YATELEY SCHOOL Y9 LEARNING JOURNEY

This is a big year for all Year 9 students... you will soon be making choices that affect the rest of your life when you choose your options. This year you'll continue to take a wide range of subjects but importantly you'll be deciding those subjects you wish to continue, the new subjects you want to start and also the other subjects you want to drop. Give it your all this year... your GCSEs are just around the corner!

OUR SUBJECTS

- **ENGLISH** x6 lessons
- **MATHS** x7 lessons
- **SCIENCE** x6 lessons
- **PHYSICAL EDUCATION** x2 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

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 Monday 27 October 2025 to Friday 31 October 2025	**Spring half-term holiday** Monday 16 February 2026 to Friday 20 February 2026	**Summer half-term holiday** Monday 25 May 2026 to Friday 29 May 2026
Christmas holiday Monday 22 December 2025 to Friday 2 January 2026	**Easter holiday** Monday 30 March 2026 to Friday 10 April 2026	**Summer holiday** 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:

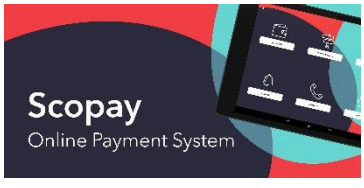
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these (if they can) for seamless home/school communication.



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.*

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.*

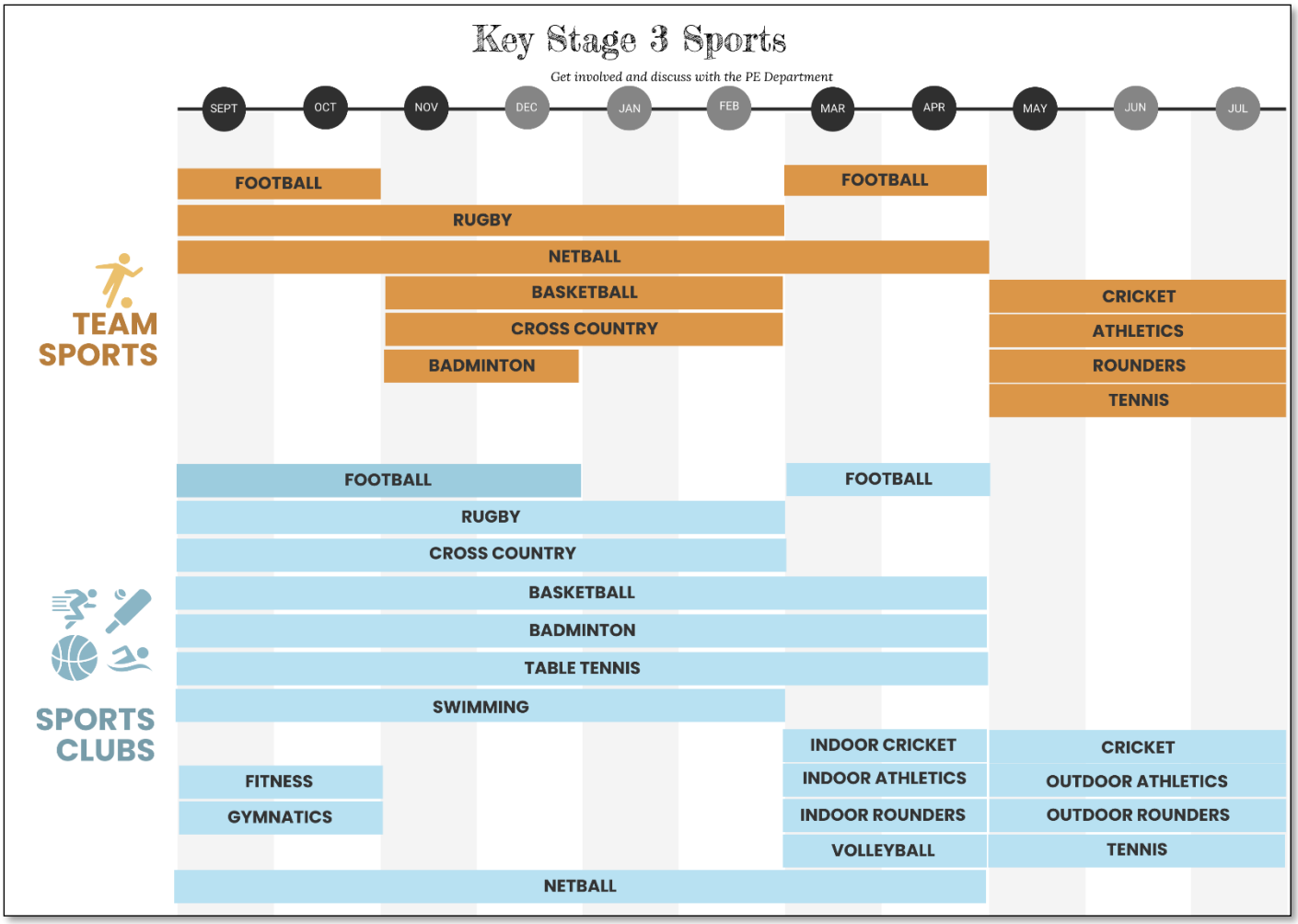
STUDY SUPPORT & DROP-IN CLINICS · *6 activities*

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.

