



# Curriculum Overview for Parents/Carers

**SUMMER TERM 2025**

<b>Key Stage</b>	<b>3/4</b>	<b>Class/NC Year</b>	<b>M2/Year 9 + 10</b>
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SUBJECT	SUMMER 1	SUMMER 2
<p><b>English</b> Mr Davies</p>	<p><b><u>Animal Farm</u></b> (George Orwell)</p> <p>Animal Farm tells the story of a rebellion and how it goes wrong. The animals' lives on the farm are terrible – there is not enough food, the work is hard, and the animals are dying. One day, the animals kick out the farmer and start to run the farm. But things are not better for most of the animals. Life for them is the same as before.</p>	<p><b><u>Step Up to English</u></b> <b><u>(Holidays)</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. (Holidays)</p>
	<p><b><u>Grammar lessons this term include:</u></b></p> <ul style="list-style-type: none"> <li>☞ Points covered: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</li> <li>☞ Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practised.</li> </ul>	

**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

**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.
- ✓ 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.

**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.

<p><b>PSHE</b> Mrs Faucitt</p>	<p><b><u>Changing and Growing</u></b></p> <ul style="list-style-type: none"> <li>✓ Puberty</li> <li>✓ Friendship</li> <li>✓ Healthy and unhealthy relationship behaviour</li> </ul>	<p><b><u>Health Lifestyles</u></b> <b><u>'Drugs, alcohol and tobacco</u></b></p> <ul style="list-style-type: none"> <li>✓ Identify some common legal drugs (e.g. nicotine and alcohol).</li> <li>✓ Recognise laws and Identify benefits of not smoking/vaping or drinking alcohol. Explain how drugs/alcohol can affect how people feel, influence their ability to make decisions</li> <li>✓ can contribute to causing accidents.</li> </ul> <p>Describe or demonstrate strategies to resist pressure to smoke, drink or vape</p>
<p><b>Food Technology</b> Mrs Leach</p>	<p><b><u>To continue with Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>✓ To continue with the importance of healthy eating</li> <li>✓ To adapt recipes to make them healthier</li> <li>✓ To look at fruit and the importance in our diet</li> <li>✓ To make summer desserts</li> </ul>	<p><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>✓ To prepare and make finger food suitable for a picnic</li> <li>✓ To look at vegetables and the importance in our diet</li> <li>✓ To make summer salads</li> </ul>
<p><b>Art and Design</b> Mrs Faucitt</p>	<p><b><u>Habitat – Plants and Places</u></b></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><b>Computing</b> Mr De Sylva</p>	<p><b><u>Digital Art: Using Sketchpad</u></b></p> <ul style="list-style-type: none"> <li>✓ Use <i>Sketchpad</i> <a href="https://sketch.io/sketchpad/">https://sketch.io/sketchpad/</a> to create various pieces of digital art, reflecting a weekly theme</li> <li>✓ Editing, formatting and enhancing artwork to reflect a graphic or artistic theme used by a famous artist or graphic designer</li> </ul>	<p><b><u>ICT Functional Skills</u></b></p> <ul style="list-style-type: none"> <li>✓ Typing important information such as address and telephone number</li> <li>✓ Creating a menu</li> <li>✓ Making a leaflet</li> <li>✓ Designing a poster</li> <li>✓ Producing tickets</li> <li>✓ Typing a letter</li> </ul>

<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>WJEC Health &amp; Fitness</u></b></p> <p><b>Individual or Partner Activities:</b> <i>Paddle tennis &amp; golf.</i></p> <ul style="list-style-type: none"> <li>✓ AC1 .1 Follow rules and conventions of an activity.</li> <li>✓ AC2 .1 Select the best position/option when participating in an activity.</li> <li>✓ AC3.1 Perform skills of an activity with some control.</li> <li>✓ AC4.1 Identify own strengths when participating in a chosen activity.</li> <li>✓ AC4.2 Identify ways in which own performance could be improved.</li> </ul>	<p style="text-align: center;"><b><u>WJEC Health &amp; Fitness</u></b></p> <p><b>Orienteering &amp; Yearly review:</b></p> <ul style="list-style-type: none"> <li>✓ Orienteering activity at Williamson Park.</li> <li>✓ Yearly review</li> <li>✓ Review activities done over the past year.</li> <li>✓ Review diet and nutritional information.</li> <li>✓ Research costs of various sporting activities.</li> <li>✓ Make personal and attainable targets to increase fruit and veg consumption and encourage a healthy balanced diet.</li> <li>✓ Make personal and attainable targets for exercising multiple times per week.</li> </ul>
<p style="text-align: center;"><b>Horticulture</b> Ian Moorhouse</p>	<p style="text-align: center;"><b><u>Horticulture</u></b></p> <p style="text-align: center;">This term we will:</p> <ul style="list-style-type: none"> <li>✓ General school ground maintenance.</li> <li>✓ Nature reserve project – working with outside agencies, laying new paths, stripping back trees, shrubs etc.</li> </ul> <p style="text-align: center;"><b><u>“Morecambe Road Greenery”</u></b></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 style="text-align: center;"><b>Digital Media</b> Mr Davies</p>	<p style="text-align: center;"><b><u>Photography and Digital Imaging</u></b></p> <p>The pupils will be learning how to compose photographs and how to manipulate these using Photoshop. They will be encouraged to take between 30-50 photographs every two weeks and then narrow them down to 10 final images. These will be then manipulated by the pupils. Every two weeks the pupils will have a different theme for their photography.</p>	

