



Curriculum Overview for Parents/Carers

SPRING 2026

Key Stage	3	Class/NC Year	S6/Year 8+9
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SUBJECT	SPRING 1	SPRING 2
English Miss Ruxton/ Mrs Greenwood/ Mr Davies	<u>Gulliver's Travels by Jonathan Swift</u> During the Spring term, we will be reading the classic tale by Jonathan Swift, retold by Luke Hayes. The story tells the story of Gulliver's adventures in unusual and imaginative lands. The story covers themes of perspective, abuse of power, society vs. individual, knowledge, truth vs. deception, and moral versus physical strength and uses satire to critique human nature and politics. Pupils will read the story as a class and complete activities to demonstrate their understanding of the text, whilst working on their writing and speaking and listening skills.	
	<u>Grammar lessons this term include:</u> <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. 	
PSHE Mrs Faucitt	<u>Build a Better Life</u> A programme which supports pupils to make behaviour change based on who or what is important to them. Pupils will be helped with the skills of pausing, noticing and reflecting on their behaviour.	<u>Changing and Growing</u> <u>Pupils will</u> <ul style="list-style-type: none"> ✓ Understand what puberty means ✓ Reflect on what friendships are ✓ Explore and understand the difference between healthy and unhealthy relationships

Maths
Mr Darlington-
Knight / Mr De
Sylva / Miss
Clarke

Component 3: Ratio (NDS: 2 days a week whole term)

MC: TT practice / practical maths / interventions

Entry 1:

- ✓ 1.1 Understand equality Use and understand the = sign.
- ✓ 1.2 Identify or show one half of a quantity up to 20.
- ✓ 1.3 Work out half of an even number up.

Entry 2:

- ✓ 2.1 Identify or show one third or one quarter of a quantity up to 24.
- ✓ 2.2 Work out one third or one quarter of a number up to 24 without remainder.
- ✓ 2.3 Count in fractions of one half or one third or one quarter.
- ✓ 2.4 Work out amounts two, three or four times the size of a given amount.
- ✓ 2.5 Recognise the equivalence of a half and two quarters.

Entry 3:

- ✓ 3.1 Identify or show unit fractions up to one tenth of a quantity up to 100.
- ✓ 3.2 Work out unit fractions to one tenth of a number up to 100 without remainder.
- ✓ 3.3 Identify or show any number of thirds, quarters, fifths or tenths of a quantity.
- ✓ 3.4 Work out any number of thirds, quarters, fifths or tenths of an amount Without remainder.
- ✓ 3.5 Recognise and identify equivalent fractions.
- ✓ 3.6 Add and subtract fractions with the same denominator within one whole.
- ✓ 3.7 Work out amounts 5, 8 or 10 times the size of a given amount.

Component 4: Money (SDK: 2 days a week whole term)

MC: TT practice / practical maths / interventions

Entry 1:

- ✓ 1.1 Recognise coins and notes up to £20 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20.
- ✓ 1.2 Exchange money up to 20p for an equivalent amount in other denominations.
- ✓ 1.3 Add up to 20 coins Up to 20p in 1p, 2p, 5p, 10p, 20p coins, up to £20 in £1 and £2 coins.

Entry 2:

- ✓ 2.1 Appreciate the purchasing power of amounts of money (coins).
- ✓ 2.2 Convert from pence to pounds and vice versa.
- ✓ 2.3 Make amounts of money up to £2 from given coins.
- ✓ 2.4 Make amounts of money in multiples of £5 from £5, £10 and £20 notes.
- ✓ 2.5 Calculate with amounts of money in pence up to £1 and whole pounds up to £100 and give change.

Entry 3:

- ✓ 3.1 Appreciate the purchasing power of amounts of money (notes).
- ✓ 3.2 Exchange notes for an equivalent value in coins.
- ✓ 3.3 Use decimal notation for money Understand that £3.20 should not be written as £3.2 or £3.20p.
- ✓ 3.4 Interpret a calculator display Understand that 3.2 (in pounds) on a calculator means £3.20.
- ✓ 3.5 Solve real life problems involving what to buy and how to pay.
- ✓ 3.6 Add amounts of money and give change.
- ✓ 3.7 Carry out investigations involving money.

<p style="text-align: center;">Science Miss Hinchcliffe</p>	<p style="text-align: center;"><u>AQA ELC Component 5</u></p> <p style="text-align: center;"><u>Physics: Energy, forces and the structure of matter</u></p> <ul style="list-style-type: none"> ✓ 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 	
<p style="text-align: center;">Geography Mrs Greenwood</p>	<p style="text-align: center;"><u>Looking after the Earth</u></p> <p><u>Pupils will</u></p> <ul style="list-style-type: none"> ✓ Learn about deforestation and the problems associated with it ✓ Understand what ecosystems are and demonstrate their knowledge of four distinct ecosystems and problems that can be associated with them ✓ Gain knowledge of fossil fuels and alternative energy sources ✓ Understand the importance of recycling ✓ Recognize the concept of ‘food miles’ ✓ Find out about at least two conservation organisations and their work. 	
<p style="text-align: center;">History Mrs Addison</p>	<p style="text-align: center;"><u>Slavery</u></p> <ul style="list-style-type: none"> ✓ Introduction to slavery ✓ Journey of a Slave ✓ What were people’s opinions of slavery? ✓ Slave journey - The Zong Slave Ship ✓ The life of Olaudah Equiano ✓ Abolition of Slavery – who tried to help? (William Wilberforce) 	<p style="text-align: center;"><u>Slavery</u></p> <ul style="list-style-type: none"> ✓ Two weeks - Lancaster in depth study – Slavery ✓ Sambos Grave ✓ Quakers ✓ Freedom After Slavery <p><i>(Lancaster slavery walk/Maritime museum)</i></p>

