



**DREAM
BELIEVE
ACHIEVE**



ENRICHMENT

2025-2026

“

One
opportunity
used wisely
can change
your life
dramatically

”

Welcome

Welcome to our 'Enrichment and Intervention' curriculum programme. During last period, every Thursday afternoon, we will be offering our pupils opportunities that will enrich their education by building relationships through community involvement, volunteering and achieving success in areas other than curriculum subjects.

Each project has been linked to one of our school values: opportunity, health, resilience, responsibility, respect, relationships. Some of the activities offered are not available in any other North Devon school. Many are certificated, or competition-based, which will enhance future CVs and college/job applications.

The variety of offers should provide something for everyone, whatever their interests.

Fundamentally, we want our pupils to become independent, resourceful, and responsible citizens of the future with broad experiences that enhance their GCSE achievements, to give them the widest opportunity for future careers and life-long learning.

How to choose your activities

Across the school year there will be three terms of enrichment and intervention. Activities will run for 10-13 weeks, and you will need to choose 3 options for each term. **Some may run over more than one term: please be aware of this when choosing your activities.**

Intervention will also happen during this time and some pupils will be selected by curriculum areas to receive additional help and support with individual subjects. This will take priority over enrichment choices. All Year 11 pupils will be allocated 6 weeks of intervention during term 3 to help them prepare for their GCSE examinations.

We strongly encourage choosing a variety of activities: you need to opt for 9 different activities across the year. Do not opt for the same activities each term (unless they span across 2-3 terms!), this does not increase chance of getting the activity and can result in being allocated something that wasn't chosen. We do look at all 9 choices if needed to allocate an activity.

We suggest that you read through all the offers first before making your selections, don't assume you know what it is going to be!

You need to complete the *Microsoft Forms* with your **three choices for each term** (=9 choices) by **Monday 30th June 2025**.

Wherever possible, we will endeavour to ensure that you receive one of your choices per term.

Go to your school email where you will find a link to the Microsoft form, in an email from Ms Royse, entitled 'E & I 2025-2026'.

Any questions, please speak to Ms Royse.

A-Z of Enrichment Activities

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A history of UK music and club culture - from Disco to Dubstep!

Staff Lead:		Mr Anderson
Activity Outcome/Goal:		Pupils will have an increased appreciation and understanding of UK culture and the immeasurable contribution from other countries and the immigrant population.
How will it be assessed:		There won't be a formal assessment but pupils could produce a resource to represent what they have learnt and to be used in subsequent years.
What will I be doing?	Week 1:	James Brown - the Godfather
	Week 2:	Windrush Generation - UK Soundsystem culture, Notting Hill Carnival
	Week 3:	Welcome to the Disco! / Blues dances / UK jazz funk / two-step
	Week 4:	New Romantics - Sade, Spandau Ballet, Culture Club
	Week 5:	Hip-Hop and the origins of sampling
	Week 6:	UK Soul - Ray Petri, Massive Attack, Neneh Cherry, Soul II Soul
	Week 7:	Summers of Love - Ibiza to the UK, origins of house music
	Week 8:	UK rave culture / Acid House / bedroom producers
	Week 9:	Hardcore / the origins of Jungle / Rage / Goldie / Speed and Tempo
	Week 10:	The offspring of jungle - UK Garage, Broken Beat, Dubstep
	Week 11:	The Golden Age of club and DJ culture
	Week 12:	The death of the superclub and what's left now



Animal Care and Conservation

Staff Lead:		Mrs Knight / Mr Rawle
Activity Outcome/Goal:		You will learn about the incredible wildlife in North Devon and beyond, how important looking after our animals and environment is and how industries such as farming and the Army support conservation effort. You will learn how our wonderful domestic dogs can help support people with medical conditions and support the Army and Police. You will learn why our oceans are important and what a special area North Devon is!
How will it be assessed:		Produce a leaflet to share information with primary school pupils on one of the animal charities that they have experienced.
What will I be doing?	Week 1:	British wildlife, why is it important, how should we take care of it? Visit from a wildlife charity.
	Week 2:	Exotic animals, how can we care for our non-native animals? Visit from Really Wild Learning.
	Week 3:	Animals in captivity. Visit from Exmoor Zoo.
	Week 4:	Conservation in farming. Visit from a local farmer.
	Week 5:	Dogs with jobs. Lenny the 'pets as therapy' dog visits, talk about guide dogs or medical detection dogs.
	Week 6:	Wildlife in North Devon. The Devon Wildlife Trust.
	Week 7:	How do the Army address conservation?
	Week 8:	North Devon surfing reserve. Surfers against sewage.
	Week 9:	Marine conservation. How to take care of our seas.
	Week 10:	Visit from North Devon Falconry.
	Week 11:	Produce a leaflet to share information with primary school pupils on one of the animal charities that they have experienced.
	Week 12:	Produce a leaflet to share information with primary school pupils on one of the animal charities that they have experienced.



Art Project

Staff Lead:		Mrs Whitney
Activity Outcome/Goal:		Goal: To create a visually compelling and conceptually meaningful piece of art that showcases technical skill, creativity, and personal expression. The project will focus on developing a unique artistic style while exploring new techniques and materials.
How will it be assessed:		Submission of final piece - that could be used for GCSE Art or by AQA unit Award: ART RESEARCH PROJECT (Level 1)
What will I be doing?	Week 1:	<i>Phase 1: Concept Development (Weeks 1-3)</i> Brainstorming & Inspiration Gathering: Research artists, techniques, and themes that resonate with you. Create mood boards or sketches to refine your idea.
	Week 2:	Sketching & Composition Planning: Explore thumbnail sketches and layouts, testing different compositions. Establish the key elements of your project.
	Week 3:	Materials & Technique Exploration: Experiment with different media and tools to determine the best fit for your vision. Practice techniques that will be central to your project.
	Week 4:	<i>Phase 2: Creation Process (Weeks 4-9)</i> Rough Draft & Underpainting/Base Layers: Begin your project with foundational work, blocking in major shapes, colours, and textures.
	Week 5:	Rough Draft & Underpainting / Base Layers: Begin your project with foundational work, blocking in major shapes, colours, and textures.
	Week 6:	Building Details & Refining Techniques: Focus on developing finer details and enhancing textures, shadows, and highlights.
	Week 7:	Building Details & Refining Techniques: Focus on developing finer details and enhancing textures, shadows, and highlights.
	Week 8:	Advanced Layering & Depth Building: Deepen the richness of your piece through additional refinement, ensuring balance and harmony in composition.
	Week 9:	Advanced Layering & Depth Building: Deepen the richness of your piece through additional refinement, ensuring balance and harmony in composition.
	Week 10:	<i>Phase 3: Finalisation & Presentation (Weeks 10-12)</i> Finishing Touches & Polish: Assess your work critically – adjust contrast, refine edges, and add subtle elements that bring depth and cohesion.
	Week 11:	Review & Peer Feedback: Share your work with others for constructive feedback. Make any final adjustments based on insights received.
	Week 12:	Presentation & Reflection: Prepare your piece for exhibition, framing, or digital showcase. Reflect on your progress and lessons learned.

