



# Curriculum Overview for Parents/Carers

**AUTUMN TERM 2026**

|                  |          |                      |                   |
|------------------|----------|----------------------|-------------------|
| <b>Key Stage</b> | <b>4</b> | <b>Class/NC Year</b> | <b>M3/Year 11</b> |
|------------------|----------|----------------------|-------------------|

| <b>SUBJECT</b>                     | <b>AUTUMN 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>AUTUMN 2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>English</b><br>Mr Davies        | <p><b><u>AQA Step Up to English (Heroism)</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 2 is composed of 2 Literacy Texts and a piece of creative writing based on the theme, (Dystopia).</p>                                                                                                                                                                                                                                                                                                                                   | <p><b>The Tempest</b><br/>William Shakespeare</p> <p>This is one of the strangest of Shakespeare's plays peopled by monsters, spirits, clowns, lovers and villains. It tells the story of Prospero, Duke of Milan who has been overthrown by his wicked brother and cast adrift with his daughter. They come across an enchanted island and strange happenings follow. The pupils will be doing reading and writing activities as well as acting out the play and making costumes.</p> |
|                                    | <p><b><u>Grammar lessons this term include:</u></b></p> <ul style="list-style-type: none"> <li>☞ A review of basic grammar: letter, capital letter, word, singular, plurals</li> <li>☞ Sentence construction, punctuation, full stop, question mark, exclamation mark. noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</li> <li>☞ Weekly 'Big Spelling' test and individual and paired reading sessions. Personal details such as addresses etc will also be practised.</li> </ul>                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Science</b><br>Miss Hinchcliffe | <p><b><u>AQA Unit Award 15201 Biology: Environment, evolution and inheritance</u></b></p> <ul style="list-style-type: none"> <li>✓ Photosynthesis and word equation</li> <li>✓ ways in which organisms have adapted to live in their environment</li> <li>✓ simple food chains or food webs including producer, prey and predator</li> <li>✓ the role of microorganisms in the decay of dead plants and animals in the environment</li> <li>✓ things which plants or animals compete for in their environment</li> <li>✓ non-living and living factors which can change a plant or animal's environment</li> <li>✓ ways in which humans can cause environmental pollution</li> <li>✓ examples of evidence that support Darwin's theory of evolution</li> <li>✓ the difference between sexual and asexual reproduction</li> <li>✓ the position and function of chromosomes in a cell</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Maths

## Mr De Sylva

### Ascentis Entry Level 3 (Stepping stones to Functional Skills) / AQA Entry Level

#### AQA Entry Level

- ✓ Some students will work on improving their AQA Entry level scores in an attempt to achieve their target (EL1 / EL2 / EL3)

#### Ascentis Entry Level 3 (Stepping stones to Functional Skills)

#### Developing and Applying Addition and Subtraction Skills

- ✓ 1.1 Decide appropriately when to use addition in at least two different practical situations
- ✓ 1.2 Use an addition method appropriately in context
- ✓ 2.1 Decide appropriately when to use subtraction in at least two different practical situations
- ✓ 2.2 Use a subtraction method appropriately in context
- ✓ 3.1 Decide appropriately when to use addition and subtraction, in combination, in at least two different practical situations
- ✓ 3.2 Use a combination of addition and subtraction appropriately in context

#### Multiplication of Whole Numbers

- ✓ 1.1 Recall multiplication facts (i.e. tables) for 2, 3, 4, 5 and 10
- ✓ 1.2 Identify two-digit or three-digit multiples of 2, 5, 10, 50 or 100
- ✓ 1.3 Multiply two-digit whole numbers by a single digit without a calculator

### Ascentis Entry Level 3 (Stepping stones to Functional Skills) / AQA Entry Level

#### AQA Entry Level

- ✓ Some students will work on improving their AQA Entry level scores in an attempt to achieve their target (EL1 / EL2 / EL3)

