



Key Stage 4 Pathway Curriculum Booklet



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Dear Parent / Carer,

This booklet is intended to provide you with information about the subjects your child will be taught this year as part of the Key Stage 4 curriculum. We do hope you will find it useful and that it will help you to become more involved in your child's education. At BBIH we have a broad and balanced curriculum which helps to unlock our students' potential and to support them in achieving excellent outcomes. Our curriculum is rooted in ensuring that our students become successful learners, confident individuals and responsible citizens.

To support partnership with parents, all homework set can be viewed by visiting the "[Satchel One](#)" link on the school's website. Parents can then log in using a parental pin (please email admin@bbih.org if you need a copy of this). This keeps parents fully informed of the homework set by teachers and on what date it is to be handed in.

Homework will be set regularly and if you are having any issues checking the homework your child has been set do not hesitate to contact the school. Should you require any further information please do not hesitate to contact us.

English – Entry Level 1/2/3

TERM	Main assessment task
<p>Autumn</p> <p><u>Introduction to functional skills</u></p> <ul style="list-style-type: none"> Understand the components to achieve functional skills (Reading, Writing, and speaking & listening) <p><u>Writing</u></p> <ul style="list-style-type: none"> Word class (nouns, adjectives, verbs, adverbs, pronouns etc) and literacy devices (Alliteration, metaphors etc) . SPAG -Spelling strategies and punctuation Writing the letters of the alphabet in sequence in lower and uppercase An introduction to audience, purpose and including key detail Learning different forms of writing e.g. email, letter and leaflet. Designated Entry level spelling words 	<p>Speaking and listening (Task 1 and Task 2)</p>
<p>Spring</p> <p><u>Reading</u></p> <p>Reading for information:</p> <ul style="list-style-type: none"> Inference Purpose of a text Facts and opinion Comparing text Picking out main point Identify how language and other textual features can be varied to suit different audiences and purposes. Recognise vocabulary typically associated with specific types and purposes of text <p><u>Writing</u></p> <p>Writing: Letters, emails and reports</p> <ul style="list-style-type: none"> Identify the correct layout for different formats of writing Plan, draft and edit the written task Learning key vocabulary and terminology for formats 	<p>Reading assessment</p> <p>Writing assessment</p>
<p>Summer</p> <p><u>Revision</u></p> <ul style="list-style-type: none"> Exam question practice Learning exam strategies, timing and key tips to remember for the exam 	<p>External examinations/ resits reading and writing</p>
<p style="text-align: center;">Course Description</p> <p>Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess learners’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.</p>	
<p style="text-align: center;">Assessment</p> <p>Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year and they will also be used to</p>	

help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped.

Final Assessment

- *Speaking, Listening and Communicating (10 minutes)*
- *Reading exam (45 minutes)*
- *Writing exam (45 minutes)*

Homework

Homework is set at least once a week and lasts for approximately one hour. Students will be given worksheets during their last lesson of the week and a backup copy will be uploaded onto the website showmyhomework.com. This website allows students to reach out to their teacher if they require any assistance.

How Parents Can Help

Every student will be provided with a functional skills revision book which you can work on at home with your child.

- Ensure that their child comes equipped to class with a stationary i.e. Pen, Ruler, Pencil, rubber.
- Encourage and support your child with their weekly spelling list
- Encourage child to read for at least 45 minutes

English – Level 1

TERM	Main assessment task
<p>Autumn</p> <ul style="list-style-type: none"> • Reading comprehension, understanding audience, purpose and skimming and scanning for key information • Writing practice- spelling, grammar and sentence forms. • Speaking, listening and communication 	<p>Spoken Language assessment (Task 1 and Task 2)</p>
<p>Spring</p> <ul style="list-style-type: none"> • Reading comprehension, understanding audience, purpose and skimming and scanning for key information • Writing practice- spelling, grammar and sentence forms. • Speaking, listening and communication 	<p>Reading and writing exams (fast tracked students)</p>
<p>Summer</p> <ul style="list-style-type: none"> • Exam question practice • Learning exam strategies, timing and key tips to remember for the exam 	<p>External examinations/ resits reading and writing</p>
<p>Course Description</p> <p>Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess learners’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.</p>	
<p>Assessment</p> <p>Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped.</p>	
<p>Homework</p> <p>Homework tasks are an essential part of the course and students will be expected to learn to work independently, demonstrating resourcefulness and self-motivation.</p>	
<p>How Parents Can Help</p> <ul style="list-style-type: none"> • Students to complete homework in timed conditions • Access to a textbook, revision guide and workbook • Encourage your child to read at home and keep up with Reading Plus assignments • Ensure they are fully equipped for lessons 	

English – Level 2

TERM	Main assessment task
<p>Autumn</p> <ul style="list-style-type: none"> • Reading comprehension, understanding audience, purpose and skimming and scanning for key information • Writing practice- spelling, grammar and sentence forms. • Speaking, listening and communication 	Spoken Language assessment (Task 1 and Task 2)
<p>Spring</p> <ul style="list-style-type: none"> • Reading comprehension, understanding audience, purpose and skimming and scanning for key information • Writing practice- spelling, grammar and sentence forms. • Speaking, listening and communication 	Reading and writing exams (fast tracked students)
<p>Summer</p> <ul style="list-style-type: none"> • Exam question practice • Learning exam strategies, timing and key tips to remember for the exam 	External examinations/ resits reading and writing
<p>Course Description</p> <p>Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess learners’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.</p>	
<p>Assessment</p> <p>Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped.</p>	
<p>Homework</p> <p>Weekly homework is set related to topics they are studying, which will incorporate exam practice.</p>	
<p>How Parents Can Help</p> <ul style="list-style-type: none"> • Students to complete homework in timed conditions • Access to a textbook, revision guide and workbook • Encourage your child to read at home and keep up with Reading Plus assignments • Ensure they are fully equipped to lessons 	

