

# 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.



### CURIOS

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.

## 2024-25 Calendar

| September 2024 |                                | October 2024   |                            | November 2024  |                              |
|----------------|--------------------------------|----------------|----------------------------|----------------|------------------------------|
| Mon-02-Sep-24: | INSET                          | Tue-01-Oct-24: | Schools & Doctors Meeting  | Mon-04-Nov-24: | GCSE Resits                  |
| Tue-03-Sep-24: | Year 7 & 12 Start              | Wed-02-Oct-24: | Y6 Open Morning #1         | Tue-05-Nov-24: | Y8 Stay Safe Day             |
| Wed-04-Sep-24: | Year 7, 10 Photographs         | Thu-03-Oct-24: | Y6 Open Morning #2         | Tue-05-Nov-24: | GCSE Resits                  |
| Wed-04-Sep-24: | Y8, 9, 11, 13 staggered start. | Thu-03-Oct-24: | 6th Form Open Evening      | Wed-06-Nov-24: | Y8 Stay Safe Day             |
| Wed-11-Sep-24: | Y12 Parents Information Eve    | Wed-09-Oct-24: | 6th Form Freshers' Party   | Wed-06-Nov-24: | Y8 Parents Stay Safe Evening |
| Mon-16-Sep-24: | Y11 Geography Field Trip       | Thu-10-Oct-24: | Y7 Tutor Evening           | Wed-06-Nov-24: | GCSE Resits                  |
| Fri-20-Sep-24: | D of E Silver Expedition       | Mon-14-Oct-24: | House Dance                | Thu-07-Nov-24: | 6th Form Parents Eve         |
| Fri-20-Sep-24: | Y11 Geography Field Trip       | Tue-15-Oct-24: | House Dance                | Thu-07-Nov-24: | Y8 Stay Safe Day             |
| Wed-25-Sep-24: | Y6 Open Evening                | Tue-15-Oct-24: | Senior Maths Challenge     | Thu-07-Nov-24: | GCSE Resits                  |
| Wed-25-Sep-24: | Maths Olympiad for Girls       | Fri-18-Oct-24: | It's Not OK                | Fri-08-Nov-24: | GCSE Resits                  |
| Fri-27-Sep-24: | Y11 Geography Field Trip       | Mon-21-Oct-24: | Y8 BUDE Trip               | Mon-11-Nov-24: | GCSE Resits                  |
|                |                                | Tue-22-Oct-24: | Y8 BUDE Trip               | Tue-12-Nov-24: | INSET                        |
|                |                                | Wed-23-Oct-24: | Y8 BUDE Trip               | Thu-14-Nov-24: | Y8 Parents' Evening          |
|                |                                | Thu-24-Oct-24: | Y8 BUDE Trip               | Fri-15-Nov-24: | 6th Form 4-Legged Race       |
|                |                                | Thu-24-Oct-24: | Y11 Parent Information Eve | Mon-18-Nov-24: | Y9 Options Tasters           |
|                |                                | Fri-25-Oct-24: | Y8 BUDE Trip               | Tue-19-Nov-24: | Y9 Options Tasters           |
|                |                                | Fri-25-Oct-24: | Iceland Trip Departs       | Wed-20-Nov-24: | Y10 Programming Comp         |
|                |                                | Mon-28-Oct-24: | Iceland Trip               | Thu-21-Nov-24: | 6th Form Taster Day          |
|                |                                | Tue-29-Oct-24: | Iceland Trip               | Thu-21-Nov-24: | Careers' Fair                |
|                |                                | Wed-30-Oct-24: | Iceland Trip               | Fri-22-Nov-24: | Art Mock                     |
|                |                                |                |                            | Tue-26-Nov-24: | House Drama                  |
|                |                                |                |                            | Wed-27-Nov-24: | House Drama                  |
|                |                                |                |                            | Thu-28-Nov-24: | Y9 Parents' and Options Eve  |
|                |                                |                |                            | Thu-28-Nov-24: | Flu Vaccinations             |
|                |                                |                |                            | Fri-29-Nov-24: | INSET                        |

Please note: All dates are subject to change. Our most up-to-date calendar can always be found at <https://www.yateleyschool.net/events-calendar/>

| December 2024   |                          | January 2025   |                              | February 2025  |                            |
|---|--------------------------|----------------|------------------------------|--|----------------------------|
| Mon-02-Dec to Fri-13-Dec<br>Year 11 Mock Examinations |                          | Wed-22-Jan-25: | Y11 Parents' Evening         | Tue-04-Feb-25:   | Dance Live Competition     |
| Thu-12-Dec-24:  | iRock                    | Thu-23-Jan-25: | INSET                        | Thu-06-Feb-25:   | Y11 Childcare Assessments  |
| Thu-12-Dec-24:  | 6th Form Christmas Party | Wed-29-Jan-25: | Intermediate Maths Challenge | Fri-07-Feb-25:   | Y11 Childcare Assessments  |
| Mon-16-Dec-24:  | Y10 Christmas Fair       |                |                              | Mon-10-Feb-25:   | Y13 Childcare Assessments  |
| Tue-17-Dec-24:  | Y12 Criminology Exam     |                |                              | Tue-11-Feb-25:   | Y13 Childcare Assessments  |
| Wed-18-Dec-24:  | Y12 Criminology Exam     |                |                              | Wed-12-Feb-25:   | Y13 Childcare Assessments  |
| Fri-20-Dec-24:  | 1/2 Day                  |                |                              | Thu-13-Feb-25:   | Y12 & Y13 Parents' Evening |
|   |                          |                |                              | Thu-13-Feb-25:   | Y11 Childcare Assessments  |
|   |                          |                |                              | Fri-14-Feb-25:   | Y11 Childcare Assessments  |
|   |                          |                |                              | <b>Mon-17-Feb-25 to Fri-21-Feb-25:</b><br>Ski Trip                 |                            |
|   |                          |                |                              | <b>Mon-24-Feb-25 to Fri-28-Feb-25:</b><br>Y12 Geography Field Trip |                            |