#### Ascentis Entry Level 3 (Stepping stones to Functional Skills)

#### Developing and Applying Number Skills

- ✓ 1.1 Read whole numbers up to 1000 in digit form
- ✓ 1.2 Read number names of whole numbers up to 1000
- ✓ 1.3 Record whole numbers up to 1000 in digit form
- ✓ 1.4 Record number names of whole numbers up to 1000
- ✓ 2.1 Arrange whole numbers up to 1000 in order of size
- ✓ 2.2 Identify HTU place value
- ✓ 3.1 Count on in 2s, 5s or 10s up to a maximum of 100 starting from any whole number
- ✓ 3.2 Count on in 100s up to a maximum of 1000 starting from any whole number
- ✓ 4.1 Round whole numbers up to 1000 to the nearest 10
- ✓ 4.2 Round whole numbers up to 1000 to the nearest 100
- ✓ 5.1 Use numbers in two different everyday situations
- ✓ 6.1 Recognise linear sequences of numbers up to 100
- ✓ 6.2 Continue linear sequences of numbers up to 100

# Maths

## Mr De Sylva

- ✓ 1.4 Multiply two-digit whole numbers by a double digit without a calculator
- ✓ 1.5 Multiply two-digit whole numbers by a single digit using a calculator
- ✓ 1.6 Multiply two-digit whole numbers by a double digit using a calculator
- ✓ 1.7 Use distributive law (concept not terminology) as a strategy for multiplication: e.g.  $5 \times 34 = (5 \times 30) + (5 \times 4)$
- ✓ 1.8 Use different strategies for multiplication: e.g.  $2 \times 26 = (2 \times 25) + (2 \times 1)$
- ✓ 1.9 Write down own multiplication calculations using symbols
- ✓ 2.1 Identify the appropriate use of multiplication in different practical situation
- ✓ 2.2 Select and use multiplication appropriately in at least two different practical situations: e.g. total number of items in batches
- 2.3 Present results in context
- ✓ 3.1 Check answers appropriately using a different method

### Division of Whole Numbers

- ✓ 1.1 Divide two-digit numbers by single digits by repeated subtraction
- ✓ 1.2 Divide two-digit numbers by double digits by repeated subtraction
- ✓ 1.3 Divide two-digit whole numbers by single digits by identifying multiples of 2, 3, 4, 5 and 10
- ✓ 1.4 Divide two-digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9 using number squares

### Developing and Applying Fraction Skills

- ✓ 1.1 Identify and record a unit fraction for common fractions: e.g.  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,
- ✓ 1.2 Identify and record a non-unit fraction for common fractions: e.g.  $\frac{2}{3}$ ,  $\frac{3}{11}$
- ✓ 1.3 Read and record common-unit and non-unit fraction names: e.g. thirds, quarters, tenths
- ✓ 2.1 Identify equivalent fractions for common fractions: e.g. halve, quarter,  $\frac{1}{5}$ ,  $\frac{1}{10}$
- ✓ 2.2 Identify a fraction which is equivalent to a whole one
- ✓ 3.1 Use common fractions in two different everyday situations

### Developing and Applying Decimal Skills

- ✓ 1.1 Read numbers with up to two decimal places
- ✓ 2.1 Write numbers with up to two decimal places including money
- ✓ 3.1 Identify place value in numbers with up to two decimal places
- ✓ 3.2 Identify that the decimal point separates whole numbers from decimal numbers
- ✓ 3.3 Identify the use of zero as a place holder
- ✓ 3.4 Identify the use of a leading zero
- ✓ 4.1 Identify a decimal sequence
- ✓ 4.2 Continue a decimal sequence

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|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                             | <ul style="list-style-type: none"> <li>✓ 1.5 Divide two-digit whole numbers by single digits using a calculator</li> <li>✓ 1.6 Divide two-digit whole numbers by double digits using a calculator</li> <li>✓ 1.7 Identify that division is not commutative (concept not terminology): e.g. <math>8 \div 4</math> is not the same as <math>4 \div 8</math></li> <li>✓ 2.1 Select and use division appropriately in everyday contexts</li> <li>✓ 2.2 Present results and interpret remainders in context: e.g. four cars needed for 18 people with 5 people per car</li> <li>✓ 3.1 Check answers using a different method appropriately</li> </ul>                                                                       |  |
| <b>Art and Design</b><br><b>Mrs Faucitt</b> | <p style="text-align: center;"><b><u>POP ART</u></b></p> <ul style="list-style-type: none"> <li>✓ Know what Pop Art is<br/>Research and copy artists like Warhol and Lichtenstein</li> <li>✓ Draw portraits in Pop Art style</li> <li>✓ Prepare Print Blocks</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <b>Food Tech</b><br><b>Mr Rider</b>         | <p style="text-align: center;"><b><u>Aim awards Entry 1</u></b></p> <p style="text-align: center;"><b><u>Cooking</u></b></p> <p style="text-align: center;">Students will</p> <ul style="list-style-type: none"> <li>✓ Know different cooking methods by identifying different cooking methods and identifying food that can be cooked using different methods.</li> <li>✓ Know equipment needed for cooking by identifying equipment needed for cooking.</li> <li>✓ Understand Health and Safety relating to cooking by identifying safety factors when cooking and identifying risks when cooking.</li> <li>✓ Be able to use different cooking methods by participate in using different cooking methods.</li> </ul> |  |

