



# **Spring Term 2026**

## **Curriculum Overview for Tigers class**

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| <p><b>PUPIL:</b></p> <p><b>CLASS:</b> Tigers</p> <p><b>YEAR:</b></p> |
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| Core Subjects | MATHS  | ENGLISH   | SCIENCE  | ICT   |
|---------------|--|---|--|---|
| Theme         | GCSE Foundation Maths<br>Fractions and Percentages<br>Equations, inequalities and sequences  | Romeo and Juliet  | Chemistry - Mixtures and separation, metals and acids  | Using devices and handling information<br>Creating and editing  |
| Spring 1      | <b>Fractions and Percentages</b> <ul style="list-style-type: none"> <li>Fractions and decimals</li> <li>Fractions and Percentages</li> <li>Calculating percentages</li> </ul> <b>Equations, inequalities and sequences</b> <ul style="list-style-type: none"> <li>Solving equations</li> </ul> | <ul style="list-style-type: none"> <li>Reading: Romeo and Juliet</li> <li>Writing Emails</li> <li>Grammar</li> <li>Punctuation</li> <li>Speaking and Listening. Class discussion practice</li> <li>Functional Skills English</li> </ul> | <ul style="list-style-type: none"> <li>Mixtures</li> <li>Filtration</li> <li>Crystallisation</li> <li>Distillation</li> <li>Fractional distillation</li> <li>Chromatography</li> <li>Water purification</li> <li>Electrolysis</li> <li>Metals</li> </ul> | <b>Using devices and handling information</b> <ul style="list-style-type: none"> <li>Carry out searches on the internet, for files and find solutions to technical problems.</li> <li>Take account of currency, reliability and copyright when selecting information from the internet.</li> </ul> <b>Creating and editing</b> <ul style="list-style-type: none"> <li>Editing images (including caption, crop, resize, change contrast, change colour balance)</li> </ul> |

| Foundation Subjects | ASDAN<br>Living Independently   | ASDAN Short course:<br>Beliefs and Values   | COOKERY  | PSHE<br>& RSE   | ART AND<br>DESIGN  |
|---------------------|---|---|--|---|--|
| Theme               | ASDAN Living Independently -<br>Keeping Track of your Money   | Environment   | Breakfast on the go  | Emotional wellbeing<br>Alcohol  | Stylisation  |
| Spring 1            | <b>Students to choose from the following tasks in Module 2:</b> <ul style="list-style-type: none"> <li>List banks and building societies &amp; collect information on different service offered</li> <li>Meaning of financial terms</li> <li>How people use their bank accounts</li> <li>Create a budget for yourself for the next month</li> <li>Payment methods &amp; savings schemes</li> <li>Household bills</li> <li>What does interest mean when applied to loans and savings?</li> <li>List of all the different kinds of 'plastic cards' you can think of.</li> </ul> | Develop an understanding of the significant impact that we have on the environment and how to take responsibility for our actions.<br>Researching: <ul style="list-style-type: none"> <li>Sustainability</li> <li>Animal rights</li> <li>Renewable energy.</li> </ul> | <b>Discussion around healthy but easy choices in the morning</b> <ul style="list-style-type: none"> <li>Sausage rolls with egg</li> <li>Breakfast tortilla</li> <li>Banana and Oaty muffins</li> <li>Overnight oats</li> <li>Granola bars</li> </ul> | <ul style="list-style-type: none"> <li>emotional wellbeing</li> </ul> <b>Alcohol</b> <ul style="list-style-type: none"> <li>What is alcohol?</li> <li>Effects of alcohol</li> <li>Impact of alcohol on mental health</li> <li>Social pressures</li> </ul> | <b>Stylisation</b><br>Create an artist research page to an artist or style (relating to the themes explored this term).<br><b>Everyday objects Portraits</b><br><b>NCFE</b><br><b>Everyday objects</b><br>Final piece of work demonstrating skills learned in module<br><b>Portraits</b><br>Research an artist whose work centers around portraits.<br>Studying: <ul style="list-style-type: none"> <li>Composition</li> <li>Texture</li> <li>Mixed media</li> <li>Colour theory.</li> </ul> |