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| March 2025     |                           | April 2025     |                      | May 2025                                    |                           |
|----------------|---------------------------|----------------|----------------------|---|---------------------------|
| Tue-11-Mar-25: | Gremlin Dance Competition | Tue-01-Apr-25: | House Music          | <b>Throughout May:</b><br>GCSE examinations |                           |
| Thu-13-Mar-25: | Y11 Drama Exams           | Thu-03-Apr-25: | Y10 Parents' Evening | A-Level examinations                        |                           |
| Thu-13-Mar-25: | Y7 Parents' Evening       | Thu-24-Apr-25: | GCSE Art Exams       | Thu-01-May-25:                              | Junior Maths Challenge    |
| Tue-18-Mar-25: | iRock Concert             | Fri-25-Apr-25: | GCSE Art Exams       | Thu-01-May-25:                              | A-Level Art Exams         |
| Fri-21-Mar-25: | Y13 Drama Exams           | Wed-30-Apr-25: | A-Level Art Exams    | Fri-02-May-25:                              | A-Level Art Exams         |
| Wed-26-Mar-25: | INSET                     |                |                      | Wed-21-May-25:                              | Places of Worship RS Trip |
| Thu-27-Mar-25: | Y7 Gurdwara Trip          |                |                      | Fri-23-May-25:                              | Y13 Leavers' Assembly     |
| Mon-31-Mar-25: | Y8 HPV Vaccinations       |                |                      |   |                           |

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| June 2025      |                      | July 2025      |                              | August 2025                              |  |
|----------------|----------------------|----------------|------------------------------|--|--|
| Thu-12-Jun-25: | Y10 GCSE Drama Exams | Tue-01-Jul-25: | Sports' Day (Field)          | <b>14 August 2025</b><br>A-Level Results |  |
| Tue-17-Jun-25: | Y12 Drama Exams      | Wed-02-Jul-25: | Y6 Induction                 |  |  |
| Fri-20-Jun-25: | Sixth Form Prom      | Thu-03-Jul-25: | Y6 Induction                 |  |  |
| Tue-24-Jun-25: | 6th Form Link Day    | Thu-03-Jul-25: | Y6 Parents' Evening          |  |  |
| Fri-27-Jun-25: | Y11 Prom             | Fri-04-Jul-25: | Sports' Day (Track)          |  |  |
| Fri-27-Jun-25: | German Trip Departs  | Mon-07-Jul-25: | Yateley Young Designers      |  |  |
| Mon-30-Jun-25: | German Trip Returns  | Tue-08-Jul-25: | Yateley Young Designers      |  |  |
|                |                      | Tue-08-Jul-25: | iRock Concert (Drama Studio) |  |  |
|                |                      | Wed-09-Jul-25: | Yateley Young Designers      |  |  |
|                |                      | Thu-10-Jul-25: | Y10 Work Experience          |  |  |
|                |                      | Fri-11-Jul-25: | Y10 Work Experience          |  |  |
|                |                      | Fri-11-Jul-25: | Yateley Young Designers      |  |  |
|                |                      | Tue-15-Jul-25: | Y7-Y11 Awards Evening        |  |  |
|                |                      | Wed-16-Jul-25: | Main School Production       |  |  |
|                |                      | Thu-17-Jul-25: | Main School Production       |  |  |
|                |                      | Fri-18-Jul-25: | Y9 Graduation                |  |  |
|                |                      | Mon-21-Jul-25: | Sports Personality           |  |  |
|                |                      | Tue-22-Jul-25: | School Prizegiving (1/2 Day) | <b>21 August 2025</b><br>GCSE Results    |  |

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## Dates, Events and Extra Curricula Opportunities

### Holiday Dates:

|   |   |   |
|---|---|---|
| <b>Autumn half-term holiday</b><br>Monday 28 October 2024 to Friday 1 November 2024 | <b>Spring half-term holiday</b><br>Monday 17 February 2025 to Friday 21 February 2025 | <b>Summer half-term holiday</b><br>Monday 26 May 2025 to Friday 30 May 2025 |
| <b>Christmas holiday</b><br>Monday 23 December 2024 to Friday 3 January 2025        | <b>Easter holiday</b><br>Monday 7 April 2025 to Monday 21 April 2025                  | <b>Summer holiday</b><br>Wednesday 23 July 2025 to Tuesday 2 September 2025 |

