



Curriculum Overview for Parents/Carers

SPRING TERM 2025

Key Stage	4
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Class/NC Year	M3/Year 10
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SUBJECT	SPRING 1	SPRING 2
<p style="text-align: center;">English Mr Davies</p>	<p style="text-align: center;"><u>AQA Step Up to English (Heroism)</u></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 2 is composed of 2 Literacy Texts and a piece of creative writing based on the theme, (Heroism).</p>	<p style="text-align: center;"><u>Of Mice and Men</u> <u>John Steinbeck</u></p> <p>George and Lennie are friends, and they have plans for the future. But Lennie is not very smart and sometimes makes trouble. George wants to help him but that is not always easy. Then one night, when Lennie is alone, something happens. What can George do now? Can he help- or is it too late?</p>
	<p><u>Grammar lessons this term include:</u></p> <ul style="list-style-type: none"> ☞ Points covered: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') ☞ Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practised. 	

Science
Mrs Hampshire /
Miss Hinchcliffe

Miss Hinchcliffe - AQA ELC Component 4 – Chemistry: Chemistry in our world

- ✓ Acids react with metals, alkalis and bases to produce compounds known as salts
- ✓ Many chemical reactions produce a change in temperature
- ✓ Chemical reactions can be made to go faster or slower by changing the conditions
- ✓ The Earth's atmosphere has changed over billions of years
- ✓ Human activities increase the amounts of some substances in the atmosphere
- ✓ Water that is safe to drink is essential for human health

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 5: 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).
- ✓ 3.4 Tell and write the time from an analogue clock, including using Roman numerals from I to XII.

AQA Entry Level Certificate
Mathematics 5930

Component 6: Measures

Entry 1:

- ✓ 1.1 Compare lengths, heights, weights and capacities.
- ✓ 1.2 Give the length of a line drawn on a centimetre grid Up to 20 cm.
- ✓ 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 Read off a number line.
- ✓ 3.7 Read and compare temperature including temperature with negative values.

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| | <ul style="list-style-type: none">✓ 3.5 Understand and use the 12 hour and 24-hour clock systems and convert from one system to the other.✓ 3.6 Convert between hours, minutes and seconds.✓ 3.7 Add up to three lengths of time. | |
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PSHE
Mr De Sylva

Individual rights and responsibilities / Developing Self

Individual rights and responsibilities (3 lessons):

- ✓ AC1.1: Describe an individual right which is relevant to them.
- ✓ AC1.2: Identify sources of support or information about rights and responsibilities.
- ✓ AC1.3: Describe a responsibility that they have for themselves.
- ✓ AC1.4: Describe a responsibility that they have to others.

Developing Self / *links to Careers using Compass* (3 lessons):

LO1: Be able to recognise their strengths and areas they need to develop.

- ✓ AC1.1 - Identify a personal strength or ability.
- ✓ AC1.2 - Identify an area for self-development.

LO2: Recognise how to develop themselves.

- ✓ AC2.1 Identify a personal skill or behaviour they need to develop.
- ✓ AC2.2 - Agree with an appropriate person a suitable target to work towards.
- ✓ AC2.3 - Identify who will support them in developing the identified skill or behaviour.
- ✓ AC2.4 - Work through activities to develop the agreed skill or behaviour.

LO3: Review their development.

- ✓ AC3.1 - Carry out a simple review of the progress they have made.
- ✓ AC3.2 - Identify what went well and what did not go so well.

Environmental Awareness / Working as part of a group

Environmental Awareness:

- ✓ AC1.1: Give examples of human behaviours which harm the environment.
- ✓ AC1.2: Give examples of human behaviours which help the environment.
- ✓ AC2.1: Identify two different types of environmental issue which are relevant to their life.
- ✓ AC2.2: Identify the effects that these issues have on their life.
- ✓ AC3.1: Identify an activity that they can carry out to improve the environment in their local area.
- ✓ AC3.2: Take part in an activity to improve the environment in their local area.

Working as part of a group:

LO1: Know how to work with others in appropriate ways.

- ✓ AC1.1 - Contribute to setting ground rules for working with others.
- ✓ AC1.2 - Make suggestions about the role they should play in the group.

LO2: Be able to play an active role in working as part of a group.

- ✓ AC2.1 - Carry out agreed activities when working with others on a group task.
- ✓ AC2.2 - Make suggestions and receive feedback appropriately.
- ✓ AC2.3 - Ask for or offer help when required.

