

Shakespeare Spring 2 2026



Acorn Park

English	Art	Citizenship	Maths
<p>Year 11 GCSE students will focus on revising and essay writing skills across both Language and Literature. Literature, lessons are focused on the set texts Macbeth, Jekyll and Hyde, and An Inspector Calls and the Conflict and Power Poetry anthology. Students will be recapping characters, themes, key quotations, and how writers use language and structure to communicate ideas, with student understanding and including relevant context in their responses. In English Language, students will continue to develop reading and writing skills through analysis of fiction and non-fiction texts, focusing on language techniques, structure, and effective written communication. Lessons also include exam-style questions to build familiarity with GCSE expectations and improve</p>	<p>This half-term, students will deepen their project development by refining ideas, strengthening observational skills, and extending their experimentation with materials and processes. They will continue to work from artists and visual sources, making purposeful connections to their own intentions. Through guided practice and independent exploration, students will build technical confidence in order to develop more personal, resolved outcomes.</p>	<p>Unit Summary: Law, Rights, and Justice In this unit, we will explore why laws are needed and where they come from, learning how laws help maintain order, protect people, and ensure fairness in society. We will examine the difference between criminal and civil law, understanding why both are necessary and how they deal with different types of legal issues. The unit will focus on the rights of defendants and victims of crime, explaining what these</p>	<p>This half term, Shakespeare 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>Functional Skills (Maths): This half term, our Functional Skills students will focus on measures and geometry, beginning with perimeter, area and circles,</p>

confidence. Students are encouraged to engage actively in class discussions, practise planning responses, and apply subject terminology accurately during lessons

Yr 11 English Lawrence

Students in Lawrence class will continue to develop core skills needed to access **Functional Skills Reading and Writing** tasks and exams as well as GCSE English Language Paper, which they will sit in June. In lessons, students are practising reading a range of everyday texts, such as emails, notices and short articles, and learning how to identify key information and main ideas. Writing lessons focus on producing clear, purposeful responses, including sentences, short paragraphs and simple forms, using appropriate spelling, punctuation and grammar. Students are also learning how to understand exam-style questions, plan their answers, and manage time effectively. Lessons are carefully scaffolded to build confidence, independence and

rights are and why they are important for justice and fairness.

We will explore the **role of the police**, learning about their powers and responsibilities, as well as the rights citizens have when interacting with the police.

We will also learn about the **legal professionals** who support our rights in criminal courts, such as solicitors, barristers, and judges, and how they help ensure the law is applied fairly.

Finally, we will explore how **rights are supported in civil cases**, both within the civil courts and through other forms of dispute resolution.

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.

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.

Shakespeare (Old Lawrence) – In math we will be continuing to recap number work. We will continue to work through our foundation level functional skills workbooks. We will recap ordering positive and negative integers, decimals and fractions; use the number line as a model for ordering real numbers; use the symbols $=$, \neq , $<$, \leq , $>$, \geq . Use the four operations, including the formal written methods, applied to integers, decimals, proper and improper fractions, and mixed numbers, all both positive and

<p>familiarity with Functional Skills assessments, ensuring students are supported to make steady progress towards their qualifications.</p>			<p>negative. We will also recap the properties of shapes.</p>
<p>Animal Care/Outdoor Education/Horticulture</p> <p>Parent share for animal care Spring 2. As the weather begins to change, we'll be using all our senses to experience the burst of energy that comes with Spring. The children will spend time observing the trees, local bird life, and the natural world around us as everything begins to come back to life</p> <p>We'll also be learning about how the needs of our animals change with the season. Together, we'll explore what adjustments we need to make in how we care for</p>	<p style="text-align: center;">Science</p> <p>Parents Share Science (Josh, Luke and Zachary): This half-term, students will be undertaking a targeted review of the AQA Biology Required Practicals to strengthen their technical understanding of the curriculum. Every Wednesday, we will revisit these core experiments in detail, allowing them to re-engage with the specific apparatus and methodologies required for the exam. By conducting these investigations—ranging from microbiology to biochemical food tests—they will develop a more intuitive grasp of the procedural steps and underlying scientific principles that are frequently assessed in written papers. In addition to the practical work, our other sessions will focus on the analytical skills necessary to secure high-mark responses. We will work on the precise</p>		<p style="text-align: center;">PSHE</p> <p>Year 11</p> <p>We will be learning about consent, puberty, and important aspects of sexual health. We discussed what consent means and why it is essential in all relationships — consent must be freely given, clear, and can be withdrawn at any time.</p> <p>We will explored different types of contraception, learning how they help prevent pregnancy and protect sexual health. We also looked at sexually transmitted infections (STIs), including what they are, how they are spread, and why testing and protection are important.</p> <p>During one lesson we will be covered puberty, explaining the physical and emotional changes people experience as they grow. We also learned about periods and explored a range of period products, understanding that everyone's body is</p>

