



Curriculum Overview for Parents/Carers

SUMMER TERM 2025

Key Stage	4	Class/NC Year	M3/Year 10
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SUBJECT	SUMMER 1	SUMMER 2
<p>English Mr Davies</p>	<p><u>Step Up to English</u> <u>(Holidays)</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 1 is composed of 1 speaking and listening task and 1 literacy text and a piece of creative writing based on the theme. (Holidays)</p>	<p><u>The Boy in the Dress</u> <u>David Walliams</u></p> <p>Dennis lives in a boring house in a boring street in a boring town. But he's about to find out that when you open your mind, life becomes anything but boring! You'll laugh, you'll cry, and once you meet Dennis, he'll live with you forever....</p> <p>The sparkling debut children's novel from David Walliams, co-creator and co-star of the multi-award-winning <i>Little Britain</i>. Dennis was different. Why was he different, you ask? Well, a small clue might be in the title of this book! Charming, surprising and hilarious</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
Mrs Hampshire

AQA ELC Component 3 – Chemistry: Elements, mixtures and compounds

- ✓ 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

AQA ELC Component 5 – Physics: Energy, forces and the structure of matter

- ✓ Forces are pushes or pulls, and if a force causes an object to move then work is done and energy is transferred
- ✓ Energy can be transferred usefully, stored or dissipated, but cannot be created or destroyed
- ✓ A braking force will cause an energy transfer that makes a vehicle slow down and heats the brakes
- ✓ The braking distance of a vehicle depends on many different things, such as the speed of the vehicle
- ✓ The energy resources available to use may be divided into renewable and non-renewable
- ✓ Energy can also be released from atoms, which contain smaller particles such as neutrons and protons in the nucleus, because atoms can break down to emit particles or gamma rays

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 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 and block 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.

<p style="text-align: center;">PSHE Mr De Sylva</p>	<p><u>Dealing with Problems in daily life</u></p> <p>LO1: Demonstrate an awareness of how to recognise straightforward problems.</p> <ul style="list-style-type: none"> ✓ AC1.1 Identify a straightforward problem. ✓ AC1.2 Identify a way of tackling the problem, with appropriate support. <p>LO2: Tackle straightforward problems.</p> <ul style="list-style-type: none"> ✓ AC2.1 Tackle the problem using a given procedure. ✓ AC2.2 Ask for advice or support if needed. 	<p><u>Making the most of leisure time</u></p> <p>LO1: Demonstrate an awareness of how they make use of their own leisure time.</p> <ul style="list-style-type: none"> ✓ AC1.1 Identify an activity they take part in. ✓ AC1.2 Identify the benefits to themselves of taking part in this activity. <p>LO2: Be able to take part in leisure activities.</p> <ul style="list-style-type: none"> ✓ AC2.1 Take part in an activity which they find relaxing. ✓ AC2.2 Take part in an activity which they find challenging. <p>LO3: Demonstrate an awareness of their likes and dislikes about different activities.</p> <ul style="list-style-type: none"> ✓ AC3.1 Identify what they liked about the activities. ✓ AC3.2 Identify what they did not like about the activities.
<p style="text-align: center;">Art and Design Mrs Faucitt</p>	<p style="text-align: center;">Habitat – Plants and Places</p> <p>Pupils look at the work of artists Kate Scott and Angie Lewin. They explore drawing and painting plants and animals in the environment</p>	<p style="text-align: center;"><u>Portraits and Figures</u></p> <p style="text-align: center;">Drawing Proportion Tone</p> <p>Pupils use a grid to explore drawing and painting portraits</p>
<p style="text-align: center;">Food Tech Mrs Leach</p>	<p style="text-align: center;"><u>Continue with AQA unit Cultural cuisine</u></p> <ul style="list-style-type: none"> ✓ Pupils will continue to explore and learn about different countries and cultures ✓ They will continue to research and select recipes from different countries ✓ They will prepare and make the various dishes ✓ They will take photos and evaluate their work 	