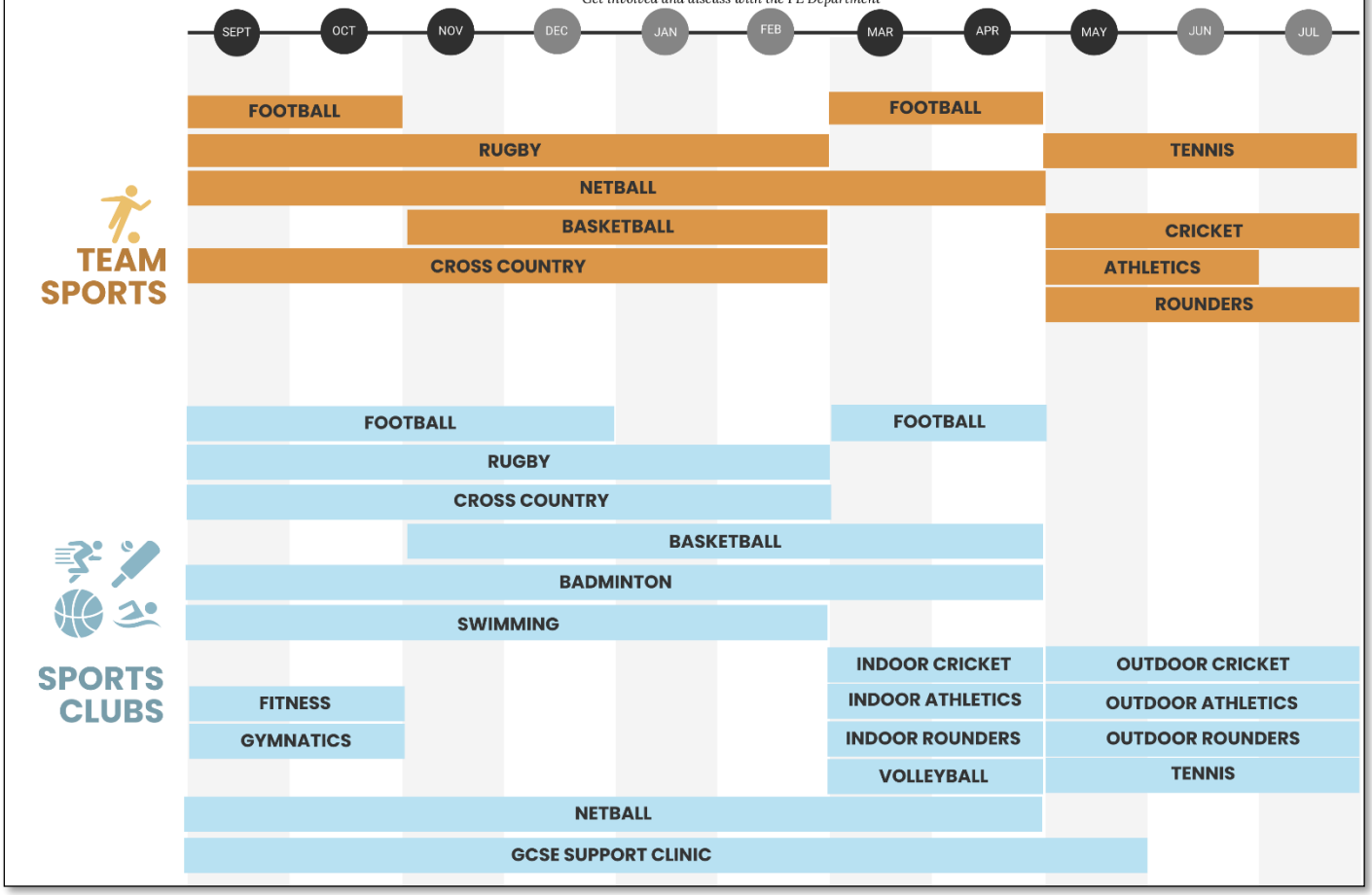
Key Stage 3 Sports

Get involved and discuss with the PE Department



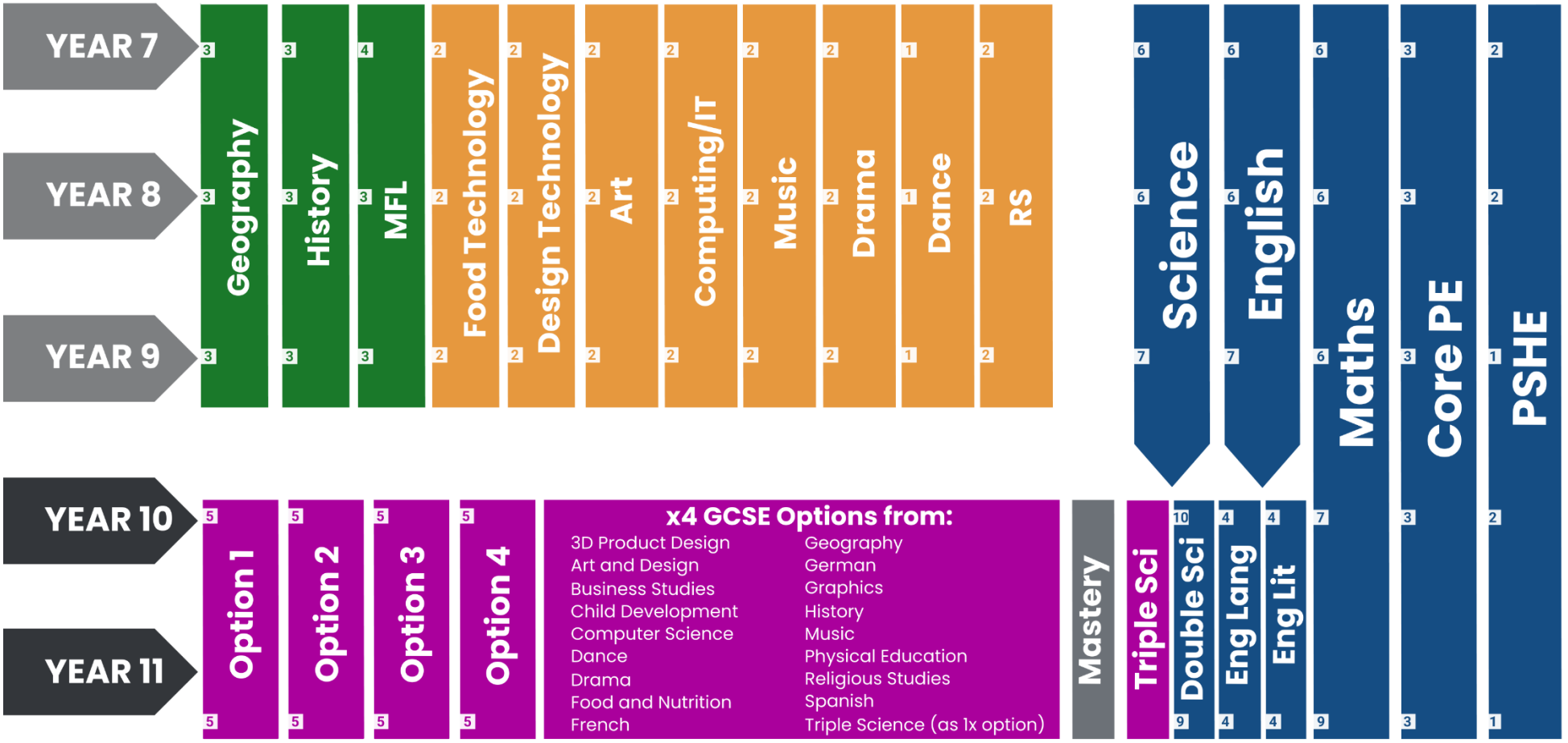
Key Stage 4 Sports

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...

What we are learning…

Core Subjects:

