

Curriculum newsletter

Welcome back! We hope you have all had a wonderful summer and enjoyed a well-deserved break. We can't wait to hear all about your adventures, achievements, and the memories you've made over the holidays.

A special welcome to those of you who are new to KS4. We are so excited to have you with us and look forward to supporting you as you embark on this important stage of your education.

We have lots planned for the year ahead and hope it will be filled with exciting opportunities, plenty of laughter, and lots of happy memories. There will be challenges along the way, but also many moments to celebrate, and we can't wait to share them with you.

And for our Year 11 students – this is it, your final year! It is an important and exciting time, full of opportunities to showcase everything you have learned and achieve your very best. We know that with hard work, determination, and resilience, you can accomplish great things, and we will be here to support you every step of the way.

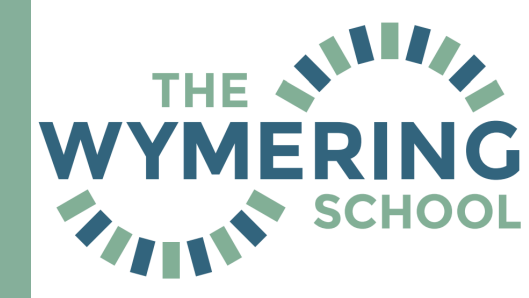
Here's to a fantastic year ahead!

Dates

Inset Days – 1st and 2nd September

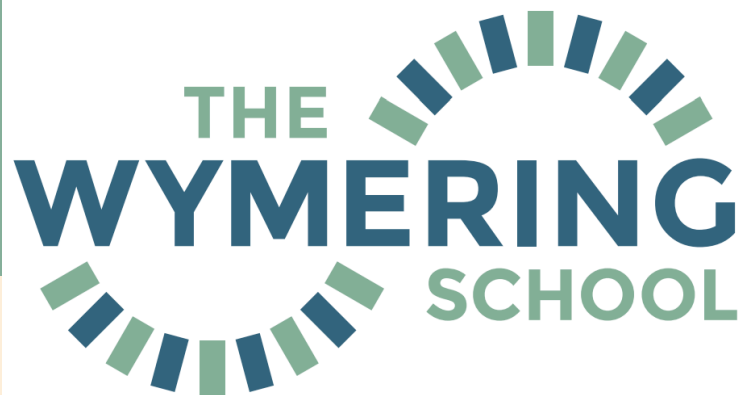
First day back – 3rd September

Half term – 26th October – 30th October



Learning in KS4 this half term

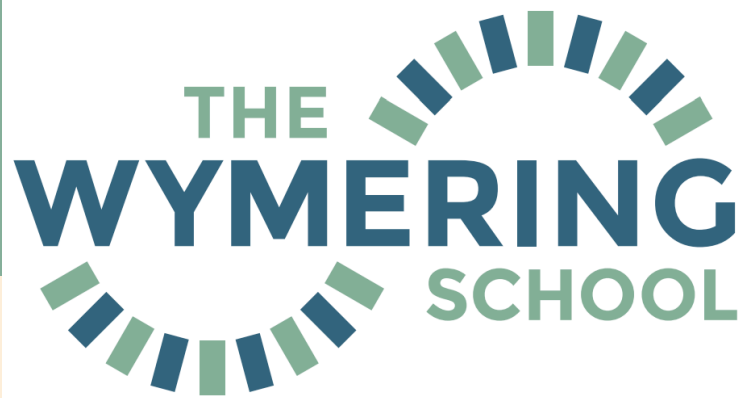
Subject	Learning Objective
TREK	<u>Communication</u> • Learners will understand the principles of effective communication and demonstrate active listening skills in a range of contexts. • Learners will be able to effectively plan, organise and deliver a communication activity for a specific purpose and audience. • Learners will evaluate their communication skills and identify areas for future development.
Maths	<u>Entry Level 3</u> LO1: Develop confidence in using number skills, including place value, multiplication, division, and working with fractions, decimals and percentages. LO2: Collect, organise and represent data using appropriate statistical methods, charts and graphs. LO3: Apply knowledge of angles, shapes and measurement to solve practical mathematical problems. <u>Level 1</u> LO1: Apply number skills, including fractions, decimals, percentages, ratios and proportions, to solve real-life problems. LO2: Analyse, compare and present data accurately using a range of charts, graphs and statistical techniques. LO3: Solve problems involving angles, lines, area, volume, and 2D and 3D shapes. <u>Level 2</u> LO1: Use advanced number and algebra skills to solve multi-step problems involving percentages, ratios and compound measures. LO2: Interpret, analyse and evaluate statistical data, probability and averages to draw informed conclusions. LO3: Apply knowledge of coordinates, area, surface area and volume to solve complex mathematical problems in real-life contexts.
PSHE	<u>Positive relationships</u> <u>Year 10</u> LO1: Understand how to build and maintain positive relationships by demonstrating respect, honesty, kindness and tolerance, while managing the emotions associated with different types of relationships. LO2: Develop strategies to safely manage changes in relationships, including conflict, loss, separation, divorce and bereavement, and recognise how to support others who may be experiencing distress. LO3: Evaluate the impact of personal behaviour on others, understand the influence of peer relationships, and recognise the importance of respect, equality and balanced power within relationships <u>Year 11</u> LO1: Demonstrate the skills and qualities needed to build and maintain healthy relationships during transition to the next stage of life, including respect, honesty, kindness and tolerance. LO2: Apply strategies to manage relationship changes and loss, recognise signs of distress in others, and confidently access or signpost appropriate support when needed. LO3: Communicate views confidently and respectfully, challenge others appropriately, and understand the importance of positive influence, mutual respect and equality in all relationships.



