

Curriculum newsletter

Hope you have all had a lovely easter break, can you believe we are already heading into our final term! Another busy half term ahead and we can not wait to make more memories with everyone. Reminder as the weather starts to get warmer we will need suncream, waterbottles and appropriate clothing.

Dates

April 13th - Inset day

April 14th - Students return

May 1st - Cultural awareness day

May 4th - Bank holiday

May 14th - Sports day

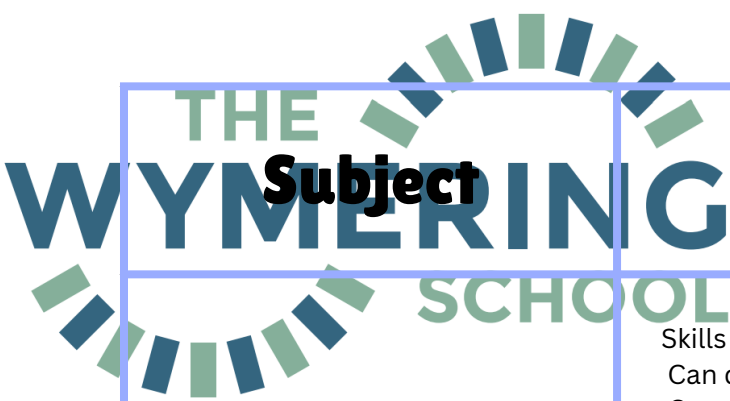
May 25th - 29th Half term.



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	Level 1 Number: - I can solve everyday problems with multiplication and division. - I can find fractions of amounts ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{10}$). - I can use place value and rounding to estimate answers. Statistics: - I can read and interpret charts to draw conclusions. - I can compare and order quantities from charts. - I can use averages (mean, mode, range) to answer simple questions. Shape & Measure: - I can solve real-life problems involving perimeter and area. - I can use symmetry and turns (quarter, half, full) in contexts. - I can measure accurately using rulers, jugs, and scales. Level 2 Number: - I can solve real-world problems using percentages, ratio, and proportion. - I can work with recurring decimals and convert between fractions, decimals, and percentages. - I can apply algebraic skills to solve contextual number problems. Statistics: - I can identify trends, patterns, and outliers in sets of data. - I can describe when it is better to use mean, median, or mode depending on the situation. - I can use averages and range to help make decisions or explain trends. Shape & Measure: - I can solve multi-step problems with compound shapes. - I can calculate surface area and volume of 3D shapes, including cylinders and prisms. - I can solve problems involving position, direction, distance, coordinates, and scale.
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.

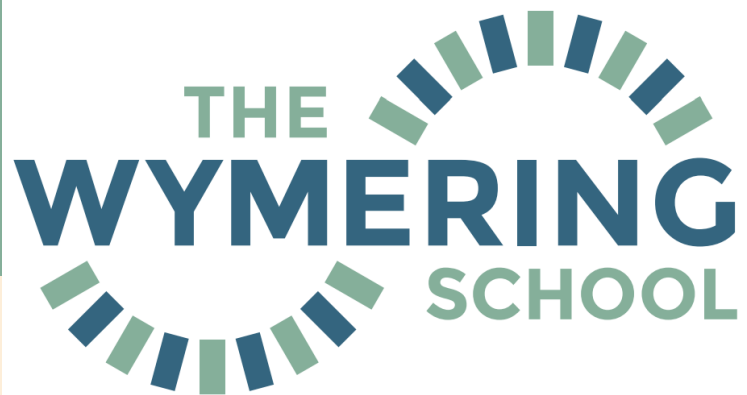




Learning in KS4 this half term

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
PSHE	YEAR 10 I can explain the characteristics and benefits of positive, healthy relationships, recognise signs of unhealthy relationships, and know where and how to access advice or support I can explain the importance of stable and committed relationships, including the legal rights and protections within marriage, civil partnerships, other long-term relationships, and the protections provided by the Equality Act 2010. I can recognise how pornography, online content, and certain subcultures (such as “incel” culture and some influencers) can shape unrealistic expectations and negatively influence attitudes towards sex and relationships YEAR 11 I can actively promote positive relationships, recognise signs of unhealthy or abusive relationships, take responsible action to seek help or support others, and understand risks such as forced marriage. I can explain diversity in romantic and sexual attraction and developing sexuality, and know how to access reliable information, reassurance, and support for myself or others. I can critically evaluate how pornography, media, and harmful online subcultures (such as “incel” culture) influence attitudes and behaviours, and understand legal and safety issues such as the dangers and illegality of strangulation and suffocation. .
Rotation	Victorious - Enterprise Warrior - Cooking Tenth Hole - Creative craft





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 cou
Lifeskills	1. I can assess risks in workplaces, public spaces, and online, report unsafe behaviour, and protect my digital reputation. 2. I can recognise gambling harms, challenge false beliefs about gambling, and find support for myself or others. 1. I can manage risks in new environments, use safety resources, and recognise and respond to exploitation or abuse. 2. I can make safe, informed choices offline and online, understand gambling risks (including loot boxes), and manage peer pressure.