What we're studying this year…	How parents and carers can help…
English	
• Exploring the Gothic Tradition: Stories and Poems: Where did the scary story come from? How does a writer hint at horror and can you bring alive the supernatural? How can vivid stories be brought to life on the page? • Literature of Other Cultures - Of Mice and Men: Is the American Dream available to all? What is true friendship and can you measure it? What about inappropriate racial terms and sexist terms – why are they used? The appropriacy of language. • Non-fiction Reading and Writing - Is fake news leaving us all confused about what is real and what isn't? This unit takes a close look at how the language of fact and opinion are presented throughout a variety of non-fiction texts. • Animal farm – How can language be used for persuasion? And, if in the wrong hands, how far can the power of language change whole societies. • Modern Drama and WW1 poetry- Journey's End: How does an audience experience a play? Does a writer's experience always influence their writing and can you understand their purpose? How do character and theme communicate deeper messages about society? How is this theme used in Poetry? Is it similar or different in different poem? Do you know your poetry techniques?	1. Visit Yateley Library or charity/book shops to find reading material that both you and your child enjoy and can share the pleasure of reading. 2. Reading is still a necessity and should be encouraged beyond what they may have lying around from Primary school – reading improves vocabulary – this is not English specific. 3. 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. 4. By contacting the English department or your student's teacher whenever you need additional support or have questions about the course English@yateley.hants.sch.uk.
Consisting of:	8 x Lessons per fortnight
Mathematics	
Number: How can we solve increasingly complex problems with fractions, percentages and standard form? How do money, rates and proportional reasoning help us make informed decisions in everyday life? Algebra: How can equations, graphs and algebraic expressions help us model real situations? How do patterns, formulae and mathematical proof help us explain and justify our thinking? Geometry: How can we calculate lengths, areas, surface areas and volumes? How do transformations, constructions, congruency and Pythagoras' Theorem help us solve geometric problems? Ratio and proportion: How can ratio, scale and similarity help us compare quantities? What happens when values are directly or inversely proportional? How can we use rates to solve real-world problems? Data: How can probability help us predict outcomes? How do graphs and statistical information help us interpret data and make informed decisions?	1. Encourage your child to explain their reasoning when solving problems, rather than focusing only on the final answer. This develops confidence and mathematical thinking. 2. Look for opportunities to use maths in everyday life, such as budgeting, comparing prices, reading graphs in the media or calculating distances, speeds and percentages. These practical examples help reinforce classroom learning. 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	
Building on prior knowledge and enhancing practical skills for the transition to GCSE • Biology: What is in a cell and how do different cells help animals and plants survive? How do plants act as producers? How does genetic inheritance work? How do new species evolve? How do enzymes work as biological catalysts? • Chemistry: How can we use the particle model to explain solutions? How do we choose separation techniques? What is an atom, what is inside them and how are they linked to the Periodic table? How can we model and represent chemical changes? Is salt the only salt? • Physics: How do forces impact speed and movement of an object? How many different types of energy are there? Why do ripples form when we throw rocks in water? How does energy change if we throw a ball off a roof? How can we investigate resistance in a circuit? How do we use equations to find things we can't measure?	1. Set time aside to talk through the Science that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life. 2. There are many science programmes on TV now, some are specific to physics (watching anything presented by Brian Cox or Jim Al-Khalili would be excellent), other programmes are specific to biology and chemistry, BBC, Discovery Channel & Smithsonian are good sources. 3. Visit the Science & Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.
Consisting of:	7 x Lessons per fortnight

Physical Education

• Do you promote the enjoyment and engagement in physical activity in lessons and extracurricular activities? • Have you built foundations for GCSE through increasingly competitive sport and activity? • Can you identify and explain the components of fitness and development of physical fitness through the introduction of fitness testing? • Can you analyse and evaluate skills to implement tactical decisions and develop physical performance. • Do you demonstrate leadership skills in an array of different roles; captain, coach, referee/umpire, scorer? • Can you explain and justify the development of personal core values and strength of character through team sports, OAA and team building activities? • Have you achieved in all 5 domains of the ME in PE assessment ladder?	1. Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships. 2. Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals. 3. Encourage face to face socialising.
Consisting of:	3 x Lessons per fortnight

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

• Relationships and Sex Education: FGM and the law. Sexual consent and the law. Pleasure and masturbation. Delaying sexual activity. Why have sex? Relationships and partners. What are STI's (main types). Treating STI's and clinics. Contraception – fact hunt/show and tell. Contraception – condoms. Contraception explored. Sexual harassment and stalking. HIV and AIDS. HIV – discrimination and prejudice. • Health and Wellbeing: What is a penis (body confidence). What is a vulva (body confidence). HBT – bullying in all its forms. Dealing with grief and loss and the stages. Media and air brushing (unrealistic body image expectations). How self esteem changes. Cancer prevention and healthily lifestyles. • Rights, Responsibilities and British Values: Conspiracy and fake news. Extremism in all its forms. Terrorism (far right and Islamist). What are British values? The radicalisation processes. How does Counter Terrorism work? Anti-Semitism. • Life Beyond School: Failure to success. Social media and online stress FOMO. First aid (how to administer CPR – defibrillators). Importance of happiness (improving mental health). Anger management. Employment and financial management. Importance of saving money. • Staying Safe, Online & Offline: Introduction to drugs education. Drugs – cannabis products. Drugs and their classifications. Drugs – illegal drugs (party drugs). Drugs illegal (class A and B). Volatile substance abuse. Different types of addictions.	1. Go through any resources which are shared from the school for further information 2. Discuss your children's lessons with them. Express opinions about the issues raised while remaining open to the possibility that you may be wrong. 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

