

Key Stage 4 Curriculum Summary

Subject	Autumn Term	Spring Term	Summer Term
<p>English</p> <p>Functional Skills</p>	<p>Speaking, Listening and Communication</p> <p>Entry Level 1</p> <ul style="list-style-type: none"> • Participate in and understand the main points of simple discussions / exchanges about familiar topics with another person in a familiar situation <p>1.1 Understand the main points of short explanations 1.2 Understand and follow instructions 1.3 Respond appropriately to comments and requests 1.4 Make contributions to be understood 1.5 Ask simple questions to obtain specific information</p> <p>Entry Level 2</p> <ul style="list-style-type: none"> • Participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations <p>1.1 Identify the main points of short explanations and instructions 1.2 Make appropriate contributions that are clearly understood 1.3 Express simply feelings or opinions and understand those expressed by others 1.4 Communicate information so that the meaning is clear 1.5 Ask and respond to straightforward questions 1.6 Follow the gist of discussions</p> <p>Reading</p> <p>Entry Level 1</p> <ul style="list-style-type: none"> • Read and understand short, simple texts that explain or recount information <p>2.1 Read and understand simple regular words and sentences 2.2 Understand short texts on familiar topics and experiences</p> <p>Entry Level 2</p> <ul style="list-style-type: none"> • Read and understand short, simple texts that explain or recount information <p>2.1 Understand the main events in chronological texts 2.2 Read and understand simple instructions and directions 2.3 Read and understand high frequency words and words with common spelling patterns 2.4 Use knowledge of alphabetical order to locate information</p> <p>Writing</p> <p>Entry Level 1</p> <ul style="list-style-type: none"> • Write short, simple sentences <p>3.1 Use written words and phrases to present information</p>		

	<p>3.2 Construct simple sentences using full stops</p> <p>3.3 Spell correctly some personal or very familiar words</p> <p>Entry Level 2</p> <ul style="list-style-type: none"> • Write short texts with some awareness of the intended audience <p>3.1 Use written words and phrases to record and present information</p> <p>3.2 Construct compound sentences using common conjunctions</p> <p>3.3 Punctuate correctly, using upper and lower case, full stops and questions marks</p> <p>3.4 Spell correctly all high frequency words and words with common spelling patterns</p>		
Skills	<ul style="list-style-type: none"> • Reading travel timetables and booking tickets • Writing and responding to invitations • Shopping for Christmas presents (off-site) 	<ul style="list-style-type: none"> • Ordering food in a café or restaurant • Shopping to cook (off-site trip to shop) • Cooking from scratch • Cooking convenience food (following instructions on pack etc) 	<ul style="list-style-type: none"> • Calling a trades- person • Safety – making sensible decisions
Assessment	<p>Practise assessments: reading and writing sample tasks</p> <p>Opportunities for speaking and listening through lessons</p>	<p>1 reading task (tbc)</p> <p>1 writing task (tbc)</p> <p>1 assessed speaking and listening discussion (EL1)</p>	<p>1 reading task (tbc)</p> <p>1 writing task (tbc)</p> <p>1 assessed speaking and listening discussion (EL1 / EL2?)</p>

