

Curriculum newsletter

We hope all our students and families had a restful February half term. As we begin the new half term , we are looking forward to welcoming students back and supporting them as they settle into routines and reconnect with learning. This half term brings fresh opportunities to build confidence, celebrate progress, and work towards individual goals in a calm and supportive environment. This half term is only 5 weeks so get ready for a very short but equally sweet half term.

Dates

February - 23rd - 24th - Arts week

March 5th - world book day

March 20th - Red Nose day

March 23rd - 25th - Residential - PGL

March 28th - 1pm finish - Non uniform

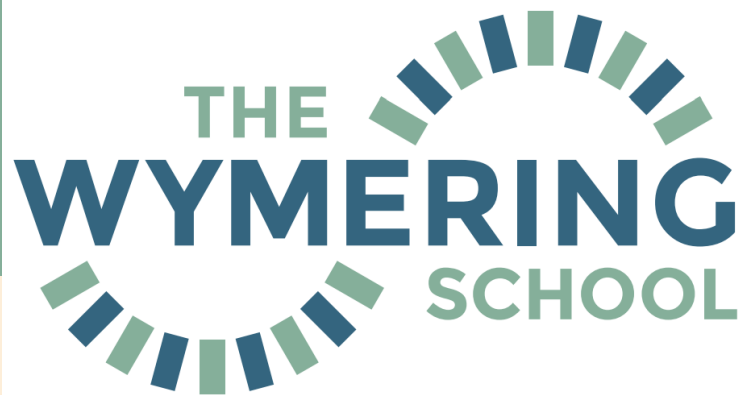
April 13th - Inset day

April 14th - Students return



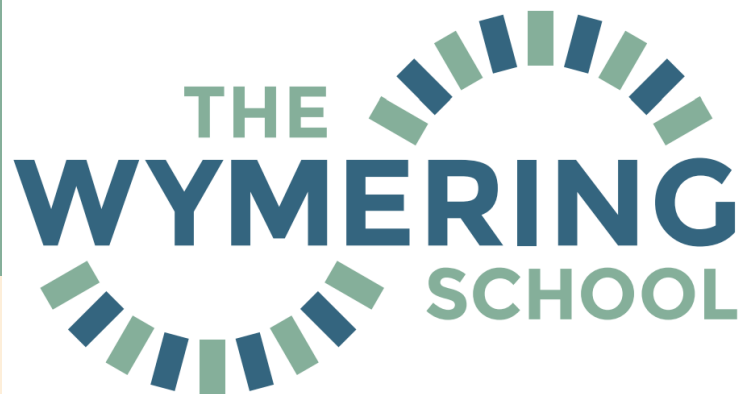
Learning in KS4 this half term

Subject	Learning Objective
TREK	• Speaking and Listening – Communicate effectively in discussions and presentations by identifying relevant information, asking and responding to questions, expressing and supporting opinions, and adapting language appropriately for audience, purpose, and context. • Reading – Read and understand a range of texts by identifying key ideas, comparing information and opinions, recognising language features, distinguishing fact from opinion, and using strategies (such as reference materials and punctuation) to locate and interpret meaning. • Writing – Produce clear, coherent, and accurate written texts using correct grammar, punctuation, spelling, structure, and language, tailored to purpose and audience.
Maths	Year 10 Number: - I can solve problems using ratio, proportion, and scaling. - I can calculate percentages increase/decrease and compound interest. - I can interpret and use standard form in calculations. Statistics: - I can organise and represent data clearly in tables, charts, or grouped frequency tables. - I can interpret and compare information from different sources, including tables and line graphs. - I can describe what averages and range tell me about data. Shape & Measure: - I can calculate perimeter, area, and volume of composite shapes. - I can use angle facts, including angles on a straight line, around a point, and in polygons. - I can interpret and use scale drawings and maps. Year 11 Number: - I can solve problems using reverse percentages and proportional reasoning. - I can compare sets of data using averages and range. - I can apply ratio and proportion to complex multi-step contexts. Statistics: - I can evaluate the effectiveness of how data is sorted and suggest improvements. - I can describe how unusual values (outliers) affect averages. - I can interpret and compare probabilities in practical contexts. Shape & Measure: - I can calculate area and perimeter of rectangles, triangles, and compound shapes. - I can estimate, measure, and compare bearings and angles of turn. - I can use scale diagrams and plans to identify and work with shapes.



Learning in KS4 this half term

Subject	Learning Objective
PE	Skills and Techniques Two and analysis of performance: Can develop their technique and improve their performance in other competitive sports. Can use a range of tactics and strategies to overcome opponents in direct competition though team and individual games. LO: Learn the basics of a sport technique LO: Learn to perform a variety of shots for a selected sport LO: Develop shot selection to outwit your opponent Related to Badminton LO: Learn the basics of badminton technique LO: Learn to perform a variety of badminton shots LO: Develop shot selection to outwit your opponent
Mental Health	Biological Year 10 To have a level of understanding of regions of the brain and how they contribute to emotions and emotional responses. Year 11 About strategies and behaviours that support mental health including good quality sleep and physical exercise/time outdoors.
Lifeskills	Year 10: I can assess safety risks in workplaces, training settings, and public transport, and take responsibility for making safe choices for myself and others. I can identify signs of unsafe work conditions or harassment and understand how to report concerns appropriately. I can manage my online reputation and protect my digital footprint to stay safe and responsible online. I can recognise and challenge common thinking errors linked to gambling, such as the 'gambler's fallacy'. I can explain the range of gambling-related harms and their impact on individuals, families, and communities. I can identify and access support services for myself or others affected by gambling or unsafe situations.and make a positive difference. Year 11: I can identify and manage risks in new or unfamiliar environments, such as interviews, jobs, travel, and housing. I can use tools and resources, including apps, helplines, and support services, to stay safe and informed. I can recognise signs of exploitation, manipulation, or abuse in personal and professional settings and know how to respond appropriately.



Learning in KS4 this half term

Subject	Learning Objective
ASDAN – Short Course	To be able to Create a self help guide to maintaining positive mental health, this could be a physical guide, a podcast or a film (part of wellbeing for learning unit)
Personal Development	Year 10: I can identify who and where I can go to for support with sleep routines and improving my sleep. I can explain why it's important to attend appointments with healthcare professionals. I can seek advice and support if I am struggling with my mental health or emotional wellbeing. I can show awareness of the steps I can take to improve my lifestyle and make a positive difference. Year 11: I can recognise my own sleep pattern and take steps to maintain or improve my sleep quality. I can register with a new doctor or dentist if my circumstances change and know how to access healthcare when needed. I can find and ask for help when I need support with my mental health or emotional wellbeing. I can explain how physical activity supports both emotional and physical wellbeing and contributes to a healthy lifestyle. I can explain how a lack of physical activity negatively affects the human body and outline the recommended levels of physical activity. I can plan a physical activity to support my health and fitness, identify local resources and facilities, and take part in physical activities safely and confidently. I can describe risks involved in physical activities, explain how to reduce them, and review how I managed risks during participation. I can provide evidence of my participation, review my performance, describe what I enjoyed, and explain how I could make my life more physically active.
Rotation	Victorious - Enterprise Warrior - Cooking Tenth Hole - Creative craft