GCSE English Language

TERM	Main assessment task
<p>Autumn</p> <ul style="list-style-type: none"> ▪ Year 10 Literature Text Of Mice and Men and thematic poetry linked to key topics from the text ▪ Year 11 Paper 2 Language Reading and Writing focus on Non-Fiction unseen texts 	<ul style="list-style-type: none"> ▪ Year 10 Reading analysis essay on Of Mice and Men and poetry • Year 11 Full Paper 2 exam
<p>Spring</p> <ul style="list-style-type: none"> ▪ Year 10 and Year 11 Language Paper 1 and Paper 2 focusing on key skills like comprehension, analysis, comparison and evaluation in a variety of fiction and non-fiction texts 	<p>Paper 1 and 2 walking talking mock exam</p>
<p>Summer</p> <ul style="list-style-type: none"> • Exam strategies including timing, weighting per question, structural frameworks of how to answer each question • Identifying any gaps in learning and readdressing any misconceptions 	<p>Paper 1 and 2 practice exams</p> <p>Final exams</p>
<p>Year 10 and 11 Course Description</p> <p>Within English, students develop reading, writing, speaking and listening skills. They learn how to effectively communicate in different settings and for different purposes.</p> <p>At Key Stage 4 students develop and consolidate the skills needed for GCSE and life beyond school. These include:</p> <ul style="list-style-type: none"> • Reading and interpreting non-fiction and fiction writing. • Developing writing skills and exploring how to manipulate writing for different purposes. • Communicating with different people and in different scenarios. 	
<p>Assessment</p> <p>By the end of year 11, it is anticipated that students should be able to demonstrate they can:</p> <ul style="list-style-type: none"> • Analyse how language and structure are used in a range of forms and genres. • Using quotations – included embedded – to support a range of ideas and thoughts. • Write for a range of purposes, using language for effect and structure for coherency. <p>These skills will be assessed at the end of each half term and progress will be tracked in exercise books and through interim reports.</p>	
<p>Homework</p> <p>Students will be set homework on a regular basis to reinforce what has been learnt in school.</p>	

How Parents Can Help

Encourage your child to complete their CGP workbook and submit their work via Show my Homework.

Access past papers for English Language from the AQA website.

“How to pass” booklets will be provided to your students by the school as a breakdown of key exam preparation.

TERM	Main assessment task
<p><u>Autumn 1</u> Using numbers and the number system – whole numbers, fractions and decimals</p> <ol style="list-style-type: none"> 1. E3.1 Count, read, write, order and compare numbers up to 1000 2. E3.2 Add and subtract using three-digit whole numbers 3. E3.3 Divide three-digit whole numbers by single- and double- digit whole numbers and express remainders 4. E3.4 Multiply two-digit whole numbers by single- and double- digit whole numbers 5. E3.5 Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results 6. E3.6 Recognise and continue linear sequences of numbers up to 100 7. E3.7 Read, write and understand thirds, quarters, fifths and tenths, including equivalent forms 8. E3.8 Read, write and use decimals up to two decimal places 9. E3.9 Recognise and continue sequences that involve decimals <p><u>Autumn 2</u> Using common measures, shape and space</p> <ol style="list-style-type: none"> 10. E3.10 Calculate with money using decimal notation and express money correctly in writing in pounds and pence 11. E3.11 Round amounts of money to the nearest £1 or 10p 12. E3.12 Read, measure and record time using am and pm 13. E3.13 Read time from analogue and 24-hour digital clocks in hours and minutes 	<p>Worksheets End of topic assessment</p>

<p>14. E3.14 Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division</p> <p>15. E3.15 Compare metric measures of length, including millimetres, centimetres, metres and kilometres</p>	
<p><u>Spring 1</u> Handling information and data</p> <p>21. E3.21 Extract information from lists, tables, diagrams and charts and create frequency tables</p> <p>22. E3.22 Interpret information to make comparisons and record changes, from different formats, including bar charts and simple line graphs</p> <p>23. E3.23 Organise and represent information in appropriate ways, including tables, diagrams, simple line graphs and bar charts</p> <p><u>Spring 2</u> Using common measures, shape and space</p> <p>16. E3.16 Compare measures of weight, including grams and kilograms</p> <p>17. E3.17 Compare measures of capacity, including millilitres and litres</p> <p>18. E3.18 Use a suitable instrument to measure mass and length</p> <p>19. E3.19 Sort 2-D and 3-D shapes using properties, including lines of symmetry, length, right angles, angles, including in rectangles and triangles</p> <p>20. E3.20 Using appropriate positional vocabulary to describe position and direction, including eight compass points and full/half/quarter turns</p>	<p>Worksheets End of topic assessment</p>
<p><i>Summer</i> Preparation Revision Exam questions practice Mock practice papers Exam feedback</p>	<p>Exam</p>
<p>Course Description</p>	

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. The qualifications assess learners' underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.

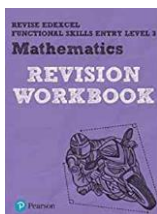
Assessment

Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a 'working at' grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment.

Homework

Homework is set regularly. All homework is set on the website MyMaths.com. Students are reminded to memorise their timetables and practice on basic numeracy including mental maths.

How Parents Can Help



The Pearson entry level functional skills mathematics revision workbook can be bought to help support students through their Maths lessons.

Parents can also help by:

- Ensuring that their child comes equipped to class with a stationary and calculator
- Encouraging and supporting their child with mathematical vocabulary, spelling and timetable

Other

Students will be entered for either entry level 1,2 or 3, depending on what is most appropriate for them. This will be decided during the course according to how students are progressing and how confident they feel. It is also possible that students could progress through more than one level during the year.

Maths Level 1

TERM	Main assessment task
<p>Autumn</p> <ul style="list-style-type: none"> • Read, write, order and compare numbers (up to one million) • Recognise and use positive and negative numbers • Multiply and divide whole numbers and decimals by 10, 100, 1000 • Use multiplication facts and make connections with division facts • Use simple formulae expressed in words for one or two-step operations • Calculate the squares of one-digit and two-digit numbers • Follow the order of precedence of operators • Read, write, order and compare common fractions and mixed numbers • Find fractions of whole number quantities or measurements • Read, write, order and compare decimals up to three decimal places • Add, subtract, multiply and divide decimals up to two decimal places • Approximate by rounding to a whole number or to one or two decimal places • Read, write, order and compare percentages in whole numbers • Calculate percentages of quantities, including simple percentage increases and decreases by 5% 	<ul style="list-style-type: none"> • End of half term assessments on topics taught
<p>Spring</p> <ul style="list-style-type: none"> • Estimate answers to calculations using fractions and decimals • Recognise and calculate equivalences between common fractions, percentages and decimals • Work with simple ratio and direct proportions • Calculate simple interest in multiples of 5% on amounts of money • Calculate discounts in multiples of 5% on amounts of money • Convert between units of length, weight, capacity, money and time, in the same system • Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles • Calculate the volumes of cubes and cuboids 	<ul style="list-style-type: none"> • End of half term assessments on topics taught

