



# Curriculum Overview for Parents/Carers

## AUTUMN TERM 2024

<b>Key Stage</b>	<b>4</b>	<b>Class/NC Year</b>	<b>M3/Year 10</b>
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SUBJECT	AUTUMN 1	AUTUMN 2
<b>English</b> Mr Davies	<p style="text-align: center;"><b><u>Step Up to English</u></b> <b><u>(Hobbies)</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 text and a piece of creative writing based on the theme. (Hobbies)</p>	<p style="text-align: center;"><b><u>19<sup>th</sup> Century Short Stories</u></b> <b><u>Various authors</u></b></p> <p>The 19<sup>th</sup> century short stories module covers different genres of Victorian literature. These were often written for publication in newspapers at the time. The module covers a range of authors such as Charles Dickens, Edgar Allen Poe, Elizabeth Gaskell and others. The short stories themselves are exciting and informative at the same time as many of the writers focussed on poor people's lives at the time. The pupils will be working on answering comprehension questions fully and correctly during this module.</p>
	<p><b><u>Grammar lessons this term include:</u></b></p> <ul style="list-style-type: none"> <li>☞ A review of basic grammar: letter, capital letter, word, singular, plurals</li> <li>☞ Sentence construction, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</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> Mrs Hampshire / Miss Hinchcliffe	<p style="text-align: center;"><b><u>Miss Hinchcliffe - AQA ELC Component 4 – Chemistry: Chemistry in our world</u></b></p> <ul style="list-style-type: none"> <li>✓ Acids react with metals, alkalis and bases to produce compounds known as salts</li> <li>✓ Many chemical reactions produce a change in temperature</li> <li>✓ Chemical reactions can be made to go faster or slower by changing the conditions</li> <li>✓ The Earth's atmosphere has changed over billions of years</li> <li>✓ Human activities increase the amounts of some substances in the atmosphere</li> <li>✓ Water that is safe to drink is essential for human health</li> </ul>	

**Science**  
Mrs Hampshire /  
Miss Hinchcliffe

**Mrs Hampshire – AQA ELC Component 2- Biology: Environment,  
Evolution and inheritance**

- ✓ Learning about photosynthesis including the word equation
- ✓ Animal adaptations to their environments
- ✓ Food chains and webs
- ✓ Recycling and decomposition
- ✓ Competition within living things
- ✓ Environmental changes
- ✓ Pollution and the effects on the environment
- ✓ Darwin's theory of evolution, natural selection and artificial selection
- ✓ Sexual reproduction and asexual reproduction (this is taught from a genetic point of view including animals and plants)
- ✓ DNA, Chromosomes and genes. Genetic engineering – including benefits and risks.

**Maths**  
Mr De Sylva

**AQA Entry Level Certificate**  
**Mathematics 5930**

**Component 3: Ratio**

**Entry 1:**

- ✓ 1.1 Understand equality Use and understand the = sign.
- ✓ 1.2 Identify or show one half of a quantity up to 20.
- ✓ 1.3 Work out half of an even number up.

**Entry 2:**

- ✓ 2.1 Identify or show one third or one quarter of a quantity up to 24.
- ✓ 2.2 Work out one third or one quarter of a number up to 24 without remainder.
- ✓ 2.3 Count in fractions of one half or one third or one quarter.
- ✓ 2.4 Work out amounts two, three or four times the size of a given amount.
- ✓ 2.5 Recognise the equivalence of a half and two quarters.

**Entry 3:**

- ✓ 3.1 Identify or show unit fractions up to one tenth of a quantity up to 100.
- ✓ 3.2 Work out unit fractions to one tenth of a number up to 100 without remainder.
- ✓ 3.3 Identify or show any number of thirds, quarters, fifths or tenths of a quantity.
- ✓ 3.4 Work out any number of thirds, quarters, fifths or tenths of an amount Without remainder.
- ✓ 3.5 Recognise and identify equivalent fractions.
- ✓ 3.6 Add and subtract fractions with the same denominator within one whole.
- ✓ 3.7 Work out amounts 5, 8 or 10 times the size of a given amount.

