

Mapanga – Spring 1 2026/27



Acorn Park

English	Mathematics	Science	Health and Social Care
<p>Sixth Form students will be working towards AQA Functional Skills qualifications in English and Maths, ranging from Entry Level to Level 2, depending on individual needs and starting points. These nationally recognised qualifications focus on developing practical, real-life skills that support independence, employment, and further education. In Functional Skills English, students work on reading everyday texts, writing for real purposes such as emails and forms, and developing speaking and listening skills through discussion and communication. In Functional Skills Maths, students build confidence using numbers, managing money, understanding measures and time, interpreting data, and solving real-life problems. Students are supported to work at an appropriate level, with assessments designed to be accessible and meaningful, helping them gain confidence and essential skills for adult life.</p>	<p>This half term, students will continue to build on their vector work, developing confidence in representing and combining vectors and applying these skills to geometric problems. They will then move on to functions of graphs, interpreting and using graphical representations to understand relationships between variables. Following this, the class will revisit equations and formulae, strengthening their ability to rearrange and manipulate expressions accurately. To conclude the half term, students will focus on rates of change, linking algebraic and graphical methods in preparation for their final GCSE examinations.</p> <p>This half term, our Functional Skills students will focus on measures and geometry, beginning with perimeter, area and circles, before moving on to volume and surface area of 3D shapes. They will develop confidence in applying these skills to practical problems and real-life contexts.</p> <p>The class will then work on metric conversions and compound measures, learning how to convert between units and apply these skills to situations involving speed, density and other rates. Later in the term, students will study scale drawings, angles and bearings, strengthening their spatial awareness and accuracy.</p>	<p>This half-term in Biology, we will be revising key topics from AQA GCSE Biology Unit 3: Infection and Response and Unit 4: Bioenergetics. They will revisit how the body defends itself against pathogens, including the role of the immune system, vaccinations, and the use of medicines. We will also revise bioenergetics, focusing on photosynthesis, respiration, and how energy is transferred within living organisms. Lessons will include calm, guided demonstrations, structured revision activities, and required practical lesson to help reinforce understanding through real-life examples. Our aim is to build confidence, deepen understanding, and support them in preparing effectively for their GCSE exams re-sit in a structured and</p>	<p>Parent Share: This term we will be starting Unit 2:</p> <p>In this unit, students learn how people's needs change throughout life and how health and social care services support individuals.</p> <p>They study key theories such as Maslow's Hierarchy of Needs and Erikson's stages of development, helping them understand physical, emotional, intellectual and social needs. Students explore how care needs change at different life stages and due to life events.</p> <p>Learners also look at local and national health and social care services, partnership working, and the role of families, carers and community support. The unit finishes by exploring access to services, including opportunities and barriers that can affect well-being.</p> <p>Activities include discussions, case studies, videos and research tasks.</p>

		encouraging learning environment.	
<p>Life Skills – Looking After Our Homes</p> <p>Students in the Life Skills program will continue working on their individual learning goals, focusing on creating a decorative item for the home. They will also complete two practical assessments that demonstrate their ability to carry out everyday life skills, including completing daily household tasks and safely operating a washing machine. Towards the end of the term, students will develop budgeting skills by learning how to plan and shop within a budget for a family.</p>	<p>Art</p> <p>This half term, students will be developing their creative identity and independence through a personal art and design project. Building on their previous learning, they will choose materials, techniques, and themes that reflect their own interests. Students will plan their ideas step by step, develop their work over time, and build confidence by making creative decisions and refining their outcomes</p>	<p>Employability:</p> <p>Work Experience (WEX)</p> <p>Students will engage with employability topics through internal or external work placements, providing real-world experience and opportunities to apply classroom learning in a professional environment. Those students who access external placements will have interviews and start external work placements.</p> <p>Across Entry Level, Level 2, and Level 3, learners progressively develop employability and work-readiness skills through careers events and work experience. At Entry Level, learners engage in supported exploration of different job roles, workplace rules, and health and safety, alongside role-play activities to practise communication and asking for help.</p> <p>At Level 2, learners build on this by completing set tasks, following instructions, demonstrating timekeeping, and understanding workplace expectations. By Level 3, learners work towards greater independence through activities such as completing job applications, attending workplace inductions, meeting deadlines, producing work to an expected standard, and reflecting on learning from real work placements to prepare for future employment.</p>	
<p>PSHE</p> <p>In PSHE, this term, pupils are learning about income and expenditure.</p> <p>They will be developing their understanding of:</p> <ul style="list-style-type: none"> The National Minimum Wage The Living Wage 	<p>TITAN</p> <p>TITAN Parent share</p> <p>This term, learners are taking part in the TITAN Level 2, which focuses on developing safe, confident, and increasingly independent travel skills. Through a mix of classroom learning, role-play, and supported real-world practice, learners build confidence using public transport, crossing roads safely, communicating with unfamiliar adults, and solving common travel problems. The programme is carefully structured to support</p>	<p>Computing</p> <p>This term students will focus on learning about searching and sorting algorithms. They will also explore related topics such as computational thinking, flowcharts, and tracing algorithms. Throughout the unit, students will have opportunities to analyse, interpret, modify, and create a range of algorithms, helping them build strong problem-solving and logical thinking skills.</p>	

<p>The difference between gross pay and net pay</p> <p>What basic pay is</p> <p>Why we pay income tax</p> <p>What pensions are and why they are important</p> <p>Pupils will be encouraged to show their understanding of these terms through discussion and practical activities.</p> <p>Personal Challenge</p> <p>Pupils will work on a personal challenge focused on working within a set budget, helping them to develop confidence in managing money responsibly.</p>	<p>individual needs, with visual prompts, sensory breaks, and staff guidance available throughout. By the end of the term, learners will have practised planning and completing familiar and new journeys, helping to prepare them for greater independence in education, work, and the community.</p> <p>What We Are Covering This Term</p> <ul style="list-style-type: none"> Understanding basic travel symbols and rules (e.g. bus stops, crossings, traffic lights) Setting personal travel goals Pedestrian safety skills, including safe road crossing Communication skills, such as asking for help and speaking to bus drivers or shop staff Personal safety, stranger awareness, and keeping belongings secure Problem-solving for real-life situations (e.g. a late bus, missing money, getting lost) Journey planning, using simple maps and timetables Real-life travel practice, including walking routes and bus journeys Developing confidence and independence, moving from supported to semi-independent travel Reflection and celebration of progress and achievements at the end of the term 	
<p><u>Horticulture /forest school/ Animal care</u></p> <p>As Winter really starts to take hold we will be ensuring our animals have everything they need to survive. We will be discussing how some animals hibernate, how nature survives the winter. We will look at the weather and what we all need to survive the elements and how those changes look and feel. We will spend more time in the classroom exercising, grooming and generally getting to know our smaller animals better. As always Animal Care we will be working on team work, sharing, being kind and having kind/safe hands. Personal qualities of being calm, professional, growing confidences and a work ethic are also themes that we plan to help with during our sessions. Transitions to and from animal care are an excellent opportunity to practice safe use of the roads and listening skills. We will continue to feed, water, muck out, entertain, groom and exercise our range of animals. We will continue looking at animal families, different animal group types and comparing them and their care needs.</p>		<p><u>Psychology</u></p> <p>Students will be working on Research Methods, where they will explore how research is planned and carried out. This includes examining different types of methodology, identifying and understanding variables, learning about a range of sampling techniques, and developing an introductory understanding of statistical analysis used to interpret research findings.</p>