<ul style="list-style-type: none"> • Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles • Recognise and make use of simple scales on maps and drawings 	
<p>Summer</p> <ul style="list-style-type: none"> • Interpret plans, elevations and nets of simple 3-D shapes • Use angles when describing position and direction, and measure angles in degrees • Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs • Group discrete data and represent grouped data graphically • Find the mean and range of a set of quantities • Monday bank holiday • Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events • Use equally likely outcomes to find the probabilities of simple events and express them as fractions • Exam practice and revision 	<ul style="list-style-type: none"> • Past paper practice • Final exams
<p style="text-align: center;">Course description</p> <p>Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess learners’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.</p>	
<p style="text-align: center;">Assessment</p> <p>Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment.</p>	
<p style="text-align: center;">Homework</p> <p>Homework is set at least once a week and lasts for approximately one hour. All homework is set on the website showmyhomework.com. This website allows students to reach out to their teacher if they require any assistance. Students are reminded to memorise their timetables and practice on basic numeracy including mental maths.</p>	
<p style="text-align: center;">How Parents Can Help</p> <p>The Pearson functional skills maths revision book Level 1 can be bought to help support students through their Maths lessons. Ensure that their child comes equipped to class with a stationary and calculator Encourage and support their child with mathematical vocabulary, spelling and timetable</p>	

Maths Level 2

TERM	Main assessment task
<p style="text-align: center;"><u>Autumn 1</u></p> <p>Using numbers and the number system – whole numbers, fractions, decimals and percentages</p> <ol style="list-style-type: none"> 1. Read, write, order and compare positive and negative numbers of any size 2. Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation 3. Evaluate expressions and make substitutions in given formulae in words and symbols 4. Identify and know the equivalence between fractions, decimals and percentages 5. Work out percentages of amounts and express one amount as a percentage of another 6. Calculate percentage change (any size increase and decrease), and original value after percentage change <p style="text-align: center;"><u>Autumn 2</u></p> <p>Using common measures, shape and space</p> <ol style="list-style-type: none"> 13. Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting 14. Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph 15. Calculate using compound measures including speed, density and rates of pay 16. Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles) 17. Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders) 	<ul style="list-style-type: none"> • End of half term assessments on topics taught

<p style="text-align: center;"><u>Spring 1</u></p> <p>Handling information and data</p> <p>23. Calculate the median and mode of a set of quantities</p> <p>24. Estimate the mean of a grouped frequency distribution from discrete data</p> <p>25. Use the mean, median, mode and range to compare two sets of data</p> <p>26. Work out the probability of combined events including the use of diagrams and tables, including two-way tables</p> <p>27. Express probabilities as fractions, decimals and percentages</p> <p>28. Draw and interpret scatter diagrams and recognise positive and negative correlation</p> <p style="text-align: center;"><u>Spring 2</u></p> <p><u>Using numbers and the number system – whole numbers, fractions, decimals and percentages</u></p> <p>7. Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers</p> <p>8. Express one number as a fraction of another</p> <p>9. Order, approximate and compare decimals</p> <p>10. Add, subtract, multiply and divide decimals up to three decimal places</p> <p>11. Understand and calculate using ratios, direct proportion and inverse proportion</p> <p>12. Follow the order of precedence of operators, including indices</p>	<ul style="list-style-type: none"> • End of half term assessments on topics taught
<p style="text-align: center;"><u>Summer 1</u></p> <p>Using common measures, shape and space</p> <p>18. Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements</p>	<ul style="list-style-type: none"> • Past paper practice • Final exams

- 19. Use coordinates in 2-D, positive and negative, to specify the positions of points
- 20. Understand and use common 2-D representations of 3-D objects
- 21. Draw 3-D shapes to include plans and elevations
- 22. Calculate values of angles and/or coordinates with 2-D and 3-D shapes

Summer 2

- Preparation
- Revision
- Exam questions practice
- Mock practice papers
- Exam feedback

Course description

Functional Skills qualifications provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. The qualifications assess learners’ underpinning subject knowledge and their ability to apply this knowledge to different contexts. They provide a foundation for progression to employment and further technical education, and they help learners to develop skills for everyday life. The course is graded with either pass or fail.

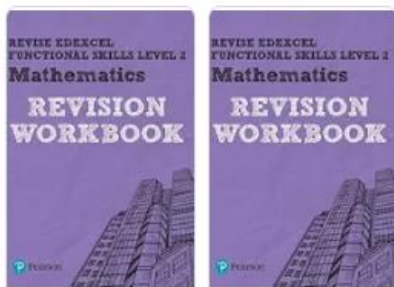
Assessment

Each student is assessed thoroughly in every class after any classwork is produced. Thereafter, students are assessed after every unit. The units are monitored and averaged to give a ‘working at’ grade throughout the year and they will also be used to help generate a predicted grade for each student. Classwork and homework are monitored frequently. It is essential for each student to arrive to lessons fully prepared and equipped with Mathematical equipment.

Homework

Homework is set regularly. All homework is set on the website MyMaths.com. Students are reminded to memorise their timetables and practice on basic numeracy including mental maths.

How Parents Can Help



The Pearson functional skills maths revision book Level 2 can be bought to help support students through their Maths lessons.

Ensure that their child comes equipped to class with a stationary and calculator

Encourage and support their child with mathematical vocabulary, spelling and timetable

TERM	Main assessment task
<p>Autumn</p> <p>Chapters 1 – 10 of the Collins Edexcel Mathematics GCSE textbook</p> <ul style="list-style-type: none"> • Basic Number • Fractions and Percentages • Statistical Diagrams and Averages • Number and Sequences • Ratio and Proportion • Angles • Transformations and Loci • Algebraic Manipulation • Length, Area and Volume • Linear Graphs • Revision 	<p>End of term test on all topics taught so far.</p>
<p>Spring</p> <p>Chapters 11 – 20 of the Collins Edexcel Mathematics GCSE textbook</p> <ul style="list-style-type: none"> • Right-angled Triangles • Similarity • Exploring and Applying Probability • Powers and Standard Form • Equations and Inequalities • Counting, Accuracy, Power and Surds • Quadratic Equations • Sampling and More Complex Diagrams • Combined Events (Probability) • Properties of Circles • Revision 	<p>Mock exams on paper 1 and 2</p>
<p>Summer</p> <p>Chapters 21 – 25 of the Collins Edexcel Mathematics GCSE textbook</p> <ul style="list-style-type: none"> • Variation • Triangles • Graphs • Algebraic Fractions and Functions • Vector Geometry <p>Mathematics Higher Tier Work.</p> <ul style="list-style-type: none"> • Quadratic Equations • Nth term quadratic equations • Graphs • Surds • Revision 	<p>Mock exam on paper 3</p>
<p style="text-align: center;">Course Description</p> <p>The course follows the chapters covered in the Collins Edexcel Mathematics GCSE textbook (ISBN 978-0-00-811381-0)</p>	

Students will be taught mathematical skills and how to solve mathematical problems. They will also be taught mathematical literacy. As well as preparing students to be successful in the GCSE exam, this course will also help improve their numeracy skills, which will be vitally important to them as they progress to the next stage of their education.

