

Mapanga – Autumn 2 2025/26



English

For AS level English Literature: In Paper 1, students revisit and revise Othello, alongside a range of poetry linked to the theme of love. Through Othello, students explore romantic love, jealousy, betrayal, loyalty, and power. They develop skills in analysing language, structure, and character relationships, while learning how to construct clear, well-supported essays. In Paper 2, students will be discovering Ian McEwan's Atonement for the first time, while also revisiting and revising The Great Gatsby. These modern texts allow students to explore how love is influenced by class, conflict, memory, guilt, and social expectations in the twentieth century. Students consider how writers reflect changing attitudes to relationships through narrative style and structure.

Across both papers, students strengthen their analytical and comparative skills, deepen their understanding of context, and build confidence in expressing thoughtful interpretations of literature and love in its many forms.

This term, students will be working towards **Functional Skills English Level 2**, developing their reading, writing, speaking, and listening skills. They will

Mathematics

GCSE students will begin with sequences and proof, exploring linear, quadratic and other numerical patterns, and learning how to form and present clear mathematical proofs. They will then revisit standard form, applying it to calculations involving very large and very small numbers. Following this, the class will move on to circle theorems, identifying and applying key angle relationships within circles. Later in the term, students will study set notation and Venn diagrams, interpreting and representing data using formal notation. To conclude, they will explore vectors, learning how to represent, combine and interpret them geometrically in preparation for their final GCSE assessments.

Functional skills students focus on measures and geometry, covering perimeter, area and circles before moving on to volume and surface area of 3D shapes. They will then work on metric conversions and compound measures, applying these to real-life problems involving speed, density and proportion. To finish the term, the class will study scale drawings, angles, bearings and applied measures, bringing together their skills to solve practical, everyday maths problems with confidence.

Science: This half-term, will be undertaking a targeted review of the AQA Biology Required Practicals to strengthen her technical understanding of the curriculum. Every Wednesday, we will revisit these core experiments in detail, allowing her to re-engage with the specific apparatus and methodologies required for the exam. By physically conducting these investigations—ranging from osmosis to biochemical food tests—we will develop a more intuitive grasp of the procedural steps and the underlying scientific principles that are frequently assessed in the written papers. In addition to the practical work, our sessions will focus on the analytical skills necessary to secure high-mark responses. We will work on the precise identification of independent, dependent, and control variables, as well as the evaluation of experimental errors and data sets. This hands-on approach is designed to build confidence in tackling the "application" questions, ensuring we can clearly communicate scientific methods and justify our results with academic rigour.

Health and Social Care

Parent Share:
This term, students will be exploring key topics that support their personal development, health, and well-being.

They will learn about self-concept and the factors that can positively or negatively affect how we see ourselves, such as relationships, life experiences, and social influences. Students will also explore ways to build resilience, confidence, and a positive sense of self.

In addition, they will study health and well-being, including how we measure physical health (e.g., blood pressure, BMI, pulse rate) and what these indicators tell us. Students will also consider the importance of promoting healthy lifestyles, learning how national campaigns encourage positive choices around diet, exercise, mental health, and safety.

These lessons aim to help students develop the knowledge and skills to make informed, healthy, and confident choices in their own lives.

<p>practise understanding and interpreting a range of texts, improving their spelling, grammar, and punctuation, and learning how to structure clear and accurate writing for different purposes such as letters, emails, and reports. Students will also take part in speaking and listening activities to build confidence in presenting ideas, contributing to discussions, and responding appropriately to others. By the end of the term, they will have strengthened the practical English skills needed for everyday life, further study, and employment.</p>			
<p>Life Skills – Looking After Our Homes</p> <p>This term, we will continue our focus will be on developing important practical life skills. Students will learn how to maintain a household by keeping their living spaces clean and organised. We'll also be exploring real-world skills such as shopping tasks, budgeting, and financial planning. These activities will help students build independence and confidence in managing everyday responsibilities.</p> <p>Cooking Parent Share: This term, students will be exploring two key baking techniques — the rubbing-in method and the creaming method. They'll have the opportunity to discover a range of recipes that use these techniques and experiment with</p>	<p>Art</p> <p>This half term, the students will explore a range of creative art and craft techniques linked to the theme "Design for Wellbeing"</p> <p>They will experiment with different materials such as fabric, paper, and mixed media to design and make small, personalised items that promote comfort, calm, or happiness. Throughout the project, students will be encouraged to make independent choices, express their ideas, and reflect on how creativity can support wellbeing.</p>	<p>Employability:</p> <p>This unit focuses on developing skills for careers and work experience. Learners will talk with a careers advisor and attend a careers talk to explore post-16 options and possible job opportunities. They will learn how to communicate information about themselves that is relevant to a job role and understand the importance of maintaining good work standards, including time keeping, attendance, and workplace etiquette. Through work experience, learners will identify key workplace details such as location, start times, who to report to, and appropriate dress. Overall, the unit helps learners build confidence, reliability, and professionalism in preparation for future employment.</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>different ingredients to create a variety of delicious baked products.</p>		
<p>PSHE</p> <p>This term, students will be learning about digital resilience and how to stay safe online. We'll explore important topics such as internet safety, sharing information responsibly, online bullying, sexting, and understanding what our digital footprint says about us — including how it can impact future employability.</p> <p>Later in the term, we'll shift our focus to relationships, discussing what makes a relationship healthy or unhealthy and how to build positive, respectful connections with others.</p>	<p>TITAN</p> <p>focus on developing independent travel skills and confidence. Learners begin by completing familiar journeys between two locations with support, then gradually extend their routes to include different modes of transport such as buses, trains, and walking. They learn to manage travel challenges, like missing a bus, by practising alternative routes and problem-solving. Later, learners plan and complete an unfamiliar journey with shadowing support before progressing to solo travel</p>	<p>Computing</p> <p>This term learners will recap all previously learned programming knowledge in order to feel confident when exam approach. This will be reinforced with exam style question and visual examples on how to break them down into bit size chunks.</p>
<p><u>Horticulture /forest school/ Animal care</u></p> <p>The colder weather is approaching, and the needs of our animals is changing. We will be looking at how we help our animals keep safe and warm. As always Animal Care we will be working on teamwork, 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 be observing the changes in the trees and plants around the animals. We have a new animal and will be looking into his particular needs too. 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>Home Learning Ideas</p> <p>Blended Learning Platforms: All students are encouraged to access blended learning platforms such as BKSb to support revision in English and Maths.</p> <p>Subject-Specific Work: Students preparing for GCSE and AS Level exams will be provided with targeted work set by specialist teachers during their rotation sessions.</p> <p>Life Skills Practice: Students are encouraged to practice and apply life skills learned in the classroom in everyday settings outside of school. We welcome any evidence (photos, notes, reflections) showing how these skills are being used at home or in the community.</p> <p>Health and Social and AS English will have work posted on google classrooms for completion</p>	<p>Psychology</p> <p>In the second half of the term the learners will be considering child development, looking at the ideas of Piaget and the supporting experiments of Donaldson (Naughty Teddy) and Hughes (Policeman doll study). The learners will examine the roll of egocentrism and conservation in early development and examine Piaget's stages. The learners will also begin to look at the nervous system, the autonomic nervous system, the James-Lange theory of emotions, neurons and Hebb's theory of neuronal learning.</p>

