

# 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

x6 lessons



### SCIENCE

x6 lessons



### PHYSICAL EDUCATION

x2 lessons



### PSHE

x1 lesson



### HISTORY

x3 lessons



### GEOGRAPHY

x3 lessons



### MFL

x4 lessons



### COMPUTER SCIENCE

x1 lesson



### RELIGIOUS STUDIES

x1 lessons



### DESIGN TECHNOLOGY

x1 lesson



### FOOD TECHNOLOGY

x1 lesson



### ART

x1 lesson



### DRAMA

x1 lesson



### MUSIC

x1 lesson



### DANCE

x1 lesson

## OUR LEARNING VALUES



### AMBITIOUS

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



### CURIOS

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



### TENACIOUS

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

## OUR CULTURAL VALUES



### READY

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



### RESPECTFUL

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



### SAFE

Work together to keep each other safe from any harm.

## 2024-25 Calendar

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

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

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

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

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

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## Dates, Events and Extra Curricula Opportunities

## Holiday Dates:

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

INSET Dates for 2024-2025	
Date	Event
Monday 02 September 2024	INSET Day #1
Tuesday 03 September 2024	Year 7 and Year 12 only
Wednesday 04 September 2024	08.45am = Y7 and Y10   10.20am = Y8, Y9, Y11, Y12 and Y13
Wednesday 25 September 2024	1.10pm finish
Tuesday 11 November 2024	INSET Day #2
Friday 29 November 2024	INSET Day #3
Friday 20 December 2024	1.10pm finish
Thursday 23 January 2025	INSET Day #4
Wednesday 26 March 2025	INSET Day #5
Progress Reporting	
Thursday 07 November 2024	Academic Report #1
Thursday 14 November 2024	Year 8 Parents' Evening
Thursday 27 February 2025	Academic Report #2
Thursday 19 June 2025	Academic Report #3

## Communication:

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



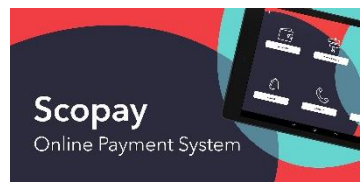
my **childs**at school.com



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



See the homework/classwork we are setting at school.