Autumn Rag Wreaths and Bunting

Staff Lead:		Mrs Richardson
Activity Outcome/Goal:		Pupils will learn how to design and create bunting and rag wreaths. Turning scrap fabric into new creations!
How will it be assessed:		You will complete 2 projects – bunting and a rag wreath of your own design, e.g. a Christmas wreath to take home. Unit Award Scheme: Making a Christmas Wreath (Level 1); Making Halloween Bunting (EL)
What will I be doing?	Week 1:	History of bunting.
	Week 2:	Researching and creating a design for personal bunting.
	Week 3:	Choosing and cutting material.
	Week 4:	Creation of bunting project.
	Week 5:	Creation of bunting project.
	Week 6:	Creation of bunting project.
	Week 7:	History of wreaths.
	Week 8:	Designing your rag wreath.
	Week 9:	Creation of wreath.
	Week 10:	Creation of wreath.
	Week 11:	Creation of wreath.
	Week 12:	Creation of wreath.



Back to basics cooking

Staff Lead:		Miss Jameson
Activity Outcome/Goal:		To learn how to perfect the basic cooking skills
How will it be assessed:		Through the creation of a variety of dishes made using key cooking skills. AQA Unit Award.
What will I be doing?	Week 1:	Health and safety in a kitchen.
	Week 2:	Knife skills - Fruit salad.
	Week 3:	Knife skills 2 - Stir fry.
	Week 4:	Using the hob - Spaghetti bolognese.
	Week 5:	Using the oven - Chocolate chip cookies.
	Week 6:	Food safety when using high risk foods - Chicken goujons and dip.
	Week 7:	Using hand held equipment (Stick blender) - Tomato soup.
	Week 8:	Using hand held equipment - Electric whisks – Meringues.
	Week 9:	Using the grill - Croque Monsieur.
	Week 10:	The creaming method in baking - Decorated shortbread.
	Week 11:	No cooking - plan a dish for the final E&I.
	Week 12:	Free cooking!



Band

Staff Lead:		Music Department
Activity Outcome/Goal:		To build a cohesive and well-rehearsed band that successfully performs a full setlist with confidence, precision, and musical expression. The program will enhance technical skills, stage presence, and collaborative dynamics, preparing the group for live performances or recording sessions.
How will it be assessed:		AQA Unit Award: PERFORMING IN A BAND (Level 1); BEING IN A BAND (Entry Level)
What will I be doing?	Week 1:	<i>Phase 1: Foundations & Skill Development (Weeks 1-4)</i> Band Kickoff & Goal Setting: Define the band's musical style, objectives, and setlist ideas; Assign roles and discuss expectations for practice sessions.
	Week 2:	Instrumental & Vocal Synchronisation: Focus on tight playing, rhythmic precision, and vocal blending; Work on individual parts and ensure balance in sound levels.
	Week 3:	Song Selection & Arrangement Development: Finalise song choices for the program and start structuring arrangements; Experiment with intros, transitions, and solos to add a unique touch.
	Week 4:	Strengthening Dynamics & Expressiveness: Work on stage presence, energy dynamics, and emotional delivery; Incorporate feedback from recordings to refine performance quality.
	Week 5:	<i>Phase 2: Refinement & Performance Prep (Weeks 5-8)</i> Band Cohesion & Ensemble Precision: Deep dive into synchronisation – tightening tempo shifts and transitions; Build chemistry through musical cues and eye contact.
	Week 6:	Band Cohesion & Ensemble Precision: Deep dive into synchronisation – tightening tempo shifts and transitions; Build chemistry through musical cues and eye contact.
	Week 7:	Setlist Finalisation & Flow: Ensure the song order creates a balanced energy progression; Add any needed enhancements – harmonies, backing vocals, or effects.
	Week 8:	First Full Rehearsal Run
	Week 9:	<i>Phase 3: Performance-Ready Execution (Weeks 9-12)</i> Polishing & Technical Refinements: Work on sound mixing, amplification settings, and on-stage logistics; Ensure smooth execution of transitions between songs.
	Week 10:	Audience Engagement & Confidence Building: Practice interacting with the crowd – movement, gestures, and eye contact; Simulate a live performance environment for realism.
	Week 11:	Dress Rehearsal & Final Adjustments: Run the setlist as if it's the real show with full energy and setup; Ensure tightness in delivery and prepare for unexpected challenges.
	Week 12:	Live Performance or Recording Session: Execute the final performance or record the set professionally; Reflect on the journey and set goals for future improvement

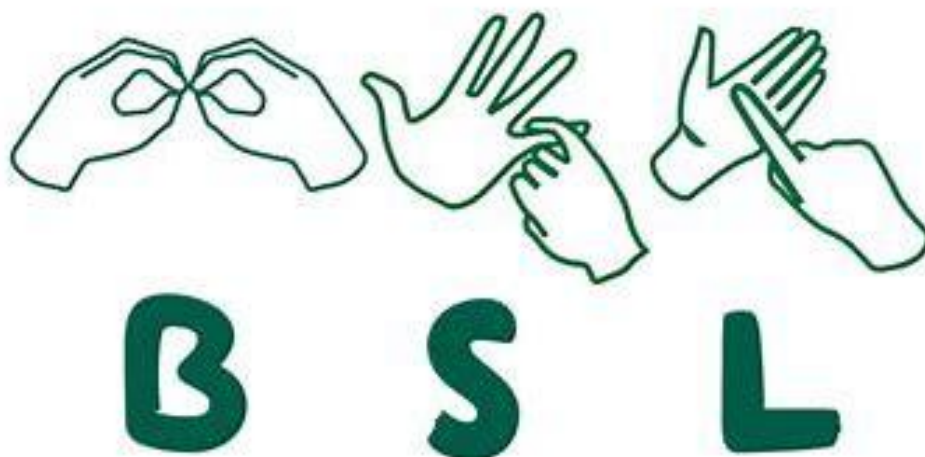
Board Games

Staff Lead:		Ms Royse
Activity Outcome/Goal:		Pupils will learn how to play a variety of board games, each focusing on different skills. Through this, pupils will learn how to work well as a team, through developing strategies for the games and supporting one another.
How will it be assessed:		AQA unit awards for different board games. Playing Monopoly with support (Level 1)
What will I be doing?	Week 1:	Fundamentals & Game Mechanics.
	Week 2:	Fundamentals & Game Mechanics.
	Week 3:	Fundamentals & Game Mechanics.
	Week 4:	Tactical Play & Adaptability.
	Week 5:	Tactical Play & Adaptability.
	Week 6:	Tactical Play & Adaptability.
	Week 7:	Competition & Psychological Edge.
	Week 8:	Competition & Psychological Edge.
	Week 9:	Competition & Psychological Edge.
	Week 10:	Competitive Play & Mastery.
	Week 11:	Competitive Play & Mastery.
	Week 12:	Competitive Play & Mastery.



British Sign Language

Staff Lead:		Mrs Webber
Activity Outcome/Goal:		Pupils will have the opportunity to gain an AQA level 1 qualification in introduction to finger spelling.
How will it be assessed:		Pupils will be assessed by successfully demonstrating their abilities in 8 different finger spelling skills - receptive and productive. AQA Unit Award : BASIC BRITISH SIGN LANGUAGE (BSL) AND DEAF AWARENESS (Level 2); BASIC SIGN LANGUAGE AND DEAF AWARENESS
What will I be doing?	Week 1:	Introduction to British Sign Language, who uses it and when. The alphabet A-Z.
	Week 2:	Recap of the alphabet, numbers 1-99. Pupils will learn how to sign their names and what a 'sign name' is.
	Week 3:	Handshapes wordsearch using handshapes of letters as opposed to the usual letter. Recap on previous weeks. Quiz on nouns finger spelling.
	Week 4:	Days of the week. Recap numbers and letters continuously. Months of the year. Pupils learn D.O.B.
	Week 5:	Useful BSL signs. Pupils recap D.O.B and get in line silently using only BSL. Communication signs.
	Week 6:	Recap of previous weeks. Signing class signs e.g. voice off, look at me etc. Finger-spelling game on laptops.
	Week 7:	Recap of previous weeks. Signing class signs, e.g. voice off, look at me etc. Finger-spelling game on laptops.
	Week 8:	Recap of previous weeks. Signing class signs, e.g. voice off, look at me etc. Finger-spelling game on laptops.
	Week 9:	First group to be assessed on receptive skills - the alphabet, names and places.
	Week 10:	First group of pupils to be assessed on signing places-productive. The rest to practise receptive skills with partner.
	Week 11:	Second group of pupils to be assessed on signing places-productive. The rest to practise receptive skills with partner
	Week 12:	Second group to be assessed on receptive skills - the alphabet, names and places.



