



# Curriculum Overview for Parents/Carers

## SUMMER TERM 2024

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| <b>Key Stage</b> | <b>4</b> | <b>Class/NC Year</b> | <b>M2/Year 10</b> |
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| SUBJECT                            | SUMMER 1  | SUMMER 2  |
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| <b>English</b><br>Mr Davies        | <p style="text-align: center;"><b><u>AQA Step Up to English</u></b><br/><b><u>(Gothic Fiction)</u></b></p> <p>Entry Level Certificates are nationally recognised qualifications that give students the opportunity to achieve a certified award. The specification will encourage Entry Level students to develop the skills they need to read and understand a range of texts as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.</p> <p>Component 1 is composed of 1 speaking and listening task and 1 literacy texts and a piece of creative writing based on the theme, (Music).</p>  | <p style="text-align: center;"><b><u>Foul Play</u></b><br/><b><u>Tom Palmer</u></b></p> <p>Foul Play is a book by Tom Palmer about a fourteen-year-old boy named Danny Harte who loves football and solving crimes. When Danny’s favourite player is kidnapped, he and his friend Charlotte embark on an investigation that takes them into the world of terrifying football crimes. This modern novel is both interesting and enthralling.</p> |
|                                    | <p><b><u>Grammar lessons this term include:</u></b></p> <ul style="list-style-type: none"> <li>✓ Points covered: Determiner, Pronoun, Possessive pronoun, Adverbial direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)</li> <li>✓ Weekly ‘Big Spelling’ test and individual and paired reading sessions. Personal details such as addresses etc will also be practised.</li> </ul>   |   |
| <b>Science</b><br>Miss Hinchcliffe | <p><b><u>ELC Science Component 6 – Physics: Electricity, Magnetism and Waves</u></b></p> <ul style="list-style-type: none"> <li>✓ Electricity is used in domestic and industrial situations to supply energy</li> <li>✓ Electric current is a flow of electrical charge and measured in amps</li> <li>✓ Direct current (d.c.) is supplied by cells and alternating current (a.c.) is supplied by the mains, but in both cases the size of the current depends on the resistance in the circuit</li> <li>✓ When a current flow through a coil of wire an electromagnet is formed, which like permanent magnets, can exert a force over a distance</li> <li>✓ Electric currents can also be used to produce electromagnetic waves, which have many uses including the transmission of information and the transfer of energy from one place to another</li> </ul> |   |

**Maths**  
Mr De Sylva

**The calendar and time**

**Entry 1:**

- ✓ 1.1 Know the days of the week and their order.
- ✓ 1.2 Read the time to the hour or half hour on an analogue clock and draw the hands on a clock to show these times.
- ✓ 1.3 Order familiar events

**Entry 2:**

- ✓ 2.1 Know the seasons and months and their order
- ✓ 2.2 Know that 1 week = 7 days; 1 day = 24 hours; 1 hour = 60 minutes; 1 minute = 60 seconds
- ✓ 2.3 Read the time displayed on an analogue or 12 hour digital clock in hours, half hours and quarter hours and draw the hands on a clock or the digital display to represent these times
- ✓ 2.4 Read the time to the nearest five minutes on an analogue clock, draw the hands on a clock to show the time, and read any time on a digital clock
- ✓ 2.5 Find the difference between two times given in hours, half hours and quarter hours.

**Entry 3:**

- ✓ 3.1 Solve problems involving time
- ✓ 3.2 Know that there are 365 days in a year, 366 days in a leap year, 12 months in a year and 52 full weeks in a year
- ✓ 3.3 Use a calendar and write the date correctly (day/month/year)

**Measures**

**Entry 1:**

- ✓ 1.1 Compare lengths, heights, weights and capacities
- ✓ 1.2 Give the length of a line drawn on a centimetre grid
- ✓ 1.3 Describe capacity in fractions

