

# Simmonds 4

## Term 5 Curriculum Overview



English
<p><b>What we are doing:</b> Entry Level Additional English: Exploring Narratives – Shakespeare’s ‘Romeo and Juliet’</p> <p><b>How school will do this:</b> Students will learn how to identify components of narratives and the genre a text belongs to. They will learn about different narrative settings and the audience the play is and was intended for. Students will be outlining the plot of ‘Romeo and Juliet’ and conduct a deeper analysis of particular scenes and events.</p> <p><b>How you can help at home:</b> Read an abridged version of Romeo and Juliet and discuss key events. Watch a film/theatre version of Romeo and Juliet.</p>
Maths
<p><b>What we are doing:</b> Our topic is time.</p> <p><b>How school will do this:</b> We will learn about reading the time on digital and analogue clocks and how to identify AM and PM. We will also explore how to read and extract information from calendars and travel timetables. We will use this knowledge, with support, to solve word problems.</p> <p><b>How you can help at home:</b> Use AM and PM in every day conversation. Encourage use of Doodle maths</p>
Science
<p><b>What we are doing:</b></p> <p><b>How school will do this:</b></p> <p><b>How you can help at home:</b></p>

## Communication

**What we are doing:**

Debating and discussing

**How school will do this:**

In this unit, pupils will develop their ability to share their ideas and opinions with others in a clear and respectful way. They will learn how to listen carefully to different viewpoints and take part in simple, structured discussions. Through engaging and familiar topics—such as favourite foods or school rules—pupils will practise using sentence starters to agree, disagree, and offer alternative ideas, helping to build confidence in communication and social interaction.

**How you can help at home:**

You can support your child by encouraging everyday conversations about their opinions and choices. Ask simple questions such as “What do you think?” or “Why do you like that?” and model how to listen and respond respectfully. Practising turn-taking in conversations, discussing family decisions, or talking about likes and dislikes can help reinforce these skills in a natural and supportive way.

## Independence

**What we are doing:**

AQA unit award scheme – food and cookery

**How school will do this:**

Students will begin the unit by refreshing their knowledge of healthy eating, using food packaging to explore strategies for making informed, nutritious choices. They will then cover essential topics such as food safety, storage, and equipment use.

A key focus of this unit is teamwork, organisation, and communication, as students work together to plan, shop for, and cook a group meal. They will collaborate to choose a meal from a selection of options, with each student responsible for researching, planning, and pricing a specific element. Once their meal plan is complete, they will shop for ingredients and correctly store them.

In the final stage, students will prepare and cook the meal, each taking responsibility for a different aspect of the process. The unit will conclude with a group reflection, allowing students to evaluate their experience, celebrate successes, and identify areas for improvement in future cooking projects.

**How you can help at home:**

Practice cooking your favourite snack or meal. Concentrate on what your young person can do, or on the instructions they give you.

Go to a supermarket, go through the process of buying food. Can they help navigate? See which payment method they prefer.

## Art

### **What we are doing:**

WJEC - Entry Level - Printmaking

The focus of this project will be animals. The students will practise their drawing skills and be influenced by Aboriginal art and modern artist Sarah Jane Hudson. They will choose their own animals to experiment with a simple stencil printing, press printing, mono printing and a collagraph. The final piece will be to create a stencil print that has at least 3 colours.

### **How will school will do this:**

Students will have access to specialist printmaking equipment

### **How you can help at home:**

Give students extra opportunities to access small craft or gallery spaces. Engage with keywords and ask about projects to embed key terms.

**Keywords:** composition, themeboard, colour theory, mark making, cool and warm colours, complementary colours, textures, mark making, mono print, stencil print

## Expressive Arts

### **How school will do this:**

We will be discussing an art project we could work on in the summer term.  
This could be based around music, dance, drama or art.

Once we have decided upon a project we will decide what resources we need and plan our project. Once planned we will work individually or as a class on our arts project.

We will discuss an arts skill we could share.

We will explain why we have chosen this arts skill and plan how we will share our arts skills and to whom.

We will share the arts skill.

We will look at photos and videos of us sharing the arts skill and reflect up this by thinking about how well we shared our arts skills.

We will also be thinking about Valence Has Talent and see if we would like to perform something individually or as a class.

**How you can help at home:**

Ask your child if they would like to perform in Valence Has Talent this year? If they do not want to perform, would they be interested in introducing the acts?

**Keywords:** performance, arts, sing, dance, act

### **Cooking**

**What we are doing:**

Continuing with the AQA Award Food from Around the World' followed by a new award 'Taking part in a cooking project'.

**How school will do this:**

A mix of practical and theory lessons exploring international dishes. Once complete classes will move on to a new award 'Taking part in a cooking project' where students will plan, cook and label items to be made and sold at the school fair.

**How you can help at home:**

Discuss with your child what they have made each week. Involve them in simple meal preparation at home to help them practise the skills they are learning.

**Keywords:**

Recipe, ingredients, weigh, measure, hygiene and safety, international food, fundraising.

## PSHE

**What we are doing:**

This term, our lessons will be focused on relationships, based on the topic 'Changing and growing'.

**How school will do this:**

Through discussion and activities, students will have opportunities to explore, identify and learn about what healthy and unhealthy relationship behaviours look like, including recognising kindness, respect and appropriate boundaries. We will learn about consent, practising simple ways to ask for, give, or refuse permission in everyday situations, and understanding that everyone has the right to feel safe. Pupils will also learn about parenthood, including the responsibilities involved in caring for a baby or child, in an accessible and sensitive way. Alongside this, we will follow the NSPCC's 'Staying Safe' resources to help pupils learn how to recognise unsafe situations, understand personal privacy, and know who they can talk to if they ever feel worried.

Overall, we aim to build confidence, independence and safety in students' growing relationships, as well as helping them understand themselves and their relationships as they mature.

**How you can help at home:**

Have discussions around this topic: encourage your child to think about how they show kindness to others, what respectful behaviour looks like, and how to speak up if something doesn't feel right. Talk about everyday examples—sharing, turn-taking, asking permission—and help them notice positive relationship skills in family life, stories, or friendships.

**Keywords:**

respect; kindness; boundaries; consent (in everyday, non-sexual, permission-based contexts); trust; support

## Humanities

**What we are doing:**

WJEC Entry Pathways unit on Prejudice and discrimination against people

**How school will do this:**

This unit aims to enable learners to gain an understanding of how and why people have been discriminated against. This will be through contemporary and historical events, including the treatment of Jewish people during World War 2.

**How you can help at home:**

Research the holocaust

**Keywords:** prejudice, discrimination, different, equal, holocaust

**PE**

**What we are doing:**

This term in PE students will be working on their ability to work in teams linked to Orienteering and problem solving.

**How school will do this:**

Students will be doing this by identifying key places around the school and solving problems. They will be working in teams and working on the ability to work together and take roles within them. The problems will involve using their basic range of movement and incorporating fundamental movement skills. Students will be starting to develop leadership skills and qualities such as: effective communication, delegation and giving other team members simple instructions.

**How you can help at home:**

At home encourage your student to lead an activity. This could be taking a pet out for a walk and deciding which direction/route to go. This also could be when shopping, finding a grocery independently.

**Keywords:** Direction, Communication, Leadership, Teamwork, Problem Solving