Card Group Activities

Staff Lead:		Mr Jones
Activity Outcome/Goal:		Pupils will have the opportunity to learn new card games. Socialise in an appropriate manner within a safe environment with a mix of pupils from different year groups. Sharing, supporting each other. Team Work.
How will it be assessed:		Pupils will engage in an end of term competition in a card game of their choice.
What will I be doing?	Week 1:	Uno – Introduction.
	Week 2:	Uno - Group games.
	Week 3:	Uno - Group Final.
	Week 4:	Trumps – Introduction.
	Week 5:	Trumps - Group Games.
	Week 6:	Trumps - Group Final.
	Week 7:	Rummy – Introduction.
	Week 8:	Rummy - Group Games.
	Week 9:	Rummy - Group Final.
	Week 10:	Pupil's Choice.
	Week 11:	Pupil's Choice.
	Week 12:	Pupil's Choice.



Chess

Staff Lead:		Mr Stanier
Activity Outcome/Goal:		Improve Your Chess - Pump Up Your Rating
How will it be assessed:		Progress will be monitored through the change in your chess rating. There will also be an ongoing tournament throughout the term. AQA Unit Award: Advanced chess (Level2); Introduction to chess (EL); Chess (Level 1)
What will I be doing?	Week 1:	How good are you to start with?
	Week 2:	Basic openings, basic check mate patterns.
	Week 3:	Forks, pins and skewers.
	Week 4:	Basic end game theory.
	Week 5:	Intermediate openings and check mate patterns.
	Week 6:	Tempo, elevators and outposts.
	Week 7:	Foxes, chickens and opposition.
	Week 8:	Expert openings and check mate patterns.
	Week 9:	Expert tactics.
	Week 10:	Expert endgame theory.
	Week 11:	Developing a strategy.
	Week 12:	The final.



Choir - GTS Rocks

Staff Lead:		Music Department
Activity Outcome/Goal:		Learn how to sing as part of an ensemble. Perform at the summer concert.
How will it be assessed:		AQA Unit Award Scheme: PARTICIPATING IN A CHOIR (Level 1).
What will I be doing?	Week 1:	Develop group singing exercises.
	Week 2:	Explore and choose songs to be performed at the summer concert.
	Week 3:	Rehearsals.
	Week 4:	Rehearsals.
	Week 5:	Rehearsals.
	Week 6:	Rehearsals.
	Week 7:	Rehearsals.
	Week 8:	Rehearsals.
	Week 9:	Rehearsals.
	Week 10:	Improve on performance techniques.
	Week 11:	Re-rehearsal.
	Week 12:	Final performance and assessments.



Contemporary Dance

Staff Lead:		Mrs Frickleton
Activity Outcome/Goal:		Pupils will have learned the key choreographic devices, to be successful in creating and performing in dance.
How will it be assessed:		Through assessment of application of skills and delivery of Dance in a Festival for primary school pupils.
What will I be doing?	Week 1:	Intro to Dance, warm ups and cool downs.
	Week 2:	Intro to Actions, space, dynamics and Pathways.
	Week 3:	Intro to Actions, space, dynamics and Pathways.
	Week 4:	What is a motif?
	Week 5:	Beginning to develop a motif.
	Week 6:	Using some choreographic devices to develop motifs.
	Week 7:	Using some choreographic devices to develop motifs.
	Week 8:	Dances from around the world.
	Week 9:	Choreographing world dances and developing motifs and phrases.
	Week 10:	Develop own choreography and create motif and phrases to set music.
	Week 11:	Develop own choreography and create motif and phrases to set music.
	Week 12:	Teach peers set choreography in preparation for Primary school festival, in which pupils will teach their Dance to pupils in KS2.



Cricket

Staff Lead:		Mr Bolton
Activity Outcome/Goal:		Pupils will learn and develop skills, strategies and tactics and the rules of the game of cricket. In doing so, they will be able to effectively participate in a game of cricket.
How will it be assessed:		AQA Unit Award Scheme: CRICKET SKILLS (UNIT 2) (Level 1); CRICKET SKILLS (UNIT 1) (Level 1)
What will I be doing?	Week 1:	Bowling - line.
	Week 2:	Bowling - length.
	Week 3:	Basic batting principles.
	Week 4:	Forward defence / front foot drive.
	Week 5:	Refining throwing and catching.
	Week 6:	Ground fielding.
	Week 7:	Pull shot.
	Week 8:	Small sided games to develop application of skills and strategies and tactics.
	Week 9:	Two games on bigger pitches to stretch ability to apply skills, strategies and tactics to different concepts.
	Week 10:	Two games on bigger pitches to stretch ability to apply skills, strategies and tactics to different concepts.
	Week 11:	Round robin tournament.
	Week 12:	Round robin tournament.



Crime Scene Investigation

Staff Lead:		Miss Sargeant
Activity Outcome/Goal:		To decide the outcome of a mock criminal case. To research the processes of the criminal justice system.
How will it be assessed:		Through engagement with the lessons and through mock trial.
What will I be doing?	Week 1:	Introduction to criminology and mock crime scene initial response.
	Week 2:	Mock crime scene analysis.
	Week 3:	The use of forensic science in crime scenes.
	Week 4:	Collecting evidence, e.g fingerprints.
	Week 5:	Types of victim and types of crimes.
	Week 6:	Collecting information, e.g. interrogation, use of questioning.
	Week 7:	The legal system, police, prosecution and defense.
	Week 8:	Evidence in court, why is evidence critical?
	Week 9:	Types of defenses, self-defense and justification.
	Week 10:	Investigating the types of punishment.
	Week 11:	Mock trial - pupils will be split into prosecutors and defenders.
	Week 12:	Final verdict and sentencing.



Darts

Staff Lead:		Mr Rhymer / Mr Cooke
Activity Outcome/Goal:		Pupils will have learned the key techniques, strategies and numerical skills to be successful in darts.
How will it be assessed:		Through assessment of application of skills and effectiveness of decision making.
What will I be doing?	Week 1:	Effective technique of throwing the darts.
	Week 2:	Recap effective technique of throwing the darts and 101-games - any finish.
	Week 3:	Targeting triples to build your score - calculating triples.
	Week 4:	301-games, must include a triple - any finish.
	Week 5:	Using the doubles to finish the game - calculating finishes – 301-games.
	Week 6:	Using the doubles to finish the game - one dart finish – 301-games.
	Week 7:	Using the doubles to finish the game - two dart finishes - calculating finishes – 301-games.
	Week 8:	501-games, exploring 3-dart finishes.
	Week 9:	501-games, exploring adjusting to missed darts in 2/3 dart finishes-keeping the tempo of action.
	Week 10:	501-games - introducing legs and sets to develop consistency of throw.
	Week 11:	501-games - introducing legs and sets to develop consistency of throw.
	Week 12:	501-games - introducing legs and sets to develop consistency of throw.