Assessment

Students will take 3 papers in May and June. Each paper will test students' knowledge on all topics taught during the year. The first paper is non-calculator. The second and thirds papers are with a calculator. Students will be entered for either the Foundation Tier or the Higher Tier.

Homework

Homework will be set on a regular basis. This work will be designed to help students reinforce what they have learnt in the classroom and to help them retain all information they need to successfully sit the GCSE exam.

How Parents Can Help

- Check SMHW/MyMaths to see what homework has been set and ensure that the student has completed it.
- Encourage your child to use the BBC Bitesize website to complete homework and revise regularly.
- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

Entry Level Science

TERM	Main assessment task
<p>Autumn</p> <p>Biology</p> <ul style="list-style-type: none"> • Dead or alive (cells) • Babies (reproduction) • Control systems • Fooling your senses • Gasping for breath • You can only have one life – look after it • Body wars • Creepy crawlies • Extinction • My genes • Food factory 	<ul style="list-style-type: none"> • 12 end of item tests • Can do tasks • Practical tasks
<p>Spring</p> <p>Chemistry</p> <ul style="list-style-type: none"> • Physical or chemical change • Acids and alkalis • Everything in its place • Clean air and water • Novel materials • Sorting out • Let's get together • Heavy metal • Fuels • Are you overreacting? • How fast? How slow? • CSI plus 	<ul style="list-style-type: none"> • 12 end of item tests • Can do tasks • Practical tasks
<p>Summer</p> <p>Physics</p> <ul style="list-style-type: none"> • Getting the message • Full spectrum • Medical rays • Hot stuff • Alternative energy • Nuclear power • Our electricity supply • Attractive forces • Pushes and pulls • Driving along • Fly me to the moon • Final frontiers 	<ul style="list-style-type: none"> • 12 End of item tests • Can do tasks • Practical tasks

Course Description

OCR's Entry Level Certificate in Science provides an entry into the understanding of the physical, chemical and biological world. Scientific understanding is changing our lives and is vital to world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science.

Assessment

There are 3 elements to the assessment on this course

Element 1 consists of end-of-item tests and makes up 72% of the total grade.

Element 2 consists of can-do-tasks and makes up 8% of the total grade.

Element 3 consists of practical tasks and makes up 20% of the total grade.

Homework

Students will be set homework on a regular basis to reinforce what has been learnt in school.

How Parents Can Help

- Ensure that their child have the correct equipment for lessons.
- Assist and monitor to make sure that your child's homework has always been completed.

TERM	Main assessment task
<p>Autumn</p> <p>Biology</p> <p>B1 – Cell level systems B2 – Scaling Up B3 – Organism-level Systems B4 – Community-level Systems</p>	<p>End of unit tests</p>
<p>Spring</p> <p>Chemistry</p> <p>C1 – Particles C2 – Elements, Compounds and Mixtures C3 – Chemical Reactions C4 – Predicting and Identifying Reactions and Products</p>	<p>End of unit tests</p> <p>Mock exam</p>
<p>Summer</p> <p>Physics</p> <p>P1 - Matter P2 – Forces P3 – Electricity and magnetism P4 – Waves and radioactivity</p> <p>Exam revision for the first exams in Biology, Chemistry and Physics (units 1,2 and 3)</p> <p>Exam revision for the second exams in Biology, Chemistry and Physics (units 4,5 and 6)</p>	<p>End of unit tests</p> <p>Mock exam</p>
<p style="text-align: center;">Course Description</p> <p>Students are taking the OCR combined science course. They will cover all 3 sciences. The specification is divided into topics, each covering different key concepts of biology, chemistry and physics. Teaching of practical skills is integrated with the theoretical topics.</p>	
<p style="text-align: center;">Assessment</p> <p>Students are assessed throughout the year using end of unit tests that are designed in the same way as the official exam that are taken in summer. There will also be full mock papers taken.</p>	
<p style="text-align: center;">Homework</p> <p>Homework will be set to support the students’ learning. There will be a particular focus on modules 5 and 6 in the 3 sciences</p>	
<p style="text-align: center;">How Parents Can Help</p> <ul style="list-style-type: none"> • Ensure that their child have the correct equipment for lessons. • Assist and monitor to make sure that your child’s homework has always been completed. 	

TERM	Assessment Tasks:
<p><i>Autumn 2024 & Spring 2025</i></p> <p>We will study two complimentary topics in alternating lessons, a mixture of theory and practical.</p> <p>Theory: <u>Working in the art and design industry</u></p> <p>Students will be exposed to the huge variety of careers that use, or are involved in, Art & Design. Students will ‘deep dive’ into certain careers to gain a better understanding to the ‘real world’.</p> <p>Practical: <u>Explore materials, techniques and visual language</u></p> <p>Students will have the opportunity to use and create wild, experimental, fun pieces of work. They will be taught how to use artistic materials properly and how to keep an art studio functioning. They will be introduced to new and old artistic techniques.</p>	<p>Theory Tasks:</p> <ul style="list-style-type: none"> • Identify how organisations operate in the art and design industry • List job roles within the art and design industry • Describe the characteristics of job roles within the art and design industry <p>Practical Tasks:</p> <ul style="list-style-type: none"> • Demonstrate the properties of a range of art & design materials • Select suitable materials for a particular purpose • Apply a range of techniques • Select suitable techniques for a particular purpose • Use visual language in exploring materials and techniques • Demonstrate selected techniques • Apply health and safety procedures when handling materials and using techniques <p>The above will be evidenced in two portfolios of work, deadline: 10/03/2025</p>
<p><i>Summer 2025</i></p> <p><u>Ideas in art and design</u></p> <p>Students will investigate a range of art sources, including art discovered on school trips. Students will begin to understand the cultural and political significance of art works, being able to identify elements of artistic communication. Students will produce a mixture of practical art and written work in response to their investigations.</p>	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Create experimental pieces responding to different sources • Annotate examples of visual reference • Provide information about other artists’ work <p>The above will be evidenced in a portfolio of work, deadline: 07/07/2025</p>
<p><i>Autumn 2025</i></p> <p><u>Building a Portfolio</u></p> <p>The purpose of this unit is to build an art and design portfolio, to act as a vehicle for supporting an application to employment or further study.</p>	<p>Theory:</p> <ul style="list-style-type: none"> • Understand the purpose of an art and design portfolio • Describe how artists and designers use portfolios <p>Practical:</p>