| INSET Dates for 2024-2025   |   |
|-----------------------------|---|
| Date                        | Event   |
| Monday 02 September 2024    | INSET Day #1  |
| Tuesday 03 September 2024   | Year 7 and Year 12 only                                   |
| Wednesday 04 September 2024 | 08.45am = Y7 and Y10   10.20am = Y8, Y9, Y11, Y12 and Y13 |
| Wednesday 25 September 2024 | 1.10pm finish   |
| Tuesday 11 November 2024    | INSET Day #2  |
| Friday 29 November 2024     | INSET Day #3  |
| Friday 20 December 2024     | 1.10pm finish   |
| Thursday 23 January 2025    | INSET Day #4  |
| Wednesday 26 March 2025     | INSET Day #5  |
| Progress Reporting          |   |
| Thursday 10 October 2024    | Meet the Tutor Evening                                    |
| Thursday 14 November 2024   | Academic Report #1  |
| Thursday 06 March 2025      | Academic Report #2  |
| Thursday 13 March 2025      | Year 7 Parents' Evening                                   |
| Thursday 26 June 2025       | Academic Report #3  |

### 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.



Our main app, showing how your child is getting on at Yateley.



See the homework/classwork we are setting at school.



Make payments for trips, events, food and much more.



We also email a weekly Parents' Bulletin on a Friday newsletter, which can also be found at:

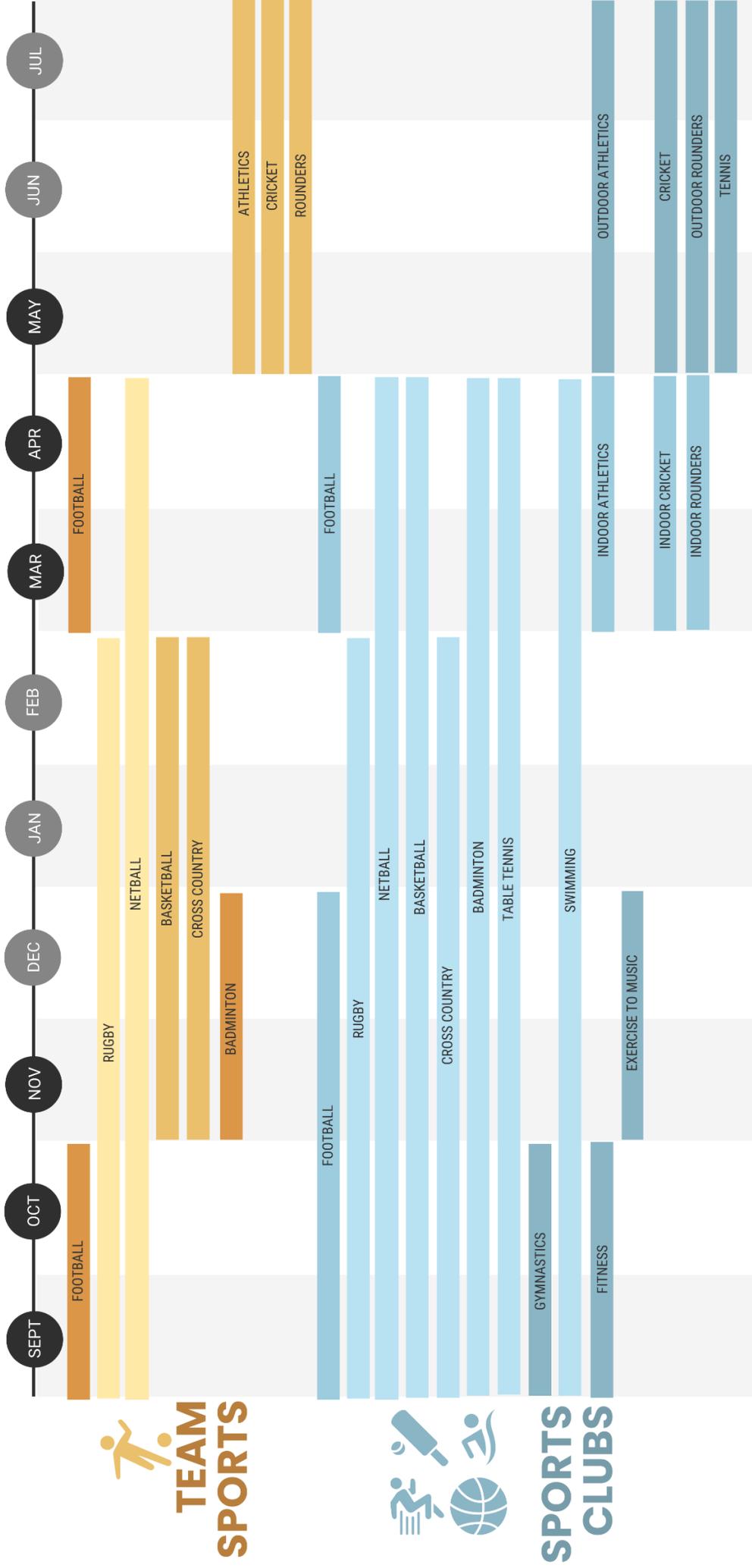
<https://www.yateleyschool.net/newsletters-2024-25>