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



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

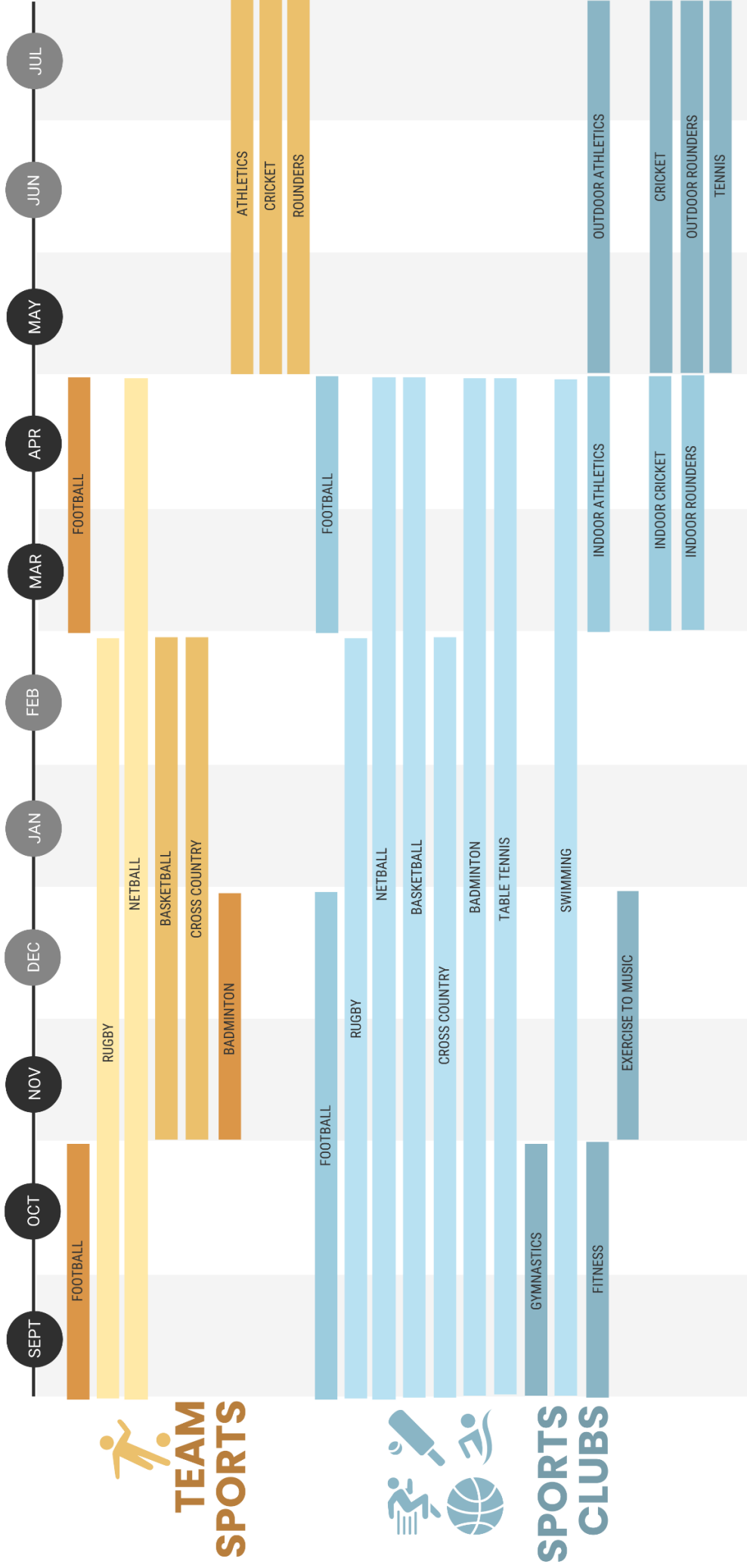
<https://www.yateleyschool.net/newsletters-2024-25>

