

YATELEY SCHOOL **Y7** LEARNING JOURNEY

Welcome to life at Yateley School! In your first year with us you'll be taking part in a wide range of subjects and you'll enjoy many different learning experiences. This booklet is your "big guide" to the year as it shows you everything you'll be learning as well as the incredible extra-curricula opportunities to participate in!

So here's a big welcome to Yateley... let's get started!

OUR SUBJECTS



ENGLISH

x7 lessons



MATHS

x6 lessons



SCIENCE

x6 lessons



PHYSICAL EDUCATION

x2 lessons



PSHE

x1 lesson



HISTORY

x3 lessons



GEOGRAPHY

x3 lessons



MFL

x3 lessons



COMPUTER SCIENCE

x2 lessons



RELIGIOUS STUDIES

x1 lessons



DESIGN TECHNOLOGY

x1 lesson



FOOD TECHNOLOGY

x1 lesson



ART

x1 lesson



DRAMA

x1 lesson



MUSIC

x1 lesson



DANCE

x1 lesson

OUR LEARNING VALUES



AMBITIOUS

Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.



CURIOUS

Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.



TENACIOUS

We have to be tenacious, determined and relentless in the face of challenge.

OUR CULTURAL VALUES



READY

Be on time, equipped with what you need and ready to learn.



RESPECTFUL

Be respectful in all our actions and interactions with each other.



SAFE

Work together to keep each other safe from any harm.

Dates, Events and Extra Curricula Opportunities

Year 7 Diary Dates for 2023-2024	
Date	Event
Friday 01 September 2023	INSET Day #1
Monday 04 September 2023	INSET Day #2
Tuesday 05 September 2023	School Photographs (Year 7)
Monday 30 October 2023	INSET Day #3
Thursday 12 October 2023	Y7 Tutor Evening (Face to Face)
Thursday 16 November 2023	Academic Report #1
Thursday 23 November 2023	Masterclass: Success in all subjects!
Tuesday 23 January 2024	INSET Day #4
Thursday 01 February 2024	Academic Report #2
Thursday 08 February 2023	Parents' Evening (online)
Wednesday 28 February 2024	INSET Day #5
Thursday 23 May 2024	Academic Report #3

General Diary Dates for 2023-2024 (Events)	
Date	Event
Monday 16 October and Tuesday 17 October 2023	House Dance
Friday 20 October 2023	"It's Not OK" Day
Wed 05 December and Thur 06 December 2023	House Drama
Wednesday 13 December 2023	Christmas Music Concert
Wednesday 06 March 2024	iRock Concert (provisional)
Wed 13 March to Fri 15 March 2024	Dance Live Competition
Tuesday 02 July 2024	Sports Day (Field)
Friday 05 July 2024	Sports Day (Track)
Tuesday 27 July 2024 to Friday 30 July 2024	Yateley Young Designers
Tuesday 16 July 2024	Year 7 to Year 10 Awards Evening
Monday 22 July 2024	Sports Personality of the Year Evening
Tuesday 23 July 2024	Prizegiving/End of term at 12.50pm

Communication:

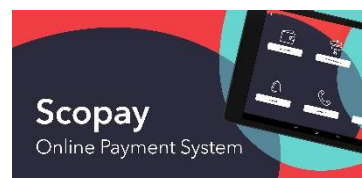
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these if they can for seamless home/school communication.



Send and receive messages about your child's education



See the homework/ classwork we are setting at school.



Make payments for trips, events and snacks/lunchtime.



We also email a weekly newsletter, all of which can be found at:

