



# Curriculum Overview for Parents/Carers

## SUMMER TERM 2026

<b>Key Stage</b>	<b>4</b>	<b>Class/NC Year</b>	<b>M3/Year10&amp;11</b>
------------------	----------	----------------------	-------------------------

SUBJECT	SUMMER 1	SUMMER 2
<p><b>English</b> Mr Davies</p>	<p style="text-align: center;"><b><u>Step Up to English</u></b> <b><u>(Pets)</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. (Pets)</p>	<p style="text-align: center;"><b><u>Of Mice and Men</u></b></p> <p style="text-align: center;">John Steinbeck</p> <p>George and Lennie are friends and they have plans for the future. But Lennie is not very smart and he sometimes makes trouble. George wants to help him but that is not always easy. Then one night, when Lennie is alone, something happens. What can George do now? Can he help- or is it too late.</p> <p>The pupils will be doing speaking and listening, reading and writing activities based on this enthralling reduced version of the novel.</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

**AQA ELC Biology 2: Environment, Evolution and Inheritance**

- ✓ 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

**Practical knowledge: Time / Money**  
**(shopping)**

**Money**

We are doing a weekly shopping trip to Asda on a Wednesday morning to buy 5 household items. This activity requires comparing prices to find the best value deals, estimating the cost of items and paying for items using cash / card.

**Time**

- ✓ Be able to tell the time using digital clocks.
- ✓ Be able to tell the time using analogue clocks.
- ✓ Be able to tell the time using 24hr clocks.
- ✓ Be able to estimate the length of time it takes to do various activities.
- ✓ Learn to calculate the duration of an activity based on the start and finish times.
- ✓ Learn to calculate the finish time of an activity when given the start time and duration.
- ✓ Learn to calculate the start time of an activity when given the finish time and duration.
- ✓ Learn to understand and use calendars.
- ✓ Learn to understand, create and stick to schedules

**Practical knowledge: Measure**

**Length**

- ✓ Be able to estimate using mm, cm, m and km.
- ✓ Be able to accurately measure items and distances using a ruler, tape measure and trundle wheel.
- ✓ Be able to work out practical questions / activities related to length

✓

**Weight**

- ✓ Be able to estimate weight using g, kg and tonnes.
- ✓ Be able to use kitchen scales and bathroom scales to accurately weigh items in g and kg.
- ✓ Be able to work out practical questions / activities related to weight.

**Volume**

- ✓ Be able to estimate volume using ml and l.
- ✓ Be able to use measuring jugs and buckets to accurately measure volume in ml and l.
- ✓ Be able to work out practical questions / activities related to volume.

<p style="text-align: center;"><b>PSHE</b> Miss Ruxton</p>	<p style="text-align: center;"><b><u>Relationships –</u></b></p> <ul style="list-style-type: none"> <li>✓ We will look at what a healthy relationship is and positive behaviours in relationships and friendships.</li> <li>✓ We will learn about gender identity and sexual orientation</li> <li>✓ We will look at the legal and moral duties around consent</li> </ul>	<p style="text-align: center;"><b><u>Healthy Lifestyle -</u></b></p> <ul style="list-style-type: none"> <li>✓ We will learn about the relationship between physical and mental health</li> <li>✓ The importance of exercise and sleep</li> <li>✓ how to make informed healthy eating choices</li> <li>✓ how to manage influences on body image</li> </ul>
<p style="text-align: center;"><b>Art and Design</b> Mrs Faucitt</p>	<p style="text-align: center;"><b><u>Landscape</u></b></p> <p>Once pupils have decorated their fired ceramic pieces from last term, they will look at different depictions of Landscape, working both in and outside the classroom.</p>	<p style="text-align: center;"><b><u>Landscape</u></b></p> <p>Explore the local area and consider textures and architecture within the environment</p> <p>Look at work by the Impressionist Artist called Claude Monet</p> <p style="text-align: center;">Photography – exploring skills with creating images and incorporating perspective, focus and editing</p>
<p style="text-align: center;"><b>Food Tech</b> Mrs Leach</p>	<p style="text-align: center;"><b><u>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> <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 style="text-align: center;"><b>ICT</b> Mr Rider</p>	<p style="text-align: center;"><b><u>Digital skills</u></b></p> <p>Students will continue to work towards AQA awards in:-</p> <ul style="list-style-type: none"> <li>✓ Foundation skills</li> <li>✓ Communicating</li> <li>✓ Handling information and content</li> <li>✓ Transacting</li> <li>✓ Problem solving</li> <li>✓ Being safe and legal online</li> </ul>	
<p style="text-align: center;"><b>Sport &amp; Nutrition</b> Mr De Sylva</p> <p style="text-align: center; color: red;"><b>*Applicable for a limited number of students from class*</b></p>	<p style="text-align: center;"><b><u>WJEC Health &amp; Fitness</u></b></p> <p><b>Individual or Partner Activities:</b></p> <p>The following Individual / partner sports will be played: Badminton, golf and bike riding.</p> <p>We will also do a couple of lessons on basketball as part of the Team Sport Activities unit.</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>JEC Health &amp; Fitness</u></b></p> <p><b>Food &amp; Health:</b></p> <ul style="list-style-type: none"> <li>✓ AC1.1 Give a basic explanation of current nutritional guidelines.</li> <li>✓ AC1.2 Identify the main nutrients needed by the body.</li> <li>✓ AC1.3 Illustrate clearly the results of poor food choice.</li> <li>✓ AC2.2 Identify dishes / meals from a selection that are suitable for a range of different dietary needs.</li> <li>✓ AC3.1 Prepare a number of healthy dishes e.g. salads, soups, fruit dishes, stir fry, kebabs.</li> </ul> <p><b><u>Additional trips to:</u></b></p> <ul style="list-style-type: none"> <li>✓ Woodland walk and trim trail at Lancaster University. (walk with outdoor exercise equipment)</li> <li>✓ Williamson Park orienteering</li> <li>✓ Salt Ayre cycle track</li> </ul>