**AQA Entry Level Certificate**  
**Mathematics 5930**

**Component 4: Money**

**Entry 1:**

- ✓ 1.1 Recognise coins and notes up to £20 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20.
- ✓ 1.2 Exchange money up to 20p for an equivalent amount in other denominations.
- ✓ 1.3 Add up to 20 coins Up to 20p in 1p, 2p, 5p, 10p, 20p coins, up to £20 in £1 and £2 coins.

**Entry 2:**

- ✓ 2.1 Appreciate the purchasing power of amounts of money (coins).
- ✓ 2.2 Convert from pence to pounds and vice versa.
- ✓ 2.3 Make amounts of money up to £2 from given coins.
- ✓ 2.4 Make amounts of money in multiples of £5 from £5, £10 and £20 notes.
- ✓ 2.5 Calculate with amounts of money in pence up to £1 and whole pounds up to £100 and give change.

**Entry 3:**

- ✓ 3.1 Appreciate the purchasing power of amounts of money (notes).
- ✓ 3.2 Exchange notes for an equivalent value in coins.
- ✓ 3.3 Use decimal notation for money Understand that £3.20 should not be written as £3.2 or £3.20p.
- ✓ 3.4 Interpret a calculator display Understand that 3.2 (in pounds) on a calculator means £3.20.
- ✓ 3.5 Solve real life problems involving what to buy and how to pay.
- ✓ 3.6 Add amounts of money and give change.
- ✓ 3.7 Carry out investigations involving money.

# PSHE

Mr De Sylva

## Sexual Education

### AQA short unit award: Sex and Relationship Education:

#### Lesson 5: STI's

- ✓ To name and identify some STI's.
- ✓ To define the meaning of STI
- ✓ To know how you catch STI's
- ✓ To name and identify symptoms of at least 3 STI's.
- ✓ To know what to do if you think you have an STI.

#### Lesson 6: Contraception

- ✓ To name and identify at least 2 methods of contraception.
- ✓ To define the meaning of contraception
- ✓ To name a method of contraception that also prevents STIs
- ✓ To know where to get contraception.

#### Lesson 7: Help

- ✓ To know where you can go for help
- ✓ To identify different ways you can ask for help e.g. doctors, family planning, domestic violence charities, police, school, family, friends.
- ✓ To know to ask again for help if you don't feel you have been listened to.

### AQA Short Unit award: Sex and Relationships:

Demonstrated the ability to:

- ✓ participate in a brainstorm activity about why young people have sex

## WJEC Healthy Living

- ✓ Drugs, alcohol & smoking (Drugs – legal / illegal, medicinal / recreational. What is a drug? How can drugs be helpful? How can drugs be dangerous? Alcohol: what short /long term effects does alcohol have on our bodies. What things can we not do when we have consumed alcohol? Legal age to drink alcohol? What is a unit? Smoking – How does smoking damage our bodies? Is the damage permanent? Why do people continue smoking when they know it is harmful?)
- ✓ Healthy food (Understand the term “balanced diet” be able to list the different food groups. Be able to distinguish between healthy and unhealthy foods. Be able to produce several healthy meal plans. Understand what calories are, how to find them on food labels as well as the content of sugar, fat, carbohydrates, and proteins of everyday foods.)