<https://www.yateleyschool.net/newsletters-2023-24>

Personal Development Plan

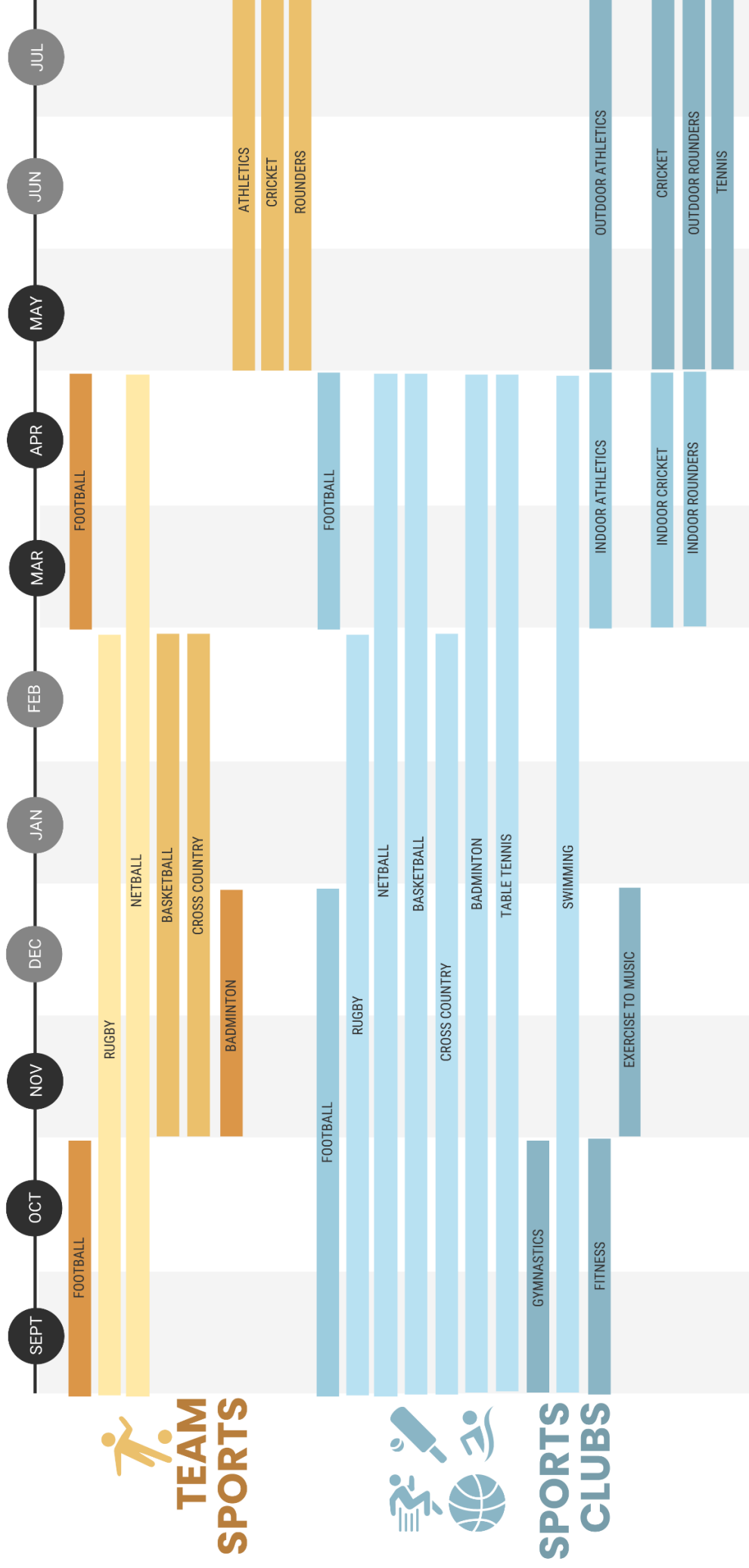
What we're studying this year...	How parents and carers can help...
Tutor Time, Safeguarding & Personal Development Education	
<ul style="list-style-type: none"> CAMHS Best Version of You (Term 1 & 2): Booklet and programme provided to schools by the CAMHS service to allow students to be able to identify themselves and how to cope when they might struggle or find things hard as well as identify some of the common issues young people might experience from time to time. Teambuilding (Term 1): Events run in tutor time to allow tutors and their tutees to bond and get to know each other. Different Forms of Abuse (Term 3): Education and awareness of the different forms of abuse and how students might recognise them and seek support, examples being Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Domestic Abuse, Emotional Abuse, Financial Abuse, Grooming, Neglect, Physical and Verbal Abuse, Sexual Abuse, Sexual Harassment and Violence, etc. Charity (Term 4): Looking into not only the house charities but local community charities. What do we know about the charities and what is charity important? What can we do as individuals, groups or a school as a whole to support charities? Mental Health (Term 5): Looking into understanding and being able to identify the impact of mental health and wellbeing which also includes the awareness of Peer on Peer (Child on Child) Abuse and Teenage Relationships. Single Focus Points (Term 6): One off topic which are covered, examples being Homelessness, Hazing or Initiation Rituals, Children Missing from Education (CME), Stalking, Honour Based Abuse and Radicalisation, etc. Literacy Development (Term 1 to 6): Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language. 	<ol style="list-style-type: none"> By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year. Go through any resources which are shared from the school for further information
Consisting of:	5 x 25-minute tutor sessions per week