## Extra Curricula Opportunities (by category)

Extra Curricula Activity:	Start	End	Participating Year Groups							Location	Contact
			7	8	9	10	11	12	13		
<b>Student Groups</b>											
Anti-Bullying Ambassadors	Sep	Jul								TBC	Mr R Keeble
Welfare and Wellbeing	Sep	Jul								TBC	Mr R Keeble
Inclusivity and Diversity	Sep	Jul								TBC	Mr R Keeble
Student Voice	Sep	Jul								TBC	Mr R Keeble
<b>Subject Workshops</b>											
<b>Art:</b> GCSE Booster Sessions	May	Apr								B3.5	Mrs S Breen
<b>Art:</b> KS3 Club	Oct	Jul								B3.5	Mrs S Breen
<b>Business Studies:</b> Christmas Fair	Sep	Dec								School Hall	Miss J Nicholson
<b>Business Studies:</b> Young Enterprise	Sep	Apr								BB4	Mr J Burgham
<b>Computing:</b> Computer Club	Sep	Jul								C2.8	Mrs C Cobbold
<b>English:</b> Creative Writing Club	Sep	Jul								D1.5	Mrs S Meadows
<b>English:</b> Debate Club	Sep	Jul								D1.8	Mrs C Robinson
<b>History:</b> History Club	Sep	Jul								D2.4	Miss N Davies
<b>Food:</b> Baking Club	Apr	May								TE2	Mrs J Buttle
<b>Maths:</b> Wednesday club/drop-in	Sep	Jul								C2.1	Mrs K Colloff
<b>Maths:</b> Sixth Form Wed drop-in	Sep	Jul								C2.1	Mrs K Colloff
<b>Maths:</b> Cipher Challenge	Sep	Dec								C2.7	Mrs K Colloff
<b>Photography:</b> Y9 Workshop	Jun	Jul								B3.3	Miss N Parish
<b>Tech:</b> STEM Master Classes	Sep	Jul								BG1	Miss S Williams
<b>Tech:</b> Wednesday Maker Space	Sep	Jul								BW1	Ms S Coffey
<b>Performing Arts: Dance</b>											
Dance Live Auditions (Mon-16-Sep)	Sep									Dance Studio	Mrs H Wearing
Dance Live 2025 (Tue-04-Feb-25)	Sep	Feb								Portsmouth	Mrs H Wearing
House Dance (14+15-Oct-24)	Sep	Oct								Dance Studio	Mrs H Wearing
KS3 Dance Club	Sep	Jul								Dance Studio	Mrs H Wearing
Gremlin Dance Challenge (12-Mar-25)	Jan	Mar								TBC	Mrs H Wearing
Boys Dance Project	Jan	Mar								Dance Studio	Mrs H Wearing
<b>Performing Arts: Drama</b>											
House Drama Rehearsals	Sep	Oct								Drama Studio	Mrs A Affleck-Cruise
House Drama Performance	Nov									Drama Studio	Mrs A Affleck-Cruise
Main school rehearsals + show	Nov	Jul								Drama Studio	Mrs A Affleck-Cruise
<b>Performing Arts: Music*</b>											
Christmas Concert	Dec									Main Hall	Mr R Croft
Guitar Ensemble (Tue breaktime)	Sep	Jul								Music block	Mr R Croft
Choir (Wed lunchtime)	Sep	Jul								Music block	Mr R Croft
Music tech club (Thu lunchtime)	Sep	Jul								Music block	Mr R Croft
House Music	Sep	Mar								Music block	Mr R Croft
<b>Clubs, Societies and Awards</b>											
Chess Club	Sep	Jul								B1.1	Mr J Messenger
Architecture Design Group	Oct	Jun								TE1	Mr D Sibbald
Carnegie Shadowing Book Club	Mar	Jun								Library	Mrs J Hood
The Brilliant Club (by invitation)	Oct	Feb								Educational	Mrs C Cobbold
Dungeons and Dragons (Thur)	Sep	Jul								H1.B	Mrs H Cherniawsky
Duke of Edinburgh Award- Bronze	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Silver	Sep	Jul								Event/Visit	Mrs C Uttley
Duke of Edinburgh Award- Gold	Sep	Jul								Event/Visit	Mrs C Uttley
<b>Trips and Visits</b>											
<b>Criminology:</b> Justice Museum	Jun									Trip/Visit	Mrs J Rampton
<b>Criminology:</b> Old Bailey	Dec									Trip/Visit	Mrs J Rampton
<b>Psychology:</b> Derren Brown	Oct									Trip/Visit	Mrs R Short
<b>Drama:</b> Woman in Black	Nov									Trip/Visit	Mrs A Affleck-Cruise
<b>Philosophy:</b> Conference	Dec									Trip/Visit	Mr A Bristow
<b>Politics:</b> Speakers & Parliament	Dec									Trip/Visit	Mr G Donohoe
<b>Tech:</b> The Design Museum	Feb									Trip/Visit	Mr D Sibbald
<b>RS:</b> Gurdwara - Sikhism Trip	Apr									Trip/Visit	Mr A Bristow
<b>RS:</b> Local Church	Oct									Trip/Visit	Mr A Bristow
<b>RS:</b> Auschwitz and Krakow	Jul									Trip/Visit	Mr A Bristow
<b>RS:</b> Places of Worship (Reading)	Jul									Trip/Visit	Mr A Bristow
<b>English:</b> An Inspector Calls Trip	TBC									Trip/Visit	Mrs S Meadows
<b>English:</b> Romeo and Juliet Trip	TBC									Trip/Visit	Mrs S Meadows
<b>English:</b> Poetry Live Trip	TBC									Trip/Visit	Mrs S Meadows

