

11AF Curriculum Overview 2023-2024

| YEAR 11AF | 1 | 2 | 3 | 4 | 5 | 6 |
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| | Pre-20th C Literature. | Pre-20th C Literature. | Pre-20th C Play | Pre-20th C Play | Functional Skills | Functional Skills |
| ENGLISH READING | Dr Jekyll and Mr. Hyde R.L.Stevenson | Dr Jekyll and Mr. Hyde R.L.Stevenson | Macbeth The Graphic Novel | Macbeth The Graphic Novel | Practice Papers | Assessments |
| ENGLISH WRITING | Structure and Planning Letters, emails, articles and reports | Audience and Purpose Formal/Informal Impersonal/Personal | Presenting Text How can text be presented? Meaning from images Comparing texts | Writing to Instruct Recipes and Instructions | Practice Papers | Assessments |
| ENGLISH SPaG | Punctuation (full stops, question and exclamation marks, commas and apostrophes) Paragraphing <i>Spellings - differentiated</i> | Regular and irregular plurals Adjectives Connectives Compound Sentences <i>Spellings - differentiated</i> | Dictionaries and Alphabetical Ordering Homophones <i>Spellings - differentiated</i> | Verb Tenses Subject-verb agreement <i>Spellings - differentiated</i> | Standard English Forms and common errors <i>Spellings - differentiated</i> | Assessments |
| ENGLISH S & L | Questions asking, listening, following discussion points Talking Confidently Presenting with Q&A - Quick 1 Minute Topics | Structured Discussions (joining in) amd giving your opinion | Structured Discussions (identifying points) | Debating Presenting with Q&A | Practice S&L Assessments | Assessments |
| MATHS AQA Entry Level | Component 4 - Money AQA EL 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 | Component 2- The 4 operations AQA EL 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. | Component 3 - Ratio AQA EL 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. | Component 3 - Ratio AQA EL 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. | Component 8 -Statistics AQA EL 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. | Component 7- Geometry AQA EL 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. |

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| | <p>and whole pounds up to £100 and give change.</p> <p>Appreciate the purchasing power of amounts of 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>Read and write numbers up to 1,000. Order and compare numbers up to 1,000. 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>Work out amounts two, three or four times the size of a given amount Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.</p> | <p>Work out amounts two, three or four times the size of a given amount Recognise the equivalence of $\frac{1}{2}$ and $\frac{2}{4}$.</p> | <p>Construct and interpret bar charts with the vertical 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>Recognise and name shapes including pentagons, hexagons and 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 Entry Level Award</p> | <p>Biology Unit - Environment, Evolution and Inheritance Discovering the feeding relationship between organisms, what determines where species live and how life has developed on Earth.</p> | <p>Biology Unit - Environment, Evolution and Inheritance Discovering the feeding relationship between organisms, what determines where species live and how life has developed on Earth</p> | <p>Chemistry Unit - Chemistry in our world. Reactions of acid and neutralisation. Energy and rate of reaction. The Earth's atmosphere, fuels and human impacts on the atmosphere and water for drinking.</p> | <p>Chemistry Unit - Chemistry in our world. Reactions of acid and neutralisation. Energy and rate of reaction. The Earth's atmosphere, fuels and human impacts on the atmosphere and water for drinking.</p> | <p>Complete Science if needed Work on speaking and listening for Functional skills</p> | <p>Work on speaking and listening for Functional skills</p> |

