# YATELEY SCHOOL Y8 LEARNING JOURNEY

Welcome to your second year at Yateley School! In this year you'll continue to develop and grow as you take a wide range of subjects and enjoy many different learning experiences. Some students will also pick up an additional language in MFL this year! This booklet is your "big guide" to Y8 as it shows you everything you'll be learning, as well as the incredible extra-curricula opportunities that are available for you to participate in. Let's go...

## OUR SUBJECTS

**ENGLISH**
x7 lessons

**MATHS**
x7 lessons

**SCIENCE**
x6 lessons

**PHYSICAL EDUCATION**
x3 lessons

**PSHE**
x2 lessons

**HISTORY**
x3 lessons

**GEOGRAPHY**
x3 lessons

**MFL**
x4 lessons

**COMPUTER SCIENCE**
x2 lessons

**RELIGIOUS STUDIES**
x2 lessons

**DESIGN TECHNOLOGY**
x2 lessons

**FOOD TECHNOLOGY**
x2 lessons

**ART**
x2 lessons

**DRAMA**
x2 lessons

**MUSIC**
x2 lessons

**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.

*All dates are provisional and subject to change.*

# Yateley School 2026–27 School Calendar

## September 2026

Tue 01 Sep: INSET
Wed 02 Sep: INSET
Thu 03 Sep: Staggered start;
Thu 10 Sep: Sports Personality
Mon 14 Sep: Y13 Geography Fieldtrip;
Tue 22 Sep: Y6 Taster Day; Mathematical Olympiad for Girls
Wed 23 Sep: Y6 Open Evening
Tue 29 Sep: Y6 Open Morning #1

## October 2026

Tue 06 Oct: Y11 Parent Information Evening
Wed 07 Oct: Y6 Open Morning #2; Senior Maths Challenge
Thu 08 Oct: Y7 Tutor Evening
Wed 14 Oct: 6th Form Open Evening
Fri 16 Oct: House Dance Rehearsals
Mon 19 Oct: House Dance;
Tue 20 Oct: House Dance
Wed 21 Oct: Wear It Pink Day
Thu 22 Oct: INSET
Fri 23 Oct: INSET
Mon 26 Oct: Half Term (October)

## November 2026

Thu 05 Nov: Targeted Evening - Y12; Targeted Evening - Y13
Thu 05 Nov: Reports - Y10; Reports - Y11
Thu 12 Nov: Reports Y7; Reports - Y8; Reports - Y9
Tue 17 Nov: Y11 Personal Development Day
Wed 18 Nov: Y11 Taster Day
Thu 19 Nov: Y11 Taster Day
Thu 19 Nov: Y9 Options Evening
Thu 26 Nov: Y8 Parents' Evening
Mon 30 Nov: House Drama; Week A; Mocks - Y11

*All dates subject to change — see yateleyschool.net/events-calendar for the latest*

## December 2026

Tue 01 Dec: House Drama
Mon 07 Dec: Mocks - Y11
Wed 09 Dec: Y8 Deeper Study Indicative Choices
Fri 11 Dec: Charity Jumper Day
Tue 15 Dec: Xmas Concert
Fri 18 Dec: 1/2 Day
Mon 21 Dec: Christmas Holidays
Fri 25 Dec: Christmas Day (Bank Holiday)
Mon 28 Dec: Boxing Day (Bank Holiday, substitute)

## January 2027

Fri 01 Jan: New Year's Day (Bank Holiday)
Mon 04 Jan: Mocks - Y13
Wed 06 Jan: Y9 Options Deadline
Mon 11 Jan: Mocks - Y13
Thu 14 Jan: Reports - Y10; Reports - Y11
Thu 21 Jan: Y11 Parents' Evening
Wed 27 Jan: Intermediate Maths Challenge
Thu 28 Jan: Y10 Parents' Evening

## February 2027

Thu 04 Feb: Reports - Y12; Reports - Y13
Thu 11 Feb: 6th Form Parents' Evening
Mon 15 Feb: Half Term (February)
Mon 22 Feb: Y12 Geography Field Trip; Week B
Wed 24 Feb: Main School Production
Thu 25 Feb: Main School Production
Thu 25 Feb: Reports - Y7; Reports - Y8; Reports - Y9

*All dates subject to change — see yateleyschool.net/events-calendar for the latest*

## March 2027

Mon 01 Mar: Exams - Y11
Thu 04 Mar: Y7 Parents' Evening
Mon 08 Mar: Exams - Y11
Mon 15 Mar: Exams - Y12
Mon 22 Mar: Exams – Y12
Tue 16 Mar: INSET
Wed 24 Mar: Y8 Deeper Study Choices Deadline
Thu 25 Mar: 1/2 Day
Fri 26 Mar: Good Friday (Bank Holiday)
Mon 29 Mar: Easter Holidays; Easter Monday (Bank Holiday)

## April 2027

Wed 14 Apr: Y9 Personal Development Day
Mon 19 Apr: Exams - Y10
Mon 26 Apr: Exams - Y10
Tue 27 Apr: Junior Maths Challenge

## May 2027

Mon 03 May: Early May Bank Holiday
Mon 10 May: External Exams - Y11; External Exams - Y13
Thu 13 May: Reports - Y12
Mon 17 May: External Exams - Y11; External Exams - Y13
Thu 20 May: Reports - Y10
Mon 24 May: External Exams - Y11; External Exams - Y13
Thu 27 May: Reports - Y7; Reports - Y8; Reports - Y9
Mon 31 May: Half Term (May); Spring Bank Holiday

*All dates subject to change — see yateleyschool.net/events-calendar for the latest*

## June 2027

Mon 07 Jun: External Exams - Y11; External Exams - Y13
Thu 10 Jun: Y9 Parents' Evening
Mon 14 Jun: External Exams - Y11; External Exams - Y13
Fri 18 Jun: 6th Form Prom
Mon 21 Jun: External Exams - Y13
Tue 22 Jun: Set up Young Designers; Young Designer's Awards Evening
Wed 23 Jun: Young Designers
Thu 24 Jun: Young Designers
Fri 25 Jun: Y11 Prom; Young Designers Pack Up
Tue 29 Jun: Sports' Day (Field)
Wed 30 Jun: Y6 Induction

## July 2027

Thu 01 Jul: Y6 Induction & Parents' Evening
Fri 02 Jul: Sports' Day (Track)
Tue 06 Jul: Performance Showcase
Wed 07 Jul: Performance Showcase; 6th Form Sports Day
Mon 12 Jul: Activity Week
Wed 21 Jul: 1/2 Day
Thu 22 Jul: Summer Holidays Begin

*Please note: all dates are subject to change. Our most up-to-date calendar can always be found at yateleyschool.net/events-calendar*