Debating not Arguing

Staff Lead:		Mr Nicholson
Activity Outcome/Goal:		Learn critical thinking and debating skills.
How will it be assessed:		AQA Unit Award: DISCUSSION, CONTRIBUTION AND DEBATE (level 1).
What will I be doing?	Week 1:	Introduction to idea of debating rather than arguing.
	Week 2:	Whole class discussions on various topics.
	Week 3:	As a class look at one side of a question, and then the other side of the question.
	Week 4:	Practice debating in pairs in short spells.
	Week 5:	Learn to build ideas with robust background arguments.
	Week 6:	Practice debating for a question you agree with.
	Week 7:	Practice debating for a question you disagree with.
	Week 8:	Developing research skills.
	Week 9:	Refining debating skills through practice.
	Week 10:	Refining debating skills through practice.
	Week 11:	Debating competition.
	Week 12:	Debating competition.



Dodgeball

Staff Lead:		Mr Cooke
Activity Outcome/Goal:		This program ensures beginners grasp the essentials while progressively gaining confidence and skills on the court.
How will it be assessed:		Assessment of skills, decision making - ended with a game and potential tournaments. AQA Unit Awards: INTRODUCTION TO DODGEBALL & BASIC DODGE BALL SKILLS (both entry level).
What will I be doing?	Week 1:	Foundations & Fundamentals: Introduction to Dodgeball; Basic Warm up and agility drills; Throwing mechanisms and accuracy.
	Week 2:	Foundations & Fundamentals: Movement & Dodging; Footwork drills to enhance agility, Dodging techniques (ducking, jumping, sidestepping); reaction time exercises.
	Week 3:	Foundations & Fundamentals: Catching & Defense; Hand-eye coordination drills; techniques for catching throws safely; defensive positioning and awareness.
	Week 4:	Strategy & Teamwork: Offensive Play; Targetting strategies and deceptive throws.
	Week 5:	Strategy & Teamwork: Defensive Strategies; Blocking and deflecting throws; Understanding positioning and zones on the court; developing team defensive tactics.
	Week 6:	Strategy & Teamwork: Game Situations & Decision Making; Playing scenarios and strategy discussions; teaching effective decision-making under pressure; increasing confidence in match play.
	Week 7:	Advanced Techniques & Fitness: Advanced Throwing; spin and curve throwing techniques; conditioning drills to improve endurance and arm strength; working on throwing precision in game situations.
	Week 8:	Advanced Techniques & Fitness: Competitive Play Training; small-sided games focusing on specific skills; leadership and teamwork dynamics; Role specialisation in the team (attackers, defenders, catchers).
	Week 9:	Advanced Techniques & Fitness: Peak performance & Mindset; mental preparation and focus techniques; energy management and optimal recovery strategies; preparing for full competitive match settings.
	Week 10:	Gameplay & Tournament: Friendly matches; simulated full dodgeball games; applying learned techniques in gameplay; real-time coaching feedback.
	Week 11:	Gameplay & Tournament: Tournament Preparation; refining strategies and communication; strengthening teamwork and building synergy; working on adaptability in different match scenarios.
	Week 12:	Gameplay & Tournament: Tournament & Review; Full competition-style tournament; reviewing progress and individual improvements; fun awards and team-building exercises.

Dungeons and Dragons

Staff Lead:		Mr Hocking
Activity Outcome/Goal:		To explore and participate in storytelling and roleplay. AQA Unit Award Scheme: USING TEAMWORK TO PLAY TABLETOP GAMES (EL)
How will it be assessed:		Great players will have the opportunity to create and/or deliver their own campaign.
What will I be doing?	Week 1:	Character creation.
	Week 2:	Introduction to combat: The basics.
	Week 3:	Introduction to combat: Bonus attacks and spells.
	Week 4:	Introduction to roleplay: Acting as your character in a scenario.
	Week 5:	Developing roleplay: Acting as your character in a scenario and in combat.
	Week 6:	Campaign: Setting off on an adventure in the Dungeons and Dragons universe.
	Week 7:	Campaign: Continuing the story.
	Week 8:	Campaign: Continuing the story.
	Week 9:	Campaign: Continuing the story.
	Week 10:	Great players will begin to act as the "dungeon master".
	Week 11:	Campaign: Continuing the story.
	Week 12:	Final boss: Defeating the white dragon of Icespire.



