using an appropriate revision resource.</p>	<p>Sorting Searching IDE Translator Network Validation</p>

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Art & Design Mrs Berry/ Miss Miller	In Year 11, the main focus is now on preparing for the GCSE Art exam, with students working on their final, exam-based project. After the exam, there will be a brief period to finalise and complete any remaining coursework. The course will conclude by early May, allowing students time to ensure their portfolios are polished and all work is submitted for assessment.	Encourage your child to use these websites: GCSE Art and Design - AQA - BBC Bitesize Tate Kids Free Online Art Learning Resources for Students and Teachers National Gallery of Art	Assessment Objective: 1.Develop 2.Refine 3.Record 4.Present
Music Mrs Lea	Pupils have now completed all of their RSL coursework. They will spend the remainder of this year working on a variety of Level 1 AQA music awards as well as continuing to develop their musical skills on their chosen instruments. This will work towards an end of year performance.	Encourage your child to practice their instrument/singing at home if possible.	Performance Ensemble Timbre Dynamics Instrumentation Mood Form