## Dates, Events and Extra Curricula Opportunities

### Holiday Dates:

| | | |
|---|---|---|
| **Autumn half-term holiday**<br>Monday 27 October 2025 to Friday 31 October 2025 | **Spring half-term holiday**<br>Monday 16 February 2026 to Friday 20 February 2026 | **Summer half-term holiday**<br>Monday 25 May 2026 to Friday 29 May 2026 |
| **Christmas holiday**<br>Monday 22 December 2025 to Friday 2 January 2026 | **Easter holiday**<br>Monday 30 March 2026 to Friday 10 April 2026 | **Summer holiday**<br>Thursday 23 July 2026 to Monday 31 August 2026 |

https://www.hants.gov.uk/educationandlearning/schoolholidays

| How's my child doing? | | | | | |
|---|---|---|---|---|---|
| **Progress Reporting · 2026-27** | | | | | |
| | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| Information Evenings | Thu 08 Oct 26 (Meet Tutor Evening) | – | Thu 19 Nov 26 (Options Evening) | – | Tue 06 Oct 26 (Y11 Parents' Information Evening) |
| Report #1 | Thu 12 Nov 26 | Thu 12 Nov 26 | Thu 12 Nov 26 | Thu 05 Nov 26 | Thu 05 Nov 26 |
| Options / Pathway Choices | – | Deeper Study: Wed 09 Dec 26 (indicate) Wed 24 Mar 27 (final) | GCSE Option Choices due: Wed 06 Jan 27 | – | – |
| Report #2 | Thu 25 Feb 27 | Thu 25 Feb 27 | Thu 25 Feb 27 | Thu 14 Jan 27 | Thu 14 Jan 27 |
| Parents' Evening | Thu 04 Mar 27 | Thu 26 Nov 26 | Thu 10 Jun 27 | Thu 28 Jan 27 | Thu 21 Jan 27 |
| Mock / Internal Exams | – | – | – | Mon 19 Apr to Fri 30 Apr 27 | Mocks: Mon 30 Nov to Friday 11 Dec 26 |
| Report #3 | Thu 27 May 27 | Thu 27 May 27 | Thu 27 May 27 | Thu 20 May 27 | – |
| External Exams | – | – | – | – | Mon 03 May to Fri 18 Jun 27 |

### Communication:

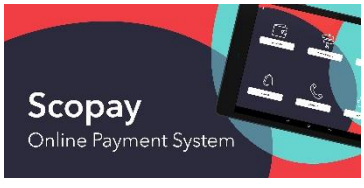
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.




Our main app – MCAS – 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 as a Friday newsletter, which can also be found at:**

https://www.yateleyschool.net/parents/newsletters

## Extracurricular Opportunities

We never want cost or circumstance to never be the reason a child misses out. If your family is facing any barrier to participation, whether that's funding, Pupil Premium, SEND-related support, or anything else then please do get in touch with the school so we can discuss how we might help.

### STUDENT GROUPS · *7 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| The Brilliant Club | – | 7 8 9 10 11 12 13 | Oct–Feb 2027 | Free | TBC | *By invitation only.* |
| Christmas Fair | Business Studies | 7 8 9 10 11 12 13 | December 2026 | £6 | Main Hall | *£1 stall hire plus up to £5 student/parent investment into the business.* |
| Antibullying Committee | – | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | Free | TBC | – |
| Student Voice & Climate Committee | – | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | Free | TBC | – |
| Wellbeing & Inclusivity Committee | – | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | Free | TBC | – |
| Dungeons and Dragons | – | 7 8 9 10 11 12 13 | Thursday after school Sept 2026 – July 2027 | Free | H1B | – |
| Remote Controlled Car Club | – | 7 8 9 10 11 12 13 | Friday after school Sept 2026 – July 2027 | Free (own car) | Track, C block field | *Students bring their own remote-controlled car.* |

### SUBJECT WORKSHOPS & ENRICHMENT · *4 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| KS3 Art Club | Art | 7 8 9 10 11 12 13 | Dates TBC | Free | TBC | *A series of skills workshops exploring different media.* |
| Year 9 Baking Club | Food & Nutrition | 7 8 9 10 11 12 13 | Jan–June 2027 | Free | TBC | *Students bring their own ingredients.* |
| Geography Club | Geography | 7 8 9 10 11 12 13 | Every Wednesday, lunchtime | Free | A19 | – |
| STEAM Masterclasses | STEAM | 7 8 9 10 11 12 13 | Oct 2026 – June 2027 | Voluntary contribution | TBC | *Range of classes through the year – watch the parents' bulletin.* |

### PERFORMING ARTS – DANCE · *8 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| Dance Live 2027 – Auditions | Dance | 7 8 9 10 11 12 13 | Thurs 17 September 2026 | TBC | Dance Studio | *All years welcome.* |
| Dance Live 2027 – Rehearsals | Dance | 7 8 9 10 11 12 13 | Sept 2026 – Feb 2027, Tuesdays | TBC | TBC | *For cast members following auditions.* |
| Festival of the Arts | Dance | *By invitation* | Fri 16 October 2026 | TBC | Wellington College | *By invitation only.* |
| Annual Dance Show & House Dance Competition | Dance | 7 8 9 10 11 12 13 | Mon 19 – Tue 20 October 2026 | TBC | TBC | *Rehearsals Sept–Oct, Mondays 3.10–4.30pm. Led with Mrs Batley.* |

| | | | | | | |
|---|---|---|---|---|---|---|
| Boys Dance Company – Raw Motion | Dance | 7 8 9 10 11 12 13 | Sept 2026 – July 2027, Tuesdays | TBC | TBC | *Year 7 upwards. Led by Mrs Batley.* |
| Gremlin Dance Challenge | Dance | 7 8 9 10 11 12 13 | Jan–Mar 2027 | TBC | TBC | *KS3/KS4.* |
| Year 10 GCSE Dance Workshop | Dance | 7 8 9 10 11 12 13 | Thurs 1 October 2026, 12.30–4.30pm | TBC | Dance Studio | – |
| Year 11 GCSE Choreography Rehearsals | Dance | 7 8 9 10 11 12 13 | Oct 2026 – Apr 2027, Mon/Thurs/Fri 3.10–4.30pm | TBC | Dance Studio | – |

## PERFORMING ARTS – DRAMA · *1 activity*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| House Drama & Main School Production | Drama | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | Ticket price (TBC) | Drama block & Main Hall | *Main School production also involves singing and dance rehearsals alongside acting; possible extra cost for costumes/props.* |

*Due to staffing changes within the Drama department, details of activities for 2026–27 are still being finalised at the time of publication. A full update will follow by 30 September at the latest.*

## PERFORMING ARTS – MUSIC · *5 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| Christmas Concert | Music | 7 8 9 10 11 12 13 | December 2026 | Free | Main Hall | – |
| Choir | Music | 7 8 9 10 11 12 13 | Wednesday | Free | M1 | – |
| Yateley Band | Music | 7 8 9 10 11 12 13 | Thursday | Free | M2 | – |
| Guitar Band | Music | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | Free | M2 | – |
| Music Tech | Music | 7 8 9 10 11 12 13 | Monday | Free | M1 | – |

## CLUBS, SOCIETIES & AWARDS · *15 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| Cambridge Chemistry Lower 6th Challenge | Chemistry | 7 8 9 10 11 12 13 | March–May 2027 | Free | A3.4 | – |
| Chemistry Olympiad | Chemistry | 7 8 9 10 11 12 13 | February 2027 | Free | A3.4 | – |
| Computing Club | ICT & Computer Science | 7 8 9 10 11 12 13 | Every Tuesday, after school | Free | C28 | – |
| Christian Union | Whole School | 7 8 9 10 11 12 13 | Every Monday, lunchtime | Free | B31 | – |
| Duke of Edinburgh Award – Bronze & Silver | Whole School | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | £100 | TBC | – |
| Gardening Club | Food & Nutrition | 7 8 9 10 11 12 13 | Every Thursday, after school | Free | TE3 | *Participants might get grubby and wet!* |
| Carnegie Shadowing Book Club | Library | 7 8 9 10 11 12 13 | March–July 2027 | Free | Library, lunchtime | *Dates to be confirmed.* |
| Axiom Maths Circles | Mathematics | 7 8 9 10 11 12 13 | Sept 2026 – July 2027 | Free | TBC | *By invitation only – letters sent home.* |