**ICT**  
**Mrs Sanabrias**

### **WJEC/AQA Awards**

#### **Pupils will work to WJEC or AQA awards during Autumn 1 & 2 Presentation Software WJEC Level 2**

- ✓ Pupils will develop their skills in using presentation software to create clear and engaging presentations. They will learn how to:
- ✓ enter and organise information on presentation slides
- ✓ edit and format text and other content to make slides clear and easy to read
- ✓ understand the importance of copyright when using images and information from the internet
- ✓ save, store and retrieve their presentation files
- ✓ use presentation tools to improve the appearance and layout of their slides
- ✓ prepare and deliver a presentation to an audience
- ✓ check their work, identify mistakes and make corrections
- ✓ develop confidence in using technology to communicate information and ideas

#### **AQA Level 1 Presentation Software**

- ✓ Pupils will develop their digital presentation skills by learning how to create and present a PowerPoint. They will learn how to:
- ✓ log on to a computer and open PowerPoint independently
- ✓ create and organise a presentation around a given theme
- ✓ add titles, text and pictures to slides
- ✓ create a series of slides to share information clearly
- ✓ use animations and slide timings to make their presentation engaging
- ✓ preview and run a slideshow
- ✓ present their finished work to their teacher and classmates
- ✓ save, print and close their work safely and independently

#### **AQA Level 1 ICT Skills – Using Microsoft Word to create an informative poster**

- ✓ Pupils will develop their word processing and digital design skills by creating an informative poster on a given topic. They will learn how to:
- ✓ use Microsoft Word to create and format a poster
- ✓ add and format text using headings, different fonts and styles
- ✓ insert, resize and position images effectively
- ✓ use text boxes and alignment tools to organise information
- ✓ present information using paragraphs and bullet points
- ✓ choose a clear and suitable layout to make their poster easy to read
- ✓ use appropriate and professional language for their intended audience
- ✓ check, edit and improve their work before completing the final poster

**Sport &  
Nutrition**  
Mr De Sylva

**6434 – Individual or partner  
activities: Cycling**

Students will be doing a full half-term on mountain bike riding and will be using Salt Ayre cycle track to improve their cycling skills as well as fitness.

**Entry 2**

- ✓ 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.

**Entry 3**

- ✓ AC1 .1 Follow rules and conventions of an activity.
- ✓ AC1 .2 Take appropriate action when the rules/conventions are broken.
- ✓ AC2 .1 Consistently selects the best position/option when participating in an activity.
- ✓ AC2.2 Show appropriate tactics when participating in an activity.
- ✓ AC3.1 Perform skills of an activity with control and precision.
- ✓ AC4.1 Identify own strengths when participating in a chosen activity.
- ✓ AC4.2 Identify ways in which own performance could be improved.
- ✓ AC4.3 Identify ways in which performance of others could be improved.

**6434 – Individual or partner  
activities: Badminton**

Students will be visiting the University of Cumbria sports complex to play Badminton where they will have a chance at playing both singles and doubles and improving their skills and knowledge of the game as well as fitness.

**Entry 2**

- ✓ 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.