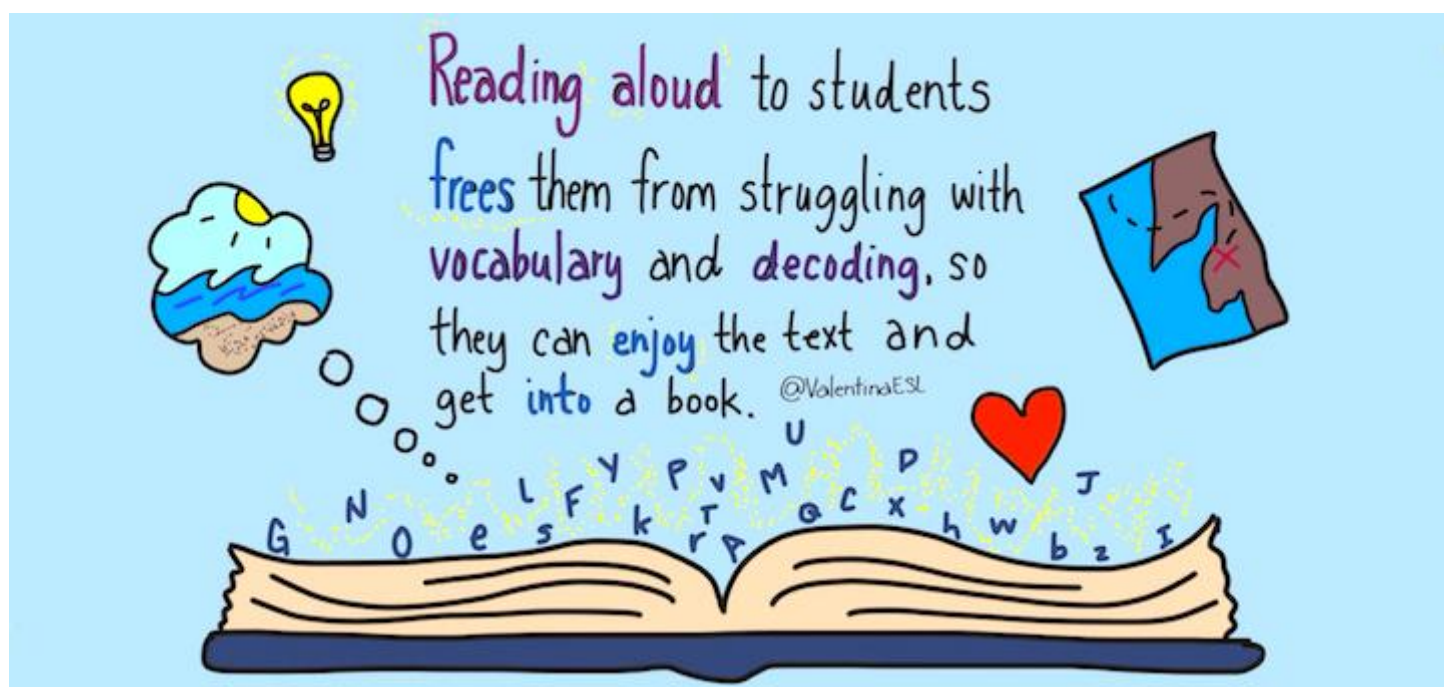
Employability & Career Planning Skills

Staff Lead:		Mrs Leonard
Activity Outcome/Goal:		Pupils will learn and understand about Employability and Career Planning skills, why and how they are important to help apply for jobs and apprenticeships.
How will it be assessed:		Kings Trust Award: Career Planning & Understanding the World of Work Units completed.
What will I be doing?	Week 1:	Introduction and talk about employability skills. Start CV and cover letter.
	Week 2:	Complete CV and cover letter and introduction to LinkedIn.
	Week 3:	Be able to recognise suitable jobs or training opportunities. Identify sources of careers advice and guidance. Given an example of a career option relevant to own interests. Outline likely tasks that you would undertake in this career option.
	Week 4:	Apprenticeships and how do I sign up. What an apprenticeship means.
	Week 5:	Telephone skills.
	Week 6:	Add to your CV / application - E learning Course, Sudden Cardiac Arrest with Sport England and St Johns Ambulance (40 mins).
	Week 7:	Understand how to apply for jobs or training opportunities - complete an application form.
	Week 8:	Health & Safety in the workplace and workplace Etiquette. Code of Ethics. Know how to prepare for an interview. Identify appropriate behaviour and clothing for an interview. Identify, and prepare responses to questions that you may be asked in an interview.
	Week 9:	Mock interviews.
	Week 10:	Mock interviews.
	Week 11:	Create Your Career Action Plan. Reflection and Evaluation. Presentation of completing the course.
	Week 12:	Create Your Career Action Plan. Reflection and Evaluation. Presentation of completing the course.



Encouraging primary pupils to read

Staff Lead:		Mrs Bryant / Mrs Ward
Activity Outcome/Goal:		Pupils will learn which books help to encourage young children to read. Pupils will then design and create their own book and hopefully get primary readers to review it.
How will it be assessed:		Pupils will have a successful book that is suitable for young primary aged readers. AQA Unit Award: MAKING A CHILD'S FIRST PICTURE/STORY BOOK (EL) & MAKING A SIMPLE STORY BOOK (EL) & STORY WRITING FOR A CHILDREN'S PICTURE BOOK (EL)
What will I be doing?	Week 1:	Introduction to the project and existing popular books.
	Week 2:	What do we need to create a book? Pre-planning - mood board and mind map creation.
	Week 3:	How to create a character.
	Week 4:	How to write a story with words and pictures.
	Week 5:	Creating assets for a book (images and text).
	Week 6:	Creating assets for a book.
	Week 7:	Creating assets for a book.
	Week 8:	Putting the book together.
	Week 9:	Finalising book and printing.
	Week 10:	How to create a simple feedback sheet.
	Week 11:	Getting feedback from primary readers.
	Week 12:	Reviewing creations.



Football Officiating

Staff Lead:		Mr Bolton
Activity Outcome/Goal:		This course provides a step-by-step approach for developing officiating skills with practical application.
How will it be assessed:		Certificate of completion and award for officiating football.
What will I be doing?	Week 1:	Introduction to Officiating: Overview of the Laws of the Game (FIFA/FA guidelines). Roles of the referee and assistant referees. Equipment and signals used in officiating.
	Week 2:	Game Management Basics: Understanding fouls and misconduct. Positioning and movement for optimal decision-making. Learning whistle control and communication techniques.
	Week 3:	Officiating Mechanics & Decision-Making: Hand signals for various game situations. Applying the advantage rule. Managing stoppages and restarts effectively.
	Week 4:	Offside Rule Mastery: Understanding offside position vs. offside offense. Assistant referee positioning and signaling. Practical exercises for offside decision-making.
	Week 5:	Handling Fouls & Disciplinary Actions: Recognising careless, reckless, and excessive force challenges. Application of yellow and red cards. Controlling dissent and ensuring fairness.
	Week 6:	Game Flow & Situational Awareness: Managing time-wasting and stoppages. Identifying tactical fouls and simulation. Learning how to adapt to match intensity.
	Week 7:	Field Positioning & Movement: Effective positioning for referees and assistant referees. Adjusting movement based on game dynamics. Communication with players and fellow officials.
	Week 8:	Match Simulation & Decision Practice: Officiating friendly matches to apply learned skills. Reviewing video footage for analysis. Handling challenging referee situations.
	Week 9:	Conflict Resolution & Match Control: Managing disputes and maintaining authority. Improving body language and assertive communication. Addressing misconduct professionally.
	Week 10:	Fitness & Endurance Training: Fitness drills for officiating stamina. Nutrition and injury prevention strategies. Mental focus techniques for high-pressure situations.
	Week 11:	Mock Match Assessment: Officiating full match scenarios with mentors. Reviewing decisions with experienced officials. Receiving constructive feedback.
	Week 12:	Certification & Competitive Readiness: Preparing for certification exams or assessments. Understanding local league requirements. Setting officiating goals for future growth.

Friends for the Elderly

Staff Lead:		Mrs Miller
Activity Outcome/Goal:		Pupils will build relationships with the community and will improve their resilience and social skills.
How will it be assessed:		AQA Unit Award: COMMUNITY WORK: WORKING WITH THE ELDERLY
What will I be doing?	Week 1:	Getting to know our seniors: making contact.
	Week 2:	Reading to the assigned resident.
	Week 3:	Board games.
	Week 4:	Literacy: letter games.
	Week 5:	Playing cards.
	Week 6:	Resident to teach something to our young people.
	Week 7:	Reading.
	Week 8:	Numeracy: sudoku and any other games involving numbers.
	Week 9:	Music: talking to the resident about musical trends and sing one of your favourite songs.
	Week 10:	Resident to teach something to our young people.
	Week 11:	Reading.
	Week 12:	Memories: have a talk about their visit and evaluating the feelings.



Functional Fitness - Pilot with BF3

Staff Lead:		Mrs Robertson-Neave
Activity Outcome/Goal:		Pupils will take part in a functional fitness pilot designed to increase engagement levels in physical activity. They will learn and develop their physical literacy through function movements and skills.
How will it be assessed:		Pre and post fitness tests conducted by BF3
What will I be doing?	Week 1:	Fitness tests
	Week 2:	session 1
	Week 3:	session 2
	Week 4:	session 3
	Week 5:	session 4
	Week 6:	session 5
	Week 7:	session 6
	Week 8:	session 7
	Week 9:	session 8
	Week 10:	session 9
	Week 11:	session 10
	Week 12:	post fitness tests



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BENEFITS OF FUNCTIONAL EXERCISE TRAINING

- Increased strength**
 If you're a physical therapy rehab patient, it's about getting you back to where you used to be and then maybe even improving on that a bit.
- Improved balance**
 Because functional exercises focus on how the body moves to accomplish tasks, it harmonizes your body as a unit.
- Greater range of motion and flexibility**
 This can help you do more with greater ease, effortlessly in fact, it can also be a big factor in avoiding injury.
- Decreased risk of injury**
 It can be just that little extra effort at the gym, a targeted approach to movement, that makes all the difference in your life and your ability to enjoy it.

