

10P Curriculum Overview 2023 - 2024

YEAR 10P	1	2	3	4	5	6
	20 th Century Literature	Pre-20 th Century Literature	20 th Century Literature Book	20 th Century Literature Book	Functional Skills	20 th Century Literature
ENGLISH READING	"The Secret Diary of Adrian Mole"	"A Christmas Carol"	"Kensuke's Kingdom" by Michael Morpurgo	"Kensuke's Kingdom" by Michael Morpurgo	Functional Skills practice and focus groups	"When The Sky Falls" by Phil Earle
ENGLISH WRITING	Language for audience and purpose diary v formal letter	Writing to inform & explain Opinion of main character	Descriptive Descriptive piece of a setting - either the island or castle	Writing to Instruct & Advise Recipes and Instructions	Practice Papers	Writing to argue/persuade Letter to the Zoo.
ENGLISH SPaG	Punctuation (full stops, question and exclamation marks, commas & apostrophes) Paragraphing Coherence <i>Spellings - differentiated</i>	Regular and irregular plurals Adjectives Connectives Compound Sentences <i>Spellings - differentiated</i>	Dictionaries and Alphabetical Ordering 1st, 2nd, 3rd letter sequencing Connectives Cohesion <i>Spellings - differentiated</i>	Verb Tenses Subject-verb agreement Homophones Regular and irregular plurals <i>Spellings - differentiated</i>	Standard English Forms and common errors <i>Spellings - differentiated</i>	Adverbial connectives
ENGLISH S & L	Presenting to a Group Following main points of presentation	Structured Group Discussions (joining in) and giving your opinion Themes, characters and their differences Following main points of discussion	Identify main points Communicate information and opinions	Give relevant contributions to class discussion	Practice S&L Assessments	Debating
MATHS AQA Entry Level	Component 4 - Money Appreciate the purchasing power of amounts of money (coins). Convert from pence to pounds and vice versa. Make amounts of money up to £2 from given coins. Make amounts of money in multiples of £5 from £5, £10 and £20 notes. Calculate with amounts of money in pence up to £1 and whole pounds up to £100 and give change. Appreciate the purchasing power of amounts of	Component 2- The Four Operations Read, write, order and compare numbers up to 100. Recognise place value in two digit numbers. Count from 0 in steps of two, three and five. Round numbers less than 100 to the nearest 10. Understand and identify odd and even numbers. Read and write numbers up to 1,000. Order and compare numbers up to 1,000.	Component 3 - Ratio Identify or show one third or one quarter of a quantity up to 24. Shade one third or one quarter of a shape. What fraction of the children are boys Work out one third or one quarter of a number up to 24 without remainder. Count in fractions of one half or one third or one quarter. Work out amounts two, three or four times the size of a given amount Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.	Component 8 - Statistics Sort and classify objects using more than one criterion. Collect information by survey. Record results in lists, tally charts and tables. Construct and interpret pictograms. Interpret simple tables, diagrams, lists and graphs. Construct and interpret bar charts with the vertical	Component 8 - Statistics Sort and classify objects using more than one criterion. Collect information by survey. Record results in lists, tally charts and tables. Construct and interpret pictograms. Interpret simple tables, diagrams, lists and graphs. Construct and interpret bar charts with the vertical	Component 7 - Geometry Recognise and name squares, rectangles, triangles, circles, and cubes. Compare and order a group of shapes or pictures or similar shapes of different size and recognise congruent shapes. Use and understand positional vocabulary. Recognise and name shapes including pentagons, hexagons and

