



Curriculum Overview for Parents/Carers

SPRING TERM 2025

Key Stage	4	Class/NC Year	M4/Year 11
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SUBJECT	SPRING 1	SPRING 2
English Mr Davies	<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>Moby Dick</u> <u>Herman Melville</u></p> <p>When the young sailor “Ishmael” decides to sail on the Pequod with the mysterious Captain Ahab, he has no idea about Ahab’s plans to get revenge on the great white whale Moby-Dick. Ahab wants to find and kill the whale at any cost - even if it means losing his ship and crew.</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 Miss Hinchcliffe	<p><u>ELC Component 2 – Biology: Environment, Evolution and Inheritance</u></p> <ul style="list-style-type: none"> ✓ Life on Earth is dependent on photosynthesis to fix carbon dioxide and produce the organic molecules used as the fuels for respiration and life processes. ✓ Living organisms interact with one another and their environment in many different ways. Human behaviours may have beneficial or detrimental effects on natural populations and the environment. The chemicals in the environment are continually cycling through the natural world. ✓ Life on Earth has evolved over time by natural selection, which accounts for biodiversity and how organisms are related. The characteristics of living things depend on both their environment and their genome. ✓ Humans can now use genetic engineering to modify organisms. 	

Maths
Mr De Sylva

Component 7: Geometry

Entry 1

- ✓ 1.1 Recognise and name squares, rectangles, triangles, circles, and cubes.
- ✓ 1.2 Compare and order a group of shapes or pictures or similar shapes of different size and recognise congruent shapes.
- ✓ 1.3 Use and understand positional vocabulary.

Entry 2:

- ✓ 2.1 Recognise and name shapes including pentagons, hexagons and octagons and identify a right-angled triangle from a set of triangles.
- ✓ 2.2 Recognise and name cuboids, pyramids and spheres.
- ✓ 2.3 Describe the properties of 2D shapes, including straight and curved edges Number of edges and vertices.
- ✓ 2.4 Describe the properties of solids: Number of edges, vertices and faces.
- ✓ 2.5 Understand angle as a measure of turn.

Entry 3

- ✓ 3.1 Recognise and name prisms, cylinders and cones.
- ✓ 3.2 Draw lines of symmetry on shapes or pictures.
- ✓ 3.3 Recognise and draw nets of cubes and cuboids.
- ✓ 3.4 Identify whether an angle is less or more than a right angle.
- ✓ 3.5 Identify horizontal, vertical and parallel lines.
- ✓ 3.6 Denote the position of a point on a grid by its coordinates or identify a point or item given its coordinates.
- ✓ 3.7 Use North (N), East (E), South (S) and West (W) to give directions or position from a map

Component 1: Properties of number

Entry 1:

- ✓ 1.1 Count reliably up to 20 items.
- ✓ 1.2 Read, write, order and compare numbers up to 20, including 0.
- ✓ 1.3 Complete a number line up to 20.

Entry 2:

- ✓ 2.1 Read, write, order and compare numbers up to 100.
- ✓ 2.2 Recognise place value in two-digit numbers.
- ✓ 2.3 Count from 0 in steps of two, three and five.
- ✓ 2.4 Round numbers less than 100 to the nearest 10.
- ✓ 2.5 Understand and identify odd and even numbers.

Entry 3:

- ✓ 3.1 Read and write numbers up to 1,000.
- ✓ 3.2 Order and compare numbers up to 1,000.
- ✓ 3.3 Recognise place value in three-digit numbers.
- ✓ 3.4 Round numbers less than 1,000 to the nearest 10.
- ✓ 3.5 Round numbers less than 1,000 to the nearest 100.
- ✓ 3.6 Find 10 or 100 more or less than a given number.
- ✓ 3.7 Recognise and use multiples of 2, 3, 4, 5, 8, 10, 50 and 100.

<p>PSHE Mr Davies</p>	<p style="text-align: center;">Managing Own Money</p> <p>The Managing Money unit aims to introduce learners to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably.</p> <p>Learning Objective 1. Understand how to plan a personal budget.</p> <p>Learning Objective 2. Know how to carry out transactions.</p>	
<p>Art and Design Mrs Faucitt</p>	<p style="text-align: center;">Preparation for GCSE Art Exam</p> <p>Pupils select one of seven questions. They research an artist or artists and gather appropriate information as a starting point.</p>	<p style="text-align: center;">GCSE Art Exam</p> <p>Pupils work under exam conditions over a period of weeks for 10 hours until they have completed a body of work based on their preparation.</p>
<p>Food Tech Mrs Leach</p>	<p style="text-align: center;"><u>AQA Unit Award Scheme</u> Food handling, Preparation and Storage</p> <ul style="list-style-type: none"> ✓ Pupils will continue with the Food Handling, preparation and storage unit. ✓ They will show knowledge of the temperatures at which food is at risk of spoilage. ✓ They will state the operating temperatures of a fridge and freezer ✓ They will select, prepare, make and evaluate a dish that is suitable for home freezing. ✓ They will identify the steps necessary to ensure the safe handling of food. 	

<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. 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.
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<p style="text-align: center;">Sport & Nutrition Mr De Sylva <i>*Applicable for a limited number of students from class*</i></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>Level 1 in Practical Horticulture Skills</u></p> <ul style="list-style-type: none"> ✓ Health and Safety ✓ Working safely ✓ Working as a team ✓ Working on your own ✓ What is PPE (Personal Protective Equipment) ✓ Using sharp tools ✓ Regular assessment practice 	
<p style="text-align: center;">College Adele Brayshaw</p>	<p style="text-align: center;"><u>Sport</u></p> <p>Pupils will be trying out many different sports and learning about fitness and nutrition throughout the half term.</p>	
<p style="text-align: center;">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>	

PE
Mr De Sylva
and Mr
Darlington-
Knight

Topic: Bat and ball skills

Key skills:

- Hand eye coordination
- Team work
- Bat skills
- Throwing

We will be learning these skills through activities such as cricket and rounders.

Each PE lesson is underpinned throughout with health education. In our health education we will be focusing on:

- ✓ 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.

Topic: Outdoor adventurous activities

Key skills:

- Orienteering
- Teamwork
- Communication
- Problem solving
- Leadership
- Fitness
- Emotional wellbeing

Using the orienteering set up around the school we will use cross-curricular links with our other topics such as maths and history.

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- ✓ 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 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"> ✓ 4/6 figure grid references / continue to work on map reading. ✓ 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</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 ✓ Learn job search skills and go through a mock application process. ✓ Take part in workplace role-play scenarios 	

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