What we're studying this year...				How parents and carers can help...
National Focus Days				
<ul style="list-style-type: none">There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:				<ol style="list-style-type: none">By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).Encouraging your child to participate in national focus days, especially if it is an area of interest.Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.
National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week	
Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day	
National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week	
Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions	
STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month	
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day	
World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week	
Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week	
National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week	
Learning Disability Week	Father's Day	Children's Art Week	Thank You Day	
World Population Day	Festival of British Archaeology			
Consisting of:				5 x 25-minute tutor sessions per week

Extra Curricula Opportunities (by category)

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
Student Groups											
Anti-Bullying Ambassadors	Sep	Jul								TBC	Mr R Keeble
Welfare and Wellbeing	Sep	Jul								TBC	Mr R Keeble
Inclusivity and Diversity	Sep	Jul								TBC	Mr R Keeble
Student Voice	Sep	Jul								TBC	Mr R Keeble
Subject Workshops											
Art: GCSE Booster Sessions	May	Apr								B3.5	Mrs S Breen
Art: KS3 Club	Oct	Jul								B3.5	Mrs S Breen
Business: Christmas Fair	Sep	Dec								School Hall	Miss J Nicholson
Computing: Computer Club	Sep	Jul								C2.8	Mrs C Cobbold
Computing: Cipher Challenge	Sep	Dec								C2.7	Mrs C Cobbold
English: Creative Writing Club	Sep	Jul								D1.5	Mrs S Meadows
English: Debate Club	Sep	Jul								D1.5	Mrs C Robinson
History: History Club	Sep	Jul								D2.4	Miss N Davies
Food: Baking Club	Apr	May								TE2	Mrs J Buttle
Maths: Wednesday club/drop-in	Sep	Jul								C2.5	Mrs K Colloff
Photography: Y9 Workshop	Jun	Jul								B3.3	Miss N Parish
Tech: STEM Master Classes	Sep	Jul								BG1	Miss S Williams
Tech: Wednesday Maker Space	Sep	Jul								BW1	Ms S Coffey
Performing Arts: Dance											
Dance Live Auditions	Sep									Dance Studio	Mrs H Wearing
Dance Live 2024 Competition	Oct	Mar								TBC	Mrs H Wearing
Dance Show House Dance	Sep	Oct								Dance Studio	Mrs H Wearing
KS3 Dance Club	Sep	Jul								Dance Studio	Mrs H Wearing
Gremlin Dance Challenge	Jan	Mar								TBC	Mrs H Wearing
Boys Dance Project	Nov	Mar								Dance Studio	Mrs H Wearing
Performing Arts: Drama											
House Drama Rehearsals	Sep	Dec								Drama Studio	Mrs A Affleck-Cruise
House Drama Performance	Dec									Drama Studio	Mrs A Affleck-Cruise
Main school rehearsals + show	Nov	Jul								Drama Studio	Mrs A Affleck-Cruise
Performing Arts: Music*											
Christmas Concert	Dec									Main Hall	TBC
* Note: We expect many more Music opportunities in-year, but dates/events are currently TBC											
Clubs, Societies and Awards											
Chess Club	Sep	Jul								B1.1	Mr J Messenger
Architecture Design Group	Oct	Jun								TE1	Mr D Sibbald
Carnegie Shadowing Book Club	Mar	Jun								Library	Mrs J Hood
The Brilliant Club (by invitation)	Oct	Feb								Educational	Mrs C Cobbold
Duke of Edinburgh Award- Bronze	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Silver	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Gold	Sep	Jul								Event/Visit	Mrs C Uttley
Trips and Visits											
Criminology: Justice Museum	Jun									Trip/Visit	Mrs J Rampton
Criminology: Old Bailey	Dec									Trip/Visit	Mrs J Rampton
Psychology: Derren Brown	Oct									Trip/Visit	Mrs R Short
Drama: Woman in Black	Nov									Trip/Visit	Mrs A Affleck-Cruise
Philosophy: Conference	Dec									Trip/Visit	Mr A Bristow
Politics: Speakers & Parliament	Dec									Trip/Visit	Mr G Donohoe
Tech: The Design Museum	Feb									Trip/Visit	Mr D Sibbald
RS: Gurdwara - Sikhism Trip	Apr									Trip/Visit	Mr A Bristow
RS: Local Church	Oct									Trip/Visit	Mr A Bristow
RS: Auschwitz and Krakow	Jul									Trip/Visit	Mr A Bristow
RS: Places of Worship (Reading)	Jul									Trip/Visit	Mr A Bristow
English: An Inspector Calls Trip	TBC									Trip/Visit	Mrs S Meadows
English: Romeo and Juliet Trip	TBC									Trip/Visit	Mrs S Meadows
English: Poetry Live Trip	TBC									Trip/Visit	Mrs S Meadows
MFL: France Trip	Jun									Trip/Visit	Mrs K McCabe
MFL: Spain Trip	Jul									Trip/Visit	Mrs K McCabe
PE: Bude Residential	Oct									Trip/Visit	Mrs K Evans
Geography: Littlehampton	Oct									Trip/Visit	Mrs N Self
Geography: Southampton	Nov									Trip/Visit	Mrs N Self
Geography: Residential	Mar									Trip/Visit	Mrs N Self
History: Ypres and the Somme	Nov									Trip/Visit	Miss A Vinci
History: Tower of London	Oct									Trip/Visit	Miss A Vinci
History: Vietnam	Feb									Trip/Visit	Miss A Vinci
History: London (John Hunter)	Jul									Trip/Visit	Miss A Vinci
History: Windsor Castle	May									Trip/Visit	Miss A Vinci
All: Marwell Zoo Trip	Jul									Trip/Visit	Mrs S McCarthy
All: Thorpe Park Trip	Jul									Trip/Visit	Mrs C Cobbold