	<p>money (notes). Exchange notes for an equivalent value in coins. Use decimal notation for money. Interpret a calculator display. Solve real life problems involving what to buy and how to pay. Add amounts of money and give change. Carry out investigations involving money.</p>	<p>Recognise place value in three digit numbers. Round numbers less than 1,000 to the nearest 10. Round numbers less than 1,000 to the nearest 100. Find 10 or 100 more or less than a given number. Recognise and use multiples of 2, 3, 4, 5, 8, 10, 50 and 100</p>		<p>axis scaled in ones or twos. Construct and interpret pictograms where one picture represents more than one item. Extract numerical information from lists, tables, diagrams and charts including timetables, holiday brochures, sports results etc. Complete a frequency table given the original list of results. Complete a tally chart and the resulting frequency table. Compare two or more diagrams Solve one-step and two-step problems based on statistical information.</p>	<p>axis scaled in ones or twos. Construct and interpret pictograms where one picture represents more than one item. Extract numerical information from lists, tables, diagrams and charts including timetables, holiday brochures, sports results etc. Complete a frequency table given the original list of results. Complete a tally chart and the resulting frequency table. Compare two or more diagrams Solve one-step and two-step problems based on statistical information.</p>	<p>octagons and identify a right-angled triangle from a set of triangles. Recognise and name cuboids, pyramids and spheres. Describe the properties of 2D shapes, including straight and curved edges. Describe the properties of solids. Understand angle as a measure of turn. Recognise and name prisms, cylinders and cones. Draw lines of symmetry on shapes or pictures. Recognise and draw nets of cubes and cuboids. Identify whether an angle is less or more than a right angle. Identify horizontal, vertical and parallel lines. Denote the position of a point on a grid by its coordinates or identify a point or item given its coordinates. Use North (N), East (E), South (S) and West (W) to give directions or position from a map.</p>
<p>SCIENCE AQA Certification</p>	<p>Chemistry: Elements, Mixtures and compounds</p> <p>Understanding the concepts of atoms, elements and compounds, the 3 states of matter, how mixtures can be separated, and discovering metals, alloys and polymers</p>	<p>Chemistry: Elements, Mixtures and compound</p> <p>Understanding the concepts of atoms, elements and compounds, the 3 states of matter, how mixtures can be separated, and discovering metals, alloys and polymers</p>	<p>Physics: Energy, forces and the structure of matter</p> <p>Discovering energy transfers and resources, forces, speed and stopping distances and atoms and nuclear radiations.</p>	<p>Physics: Energy, forces and the structure of matter</p> <p>Discovering energy transfers and resources, forces, speed and stopping distances and atoms and nuclear radiations.</p>	<p>Biology Environment, Evolution and Inheritance</p> <p>Discovering the feeding relationship between organisms, what determines where species live and how life has developed on Earth.</p>	<p>Biology Environment, Evolution and Inheritance</p> <p>Discovering the feeding relationship between organisms, what determines where species live and how life has developed on Earth.</p>

<p>PSD</p>	<p>Environmental Awareness Developing an awareness of the impact of humans actions on the environment</p>	<p>Finish Environmental Awareness and begin</p> <p>Parenting Awareness Developing an understanding of Parents responsibility around a baby and of where help is available</p>	<p>Parenting Awareness Developing an understanding of Parents responsibility around a baby and of where help is available</p>	<p>Healthy living Understanding what is needed to lead a healthy lifestyle and how to contribute to their own lifestyle.</p>	<p>Finish Healthy Livong and begin</p> <p>Individual Rights and Responsibilities Understanding the rights and responsibilities a youngster has to him/herself and others and how to find help.</p>	<p>Individual Rights and Responsibilities Understanding the rights and responsibilities a youngster has to him/herself and others and how to find help.</p>
<p>RSHE</p>						
<p>RE</p>	<p>AQA Unit Belief Systems and Culture We will consider what the word "religion" means and look at four different religions and their differences.</p>	<p>AQA Unit Belief Systems and Culture We will consider what the word "religion" means and look at four different religions and their differences.</p>	<p>AQA Unit Getting To Know A Religion We will do an indepth investigation of one religion each and present our findings to the group.</p>	<p>AQA Unit Getting To Know A Religion We will do an indepth investigation of one religion each and present our findings to the group</p>	<p>AQA Unit Creation and Evolution We will look at three different stries of creation and investigate the work of Charles Darwin.</p>	<p>AQA Unit Creation and Evolution We will look at three different stries of creation and investigate the work of Charles Darwin.</p>
<p>COMPUTING</p>	<p>Organisation of Drive. Use of Docx, Sheets & Slides</p>					