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

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





# CAREERS IN KEY STAGE 3 @YATELEY SCHOOL

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

careers@yateley.hants.sch.uk

## Getting started...

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

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

## ENGAGE IN Y8

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

YEAR 7

YEAR 8

YEAR 9

## START IN Y7

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

## INSPIRED IN Y9

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



## Core Subjects:

What we're studying this year...	How parents and carers can help...
<b>English</b>	
<p>- <b>Travelling the World:</b> 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?</p> <p>- <b>Understanding Victorian England – Extracts from Victorian Literature:</b> 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?</p> <p>- <b>Dystopian Fiction - The Hunger Games and Conflict poetry:</b> 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?</p> <p>- <b>Understanding Shakespeare -The Tempest:</b> 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?</p> <p><b>Descriptive Writing and Reading for Pleasure:</b> How can a writer use visual images to inspire creative texts? How can you find the right words to express what you're feeling?</p>	<ol style="list-style-type: none"> <li>1. Visit Yateley Library or charity/book shops to find reading material that both you and your child enjoy and can share the pleasure of reading.</li> <li>2. Show awareness that language has power - engage in conversations with your child to discuss how the intent of certain vocabulary choices and imagery can impact its audience. This might be discussing the ideas presented in a work of fiction or discussing the language choices in an advert or news article.</li> <li>3. By contacting the English department whenever you need additional support or have questions about the course <a href="mailto:English@yateley.hants.sch.uk">English@yateley.hants.sch.uk</a>.</li> </ol>
<b>Consisting of:</b> 7 x Lessons per fortnight	
<b>Mathematics</b>	
<p><b>September-December:</b> Can every number in the world be written as the product of a set of prime numbers? Does algebra still work with negative numbers and indices? How many different shapes can you construct with a compass and ruler? How does one value relate to another if they are in proportion? How many different types of sequence are there? What information can be derived from the angles in a polygon?</p> <p><b>January-April:</b> Can every equation be solved? What is a prism? How do you compare length, area or volume of two similar shapes? What does it mean if two graphs have the same coordinate? What is the likelihood of two events happening?</p> <p><b>May-July:</b> Given the final price, what was the original price? How much money will you owe if you borrow money over several years? How many lengths and angles can you find in a right-angle triangle?</p>	<ol style="list-style-type: none"> <li>1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson.</li> <li>2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help.</li> <li>3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has improved. This should involve 'doing' some Maths.</li> </ol>
<b>Consisting of:</b> 6 x Lessons per fortnight	
<b>Science</b>	
<ul style="list-style-type: none"> <li>• <b>Biology:</b> 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?</li> <li>• <b>Chemistry:</b> 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 be 160 million different chemicals in the world but only 100 types of atom?</li> <li>• <b>Physics:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>1. Set time aside to talk through the Science that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life.</li> <li>2. There are many science programmes on TV now, some are specific to physics (watching anything presented by Brian Cox or Jim Al-Khalili would be excellent), other programmes are specific to biology and chemistry, BBC, Discovery Channel &amp; Smithsonian are good sources.</li> <li>3. Visit the Science &amp; Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.</li> </ol>
<b>Consisting of:</b> 6 x Lessons per fortnight	



Physical Education	
<ul style="list-style-type: none"> <li>Do you promote the enjoyment and engagement in physical activity in lessons and extracurricular activities?</li> <li>Have you developed basic skills and applied them to more complex movement patterns?</li> <li>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?</li> <li>Have you developed the skills needed to evaluate your own performance as well as the performance of others?</li> <li>Can you identify the core values and strength of character; respect, humility, ambition and tenacity? (accepting defeat and failure with a positive mind-set).</li> <li>Can you explain what leadership is and identify qualities of good leaders?</li> <li>Can you safely lead warm ups and cool downs for teammates and peers?</li> <li>Have you developed your curiosity, having a deeper understanding of how the body works and responds to physical activity using the Components of Fitness?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships.</li> <li>Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.</li> <li>Encourage face to face socialising.</li> </ol>
<b>Consisting of:</b>	
2 x Lessons per fortnight	
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
<ul style="list-style-type: none"> <li><b>Celebrating Diversity and Equality:</b> LGBT+ - what is it? LGBT+ - homophobia in society. Support someone (LGBT focus). LGBT – challenging homophobia. Transphobia. LGBT – Coming Out.</li> <li><b>Health and Wellbeing:</b> 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?</li> <li><b>Rights, Responsibilities and British Values:</b> Laws. Desert island making decisions. Criminal laws and society. Desert island living. Desert island living complete. How are laws made in society? Prison reform and punishment.</li> <li><b>Life Beyond School:</b> What are enterprise skills? Proud to be me. Careers interests and jobs. Boosting self-esteem. FC – Labour market information. FC – exploring careers.</li> <li><b>Staying Safe, Online &amp; Offline:</b> 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.</li> <li><b>Relationships and Sex Education:</b> RSE – Sexual orientation. RSE – What is gender identity? RSE – What is RSE? RSE – Dealing with conflict. RSE – Healthy respectful relationships. RSE – What is love? Introduction to contraception. Periods and menstrual cycle.</li> </ul>	<ol style="list-style-type: none"> <li>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.</li> <li>Go through any resources which are shared from the school for further information</li> <li>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.</li> </ol>
<b>Consisting of:</b>	
1 x Lesson per fortnight	