## Extra Curricula Opportunities (by category)

| Extra Curricula Activity:                 | Start | End | Participating Year Groups |   |   |    |    |    |    | Location     | Contact              |
|---|-------|-----|---------------------------|---|---|----|----|----|----|--------------|----------------------|
|   |       |     | 7                         | 8 | 9 | 10 | 11 | 12 | 13 |              |                      |
| <b>Student Groups</b>                     |       |     |                           |   |   |    |    |    |    |              |                      |
| 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          |
| <b>Subject Workshops</b>                  |       |     |                           |   |   |    |    |    |    |              |                      |
| <b>Art:</b> GCSE Booster Sessions         | May   | Apr |                           |   |   |    |    |    |    | B3.5         | Mrs S Breen          |
| <b>Art:</b> KS3 Club                      | Oct   | Jul |                           |   |   |    |    |    |    | B3.5         | Mrs S Breen          |
| <b>Business Studies:</b> Christmas Fair   | Sep   | Dec |                           |   |   |    |    |    |    | School Hall  | Miss J Nicholson     |
| <b>Business Studies:</b> Young Enterprise | Sep   | Apr |                           |   |   |    |    |    |    | BB4          | Mr J Burgham         |
| <b>Computing:</b> Computer Club           | Sep   | Jul |                           |   |   |    |    |    |    | C2.8         | Mrs C Cobbold        |
| <b>English:</b> Creative Writing Club     | Sep   | Jul |                           |   |   |    |    |    |    | D1.5         | Mrs S Meadows        |
| <b>English:</b> Debate Club               | Sep   | Jul |                           |   |   |    |    |    |    | D1.8         | Mrs C Robinson       |
| <b>History:</b> History Club              | Sep   | Jul |                           |   |   |    |    |    |    | D2.4         | Miss N Davies        |
| <b>Food:</b> Baking Club                  | Apr   | May |                           |   |   |    |    |    |    | TE2          | Mrs J Buttle         |
| <b>Maths:</b> Wednesday club/drop-in      | Sep   | Jul |                           |   |   |    |    |    |    | C2.1         | Mrs K Colloff        |
| <b>Maths:</b> Sixth Form Wed drop-in      | Sep   | Jul |                           |   |   |    |    |    |    | C2.1         | Mrs K Colloff        |
| <b>Maths:</b> Cipher Challenge            | Sep   | Dec |                           |   |   |    |    |    |    | C2.7         | Mrs K Colloff        |
| <b>Photography:</b> Y9 Workshop           | Jun   | Jul |                           |   |   |    |    |    |    | B3.3         | Miss N Parish        |
| <b>Tech:</b> STEM Master Classes          | Sep   | Jul |                           |   |   |    |    |    |    | BG1          | Miss S Williams      |
| <b>Tech:</b> Wednesday Maker Space        | Sep   | Jul |                           |   |   |    |    |    |    | BW1          | Ms S Coffey          |
| <b>Performing Arts: Dance</b>             |       |     |                           |   |   |    |    |    |    |              |                      |
| Dance Live Auditions (Mon-16-Sep)         | Sep   |     |                           |   |   |    |    |    |    | Dance Studio | Mrs H Wearing        |
| Dance Live 2025 (Tue-04-Feb-25)           | Sep   | Feb |                           |   |   |    |    |    |    | Portsmouth   | Mrs H Wearing        |
| House Dance (14+15-Oct-24)                | Sep   | Oct |                           |   |   |    |    |    |    | Dance Studio | Mrs H Wearing        |
| KS3 Dance Club                            | Sep   | Jul |                           |   |   |    |    |    |    | Dance Studio | Mrs H Wearing        |
| Gremlin Dance Challenge (12-Mar-25)       | Jan   | Mar |                           |   |   |    |    |    |    | TBC          | Mrs H Wearing        |
| Boys Dance Project                        | Jan   | Mar |                           |   |   |    |    |    |    | Dance Studio | Mrs H Wearing        |
| <b>Performing Arts: Drama</b>             |       |     |                           |   |   |    |    |    |    |              |                      |
| House Drama Rehearsals                    | Sep   | Oct |                           |   |   |    |    |    |    | Drama Studio | Mrs A Affleck-Cruise |
| House Drama Performance                   | Nov   |     |                           |   |   |    |    |    |    | Drama Studio | Mrs A Affleck-Cruise |
| Main school rehearsals + show             | Nov   | Jul |                           |   |   |    |    |    |    | Drama Studio | Mrs A Affleck-Cruise |
| <b>Performing Arts: Music*</b>            |       |     |                           |   |   |    |    |    |    |              |                      |
| Christmas Concert                         | Dec   |     |                           |   |   |    |    |    |    | Main Hall    | Mr R Croft           |
| Guitar Ensemble (Tue breaktime)           | Sep   | Jul |                           |   |   |    |    |    |    | Music block  | Mr R Croft           |
| Choir (Wed lunchtime)                     | Sep   | Jul |                           |   |   |    |    |    |    | Music block  | Mr R Croft           |
| Music tech club (Thu lunchtime)           | Sep   | Jul |                           |   |   |    |    |    |    | Music block  | Mr R Croft           |
| House Music                               | Sep   | Mar |                           |   |   |    |    |    |    | Music block  | Mr R Croft           |
| <b>Clubs, Societies and Awards</b>        |       |     |                           |   |   |    |    |    |    |              |                      |
| 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        |
| Dungeons and Dragons (Thur)               | Sep   | Jul |                           |   |   |    |    |    |    | H1.B         | Mrs H Cherniawsky    |
| 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         |
| <b>Trips and Visits</b>                   |       |     |                           |   |   |    |    |    |    |              |                      |
| <b>Criminology:</b> Justice Museum        | Jun   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs J Rampton        |
| <b>Criminology:</b> Old Bailey            | Dec   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs J Rampton        |
| <b>Psychology:</b> Derren Brown           | Oct   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs R Short          |
| <b>Drama:</b> Woman in Black              | Nov   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs A Affleck-Cruise |
| <b>Philosophy:</b> Conference             | Dec   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr A Bristow         |
| <b>Politics:</b> Speakers & Parliament    | Dec   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr G Donohoe         |
| <b>Tech:</b> The Design Museum            | Feb   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr D Sibbald         |
| <b>RS:</b> Gurdwara - Sikhism Trip        | Apr   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr A Bristow         |
| <b>RS:</b> Local Church                   | Oct   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr A Bristow         |
| <b>RS:</b> Auschwitz and Krakow           | Jul   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr A Bristow         |
| <b>RS:</b> Places of Worship (Reading)    | Jul   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mr A Bristow         |
| <b>English:</b> An Inspector Calls Trip   | TBC   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs S Meadows        |
| <b>English:</b> Romeo and Juliet Trip     | TBC   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs S Meadows        |
| <b>English:</b> Poetry Live Trip          | TBC   |     |                           |   |   |    |    |    |    | Trip/Visit   | Mrs S Meadows        |

