



Curriculum Overview for Parents/Carers

Spring 2024

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| Key Stage | 4 | Class/NC Year | M2/Year 10 |
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| SUBJECT | SPRING 1 | SPRING 2 |
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| <p>English Mr Davies</p> | <p><u>AQA Step Up to English (Gothic Fiction)</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, (Gothic Fiction).</p> | <p><u>To Kill a Mockingbird Harper Lee</u></p> <p>Set in small-town Alabama, the novel is a coming-of-age story that chronicles the childhood of Scout and Jem Finch. Their father Atticus defends a Black man falsely accused of rape. Scout and Jem are mocked by classmates for this. Unfortunately, the man is convicted by an all-white jury. This story covers many aspects of injustice in 1930's America, some of which are still valid today. The pupils will be studying a reduced version of the classic book.</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. | |
| <p>Science Miss Hinchcliffe</p> | <p><u>AQA ELC Component 3 – Chemistry: Elements, mixtures and compounds</u></p> <ul style="list-style-type: none"> ✓ Matter is composed of tiny particles called atoms and there are about 100 naturally occurring types of atoms called elements. ✓ Elements are shown in the periodic table and are either metals or non-metals. Atoms are the building blocks for all substances. When two or more elements combine chemically a compound is produced. ✓ Different substances have different combinations of atoms joined together in different ways, which gives them different properties, such as whether they are solid, liquid or gaseous at room temperature. Many materials we use are mixtures. Mixtures can be separated by processes such as filtration. Polymers have many useful applications. | |

Maths
Mr De Sylva

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.

Component 8: Statistics

Entry 1:

- ✓ 1.1 Sort and classify objects using a single criterion.
- ✓ 1.2 Interpret and draw conclusions from a list or group of objects.
- ✓ 1.3 Construct and interpret simple line graphs.

Entry 2:

- ✓ 2.1 Sort and classify objects using more than one criterion.
- ✓ 2.2 Collect information by survey.
- ✓ 2.3 Record results in lists, tally charts and tables.
- ✓ 2.4 Construct and interpret pictograms where one picture represents one item.
- ✓ 2.5 Interpret simple tables, diagrams, lists and graphs.

Entry 3:

- ✓ 3.1 Construct and interpret bar charts with the vertical axis scaled in ones or twos.
- ✓ 3.2 Construct and interpret pictograms where one picture represents more than one item.
- ✓ 3.3 Extract numerical information from lists, tables, diagrams and charts.
- ✓ 3.4 Complete a frequency table given the original list of results.
- ✓ 3.5 Complete a tally chart and the resulting frequency table.
- ✓ 3.6 Compare two or more diagrams.
- ✓ 3.7 Solve one-step and two-step problems based on statistical information.

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| <p style="text-align: center;">PSHE Mr De Sylva</p> | <p style="text-align: center;"><u>WJEC – Developing Self</u></p> <p>LO1: Be able to recognise their strengths and areas they need to develop.</p> <ul style="list-style-type: none"> ✓ AC1.1 - Identify a personal strength or ability. ✓ AC1.2 - Identify an area for self-development. <p>LO2: Recognise how to develop themselves.</p> <ul style="list-style-type: none"> ✓ 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. <p>LO3: Review their development.</p> <ul style="list-style-type: none"> ✓ 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. | <p style="text-align: center;"><u>WJEC – Working as part of a group</u></p> <p>LO1: Know how to work with others in appropriate ways.</p> <ul style="list-style-type: none"> ✓ AC1.1 - Contribute to setting ground rules for working with others. ✓ AC1.2 - Make suggestions about the role they should play in the group. <p>LO2: Be able to play an active role in working as part of a group.</p> <ul style="list-style-type: none"> ✓ 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. <p>LO3: Review their role in the group.</p> <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 style="text-align: center;">Art and Design Mrs Faucitt</p> | <p style="text-align: center;">Cubism</p> <p>Pupils will refine their work by exploring ideas based on printmaking, collage and the work of Cubist artists.</p> | <p style="text-align: center;">Futurism</p> <p>Pupils will continue to develop their ideas and build on printmaking skills. They will revisit their intentions and look at ways of introducing the styles of Cubist influenced artists e.g. futurists</p> |
| <p style="text-align: center;">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 | |