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|---|---|---|---|---|---|---|
| Duolingo Club | MFL | 7 8 9 10 11 12 13 | Every Monday, lunchtime | Free | B2.2 | *Bring a charged laptop and your lunch.* |
| Chess Club | Whole School | 7 8 9 10 11 12 13 | Every Friday, lunchtime | Free | A32 | *Open to all abilities, from beginner to grand master.* |
| Warhammer Club | Whole School | 7 8 9 10 11 12 13 | Every Tuesday, lunchtime | Free | C25 | – |
| After-School Clay & Art Club | Art | 7 8 9 10 11 12 13 | Sept 2026 – March 2027 | £5 | TBC | *Small charge (under £5 for 10 weeks) to cover materials.* |
| Poetry by Heart | English | 7 8 9 10 11 12 13 | Sept 2026 – May 2027, lunchtime | Free | TBC | *Runs in rounds ahead of the final competition in May.* |
| Writing Club | English | 7 8 9 10 11 12 13 | Sept 2026 – June 2027, lunchtime | Free | TBC | *Enters writing competitions through the year. Led by Nicole Bartlett.* |
| Debate Club | English | Year 7-12 | Tuesday, lunchtime | Free | D12 | *Lead not yet confirmed.* |

## TRIPS & VISITS · *23 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| Imperial College Chemistry Taster Day | Chemistry | 7 8 9 10 11 12 13 | July 2027 | £35 | Imperial College London | – |
| BAE Engineering Challenge | Design & Technology | 7 8 9 10 11 12 13 | May/June 2027 (TBC) | Free | Farnborough International Airport | *STEM design challenge; selected students compete against other local schools.* |
| Cadbury World Visit – Year 8 | Geography | 7 8 9 10 11 12 13 | July 2027 | £45 | Birmingham | – |
| Geography Fieldwork – Southampton | Geography | 7 8 9 10 11 12 13 | Nov–Dec 2026 (dates vary) | TBC | Southampton | *GCSE Geography students only.* |
| Geography Fieldwork – Littlehampton | Geography | 7 8 9 10 11 12 13 | Sept–Oct 2026 (dates vary) | TBC | Littlehampton | *GCSE Geography students only.* |
| Iceland | Geography | 7 8 9 10 11 12 13 | 6–9 November 2026 | Paid (amount TBC) | Iceland | *GCSE Geography students; cost already paid by families, final amount TBC.* |
| Barcelona Visit | MFL | 7 8 9 10 11 12 13 | 9–12 July 2026 | £925 | Barcelona, Urbany Hotel | *Valid passport (6+ months) and GHIC/EHIC card required.* |
| France Trip – Château St Omer | MFL | 7 8 9 10 11 12 13 | 18–21 July 2026 | £636 | St Omer, France | – |
| Gurdwara & Hindu Temple Visit | Religious Studies | 7 8 9 10 11 12 13 | March–April 2027 | £25 | London | – |
| Local Church Visit | Religious Studies | 7 8 9 10 11 12 13 | October 2026 | Free | Yateley | – |
| Reading Places of Worship | Religious Studies | 7 8 9 10 11 12 13 | May 2027 | £29 | Reading | – |
| Philosophy Conference | Religious Studies | 7 8 9 10 11 12 13 | Nov–Dec 2026 | £40 | London | – |
| Rome 2027 | Religious Studies | 7 8 9 10 11 12 13 | 15–18 July 2027 | TBC | Rome | – |

| | | | | | | |
|---|---|---|---|---|---|---|
| GCSE Science Live! | Science | 7 8 9 **10** 11 12 13 | 24 February 2027 | £35 | The Anvil, Basingstoke | – |
| Diamond Light Source Synchrotron | Science / Maths / Computing | 7 8 9 10 11 **12** 13 | June 2027 | £25 | Harwell, Oxfordshire | – |
| Marwell Zoo Trip | Science | **7** 8 9 10 11 12 13 | July 2027 | £24 (approx) | Marwell Zoo | – |
| Politics and Parliament | Politics | 7 8 9 10 11 **12 13** | October 2026 (TBC) | £60 | Houses of Parliament | – |
| Vietnam | History | 7 8 9 **10 11 12 13** | 11–19 February 2027 | £2,300 | Vietnam | – |
| Ypres & Normandy | History | 7 8 **9** 10 11 12 13 | May 2027 | £400 | France & Belgium | – |
| Thorpe Park | Whole School | 7 **8** 9 10 11 12 13 | July 2027, trips week | £44 (approx) | Thorpe Park | *Coach £22 + park entry £22.* |
| Axiom Maths Circle – Reward Trip | Mathematics | **7 8** 9 10 11 12 13 | May–July 2027 | Free | TBC | *For members of the Axiom Maths Circle.* |
| Theatre Trip – Matthew Bourne's Cinderella | Dance | 7 8 9 **10 11 12 13** | February 2027 | TBC | Woking Theatre | *For GCSE and BTEC Dance students.* |
| Ski Trip | Whole School | 7 **8 9** 10 11 **12** 13 | 2–8 April 2027 | £1,782.50 | Les Deux Alpes, France | *Established annual trip; late-joining requests subject to availability.* |

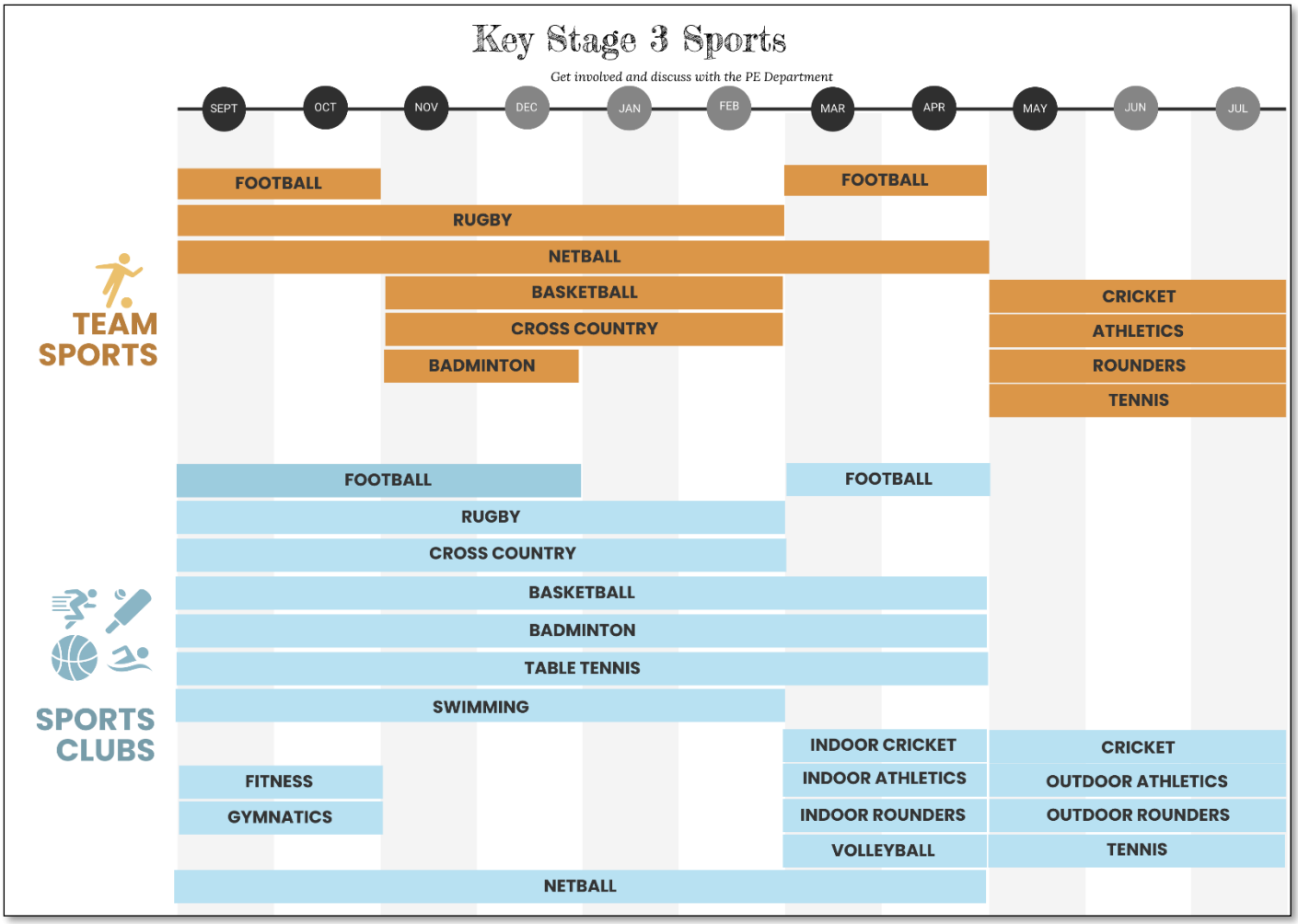
## STUDY SUPPORT & DROP-IN CLINICS · *6 activities*