GCSE Statistics

Staff Lead:		Mrs Sargeant
Activity Outcome/Goal:		GCSE grade 4-9
How will it be assessed:		AQA Exam Higher Tier
What will I be doing?	Week 1:	Term 1: Introduction to Statistical Enquiry Cycle. Term 2: Know and interpret the characteristics of a normal distribution.
	Week 2:	Term 1: Types of Data and Data Collection. Term 2: Use collected data and calculated probabilities to determine and interpret relative risks and absolute risks, and express in terms of expected frequencies in groups.
	Week 3:	Term 1: Sampling. Term 2: Use the formal notation for independent events and conditional probability.
	Week 4:	Term 1: Stem and leaf diagrams. Term 2: Know how to calculate and interpret Standard deviation.
	Week 5:	Term 1: Population Pyramids and Choropleth maps Term 2: Apply Petersen capture/recapture formula to estimate the size of a population.
	Week 6:	Term 1: Comparative pie charts. Term 2: Know and interpret the characteristics of a binomial distribution.
	Week 7:	Term 1: Cumulative frequency and Box plots. Term 2: Interpret Control charts.
	Week 8:	Term 1: Histograms. Term 2: Calculate risk.
	Week 9:	Term 1: Construct and interpret a scattergraph. Term 2: Calculate and interpret rates.
	Week 10:	Term 1: To calculate moving averages and identify trends. Term 2: To interpret CPI, RPI, work with index numbers.
	Week 11:	Term 1: Calculate and interpret Spearman's Rank correlation coefficient. Term 2: Exam preparation.
	Week 12:	Term 1: Use and interpret Pearsons product moment correlation coefficient. Term 2: Exam preparation.



Gelli Plate printmaking

Staff Lead:		Ms Harman
Activity Outcome/Goal:		To explore monoprinting using various gelli plate printing techniques.
How will it be assessed:		Completed mixed media collage or collage journal. AQA Unit Award Scheme: ART RESEARCH PROJECT (Level 1); USING GELLI PRINTS FOR CREATIVITY WITH SUPPORT (Pre-entry level)
What will I be doing?	Week 1:	Introduction.
	Week 2:	Printing with stencils.
	Week 3:	Printing with image transfer.
	Week 4:	Printing with charcoal.
	Week 5:	Printing exploring learnt techniques.
	Week 6:	Printing exploring techniques.
	Week 7:	Creating an image using collage and mixed media.
	Week 8:	Creating an image using collage and mixed media.
	Week 9:	Creating an image using collage and mixed media and/or collage journal.
	Week 10:	Creating an image using collage and mixed media and/or collage journal.
	Week 11:	Creating an image using collage and mixed media and/or collage journal.
	Week 12:	Presenting their final project.



Girls Rugby

Staff Lead:		Miss Knight
Activity Outcome/Goal:		Progress or to learn a simple 7-a-side rugby game (more if more interest)
How will it be assessed:		Assessment of skills, decision making - ended with a game and potential tournaments. AQA Unit Award Scheme: INTRODUCTION TO RUGBY (EL); RUGBY (UNIT 1): BASIC SKILLS (EL); AN INTRODUCTION TO TOUCH OR TAG RUGBY (Level 1)
What will I be doing?	Week 1:	Introduction to rugby, watch a game and identify Laws, what positions pupils want to play.
	Week 2:	Get out on pitch, cover basics and start drills.
	Week 3:	Handling Drills, incorporate some fitness.
	Week 4:	Look at some intro to contact for those who feel confident, more handling drills.
	Week 5:	Intro to a game of TOUCH rugby, put drills to practice and find our feet.
	Week 6:	Start session with quick touch game, look at our attacking shape.
	Week 7:	Start session with quick touch game, look at our attacking shape.
	Week 8:	Start session with touch game, look at defensive shape.
	Week 9:	Start session with touch game, look at defensive shape.
	Week 10:	Start session with touch games, look at tackle technique.
	Week 11:	Split to teams, positions etc. mini games.
	Week 12:	Mini games, assess what we have progressed and learnt. What can be improved. Get interest for a girls team going forward.



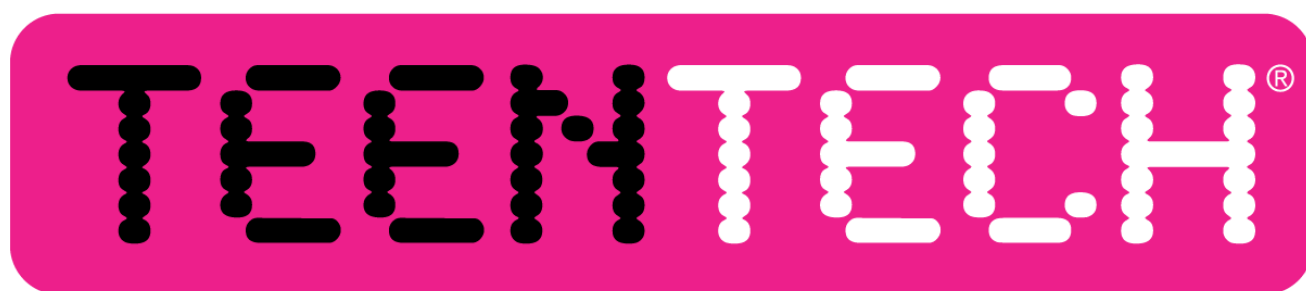
Global issues

Staff Lead:		Ms Silcox
Activity Outcome/Goal:		Pupils will have an understanding of a variety of current global issues and will have developed discussion skills.
How will it be assessed:		Through watching documentaries and taking part in discussions on how people are affected and what can be done to solve the issues.
What will I be doing?	Week 1:	Understanding population decline in Japan.
	Week 2:	Living below the poverty line.
	Week 3:	Education in different countries (USA, India and China).
	Week 4:	TNCs - labour and culture conflicts.
	Week 5:	TNCs - labour and culture conflicts.
	Week 6:	River pollution and fashion.
	Week 7:	Water - a dwindling resource.
	Week 8:	Water - a dwindling resource.
	Week 9:	A food waste story.
	Week 10:	Turning the car industry green.
	Week 11:	Can Australia become a global superpower via renewables?
	Week 12:	Climate change - can we cool the planet?







GTS Innovation (TeenTech Awards)

Staff Lead:		Mr Bryant
Activity Outcome/Goal:		GTS Innovations is a competitive E&I that will simulate national tech competitions where participants will endeavour to research real world problems and plan, develop and demonstrate their original technological solutions, with the goal of demonstrating their solutions to peers and potentially future employers. With the final goal to put forward a team for TeenTech awards which is a national / international competition held every year.
How will it be assessed:		Successful projects / presentations which can be shared with others and be entered to the TeenTech Awards.
What will I be doing?	Week 1:	Discover national competitions (such as the teen tech awards) and discuss the possible outcomes from the projects. What developments have been made in the past teen tech awards and other innovations.
	Week 2:	Research: Review different sectors that could benefit from technological solutions.
	Week 3:	Identifying an area and initial ideas.
	Week 4:	Initial designs and concepts: Developing their solution to share with the group in a Dragon's Den style.
	Week 5:	Dragon's Den – These are our ideas. Presenting their solutions in a Dragon's Den style.
	Week 6:	Refining solutions.
	Week 7:	Development and refinement.
	Week 8:	Development and refinement.
	Week 9:	Development and refinement.
	Week 10:	Mixed development / Presentation development.
	Week 11:	Producing their presentation.
	Week 12:	Presenting their solutions / project.