SUBJECT : SCIENCE

Key Stage 4 – Years 10/11 – Entry Level

Key: Biology Chemistry Physics

Year	Biology	Chemistry	Physics
Year 1	<p><u>Dead or Alive</u> – The study of cells, Organs and life processes.</p> <p><u>Babies</u> – The study of reproduction, birth and population increase.</p> <p><u>Extinction</u> – The study of fossils, endangered/extinct species and evolution.</p> <p><u>Casualty</u> – The study of basic first aid, the heart and the benefits of exercise.</p> <p><u>Healthy eating</u> – The study of diet and digestion.</p> <p><u>Control systems</u> – The study of the effect of temperature, dehydration and sweating on the body.</p> <p><u>Gasping for Breath</u> – The study of the lungs, respiration and blood vessels.</p>	<p><u>Acids and alkalis</u> – The study of common acids and alkalis within the home and how to identify them.</p> <p><u>Cooking and cleaning</u> – Studying cooking and why this is important as well as hygiene within the home and workplace.</p> <p><u>Colours and smells</u> – The study of paints, dyes, emulsions and odours.</p> <p><u>Heavy Metal</u> – Studying the reactivity of metals and differences between metal types.</p> <p><u>Fibres and fabrics</u> – The study of fabrics in both fashion and industry.</p> <p><u>Clean air</u> - The study of the earth’s atmosphere and pollution caused by humans.</p> <p><u>Strong stuff</u> – The study of plastics and other durable materials in industry and recreational situations.</p>	<p><u>Getting the message</u> – The study of coding, digital signals and music.</p> <p><u>Our electricity supply</u> – The study of electricity and the national grid.</p> <p><u>Attractive forces</u> – The study of magnetism including compasses and electromagnets.</p> <p><u>Pushes and pulls</u> – The study of forces and motion including gravity, speed, air resistance and elastic energy.</p> <p><u>Let there be light</u> – The study of the eyes structure and light rays and optical fibres.</p> <p><u>Final Frontier</u> – The study of our solar system/universe and satellites.</p> <p><u>Alternative energy</u> – The study if renewable and non-renewable energy resources.</p>

SUBJECT : SCIENCE

Key Stage 4 – Years 10/11 – Entry Level

Key: Biology Chemistry Physics

Year	Biology	Chemistry	Physics
Year 2	<p><u>Creepy crawlies</u> – Study of the photosynthesis, adaptations and food chains and webs.</p> <p><u>Fooling your senses</u> – Study of the 5 human senses, touch, sight, hearing, smell and taste.</p> <p><u>Food factory</u> – The study of bacteria, farming fertilisers and germination.</p> <p><u>Drugs in society</u> – The study of cigarettes, alcohol and drugs and their negative effects on the body.</p> <p><u>My Genes</u> – The study of variation genetic information and inherited diseases.</p> <p><u>Body Wars</u> – The study of pathogens, immunity and vaccinations.</p>	<p><u>Restless earth</u> – The study of plate tectonics, earthquakes and volcanoes.</p> <p><u>How Fast? How Slow?</u> – The study of decaying, combustion, dissolving and catalysts.</p> <p><u>Sorting out</u> – The study of mixtures and separating including chromatography and fractional distillation.</p> <p><u>CSI Plus</u> – The study of how chemistry is used in crime scene investigation.</p> <p><u>Fuels</u> – The study of different fuels, including methane, kerosene and petrol.</p> <p><u>What's Added to our food?</u> – The study of food additives and vitamins.</p>	<p><u>Deep Impacts</u> – The study of craters, asteroids, meteorites and comets.</p> <p><u>Driving along</u> – The study of how cars work and road safety.</p> <p><u>Hot Stuff</u> – The study of heat energy, conductors and insulators.</p> <p><u>Nuclear</u> – The study of electricity, nuclear fusion/fission and nuclear waste.</p> <p><u>Full Spectrum</u> – The study of the electromagnetic spectrum. Including infrared, radio and microwaves.</p> <p><u>Medical Rays</u> – The study of X-rays, ultraviolet rays and gamma radiation.</p>

Please note – the flexibility of the science curriculum allows units to be chosen throughout the year in order to provide a more personal approach for the students