<p>ICT Miss Clarke</p>	<p><u>ICT functional skills</u></p> <p>Students will come up with an idea for a summer event and will create the below using a variety of computer software, drawing together the skills they have learnt and developing them further.</p> <ul style="list-style-type: none"> • Typing important information such as address and telephone number <ul style="list-style-type: none"> • Creating a menu • Making a leaflet • Designing a poster • Producing tickets • Typing a letter/email <p>This work will start building towards students achieving WJEC qualifications in computing skills.</p>	
<p>Sport & Nutrition Mr De Sylva</p> <p>*Applicable for a limited number of students from class*</p>	<p><u>WJEC Health & Fitness</u> Individual or Partner Activities: <i>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><u>WJEC Health & Fitness</u> Orienteering & Yearly review:</p> <ul style="list-style-type: none"> ✓ Orienteering activity at Williamson Park. ✓ Yearly review ✓ Review activities done over the past year. ✓ Review diet and nutritional information. ✓ Research costs of various sporting activities. ✓ Make personal and attainable targets to increase fruit and veg consumption and encourage a healthy balanced diet. ✓ Make personal and attainable targets for exercising multiple times per week.

<p>Horticulture Ian Moorhouse</p>	<p style="text-align: center;"><u>Horticulture</u></p> <p style="text-align: center;">This term we will:</p> <ul style="list-style-type: none"> ✓ Practicing assessment – 123, 101, 102, 103, 104. ✓ General school ground maintenance. ✓ Nature reserve project – working with outside agencies, laying new paths, stripping back trees, shrubs etc. ✓ Creating a Bee hive – we are going to have 2 Bee hives. <p style="text-align: center;"><u>“Morecambe Road Greenery”</u></p> <p>We are also working towards being a feeder school of plants to other schools. With the help of an external agency. The idea is to grow veg from seeds and offer some to other schools. This will be developed over the next 12 months. All learners developing skill sin planting seeds and plants.</p>
<p>College Various L&M College Tutors</p>	<p>Pupils will be learning about Construction and doing some brick laying.</p> <p style="text-align: center;">Pupils will be learning about Digital Tech.</p>

PE
Mr De Sylva

Bat and ball skills: Rounders /
Invasion games: Tag Rugby

Rounders

Joint PE Lesson with M4 playing 10vs10 large, sided rounders. Adapted for children's needs and abilities.

Key skills:

Hand eye coordination
Team work
Bat skills
Throwing

Tag Rugby

Introduction to tag rugby, explaining rules and working on passing drills and small sided games.

Key Skills:

Hand eye coordination
Team work
Passing
Identifying space
Understanding and following rules

- ✓ 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.

Ball striking: Golf / Athletics

Golf

Joint PE lesson with M4 introducing the principles and techniques of golf.

Key skills:

Hand eye coordination
Reading the environment
Control and accuracy

Athletics

Practice for sports day – varying events including:

Basketball shots
Penalties
Egg and spoon race
Relay race
Bean bag throwing

Key skills:

Hand eye coordination
Team work
Throwing
Running
Balance
Power

- ✓ 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.

<p>DofE Miss Taylor</p>	<p style="text-align: center;"><u>The Duke of Edinburgh Award</u></p> <p><u>Volunteering</u></p> <p>Complete section (if not already done).</p> <ul style="list-style-type: none"> - Get assessor report. - Get section approved. <p><u>Physical</u></p> <p>Complete section (if not already done).</p> <ul style="list-style-type: none"> - Get assessor report. - Get section approved. <p><u>Skill</u></p> <p>Complete section (if not already done).</p> <ul style="list-style-type: none"> - Get assessor report. - Get section approved.
<p>Employment Skills Mrs Addison</p>	<p style="text-align: center;"><u>Expedition overview</u></p> <ul style="list-style-type: none"> - Final elements of training. - Practice putting up tents. - Pupils to check/service and discuss equipment list. - Practice camp craft skills. - Emergency procedures and first aid. - Discuss expedition food. - Collect assessor reports for each pupil. - Practice expedition. (Additional training if required). - Complete qualifying expedition. <p style="text-align: center;"><u>WJEC - Entry Level – Dealing with Problems in Real Life</u></p> <ul style="list-style-type: none"> ✓ Identify a straightforward problem that they can tackle. ✓ Identify problems they may face in adulthood. ✓ Identify a way to tackle problems. ✓ Seek out and ask for appropriate advice. ✓ Be able to carry out a review of their progress towards solving problems.

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