| Extra Curricula Activity:            | Start | End | Participating Year Groups |   |   |    |    |    |    | Location | Contact    |                |
|--------------------------------------|-------|-----|---------------------------|---|---|----|----|----|----|----------|------------|----------------|
|                                      |       |     | 7                         | 8 | 9 | 10 | 11 | 12 | 13 |          |            |                |
| <b>MFL:</b> Germany Trip             | Jun   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs K McCabe   |
| <b>MFL:</b> London French institute  | Oct   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Ms Bourienne   |
| <b>PE:</b> Bude Residential          | Oct   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs K Evans    |
| <b>Geography:</b> Littlehampton      | Oct   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs N Self     |
| <b>Geography:</b> Southampton        | Nov   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs N Self     |
| <b>Geography:</b> Cadbury's World    | Apr   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Ms R Brinkman  |
| <b>Geography:</b> Residential        | Mar   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs N Self     |
| <b>History:</b> Ypres and the Somme  | Nov   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Miss A Vinci   |
| <b>History:</b> Tower of London      | Oct   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Miss A Vinci   |
| <b>History:</b> Vietnam              | Feb   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Miss A Vinci   |
| <b>History:</b> London (John Hunter) | Jul   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Miss A Vinci   |
| <b>History:</b> Windsor Castle       | May   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Miss A Vinci   |
| <b>All:</b> Marwell Zoo Trip         | Jul   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs S McCarthy |
| <b>All:</b> Ski Trip                 | Feb   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs E Williams |
| <b>All:</b> Thorpe Park Trip         | Jul   |     |                           |   |   |    |    |    |    |          | Trip/Visit | Mrs C Cobbold  |

# Key Stage 3 Teams and Clubs: Sport Opportunities for 2024-2025





# 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

## 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.

YEAR 8

## 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.

## Core Subjects:

| What we're studying this year...   | How parents and carers can help...  |
|--|---|
| <b>English</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Moving On Up!</b> – 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?</li> <li>• <b>Myths &amp; Legends:</b> 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.</li> <li>• <b>The Romantics:</b> 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?</li> <li>• <b>The Other Side of Truth - exploring narrative:</b> 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?</li> <li>• <b>Shakespeare on Stage:</b> 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?</li> <li>• <b>Narrative Writing:</b> 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.</li> </ul> | <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. By contacting the English department whenever you need additional support or have questions about the course <a href="mailto:English@yateley.hants.sch.uk">English@yateley.hants.sch.uk</a>.</li> </ol> |
| <b>Consisting of:</b> 7 x Lessons per fortnight  |   |
| <b>Mathematics</b>   |   |
| <p><b>September-December:</b></p> <ul style="list-style-type: none"> <li>• How do we find patterns in a sequence of numbers? How can we use algebra to help us solve problems? What is the difference between equality and equivalence? How do we order integers and decimals? Can we work fluently with a mix of fractions, decimals and percentages?</li> </ul> <p><b>January-April:</b></p> <ul style="list-style-type: none"> <li>• How do we solve problems with addition, subtraction, multiplication and division? How do we find fractions of percentages of amounts? How do we work with numbers less than zero? Can we add and subtract fractions fluently?</li> </ul> <p><b>May-July:</b></p> <ul style="list-style-type: none"> <li>• How do we use mathematical equipment to construct different shapes and use geometric notation? How do we use angle facts to solve problems? What are sets and Venn diagrams? What is probability? What are prime numbers and how can we use them to solve problems? Can we prove that a mathematical idea is true?</li> </ul>  | <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>      |
| <b>Consisting of:</b> 6 x Lessons per fortnight  |   |
| <b>Science</b>   |   |
| <ul style="list-style-type: none"> <li>• <b>Biology:</b> 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 do we chew food and how does food help us grow? How do we breathe? What is human reproduction and why aren't we all the same? How do fossils tell us about organisms from millions of years ago?</li> <li>• <b>Chemistry:</b> What is everything made of? Why are some things solid and others liquid or gases? How can we get pure water from the sea? Which is better to put on a bee sting – vinegar or toothpaste? Are we all really made of star dust?</li> <li>• <b>Physics:</b> Where are we, and what is the scale of the universe? 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?</li> </ul>   | <ol style="list-style-type: none"> <li>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.</li> <li>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 &amp; Smithsonian are good sources.</li> <li>3. Visit the Science &amp; Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.</li> </ol>  |
| <b>Consisting of:</b> 6 x Lessons per fortnight  |   |