Subject	Autumn Term	Spring Term	Summer Term
<p>Maths Entry Level Actual work depends on current level of attainment</p>	<p>Unit 1 Place value/ counting Unit 2 Number patterns Unit 3 Addition and Subtraction Unit 4 Money Unit 5 Data Unit 6 Multiplication and Division Unit 7 Shopping problems</p>	<p>Unit 8 2D shapes Unit 9 3D shapes Unit 10 Number sequences Unit 11 Time Unit 12 Coursework</p>	<p>Unit 13 Measuring length and perimeter Unit 14 Fractions Unit 15 Reading scales Unit 16 Position Unit 17 Angles Unit 18 4 Rules, addition, subtraction, multiplication and division</p>
<p>Maths GCSE (Foundation) Actual work depends on current level of attainment e.g. G, F & E or E, D & C</p>	<p>Module 2 work not previously covered Unit 9 Sequences Unit 10, 11 & 12 Graphs 1, 2 & 3 Unit 13 Formulae Unit 14 Angles Unit 18 Perimeter & area Module 2 exam (8th November)</p>	<p>Module 3 Unit 1 Using a calculator Unit 2 Percentages Unit 3 Equations Unit 4 Inequalities</p>	<p>Unit 6 Formulae Unit 7 Angles and 2D shapes Unit 8 Circles Unit 9 3D shapes Unit 10 Construction and loci</p>
<p>Maths GCSE (Higher) Y10 Actual work depends on current level of attainment e.g. either D, C and B or B, A & A*</p>	<p>Unit 1 Number Unit 2 Expressions & sequences Unit 3 Fractions Unit 4 Decimals & estimation Unit 5 Angles & polygons Unit 6 Collecting and recording data Unit 7 Measures</p>	<p>Unit 8 Congruence, symmetry & similarity Unit 9 Expanding brackets & factorising Unit 10 Area & Volume 1 Unit 11 Averages & range Unit 12 Constructions 7 loci</p>	<p>Unit 13 Linear equations Unit 14 Percentages Unit 15 Graphs Unit 16 Ratio & proportion Unit 17 Transformations Unit 18 Possessing, representing & interpreting data</p>

<p>Maths GCSE (Higher) Y11 Actual work depends on current level of attainment e.g. either D, C and B or B, A & A*</p>	<p>Module 2 work not previously covered Unit 7 Expressions & sequences Unit 8 Expanding brackets & factorising Unit 10 Formulae Unit 13 Angles, polygons and circles Unit 14 Area and Volume Module 2 exam (8th November) Module 3 Unit 1 Number Unit 2 Upper and lower bounds Unit 3 Percentages Unit 4 Linear Equations Unit 5 Inequalities and formulae Unit 6 Graphs and Equations Unit 7 Quadratic and simultaneous equations</p>	<p>Unit 8 Proportion Unit 9 Transformations & functions Unit 10 Area Unit 11 Volume Unit 12 Congruence & similarity Unit 13 Circle geometry</p>	<p>Unit 14 Transformations Unit 15 Construction and loci Unit 16 Pythagoras Unit 18 Vectors Module 3 exam (June 2013)</p>
<p>Subject</p>	<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Aim Awards Maths Entry 3 Maths group Year 10 to 14</p>	<p>Using Money</p> <ol style="list-style-type: none"> 1. Understanding practical or tasks involving money. 2. Be able to make estimates of calculations involving money. 3. Be able to use calculations to solve problems involving money. 4. Be able to use a calculator when working with money. 	<p>Using Time</p> <ol style="list-style-type: none"> 1. Be able to tell the time to the nearest 5 minute interval 2. Know that the date can be expressed in different formats 3. Be able to measure time 	<p>Using Numeracy skills in the workplace</p> <ol style="list-style-type: none"> 1. Be able to recognise when to use numeracy skills in the workplace. 2. Be able to select appropriate numeracy skills in a work context. 3. Be able to apply appropriate numeracy skills in a work context. 4. Be able to use the results in situations where they have applied numeracy skills in a work context

