

## Year 11 Term 1

### Maths: Place Value, Addition, Subtraction, Multiplication and Division

#### **Entry Level One:**

- E1.1 Read, write, order and compare numbers up to 20.
- E1.3 Add numbers which total up to 20, and subtract numbers from numbers up to 20.
- E1.4 Recognise and interpret the symbols +, – and = appropriately

#### **Entry Level Two:**

- E2.1 Count reliably up to 100 items.
- E2.2 Read, write, order and compare numbers up to 200.
- E2.5 Add and subtract two-digit numbers.
- E2.6 Multiply whole numbers in the range  $0 \times 0$  to  $12 \times 12$  - 4(times tables)
- E2.8 Divide two-digit whole numbers by single-digit whole numbers and express remainders.
- E2.9 Approximate by rounding to the nearest 10, and use this rounded answer to check results

#### **Entry Level Three:**

- E3.1 Count, read, write, order and compare numbers up to 1000.
- E3.6 Recognise and continue linear sequences of numbers up to 100.
- E3.2 Add and subtract using three-digit whole numbers.
- E3.3 Divide three-digit whole numbers by single digit whole numbers and express remainders.
- E3.4 Multiply two-digit whole numbers by single digit whole number

#### **Level One:**

- L1.1 Read, write, order and compare large numbers (up to one million) .
- L1.2 Recognise and use positive and negative numbers.
- L1.3 Multiply and divide whole numbers and decimals by 10, 100, 1000.
- L1.4 Use multiplication facts and make connections with division facts

### English

#### **Entry Level One:**

- The names of the letters of the alphabet
- The letters of the alphabet in sequence and in both upper and lower case.
- That a capital letter is used for the personal pronoun 'I' and the first letter of proper nouns.
- How to communicate information in words, phrases and simple sentences.
- Read simple sentences containing one clause.
- How to identify and extract the main information from short statements and explanations.
- The subject of a short piece of text.

#### **Entry Level Three:**

- How to use a wide range of punctuation correctly.
- Use different strategies to find the meaning of words.
- How to sequence words in alphabetical order using the first, second and third letter.
- How to use the correct subject-verb agreement when writing.
- How to use the correct tense in writing.
- How to use the correct definite and indefinite article.
- How to identify, understand and extract main points and ideas from texts.
- How to communicate information and opinions clearly on a range of topics.
- Different purposes of texts.
- Different organisational features and how to use them to locate relevant information.
- How to respond to questions on a range of topics.

#### **Level One:**

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### **Entry Level Two:**

- How to use basic punctuation correctly (e.g. full stops, capital letters, question and exclamation marks).
- How to sequence words in alphabetical order using the first and second letter.
- How to use effective strategies to find the meanings of words and check their spelling.
- Common prefixes and suffixes.
- The main points in texts read.
- Organisational markers in texts.
- How to use illustrations, images and captions to locate information.
- How to communicate information in words, phrases and simple sentences.
- How to write compound sentences, using common conjunctions.
- How to use punctuation to aid understanding.
- How to identify the main points, ideas and details in texts.
- The difference between fact and opinion.
- How to compare information, ideas and opinions in texts.
- How to use quotations to their ideas.
- That language and textual features can be varied to suit different audiences and purpose.
- Vocabulary typically associated with specific types and purposes.
- Organisational and structural features and use them to locate relevant information.
- How to use reference materials with confidence.
- Spellings for words most often used in work, study and daily life.

### **Computing: Use a Variety of Software Safely and Respectfully**

#### **Planning a party**

Tasks include:

- Designing posters, invitations,
- Researching themes
- Researching outfits
- Planning food costs etc
- Music, decorations venues etc.
- Creating menus
- Store information – Insert and remove media.
- Use simple searches to find information - search stored information.
- Enter and develop different types of information to meet given needs.
- Enter and develop different types of information to meet given needs – insert and position graphics or other digital content to achieve a purpose.