### Ebaccalaureate Subjects:

What we're studying this year...	How parents and carers can help...
<b>History</b>	
<ul style="list-style-type: none"> <li><b>Tudor England:</b> 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?</li> <li><b>Stuart England:</b> Who was the most responsible for the Gunpowder Plot? Why did civil war break out in England? Who had the most power after 1660?</li> <li><b>Industrial Revolution:</b> 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?</li> <li><b>Empire &amp; Slavery:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>Visiting sites and museums such as the Victoria and Albert Museum, The British Museum, the Museum of London and Hampton Court will bring the subject to life!</li> <li>By engaging in conversations with your child to connect them with their family history and, by extension, to the world around them. When discussing History always be keen to ask "why?" to boost their understanding and develop deeper thinking.</li> <li>By contacting the History department whenever you need additional support or have questions about the course <a href="mailto:history@yateley.hants.sch.uk">history@yateley.hants.sch.uk</a>.</li> </ol>
<b>Consisting of:</b>	
3 x Lessons per fortnight	

<b>Geography</b>	
<ul style="list-style-type: none"> <li>• <b>Study of the Middle East:</b> Why is the Middle East an important world region? How does physical Geography influence the region? Why is the population so diverse?</li> <li>• <b>Urbanisation:</b> 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?</li> <li>• <b>Coasts:</b> Why are coasts important? What processes operate on coastlines? What are coastal landforms? How can we protect our coastlines?</li> <li>• <b>Globalisation:</b> How global are you? What are TNCs? How is the world interconnected? What are the impacts of globalisation?</li> <li>• <b>How do tropical storms and tornadoes differ?:</b> Where do tropical storms form? How do the impacts differ between developed and developing countries? How are tornadoes different from tropical storms?</li> <li>• <b>Fieldwork:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>1. Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments</li> <li>2. Watch Geographical documentaries and television programmes</li> <li>3. Discuss what is in the news – lots of stories relate and link to Geography.</li> <li>4. By contacting and following @Geography_YS on twitter for department updates and articles. For further recommendations contact Geography@yateley.hants.sch.uk</li> </ol>
<b>Consisting of:</b>	
3 x Lessons per fortnight	
<b>French</b>	
<ul style="list-style-type: none"> <li>• <b>Media:</b> Can I say what I do online and discuss what TV, films, and books I like and dislike?</li> <li>• <b>A visit abroad:</b> 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?</li> <li>• <b>My identity:</b> How do I present myself to others through personality, clothes, music you like and my passions in life?</li> <li>• <b>Where I live:</b> Where do I live, what is my house like? Can I use 3 tenses to describe planning for and looking back on a party?</li> <li>• <b>Talents:</b> Do I have a special talent? Can I use modal verbs to persuade others to join in with activities?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
<b>Consisting of:</b>	
2 or 4 x Lessons per fortnight	
<b>German</b>	
<ul style="list-style-type: none"> <li>• <b>Who I am:</b> 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?</li> <li>• <b>Family &amp; Pets:</b> 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?</li> <li>• <b>Where I live:</b> Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Germany?</li> <li>• <b>School:</b> What is in my school bag and what colours are they? How is my daily routine before and after school?</li> <li>• <b>Food:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
<b>Consisting of:</b>	
0 or 2 x Lessons per fortnight	
<b>Spanish</b>	
<ul style="list-style-type: none"> <li>• <b>Who I am:</b> Can I describe myself, my age, birthday, what I look like, where I live and the weather?</li> <li>• <b>Family &amp; Pets:</b> 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?</li> <li>• <b>Where I live:</b> Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Spain?</li> <li>• <b>School:</b> What is in my school bag and what colours are they? How is my daily routine before and after school?</li> <li>• <b>Food:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
<b>Consisting of:</b>	
0 or 2 x Lessons per fortnight	