Subject	Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">PE Year 10/11</p> <p style="text-align: center;">Entry Level certificate in PE</p>	<p>Football</p> <ul style="list-style-type: none"> • Continue working on basic skills, and combine to simulate game situations. • Work out ways to improve performance, alone and in groups. • Take part in a full game, as a player, coach, referee and spectator. • Involve all team members, allowing for different skill levels. • Know some rules/laws of the game to play in full version <p>Leisure Walks</p> <ul style="list-style-type: none"> • Participate in sustained physical activity, starting with short distances; • Attempt longer walks • Work out ways to improve performance, alone and in groups. • Participate in sustained physical activity, starting at own level; • Attempt exercises according to ability, and set own targets to improve performance <p>Basketball</p> <ul style="list-style-type: none"> • Continue working on basic skills, and combine to simulate game situations. • Work out ways to improve performance, alone and in groups. • Take part in a full game, as a player, coach, referee and spectator. • Involve all team members, allowing for different skill levels. • Know some rules/laws of the game to play in full version 	<p>Table tennis / Badminton</p> <ul style="list-style-type: none"> • Refine basic skills through simulated game situations; • Work in groups - different competitions, doubles; • Refine tactical awareness by concentrating on positional play, and learning rules/restrictions associated with the game; <p>Play attacking/defensive shots appropriately in a game.</p> <p>Fitness</p> <ul style="list-style-type: none"> • Participate in sustained physical activity, starting with short distances; • Attempt longer courses according to ability, and set own targets to improve times; • Participate in sustained physical activity, starting at own level; • Attempt exercises according to ability, and set own targets to improve performance. <p>• 5 week Blocked gym session</p> <p>Volleyball</p> <ul style="list-style-type: none"> • Continue working on basic skills, and combine to simulate game situations. • Work out ways to improve performance, alone and in groups. • Take part in a full game, as a player, coach, referee and spectator. • Involve all team members, allowing for different skill levels. • Know some rules/laws of the game to play in full version 	<p>Rounders</p> <ul style="list-style-type: none"> • Continue working on basic skills, and combine to simulate game situations. • Work out ways to improve performance, alone and in groups. • Take part in a full game, as a player, coach, referee and spectator. • Learn defensive techniques when batting and fielding. • Involve all team members, allowing for different skill levels. • Know some rules/laws of the game to play in full version. <p>Cricket</p> <ul style="list-style-type: none"> • Continue working on basic skills, and combine to simulate game situations. • Work out ways to improve performance, alone and in groups. • Take part in a full game, as a player, coach, referee and spectator. • Learn defensive techniques when batting and fielding. • Involve all team members, allowing for different skill levels. • Know some rules/laws of the game to play in full version. <p>Athletics</p> <ul style="list-style-type: none"> • Follow AAA 5 star awards and select best events from results. • Take turns to officiate ie judge, starter, measure, time. • Work in pairs to evaluate and improve performance in field events

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Subject	Autumn Term	Spring Term	Summer Term
PSHE	<p>Pupils will be taught aspects of the following topics under the titles of DEVELOPING CONFIDENCE AND RESPONSIBILITY, MAKING THE MOST OF THEIR ABILITIES and KNOWLEDGE AND UNDERSTANDING ABOUT BECOMING INFORMED CITIZENS:-</p> <p>SELF ESTEEM DEMOCRACY AND HUMAN RIGHTS CO-OPERATING DECISION MAKING AND VOTING PLANNING THE FUTURE</p>	<p>Pupils will be taught aspects of the following topics under the titles of DEVELOPING SAFER, HEALTHIER LIFESTYLES and DEVELOPING RELATIONSHIPS AND RESPECTING THE DIFFERENCES BETWEEN PEOPLE:-</p> <p>CHANGES IN THE COMMUNITY RIGHTS IN THE COMMUNITY TAKING RESPONSIBILITY FOR EMPLOYMENT ACCESSING THE COMMUNITY BANKS AND SAVING RAISING MONEY FOR CHARITY STEREOTYPES ETHNIC DIVERSITY CRISIS AND RESPONSE</p>	<p>Pupils will be taught aspects of the following topics under the title of SEX AND RELATIONSHIP EDUCATION:-</p> <p>THE MEDIA COMMUNICATING ABOUT FEELINGS AND RELATIONSHIPS SAFE RELATIONSHIPS AND LIFESTYLES LEISURE AND RELAXATION PERSONAL CARE AND HYGIENE DRUGS AWARENESS HEALTHY EATING EXERCISE FOR LIFE UNDERSTANDING MY BODILY NEEDS TEENAGE PREGNANCY SEXUAL HEALTH RELATIONSHIPS AND DIVORCE PREGNANCY AND BIRTH SEXUALITY AND ENJOYMENT PREPARING FOR THE FUTURE – COLLEGE AND BEYOND</p>