Learning in KS4 this half term

Subject	Learning Objective
Digital	LO1: Create and present digital content by entering, editing and formatting text, images, tables, charts and other media for different purposes and audiences. LO2: Communicate and collaborate effectively using digital technologies, including email, online messaging, video calls and the sharing of digital content. LO3: Find, select and evaluate information online by using effective search techniques and assessing the reliability, currency and suitability of sources. LO4: Use digital tools confidently to organise, analyse and present information, including the use of spreadsheets, formulas, data handling and visual representations. LO5: Develop safe and responsible digital practices by protecting personal information, managing a digital footprint, respecting others online, avoiding digital risks and maintaining wellbeing when using technology.
Lifeskills	<u>Year 10</u> -I can make informed lifestyle choices about sleep, diet, exercise, and screen time to support my overall health and wellbeing. -I can understand the characteristics of a poor diet, the risks of unhealthy eating, and the impact of inactivity, including obesity. -I can describe the links between unhealthy weight gain and diseases such as cardiovascular disease, some cancers, and type 2 diabetes. -I can explain how industries, advertising, and unhealthy online behaviours can influence my health choices and encourage harmful behaviours. -I can develop strategies to reduce screen time, increase active time, and use trusted digital tools to support a healthy lifestyle. -I can evaluate how regular alcohol consumption may contribute to long-term health risks, including obesity and heart disease. <u>Year 11</u> -I can make informed choices and decisions about my health and wellbeing, including alcohol use, based on evidence rather than online trends or harmful narratives. -I can explain how alcohol affects metabolism, appetite, weight gain, and long-term physical and mental health. -I can identify, access, and evaluate reliable sources of information, advice, and support for all aspects of my physical and mental health, including diet, activity, and disease prevention. -I can describe the health services available to me, use strategies to be a confident NHS user, and understand the purpose and importance of blood, organ, and stem cell donation. -I can recognise early warning signs of poor physical health linked to weight gain and know when and how to seek support. I can take personal responsibility for managing my health, using digital tools positively, and resisting unhealthy social or online pressures.





Learning in KS4 this half term

Subject	Learning Objective
Personal Development	<u>Year 10</u> I can reflect on feedback from others to improve my skills and confidence. I can recognise how my strengths can be applied in the workplace. I can describe how my interests, skills, and qualities relate to career sectors. I can take steps to develop skills (e.g., problem-solving, leadership) I'll need for the future. I can explore different learning and career pathways and evaluate which suit me best. I can use feedback from others to use in everyday life to be a better person in society. I can use strategies to challenge all forms of prejudice and discrimination. <u>Year 11</u> I can use my understanding of strengths and areas for development to make informed decisions about my future. I can create a personal development plan that includes goals for education, work, and life. I can confidently explain how my experiences, qualities, and aspirations have influenced my career choices. I can demonstrate employability skills in mock interviews, CVs, and personal statements. I can reflect on how I have changed and grown over time and how this prepares me for life beyond school. I can use feedback from others to use in everyday life to be a better person in society. I can evaluate how my behaviour may influence my peers in both positive and negative ways, including online and in situations involving weapons or gangs. I can use my skills to support younger peers when I am in a position of influence.
PE	<u>Trampolining</u> 1.I can practise balancing on my own using simple trampolining exercises. 2.I can link a sequence of jumps and shapes together, demonstrating control and balance and body tension throughout.