	<ul style="list-style-type: none"> • Create and present a high standard portfolio of work <p>The above will be evidenced in a portfolio of work, deadline: 30/11/2025</p>
<p>Spring 2026</p> <p><u>Produce a final piece</u></p> <p>Students will plan and prepare for production of their final work, using developed ideas. Students will then produce final work using materials and techniques competently and using visual language effectively. On completion of the work, students will evaluate their work in the context of what they learnt and how their ideas have developed.</p>	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Develop a work schedule for production of final art and design work • Use ideas developed to inform production of final art and design work • Use visual language and its formal elements effectively in the production of the final art and design work • Demonstrate competent use of tools, techniques and materials • Apply health and safety procedures • Use an appropriate context to present final work • Assess final work <p>The above will be evidenced in a portfolio of work, deadline: 30/04/2026</p>
<p>Course Description</p> <p>This qualification is designed for learners who wish to develop a range of artistic skills and techniques. Practically, students will learn to use raw materials, tools and equipment. Academically, students will develop their analytical, evaluative and research skills. Artistically, students will learn to experiment, make mistakes, improvise and enjoy the creative process of making art.</p>	
<p>Assessment</p> <p>This course is Pass or Fail. Students must complete every learning objective to pass. The final submission date for all work will be in July 2026, however students will be scheduled and encouraged to complete incrementally by Easter 2026.</p> <p>Work is submitted in portfolio format. Each unit will be assessed toward the end of each term, with time for corrections and adjustments based on feedback.</p>	
<p>Homework</p> <p>Homework will largely take the role of research. Students will be asked to research artists, movements or theories and bring in their findings. Students are welcome to bring in practical artwork from home, but most practical work will take place in the classroom.</p>	
<p>How Parents Can Help</p> <ul style="list-style-type: none"> • Encourage students to find their own artistic path, stay on schedule and most importantly: <i>Aim for progress not perfection!</i> • Set aside time for students to research and practise at home. 	

- Visit art galleries or installations during the holidays, encourage students to find artistic schemes and communities for young people e.g. National Portrait Gallery Youth
- Remind students to be aware that they will get messy in art! Think wisely about clothing, hair and accessories (e.g. nails and acrylics often get in the way or broken when creating art.)

Art – Creative Craft

TERM	Assessment Tasks:
<p>1st Half Autumn 2024</p> <p><u>Use materials, tools and equipment to develop craft techniques</u></p> <p>Learners will explore different materials and develop an understanding of the visual and tactile qualities of them. They will develop their techniques for manipulation of different craft materials and develop the use of tools needed whilst ensuring that they observe the health and safety aspects of the materials, tools and techniques used.</p>	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Assess the properties of available materials for craft item(s) including the visual and tactile qualities • Select materials, tools, equipment and techniques to support craft ideas and give reasons for choices • Use appropriate tools and equipment for selected techniques • Develop craft techniques, making effective use of materials, tools and equipment • Maintain a safe working environment by ensuring safe use of materials, tools and equipment
<p>2nd Half Autumn 2024 1st Half Spring 2025</p> <p><u>Develop craft ideas</u></p> <p>Learners will research and compare sources and contexts to inspire their ideas for craft. Learners will have to opportunity to present their ideas to others to gain feedback on which to adapt or improve their idea. They will develop their ideas by researching, debating and adapting before selecting and justifying their final choice.</p>	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Use a range of different sources to develop craft ideas • Develop visual language to communicate craft ideas • Use feedback and evaluation of own work to develop craft ideas • Adapt craft ideas in response to feedback and evaluation of own work • Select preferred craft idea giving reasons for choice • Maintain a safe working environment
<p>2nd Half Spring 2025 1st Half Summer 2025</p> <p><u>Create, present and evaluate final craft item</u></p> <p>In this unit learners will plan, produce and evaluate their own craft work. Learners will prepare the tools, materials and equipment required to produce their craft piece whilst maintaining a safe working environment. Learners will have the opportunity to display their finished piece in an appropriate way or setting for others to see. Learners will also evaluate the whole creative process and record any issues/challenges they faced and any areas for improvement.</p>	<p>Assessment Tasks:</p> <ul style="list-style-type: none"> • Use chosen idea to create a production plan • Use selected tools, materials, equipment and techniques to produce final craft work • Display craft work in an appropriate way/setting • Maintain a safe working environment • Evaluate the creative process • Review final craft item to identify opportunities for improvement or further development
<p style="text-align: center;">Course Description</p> <p>This qualification is designed for learners who wish to develop a range of artistic skills and techniques. Practically, students will learn to use raw materials, tools and equipment. Academically, students will develop</p>	

their analytical, evaluative and research skills. Artistically, students will learn to experiment, make mistakes, improvise and enjoy the creative process of making art.

Assessment

This course is Pass or Fail. Students must complete every learning objective to pass. The final submission date for all work will be in July 2025, however students will be scheduled and encouraged to complete incrementally by May half term 2025.

Homework

Homework will largely take the role of research. Students will be asked to research craft techniques, including the correct name and use of tools and equipment. Students will be encouraged to research what role craft plays in the modern world, for example considering the income generated by modern craftspeople.

How Parents Can Help

- Encourage students to find their own creative path, stay on schedule and most importantly: *Aim for progress not perfection!*
- Set aside time for students to research and practise at home.
- Remind students to be aware that they will get messy! Think wisely about clothing, hair and accessories (e.g. nails and acrylics often get in the way or broken when creating art.)