What we're studying this year...	How parents and carers can help...
History	
1. World War One: What was the most important cause of WW1? How did the Allies break the Stalemate? What can individuals teach us about the war? What impact did the Treaty of Versailles have on Germany and Europe? What was the most important legacy of the Great war? 2. Political Upheaval: how did the Russian Revolution impact Russia and Europe? Why was Europe ripe for the rise of fascism in the 1920s? 3. Inter-war years: Rise of Nazi Germany: What problems did post-war Germany face? What was the most important reason the Nazis came to power by 1933? How did Hitler dismantle German democracy by 1934? What impact did Nazi Germany have on German society? 4. WW2: Was the policy of appeasement a mistake? What was the most important turning point of the war? How did the war impact the countries involved? How did each country violate the rules of war? Was dropping the Atomic Bomb justified? 5. Conflict in the New World: Why is the Holocaust important to remember? Has the UN promise of "never again" been upheld since 1945? 6. Developments in Britain: How did Ireland and India gain its independence? How much progress did marginalised groups make toward safety, freedom and equality during the 20th	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! 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. 3. By contacting the History department whenever you need additional support or have questions about the course history@yateley.hants.sch.uk.

What we're studying this year...	How parents and carers can help...
century? How did public health improve? (LGBTQAI+; Black British; Women's movements; the poor.) 7. The Cold War: Why did tension arise between East and West after WW2? How did the Cold war develop until 1991 in Europe? 8. The Korean War: What was the most important cause of the Cold War? What was the most important cause of the Korean War? What was the turning point in the Korean War? What were the consequences of the Korean war on the countries involved?	
Consisting of:	3 x Lessons per fortnight
Geography	
• The Earth's future: What are the natural causes of climate change? How can we measure past climates? What is causing climate change? What are the impacts of climate change? • Hazardous Earth: What is it like in the centre of the earth? Why do tectonic plates move? How do we manage tectonic hazards? • Study of Asia: What are the physical features? What are the human features? How have countries changed over time? How is Asia developing into a global economic region? How is Asia being transformed? • Cold environments: What are glaciers? How have glaciers altered our landscape? How are these environments used? What has happened to our glaciers? What challenges do cold environments face? • Battle of the Biosphere: What is a biome? What resources does the biosphere provide? What is the importance of the biosphere to our planet? • Consuming Energy Resources: What different types of energy are available? What factors impact our access to energy? What are the costs and benefits of over reliance on fossil fuels?	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 2. Watch Geographical documentaries and television programmes 3. Discuss what is in the news – lots of stories relate and link to Geography and by contacting/following @Geography_YS on twitter for department updates and articles.
Consisting of:	3 x Lessons per fortnight
French	
• Holidays – Can I describe holidays in the past and future? • School – Talking about what I did in school and a typical day. • Recent events – What did I do recently – trip to the cinema and a birthday party I went to? • Future plans – Why do we learn languages? What job would I like in the future and what jobs have I previously done? • Celebrity culture – Who do I admire, and why?	1. Find anyone in your family who can have a chat to the student in the language on a regular basis 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	0 or 3 x Lessons per fortnight
German	
• 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? • Pastimes: What sports do I play, and what activities do I and other people do, including online? What happens to word order when I introduce time phrases into sentences? On holiday this summer? Can I describe a past holiday and how it went? • Where I live: Where is my home located and what do I like and dislike about it? What do I do at home, when and where? • Holidays – Where do I plan to go on future holidays? How will I get there, what will I do on holiday and where will I stay? How does the future tense work in German?	1. Find anyone in your family who can have a chat to the student in the language on a regular basis 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Help prepare for end of unit assessments together by revising vocab and grammar
Consisting of:	0 or 3 x Lessons per fortnight
Spanish	
• Food: What do I like and dislike to eat and why? What do I have for different meal times? What are typical foods in Spanish speaking countries? • Pastimes: What sports do I play, and what activities do I and other people do, including online? What happens to word order when I introduce time phrases into sentences? On holiday this summer? Can I describe a past holiday and how it went?	1. Find anyone in your family who can have a chat to the student in the language on a regular basis 2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily 3. Help prepare for end of unit assessments together by revising vocab and grammar

What we're studying this year...	How parents and carers can help...
• Where I live: Where is my home located and what do I like and dislike about it? What do I do at home, when and where? • Holidays – Where do I plan to go on future holidays? How will I get there, what will I do on holiday and where will I stay? How does the future tense work in Spain?	
Consisting of:	0 or 3 x Lessons per fortnight
Computer Science	
• September-December: How can I solve more complex problems and give the solutions in flowchart?. How can I solve more complex challenges using the Python programming language? Do I understand how to keep safe online with regard to selfies and sexting? • January-April: How can I design an App that people would want to use? How do I write the code for an App? • May-July: How can I design a game that people would want to play? How do I write the code for a game? How do I use IT products to support the running of an Animal Shelter or a Festival?	1. Encourage your child to understand how important ICT & Computing are to their future life, explain how you use it in your lives. 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. 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