| Physical Education   |  |
|--|--|
| <ul style="list-style-type: none"> <li>Do our students know and apply the PE Routines?</li> <li>Do students enjoy taking part in different forms of physical activity, Including; Team Games (Invasion and Striking and Fielding), Swimming, Gymnastics and Athletic Activities?</li> <li>Do you understand the positive impact physical activity has on mental health?</li> <li>Have you developed friendships and respect for each other through participation in sport and physical activity?</li> <li>Can you perform the basic skills including running, jumping, throwing, catching and co-ordination?</li> <li>Can you state why we use warm ups and cool downs?</li> <li>Can you identify different muscles, and body systems within the body, and explain how they work?</li> </ul>   | <ol style="list-style-type: none"> <li>Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships.</li> <li>Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.</li> <li>Encourage face to face socialising.</li> </ol>  |
| <b>Consisting of:</b>  |  |
| 2 x Lessons per fortnight  |  |
| PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)   |  |
| <ul style="list-style-type: none"> <li><b>Rights, Responsibilities and British Values:</b> 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?</li> <li><b>Celebrating Diversity and Equality:</b> What is your identity? Nature vs nurture. The Equality Act. Breaking down stereotypes. Multicultural Britain. Prejudice and Discrimination. Challenging Islamophobia.</li> <li><b>Relationships and Sex Education:</b> 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.</li> <li><b>Staying Safe, Online &amp; Offline:</b> 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.</li> <li><b>Health and Wellbeing:</b> 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.</li> <li><b>Life Beyond School:</b> Importance of sleep and relaxation. Getting to know people. Transition point in your life. Careers and your future. Financial education. What is your community?</li> </ul> | <ol style="list-style-type: none"> <li>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.</li> <li>Go through any resources which are shared from the school for further information</li> <li>Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong.</li> <li>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. <a href="https://www.intelligencesquared.com/">https://www.intelligencesquared.com/</a></li> <li>Do not smoke. Evidence shows the children most at risk of becoming smokers are those surrounded by smokers.</li> </ol> |
| <b>Consisting of:</b>  |  |
| 1 x Lesson per fortnight   |  |

## Ebaccalaureate Subjects:

| What we're studying this year...   | How parents and carers can help...  |
|--|---|
| <b>History</b>   |   |
| <ul style="list-style-type: none"> <li><b>The Romans:</b> Why were the Roman Army so successful? Was life really 'rotten' for the Romans?</li> <li><b>Medieval Ages:</b> 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 the Black Death affect medieval England? Which was more significant – the Black Death or Peasants Revolt?</li> <li><b>The Tudors:</b> Why did Henry VIII break away from the Catholic Church? How did Tudor monarchs maintain their power over England?</li> </ul> | <ol style="list-style-type: none"> <li>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!</li> <li>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.</li> <li>By contacting the History department whenever you need additional support or have questions about the course <a href="mailto:history@yateley.hants.sch.uk">history@yateley.hants.sch.uk</a>.</li> </ol> |
| <b>Consisting of:</b>  |   |
| 3 x Lessons per fortnight  |   |

| Geography   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <b>Extreme weather and microclimates study:</b> What is the difference between weather and climate? What are the different types of rainfall? What caused the beast from the east? How can microclimates be measured? How does the microclimate vary around Yateley school?</li> <li>• <b>Forests under threat:</b> What is the difference between a tropical rainforest and a taiga forest? How have animals adapted? Why are our forests under threat?</li> <li>• <b>Study of Africa:</b> 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?</li> <li>• <b>People Everywhere:</b> Where is everyone living? What are population pyramids? Why does the UK have an ageing population?</li> <li>• <b>Rivers:</b> 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?</li> <li>• <b>Telling a Geographical story:</b> Where is Yateley? How safe is Yateley for cyclists? How do we collect data on traffic? How do we measure people's perceptions? How do we present data? How do we analyse data? How do we evaluate data?</li> </ul> | <ol style="list-style-type: none"> <li>1. Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments</li> <li>2. Watch Geographical documentaries and television programmes</li> <li>3. Discuss what is in the news – lots of stories relate and link to Geography.</li> <li>4. By contacting and following @Geography_YS on Twitter for department updates and articles. For further recommendations contact <a href="mailto:Natasha.self@yateley.hants.sch.uk">Natasha.self@yateley.hants.sch.uk</a></li> </ol> |
| <b>Consisting of:</b>   |  |
| 3 x Lessons per fortnight   |  |
| French  |  |
| <ul style="list-style-type: none"> <li>• <b>Who I am:</b> Can I describe myself, my age, birthday, where I live and am from, what I like in school and what I like to do in my free time?</li> <li>• <b>Other people in my life:</b> Can I describe family members, what they look like, can I compare people and describe my teachers and say what I like doing with others in our free time?</li> <li>• <b>What I do:</b> Can I talk about my daily routine, my school day, weekend plans and foods I like and dislike and my holiday plans?</li> </ul>   | <ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar covered in class</li> </ol>   |
| <b>Consisting of:</b>   |  |
| 3 x Lessons per fortnight   |  |
| Computer Science  |  |
| <ul style="list-style-type: none"> <li>• <b>September-December:</b> 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?</li> <li>• <b>January-April:</b> 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?</li> <li>• <b>May-July:</b> 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? How are different products stored in a computer? Understanding binary? How is technology used to help with Health?</li> </ul>  | <ol style="list-style-type: none"> <li>1. Encourage your child to understand how important ICT &amp; Computing are to their future life, explain how you use it in your lives.</li> <li>2. Encourage your child to approach their ICT &amp; 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.</li> <li>3. Encourage your child to contact their teacher if they are struggling with a topic to get extra help.</li> </ol>   |
| <b>Consisting of:</b>   |  |
| 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"> <li>• <b>Ultimate Questions:</b> 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? <b>Sikhism:</b> 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?</li> <li>• <b>Judaism:</b> 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?</li> </ul> | <ol style="list-style-type: none"> <li>1. Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship.</li> <li>2. 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.</li> <li>3. Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.</li> </ol> |