**Entry 2:**

- ✓ 2.1 Choose appropriate standard units of length, capacity and weight
- ✓ 2.2 Compare and order lengths, capacities and weights in the same units
- ✓ 2.3 Select a possible length, capacity or weight for a given item
- ✓ 2.4 Measure or draw a length using a ruler
- ✓ 2.5 Estimate the weight, capacity or length of given items

**Entry 3:**

- ✓ 3.1 Add lengths, capacities and weights and compare the total to another total or a requirement
- ✓ 3.2 Convert standard units of length, capacity and weight
- ✓ 3.3 Compare and order lengths, capacities and weights in different standard units
- ✓ 3.4 Measure the perimeter of a simple shape
- ✓ 3.5 Choose an appropriate measuring instrument
- ✓ 3.6 Read values from an appropriate scale
- ✓ 3.7 Read and compare temperature including temperature with negative values

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|  | <ul style="list-style-type: none"> <li>✓ 3.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII</li> <li>✓ 3.5 Understand and use the 12 hour and 24 hour clock systems and convert from one system to the other</li> <li>✓ 3.6 Convert between hours, minutes and seconds</li> <li>✓ 3.7 Add up to three lengths of time given in minutes and hours</li> </ul> <p><b>AQA Unit Awards</b></p> <p><b>Clocks and Time:</b></p> <ul style="list-style-type: none"> <li>✓ convert written times into 12 hour clock time, eg quarter to three is 2.45</li> <li>✓ convert times given in seconds into minutes and seconds</li> <li>✓ convert times given in minutes and seconds into seconds</li> <li>✓ convert times given in minutes into hours and minutes</li> <li>✓ convert times given in hours and minutes into minutes</li> </ul> <p><b>Level 1 Functional skills practice</b></p> | <p><b>AQA Unit Awards</b></p> <p><b>Level 1 Functional skills practice</b></p> |
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| <p style="text-align: center;"><b>PSHE</b><br/>Mr De Sylva</p>                           | <p style="text-align: center;"><b><u>Individual rights and responsibilities</u></b></p> <ul style="list-style-type: none"> <li>✓ AC1.1: Describe an individual right which is relevant to them.</li> <li>✓ AC1.2: Identify sources of support or information about rights and responsibilities.</li> <li>✓ AC1.3: Describe a responsibility that they have for themselves.</li> <li>✓ AC1.4: Describe a responsibility that they have to others.</li> </ul>               | <p style="text-align: center;"><b><u>Environmental Awareness</u></b></p> <ul style="list-style-type: none"> <li>✓ AC1.1: Give examples of human behaviours which harm the environment.</li> <li>✓ AC1.2: Give examples of human behaviours which help the environment.</li> <li>✓ AC2.1: Identify two different types of environmental issue which are relevant to their life.</li> <li>✓ AC2.2: Identify the effects that these issues have on their life.</li> <li>✓ AC3.1: Identify an activity that they can carry out to improve the environment in their local area.</li> <li>✓ AC3.2: Take part in an activity to improve the environment in their local area.</li> </ul> |
| <p style="text-align: center;"><b>Art and Design</b><br/>Mrs Faucitt</p>                 | <p style="text-align: center;"><b>Cubism</b></p> <p>Pupils will explore ways of developing their ideas looking at Picasso and Braque's style of portraying Cubism</p>   | <p style="text-align: center;"><b>Impressionism</b></p> <p>Pupils will look at ways of exploring Landscape in the style of Van Gogh and Monet.<br/>They will use pastels and apply paint using a palette knife.</p>  |
| <p style="text-align: center;"><b>College</b><br/>Various L&amp;M<br/>College Tutors</p> | <p style="text-align: center;"><b><u>Topic Content – Awaiting Confirmation</u></b></p>  |  |
| <p style="text-align: center;"><b>Food Tech</b><br/>Mrs Leach</p>                        | <p style="text-align: center;"><b><u>AQA Unit Award Scheme</u></b><br/><b><u>Preparing food for a specified function</u></b></p> <ul style="list-style-type: none"> <li>✓ Discuss types of functions at which food is served.</li> <li>✓ Choose 1 function from a given list.</li> <li>✓ Choose one dish to be served at the function.</li> <li>✓ Prepare and cook the chosen dish.</li> <li>✓ Calculate cost and portion size.</li> <li>✓ Design a menu card.</li> </ul> |  |