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Careers Education & Guidance	WHAT WILL I LEARN ABOUT IN CAREERS EDUCATION AND GUIDANCE? TRANSITION AND CHANGE WHAT AM I LIKE? MY SKILLS AND QUALITIES TO RECOGNISE THE VALUE OF LEARNING	THE WORLD OF WORK – A CLOSER LOOK HOW DO PEOPLE DEAL WITH PROBLEMS AT WORK? INVESTIGATING POST 16 OPTIONS	MAKING EFFECTIVE APPLICATIONS MANAGING POST 16 DECISIONS AND TRANSITIONS HOW CAN WORK EXPERIENCE HELP ME? YEAR 11 – WORK EXPERIENCE
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Subject	Autumn Term	Spring Term	Summer Term
Art	<p>Printing</p> <ul style="list-style-type: none"> Types of printing- Lino printing Block printing Screen Printing Woodcuts Mono printing Collagraph printing Artist who use printing- Pop Artists German expressionists Learning different printing techniques 	<p>Drawing and painting</p> <ul style="list-style-type: none"> Choosing a theme/Inspiration Drawing and painting techniques Observational drawing Looking at different artists Sketchbook work 	<p>Exam preparation (year 11 only)</p> <ul style="list-style-type: none"> Research and preparation for art exam Entry Level/GCSE art exams Completing work in portfolio Mounting work Displaying work. <p>Mixed Media</p> <ul style="list-style-type: none"> Collage Montage Modern art Use of materials Self-evaluation

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Food Technology	<p>Main Meals From Around the World- Long task – involve research. Brief older people Design and make a food product/dish from a chosen country that will appeal to an identified target group- Many older people like to eat cultural foods prepare a dish with a cultural theme</p> <ol style="list-style-type: none"> Research Questionnaire Taste test –cost Bread shape types- shape design choice Pizza base Toppings sensory tests choices Modifications 	<p>Pasta- long task – involves research We are advised to follow current healthy eating dietary guide lines. Plan and make a food product/dish that would meet a dietary guideline eg low in fat, sugar, salt or high in fibre. Evaluate your work.</p> <ul style="list-style-type: none"> Pasta Bake with Tomato Sauce Easy Lasagne Spaghetti Bolognese Pasta Bake with Roux Sauce Meatballs and Homemade Tomato Sauce <p>Scones</p>	<p>Cakes -Show your understanding of a target audience needs by planning and making a suitable food product/ dish for chosen group</p> <ul style="list-style-type: none"> Basic Cup Cakes Butterfly Cakes Victoria Sandwich Cake Blueberry Muffins Smartie Tray bake Whoopie Pies <p>Pastry Short task- There are several types of pastry. Plan and prepare a food product/dish that would show your skill in making pastry. Evaluate your work.</p>