|   |  |                          |
|---|--|--------------------------|
| <b>Consisting of:</b>   |  | 1 x Lesson per fortnight |
| <b>Design Technology</b>  |  |                          |
| <ul style="list-style-type: none"> <li>• <b>Name Tags:</b> How does the type of material used alter the design of a product? What tools are most effective when making a one off product? How can I draw most effectively? How can renewable resource be made into worthwhile materials?</li> <li>• <b>Phone Holder:</b> 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?</li> <li>• <b>Homelessness:</b> 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?</li> </ul>  | <ol style="list-style-type: none"> <li>1. Visit the Design Museum in London and the Royal College of Art Summer Show which features Product Design, Architecture, Textiles and the whole range of Design special areas.</li> <li>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).</li> <li>3. Help students with their research effort particularly by acting as a client or end user.</li> </ol>  |                          |
| <b>Consisting of:</b>   |  | 1 x Lesson per fortnight |
| <b>Food Technology</b>  |  |                          |
| <ul style="list-style-type: none"> <li>• What is boiling? What is simmering? What does coagulation mean? What does '5 a day' mean? Why is it important?</li> <li>• How do we work safely? Can you spot food Hazards?</li> <li>• 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?</li> <li>• Can you follow a recipe and work independently? Can you fill a flow chart to describe how to make a recipe? What is the 'Eat well Guide'?</li> </ul> <p><b>Practicals</b></p> <ul style="list-style-type: none"> <li>• Eggy bread, Chocolate crispies, upside down cake, shortbread, scones, savoury tartlet, snack bars, cous cous, pizza pinwheels, coleslaw, melon baskets</li> </ul>   | <ol style="list-style-type: none"> <li>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.</li> <li>2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.</li> </ol>   |                          |
| <b>Consisting of:</b>   |  | 1 x Lesson per fortnight |
| <b>Art</b>  |  |                          |
| <ul style="list-style-type: none"> <li>• <b>Colour Theory:</b> 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?</li> <li>• <b>Drawing Skills:</b> 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?</li> <li>• <b>Analysing Art:</b> How do you analyse Art? What different elements do you consider? Introduction to art and artists.</li> <li>• <b>Tableau Vivant:</b> How do you analyse Art? What different elements do you have to consider? How do you work as a team?</li> </ul>  | <ol style="list-style-type: none"> <li>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.</li> <li>2. Create space for them to work at home – preferably somewhere where they can leave work set up.</li> <li>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.</li> </ol> |                          |
| <b>Consisting of:</b>   |  | 1 x Lesson per fortnight |
| <b>Drama</b>  |  |                          |
| <ul style="list-style-type: none"> <li>• <b>Mime and Storytelling:</b> (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?</li> <li>• <b>Greek Theatre:</b> 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?</li> <li>• <b>WW2 Evacuees:</b> 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?</li> <li>• <b>Murder Mystery:</b> How can we develop enquiry and analytical skills through role play? How do we begin to create a character using our voice and body?</li> </ul> | <ol style="list-style-type: none"> <li>1. Encourage students to get involved in extra curricular Drama (House Drama or the Main School production)</li> <li>2. Take students to the theatre</li> <li>3. Rehearse at home - help students learn their lines - encourage them to read the full play</li> </ol>   |                          |
| <b>Consisting of:</b>   |  | 1 x Lesson per fortnight |