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| <p>PSD</p> | <p>Dealing With Problems In Everyday Life</p> <p>Demonstrating an awareness of how to recognise straightforward problems and how to tackle them</p> | <p>Dealing With Problems In Everyday Life</p> <p>Demonstrating an awareness of how to recognise straightforward problems and how to tackle them</p> <p>Managing your own money Students need to recognise their own income and expenditure, plan a budget and know how to carry transactions.</p> | <p>Managing your own money Students need to recognise their own income and expenditure, plan a budget and know how to carry transactions.</p> <p>Preparation for Work Recognising the skills and qualities needed for work and personal career opportunities.</p> | <p>Preparation for Work</p> <p>Recognising the skills and qualities needed for work and personal career opportunities.</p> | <p>Preparation for Work</p> <p>Recognising the skills and qualities needed for work and personal career opportunities.</p> <p>Work towards functional skills exams.</p> | <p>Work towards functional skills exams.</p> |
| <p>RSHE</p> | <p>ASDAN Module 6 Sexual Health</p> | <p>ASDAN Module 6 Sexual Health</p> | <p>ASDAN Module 8 Families and parenting</p> | <p>ASDAN Module 8 Families and Parenting</p> | <p>ASDAN Unit 10 Careers</p> | <p>Complete ASDAN Folders</p> |
| <p>GEOGRAPHY</p> | <p>ASDAN Module 2 Food, Energy, Waste</p> | <p>ASDAN Module 2 Food, Energy, Waste</p> | <p>ASDAN Module 3 Physical Processes</p> | <p>ASDAN Module 3 Physical Processes</p> | <p>ASDAN Module 3 Physical Processes</p> | <p>Complete Folders for Assessment</p> |
| <p>PE</p> | <p>Invasion Games (Football, Basketball, Tag, Hockey Etc). <i>Learning of simple, moderate, complex skills related to invading, e.g. passing, dribbling and shooting.</i></p> <p>Net & Indoor Activities <i>Learning of simple, moderate, complex hitting and hand eye coordination skills. For example, in badminton, sending & receiving, flick serve & smash.</i></p> | <p>Dodgeball <i>Learning of simple, moderate, complex skills related to dodgeball e.g. throwing, catching, dodging.</i></p> <p>Invasion Games See first column</p> <p>Bikeability <i>Collaboration with LB.</i></p> | <p>Trampoline <i>Learning of simple, moderate, complex trampoline skills, e.g. shape jumps, seat landing & somersault.</i></p> <p>Bikeability <i>Collaboration with LB.</i></p> | <p>Invasion Games See First Common.</p> <p>GYM (Health) <i>Learning of additional subjects related to health.</i></p> <p>Bikeability <i>Collaboration with LB.</i></p> | <p>Invasion Games See first column</p> <p>Net & Indoor Activities See first column</p> <p>Bikeability <i>Collaboration with LB.</i></p> | <p>Striking and Fielding Games. <i>Learning of simple, moderate, complex skills in batting, bowling & fielding. For example, in cricket, underarm throw, overarm throw & full bowling action.</i></p> <p>Invasion Games See first column</p> <p>Bikeability <i>Collaboration with LB.</i></p> |

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| | Bikeability <i>Collaboration with LB.</i> | | | | | *Teamwork Water In extreme Heat |
| FOOD TECHNOLOGY BTEC Level 1 | Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food. Follow a recipe correctly Retrieving equipment Clearing up & hygiene Annotating records of their work for a portfolio | Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food. Follow a recipe correctly Retrieving equipment Clearing up & hygiene Annotating records of their work for a portfolio | Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food. Using equipment correctly & basic cooking skills Evaluation of their cooked food Annotating records of their work for a portfolio Final Practical Assessment Collation of assessment portfolio moderation | Be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food. Using equipment correctly Basic cooking skills Evaluation of their cooked food Understand the value of passing on information about Home Cooking Collation of assessment portfolio moderation | General Cooking Making use of your skills including for the KS4 Prom Research and cook your own recipes | General Cooking Making use of your skills including for the KS4 Prom Research and cook your own recipes |
| FOOD TECHNOLOGY ASDAN | Healthy eating 1B7 1 Credit Recipes and study incorporates healthy choices and the 5 day principle | What is food safety? 2B7 1 Credit Cooking with meats, health, safety and hygiene in food preparation. Factfile and research on meats, sell by and use by dates | Prepare and present 3B1 1 Credit Preparing a main meal and side dish in allocated time. Working as a team in the kitchen. ICT: presenting, communicating, inviting and problem solving. | Prepare and present 3B1 1 Credit Preparing a main meal and side dish in allocated time. Working as a team in the kitchen. Working towards the final presentation of food to invited guests. | Cooking competition 4B3 1 Credit Planning a cooking competition involving: Staying in a set budget Organising teams Organising a cooking cupboard | Cooking competition 4B3 1 Credit Run a cooking competition involving: Staying in a set budget Organising teams Organising a cooking cupboard |
| Art AQA GCSE WJEC Art Curriculum | Personal Response Project Objectives: Individual Student choice and response to the theme of "Rubbish". This can be in the form of a painting, drawing or print response. Students are to be introduced to the larger theme of rubbish as a starting point. They can choose to represent literal rubbish and waste or consider wider themes like war, poverty, famine, addiction and mental health | Personal Response Project Continuation and expansion of Objectives: Individual Student choice and response to the theme of "Rubbish". This can be in the form of a painting, drawing or print response. Students are to be introduced to the larger theme of rubbish as a starting point. They can choose to represent literal rubbish and waste or consider wider themes like war, poverty, famine, addiction and mental health | Externally Assessed Component Objectives: Students are to choose from a given list of exam board themes; and then develop and produce an individual artistic response to them. This would be a great opportunity to put into practice the media skills that they have learnt from Yr10 | Externally Assessed Component Continuation and expansion of Objectives: Students are to choose from a given list of exam board themes; and then develop and produce an individual artistic response to them. This would be a great opportunity to put into practice the media skills that they have learnt from Yr10 | Portfolio Development Objectives: Students are to complete all coursework and their individual Externally Assessed Component work. They are to fully annotate their portfolios with descriptive and contextual references in readiness for their formal work submission in May | Portfolio Development Continuation and expansion of Objectives: Students are to complete all coursework and their individual Externally Assessed Component work. They are to fully annotate their portfolios with descriptive and contextual references in readiness for their formal work submission in May |