	<p>8. Evaluate Sports Bars for Athletes Short task -Sports people have special dietary needs.</p> <ul style="list-style-type: none"> Show your understanding of their needs by planning and making a suitable food product/ dish for chosen group. 	<ul style="list-style-type: none"> Healthy Fruit Scones Cream Tea Savoury Cobbler with Herbs Sweet Cobbler with Spices <p>Easter Practical</p>	<ul style="list-style-type: none"> Sausage Rolls Cornish Pasties Samosas Cheese and Tomato Tray Bake Jam Tarts Apple Strudel
Design Technology GCSE	<ul style="list-style-type: none"> Analysing the brief Research Product Analysis- Consideration of products Consideration of the environment Consideration of society and the economy Lifecycle of products Specification- <p>Mini Make assignment – Acrylic mobile phone holders</p>	<ul style="list-style-type: none"> Initial ideas- Using Isometric drawing Techniques and ‘Sketchup’ Development- Development is used to produce a final design, Final design idea- Final design proposal includes technical details of all materials and/or component parts, processes and techniques. Modelling and Evaluation 	<ul style="list-style-type: none"> Complete Design Folder Exam Preparation and revision Mock Exam (Year 10) Written Exam (Year 11) Mini Make project
Design Technology Entry Level	<p>Unit 1- Health and Safety in Design Technology (Key ring)</p> <ul style="list-style-type: none"> Participates in a discussion about Health and Safety Identify hazards in a diagram Suggest remedy for a selection of different hazards Identify four areas of hazard prior to making specified project/object Work safely while making specified project/object Complete the specified product/object Draw up a set of four safety rules 	<p>Unit 2- Evaluate Existing Products (Torches)</p> <ul style="list-style-type: none"> Recognise characteristics of products through discussion. Describe the characteristics of different products. Give a reason for choosing a specific product to evaluate Produce a checklist of characteristics to evaluate a chosen product Identify two ways in which the chosen product is successful Identify two ways in which the chosen product could be improved Produce a checklist of characteristics 	<p>Unit 8- Design and Make an Acrylic phone holder</p> <ul style="list-style-type: none"> Produce three design sketches for their phone holder Decide which design to make and give a reason why Develop one idea in detail using ‘Sketchup’ Mark out and cut the acrylic to the desired shape Smooth the edges of the acrylic by using hand and/or machine Work in a safe manner under supervision

	for his/her work area. <ul style="list-style-type: none"> • Design a poster to illustrate at least one safety rule • Participate in a health and safety simulation exercise • Describe in writing the procedure for one specific Health and safety related incident 	to compare and contrast two similar products <ul style="list-style-type: none"> • Use the checklist to compare the products • Complete a short report on the evaluation process • Present your work to a small group 	<ul style="list-style-type: none"> • Heat and mould the acrylic to the desired shape • Decorate the object e.g. using transfers, stick-ons or markers • Complete a written Evaluation of the acrylic object • Describe two different moulding techniques for plastics <p>Complete all unfinished work.</p>
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Subject	Autumn Term	Spring Term	Summer Term
ICT Year 10/11 BTEC Money and Finance	<ul style="list-style-type: none"> • Unit 1: money matters for career planning 	<ul style="list-style-type: none"> • Unit 2: managing money matters 	<ul style="list-style-type: none"> • Unit 3: Support with money matters
ICT Year 10/11 BTEC Money and Finance	<ul style="list-style-type: none"> • Unit 4: National and global money matters 	<ul style="list-style-type: none"> • Unit 5: creating an Enterprise 	<ul style="list-style-type: none"> • Unit 6: Enterprise

Subject	Autumn Term	Spring Term	Summer Term
ICT Year 10/11 Entry Level Certificate in ICT	Animation Skills <ul style="list-style-type: none"> • use appropriate animation software. • create/insert graphics • save and retrieve work • animate movement, e.g. tween or frame by frame • change properties of objects, e.g. colour, motion, shape, size • add effects/interactions, e.g. text, sound, events • loop/repeat the animation • export/publish the animation in a standard format Database Skills	Using ICT: Practical Communication Hardware: <ul style="list-style-type: none"> • input, output, storage and communication devices and their appropriate use. Software: <ul style="list-style-type: none"> • use different types of commonly used software applications, e.g. word processing, presentation, desktop publishing software or graphics software • identify the advantages and disadvantages of different software applications Work safely using ICT:	Digital Imaging Skills <ul style="list-style-type: none"> • use appropriate hardware, e.g. digital camera, camera-phone • use appropriate software applications, e.g. graphics package or an image processor. • capture a digital image using an appropriate device, e. g. digital camera, camera-phone • transfer, store and retrieve the image • produce a hard copy of the image • edit the image using software tools, e.g. cut, copy, crop, paste,