What we're studying this year...	How parents and carers can help...
Religious Studies	
The Holocaust: How could prejudice lead to genocide? What can survivor testimony teach us about human behaviour, and how do we make sense of evil on this scale? Pupils study the causes and legacy of the Holocaust with sensitivity and rigour. Religion and Ethics: Where does life begin, and who should decide when it ends? Is war ever justified? Pupils apply religious and non-religious views to abortion, euthanasia and conflict, building the evaluative writing GCSE demands. Religion and Authority: Why do we punish crime, and does it actually work? Should the death penalty exist? Pupils examine punishment and human rights through figures like Elizabeth Fry and Martin Luther King. Islam: Beliefs and Practices: What do Muslims believe about God, and how do the Five Pillars shape daily life? Why do Sunni and Shi'a Muslims differ? Pupils study Islamic belief and practice, from prayer to Hajj.	1. Watch the BBC documentary Muslims Like Us together, used as enrichment in the Religion and Ethics unit, and discuss the issues it raises. 2. Explore survivor testimony from the Holocaust together, such as material from the Holocaust Educational Trust, and talk about what your child has learned in class. 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	
• Jewellery Design - What is Memphis Design? Why is Phillipe Starke? What are Zaha Hadid's greatest works? Which of these designers do I prefer? How to sketch in 3D. What is the difference between Ferrous, Non Ferrous and Alloyed metals? How can I use 2D design to produce an original 3D product in Pewter? How to cast metal safely and accurately. How to finish metal to a mirror finish. • Causes and Concerns – How to "speak" in 3D. How can I create shapes/forms that communicate emotion? How can I develop a narrative using words and pictures? How to produce Isometric design drawings, how to render to show colour and texture. How the use of CAD can effectively show a design concept?	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. 2. Make sure your suggestions for help are accepted, two or three heads are better than one (they can ignore it later at school but will have a choice). 3. Help students with their research effort particularly by acting as a client or end user.
Consisting of:	2 x Lessons per fortnight
Food Technology	

What we're studying this year…	How parents and carers can help…
• Do you know how to prepare food safely? What are the critical temperatures when preparing food? How does bacteria multiply? Is all bacteria harmful? What are the symptoms of food poisoning? What are the types of contamination? How is food preserved? What are the nutrients teenagers need? • Can you describe a range of food allergies and intolerances? What are the functions of protein? What are amino acids? Can you describe what gelatinisation of starch means? What does coagulation mean? Can you set up a fair pastry test? What is a control sample? Can you explain the functions of ingredients of bread and yeast? Can you explain why carbohydrates are needed? Do you understand the different types of heat transfer? Practicals Spaghetti Bolognese, sweet and sour, toad in the hole, lemon cheesecake, mince pies, Bakewell tart, pasty investigation, macaroni cheese, enchiladas, chicken tikka masala, chicken stir fry, meatballs and tomato sauce, fish fingers and mayonnaise, flatbread and hummus.	1. To help you child organise themselves for practical lessons but encourage them to pack and weight ingredients themselves. To give them feedback on the dishes they make. 2. To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.
Consisting of:	2 x Lessons per fortnight
Art	
• The Project Project: How do you develop an idea? How can different approaches to drawing the same thing create very different results? How do you make 3D drawings? How do you play with ideas? Why is a sculpture of a drawing of a drawing of an apple not an apple? • Artist Research: How do you analyse Art? What is an artist's style? How do you know what a typical piece is? What objective elements can you comment on? How is mood created? What is a transcription? • Book Design: Independent working. How do you choose a personal theme? How do you show research? How do you respond creatively to a brief? How can you use exemplars without just copying them?	1. Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking. 2. Create space for them to work at home – preferably somewhere where they can leave work set up. 3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.
Consisting of:	2 x Lessons per fortnight
Drama	
Performing a script: Blood Brothers (GCSE link): How do we lift Drama from the page to the stage? How does our knowledge of the social, cultural historical background of a play impact our portrayal of characters? How do design elements (lights/sound/set/costume) impact a performance? How do we use these alongside acting to create audience impact? Theatre in Education and Devising (GCSE link); How can Theatre be used to educate and change society? Does it have that power? How do we create Drama from scratch? What skills are needed to create our own play? How can we use these skills to create educational theatre about issues that matter today? Stage Fighting: What is stage fighting? How do we do it? What is naturalism? How can we use this to create naturalistic theatre and build tension? How can we use physical control to create audience illusions?	1. Encourage students to get involved in extra curricular Drama (House Drama or the Main School production) 2. Take students to the theatre 3. Rehearse at home - help students learn their lines - encourage them to read the full play
Consisting of:	2 x Lessons per fortnight
Music	
• Developing Keyboard Performance: How can we refine the keyboard skills developed in Years 7 and 8? How do confident technique, accurate note reading and fluent hand coordination help us tackle more demanding music? What role does regular practice play in becoming an expressive performer? • Exploring Musical Elements: How do rhythm, melody, texture, dynamics, tempo and tonality shape the character of music? Why do composers make different musical choices to create contrast and interest? How can we recognise these features when listening and performing? • Musical Styles and Genres: What makes blues, reggae and pop music sound distinctive? How do styles such as swing, syncopation and the skank rhythm give music its unique character? Why have these musical traditions influenced so much of the music we hear today? • Harmony, Chords and Song Writing: How are chords built, and why are they so important in popular music? What are chord progressions, and why do so many songs use similar patterns? How can we use chords, melody and structure to create our own music? • Listening and Musical Understanding: How can we identify instruments, textures and musical features by ear? What can listening carefully tell us about the style, purpose and structure of a piece? How do musicians use musical vocabulary to describe what they hear?	• Encourage your child to practise little and often. Even a few minutes of regular keyboard practice, rhythm clapping or note reading will help to build confidence and fluency. • Listen to a range of music together and discuss what you hear. Can your child identify different musical styles, recognise repeating chord patterns or explain how the music creates different moods? • Encourage your child to perform the pieces they are learning at home and talk about the feedback they receive in lessons. Celebrating progress and perseverance will help them develop both confidence and resilience.