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| <p style="text-align: center;"><b>ICT</b><br/>Mr De Sylva</p>            | <p style="text-align: center;"><b><u>Spreadsheet software</u></b></p> <p>LO1: Enter and edit numerical information using spreadsheets</p> <ul style="list-style-type: none"> <li>✓ AC1.1 Enter and edit numerical and other information for a task</li> <li>✓ AC1.2 Store and retrieve spreadsheet files</li> </ul> <p>LO2: Use formulas and tools to summarise spreadsheet information</p> <ul style="list-style-type: none"> <li>✓ AC2.1 Identify how to summarise the required information</li> <li>✓ AC2.2 Use formulas and tools to summarise data and process information</li> </ul> <p>LO3: Use tools and techniques to present spreadsheet information</p> <ul style="list-style-type: none"> <li>✓ AC3.1 Use appropriate tools and techniques to format spreadsheet cells, rows and columns</li> <li>✓ AC3.2 Use appropriate tools to generate a chart or graph</li> <li>✓ AC3.3 Print spreadsheet information</li> <li>✓ AC3.4 Check spreadsheet information using IT tools and make corrections</li> </ul> | <p style="text-align: center;"><b><u>Presentation software</u></b></p> <p>LO1: Input text and other information within presentation slides</p> <ul style="list-style-type: none"> <li>✓ AC1.1 Enter information into the presentation slides so that it is ready for editing and formatting</li> <li>✓ AC1.2 Identify any copyright constraints</li> <li>✓ AC1.3 Store and retrieve presentation files</li> </ul> <p>LO2: Use presentation software tools to edit and format slides</p> <ul style="list-style-type: none"> <li>✓ AC2.1 Use software tools to edit slides</li> <li>✓ AC2.2 Apply formatting to slides</li> </ul> <p>LO3: Prepare slides for presentation</p> <ul style="list-style-type: none"> <li>✓ AC 3.1 Prepare and present slides for presentation</li> <li>✓ AC3.2 Check presentation using IT tools making corrections</li> </ul> |
| <p style="text-align: center;"><b>Horticulture</b><br/>Ian Moorhouse</p> | <p style="text-align: center;"><b><u>NPTC: Practical Horticulture Skills (Level 1 Award) City &amp; Guilds</u></b></p> <p><b>This term pupils will be:</b></p> <ul style="list-style-type: none"> <li>✓ Planting flower/vegetable seeds e.g. sunflowers.</li> <li>✓ After a couple of weeks, we will be potting on (transferring to bigger pots).</li> <li>✓ Conducting general maintenance of the Polytunnel area.</li> <li>✓ Upkeep of paths e.g. weeding and edging.</li> <li>✓ Preparing the Polytunnel for its final plant up before the Summer Holidays.</li> <li>✓ <b><u>Practicing assessments:</u></b> <ul style="list-style-type: none"> <li>☑ Caring for a planted area.</li> <li>☑ Maintaining a paved area.</li> <li>☑ Planting a pot for display.</li> <li>☑</li> </ul> </li> </ul>   |  |