Key Stage 3 Teams and Clubs: Sport Opportunities for 2023–2024





CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

KS3 is an exciting and important time in your educational journey. It's a time when you can start exploring your interests, building valuable skills, and laying the foundation for your future career.

careers@yateley.hants.sch.uk

Getting started...

Here are some steps you can take during KS3 to make the most of this period:

- 1. Get to know yourself:** Take a moment to reflect on your interests, strengths, and values. Think about the subjects and activities that bring you joy and the skills that come naturally to you. Explore a variety of subjects, hobbies, and extracurricular activities to discover what resonates with you.
- 2. Explore different careers:** Spend some time learning about various careers and industries that catch your attention. Research their requirements, daily tasks, and future prospects. You can find valuable insights through online research, careers websites, and even interviews with professionals in fields you're curious about.
- 3. Seek guidance:** Take advantage of the support provided by Tracy Bailey, our highly experienced Careers Adviser from EBP South. Tracy can offer valuable guidance and advice to help you navigate your career exploration journey.
- 4. Develop transferable skills:** Focus on building transferable skills that are valuable across different career paths. These skills include effective communication, critical thinking, problem-solving, teamwork, and digital literacy. Developing these skills will benefit you regardless of the specific career you choose.
- 5. Choose your subjects wisely:** Pay attention to the subjects you enjoy and excel in. Explore the different options available at Yateley School and choose subjects that align with your interests and potential career goals. Remember, you can always change your direction later if your interests evolve.

ENGAGE IN Y8

- Engage in the PSHE Program to further develop essential skills for your personal growth.
- Explore careers in specific subject areas to deepen your understanding.
- Benefit from an Army visit and a STEAM Workshop to gain exposure to different industries.

YEAR 7

YEAR 8

YEAR 9

START IN Y7

- Participate in the PSHE Program, which will provide valuable life skills and personal development.
- Learn about career options in different subject areas to expand your knowledge.

INSPIRED IN Y9

- Continue with the PSHE Program, which will focus on important aspects of personal and career development.
- Explore careers in subject areas to expand your knowledge and interests.
- Take advantage of opportunities such as Army visits, ASK Apprenticeships visits, and university visits to gain insights into various career paths.
- Make informed choices regarding your options for further study.



CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

In addition to your careers learning journey, there are several useful websites you can explore:

careers@yateley.hants.sch.uk

#1

#2

#3

#4

#5

#6

#7



Open Evening

Attend school and college open evenings and other careers events, whether they are online or face-to-face.



Twitter



Follow Yateley School Careers on Twitter [@Careers_YS](https://twitter.com/Careers_YS) for daily updates, information, and helpful links/resources to support your career planning.



Unifrog #1



Utilize Unifrog, an online platform subscribed to by the school, which allows you to search for university courses, apprenticeship s, MOOCs, and more.



Unifrog #2



Unifrog also provides helpful careers resources, including a tool for Oxbridge applications and personal statement building.



Apprenticeship #1

Check out the Rate My Apprenticeship website www.ratemyapprenticeship.co.uk for the latest apprenticeship and school leaver schemes, as well as support and guidance.