them to keep them healthy and happy as the weather warms and their routines shift. This term, we will be looking closely at animal families, different life cycles, and where our school animals come from. The children will discover how Spring plays a key role in growth and renewal in the natural world. We will also continue to develop important practical and personal skills, including:

- teamwork and sharing
- kindness and empathy
- confidence in caring for our animals
- responsibility and respect for living things
- being a thoughtful, decent human being

The children will have plenty of hands-on opportunities as they help look after the animals at school and learn how their actions make a positive difference.

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 their confidence in tackling the "application" questions, ensuring they can clearly communicate scientific methods and justify their results with academic rigour.

Science (Alfie and Kevin): This half-term, students will transition from studying individual cells to the broader mechanisms of Inheritance, Variation, and Evolution. This unit explores the "code of life," beginning with the structure of DNA and how genetic information is passed from one generation to the next. We will use Punnett squares to model genetic crosses, allowing students to predict the probability that offspring will inherit specific phenotypes, such as cystic fibrosis or polydactyly. The curriculum then moves into the evidence for Evolution, where we will analyse how mutations and natural selection lead to the adaptation of species over millions of years. Students will examine the fossil record and the emergence of antibiotic resistance in bacteria as modern-day examples of evolution in action. We will also discuss

different and that there are many options to suit individual needs. Overall, the lesson focused on helping us make informed, respectful, and healthy choices about our bodies and relationships.

	<p>the role of Selective Breeding and Genetic Engineering in agriculture and medicine, weighing the significant benefits of these technologies against the ethical considerations they raise and undertake the Required Practical's to strengthen their technical understanding of the curriculum.</p>	
<p>Psychology Psychology The learners will be finishing off learning about cognitive neuroscience looking at scanning techniques. They will then be looking at a revision and exam practice.</p>	<p>Science (Seth): This half-term, students will begin their journey toward the Level 1 Award in Applied Science (Gateway). This qualification is highly practical and portfolio-based, designed to showcase students' scientific skills through five distinct projects. Over the next six weeks, we will be focusing on completing the first two of these requirements. In Physics, students will investigate renewable energy by designing and constructing a working model of a hydroelectric power plant. This project allows them to explore how energy is captured from natural resources and converted into electricity, providing a hands-on understanding of power generation. In Biology, the focus will shift to cellular structures as students build 3D models of animal and plant cells using recyclable materials. This creative task is designed to help students identify and label key organelles—such as the nucleus, mitochondria, and chloroplasts—while</p>	<p>Employability This second half term we will continue looking at budgeting and preparing for an independent lifestyle. We will continue our preparations for job interviews and college interviews. We will make visits to colleges and see what is available.</p>

	<p>comparing the unique features of different cell types.</p> <p>As this is a vocational qualification, all work will be carefully documented in personal evidence folders. These folders will serve as a professional record of their practical achievements, demonstrating their ability to follow scientific methods and present their findings with clarity and accuracy.</p>	
<p>Classics</p> <p>Classics</p> <p>The learners will be looking at Virgil's Aeneid, Plutarch's Parallel Lives and Ovid's Metamorphosis. The learners will also be completing revision work and working on practise exam papers.</p>	<p>ICT</p> <p>This unit introduces learners to the world of databases and SQL. Learners explore the key terms used in a database and learn why relational databases are used to eliminate redundancy and inconsistencies that can occur in a flat file database. Next they explore increasingly challenging SQL commands where they retrieve, update and delete data in a relational database.</p>	<p>P.E</p> <p>This term pupils will be exploring a range of minority and inclusive games. They will develop teamwork skills through completion of several challenges and will be asked to work both individually and collaboratively to solve problems. They will develop knowledge of rules and tactics in each game played and will develop their coordination, accuracy and control of movements. Pupils will be encouraged to take turns and share ideas, playing both a team member and leadership role at times. Games explored include but are not limited to dodgeball, speedball, Danish longball and curling.</p>