Gymnastics

Staff Lead:		Mrs Holman
Activity Outcome/Goal:		Pupils will put together a floor routine with the aim of representing the school in the schools gymnastics competition.
How will it be assessed:		Competing in the Schools gymnastics competition. AQA UNIT Award: FLOOR GYMNASTICS (EL); GYMNASTICS: BASIC FLOOR WORK (pre-EL); GYMNASTICS: TRAVELLING, BALANCING AND JUMPING (EL)
	Week 1:	Fundamentals & Routine Development – Routine Foundation: Selecting music and mapping choreography; Basic tumbling drills (cartwheels, round-offs, back handsprings); Strength & flexibility training for mobility.
	Week 2:	Fundamentals & Routine Development – Artistry & Presentation: Expression techniques (facial expressions, arm movements); Dance elements and fluid transitions; Core engagement and posture awareness.
	Week 3:	Fundamentals & Routine Development – Precision & Technique: Working on clean landings and execution; Developing balance and control in leaps and turns; Refining timing with music cues.
	Week 4:	Strength, Conditioning & Skill Progression – Power & Explosiveness: Plyometric drills for tumbling power; Strength circuits (core, legs, arms); Enhancing speed and control in passes.
	Week 5:	Strength, Conditioning & Skill Progression – Refining Difficulty: Upgrading tumbling series (adding twists, layouts); Fine-tuning jumps and turns for amplitude; Increasing endurance for full-length routine.
	Week 6:	Strength, Conditioning & Skill Progression – Confidence & Mental Training: Visualization and confidence-building exercises; Mock performances for technique feedback; Overcoming performance anxiety.
	Week 7:	Execution & Performance Readiness – Routine Run-Throughs: Full routine practice with music; Adjustments based on coach feedback; Enhancing connections between elements.
	Week 8:	Execution & Performance Readiness – Consistency & Stamina: Back-to-back routine runs to improve endurance; Strengthening recovery and breath control; Refining artistic expression.
	Week 9:	Execution & Performance Readiness – Competitive Focus: Simulated competition experience; Learning to adapt to different floors and environments; Working on stage presence and confidence.
	Week 10:	Final Refinements & Competition Prep – Routine Perfection: Precision drills for landings and posture; Performance under fatigue conditions; Final tweaks for maximum score potential.

	Week 11:	Final Refinements & Competition Prep – Mock Competition: Dress rehearsal with judges' feedback; Working on handling nerves under pressure; Reviewing scoring criteria and strategies.
	Week 12:	Final Refinements & Competition Prep – Competition Week: Focus on recovery and light practice sessions; Mental preparation and positive mindset reinforcement; Execution of competition routine with full confidence.



Hockey

Staff Lead:		Ms Miller-Marshall
Activity Outcome/Goal:		Skills, strategies and tactics associated with hockey. Working with others, in both co-operative and competitive situations.
How will it be assessed:		Pupil involvement will demonstrate the skills we learn along the way as they incorporate them into games and competitive situations set up each lesson. They will also be confident in the rules of the game and able to officiate for each other to ensure games can run smoothly. They will be able to work together in teams supporting and encouraging each other. AQA Unit Award: Hockey Skills (Entry Level)
What will I be doing?	Week 1:	Basic control skills, dribbling, passing and receiving in game situations.
	Week 2:	Passing games looking at keeping possession and use of space.
	Week 3:	Tackling skills introduced and added to games to increase the need for passing accuracy and quick decision making.
	Week 4:	Dodging a player to keep individual possession to avoid being tackled. Continued small games.
	Week 5:	How do we score? Shooting at goal and creating the space to do so.
	Week 6:	Game play; starting to look at attack and defence - roles and responsibilities.
	Week 7:	Game play; continuing to look at attack and defence - roles and responsibilities.
	Week 8:	Square and through passes. Incorporating them in game play to encourage the use of width of the pitch to switch play from side to side.
	Week 9:	Square and through passes. Incorporating them in game play to encourage the use of width of the pitch to switch play from side to side.
	Week 10:	Penalty Corners - set piece play, rules of how to attack and make the most of this set piece.
	Week 11:	Penalty Corners - set piece play, rules of how to defend and gain back possession for counter attack.
	Week 12:	Tournament for final lesson.



Knit & Natter

Staff Lead:		Mrs Stephens
Activity Outcome/Goal:		You will have learnt the basic skills of knitting and been introduced to a lifelong creative skill. You will also have met new people and had a shared experience.
How will it be assessed:		AQA unit award in Basic Knitting Skills (EL)
What will I be doing?	Week 1:	Learning to knit - watching helpful websites and learning simple stitches.
	Week 2:	Practicing simple stitches knitting squares.
	Week 3:	Practicing.
	Week 4:	Thinking about what you may want to create and practicing casting on and off.
	Week 5:	Start creating project.
	Week 6:	Continue with project.
	Week 7:	Continue with project.
	Week 8:	Continue with project and research ideas for future projects.
	Week 9:	Continue with project.
	Week 10:	Continue with project.
	Week 11:	Continue with project.
	Week 12:	Complete projects – photograph and display on school screens.



LAMDA Speech and Drama

Staff Lead:		Mrs Furness
Activity Outcome/Goal:		Pupils will have gained a LAMDA graded exam in communication - Speaking in public.
How will it be assessed:		By a formal RQF exam - administered online in either the spring or summer term, depending on which grade they take.
What will I be doing?	Week 1:	Introduction and Icebreakers - how do we feel about speaking in public? Why does it matter? What will the LAMDA exam involve? Baseline activity introduced.
	Week 2:	Complete baseline activity: to deliver a 1/2 min short speech (having prepared this for homework). What are the difficulties and challenges of speaking in public? How can we make speeches engaging?
	Week 3:	What are the features of a great speech? Logos, Pathos and Ethos.
	Week 4:	How are AFOREST features used in great speeches?
	Week 5:	How do orators use body language, expression, pace and tone for effect?
	Week 6:	Researching a warm up topic.
	Week 7:	Planning a speech.
	Week 8:	Drafting a speech.
	Week 9:	Practising a speech.
	Week 10:	Rehearsing a speech.
	Week 11:	Delivering a speech.
	Week 12:	Delivering a speech / reflection.



LAMDA Speech and Drama term 2 (grade 3)

Term 1 must be completed before making this option

Staff Lead:		Mrs Furness
Activity Outcome/Goal:		Pupils will have gained a LAMDA graded exam in communication - Speaking in public.
How will it be assessed:		Pupils will have gained a LAMDA graded exam in communication - Speaking in public grade 3.
What will I be doing?	Week 1:	By a formal RQF exam - administered online in either the spring or summer term, depending on which grade they take.
	Week 2:	Introduction and Icebreakers - how do we feel about speaking in public? Why does it matter? What will the LAMDA exam involve? Baseline activity introduced.
	Week 3:	Complete baseline activity: to deliver a 1/2 min short speech (having prepared this for homework). What are the difficulties and challenges of speaking in public? How can we make speeches engaging?
	Week 4:	What are the features of a great speech? Logos, Pathos and Ethos.
	Week 5:	How are AFOREST features used in great speeches?
	Week 6:	How do orators use body language, expression, pace and tone for effect?
	Week 7:	Researching a warm up topic.
	Week 8:	Planning a speech.
	Week 9:	Drafting a speech.
	Week 10:	Practising a speech.
	Week 11:	Rehearsing a speech.
	Week 12:	Delivering a speech.