| ACTIVITY | DEPARTMENT | YEAR GROUP(S) | WHEN | COST | LOCATION | GOOD TO KNOW |
|---|---|---|---|---|---|---|
| GCSE Support | Art | 7 8 9 **10 11** 12 13 | Every Tue & Wed, termly | Free | B3.5 & B3.1 | *Drop in to keep up with coursework; teachers on hand to guide.* |
| Period 7 Support – Graphics | Graphics | 7 8 9 10 **11** 12 13 | Every Friday, after school | Free | BG1 & BG2 | *Until 4.30pm.* |
| Year 7–11 Drop-In Support | Mathematics | **7 8 9 10 11** 12 13 | Sept 2026 – July 2027 | Free | C21 | *Support with revision and homework.* |
| Sixth Form Drop-In & Support | Mathematics | 7 8 9 10 11 **12 13** | Sept 2026 – July 2027 | Free | C26 | – |
| Psychology Extra Support Session | Psychology | 7 8 9 10 11 **12 13** | Every Wednesday, 15:10–16:00 | Free | A1.5 | – |
| GCSE Science Drop-In Sessions | Science | 7 8 9 **10 11** 12 13 | Every Tuesday, after school | Free | TBC | – |

*Additional subject booster and drop-in support sessions are being confirmed as departments finalise their timetables for September, with more to follow shortly.*