What we're studying this year…	How parents and carers can help…
• Performance and Creativity: How do musicians rehearse effectively and perform with confidence? How can improvisation and composition help us develop our own musical ideas? What makes a polished, expressive and engaging performance? •	
Consisting of:	2 x Lessons per fortnight
Dance	
Professional Repertoire: How do professional dancers combine skill, precision and artistry to create powerful performances? What physical and technical skills help a dancer perform with control, confidence and accuracy? Why do these skills matter when performing for an audience? Choreography and Dance Making: How can a simple stimulus inspire a dance? What happens when a movement idea is repeated, adapted or developed in different ways? How can dance relationships and choreographic devices help communicate meaning, emotion and intention? Musical Theatre: How do movement, character and storytelling come together on stage? What role do facial expressions, focus and projection play in bringing a performance to life? How can expressive skills help an audience understand a character or story?	1. Look through and learn the essential and desirable words from the Knowledge Organiser shared on Satchel1 2. Attend theatre trips to see professional dance companies 3. Watch 'Why study Dance? (3 min 22) https://www.youtube.com/watch?v=iOOp3tEEROg 4. 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:

Absence:	attendance@yateley.hants.sch.uk
Admin:	admin@yateley.hants.sch.uk
Examinations:	exams@yateley.hants.sch.uk
Finance:	finance@yateley.hants.sch.uk
Kitchen/catering:	kitchen@yateley.hants.sch.uk
Learning support:	studentsupport@yateley.hants.sch.uk
Pastoral/wellbeing:	Please email your child's tutor for pastoral issues. If you wish to contact the head of house then please email: ahoh@yateley.hants.sch.uk
Subject questions:	https://www.yateleyschool.net/staff-and-departments/

Personal Development Plan

What we're studying this year…	How parents and carers can help…
Tutor Time, Safeguarding & Personal Development Education	
• Mental Health, Emotions & Wellbeing: Supporting students to understand and manage their emotional wellbeing with increasing independence. Students explore how to recognise and understand emotions, practical strategies for managing stress and anxiety, and how and where to seek appropriate support for themselves or others. • Future Choices, Careers & GCSE Options: Helping students make informed decisions about their future. Students consider how their values and interests can influence career choices, explore different future pathways and learn how to make well-informed decisions about their Key Stage 4 options. • Drug Education, the Law & Managing Risk: Developing students' understanding of illegal drugs and how attitudes towards them can vary. Students explore the law relating to drugs, strategies for managing risk and the potential effects of alcohol and cannabis use. • Consent, Readiness & Intimate Relationships: Building students' understanding of healthy and respectful intimate relationships. Students explore freedom and capacity to consent, how to recognise pressure, how someone might know whether they are truly ready for sex, and how to manage the end of a relationship respectfully. • Sexual Health & Accessing Support: Giving students clear, practical knowledge to help them make informed decisions about their sexual health. Students learn about different types of contraception, sexually transmitted infections (STIs), how to protect themselves and how to access sexual health support and screening. • Extremism, Radicalisation & Misinformation: Helping students recognise and navigate risks within society and the online world. Students explore how PREVENT works to counter extremist radicalisation, where misogyny can come from and how harmful ideas and influences can spread. • AI, Online Influence & Digital Risk: Developing students' critical thinking when engaging with online information and technology. Students consider whether they can trust what they see online, including AI-generated content, and explore how online games may be designed to encourage spending. • First Aid & Emergency Response: Through a dedicated first-aid experience, students develop practical knowledge and confidence to respond in emergency situations and understand how their actions could help someone in need.	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. 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. 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). 2. Encouraging your child to participate in national focus days, especially if it is an area of interest. 3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.