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| <p style="text-align: center;">ICT Mr De Sylva</p> | <p style="text-align: center;"><u>WJEC – Online basics</u></p> <p>LO1: Use an online IT system to meet needs</p> <ul style="list-style-type: none"> ✓ AC 1.1 Start an online IT system or application and close it down when finished ✓ AC 1.2 Work safely and responsibly online <p>LO2: Search for and use internet-based information</p> <ul style="list-style-type: none"> ✓ AC2.1 Use browser software to find required information ✓ AC2.2 Select and use information for a purpose <p>LO3: Use email software tools and techniques to compose and send messages.</p> <ul style="list-style-type: none"> ✓ AC3.1 Use software tools to compose and format email messages. ✓ AC3.2 Attach files to email messages. ✓ AC3.3 Send e-mail messages. ✓ AC3.4 Read and respond to email messages. ✓ AC3.5 Respond appropriately to common email problems. | <p style="text-align: center;"><u>WJEC – Using Word Processing Software</u></p> <p>LO1: Enter, edit and combine text and other information within word processing documents.</p> <ul style="list-style-type: none"> ✓ AC1.1 Identify what types of information are needed in documents. ✓ AC1.2 Use keyboard or other input method to enter or insert text and other information. ✓ AC1.3 Combine information of different types or from different sources in a document. ✓ AC1.4 Enter information into existing tables and templates. ✓ AC1.5 Use editing tools to amend document content. ✓ AC1.6 Store and retrieve document files. <p>LO2: Use word processing software tools to format and present documents.</p> <ul style="list-style-type: none"> ✓ AC2.1 Create and modify tables to organise information. ✓ AC2.2 Use appropriate techniques to format characters and paragraphs ✓ AC2.3 Use appropriate page layout to present and print documents. ✓ AC2.4 Check documents meet needs making corrections as necessary. |
| <p style="text-align: center;">Horticulture Ian Moorhouse</p> | <p style="text-align: center;"><u>Preparing Beds for Planting</u></p> <p><u>Pupils will learn the following skills/to use equipment:</u></p> <ul style="list-style-type: none"> ✓ Garden Forks ✓ Spade ✓ Hoe ✓ Working safely in a group ✓ Planting seeds/Bedding plants ✓ Refresh PPE (safety equipment) ✓ Weed removal ✓ Pruning of trees ✓ General school ground maintenance ✓ Working as a team safely | |

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| <p>College Various L&M College Tutors</p> | <p><u>Sport or Construction</u> More information to follow in the New Year!</p> | |
| <p>Digital Media Mr Davies</p> | <p><u>Documentary</u> The pupils will choose a question which they wish to be answered. They will research, conduct questionnaires and recorded interviews to answer their question in the form of a documentary. They will use iMovie to put together their pieces of film which they will then edit as necessary. The finished documentaries will be discussed with their peers.</p> | |
| <p>PE Mr De Sylva</p> | <p><u>Games / Dance</u> Games: Football Lesson 1 of PE will focus on football. Skills taught will be:</p> <ul style="list-style-type: none"> ✓ Passing, control and moving into space. ✓ Dribbling and close control. ✓ Tackling, intercepting, and pressure on the ball. ✓ Defensive shape. ✓ Shooting and creating shooting chances for others. <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><u>Athletics / Orienteering</u> Athletics: Lesson 1 of PE will focus on athletics: 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: 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> |

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| DofE Miss Taylor | <u>Topic Content</u> | <u>Topic Content</u> |
| | <p><u>Volunteering</u></p> <ul style="list-style-type: none"> - Continue to work towards the section. <p><u>Physical</u></p> <ul style="list-style-type: none"> - Continue towards the section. <p><u>Skill</u></p> <ul style="list-style-type: none"> - Continue to work towards the section. | <p><u>Volunteering</u></p> <ul style="list-style-type: none"> - Continue to work towards the section. - Complete section. - Get assessor report. <p><u>Physical</u></p> <ul style="list-style-type: none"> - Continue to work towards the section. - Complete section. - Get assessor report. <p><u>Skill</u></p> <ul style="list-style-type: none"> - Continue to work towards the section. - Complete section. - Get assessor report |
| <u>Expedition overview</u> | | |
| <ul style="list-style-type: none"> - Put up tents. - Countryside code of conduct. - Pupils to check/service equipment. - Camp craft skills. - Emergency procedures/first aid - Expedition food | | |
| Employment Skills | <u>WJEC – Preparation for work</u> | <u>AQA Unit awards</u> |
| | <p>LO1: Recognise the skills and qualities needed for working life.</p> <ul style="list-style-type: none"> ✓ AC1.1 - Identify some personal skills and qualities which employees need. ✓ AC1.2 - Identify their own personal skills and qualities. <p>LO2: Recognise personal career opportunities.</p> <ul style="list-style-type: none"> ✓ AC2.1 - Identify a suitable job role which interests them. ✓ AC2.2 - Provide key personal information needed to apply for such a job role. | <ul style="list-style-type: none"> ✓ Complete the following AQA unit awards by experiencing more hands on / practical work as part of a team. ✓ 119309 Employability Unit: Teamwork ✓ 119310 Employability Unit: Leadership ✓ 119311 Employability Unit: Communication |

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