<p><b>PE</b> <b>Mr Darlington-Knight</b></p>	<p><b><u>Bat and Ball skills</u></b></p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>• Hand eye coordination</li> <li>• Team work</li> <li>• Bat skills</li> <li>• Throwing</li> </ul> <p>We will be learning these skills through activities such as cricket and rounders.</p> <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"> <li>✓ Keeping healthy</li> <li>✓ Looking after your heart</li> <li>✓ Benefits of exercise</li> <li>✓ How to do low impact exercise to stay fit and healthy</li> <li>✓ Introducing the pupils to new sports/ exercises.</li> </ul>	<p><b><u>Outdoor adventurous activities</u></b></p> <p>Key skills:</p> <ul style="list-style-type: none"> <li>• Orienteering</li> <li>• Teamwork</li> <li>• Communication</li> <li>• Problem solving</li> <li>• Leadership</li> <li>• Fitness</li> <li>• Emotional wellbeing</li> </ul> <p>Using the orienteering set up around the school we will use cross-curricular links with our other topics such as maths and history.</p> <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"> <li>✓ Keeping healthy</li> <li>✓ Looking after your heart</li> <li>✓ Benefits of exercise</li> <li>✓ How to do low impact exercise to stay fit and healthy</li> <li>✓ Introducing the pupils to new sports/ exercises.</li> </ul>
<p><b>History</b> <b>Miss Ruxton</b></p>	<p><b><u>World War 2</u></b></p> <ul style="list-style-type: none"> <li>✓ We will learn how Hitler came to power after the First World War and how World War 2 started.</li> <li>✓ We will learn about Britain's involvement in the war, how to protect ourselves during an air raid and all about rationing and the war effort.</li> <li>✓ We will learn what an evacuee is and about the lives of evacuees.</li> <li>✓ Towards the end of the topic we will learn how the war ended and the lasting effect of the war.</li> </ul>	<p><b><u>Martin Luther King</u></b></p> <ul style="list-style-type: none"> <li>✓ We will look at who Martin Luther King is, creating our own MLK biography.</li> <li>✓ We will look at what he did, who he helped and why he was important.</li> <li>✓ We will discover this impact at the time and his impact and importance over time.</li> </ul>

<p style="text-align: center;"><b>RE</b> Miss Boddy</p>	<p style="text-align: center;"><b><u>Religion: Islam</u></b></p> <p><b>Theme:</b> Beliefs and moral values.</p> <p><b>Key question:</b> Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p><b>Learning objective 1:</b> Pupils will identify ways in which Muslims try to lead good lives, how to be a good role model and how their belief in Akhirah influences this. Pupils will also study the importance of family values and morals.</p> <p><b>Learning objective 2:</b> Pupils will also gain a better understanding of challenging stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>
<p style="text-align: center;"><b>Music</b> Mrs Prescott</p>	<p style="text-align: center;"><b><u>Over To You!</u></b></p> <p>In this unit pupils will take the lead, deciding what they would like to do for their final term of music. They will choose a genre of music to work with and decide if they want to work using live instruments or Music Tech. Pupils will:</p> <ul style="list-style-type: none"> <li>• Explore their chosen genre of music</li> <li>• Work together to compose/arrange a piece of music, which celebrates all the musical skills they have learned so far</li> <li>• Plan how they would like to share their final pieces.</li> </ul>
<p style="text-align: center;"><b>Geography</b> Mrs Greenwood</p>	<p style="text-align: center;"><b><u>MOUNTAINS, VOLCANOES AND EARTHQUAKES</u></b></p> <ul style="list-style-type: none"> <li>✓ Understand the structure of the Earth</li> <li>✓ How mountains and volcanoes are formed</li> <li>✓ The process of how earthquakes and volcanic eruptions occur</li> <li>✓ The effects of earthquakes and volcanic eruptions</li> <li>✓ The benefits and risks of living near a volcano</li> <li>✓ Planning for a volcanic eruption</li> </ul> <p style="text-align: center;"><b><u>LOOKING AFTER THE EARTH</u></b></p> <ul style="list-style-type: none"> <li>✓ Deforestation</li> <li>✓ Ecosystems of the world</li> <li>✓ Problems with named eco system</li> <li>✓ Three fossil fuels/alternative energy sources</li> <li>✓ Materials that can be recycled</li> <li>✓ What food miles are?</li> <li>✓ Conservationist organisations and their work</li> </ul>

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