Computer Science	
<ul style="list-style-type: none"> <li><b>September-December:</b> 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?</li> <li><b>January-April:</b> How do networks work? How can I program a simple website?</li> <li><b>May-July:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage your child to understand how important ICT &amp; Computing are to their future life, explain how you use it in your lives.</li> <li>Encourage your child to approach their ICT &amp; Computing homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help before the due date.</li> <li>Encourage your child to contact their teacher if they are struggling with a topic to get extra help.</li> </ol>
<b>Consisting of:</b>	1 x Lesson per fortnight

## Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
<b>Religious Studies</b>	
<ul style="list-style-type: none"> <li><b>Who was Jesus?</b> Where did Jesus grow up? What is a parable and is it a good way to teach a lesson? Did Jesus perform miracles? What does resurrection mean for Christians? Was Jesus an ordinary man?</li> <li><b>Buddhism:</b> Who was the Buddha? Why did a prince in Nepal leave his palace? Why is there suffering in the world? How does meditation help Buddhists to become better people? What are the key teachings of Buddhism? What are the four Noble Truths and the Eightfold Path? How do Buddhist monks live?</li> <li><b>Inspirational figures: Gandhi</b> Who was Gandhi? How did Gandhi use peaceful protest to challenge injustice? What happened at Amritsar? How did Gandhi challenge the British Empire and help gain independence for India?</li> </ul>	<ol style="list-style-type: none"> <li>Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship.</li> <li>By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press.</li> <li>Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.</li> </ol>
<b>Consisting of:</b>	1 x Lesson per fortnight
<b>Design Technology</b>	
<ul style="list-style-type: none"> <li><b>Cereal Box Design</b>– 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?</li> <li><b>Lighting Project</b>– 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?</li> </ul>	<ol style="list-style-type: none"> <li>Visit the Design Museum in London and the Royal College of Art Summer Show which features Product Design, Architecture, Textiles and the whole range of Design special areas.</li> <li>Make sure your suggestions for help are accepted, two or three heads are better than one (they can ignore it later at school but will have a choice).</li> <li>Help students with their research effort particularly by acting as a client or end user.</li> </ol>
<b>Consisting of:</b>	1 x Lessons per fortnight
<b>Food Technology</b>	
<ul style="list-style-type: none"> <li>Can you design a muffin with a healthy balance of nutrients? Can you describe the functions of ingredients in muffins?</li> <li>What information do food labels contain? How are they useful?</li> <li>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?</li> </ul> <p><b>Practicals:</b></p> <ul style="list-style-type: none"> <li>Muffins, soup, Swiss roll, bread rolls, bread investigation, Easter biscuits, egg fried rice, Singapore noodles, pasta salad, chocolate chip cookies</li> </ul>	<ol style="list-style-type: none"> <li>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..</li> <li>To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.</li> <li>To regularly check their tasks on 'show my homework' and discuss their work with them.</li> </ol>
<b>Consisting of:</b>	1 x Lesson per fortnight
<b>Art</b>	
<ul style="list-style-type: none"> <li><b>Introduction to Developing an Idea:</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking.</li> </ol>