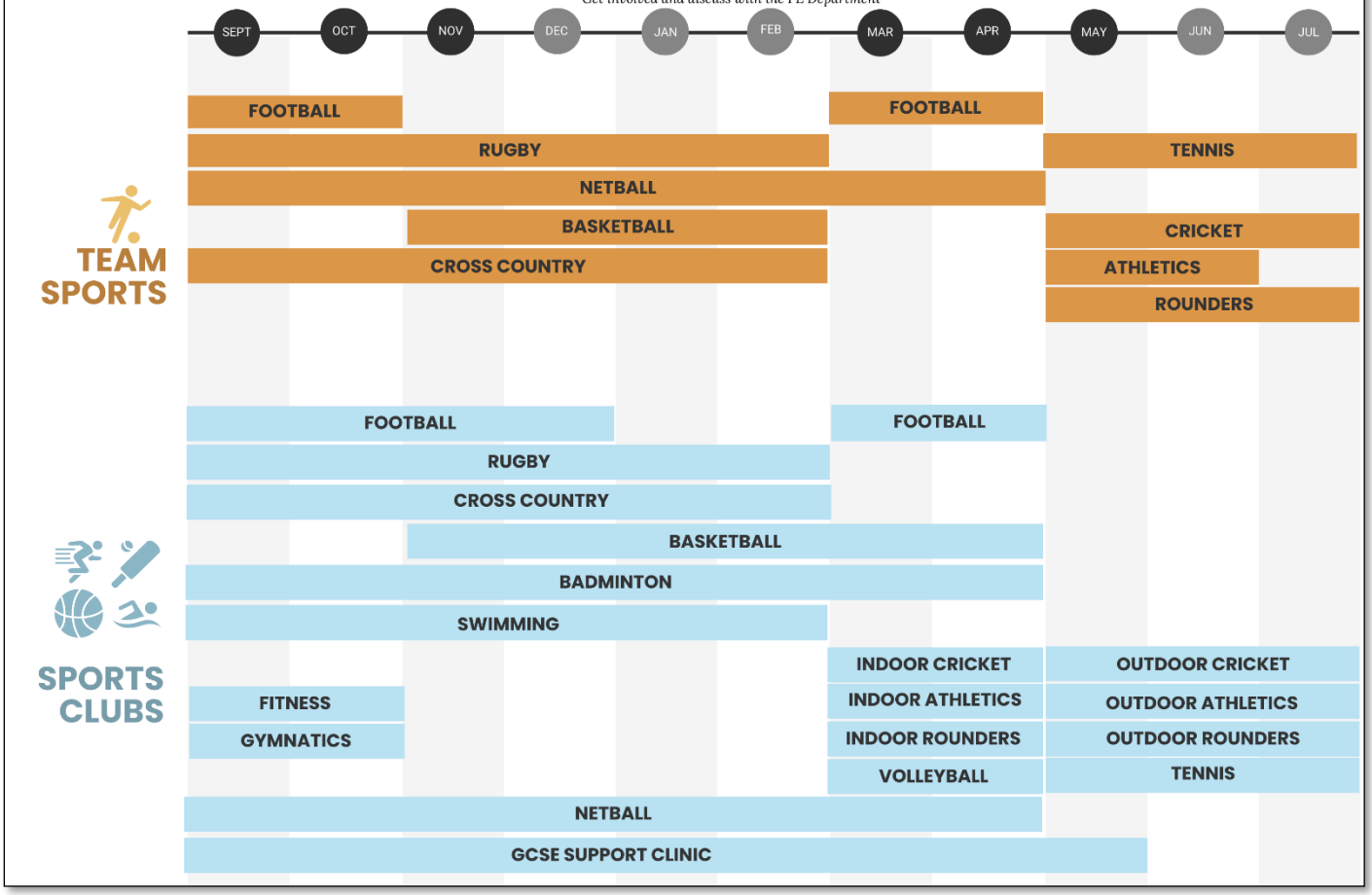
# Key Stage 3 Sports

*Get involved and discuss with the PE Department*



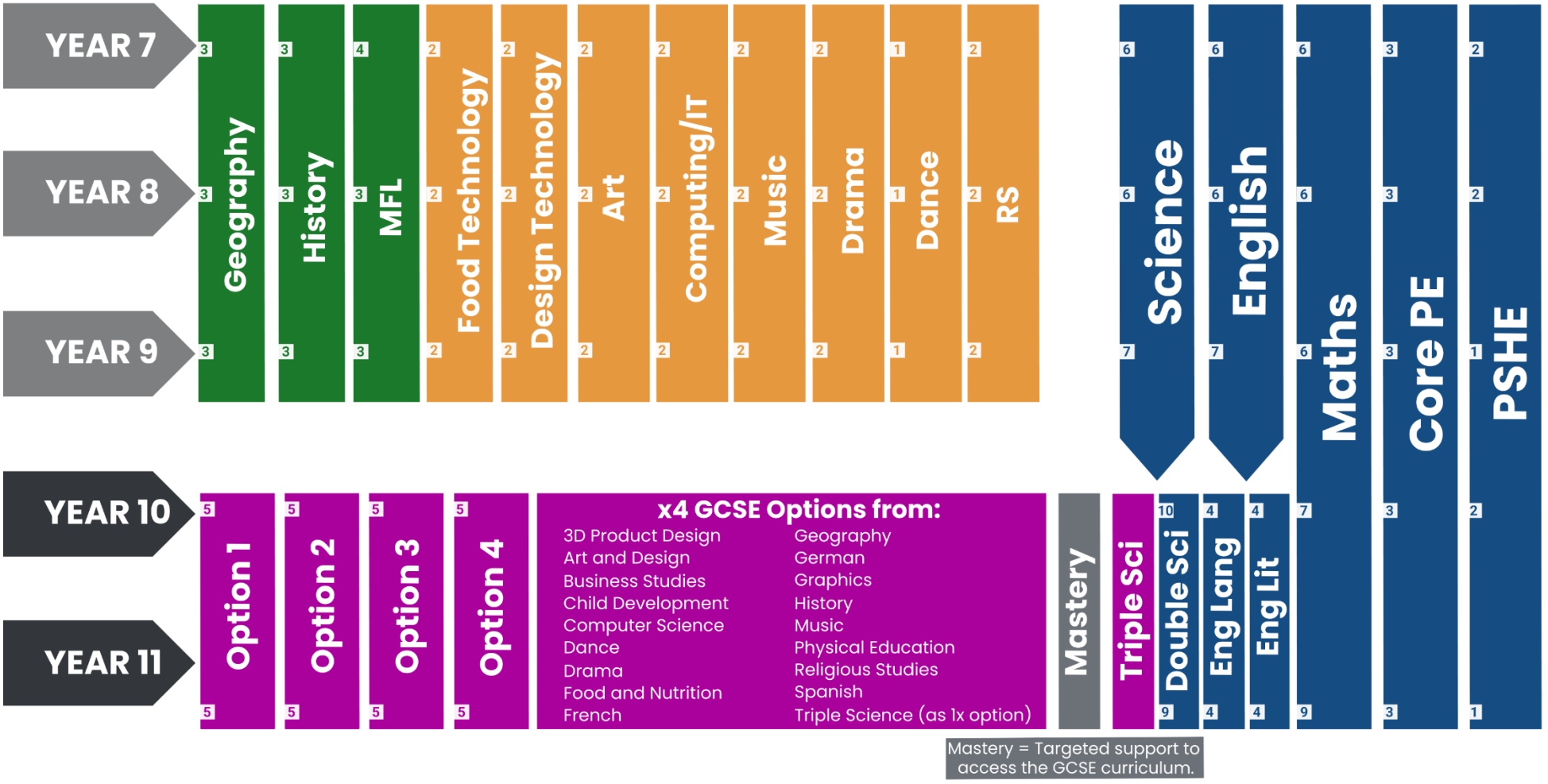

# Key Stage 4 Sports

*Get involved and discuss with the PE Department*



# YATELEY SCHOOL CURRICULUM: SEPTEMBER-26

All students study a broad curriculum on a fortnightly pattern in Years 7–8, move into deeper study in Year 9 and then specialise through a blend of GCSE options and core subjects in Years 10–11.




Mastery = Targeted support to access the GCSE curriculum.

**KS3**

**YEAR 7 + YEAR 8 + YEAR 9**

**Compulsory:**
All students follow the full curriculum

**KS4**

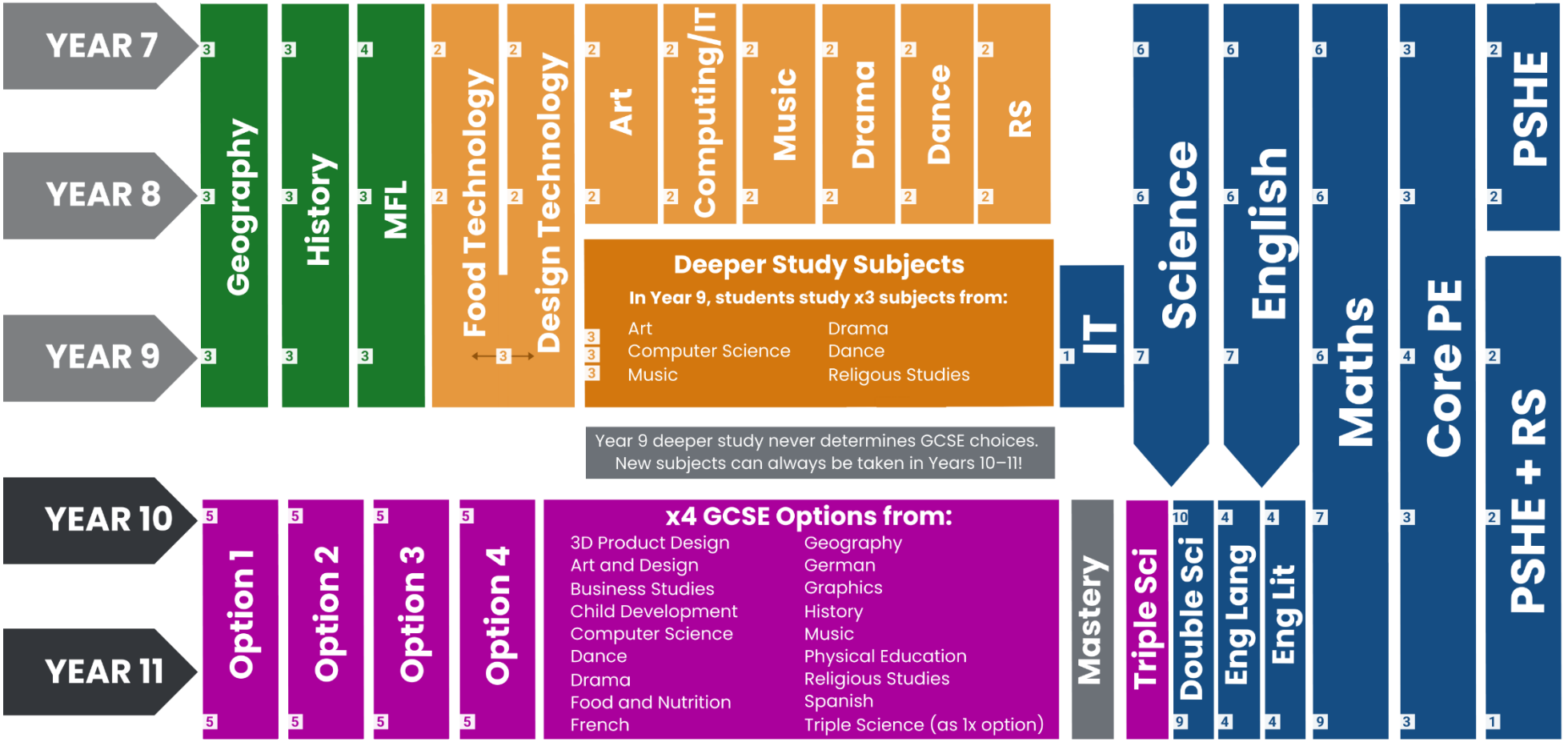
**YEAR 10 + YEAR 11**

**Examined:** Students study English, Maths and Science
**Examined Options:** Students select x4 Option subjects
**Non-examined:** Core PE, PSHE and Core Religious Studies

What we are learning...