National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week
Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day
National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week
Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions
STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day
World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week
Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week
National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week
Learning Disability Week	Father's Day	Children's Art Week	Thank You Day

World Population Day	Festival of British Archaeology			
			Consisting of:	5 x 25-minute tutor sessions per week

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.

careeers@yateley.hants.sch.uk

Getting started...

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

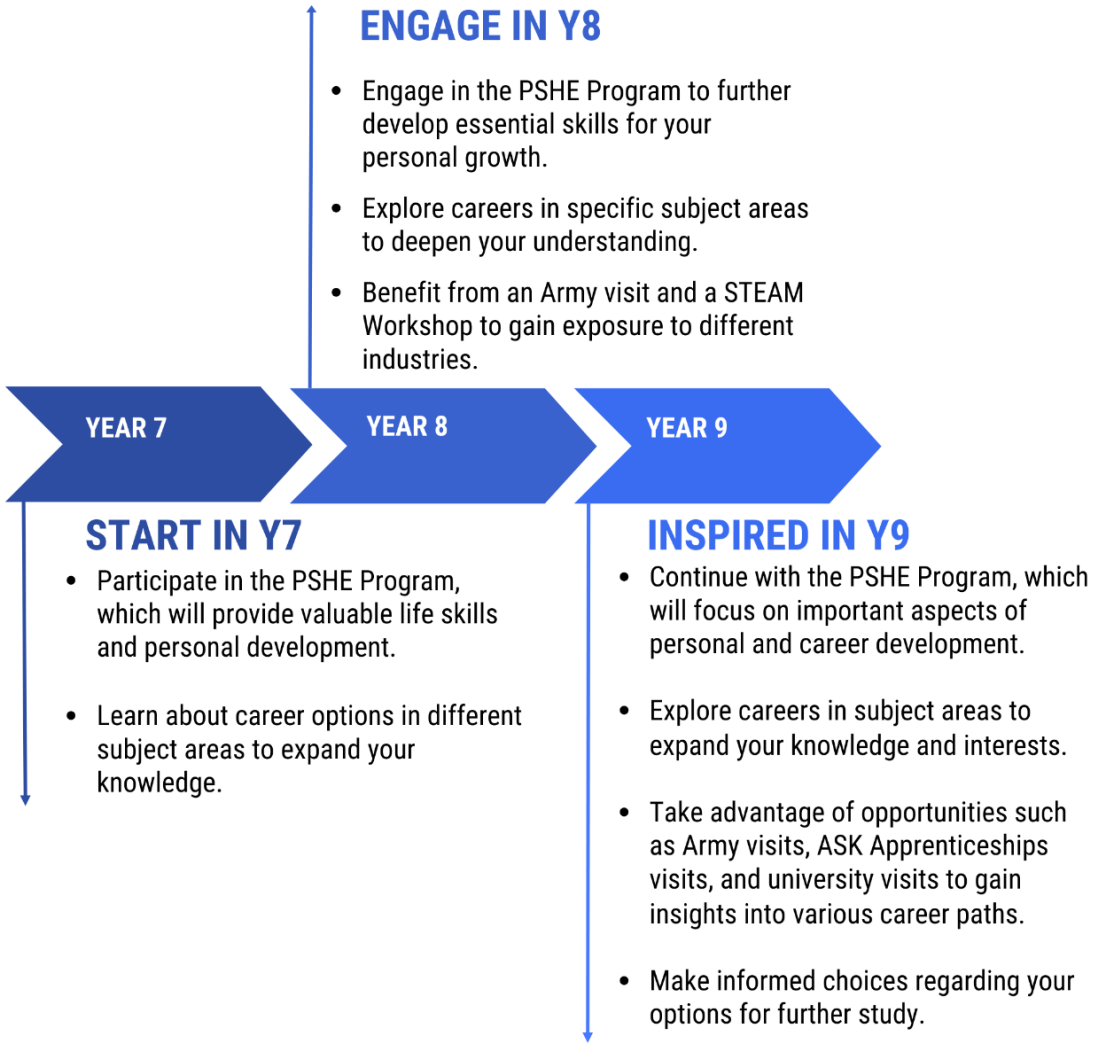
1. **Get to know yourself:** Take a moment to reflect on your interests, strengths, and values. Think about the subjects and activities that bring you joy and the skills that come naturally to you. Explore a variety of subjects, hobbies, and extracurricular activities to discover what resonates with 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.



CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

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

careeers@yateley.hants.sch.uk

#1 Open Evening

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

#2 Twitter

Follow Yateley School Careers on Twitter @Careers_YS for daily updates, information, and helpful links/resources to support your career planning.

#3 Unifrog #1

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

#4 Unifrog #2

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

#5 Apprentice #1

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

#6 Apprentice #2

Explore

www.gov.uk/apply-apprenticeship

for apprenticeship opportunities.

#7 Volunteer

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

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