LO3: Review their role in the group.

		<ul style="list-style-type: none"> ✓ AC3.1 - Review their work with others. ✓ AC3.2 - Identify how they contributed to the group. ✓ AC3.3 - Identify what went well and areas they could improve in working with others.
<p>Art and Design Mrs Faucitt</p>	<p style="text-align: center;"><u>Colour wheel</u></p> <ul style="list-style-type: none"> ✓ Shape ✓ Colour ✓ Shells ✓ Pupils will explore the colour wheel. ✓ They will be able to create their own wheel and explore more complex colours by mixing. They will extend skills painting shells 	<p style="text-align: center;"><u>Felt Making</u></p> <ul style="list-style-type: none"> ✓ Pupils will explore natural forms looking at Fauna and Flora under sea. They will experiment with felt making

<p>Food Tech Mrs Leach</p>	<p style="text-align: center;"><u>AQA unit Award Scheme</u></p> <p style="text-align: center;">Cultural Cuisine</p> <ul style="list-style-type: none"> ✓ Pupils will explore and learn about different countries and cultures. ✓ They will have to research and select a recipe from four different countries. ✓ They will identify, collect and prepare the ingredients. ✓ They will make the four dishes selected. ✓ They will show knowledge of at least two foods from the different countries. 	
<p>ICT Miss Clarke</p>	<p style="text-align: center;"><u>Social Media and Mental Health</u></p> <p>AQA Unit Award in social media and mental health.</p> <p>To achieve this award, students will:</p> <ul style="list-style-type: none"> ✓ 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>Students will create a poster on how to use social media responsibly and how to protect your mental health – these will be displayed around the school to help educate other students.</p>	<p style="text-align: center;"><u>AQA unit award Introduction to Scratch</u></p> <p>In successfully completing this unit, the learner will have demonstrated the ability to:</p> <ol style="list-style-type: none"> 1. create a sprite 2. create a stage 3. move a sprite forward and backward 4. create a simple sequence of instructions to move a sprite 5. use the variable block to create a score count 6. play a game on Scratch following the instructions 7. create a game on Scratch 8. the correct sequence of blocks when using Scratch.

<p style="text-align: center;">Sport & Nutrition 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;"><u>WJEC Health & Fitness</u></p> <p>Team Competitive Activities: <i>Various team sports will be played on the MUGA including: Football, basketball & Cricket.</i></p> <ul style="list-style-type: none"> ✓ AC1.1 Play a selected position in chosen team games/sports. ✓ AC1.2 Follow the rules/conventions of chosen team games/sports. ✓ AC2 .1 Perform skills of a chosen team game/sport with some control, in competitive situations. ✓ AC3.1 Select the best position/option when participating in a chosen team game/sport. ✓ AC3.2 Work with others within a team activity. ✓ AC4.1 Identify own strengths when participating in a chosen team game/sport. ✓ AC4.2 Identify ways in which own performance could be improved. 	<p style="text-align: center;"><u>WJEC Health & Fitness</u></p> <p>Individual or Partner Activities: <i>Various individual / partner sports will be played including: Badminton, tennis / paddle tennis & golf.</i></p> <ul style="list-style-type: none"> ✓ AC1 .1 Follow rules and conventions of an activity. ✓ AC2 .1 Select the best position/option when participating in an activity. ✓ AC3.1 Perform skills of an activity with some control. ✓ AC4.1 Identify own strengths when participating in a chosen activity. ✓ AC4.2 Identify ways in which own performance could be improved.
<p style="text-align: center;">Horticulture Ian Moorhouse</p>	<p style="text-align: center;"><u>Practical Horticulture Skills</u></p> <p><u>Assessment 134:</u> Aerate turf by hand, Using garden forks safely, Learners will use forks to aerate 3m x 2m of turfed areas.</p> <p><u>Assessment 105:</u> Turning and preparing a bed ready for planting, using spades, rakes and forks safely. Learners will learn how to prepare a flower bed safely.</p> <p><u>Assessment 104:</u> Water a bed, border or an area of plants in containers. Learners will learn when and how to recognise when a plant needs watering and how to do so correctly. All learners will be involved with the maintenance of the school grounds: -Tidying paths removing leaves. - Pruning hedges and shrubs. - Cleaning polytunnel area. - Preparing beds for Spring planting. - Removing weeds from paired. All learners will be recapping our P.P.E policies/rules.</p>	