<p style="text-align: center;"><b>PSHE</b> Mr De Sylva</p>	<ul style="list-style-type: none"> <li>✓ participate in a discussion about sex and respect between partners</li> <li>✓ participate in a discussion about what it means to have a healthy relationship</li> <li>✓ differentiate between sexual and non-sexual consent</li> <li>✓ produce a poster which describes own understanding of love and healthy relationships</li> </ul> <p>Acquired an understanding of:</p> <ul style="list-style-type: none"> <li>✓ at least two changes in emotions during puberty</li> <li>✓ the importance of safe sexual practice</li> <li>✓ two risks associated with having sex at an early age</li> </ul> <p>Shown knowledge of:</p> <ul style="list-style-type: none"> <li>✓ the law in relation to sexual consent</li> <li>✓ at least two places where advice, information and guidance can be obtained regarding sex, relationships, sexual health, contraception and emotional support</li> </ul>	
<p style="text-align: center;"><b>Art and Design</b> Mrs Faucitt</p>	<p style="text-align: center;"><b><u>Personal Response using Fabric</u></b></p> <p>Pupils develop their ideas from previous KS3 exploration of skills into a piece of fabric or cushion.</p>	<p style="text-align: center;"><b><u>Aboriginal and Tribal Art</u></b></p> <p>Pupils will look at cultures of indigenous people. They will explore repeating patterns and take their ideas into clay.</p>
<p style="text-align: center;"><b>Food Tech</b> Mrs Leach</p>	<p style="text-align: center;"><b><u>AQA Unit Awards</u></b></p> <p style="text-align: center;"><b><u>Food Handling, Preparation and Storage</u></b></p> <p>The pupils will learn:</p> <ul style="list-style-type: none"> <li>✓ The temperature at which food is at risk from spoilage</li> <li>✓ How to store food in the appropriate places</li> <li>✓ Personal hygiene rules to be followed when preparing food</li> <li>✓ Contributing factors to food poisoning</li> <li>✓ Steps necessary to ensure the safe handling of food</li> <li>✓ Select, prepare and make a dish suitable for freezing</li> <li>✓ Fridge storage and temperature</li> </ul>	

**ICT**  
Miss Clarke

**Graphic design**

- ✓ This half term, students will learn how to use a variety of apps to create digital designs. They will create an advert for an event of their choosing.
- ✓ They will be working towards an AQA Unit Award, learning how to:
- ✓ log into graphic design apps and open a new project
- ✓ use the drawing tools
- ✓ search for and open templates to edit
- ✓ download a PNG (portable network graphics) image to save on a computer

**Topic Content**

**Social Media and Mental Health**

AQA Unit Award in social media and mental health.

To achieve this award, students will:

- ✓ watch a video about the main effects of social media on mental health
- ✓ participate in a discussion about the link between social media and mental health
- ✓ discuss and evaluate the main positive and negative effects on mental health of at least three social media platforms, eg Instagram, Facebook, Snapchat
- ✓ identify a minimum of two negative effects of social media on a person's health
- ✓ outline at least two ways of combating the negative effects of social media
- ✓ gain an understanding of highlight reels, social currency, FOMO (fear of missing out) and social media addiction.

<p style="text-align: center;"><b>Sport &amp; Nutrition</b> Mr De Sylva</p> <p style="text-align: center; color: red;">*Applicable for a limited number of students from class*</p>	<p style="text-align: center;"><b><u>Introduction: Health &amp; Fitness</u></b></p> <p><b>Preparing for sporting activities:</b></p> <ul style="list-style-type: none"> <li>✓ AC1.1 Choose the correct equipment appropriate for sporting activities.</li> <li>✓ AC1.2 Show safe practice when taking part in sporting activities.</li> <li>✓ AC2.1 Perform a warm-up/cool down including: Stretching exercises, aerobic activities.</li> </ul> <p><b>Frequent &amp; regular physical activity for Health, Fitness and Well-Being:</b></p> <ul style="list-style-type: none"> <li>✓ AC1.1 Take part in physical activity on a regular basis.</li> <li>✓ AC2.1 Set up a basic fitness circuit.</li> <li>✓ AC3.1 Perform a basic fitness session using an appropriate method of training.</li> </ul>	<p style="text-align: center;"><b><u>Adventurous activities: Rock climbing</u></b></p> <ul style="list-style-type: none"> <li>✓ AC1.1 Identify basic equipment needed for safe participation in an activity.</li> <li>✓ AC1.2 Identify some risks associated with the activity.</li> <li>✓ AC2.1 Perform the activity using basic techniques with some control.</li> <li>✓ AC3.1 Select and carry out basic strategies for the activity.</li> </ul>
<p style="text-align: center;"><b>Horticulture</b> Ian Moorhouse</p>	<p style="text-align: center;"><b><u>Level 1 in Practical Horticulture Skills</u></b></p> <ul style="list-style-type: none"> <li>✓ Health and Safety</li> <li>✓ Working safely</li> <li>✓ Working as a team</li> <li>✓ Working on your own</li> <li>✓ What is PPE (Personal Protective Equipment)</li> <li>✓ Using sharp tools</li> </ul>	
<p style="text-align: center;"><b>College</b> Various L&amp;M College Tutors</p>	<p style="text-align: center;"><b><u>Catering</u></b></p> <p style="text-align: center;">College tutors will be delivering a unit on catering this term.</p>	