### **Science: Chemistry in our World**

- Acids react with some metals to produce salts and hydrogen.
- Hydrochloric acid produces chlorides and sulfuric acid produces sulphates.
- Be able to complete word equations for these reactions, given the names of the reactants.
- Acids are neutralised by alkalis.
- The rate of a chemical reaction may be increased by increasing the temperature,
- Know that during the first billion years of the Earth's existence, there was intense volcanic activity that released gases that formed the early atmosphere and water vapour that condensed to form the oceans.
- The early atmosphere was mainly carbon dioxide with little or no oxygen.
- The Earth's atmosphere is now about four fifths (80%) nitrogen and about one-fifth (20%) oxygen, with small amounts of other gases.

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### **PSHE: Health Matters – Dealing with Problems in Daily Life: Living Independently.**

- How to review approaches used to tackle a specific problem and evaluate the final outcome with the support of appropriate professionals and organisations.
- Demonstrate a positive 'can do' attitude and how this attribute will be useful to learners throughout their lives, in particular during their working life.
- Develop skills needed to solve problems independently.
- How to get information about a chosen issue using different sources.
- Identify a straightforward problem that they can tackle.
- Share ideas on how to tackle the problem with an appropriate person.
- Demonstrate actions they would take to tackle the problem.
- Get support to deal with a chosen practical problem in the home, e.g. a leaking tap, broken window.
- Get support to deal with a chosen financial challenge, e.g. understanding a bank statement or bill demand.
- Get information about a chosen issue, e.g. using the phone.
- Demonstrate how to make an appointment using the phone.
- Use the internet to get information about a given issue, e.g. location of the nearest pharmacy, opening times of a facility.
- Demonstrate successfully how to deal with a given emergency in a role play situation.

### **Relationship and Sex Education: Respectful Relationships**

- The characteristics of committed stable, positive and healthy relationships.
- What marriage is, including its legal status, and why it is an important relationship choice for many couples.
- The characteristics and legal status of other types of long-term relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).
- How to safely and responsibly manage changes in personal relationships including the ending of relationships.
- The ways to manage grief about changing relationships including the impact of separation, divorce and bereavement. sources of support and how to access them.
- Recognise different types of committed stable and healthy relationships.
- Recognise key people they can speak to if they have a concern regarding a relationship.
- Locate sources of support and how to access them.
- Treat others with respect nonconforming individuals to certain stereotypes.

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### **Humanities: Religious Education – Growing up in Society**

- Pupils should have prior knowledge of The Ten Commandments and be able to apply this knowledge to their own lives and form opinions as they grow up in modern society.
- Pupils should have prior knowledge of initiation rites for Christianity, Judaism, and Islam this information to help them to reflect on their own life to date.
- Reflect on the events of own life to date.
- Work with a group to draw up rules for a given scenario, e.g., for survivors.
- of an aeroplane crash.
- Give a reasoned opinion on the issue of capital punishment.
- Take part in a role play about rules, take part in a debate about capital punishment.

### **Career Education: Securing Employment – Job Search and Application.**

- Places where jobs may be advertised.
- Ways in which further information about a given job can be gained.
- At least three facts about the organisation to which the application will be made.
- Take part in a discussion about job application processes.
- Complete a given job application form.
- Write a letter to support an application for a chosen job.

### **Physical Education: Netball**

- That each participant has different skills, strengths and feelings towards Physical Education but each has a part to play in team games.
- The rules for a variety of team games.
- What makes a good team player.
- The strategies needed to overcome a team goal.
- How to react to an opponent's actions and counteract a challenge in game.
- Work with their peers as part of a team.
- Communicate with teammates.
- Observe the conventions of fair play.
- Play an active part in games and put into practice the basics of positioning and teamwork.
- React to their opponents' actions and counteract a challenge in the game.
- Persevere in a game.

### **Boston College Link Course**

Year 11 pupils will attend Boston College weekly to experience a vocational course from: Media; Childcare; Motor Mechanics or Animal Care.