Apprenticeship #2

Explore www.gov.uk/apprenticeship for apprenticeship opportunities.



Volunteer

Find volunteering opportunities through www.doit.life/volunteering.

Remember, KS3 is an **exciting time** for exploration and building a solid foundation for your future career journey. Embrace the opportunities available to you, follow your passions, and keep an open mind as you discover the path that's right for you!

Core Subjects:

What we're studying this year...	How parents and carers can help...
English	
<ul style="list-style-type: none"> • Moving On Up! – How can all my learning be applied and developed at KS3? What skills will I need the most for Reading, Writing and Speaking and Listening? • Myths & Legends: How do stories and their heroic characters still excite and draw children into the world of story-telling? How can you use your language to bring fantastical ideas to life? Year 7 start their journey by creating their own heroic legend. • The Romantics: Who were the Romantics? How did their new thinking shape modern literature as we know it? How do they fit in to the literary timeline and how can we relate them to today's society? • The Other Side of Truth - exploring narrative: Who was Ken Saro-Wiwa? How do two children end up homeless, scared and thousands of miles from home? What will it take to reunite them with their father? • Shakespeare on Stage: What was it like to visit The Globe? Is Elizabethan English that different and how can I turn a section of one of his most famous plays in to a modern performance? • Narrative Writing: Bringing together all of your skills of language and structure to create your own short story. At the end of year 7, you will really showcase what you have learned throughout the year. 	<ol style="list-style-type: none"> 1. Visit Yateley Library or charity/book shops to find reading material that both you and your child enjoy and can share the pleasure of reading. 2. Show awareness that language has power - engage in conversations with your child to discuss how the intent of certain vocabulary choices and imagery can impact its audience. This might be discussing the ideas presented in a work of fiction or discussing the language choices in an advert or news article. 3. By contacting the English department whenever you need additional support or have questions about the course English@yateley.hants.sch.uk.
Consisting of:	
Mathematics	
<p>September-December:</p> <ul style="list-style-type: none"> • What is the most effective way to present information? How does the number system work and what operations can be performed? What is the best estimation to use? How does algebra help to find an unknown quantity? When a 2D/3D shape is broken up what can be derived from the parts? <p>January-April:</p> <ul style="list-style-type: none"> • Is '3 for 2' really a good deal? How do you define the pattern in a sequence of numbers? How do all the different units of measurement link with each other? What length is a road, given the map and a scale? What information can be derived about angles in a quadrilateral? How can a shape be transformed using mathematical rules? <p>May-July:</p> <ul style="list-style-type: none"> • How do you interpret graphs showing two pieces of data? What are the key facts that can be inferred from a set of data? How likely is an event to happen given a specific set of circumstances? What are factors/multiples and prime numbers? 	<ol style="list-style-type: none"> 1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson. 2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help. 3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has improved. This should involve 'doing' some Maths.
Consisting of:	
Science	
<ul style="list-style-type: none"> • Biology: What exactly is a building block of life, why can't we see individual ones with just our eyes and how do they become giant organisms that can do many things through specialisation and collaboration? How do joints and muscles really work? Why does an insecticide cause damage to fish in oceans miles away? What is reproduction? • Chemistry: What is everything made of? Why are some things solid and others liquid or gases? How can we get pure water from the sea? Is black ink really black? Why does iron rust but copper doesn't? Which is better to put on a bee sting – vinegar or toothpaste? • Physics: Why do high heeled shoes sink into mud but boots don't? How is it that I can see lightning before I hear thunder? Why do some things move faster than others and what stops us floating off of the planet? 	<ol style="list-style-type: none"> 1. Set time aside to talk through the Science that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life. 2. There are many science programmes on TV now, some are specific to physics (watching anything presented by Brian Cox or Jim Al-Khalili would be excellent), other programmes are specific to biology and chemistry, BBC, Discovery Channel & Smithsonian are good sources. 3. Visit the Science & Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.
Consisting of:	