Health and Social Care Level 1-Year 11

TERM	Main assessment task
<p style="text-align: center;">Autumn</p> <p style="text-align: center;"><u>Human Growth and development</u></p> <p>L01: Know about human growth and development L02: Know factors which affect human growth and development.</p> <p style="text-align: center;"><u>Introductory awareness of person-centred support in health, social care and children’s and young people’s settings</u></p> <p>L01: Understand what is meant by person-centred support in health, social care and children’s and young people’s settings. L02: Know the importance to individuals of person-centred support in health, social care and children’s and young people’s settings</p> <p style="text-align: center;"><u>Introduction to disability awareness</u></p> <p>L01: Know the difference between the terms disability and impairment. L02: Know how key legislation protects people who have a disability. L03: Understand attitudes and barriers faced by people who have a disability. L04: Understand the social model of disability and how it is put into practice.</p>	<p>Feedback Internally Verify Portfolio assignment throughout year as units completed.</p>
<p style="text-align: center;">Spring</p> <p style="text-align: center;"><u>Introductory awareness of equality and inclusion in health, social care and children’s and young people’s settings</u></p> <p>L01: Know the importance of equality and inclusion within health, social care and children’s and young people’s settings. L02: Know the effects of discriminatory attitudes and behaviours on individuals. L03: Know the factors that affect equality and inclusion of individuals.</p> <p style="text-align: center;"><u>Awareness of protection and safeguarding in health and social care (adults and children and young people), early years and childcare</u></p> <p>L01: Understand protection in health and social care (adults and children and young people), early years and childcare.</p> <p style="text-align: center;"><u>Encourage children and young people to eat healthily</u></p> <p>L01: 1. Know about healthy eating for children and young people.</p>	<p>Feedback Internally Verify Portfolio assignment throughout year as units completed.</p>
<p style="text-align: center;">Summer</p> <p style="text-align: center;"><u>Encourage children and young people to eat healthily</u></p> <p>L02: Know about activities to encourage children and young people to eat healthily</p>	<p>Feedback Internally Verify Portfolio assignment throughout year as units completed.</p>

<p><u>Coursework catch-up on units missed from last year</u></p> <ul style="list-style-type: none"> • Health and safety awareness • Understand the range of services • Introduction into communication in health and social care • Understand the principles and values in health and social care 	<p>Portfolios to be submitted for certificating.</p>
<p style="text-align: center;">Course Description</p> <p>The Level 1 certificate in Health, Social Care and Children's and Young People's Settings aims to develop learners' knowledge and awareness of health, social care and children's and young people's settings. It is aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.</p>	
<p style="text-align: center;">Assessment</p> <p>Portfolio complete Teacher feedback Internally verify Externally verify</p>	
<p style="text-align: center;">Homework</p> <p>The majority of Portfolio tasks will be carried out in school however, learners will be able to complete work from home.</p>	
<p style="text-align: center;">How Parents Can Help</p> <p>Parents can encourage their child to participate in lessons Attend school and if they miss school advise them to complete any work missed.</p>	

Pearson Level 1/2 Health and Social Care

TERM	Main assessment task
<p style="text-align: center;">Autumn</p> <p style="text-align: center;"><u>Component 1-Human growth and development</u></p> <p>A1- Human growth and development across life stages A2- Factors affecting growth and development B1- Different types of life events B2- Coping with change caused by life events</p>	<p>Feedback Internally Verify Portfolio assignment throughout year as units completed.</p>
<p style="text-align: center;">Spring</p> <p style="text-align: center;"><u>Component 1-Human growth and development</u></p> <p>B2- Coping with change caused by life events</p> <p style="text-align: center;"><u>Component 2- Health and social care services and values</u></p> <p>A1-Healthcare Services A2- Social care services A3-Barriers to accessing services</p>	<p>Feedback Internally Verify Portfolio assignment throughout year as units completed.</p>
<p style="text-align: center;">Summer</p> <p style="text-align: center;"><u>Component 2- Health and social care services and values</u></p> <p>A3-Barriers to accessing services B1-Skills and attributes in health and social care B2-Values in health and social care B3-Obstacles individuals requiring care may face</p>	<p>Feedback Internally Verify Portfolio assignment throughout year as units completed.</p> <p>Portfolios to be submitted for certificating.</p>
<p>Course Description</p> <p>The Pearson’s level 1/ 2 in health and social care is a course that will develop learners’ knowledge and awareness of health, social care and children’s and young people’s settings. It is aimed at learners in school or college who wish to develop an understanding of the similarities and differences between these settings.</p>	
<p>Assessment</p> <p>Portfolio complete Teacher feedback Internally verify Externally verify</p>	
<p>Homework</p> <p>The majority of Portfolio tasks will be carried out in school however, learners will be able to complete work from home.</p>	
<p>How Parents Can Help</p> <p>Parents can encourage their child to participate in lessons Attend school and if they miss school advise them to complete any work missed.</p>	

Sport Level 1

TERM	Main assessment task
<p style="text-align: center;"><i>Autumn</i></p> <p>UNIT 1: Taking Part in sport</p> <ol style="list-style-type: none"> 1. Know how to take part in sport 2. Be able to take part in a range of sports 3. Review own participation in sport <p>Unit 2: Sports Coaching</p> <ol style="list-style-type: none"> 1. Know the qualities of a sports coach 2. Plan a coaching session 3. Deliver own coaching session 4. Evaluate own coaching session 	<p>End of unit assignments</p>
<p style="text-align: center;"><i>Spring</i></p> <p>Unit 5: Effect of exercise on the Human body</p> <ol style="list-style-type: none"> 1. Know the components of fitness 2. Know the structure of skeletal system 3. Know the structure of muscular system 4. Know the structure of the respiratory system 5. Know the structure of the cardiovascular system <p>Unit 7: Health and Nutrition</p> <ol style="list-style-type: none"> 1. Understand major food groups 2. Know the importance to health and wellbeing 3. Know how to manage a healthy balanced diet 	<p>End of unit assignments</p>
<p style="text-align: center;"><i>Summer</i></p> <p>Unit 10: understand the sport and leisure sector</p> <ol style="list-style-type: none"> 1. Know about the sport and active leisure sector 2. Know about job opportunities in sport and active leisure 3. Know about the skills and qualifications needed to work in the sport and active leisure sector <p>Be able to plan own learning and development in order to prepare for a career within sport and active leisure</p>	<p>End of unit assignments</p>
<p>Course Description</p>	

Assessment

100% coursework. Assignments will be submitted throughout the year. All assignments must be passed to gain the qualification.