	<ul style="list-style-type: none"> • use appropriate software. • access a database • save and retrieve data • sort records • query using simple and multiple criteria to find specified data. 	<ul style="list-style-type: none"> • identify safe, secure and responsible working practices when using ICT. <p>Present information using ICT:</p> <ul style="list-style-type: none"> • combine text and graphics into a document or presentation • use a range of software features, e.g. copy, paste, format, move, crop, rotate, resize, flip, layout • use ICT tools to check work for accuracy, e.g. spell check. <p>Use of files and folders:</p> <ul style="list-style-type: none"> • demonstrate good working practice when storing and retrieving files and folders. <p>Communicate information using ICT:</p> <ul style="list-style-type: none"> • send and receive an email. • Use other different forms of electronic communication, e.g. SMS, instant messaging, online discussion forums, social networking 	<p>rotate, flip, resize, colour and</p> <ul style="list-style-type: none"> • colour adjustment, brightness, contrast. <p>Spreadsheet Skills</p> <ul style="list-style-type: none"> • save and retrieve data • enter text and numeric information • format and edit data • use simple functions • enter new rows in spreadsheet work out and enter a simple formula to calculate data.
Subject	Autumn Term	Spring Term	Summer Term
ICT Year 10/11 BTEC IT Users (ITQ)	<p>Word Processing Software</p> <p>Develop skills and knowledge required by an IT User to use a range of basic word processing software tools and techniques to produce appropriate, straightforward or routine documents</p> <ul style="list-style-type: none"> • Enter, edit and combine text and other information accurately within word processing documents • Structure information within word processing documents 	<p>Multimedia Software</p> <p>Develop skills and knowledge required by an IT user to use a range of basic multimedia tools and techniques to produce straightforward or routine publications</p> <ul style="list-style-type: none"> • Plan the content and organisation of multimedia products • Obtain, input and combine content to build multimedia outcomes • Use multimedia software tools to 	<p>Spreadsheet Software</p> <p>Develop skills and knowledge required by an IT user to use a range of basic spreadsheet software tools and techniques to produce, present and check spreadsheets that are straightforward or routine</p> <ul style="list-style-type: none"> • Use a spreadsheet to enter, edit and organise numerical and other data • Use appropriate formulas and

	<ul style="list-style-type: none"> • Use word processing software tools to format and present documents <p>Desktop Publishing Software Develop skills and knowledge required by an IT user to use a range of basic desktop publishing software tools and techniques to produce straightforward or routine publications</p> <ul style="list-style-type: none"> • Select and use appropriate designs and page layouts for publications • Input and combine text and other information within publications • Use desktop publishing software techniques to edit and format publications 	<p>edit and format multimedia content to meet requirements</p> <ul style="list-style-type: none"> • Play and present multimedia outcomes <p>Presentation Software Develop skills and knowledge required by an IT user to use a range of basic presentation software tools and techniques to produce straightforward or routine presentations which include a combination of media (e.g. images, animation and sound) for education, entertainment or information sharing.</p> <ul style="list-style-type: none"> • Input and combine text and other information within presentation slides • Use presentation software tools to structure, edit and format slides • Prepare slides for presentation 	<p>tools to summarise and display spreadsheet information</p> <ul style="list-style-type: none"> • Select and use appropriate tools and techniques to present spreadsheet information effectively <p>Website Software Developing skills and knowledge required by an IT user to use basic website software tools and techniques appropriately to produce straightforward or routine single web pages from pre-set templates</p> <ul style="list-style-type: none"> • Plan and create web pages • Use website software tools to structure and format web pages • Publish web pages to the internet or an intranet <p>Improving Productivity Using IT Develop skills and knowledge needed by the IT User to plan and review their use of predefined or commonly used IT tools for straightforward or routine activities.</p> <ul style="list-style-type: none"> • Plan the use of appropriate IT systems and software to meet requirements • Use IT systems and software efficiently to complete planned tasks • Review the selection and use of IT tools to make sure that tasks are successful
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Further details about curriculum planning can be obtained from subject coordinators:

English -	Jacinta Burke	Maths -	Duncan Hutsby	Science	Chris Bailey
Computing -	Mike Roach	Art and DT -	Sue Walker	Performing Arts -	Andy Metcalf
History -	Jacinta Burke	MFL -	Heather Rawson	PE	Norma Hatfield
PHSE / Careers –	Norma Hatfield	Food technology -	Jeannette Stewart	Money and Finance	Mike Roach