<p>Digital Media Mr Davies</p>	<p style="text-align: center;"><u>Stop Motion Animation</u></p> <p>Pupils will be encouraged to choose between 2D and 3D animation and will be shown examples of this. They will then create a storyboard in pairs about the plot of their animations. Pupils will be taught to use a Stop Motion App on the iPad and use this to create a short film including sound effects and a scripted voice over.</p>	
<p>College Various L&M College Tutors</p>	<p style="text-align: center;">Over at college this term the pupils will study the following subjects through vocational learning:</p> <p style="text-align: center;"><u>Sport and Hair & Beauty</u></p> <p>✓ Pupils will be starting a unit on Sport this half term. ✓ After February half term they will be starting a course on Hair & Beauty</p>	
<p>PE Mr De Sylva</p>	<p style="text-align: center;"><u>Bat and ball skills / Dance</u></p> <p>Lesson 1 of PE will focus on bat and ball skills: We will be learning these skills through activities such as cricket and rounders</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Hand eye coordination • Teamwork • Bat skills • Throwing <p>Each PE lesson is underpinned throughout with health education. In our health education we will be focusing on:</p> <ul style="list-style-type: none"> ✓ Keeping healthy ✓ Looking after your heart ✓ Benefits of exercise ✓ How to do low impact exercise to stay fit and healthy ✓ Introducing the pupils to new sports/ exercises. <p>Lesson 2 of PE will focus on Dance – The Haka:</p> <ul style="list-style-type: none"> ✓ Practice demonstrating emotions through dance. ✓ Look at a video of the haka and discuss the emotions being channelled into the dance. ✓ Replicate the haka dance using aggressive warrior like body language. ✓ Create their own dance sequence or version of the “haka” with their own twist on it. 	<p style="text-align: center;"><u>Athletics / Orienteering</u></p> <p>Athletics:</p> <p>Lesson 1 of PE will focus on athletics:</p> <p>Individual lessons will be spent on jumping, running and throwing demonstrating proper technique in each. Lessons will then run on a carousel circuit in pairs focussing on making improvements to personal bests. The final lesson will run as a class athletics competition.</p> <p>Jumping</p> <ul style="list-style-type: none"> ✓ Standing long jump ✓ Standing triple jump ✓ Speed / agility jumps ✓ High jump <p>Running</p> <ul style="list-style-type: none"> ✓ 50m sprints ✓ Relay race <p>Throwing</p> <ul style="list-style-type: none"> ✓ Foam javelin throw ✓ Shotput ✓ Hammer <p>Lesson 2 of PE will focus on orienteering:</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;">DofE Miss Taylor</p>	<p style="text-align: center;"><u>Volunteering</u></p> <ul style="list-style-type: none"> ✓ Continue to work towards the section. <p style="text-align: center;"><u>Physical</u></p> <ul style="list-style-type: none"> ✓ Continue towards the section. <p style="text-align: center;"><u>Skill</u></p> <ul style="list-style-type: none"> ✓ Continue to work towards the section. 	<p style="text-align: center;"><u>Volunteering</u></p> <ul style="list-style-type: none"> ✓ Continue to work towards the section. ✓ Complete section. ✓ Get assessor report. <p style="text-align: center;"><u>Physical</u></p> <ul style="list-style-type: none"> ✓ Continue to work towards the section. ✓ Complete section. ✓ Get assessor report. <p style="text-align: center;"><u>Skill</u></p> <ul style="list-style-type: none"> ✓ Continue to work towards the section. ✓ Complete section. ✓ Get assessor report.
	<p style="text-align: center;"><u>Expedition overview</u></p> <ul style="list-style-type: none"> ✓ Countryside code of conduct. ✓ Basic grid references / map work. ✓ Pupils to check/service equipment. ✓ Camp craft skills. ✓ Emergency procedures/first aid/road safety. ✓ Expedition food ✓ Fitness walks around the local area / practicing map reading skills. ✓ Volunteering work. ✓ Put up tents 	
<p style="text-align: center;">Employment Skills Mrs Addison</p>	<p style="text-align: center;"><u>Preparation for Work</u></p> <ul style="list-style-type: none"> ✓ Explore the skills and qualities needed for working life ✓ Identify personal skills and qualities ✓ Understand different work sectors ✓ Begin to understand skills and steps needed for specific jobs ✓ Write a CV ✓ Pupils will complete Entry Level activities to gain a certificate. 	

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