| Music  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Keyboard Skills and Music Theory:</b> Students will learn proper hand positioning, finger numbers, and keyboard geography. They will explore high and low pitches, as well as the music alphabet and note identification on the keyboard.</li> <li>• <b>Rhythm and Tempo:</b> The curriculum will cover beat, tempo, rhythm, bars, and time signatures. Students will practice playing in different time signatures and understanding rhythmic patterns.</li> <li>• <b>Reading Music:</b> Instruction will include reading the stave, treble and bass clefs, intervals (seconds, thirds, fourths, and fifths), and note values (including dotted minims, quavers, and crotchet rests).</li> <li>• <b>Playing Techniques:</b> Students will develop skills in playing legato, staccato, slurs, repeats, and syncopated rhythms. They will practice finger drills, leaps of a fifth, and melodies in different styles such as Baroque and Classical.</li> <li>• <b>Assessment and Progression:</b> Regular assessments and homework will be set to monitor progress. There will be tests on the material covered, and students will be given extension tasks to further their learning. The curriculum will also introduce accents, major and minor keys, and various musical styles.</li> </ul> | <ol style="list-style-type: none"> <li>1. Supporting students in their aspiration to learn to play chosen music instrument.</li> <li>2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.</li> <li>3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.</li> <li>4. Visiting music concerts, festivals and gigs with your child.</li> </ol> |
| <b>Consisting of:</b>  | 1 x Lesson per fortnight   |
| Dance  |  |
| <ul style="list-style-type: none"> <li>• <b>Actions, Space and Dynamics :</b> What are actions, space and dynamics? How can choreography be exciting through use of formations, pathways, levels and extreme changes in dynamic quality?</li> <li>• <b>Expressing a theme:</b> 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?</li> <li>• <b>Street Art:</b> How can the idea of 'Street Art' create exciting and unusual dance moves? What is a 'Tag'? What is a motif? And how can it be developed?</li> <li>• <b>Cultural Dance:</b> How are physical skills shown in Bhangra dance? What are the stylistic qualities of Bhangra?</li> </ul>   | <ol style="list-style-type: none"> <li>1. Encourage them to want to do well regardless of their interest or experience – Dance is for all!</li> <li>2. Look out for Dance on television... it's everywhere!</li> <li>3. Encourage your child to get involved in, House Dance and local dance competitions that the school enters into e.g. Dance Live!/ Gremlin Dance Challenge</li> </ol>   |
| <b>Consisting of:</b>  | 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](mailto:admin@yateley.hants.sch.uk)

Absence: [attendance@yateley.hants.sch.uk](mailto: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](mailto:ahoh@yateley.hants.sch.uk)

Learning support: [studentsupport@yateley.hants.sch.uk](mailto:studentsupport@yateley.hants.sch.uk)

Examinations: [exams@yateley.hants.sch.uk](mailto:exams@yateley.hants.sch.uk)

Kitchen/Catering: [kitchen@yateley.hants.sch.uk](mailto:kitchen@yateley.hants.sch.uk)

Finance: [finance@yateley.hants.sch.uk](mailto:finance@yateley.hants.sch.uk)

## Personal Development Plan

| What we're studying this year...  | How parents and carers can help...   |
|---|--|
| <b>Tutor Time, Safeguarding &amp; Personal Development Education</b>  |  |
| <ul style="list-style-type: none"> <li>• <b>CAMHS Best Version of You (Term 1 &amp; 2):</b> 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.</li> <li>• <b>Teambuilding (Term 1):</b> Events run in tutor time to allow tutors and their tutees to bond and get to know each other.</li> <li>• <b>Different Forms of Abuse (Term 3):</b> 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.</li> <li>• <b>Charity (Term 4):</b> 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?</li> <li>• <b>Mental Health (Term 5):</b> 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.</li> <li>• <b>Single Focus Points (Term 6):</b> 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.</li> <li>• <b>Literacy Development (Term 1 to 6):</b> Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language.</li> </ul> | <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> <li>3. Go through any resources which are shared from the school for further information</li> </ol> |
| <b>Consisting of:</b> 5 x 25-minute tutor sessions per week   |  |

| What we're studying this year...   | How parents and carers can help...  |                                 |   |                               |                        |
|--|---|---------------------------------|---|-------------------------------|------------------------|
| <b>National Focus Days</b>   |   |                                 |   |                               |                        |
| <ul style="list-style-type: none"> <li>• 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:</li> </ul>   | <ol style="list-style-type: none"> <li>1. By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).</li> <li>2. Encouraging your child to participate in national focus days, especially if it is an area of interest.</li> <li>3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.</li> </ol> |                                 |   |                               |                        |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">National Read A Book Day</td> <td style="width: 25%;">Sexual Health Week</td> <td style="width: 25%;">Youth Mental Health Day</td> <td style="width: 25%;">Recycle Week</td> </tr> </table>                                    |   | National Read A Book Day        | Sexual Health Week                            | Youth Mental Health Day       | Recycle Week           |
| National Read A Book Day   |   | Sexual Health Week              | Youth Mental Health Day                       | Recycle Week                  |                        |
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| Veg Pledge   |   | Christmas Jumper Day            | National Grief Awareness Week                 | New Year's Resolutions        |                        |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">STIQ Day</td> <td style="width: 25%;">Big Energy Saving Week</td> <td style="width: 25%;">Parent Mental Health Day</td> <td style="width: 25%;">LGBT History Month</td> </tr> </table>   |   | STIQ Day                        | Big Energy Saving Week                        | Parent Mental Health Day      | LGBT History Month     |
| STIQ Day   |   | Big Energy Saving Week          | Parent Mental Health Day                      | LGBT History Month            |                        |
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| Time to Talk Day   | Sexual Abuse & Sexual Violence Awareness Week   | Children's Mental Health Week   | Safer Internet Day                            |                               |                        |
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| World Book Day   | 100 Miles in March for Mind   | National Careers Week           | British Science Week                          |                               |                        |
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| World Population Day   | Festival of British Archaeology   |                                 |   |                               |                        |
| <b>Consisting of:</b> 5 x 25-minute tutor sessions per week  |   |                                 |   |                               |                        |