Physical Education	
<ul style="list-style-type: none"> Do our students know and apply the PE Routines? Do students enjoy taking part in different forms of physical activity, Including; Team Games (Invasion and Striking and Fielding), Swimming, Gymnastics and Athletic Activities? Do you understand the positive impact physical activity has on mental health? Have you developed friendships and respect for each other through participation in sport and physical activity? Can you perform the basic skills including running, jumping, throwing, catching and co-ordination? Can you state why we use warm ups and cool downs? Can you identify different muscles, and body systems within the body, and explain how they work? 	<ol style="list-style-type: none"> Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals. Encourage face to face socialising.
Consisting of:	2 x Lessons per fortnight
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
<ul style="list-style-type: none"> Rights, Responsibilities and British Values: Looking into politics and parliament. Why is politics important? How is the country run? Setting up a Party. Campaigning. Big debates. Exploring Parliament. Who is our Prime Minister and what are their responsibilities? Celebrating Diversity and Equality: What is your identity? Nature vs nurture. The Equality Act. Breaking down stereotypes. Multicultural Britain. Prejudice and Discrimination. Challenging Islamophobia. Relationships and Sex Education: Consent and boundaries. What does it mean to be a man in the 20's? Managing friendships and relationships. What makes a goof friend? Respect and relationships. Being positive and self-esteem. Peer pressure and influence. Staying Safe, Online & Offline: Why not to join a gang. Staying safe online (social networks). Fortnite and safety in gaming. Drugs – Alcohol. Drugs – Nicotine. Drugs – E-Cigs, Vaping and Shisha. Energy drinks and caffeine. Why not to carry a knife. Health and Wellbeing: Introduction to Puberty. Puberty – girls and periods. Puberty – boys and wet dreams and erections. Puberty – personal hygiene. Puberty – growing up (menstruation and FGM). Puberty – assertiveness, consent and hormones. Puberty – self-esteem and empowerment. Life Beyond School: Importance of sleep and relaxation. Getting to know people. Transition point in your life. Careers and your future. Financial education. What is your community? 	<ol style="list-style-type: none"> By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins. Go through any resources which are shared from the school for further information Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong. Watch lots of current affairs programmes and listen with your child to cool stuff on Radio 4, TED talks are also an excellent mind-expanding forum. The most ambitious will book tickets to intelligence Squared events. https://www.intelligencesquared.com/ Do not smoke. Evidence shows the children most at risk of becoming smokers are those surrounded by smokers.
Consisting of:	1 x Lesson per fortnight

Ebaccalaureate Subjects:

What we're studying this year...	How parents and carers can help...
History	
<ul style="list-style-type: none"> The Romans: Why were the Roman Army so successful? Was life really 'rotten' for the Romans? Medieval: Why did William win the Battle of Hastings? What impact did William the Conqueror have on medieval England? Who was the real Richard the Lionheart? Was King John really cruel and unfair? How did Nicolaus Delahaye save England? How did the Black Death affect medieval England? Which was more significant – the Black Death or Peasants Revolt? How fair and free was life for women in medieval England? How was sexuality defined in Medieval England? How was the United Kingdom created? 	<ol style="list-style-type: none"> Visiting sites and museums such as the Victoria and Albert Museum, The British Museum, the Museum of London and Hampton Court will bring the subject to life! By engaging in conversations with your child to connect them with their family history and, by extension, to the world around them. When discussing History always be keen to ask "why?" to boost their understanding and develop deeper thinking. By contacting the History department whenever you need additional support or have questions about the course history@yateley.hants.sch.uk.
Consisting of:	3 x Lessons per fortnight

Geography	
<ul style="list-style-type: none"> Local study of Yateley: Where is Yateley? What are the physical features of Yateley? What are the human features of Yateley? Forests under threat: What is the difference between a tropical rainforest and a taiga forest? How have animals adapted? Why are our forests under threat? Study of Africa: What are the challenges and opportunities facing Africa? What is the physical landscape of Africa? How has Africa's past shaped its present? How developed are African countries? People Everywhere: Where is everyone living? What are population pyramids? Why does the UK have an ageing population? Rivers: How does water flow into rivers? What work do rivers do? How do rivers change from source to mouth? How do rivers shape the land? How are rivers important to people? 	<ol style="list-style-type: none"> Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments Watch Geographical documentaries and television programmes Discuss what is in the news – lots of stories relate and link to Geography. By contacting and following @Geography_YS on twitter for department updates and articles. For further recommendations contact Natasha.self@yateley.hants.sch.uk
Consisting of:	3 x Lessons per fortnight
French	
<ul style="list-style-type: none"> Who I am: Can I describe myself, my looks, personality, likes and dislikes? Can I talk about others using 3rd person singular? School: What do I study and what do I like and why? Can I describe the school day and what I like eating in the canteen? Pastimes: What do I use mobile phones and computers for, what sports do I play, and what activities do other people do? Where I live: Can I describe my town/village, give directions, say what I do on the weekend and make arrangements to go out? Going out: Can I describe holiday and going out? Am I able to use the future tense to say what I would like to do? 	<ol style="list-style-type: none"> Find anyone in your family who can have a chat to the student in the language on a regular basis Encourage your student to steadily revise vocab and try one of the apps like duolingo daily Help prepare for end of unit assessments together by revising vocab and grammar covered in class
Consisting of:	3 x Lessons per fortnight
Computer Science	
<ul style="list-style-type: none"> September-December: How do I access the technology I need to ensure I work well as a Yateley School student? How do I keep myself safe whilst online? How do I program a Micro:Bit? January-April: How do I solve problems in a computational way? What is an algorithm and how do I write one? How can I solve problems and show the steps involved as a flowchart? May-July: How do computers search and sort data? How do I write programs to make shapes appear on the monitor? What are the main concepts within a programming language? How do I model a problem using spreadsheet software? Why does it help me to use formulae rather than just type in the numbers? How do I draw a graph using spreadsheet software? 	<ol style="list-style-type: none"> Encourage your child to understand how important ICT & Computing are to their future life, explain how you use it in your lives. Encourage your child to approach their ICT & Computing homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help before the due date. Encourage your child to contact their teacher if they are struggling with a topic to get extra help.
Consisting of:	2 x Lessons per fortnight

Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
Religious Studies	
<ul style="list-style-type: none"> Ultimate Questions: Who is God? Does God exist? How do we describe God? What is Atheism and why don't some people believe in a God? God in Monotheistic religion. God in Polytheistic religion. Did God design the world? Was there a first cause? Did we evolve? Was there a big bang? Sikhism: Who are the Sikhs? Who was Guru Nanak and how did he start a world faith? Why do Sikhs visit the Gurdwara? Why did Guru Gobind Singh pretend to kill five of his followers? What happens in a Gurdwara? Judaism: Who are the Jews? Why is Moses important? Are the Ten Commandments still relevant? What is the Torah scroll and how is it used in worship? Why are Synagogues still important? Why do Jews wear special clothes to pray? 	<ol style="list-style-type: none"> Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship. By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press. Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.
Consisting of:	1 x Lesson per fortnight
Design Technology	
<ul style="list-style-type: none"> Name Tags: How does the type of material used alter the design of a product? What tools are most effective when making a one off product? 	<ol style="list-style-type: none"> Visit the Design Museum in London and the Royal College of Art Summer Show which features Product Design,

<p>How can I draw most effectively? How can renewable resource be made into worthwhile materials?</p> <ul style="list-style-type: none"> • Phone Holder: What was Art Nouveau and how did it differ from the later Art Deco in origin and in styling? What are the advantages of CAD/CAM in manufacturing? Which tools are most accurate when making in softwood. What are the essential attributes of thermoplastic polymers which make them useful? • Homelessness: How many families are homeless in the UK? What are the essential requirements for a decent home? How much space does a bed/bath/cooker take up? How do I plan interior space efficiently? How to use coloured pencils? What is scale? 	<p>Architecture, Textiles and the whole range of Design special areas.</p> <ol style="list-style-type: none"> 2. Make sure your suggestions for help are accepted, two or three heads are better than one (they can ignore it later at school but will have a choice). 3. Help students with their research effort particularly by acting as a client or end user.
Consisting of:	1 x Lesson per fortnight
Food Technology	
<ul style="list-style-type: none"> • What is boiling? What is simmering? What does coagulation mean? What does '5 a day' mean? Why is it important? • How do we work safely? Can you spot food Hazards? • What is fibre and why is it needed?? What are the functions of ingredients? Can you describe the sensory attributes of food? Can you suggest improvements you could make to your dishes with reasons? • Can you follow a recipe and work independently? Can you describe how cheese is made? Can you fill a flow chart to describe how to make a recipe? Can you explain the 'Eat well Guide'? <p>Practicals</p> <ul style="list-style-type: none"> • Breakfast, Chocolate crispies, upside down cake, shortbread, scones, savoury tartlet, snack bars, cous cous, scone pizza, coleslaw, melon baskets 	<ol style="list-style-type: none"> 1. To help you child organise themselves for practical lessons but encourage them to pack and weight ingredients themselves. To give them feedback on the dishes they make. 2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.
Consisting of:	1 x Lesson per fortnight
Art	
<ul style="list-style-type: none"> • Colour Theory: How do colours work? What are primary and secondary colours? What are tints and shades? What is form? How can you use colour to make things look 3D? What do you know about painting and how can you improve your technique? • Drawing Skills: What is quality of line and how can you use it to make your drawings more successful? What is tone? How do you make your drawings look three dimensional? What different types of shading are there? • Analysing Art: How do you analyse Art? What different elements do you consider? Introduction to art and artists. • Tableau Vivant: How do you analyse Art? What different elements do you have to consider? How do you work as a team? 	<ol style="list-style-type: none"> 1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking. 2. Create space for them to work at home – preferably somewhere where they can leave work set up. 3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.
Consisting of:	1 x Lesson per fortnight
Drama	
<ul style="list-style-type: none"> • Mime and Storytelling: (2 half terms) How do you tell a story in its most basic sense? How do you use skills such as mime, narration, slow motion, body props and thought tracks to create the essence of a story? How do you use these techniques creatively to build meaning? How do we critically analyse and evaluate our own work and the work of others? • Greek Theatre: How does theatre from the past shape our theatre in the future? How can we create exciting theatre today using these skills? How can canon, unison, echo, gestures create theatre? • WW2 Evacuees: How can we learn about the past through theatre? How does role play enable us to develop empathy? How can we create stories and characters based on historical truth? How does this enrich Drama? • Murder Mystery: How can we develop enquiry and analytical skills through role play? How do we begin to create a character using our voice and body? 	<ol style="list-style-type: none"> 1. Encourage students to get involved in extra curricular Drama (House Drama or the Main School production) 2. Take students to the theatre 3. Rehearse at home - help students learn their lines - encourage them to read the full play
Consisting of:	1 x Lesson per fortnight