# YATELEY SCHOOL CURRICULUM: SEPTEMBER-26

All students study a broad curriculum on a fortnightly pattern in Years 7–8, move into deeper study in Year 9 and then specialise through a blend of GCSE options and core subjects in Years 10–11.




**KS3**

**YEAR 7 + YEAR 8**

**Compulsory:** All students follow the full curriculum

**YEAR 9**

**Compulsory:** Maths, English, Science, MFL, Geography, History, Technology (combined) and IT

**Deeper Study:** Students select any x3 Deeper Study subjects (list above)

**KS4**

**YEAR 10 + YEAR 11**

**Examined:** Students study English, Maths and Science

**Examined Options:** Students select x4 Option subjects

**Non-examined:** Core PE, PSHE and Core Religious Studies

What we are learning...

## Deeper Study: An Exciting Opportunity in Year 8

Get ready, because this year you get to shape your own learning journey.

Deeper Study gives you the chance to choose three subjects from six to explore in real depth throughout Year 9, going beyond your everyday lessons and properly getting stuck into the subjects you love. The six subjects on offer are **Art, Music, Dance, Drama, Religious Studies** and **Computer Science**, so whether you're a natural performer, a hands-on maker, a deep thinker or a budding coder, there is a combination here that is right for you.

This is your chance to follow what genuinely excites you and discover just how far you can take it!

To help you make great choices, the process happens in two stages. In December, you will indicate your preferred subjects, giving you a first chance to think through your selections. Then in March, you will confirm your final choices.

It is worth knowing that Deeper Study is a one-year commitment: once you have made your decision in March, it cannot be changed under any circumstances. Don't let that put you off though, it is exactly what makes this such a meaningful opportunity, a real chance to commit to something you care about and go deeper than ever before. If you are unsure what to pick, just speak to your teachers or Head of House, they are there to help you find the path that's right for you.

### Core Subjects:

| What we're studying this year... | How parents and carers can help... |
|---|---|
| **English** | |
| - Travelling the World: Non-fiction reading and writing. What's the difference between a traveller and a tourist? How do Karl Pilkington, Michael Palin and Bill Bryson create a personal voice and vivid sense of place and can you do the same?<br><br>- Understanding Victorian England – Extracts from Victorian Literature: What was life like in Victorian England? How did the literature reflect the mind of the Victorian and can Dickens, for example, teach us anything new?<br><br>- Dystopian Fiction - The Hunger Games and Conflict poetry: Why does the fiction of the future seem so bleak? Do you agree that Katniss is a true hero and can you recreate the missing section of the story?<br><br>- Understanding Shakespeare -The Tempest: How were groups of people marginalised in Shakespeare's time? Is it still the same today? What did Elizabethans find funny and can Shakespeare still make us laugh? How has Shakespeare influenced modern culture?<br><br>Descriptive Writing and Reading for Pleasure: How can a writer use visual images to inspire creative texts? How can you find the right words to express what you're feeling? | 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.<br>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.<br>3. By contacting the English department whenever you need additional support or have questions about the course English@yateley.hants.sch.uk. |
| Consisting of: | 7 x Lessons per fortnight |
| **Mathematics** | |
| • Number: How can we work confidently with fractions, percentages and standard form? When should we estimate, calculate mentally or use a calculator? How do these skills help solve everyday problems?<br>• Ratio and proportion: How can ratios help us compare quantities fairly? What happens when values change in proportion? How do scale drawings and conversions help us understand the world around us?<br>• Geometry: How can angles, shapes and symmetry help us solve problems? How do we calculate the area of circles and other shapes? Where can geometry be found in everyday life?<br>• Algebra: How can graphs, sequences and equations help us spot patterns and solve unknowns? What do brackets, indices and algebraic rules tell us about the way mathematics works? | 1. Encourage your child to explain the methods they use when solving maths problems. Talking through their reasoning helps strengthen understanding and confidence.<br>2. Look for opportunities to use maths in everyday life, such as comparing prices, calculating discounts, reading graphs in the news or estimating measurements. These conversations help show why mathematics matters beyond the classroom.<br>3. Encourage regular, short bursts of practice using a suitable revision app or online platform rather than one long session, especially in the run-up to assessments. |
| Consisting of: | 7 x Lessons per fortnight |

## Science

| | |
|---|---|
| • Biology: Why do we chew food and how does food help us grow? How can we encourage plants to grow and how do they make their own food? What is the difference between breathing and respiring? How do we inherit characteristics from our parents? What processes have driven evolution over time? Why was Darwin controversial?<br>• Chemistry: How is our use of fossil fuels contributing to climate change and air pollution? Why should we recycle old mobile phones? Why do some reactions seem to lose mass, even though atoms aren't ever destroyed? How can there be160 million different chemicals in the world but only 100 types of atom?<br>• Physics: Why does a huge ship float but a stone sinks? Why do plastic cups keep drinks warmer than metal cups? How do the waves in the sea look like they are moving forward when they are moving up and down? What is a magnet? | 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.<br>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.<br>3. Visit the Science & Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester. |
| Consisting of: | 6 x Lessons per fortnight |

## Physical Education

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| • Do you promote the enjoyment and engagement in physical activity in lessons and extracurricular activities?<br>• Have you developed basic skills and applied them to more complex movement patterns?<br>• Do you understand the relationship between health and fitness and use this to understand how physical activity can enhance their own physical fitness and mental wellbeing?<br>• Have you developed the skills needed to evaluate your own performance as well as the performance of others?<br>• Can you identify the core values and strength of character; respect, humility, ambition and tenacity? (accepting defeat and failure with a positive mind-set).<br>• Can you explain what leadership is and identify qualities of good leaders?<br>• Can you safely lead warm ups and cool downs for teammates and peers?<br>• Have you developed your curiosity, having a deeper understanding of how the body works and responds to physical activity using the Components of Fitness? | 1. Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships.<br>2. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.<br>3. Encourage face to face socialising. |
| Consisting of: | 3 x Lessons per fortnight |

## PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)

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| Celebrating Diversity and Equality: LGBT+ - what is it? LGBT+ - homophobia in society. Support someone (LGBT focus). LGBT – challenging homophobia. Transphobia. LGBT – Coming Out.<br>Health and Wellbeing: Health and wellbeing. Child abuse (physical and emotional and neglect). Types of bullying and responding to bullying. What is Mental Health? Positive body image. Healthy eating and cholesterol. Stress and what it is?<br>Rights, Responsibilities and British Values: Laws. Desert island making decisions. Criminal laws and society. Desert island living. How are laws made in society? Prison reform and punishment.<br>Life Beyond School: What are enterprise skills? Proud to be me. Careers interests and jobs. Boosting self-esteem. Labour market information and exploring careers.<br>Staying Safe, Online & Offline: County lines – what is it (gang culture). County lines – who is at risk? Substance misuse. Grooming (boys and girls). Drugs – alcohol and society. Cyber bullying and online safety. CEOP lesson.<br>Relationships and Sex Education: Sexual orientation. What is gender identity? What is RSE? Dealing with conflict. Healthy respectful relationships. What is love? Introduction to contraception. Periods and menstrual cycle. | 1. By engaging in conversations with your child about the focus point in each PSHE/RSE lesson which will be shared via the weekly parent school bulletins.<br>2. Go through any resources which are shared from the school for further information<br>3. Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED talks are also an excellent mind-expanding forum. |
| Consisting of: | 2 x Lessons per fortnight |

**Other Subjects:**

| What we're studying this year... | How parents and carers can help... |
|---|---|
| **History** | |
| • Tudor England: Why did Henry VIII break away from the Catholic Church? How did Tudor monarchs maintain their power over England? How accurate are our ideas about Black Tudors?<br>• Stuart England: Who was the most responsible for the Gunpowder Plot? Why did civil war break out in England? Who had the most power after 1660?<br>• Industrial Revolution: How far did life improve during the Industrial Revolution? How fair was society in Industrial England? Who was the most significant inventor and scientist of the Industrial Revolution?<br>• Empire & Slavery: Was the British Empire a force for good or bad? Why did New World slavery have such a big impact on attitudes towards Africans? How did Britain's abolition of slavery impact the rights and opportunities of Black people? | 1. 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!<br>2. 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.<br>3. 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** | |
| • Study of the Middle East: Why is the Middle East an important world region? How does physical Geography influence the region? Why is the population so diverse?<br>• Urbanisation: What are the factors affecting urbanisation? What is life like living in the slums? Where is London and what is its significance in the wider world? What does a sustainable city look like?<br>• Coasts: Why are coasts important? What processes operate on coastlines? What are coastal landforms? How can we protect our coastlines?<br>• Globalisation: How global are you? What are TNCs? How is the world interconnected? What are the impacts of globalisation?<br>• How do tropical storms and tornadoes differ?: Where do tropical storms form? How do the impacts differ between developed and developing countries? How are tornadoes different from tropical storms?<br>• Fieldwork: What secondary data is useful in our enquiry? What primary data is useful in our enquiry? How do we design a method? How successful was our investigation? | 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<br>2. Watch Geographical documentaries and television programmes<br>3. Discuss what is in the news – lots of stories relate and link to Geography.<br>4. By contacting and following @Geography_YS on twitter for department updates and articles. For further recommendations contact Geography@yateley.hants.sch.uk |
| Consisting of: | 3 x Lessons per fortnight |
| **French** | |
| • Media: Can I say what I do online and discuss what TV, films, and books I like and dislike?<br>• A visit abroad: Can I use the past tense in a cultural context to say where I went on holiday, what I did there and how it was?<br>• My identity: How do I present myself to others through personality, clothes, music you like and my passions in life?<br>• Where I live: Where do I live, what is my house like? Can I use 3 tenses to describe planning for and looking back on a party?<br>• Talents: Do I have a special talent? Can I use modal verbs to persuade others to join in with activities? | 1. Find anyone in your family who can have a chat to the student in the language on a regular basis<br>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily<br>3. Help prepare for end of unit assessments together by revising vocab and grammar |
| Consisting of: | 2 or 4 x Lessons per fortnight |
| **German** | |
| • Who I am: Can I describe myself, my age, birthday, what I look like, where I live and the weather? Can I talk about myself and others using the 1st and 3rd person singular?<br>• Family & Pets: Who is in my family? What do they look like and what are their personalities like? Why do I like them? Have I got a pet and what are they like? What jobs do family members do and where do they work? Can I compare appearances and personality using comparatives?<br>• Where I live: Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Germany?<br>School: What is in my school bag and what colours are they? How is my daily routine before and after school? | 1. Find anyone in your family who can have a chat to the student in the language on a regular basis<br>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily<br>3. Help prepare for end of unit assessments together by revising vocab and grammar |

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| • **Food:** What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in German speaking countries? | |
| Consisting of: | 0 or 2 x Lessons per fortnight |
| **Spanish** | |
| • **Who I am:** Can I describe myself, my age, birthday, what I look like, where I live and the weather?<br>• **Family & Pets:** Who is in my family? What do they look like and what are their personalities like? Why do I like them? Have I got a pet and what are they like? What jobs do family members do and where do they work? Can I compare appearance and personality?<br>• **Where I live:** Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Spain?<br>• **School:** What is in my school bag and what colours are they? How is my daily routine before and after school?<br>• **Food:** What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in German speaking countries? | 1. Find anyone in your family who can have a chat to the student in the language on a regular basis<br>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily<br>3. Help prepare for end of unit assessments together by revising vocab and grammar |
| Consisting of: | 0 or 2 x Lessons per fortnight |
| **Computer Science** | |
| • **September-December:** Can I solve harder programming problems using Python? What does data validation mean and why is it important in systems such as spreadsheets. How do I program my spreadsheet to give me information dependent on what was typed in?<br>• **January-April:** How do networks work? How can I program a simple website?<br>• **May-July:** Why are databases so important and how do I set them up? How can I program a database to make use of the information within them? What is AI and how does it impact people? How does machine learning work? | 1. Encourage your child to understand how important ICT & Computing are to their future life, explain how you use it in your lives.<br>2. 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.<br>3. 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** | |
| • **Death and the Afterlife:** Is there life after death? What did Plato and Aristotle believe about the soul, and how does that compare with Christian, Muslim and Jewish teaching on heaven and hell? Pupils weigh up the evidence and the arguments.<br>• **Gandhi and Non-Violent Protest:** Can peaceful protest really change the world? How did Gandhi challenge the British Empire without ever raising a fist? Pupils trace his campaigns to Indian independence and debate whether non-violence truly works.<br>• **Buddhism:** What did Siddhartha Gautama see that made him give up a life of luxury? Can meditation really change how we think? Pupils follow the Buddha's story to the Five Precepts and the Eightfold Path.<br>• **Jesus and Christian Practices:** Who did Jesus claim to be, and why does that still matter? What happens in baptism or the Eucharist, and why? Pupils study Jesus's life and the practices shaping Christian worship today. | 1. 1. Watch the film Gandhi (1982) together, which brings the campaigns your child studies in class vividly to life.<br>2. Look up the BBC's Holy Cribs feature on a Buddhist vihara, a short watch that mirrors what pupils explore in the Buddhism unit.<br>3. By contacting the Religious Studies department whenever you need additional support or have questions about the course alexander.bristow@yateley.hants.sch.uk. |
| Consisting of: | 2 x Lessons per fortnight |
| **Design Technology** | |
| • **Cereal Box Design**– What are the techniques of marketing?? What are the five basic requirements of all food packaging? How can I sketch ideas effectively? How do I use PowerPoint and Photoshop to create an industry standard packaging design? What are nets and developments really like in commercial use? What are the most common printing processes?<br>• **Lighting Project**– How does current flow in a circuit? How do I make a switch? How do I solder effectively? What are the common softwoods, hardwoods and manufactured boards. What are the attributes of thermoplastic polymers? How can I use CAD to create a design which represents the work of another designer? How can I assemble a quality product and adapt it to my own taste? | 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.<br>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).<br>3. Help students with their research effort particularly by acting as a client or end user. |