<p>HISTORY</p>	<p>We will be investigating the aspects of Black History and the Windrush.</p>	<p>We will be focusing on Our Island Stories, and thinking about the new banknotes in the UK, the history of the Union Jack flag, World War lives, and how famous historical people are portrayed in the media.</p>	<p>We will be focusing on Our Island Stories, and thinking about the new banknotes in the UK, the history of the Union Jack flag, World War lives, and how famous historical people are portrayed in the media.</p>	<p>We will be looking at the British Empire and its ramifications.</p>	<p>We will be looking at the British Empire and its ramifications.</p>	<p>We will be completing our coursework and investigating the Victorians.</p>
<p>ART AQA Art & Design WJEC Art Curriculum</p>	<p>Exploring Art Media</p> <p>Objectives:</p> <p>A selection of artwork projects to introduce the students to a selection of art media; so they can become confident and proficient in their use</p> <p>Portraiture and The Self:</p> <p>Objectives:</p> <p>Students are to be taught the formal elements of human proportion in regards to the face and figure. They are to explore what constitutes who and what they are and how they could represent themselves using a selection of art media and techniques. Contextually students will study portraiture in art history with a special focus on the Pop Art portraits of Andy Warhol</p>	<p>Exploring Art Media</p> <p>Continuation and expansion of Objectives:</p> <p>A selection of artwork projects to introduce the students to a selection of art media; so they can become confident and proficient in their use</p> <p>Portraiture and The Self:</p> <p>Objectives:</p> <p>Students are to be taught the formal elements of human proportion in regards to the face and figure. They are to explore what constitutes who and what they are and how they could represent themselves using a selection of art media and techniques. Contextually students will study portraiture in art history with a special focus on the Pop Art portraits of Andy Warhol</p>	<p>Natural Forms Printmaking Project</p> <p>Objectives:</p> <p>Based on their observational drawings of natural forms, our students will develop their work and ideas into a printmaking medium. Contextually the students will be introduced to the artwork of Georgia O'Keeffe, Paul Cezanne and Peter Randall-Page</p>	<p>Natural Forms Printmaking Project</p> <p>Continuation and expansion of Objectives:</p> <p>Based on their observational drawings of natural forms, our students will develop their work and ideas into a printmaking medium. Contextually the students will be introduced to the artwork of Georgia O'Keeffe, Paul Cezanne and Peter Randall-Page</p>	<p>Three Dimensional Studies</p> <p>Objectives:</p> <p>The focus of this term will be exploring three dimensional art. Students are to design and make sculptures on the themes of movement and celebration. Contextually they will be introduced to the sculptures of Henry Moore, Barbara Hepworth and Alberto Giacometti</p>	<p>Continuation of Three Dimensional Studies</p> <p>Continuation and expansion of Objectives:</p> <p>The focus of this term will be exploring three dimensional art. Students are to design and make sculptures on the themes of movement and celebration. Contextually they will be introduced to the sculptures of Henry Moore, Barbara Hepworth and Alberto Giacometti</p>

<p>Design Technology</p> <p>WJEC Curriculum</p>	<p>The Workshop Environment</p> <p>Resistant Materials Projects:</p> <p>Objectives: Students are formally instructed on Health and Safety protocols in the Design Technology Workshop. They are to gain confidence in the knowledge and use of the PPE, tools, machinery and equipment offered to them. Students are to develop their carpentry skills by practising different joinery techniques. There will be a selection of mini projects for the students to hone their knowledge in including making wooden puzzles, small picture frames and christmas tree decorations</p>	<p>The Workshop Environment</p> <p>Resistant Materials Projects:</p> <p>Continuation and expansion of Objectives: Students are formally instructed on Health and Safety protocols in the Design Technology Workshop. They are to gain confidence in the knowledge and use of the PPE, tools, machinery and equipment offered to them. Students are to develop their carpentry skills by practising different joinery techniques. There will be a selection of mini projects for the students to hone their knowledge in including making wooden puzzles, small picture frames and christmas tree decorations</p>	<p>Developing Joinery and Carpentry Skills</p> <p>Framing Projects:</p> <p>Objectives: Students are to practise different carpentry techniques and skills. This half term's major projects would be for students to design and make an Art Deco mirror frame; and a wall mounted openable picture frame</p>	<p>Developing Joinery and Carpentry Skills</p> <p>Framing Projects:</p> <p>Continuation and expansion of Objectives: Students are to practise different carpentry techniques and skills. This half term's major projects would be for students to design and make an Art Deco mirror frame; and a wall mounted openable picture frame</p>	<p>Developing Joinery and Carpentry skills</p> <p>Coffee Table Project:</p> <p>Objectives: Students are to practise different joinery techniques and skills. This half term's major project would be for students to design and make a wooden stool</p>	<p>Developing Joinery and Carpentry skills</p> <p>Coffee Table Project:</p> <p>Continuation and expansion of Objectives: Students are to practise different joinery techniques and skills. This half term's major project would be for students to design and make a wooden stool</p>
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