<p style="text-align: center;"><b>PE</b> Mr De Sylva</p>	<p style="text-align: center;"><b><u>Games / Gymnastics</u></b></p> <p>Games: Basketball / football alternating</p> <p>Basketball skills:</p> <ul style="list-style-type: none"> <li>✓ Dribbling the ball with both hands.</li> <li>✓ Chest pass, bounce pass and overhead pass.</li> <li>✓ Selecting the correct pass in game scenarios</li> <li>✓ Defensive pressure</li> <li>✓ Rebounding</li> <li>✓ Shooting / lay-ups</li> </ul> <p>Football skills:</p> <ul style="list-style-type: none"> <li>✓ Passing, control and moving into space.</li> <li>✓ Dribbling and close control.</li> <li>✓ Tackling, intercepting, and pressure on the ball.</li> <li>✓ Defensive shape.</li> <li>✓ Shooting and creating shooting chances for others.</li> </ul> <p>Gymnastics: Group sequencing &amp; counter balance (balance co-ordination, creativity &amp; teamwork)</p>	<p style="text-align: center;"><b><u>Gymnastics / Invasion games - netball</u></b></p> <p>Gymnastics: Flight / movement (co-ordination, agility, control, flexibility &amp; balance).</p> <p>Lesson 2: Invasion games – handball</p> <p>Handball skills:</p> <ul style="list-style-type: none"> <li>✓ Learning and following new rules</li> <li>✓ Hand-eye co-ordination</li> <li>✓ Defensive tactics</li> <li>✓ Passing the ball</li> <li>✓ Shooting with power and accuracy</li> <li>✓ Jump shots</li> </ul>
<p style="text-align: center;"><b>DofE</b> Miss Taylor</p>	<p style="text-align: center;"><b><u>Topic Content</u></b></p> <p style="text-align: center;"><b><u>Volunteering</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose an activity from the DofE list.</li> <li>✓ Explore volunteering ideas and start working towards the section.</li> </ul> <p style="text-align: center;"><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose an activity from the DofE list.</li> <li>✓ Start working towards the section.</li> </ul> <p style="text-align: center;"><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose an activity from the DofE list.</li> <li>✓ Start working towards the section.</li> </ul>	<p style="text-align: center;"><b><u>Topic Content</u></b></p> <p style="text-align: center;"><b><u>Volunteering</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose some ideas and look at plans on how to implement the ideas in school.</li> </ul> <p style="text-align: center;"><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>✓ Review activity.</li> <li>✓ Change if required.</li> </ul> <p style="text-align: center;"><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>✓ Review activity.</li> <li>✓ Change if required.</li> </ul>



<p style="text-align: center;"><b>DofE</b> Miss Taylor</p>	<p style="text-align: center;"><b><u>Expedition overview</u></b></p> <ul style="list-style-type: none"> <li>✓ Map reading in school and around the local area. <ul style="list-style-type: none"> <li>✓ Pupils to check/service equipment.</li> <li>✓ Countryside Code of Conduct.</li> </ul> </li> <li>✓ Fitness walks around the local area. <ul style="list-style-type: none"> <li>✓ Volunteering work.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Employment Skills</b> Mrs Addison</p>	<p style="text-align: center;"><b><u>Preparation for Work</u></b></p> <ul style="list-style-type: none"> <li>✓ Explore the skills and qualities needed for working life <ul style="list-style-type: none"> <li>✓ Identify personal skills and qualities</li> <li>✓ Understand different work sectors</li> </ul> </li> <li>✓ Begin to understand skills and steps needed for specific jobs</li> </ul>

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