<ul style="list-style-type: none"> <li>• <b>Clay Figures:</b> 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?</li> <li>• <b>Story Boards (Introduction to Independent Ideas):</b> 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?</li> </ul>	<ol style="list-style-type: none"> <li>2. Create space for them to work at home – preferably somewhere where they can leave work set up.</li> <li>3. Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.</li> </ol>
<b>Consisting of:</b>	
<b>Drama</b>	
<ul style="list-style-type: none"> <li>• <b>Creating a Character:</b> 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 dialogue? How do we write this to show a character? How can this be developed and refined in a performance?</li> <li>• <b>Commedia del arte:</b> 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?</li> <li>• <b>Melodrama:</b> 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?</li> <li>• <b>Option: Macbeth (GCSE link):</b> 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 21<sup>st</sup> Century audience? How can characters be developed from script to performance? How can staging be used to impact an audience?</li> <li>• <b>Option: Grand Guignol:</b> How can the skills of 18<sup>th</sup> 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?</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage students to get involved in extracurricular Drama (House Drama or the Main School production)</li> <li>2. Take students to the theatre</li> <li>3. Rehearse at home - help students learn their lines - encourage them to read the full play</li> </ol>
<b>Consisting of:</b>	
<b>Music</b>	
<p>The Year 8 music curriculum is designed to build upon the foundational skills acquired in Year 7, with a focus on more complex musical concepts and techniques.</p> <ul style="list-style-type: none"> <li>• <b>Elements of Music:</b> The curriculum will cover timbre, texture, tempo, dynamics, melody, structure, rhythm, and tempo. Students will analyse and practice these elements through various musical pieces and exercises.</li> <li>• <b>Instrument Families:</b> Students will gain a deeper understanding of different instrument families, including strings, brass, woodwind, and percussion. They will explore the unique timbres and roles of each family in an ensemble.</li> <li>• <b>Rhythms and Tempo:</b> Instruction will include advanced rhythmic patterns and meters. Students will practice syncopated rhythms, dotted notes, ties, and various time signatures to enhance their rhythmic proficiency.</li> <li>• <b>Tonality and Harmony:</b> Students will explore major and minor keys, along with scales and chord progressions. They will practice playing and identifying different tonalities and harmonies, enhancing their musical ear and theoretical knowledge.</li> <li>• <b>Composition:</b> Through the use of logic and other DAWs the students will start creating their own ideas and become more proficient at using the music tech we have available in the music suite.</li> </ul>	<ol style="list-style-type: none"> <li>1. Supporting students in their aspiration to learn to play chosen music instrument.</li> <li>2. By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.</li> <li>3. Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.</li> <li>4. Visiting music concerts, festivals and gigs with your child.</li> </ol>
<b>Consisting of:</b>	

Dance	
<p><b>Cultural Dance: Africa:</b> What are the stylistic features of African Dance? Where did the 'Gumboot Dance' originate from and why? How is 'The Lion King' musical so successful through Dance and Movement skills? What performance skills are required as a professional dancer in a performance?</p> <p><b>Cyber Dance:</b> How can the body move in isolation to look mechanical? How can movement be developed? What ways can dance relationships be explored?</p> <p><b>Social Dance/lindy Hop</b> - Where did the Charleston originate? How is it still relevant today? What are air lifts? How can a dancer show musicality and projection in performance? Why are transitions important?</p> <p><b>Abstract movement using a prop:</b> How can everyday behaviour be made into a dance piece? Inspiration taken from Rosas Danst Rosas and 'Office Life' by Pacman. How can counterpoint be used in choreography?</p>	<ol style="list-style-type: none"> <li>1. Encourage them to want to do well regardless of their interest or experience – Dance is for all!</li> <li>2. Understand that Dance is more than just performing, it is about thinking, having self discipline and a desire to improve, being able to work alone and with others</li> <li>3. Encourage your child to get involved in clubs, House Dance and local dance competitions that the school enters into e.g Dance Live! and the Gremlin Dance Challenge</li> </ol>
<b>Consisting of:</b>	1 x Lesson per fortnight