Homework

Students will be set work that will support them with both their understanding of key concepts and completing assignments.

How Parents Can Help

Parents/guardians can help students complete coursework and plan for practical's in a number of ways:

- by being constructive and creating a positive environment
 - help students can establish a routine
 - provide guidance and resources
 - encouraging breaks
- offer assistance when needed, and promote a balanced approach to studying and self-care.

Sport Level 2 Year 10

TERM	Main assessment task
<p>Autumn</p> <p>Sports coaching (T/505/9937)</p> <p>1 - Understand the roles, responsibilities, techniques and skills of a sports coach</p> <p>2 - Understand the technical process of coaching sports</p> <p>3 - Know how to plan a sports coaching session</p> <p>4 - Be able to deliver a sports coaching session</p> <p>5 - Be able to review a sports coaching session</p> <p>Anatomy and physiology for exercise (R/505/9959)</p> <p>1 - Know the structure and function of the skeletal system</p> <p>2 - Know the structure and function of the muscular system</p> <p>3 - Know the structure and function of the cardiovascular system</p> <p>4 - Know the structure and function of the respiratory system</p> <p>5 - Understand the nervous system and its relation to exercise</p> <p>6 - Understand energy systems and their relation to exercise</p>	<ul style="list-style-type: none"> Unit portfolio submission
<p>Spring</p> <p>Participating in sport (M/505/9936)</p> <p>1 - Be able to organise a sports activity</p> <p>2 - Be able to participate in a sports activity</p> <p>3 - Be able to review participation in the sports activity</p> <p>4 - Understand rules, regulations and the concept of fair play within sport</p> <p>Developing sporting skills and tactical awareness (D/505/9981)</p> <p>1 - Understand the technical and tactical skills for a selected sport</p> <p>2 - Know how to assess technical and tactical skills</p> <p>3 - Know how to use goal setting to improve own performance</p>	<ul style="list-style-type: none"> Unit portfolio submission
<p>Summer</p> <p>Developing sporting skills and tactical awareness (Continued) (D/505/9981)</p> <p>1 - Understand the technical and tactical skills for a selected sport</p> <p>2 - Know how to assess technical and tactical skills</p> <p>3 - Know how to use goal setting to improve own performance</p>	<ul style="list-style-type: none"> Unit portfolio submissions Final portfolio submission
<p>Course Description</p> <p>This qualification will give learners the introductory skills to either start a career in sport or progress within employment in the sector. This qualification can also prepare learners for higher or further education and gives a good introduction to the sport vocation.</p>	
<p>Assessment</p>	

Assessment for this course is by assignment. Each of the 4 units will require the completion of a number of tasks. All tasks must be passed in order to obtain the qualification. Units will be graded as pass, merit or distinction.

Homework

Students will be set work to help reinforce and extend what has been learnt in the classroom.

How Parents Can Help

Check SMHW to see what homework has been set and ensure that the student has completed it.

- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

Sport Level 2 Year 11

TERM	Main assessment task
<p>Autumn</p> <p>1 Be able to manage own work commitments and leisure time 2 Know appropriate behaviour for an elite athlete 3 Know the factors that influence effective career planning 4 Be able to participate in a media interview</p>	<ul style="list-style-type: none"> • Unit portfolio submission
<p>Spring</p> <p>1. Understand how the development of sport in society has influenced how it is organised 2. Understand the key roles of organisations and agencies in the organisation of sport in the UK 3 Understand how contemporary issues have an effect on sport participation in society 4, Understand the current issues in sport</p>	<ul style="list-style-type: none"> • Unit portfolio submission
<p>Summer</p> <p>1. Understand the effects of exercise on the body 2 Understand the components and principles of fitness 3 Understand nutritional guidelines for different demographics 4 Understand the health benefits of good nutrition</p>	<ul style="list-style-type: none"> • Unit portfolio submissions • Final portfolio submission
<p>Course Description</p> <p>This qualification will give learners the introductory skills to either start a career in sport or progress within employment in the sector. This qualification can also prepare learners for higher or further education and gives a good introduction to the sport vocation.</p>	
<p>Assessment</p> <p>Assessment for this course is by assignment. Each of the 4 units will require the completion of a number of tasks. All tasks must be passed in order to obtain the qualification. Units will be graded as pass, merit or distinction.</p>	
<p>Homework</p> <p>Students will be set work to help reinforce and extend what has been learnt in the classroom.</p>	
<p>How Parents Can Help</p> <p>Check SMHW to see what homework has been set and ensure that the student has completed it.</p> <ul style="list-style-type: none"> • Encourage your child to ask the teacher after the lesson if they have not understood the work. • Show an interest in your child's work and ask them to teach you what they have learnt. 	

ICT Level 2

TERM	Main assessment task
<p>Autumn</p> <p>Unit 1 - Improving productivity using IT Unit 57 - Presentation software</p>	<p>Unit 1 portfolio submission</p>
<p>Spring</p> <p>Unit 57 (continued) - Presentation software Unit 68 - Spreadsheet software</p>	<p>Unit 57 portfolio submission Unit 68 portfolio submission</p>
<p>Summer</p> <p>Unit 73 - Word processing software Coursework catch up.</p>	<p>Unit 73 portfolio submission Final portfolio submission</p>
<p>Course Description</p> <p>NCFE Level 2 Certificate in IT User Skills equips students with essential IT skills from using the internet to email and Microsoft Office (Word, Excel, PowerPoint). The qualification will allow learners to apply knowledge, understanding and skills to a level recognised by employers, thus proving competency in their job role that involves IT. Grades are awarded with either a pass or fail.</p>	
<p>Assessment</p> <p>Assessment for this course is by assignment. Each of the 4 units will require the completion of a number of tasks. All tasks must be passed in order to obtain the qualification. Units will be graded as pass, merit or distinction.</p>	
<p>Homework</p> <p>Portfolio tasks themselves must be carried out in school however, students will have the opportunity to make notes in preparation.</p>	
<p>How Parents Can Help</p> <p>Ensure that their child is ready to learn Provide their child with time at home to practise the skills learnt in class through extension tasks</p>	