| Core Subjects | MATHS   | ENGLISH   | SCIENCE  | ICT  |
|---------------|---|---|--|--|
| Theme         | GCSE Foundation Maths<br>Equations, inequalities and sequences  | Romeo and Juliet  | Chemistry - Metals and acids   | Email communication and transacting online   |
| Spring 2      | <b>Equations, inequalities and sequences</b> <ul style="list-style-type: none"> <li>Solving equations</li> <li>Solving equations with brackets</li> <li>Introducing inequalities</li> <li>More inequalities</li> <li>Using formulae</li> <li>Generating sequences</li> <li>Using the nth term of a sequence</li> <li>Functional Skills Maths</li> </ul> | <ul style="list-style-type: none"> <li>Reading: Comprehensions &amp; Romeo and Juliet</li> <li>Writing: Friendly Letters</li> <li>Grammar</li> <li>Punctuation</li> <li>Speaking and Listening: Presentation</li> </ul> | <ul style="list-style-type: none"> <li>Extracting metal</li> <li>Uses and recycling of metals</li> <li>pH scale and indicators</li> <li>Neutralisation</li> <li>Salts</li> <li>Gas tests</li> <li>Preparing soluble salts</li> </ul> | <b>Communicating</b> <ul style="list-style-type: none"> <li>Basic email program usage.</li> <li>How to stay safe with spam and phishing emails.</li> </ul> <b>Transacting online</b> <ul style="list-style-type: none"> <li>Manage account settings for an online service.</li> <li>Complete online forms and upload documents or images.</li> <li>Carry out checks to reduce the risks involved in transacting online.</li> </ul> |

| Foundation Subjects | ASDAN Living Independently   | ASDAN Short course: Beliefs and Values  | COOKERY  | PSHE & RSE   | ART AND DESIGN   |
|---------------------|--|---|--|--|--|
| Theme               | ASDAN Living Independently - Keeping Track of your Money   | Module 3: Crime and punishment  | Snack time Warriors  | Tobacco and drugs  | Stylisation  |
| Spring 2            | <p><b>Students to choose from the following tasks in Module 2:</b></p> <ul style="list-style-type: none"> <li>List banks and building societies &amp; collect information on different service offered</li> <li>Meaning of financial terms</li> <li>How people use their bank accounts</li> <li>Create a budget for yourself for the next month</li> <li>Payment methods &amp; savings schemes</li> <li>Household bills</li> <li>What does interest mean when applied to loans and savings?</li> <li>List of all the different kinds of 'plastic cards' you can think of.</li> </ul> | <p>Developing an understanding of what it means to be a responsible citizen and the laws necessary for society to function justly and fairly.</p> <p>By studying:</p> <ul style="list-style-type: none"> <li>Bullying</li> <li>Prejudice</li> <li>Discrimination</li> <li>Persecution.</li> </ul> | <ul style="list-style-type: none"> <li>Chex Mix</li> <li>Smoothies 1</li> <li>Mini meatball marinara bites</li> <li>Cheese and bacon hash brown muffins</li> </ul> | <ul style="list-style-type: none"> <li>Laws</li> <li>Effects of smoking</li> <li>Benefits of quitting</li> <li>Effects of nicotine</li> <li>Drugs and mental health conditions</li> <li>Long and short term effects of taking drugs</li> </ul> | <p><b>Stylisation</b></p> <p>Create an artist response piece.</p> <p><b>Observational drawing skills</b></p> <ul style="list-style-type: none"> <li>Observational drawing skills</li> <li>Creating a series of drawings using different mediums.</li> <li>Observational drawings in the style of Patrick Caulfield and other similar artists.</li> </ul> <p><b>NCFE</b></p> <p><b>Everyday objects exploring the formal elements of art and design</b></p> <p><b>Everyday objects exploring the formal elements of art and design</b></p> <ul style="list-style-type: none"> <li>Create a piece in the style of Michael Craig Martin</li> <li>Colour</li> <li>Tone</li> <li>Colour blending</li> </ul> |

| Additional Learning and Therapeutic Opportunities to meet my individual needs, aspirations and Interests. |   |   |
|---|---|---|
| Games: Indoor and outdoor games   | Wellbeing Coaching  | Occupational Therapy (FMS, GMS, Sensory Diet) programme |
| Guitar & digital music  | Careers Guidance  | Bushcraft and Outdoor Adventures                        |
| AQA Unit Awards:personalised AQA Unit Awards  | Talkabout for Teenagers” (Social use of language programme) |   |