## Still got questions?

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

**Admin:** [admin@yateley.hants.sch.uk](mailto:admin@yateley.hants.sch.uk)

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

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

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

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

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

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

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

## Personal Development Plan

What we're studying this year...	How parents and carers can help...
<b>Tutor Time, Safeguarding &amp; Personal Development Education</b>	
<ul style="list-style-type: none"> <li>• <b>Peer on Peer - Child on Child (Term 1):</b> Looking into the different forms of child on child abuse that can happen, examples being Bullying (including cyberbullying), Online safety and social media, Prejudice based bullying, Upskirting.</li> <li>• <b>Crime (Term 2):</b> Education and support around crime, examples being Child abduction, County Lines, Cybercrime, Family members in prison. Serious violent crime (violence) and organise crime groups, Sharing of nude/semi-nude images (including sexting), Trafficking.</li> <li>• <b>Different Forms of Abuse (Term 3):</b> Education and awareness of the different forms of abuse and how students might recognise them and seek support, examples being Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Domestic Abuse, Emotional Abuse, Financial Abuse, Grooming, Neglect, Physical and Verbal Abuse, Sexual Abuse, Sexual Harassment and Violence, etc.</li> <li>• <b>Charity (Term 4):</b> Looking into not only the house charities but local community charities. What do we know about the charities and what is charity important? What can we do as individuals, groups or a school as a whole to support charities?</li> <li>• <b>Mental Health (Term 5):</b> Looking into understanding and being able to identify the impact of mental health and wellbeing which also includes the awareness of Peer on Peer (Child on Child) Abuse and Teenage Relationships.</li> <li>• <b>Single Focus Points (Term 6):</b> One off topic which are covered, examples being Homelessness, Hazing or Initiation Rituals, Children Missing from Education (CME), Stalking, Honour Based Abuse and Radicalisation, etc.</li> <li>• <b>Literacy Development (Term 1 to 6):</b> Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language.</li> </ul>	<ol style="list-style-type: none"> <li>1. By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins.</li> <li>2. By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year.</li> <li>3. Go through any resources which are shared from the school for further information</li> </ol>
<b>Consisting of:</b> 5 x 25-minute tutor sessions per week	

What we're studying this year...	How parents and carers can help...																																												
<b>National Focus Days</b>																																													
<ul style="list-style-type: none"> <li>• There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:</li> </ul> <table border="1" data-bbox="113 1335 962 1935"> <tbody> <tr> <td>National Read A Book Day</td> <td>Sexual Health Week</td> <td>Youth Mental Health Day</td> <td>Recycle Week</td> </tr> <tr> <td>Black History Month</td> <td>National Braille Week</td> <td>Family Learning Festival</td> <td>ITS NOT OK Day</td> </tr> <tr> <td>National Stress Awareness Day</td> <td>Remembrance Day</td> <td>Anti-Bullying Week</td> <td>Road Safety Week</td> </tr> <tr> <td>Veg Pledge</td> <td>Christmas Jumper Day</td> <td>National Grief Awareness Week</td> <td>New Year's Resolutions</td> </tr> <tr> <td>STIQ Day</td> <td>Big Energy Saving Week</td> <td>Parent Mental Health Day</td> <td>LGBT History Month</td> </tr> <tr> <td>Time to Talk Day</td> <td>Sexual Abuse &amp; Sexual Violence Awareness Week</td> <td>Children's Mental Health Week</td> <td>Safer Internet Day</td> </tr> <tr> <td>World Book Day</td> <td>100 Miles in March for Mind</td> <td>National Careers Week</td> <td>British Science Week</td> </tr> <tr> <td>Mothering Sunday</td> <td>Stress Awareness Month</td> <td>National Share A Story Month</td> <td>Mental Health Awareness Week</td> </tr> <tr> <td>National Children's Day</td> <td>National Conversation Week</td> <td>Child Safety Week</td> <td>BNF Healthy Eating Week</td> </tr> <tr> <td>Learning Disability Week</td> <td>Father's Day</td> <td>Children's Art Week</td> <td>Thank You Day</td> </tr> <tr> <td>World Population Day</td> <td>Festival of British Archaeology</td> <td></td> <td></td> </tr> </tbody> </table>	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			<ol style="list-style-type: none"> <li>1. By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).</li> <li>2. Encouraging your child to participate in national focus days, especially if it is an area of interest.</li> <li>3. Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.</li> </ol>
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