Catering Level 2

TERM	Main assessment task
<p>Autumn</p> <p>Unit 01 Preparing to cook</p> <ul style="list-style-type: none"> • Understand how to prepare self and the environment for cooking • Understand how to prepare and store equipment and utensils • Understand recipes for cooking • Be able to use skills for food preparation and cooking <p>Unit 02 Understanding food</p> <ul style="list-style-type: none"> • Understand the sources of food • Understand factors affecting food choices 	<p>End of unit assignment</p>
<p>Spring</p> <p>Unit 02 Understanding food (continued)</p> <ul style="list-style-type: none"> • Be able to make informed choices when using food for cooking <p>Unit 03 Exploring balanced diets</p> <p>Understand the importance of a balanced diet</p> <p>Be able to change recipes to make them healthier</p>	<p>End of unit assignment</p> <p>End of unit assignment</p>
<p>Summer</p> <p>Unit 04 Plan and produce dishes in response to a brief</p> <ul style="list-style-type: none"> • Be able to plan a menu for a set brief • Be able to prepare and make the dishes on the menu • Be able to review the menu and completed dishes <p>Coursework catch up and final portfolio completion</p>	<p>End of unit assignment</p>
<p style="text-align: center;">Course Description</p> <p>Throughout this course students develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar ‘key skills’, such as team working, independent learning and problem solving, to more tricky-to-measure skills, such as:</p> <ul style="list-style-type: none"> • an appreciation for appropriate behaviour and dress • appropriate interpersonal skills • communicating with professional colleagues/peers and/or hierarchical seniors • supporting other aspiring employees • personal manners and deportment • understanding work practices and how different roles and departments function within an organisation. 	
<p style="text-align: center;">Assessment</p>	

To be awarded the Level 2 Certificate in Food and Cookery Skills, learners are required to successfully complete 4 graded (pass, merit and distinction) mandatory units.

Homework

When required students will be set work to help them consolidate what they have learnt and to complete assignment work.

How Parents Can Help

Check SMHW to see what homework has been set and ensure that the student has completed it.

- Encourage your child to ask the teacher after the lesson if they have not understood the work.
- Show an interest in your child's work and ask them to teach you what they have learnt.

LIBF Level 1 / 2 in Financial Education Certificate (LiFC)

TERM	Main assessment task
<p>Autumn</p> <p>UNIT 1 - YOUR PERSONAL FINANCES</p>	<ul style="list-style-type: none"> • End of unit 1 practice test
<p>Spring</p> <p>UNIT 2- MONEY MANAGEMENT FOR YOU GENERATION UNIT 3- FINANCIAL CAREERS AND FINANCIAL SUSTAINABILITY</p>	<ul style="list-style-type: none"> • End of unit 2 practice test
<p>Summer</p> <p>UNIT 3- FINANCIAL CAREERS AND FINANCIAL SUSTAINABILITY Unit catch up work</p>	<ul style="list-style-type: none"> • End of unit 3 practice test • Final tests
<p style="text-align: center;">Course Description</p> <p>This qualification equips you with the knowledge to cope confidently and effectively with basic financial encounters you are likely to meet. You will develop knowledge and understanding of spending and how to become competent at managing your own money. You will also explore various careers within the financial services industry.</p>	
<p style="text-align: center;">Assessment</p> <p>The LiFC is assessed via the following method using e-test:</p> <ul style="list-style-type: none"> • Unit 1: 30 standalone multiple-choice questions (total marks 30), to be completed in 30 minutes. • Unit 2: 15 standalone multiple-choice questions, and 4 case studies where there are 5 questions linked to that case study and subject content (total marks 35), to be completed in 45 minutes. • Unit 3: 15 standalone multiple-choice questions, and 4 case studies where there are 5 questions linked to that case study and subject content (total marks 35), to be completed in 45 minutes. 	
<p style="text-align: center;">Homework</p> <p>Students will be set work to help reinforce and extend what has been learnt in the classroom.</p>	
<p style="text-align: center;">How Parents Can Help</p> <p>Ensure that their child is ready to learn Provide their child with time at home to practise the skills learnt in class through extension tasks</p>	

Child Development

TERM year 1	Main assessment task
<p>Autumn Component 1 – Childrens growth and development</p> <ul style="list-style-type: none"> - Understand the principles of growth and development 	<p>Written overview of learning outcome</p>
<p>Spring Component 1 - Childrens growth and development</p> <ul style="list-style-type: none"> - Understand how factors impact on children’s overall development <p>Component 2 - Learning Through Play</p> <ul style="list-style-type: none"> - Understand how children play - Understand how children’s learning can be supported through play 	<p>Component 1 set assignment 6hrs supervised in school.</p> <p>Written overview of learning outcome</p>
<p>Summer Component 2 – Learning through play</p> <ul style="list-style-type: none"> - Understand how children’s learning can be supported through play 	<p>Written overview of learning outcome</p>
Term Year 2	
<p>Autumn Component 2 – learning through play</p> <ul style="list-style-type: none"> - Understand how children’s learning can be supported through play <p>Component 3 - Supporting Children to Play, Learn and Develop</p> <ul style="list-style-type: none"> - Investigate individual needs that may impact on play, learning and development - Create safe environments to support play, learning and development in children aged 0 – 5 years 	<p>Written overview of learning outcome Component 2 set assignment 6hrs supervised in school.</p> <p>Mock test for learning outcome</p>
<p>Spring Component 3 - Supporting Children to Play, Learn and Develop</p> <ul style="list-style-type: none"> - Create safe environments to support play, learning and development in children aged 0 – 5 years - Adapt play to promote inclusive learning and development 	<p>Mock test for learning outcome</p> <p>Mock test for learning outcome</p>
<p>Summer MEA – Mock external assessment R – Revision SA – Summative Assessment</p>	<p>Mock papers Summative assignment</p>

Course Description

This course will help learners develop their knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

In the classroom environment, learners will have the opportunity to develop applied knowledge in the following areas:

- the characteristics of children’s development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children’s learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children’s play, learning and development.

This is a continuous course, taught over 2 years.

Assessment

There are 3 components:

- **Children’s Growth and Development**
- **Learning Through Play**
- **Supporting Children to Play, Learn and Develop**

The first 2 components are internally assessed. Learners will sit a Pearsons Set Assignment (PSA), they will be given approximately 6 supervised hours to complete them.

The 3rd component is an external summative assessment. This will be sat under exam conditions.

Homework

The majority of the learners work will be carried out in school. However, if homework is set it will be accessible on SMH. From year 2 of the course learners will need to revise the topics being taught in class.

How Parents Can Help

Parents can help by discussing their child development with them.
Encouraging their child to revise.