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| <p>Cycle Mechanics</p> | <p>Entry Level 3 Award in Cycle Mechanics</p> <p>Units</p> <p>Level 1 Award in Cycle Mechanics</p> <p>Units</p> | <p>Entry Level 3 Award in Cycle Mechanics</p> <p>Units</p> <p>Level 1 Award in Cycle Mechanics</p> <p>Units</p> | <p>Entry Level 3 Award in Cycle Mechanics</p> <p>Units</p> <p>Level 1 Award in Cycle Mechanics</p> <p>Units</p> | <p>Entry Level 3 Award in Cycle Mechanics</p> <p>Units</p> <p>Level 1 Award in Cycle Mechanics</p> <p>Units</p> | <p>Entry Level 3 Award in Cycle Mechanics</p> <p>Units</p> <p>Level 1 Award in Cycle Mechanics</p> <p>Units</p> | <p>Entry Level 3 Award in Cycle Mechanics</p> <p>Units</p> <p>Level 1 Award in Cycle Mechanics</p> <p>Units</p> |
| <p>Design Technology</p> <p>WJEC Curriculum</p> | <p>Designing and Modelling Furniture Project:</p> <p>Objectives:</p> <p>Students are to research domestic furniture and then model their own design ideas; for a specific room in a house. For example a themed bedroom with a bed, chest of drawers, a wardrobe and desk</p> | <p>Designing and Modelling Furniture Project:</p> <p>Continuation and expansion of Objectives:</p> <p>Students are to research domestic furniture and then model their own design ideas; for a specific room in a house. For example a themed bedroom with a bed, chest of drawers, a wardrobe and desk</p> | <p>Designing and Making:</p> <p>Large Mirror Frame Project:</p> <p>Objectives:</p> <p>Students are to continue mastering different carpentry techniques and skills. This half term's major project would be for them to design and make a large wooden framed mirror</p> | <p>Designing and Making:</p> <p>Large Mirror Frame Project</p> <p>Continuation and expansion of Objectives</p> <p>Objectives:</p> <p>Students are to continue mastering different carpentry techniques and skills. This half term's major project would be for them to design and make a large wooden framed mirror</p> | <p>Designing and Making:</p> <p>Storage Solutions:</p> <p>Objectives:</p> <p>Students are to research different storage solutions. They would then have to design a storage solution of their own. This could range from a magazine rack, to a small chest of drawers. They would have to write a detailed brief and specification and produce annotated design drawings. The drawings would have to explain the materials used and design features of their proposed product prior to making</p> | <p>Designing and Making:</p> <p>Storage Solutions:</p> <p>Continuation and expansion of Objectives:</p> <p>Students are to research different storage solutions. They would then have to design a storage solution of their own. This could range from a magazine rack, to a small chest of drawers. They would have to write a detailed brief and specification and produce annotated design drawings. The drawings would have to explain the materials used and design features of their proposed product prior to making</p> |