| Consisting of: | 2 x Lessons per fortnight |
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| **Food Technology** | |
| • Can you design a muffin with a healthy balance of nutrients? Can you describe the functions of ingredients in muffins?<br>• What information do food labels contain? How are they useful?<br>• What is fair trade and why is it important? Can you explain the difference between different types of eggs? Should we buy eggs from caged hens? Can you work out the food miles for different kinds of food? Do you know how yeast grows? Do you know the functions of ingredients in bread? Can you evaluate your practical work in detail? What is a high-risk food? Can you carry out a fair experiment? Can you analyse the results? How is milk processed? What foods contain fibre and why is this important? Can you name all 5 nutrients?<br>Practicals:<br>• Muffins, soup, Swiss roll, bread rolls, bread investigation, Easter biscuits, egg fried rice, Singapore noodles, pasta salad, chocolate chip cookies | 1. To help your child organise themselves for practical lessons but encourage them to pack and weigh ingredients themselves. To give them feedback on the dishes they make..<br>2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.<br>3. To regularly check their tasks on 'show my homework' and discuss their work with them. |
| Consisting of: | 2 x Lessons per fortnight |
| **Art** | |
| • Introduction to Developing an Idea: How do you develop an idea? How do you make a sculpture of a drawing? How do you make collages? How do you develop a painting from a collage? Why is a drawing of an apple not an apple?<br>• Clay Figures: How do you make larger structures out of clay? What is coil work? What do you have to consider when using it? How does clay change as it dries? How can you work from plans? How do your plans change when you make them? How do you evaluate your work?<br>• Story Boards (Introduction to Independent Ideas): What is a storyboard? What are the conventions and actions? How do you choose a suitable idea to develop? How do I make my scene dynamic? | 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.<br>2. Create space for them to work at home – preferably somewhere where they can leave work set up.<br>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: | 2 x Lessons per fortnight |
| **Drama** | |
| • Creating a Character: How can body and voice be used to create a character? How can posture, gestures, gait and mannerisms be used to shape this? How can pitch, pace, volume and tone also help this? How can rehearsal techniques such as hot seating deepen a character? What is a monologue and dualogue? How do we write this to show a character? How can this be developed and refined in a performance?<br>• Commedia del arte: How has comedy from the past shaped comedy today? How can we use exaggerated character skills to play bold, characters from this style? How can we use slapstick and bold characterisation to create humour?<br>• Melodrama: How has the style of Melodrama shaped the well made play structure we know today? How can we use the structure of melodrama to create an effective structure and tension within my own work? How can we develop characterisation further to explore the caricatures of this style?<br>• Option: Macbeth (GCSE link): How can we lift Drama from the page to the stage to create meaning for an audience? What meaning can be found in Shakespeares work that is relevant to a 21st Century audience? How can characters be developed from script to performance? How can staging be used to impact an audience?<br>• Option: Grand Guignol: How can the skills of 18th Century horror be used to create exciting physical theatre and grotesque characters? How can we create manipulate the mood and atmosphere using sounds and images? | 1. Encourage students to get involved in extracurricular Drama (House Drama or the Main School production)<br>2. Take students to the theatre<br>3. Rehearse at home - help students learn their lines - encourage them to read the full play |
| Consisting of: | 2 x Lessons per fortnight |

| Music | |
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| • Consolidating Keyboard Skills: How do we build fluency, confidence and accuracy to perform more challenging music?<br>• Reading and Performing More Complex Music: How do new notes, rhythms, hand positions and expressive markings improve performance?<br>• Musical Styles and Performance: What features define Classical, Baroque, folk, blues and ragtime music?<br>• Keys, Scales and Chords: How do sharps, flats, scales and chords create key and harmony?<br>• Chord Progressions and Accompaniment: How do common chord patterns support songs? How do musicians perform different accompaniment styles?<br>• Performance and Musical Creativity: How do performance, improvisation and composition develop confident musicians? | 1. Encourage regular practice, rhythm activities and note reading at home.<br>2. Listen to different musical styles together and discuss chord patterns, mood and musical features.<br>3. Encourage performance at home and celebrate progress, confidence and perseverance. |
| Consisting of: | 2 x Lessons per fortnight |
| **Dance** | |
| • Army Dance: How can dance explore themes such as teamwork, leadership and resilience? What choreography choices help show training, patrols and supporting others? How do formations, movement patterns and contact work help communicate a clear idea to an audience?<br>• Contemporary Dance: How can movement tell a story without words? What happens when dancers use contact, trust and teamwork to communicate ideas such as friendship, disagreement or change? How do space, timing and relationships between performers help bring a performance to life?<br>• Social Dance: What made the lively Lindy Hop such a popular social dance? How can students perform energetic swing dance steps with control, musicality and confidence? Why do focus, timing and working effectively with a partner matter in performance? | 1. Understand that Dance is more than just performing, it is full of transferable skills e,g team work, communication, problem solving, confidence and tenacity!<br>2. Look through and learn the essential and desirable words from the Knowledge Organiser shared on Satchel1.<br>3. Encourage your child to get involved in extra curricular activities. |
| 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:

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| 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 |

## Personal Development Plan

| What we're studying this year… | How parents and carers can help… |
|---|---|
| **Tutor Time, Safeguarding & Personal Development Education** | |
| • Health, Wellbeing & Independence: Supporting students to take greater responsibility for their physical health and wellbeing. Students explore healthier choices, oral health, healthy sleep habits, personal hygiene and staying active, alongside developing the confidence to make appropriate decisions about their own healthcare and learning basic life-support skills.<br>• Money, Banking & Financial Decisions: Developing the practical financial skills students need for increasing independence. Students learn how bank accounts, statements and bank cards work, alongside saving money, borrowing, debt, loans and the risks associated with 'buy now, pay later' services.<br>• The Online World, Influence & Financial Risk: Helping students navigate an increasingly complex digital world. Students explore the links between finances and mobile phones, how algorithms shape what they see, the role of online influencers and how social media can affect spending. This also includes microtransactions and developing the skills to assess how safe they really are online.<br>• Healthy Relationships & Sexual Harassment: Developing students' understanding of respectful and healthy relationships both online and offline. Students explore the features of healthy relationships, sexual harassment, online relationships, the sharing of nudes and the sexualisation of people in the media.<br>• Personal Safety, Risk & Responsibility: Building students' knowledge of how to protect their health and make safer choices. This includes HPV and contraception, road safety and criminal responsibility, alongside the effects and risks associated with drugs, smoking, vaping and alcohol.<br>• Self-Image, Equality & Inclusion: Exploring the influences that shape how students see themselves and others. Students consider pressures around body image and appearance ideals, equality, stereotypes and why these can be harmful.<br>• Values, Respect & Living in Society: Supporting students to understand how rules and laws can differ and how to live respectfully alongside people with different experiences, beliefs and values. Students develop the skills to disagree appropriately while continuing to respect the rights and values of others. | 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.<br><br>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.<br><br>3. 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** | |
| • 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: | 1. By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).<br>2. Encouraging your child to participate in national focus days, especially if it is an area of interest.<br>3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others. |

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| 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 | | |

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| Consisting of: | 5 x 25-minute tutor sessions per week |