<p><b>Digital Media</b> Mr Davies</p>	<p style="text-align: center;"><u><b>Photography</b></u></p> <p>The pupils will be learning how to compose a photograph and manipulate it using Photoshop Express. They will take photos one week and then the following week they will delete them down and use Photoshop Express to make them as interesting as possible.</p>	
<p><b>College</b> Various L&amp;M College Tutors</p>	<p style="text-align: center;"><u><b>Horticulture</b></u></p> <p>✓ Pupils will be working on a Horticultural course with the Lancaster and Morecambe College tutors.</p>	
<p><b>PE</b> Mr De Sylva</p>	<p style="text-align: center;"><u><b>Tennis / Golf / Chuckies</b></u></p> <p><u><b>Lesson 1: Tennis / Golf</b></u></p> <p>Joint PE lesson with M3 introducing the rules, principles and techniques of golf and tennis.</p> <p><b>Key golf skills:</b></p> <ul style="list-style-type: none"> <li>✓ Hand eye coordination.</li> <li>✓ Reading the environment.</li> <li>✓ Control and accuracy.</li> </ul> <p><b>Key tennis skills:</b></p> <ul style="list-style-type: none"> <li>✓ Hand eye coordination.</li> <li>✓ Split step and ready position.</li> <li>✓ Footwork.</li> <li>✓ Backswing and follow through.</li> <li>✓ Forehand technique.</li> <li>✓ Backhand technique.</li> </ul> <p><u><b>Lesson 2: Chuckies</b></u></p> <p><b>Key chuckies skills:</b></p> <ul style="list-style-type: none"> <li>✓ Hand-eye coordination</li> <li>✓ Throwing accuracy</li> <li>✓ Teamwork</li> <li>✓ Communication</li> <li>✓ Spatial awareness &amp; tactics</li> <li>✓ Catching technique</li> </ul>	<p style="text-align: center;"><u><b>Rounders / Orienteering</b></u></p> <p><u><b>Lesson 1: Rounders</b></u></p> <p>Joint PE Lesson with M3 playing 10vs10 large, sided rounders. Adapted for children's needs and abilities.</p> <p><b>Key skills:</b></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><u><b>Lesson 2: Orienteering</b></u></p> <p>Using the orienteering set up around the school we will use cross-curricular links with our other topics such as Maths.</p>

<p style="text-align: center;"><b>DofE</b> Miss Taylor</p>	<p style="text-align: center;"><b><u>The Duke of Edinburgh Award</u></b></p> <p><b><u>Volunteering</u></b></p> <p>Complete section (if not already done).</p> <ul style="list-style-type: none"> <li>✓ Get an assessor report.</li> <li>✓ Get the section approved.</li> </ul> <p><b><u>Physical</u></b></p> <p>Complete section (if not already done).</p> <ul style="list-style-type: none"> <li>✓ Get an assessor report.</li> <li>✓ Get the section approved.</li> </ul> <p><b><u>Skill</u></b></p> <p>Complete section (if not already done).</p> <ul style="list-style-type: none"> <li>✓ Get an assessor report.</li> <li>✓ Get the section approved.</li> </ul>
	<p style="text-align: center;"><b><u>Expedition overview</u></b></p> <ul style="list-style-type: none"> <li>✓ Final elements of training.</li> <li>✓ Practice putting up tents.</li> <li>✓ Pupils to check/service and discuss equipment list.</li> <li>✓ Practice camp craft skills.</li> <li>✓ Emergency procedures and first aid.</li> <li>✓ Discuss expedition food.</li> <li>✓ Collect assessor reports for each pupil.</li> <li>✓ Practice expedition. (Additional training if required).</li> <li>✓ Complete qualifying expedition.</li> </ul>
<p style="text-align: center;"><b>Employment Skills</b> Miss Addison</p>	<p style="text-align: center;"><b><u>Entry level</u></b></p> <p style="text-align: center;">This unit aims to provide learners with the opportunity to develop decision-making skills which will enable them to make appropriate choices in their own lives.</p> <ul style="list-style-type: none"> <li>✓ Know that choices can be made in both activities and daily events.</li> <li>✓ Identify activities where choices can be made.</li> <li>✓ Identify daily events where choices can be made.</li> <li>✓ Identify choices involved in decision making.</li> <li>✓ State choices made.</li> </ul>

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