Music	
<ul style="list-style-type: none"> • Gamelan and Elements of Music: How do two tuning systems, pelog and slendro work? What is a dampening technique and how is it coordinated in performance? Why is Gamelan a community orchestra? How can texture, tempo and dynamic be changed in an improvised performance? What is legato in music? • Programme Music and Instruments of the Orchestra: Why is music divided into absolute and programmatic? How does Romantic music reflect Romantic poetry and art? Who is Berlioz's Harrold in Italy? Where do orchestral instruments come from and how have they developed? • Vocal Music: Can you read from a graphic notation and perform Kathy Berberian's Stripsody? How does human voice change? How is folk music of UK nurtured and preserved? How can musical structure and texture be developed in a vocal composition? • Rhythm and African Drumming: Why is crotchet called a quarter note? How do you interpret the time signature and work out the 'musical math' in every piece of music? Can you compose, notate and perform a 4 bar rhythm using Kolday mnemonics and body percussion? • Minimalism and Staff Notation: What do Phillip Glass and Will.I.Am have in common? What is 'phase shifting' and 'metamorphosis' and how do they work in your compositions? Can you notate, read and perform from treble clef and bass clef notation? How do C clefs work? 	<ol style="list-style-type: none"> 1. Supporting students in their aspiration to learn to play chosen music instrument. 2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy. 3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening. 4. Visiting music concerts, festivals and gigs with your child.
Consisting of:	
1 x Lesson per fortnight	
Dance	
<ul style="list-style-type: none"> • Actions, Dynamics and Space: What are actions, space and dynamics? How can choreography be exciting through use of formations, pathways, levels and extreme changes in dynamic quality • Expressing a theme: How can we choose actions to show the theme of Secret Agents? How can I move into and out of the floor safely? What are choreographic devices and how can I use them in my work to add interest? • Chance Dance and Street Art: How can the use of probability and rolling a dance help shape a dance piece? How can the idea of 'Street Art' create exciting and unusual dance moves? What is a 'Tag'? How can movements be manipulated? • Cultural Dance: How are physical skills shown in Bhangra dance? What are the stylistic qualities of Bhangra? 	<ol style="list-style-type: none"> 1. Encourage them to want to do well regardless of their interest or experience – Dance is for all! 2. Look out for Dance on television... it's everywhere! 3. Encourage your child to get involved clubs, House Dance and local dance competitions that the school enters into e.g Dance Live!
Consisting of:	
1 x Lesson per fortnight	

Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Admin: admin@yateley.hants.sch.uk

Absence: attendance@yateley.hants.sch.uk

Subject questions: <https://www.yateleyschool.net/staff-and-departments/>

Pastoral/wellbeing: Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email:
ahoh@yateley.hants.sch.uk

Learning support: studentsupport@yateley.hants.sch.uk

Examinations: exams@yateley.hants.sch.uk

Kitchen/Catering: kitchen@yateley.hants.sch.uk

Finance: finance@yateley.hants.sch.uk