<p>Design Tech Mr Palamountain/ Mrs Faucitt</p>	<p><u>Construction using Clay Slabs</u> Students will build a ceramic house using conventional slab construction. They will learn how to roll out slabs. They will learn how to join clay. They will learn the process of firing and decoration. Design process. And evaluation</p>	<p><u>Construction using Clay Slabs</u> Students will build a ceramic house using conventional slab construction. They will learn how to roll out slabs. They will learn how to join clay. They will learn the process of firing and decoration. Design process. And evaluation</p>
<p>Art and Design Mrs Faucitt</p>	<p><u>African - Tribal Art</u> Tribal Art African Tribes Mask designs Mask making Repeating pattern</p>	<p><u>Indian - Tribal Art</u> ✓ Repeating patterns ✓ Adivasis Art Forms ✓ Print making ✓ Textiles – cushion making</p>
<p>Employability Miss Ruxton/Mrs Addison</p>	<p><u>Working as Part of a Group</u> (Mrs Addison) <u>Entry Level</u> <u>Continuation of the unit of work to enable pupils to work towards an Entry Level Certificate.</u></p> <ul style="list-style-type: none"> ✓ Participate in setting ground rules for working with others ✓ Relate basic information about the work to be carried out <ul style="list-style-type: none"> ✓ Identify their job role in the group ✓ Carry out given tasks when working with others ✓ Ask for or offer help when required ✓ Identify what went well and what went less well ✓ Communication activities will be embedded within the unit of work. <p><u>Entry Level</u> Basic cooking <u>Continuation of the unit of work to enable pupils to work towards an Entry Level Certificate.</u></p> <p>Basic Food Preparation</p> <ul style="list-style-type: none"> ✓ Be able to prepare food for cold presentation or cooking. ✓ Set aside or store prepared food items ready for use according to instructions. ✓ Prepare food items for cold presentation or cooking safely and hygienically 	

<p>Computing Mr Rider</p>	<p style="text-align: center;">○</p> <p style="text-align: center;"><u>3D animation</u></p> <ul style="list-style-type: none"> ✓ Students will be using the Blender program to learn about and discuss ✓ Moving, rotating and scaling 3D objects ✓ Animation ✓ Lighting 	<p style="text-align: center;">○</p> <p style="text-align: center;"><u>Data representation: images</u></p> <ul style="list-style-type: none"> ✓ Students will learn about and discuss ✓ How images are presented using binary data ✓ The RGB system ✓ How file size impacts image quality ✓ Manipulating digital images.
<p>Food Technology Mrs Leach</p>	<p style="text-align: center;"><u>Foods from around the world</u></p> <ul style="list-style-type: none"> ✓ Pupils will explore and learn about different countries and cultures. ✓ They will prepare and make different dishes from all around the world. ✓ They will create their own recipe book. 	<p style="text-align: center;"><u>Foods from around the world</u></p> <ul style="list-style-type: none"> ✓ The pupils will continue with the topic of foods from around the world.
<p>RE Miss Boddy</p>	<p style="text-align: center;"><u>Religion: Sikhism</u></p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Are Sikh stories important today?</p> <p>Learning objective: Pupils will be learning about the relevance of Sikh stories today. This will be achieved through completing a wide range of tasks, debates and activities.</p>	<p style="text-align: center;"><u>Religion: Christianity</u></p> <p>Theme: Easter</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Learning objective: Pupils will examine whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. This will be achieved through debates and various learning activities.</p>
<p>Music Cover Supervisor</p>	<p>In Year 9 Music, the children will be strengthening their keyboard skills by practicing what they already know and learning new techniques. They will use features like voice, style and chord assist to make their playing more interesting. They will learn to read and play bass-clef notes with growing confidence. They will also work on using both hands together to play simple pieces. Throughout the unit, the children will create their own versions of the pieces they learn, devising and adapting them to show creativity and personal style.</p>	

<p style="text-align: center;">PE Miss Boddy & Mr Darlington Knight</p>	<p style="text-align: center;"><u>Lesson 1 Dance</u></p> <p style="text-align: center;"><u>Lesson 2: Tag Rugby</u></p> <p><u>Key elements:</u> Movement, unison, pathways, timing, rhythm, communication and collaboration. Throwing, catching and teamwork.</p> <p>Pupils will work together using a variety of fundamental movements and create a short dance sequence.</p> <p>Each PE lesson is underpinned throughout with health education and will focus on:</p> <ul style="list-style-type: none"> ✓ Importance of warming up. ✓ Keeping healthy. ✓ Looking after your heart. ✓ Benefits of exercise. 	<p style="text-align: center;"><u>Lesson 1 Football</u></p> <p style="text-align: center;"><u>Lesson 2: Athletics (sports day practice)</u></p> <p><u>Key skills:</u> Passing, dribbling the ball, shooting, teamwork, communication and movement.</p> <p>Pupils will develop a range of techniques, and they will practice the skills needed to play a game of football.</p> <p>Each PE lesson is underpinned throughout with health education and will focus on:</p> <ul style="list-style-type: none"> ✓ Importance of warming up. ✓ Keeping healthy. ✓ Looking after your heart. ✓ Benefits of exercise.
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If you require any further information regarding the curriculum, please do not hesitate to contact your class teacher via Seesaw/Email.