**Entry 3**

- ✓ AC1 .1 Follow rules and conventions of an activity.
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| <p><b>Digital Media</b><br/>Mr Davies</p>                    | <p><b><u>Stop Motion Animation</u></b></p> <p>Pupils will be encouraged to choose between 2D and 3D animation and will be shown examples of this. They will then create a storyboard in pairs about the plot of their animations. Pupils will be taught to use a Stop Motion App on the iPad and use this to create a short film including sound effects and a scripted voice over.</p>                                                                                     |
| <p><b>Horticulture</b><br/>Ian Moorhouse</p>                 | <p><b><u>AQA Level 1 Horticulture Unit Awards</u></b></p> <p>This terms Schedule:</p> <ul style="list-style-type: none"> <li>✓ Introduction to Horticulture -safety rules.</li> <li>✓ Understanding P.P.E (Personal Protective Equipment)</li> <li>✓ Using sharp tools safely</li> <li>✓ Weeding a planted area (identifying weeds/plants)</li> <li>✓ Raking and collecting leaves (using rakes/wheelbarrows/shovels)</li> <li>✓ Preparing/Planting (onion sets)</li> </ul> |
| <p><b>College</b><br/>Various L&amp;M<br/>College Tutors</p> | <p><b><u>Catering</u></b></p> <ul style="list-style-type: none"> <li>✓ Pupils will learn about catering, developing their skills in this area with the tutors at Lancaster and Morecambe College.</li> </ul>                                                                                                                                                                                                                                                                |

**PE**  
**Mr Rider**

**Basketball (Lesson 1)**

**Key skills:** Throwing, catching, spatial awareness, teamwork, communication and movement.

Pupils will develop a range of passing techniques and they will practice the skills needed to play a full game of Basketball.

**Gymnastics (Lesson 2)**

**Key elements:** Travelling, moving in different directions, shape, balancing, communication and collaboration.

Pupils will continue to practice a variety of different balances, shapes, ways of travelling and further develop their Gymnastics sequence.

Each PE lesson is underpinned throughout with health education. In our health education we will be focusing on:

- ✓ Importance of warming up.
- ✓ Keeping healthy.
- ✓ Looking after your heart.
- ✓ Benefits of exercise.

**Gymnastics (Lesson 1)**

**Key elements:** Travelling, moving in different directions, shape, balancing, communication and collaboration.

Pupils will practice a variety of different ways of travelling, balances, shapes and create a short Gymnastics sequence.

**Netball (Lesson 2)**

**Key skills:** Throwing, catching, spatial awareness, teamwork, communication and movement.

Pupils will develop a range of throwing and catching skills. They will also practice the skills needed to play a game of netball.

Each PE lesson is underpinned throughout with health education. We will discuss the following:

- ✓ Importance of warming up.
- ✓ Keeping healthy.
- ✓ Looking after your heart.
- ✓ Benefits of exercise.

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| <p><b>DofE</b><br/>Miss Taylor</p>              | <p><b><u>Duke of Edinburgh</u></b></p> <p><b><u>Volunteering</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose an activity from the DofE list.</li> <li>✓ Explore volunteering ideas and start working towards the section.</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose an activity from the DofE list.</li> <li>✓ Start working towards the section.</li> </ul> <p><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose an activity from the DofE list.</li> <li>✓ Start working towards the section.</li> </ul> | <p><b><u>Duke of Edinburgh</u></b></p> <p><b><u>Volunteering</u></b></p> <ul style="list-style-type: none"> <li>✓ Choose some ideas and look at plans on how to implement the ideas in school.</li> </ul> <p><b><u>Physical</u></b></p> <ul style="list-style-type: none"> <li>✓ Review activity.</li> <li>✓ Change if required.</li> </ul> <p><b><u>Skill</u></b></p> <ul style="list-style-type: none"> <li>✓ Review activity.</li> <li>✓ Change if required.</li> </ul> |
|                                                 | <p><b><u>Expedition overview</u></b></p> <ul style="list-style-type: none"> <li>✓ Recap of map reading in school and around the local area.</li> <li>✓ Pupils to check/service equipment.</li> <li>✓ Co-ordinates and directions</li> <li>✓ Fitness walks around the local area.</li> <li>✓ Volunteering work.</li> </ul>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Employment Skills</b><br/>Mr De Sylva</p> | <p><b><u>Learning about Workplaces</u></b></p> <ul style="list-style-type: none"> <li>✓ Explore various jobs in the world</li> <li>✓ Discuss key qualities required in all jobs</li> <li>✓ Discuss the key skills needed to work in specific jobs</li> </ul> <p>LO1 Know there are different workplaces.</p> <ul style="list-style-type: none"> <li>✓ AC1.1 Identify different types of workplaces.</li> </ul> <p>LO2 Know there is a range of jobs.</p> <ul style="list-style-type: none"> <li>✓ AC2.1 Identify job roles in different types of workplaces.</li> </ul>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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