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| <p style="text-align: center;"><b>PE</b><br/>Mr De Sylva</p> | <p style="text-align: center;"><b><u>Striking &amp; fielding / Athletics</u></b></p> <p>Striking and fielding (Lesson 1):</p> <ul style="list-style-type: none"> <li>✓ Practice hand-eye co-ordination</li> <li>✓ Learn proper technique for throwing and catching (overhand throws &amp; underhand throws)</li> <li>✓ Improve batting technique and aiming.</li> <li>✓ Learn proper bowling technique</li> <li>✓ Improve tactical awareness / when to run and when to stay.</li> <li>✓ Learn rules of rounders / cricket</li> <li>✓ Improve teamwork and communication skills</li> </ul> <p><b><u>Athletics (Lesson 2):</u></b></p> <p>Practice events for sports day including:</p> <ul style="list-style-type: none"> <li>• Relay race</li> <li>• Running races (sprinting)</li> <li>• Javelin</li> <li>• Discus</li> <li>• Shotput</li> <li>• Beanbag throwing</li> <li>• Egg and spoon race</li> <li>• Obstacle race</li> <li>• Basketball shootout</li> <li>• Penalty shootout</li> </ul> | <p style="text-align: center;"><b><u>Bat &amp; ball games / Orienteering</u></b></p> <p>Bat &amp; Ball games (Lesson 1):</p> <ul style="list-style-type: none"> <li>✓ Introduction to tennis, how to grip the racket correctly, footwork and open stance.</li> <li>✓ Individual racket control during warmups.</li> <li>✓ Forehand technique</li> <li>✓ Backhand technique</li> <li>✓ Volleying technique</li> <li>✓ King of the court games.</li> <li>✓ Advanced techniques (topspin and slice) taught to the more able students.</li> <li>✓ Introduction to badminton</li> <li>✓ Positioning in singles / doubles</li> <li>✓ Rally practice</li> <li>✓ Loft shot / drop shot / smash</li> <li>✓ King of the court games</li> </ul> <p><b><u>Orienteering (Lesson2):</u></b></p> <p>The class will be split into teams and will have to use teamwork and problem-solving skills in order to find hidden treasures on the school grounds.</p> |
| <p style="text-align: center;"><b>Employment Skills</b></p>  | <p style="text-align: center;"><b><u>AQA Unit Awards</u></b></p> <ul style="list-style-type: none"> <li>✓ Complete the following AQA unit awards by experiencing more hands on / practical work as part of a team.</li> <li>✓ 119309 Employability Unit: Teamwork</li> <li>✓ 119310 Employability Unit: Leadership</li> <li>✓ 119311 Employability Unit: Communication</li> </ul>   | <p style="text-align: center;"><b><u>Preparation for work</u></b></p> <ul style="list-style-type: none"> <li>✓ Produce personal CV's.</li> <li>✓ Investigate job specifications</li> <li>✓ Identify possible jobs/careers</li> <li>✓ Practice interviews</li> <li>✓ Practice writing covering letters</li> </ul>  |

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| <p><b>DofE</b><br/>Miss Taylor</p>  | <p><u><b>DofE</b></u></p>  | <p><u><b>DofE</b></u></p>   |
|   | <p><u><b>Volunteering</b></u></p> <ul style="list-style-type: none"> <li>• Continue to work towards the section.</li> </ul> <p><u><b>Physical</b></u></p> <ul style="list-style-type: none"> <li>• Continue towards the section.</li> </ul> <p><u><b>Skill</b></u></p> <ul style="list-style-type: none"> <li>• Continue to work towards the section.</li> </ul> | <p><u><b>Volunteering</b></u></p> <ul style="list-style-type: none"> <li>• Continue to work towards the section.</li> <li>• Complete section.</li> <li>• Get assessor report.</li> </ul> <p><u><b>Physical</b></u></p> <ul style="list-style-type: none"> <li>• Continue to work towards the section.</li> <li>• Complete section.</li> <li>• Get assessor report.</li> </ul> <p><u><b>Skill</b></u></p> <ul style="list-style-type: none"> <li>• Continue to work towards the section.</li> <li>• Complete section.</li> <li>• Get assessor report.</li> </ul> |
| <p><u><b>Expedition overview</b></u></p> <ul style="list-style-type: none"> <li>• Put up tents.</li> <li>• Countryside code of conduct.</li> <li>• Pupils to check/service equipment.</li> <li>• Camp craft skills.</li> <li>• Emergency procedures/first aid.</li> <li>• Expedition food.</li> </ul> |  |   |

**If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher vis Seesaw/Email.**