LAMDA Speech and Drama term 2 (grade 2)

Term 1 must be completed before making this option

Staff Lead:		Mrs Furness
Activity Outcome/Goal:		Pupils will have gained a LAMDA graded exam in communication - Speaking in public.
How will it be assessed:		Pupils will have gained a LAMDA graded exam in communication - Speaking in public grade 1/2.
What will I be doing?	Week 1:	Recap and reflection on last term's warm up speeches.
	Week 2:	Choosing and researching a topic (based on which grade they are now entered for).
	Week 3:	Planning the speech.
	Week 4:	Planning and drafting.
	Week 5:	Drafting the speech (continued).
	Week 6:	Redrafting the speech.
	Week 7:	Rehearsing.
	Week 8:	Rehearsing.
	Week 9:	Rehearsing.
	Week 10:	Rehearsing for the conversation element of the exam.
	Week 11:	Rehearsing.
	Week 12:	Exam / exam prep / exam reflection (depending on precise timings of exams).



Literacy Leaders

Staff Lead:		Miss Sargeant / Mrs Ward
Activity Outcome/Goal:		How to sensitively and positively support emerging readers, 'repeated reading' intervention for Year 7s to become more confident and to nurture their love of reading.
How will it be assessed:		AQA Unit Award Scheme: USING A READING PROGRAMME TO SUPPORT A YOUNGER STUDENT (Level 2)
What will I be doing?	Week 1:	Receive training in the skills and attributes for becoming an effective reading mentor.
	Week 2:	Receive training in the skills and attributes for becoming an effective reading mentor.
	Week 3:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 4:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 5:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 6:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 7:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 8:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 9:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 10:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 11:	Listen to their mentee read aloud, either as an individual or in pairs, pausing strategically to discuss comprehension and offer praise / encouragement.
	Week 12:	Join in celebration event with their mentees.



Make Do and Mend

Staff Lead:		Mrs Morrison
Activity Outcome/Goal:		Pupils will learn how to use materials they have at home to create things that can be re-used, re-loved and recycled. Turn old clothes and fabrics into scrunchies, bags, keyrings and all sorts of other things!
How will it be assessed:		You will create a final project of your choice to show off your new skills. This could be another of one of the pieces we've already created (but better!) or something totally different. AQA Unit Award: Basic Sewing (EL); Life Skills: Sewing on a Button
What will I be doing?	Week 1:	Basic Stitching techniques.
	Week 2:	Make a scrunchie or triangle bandana.
	Week 3:	Completion of scrunchie or bandana.
	Week 4:	Make a drawstring bag / popper purse.
	Week 5:	Make festive bunting.
	Week 6:	Continue with festive bunting.
	Week 7:	Completion of festive bunting.
	Week 8:	Making bows / bow ties.
	Week 9:	Design your own project piece.
	Week 10:	Begin making own piece.
	Week 11:	Continue with own piece.
	Week 12:	Completion of own project.



Movie Science

Staff Lead:		Mr Nicholson
Activity Outcome/Goal:		Have an idea about the interaction between science and movies in both directions.
How will it be assessed:		Produce a poster advertising films focusing on the science hidden / in the forefront.
What will I be doing?	Week 1:	Evolution: carbon based life and evolution through natural selection.
	Week 2:	evolution: carbon based life and evolution through natural selection.
	Week 3:	MIB: what could aliens look like.
	Week 4:	MIB: what could alien life look like.
	Week 5:	The Day after Tomorrow: North Atlantic ocean conveyor and climate change.
	Week 6:	The Day after Tomorrow: North Atlantic ocean conveyor and climate change.
	Week 7:	Minority Report: science fiction becomes real, tech developed from science fiction.
	Week 8:	Minority Report: science fiction becomes real, tech developed from science fiction.
	Week 9:	Reign of Fire: dragons in movies, how do they produce fire? How do they fly?
	Week 10:	Reign of Fire: dragons in movies, how do they produce fire? How do they fly?
	Week 11:	Matrix: freeway chase, how are explosions in movies made?
	Week 12:	reate "science poster" for their idea for a film.



Musical (Term 1)

Staff Lead:		Performing Arts Department
Activity Outcome/Goal:		Pupils will take part in a Musical Production, over 24 weeks, acting, designing and providing technical support, leading up to a series of final performances.
How will it be assessed:		Arts Award Bronze / Silver or LAMDA Musical Theatre
What will I be doing?	Week 1:	Explore plot. Prepare audition pieces.
	Week 2:	Auditions.
	Week 3:	Explore characters and develop cast ensemble.
	Week 4:	Script Read through.
	Week 5:	Script Read through.
	Week 6:	Develop set and identify key challenges.
	Week 7:	Learn choreography and chorus songs.
	Week 8:	Learn choreography and chorus songs.
	Week 9:	Learn choreography and chorus songs.
	Week 10:	Learn choreography and chorus songs.
	Week 11:	Learn choreography and chorus songs.
	Week 12:	Learn choreography and chorus songs.



Musical (Term 2)

Must have completed Term 1

Staff Lead:		Performing Arts Department
Activity Outcome/Goal:		Pupils will take part in a Musical Production, over 24 weeks, acting, designing and providing technical support, leading up to a series of final performances.
How will it be assessed:		Arts Award Bronze / Silver or LAMDA Musical Theatre
What will I be doing?	Week 1:	Block scenes 1 & 2.
	Week 2:	Block scenes 3 & 4.
	Week 3:	Block scenes 5 & 6.
	Week 4:	Block scenes 7 & 8.
	Week 5:	Block scenes 9 & 10.
	Week 6:	Block scenes 11 & 12.
	Week 7:	Block scenes 13 & 14.
	Week 8:	Block scenes 15 & 16.
	Week 9:	Full run of production.
	Week 10:	Dress and technical rehearsals.
	Week 11:	Final Production.
	Week 12:	Get out and after show party.



Nail Therapy

Staff Lead:		Ms Fisher
Activity Outcome/Goal:		Pupils will develop an understanding of the physiology of hands and nail structure. They will develop knowledge of the different methods of nail care and beauty therapy to further their own personal care, or to be able to develop their knowledge to help them further in their chosen careers.
How will it be assessed:		Pupils will be assessed by the completion of an AQA unit awards in nail and cuticle care.
What will I be doing?	Week 1:	Pupils will be given an introduction to the course and begin to look at the physiology of hands and nails and begin to have an understanding of what they are made of and the different types of nail techniques that can be applied to them.
	Week 2:	Further knowledge of the structure of nail and cuticles and begin to look at the tools required to complete treatments and understand what each tool does and why it is required.
	Week 3:	Pupils will work in pairs to understand the basic requirements of a simple manicure.
	Week 4:	Looking at the chemical processes required to apply nail products in order to successfully bond and cure nails.
	Week 5:	Recap on different layers and opportunity to apply this knowledge and apply the different coatings.
	Week 6:	Different techniques that can be used to embellish a set of nails, looking at stamping and Cateye polishes.
	Week 7:	Design their own set of nails and start to prep and cure layers for their designs.
	Week 8:	Start to prep and cure layers for their designs.
	Week 9:	Continuing to work on their own design ideas.
	Week 10:	Continuing to work on their own design ideas.
	Week 11:	Looking at more advanced level nail art and techniques.
	Week 12:	Assembling work for assessment.



Paint Masterpieces by Number

Staff Lead:		Mrs Knight
Activity Outcome/Goal:		This course ensures gradual skill development while making the painting process enjoyable and stress-free.
How will it be assessed:		AQA unit award.
What will I be doing?	Week 1:	Foundations & Preparation – Introduction to Painting by Numbers: Understanding the basics of colour matching and mixing; Learning how to use brushes for precision and layering; Selecting your first masterpiece (a simple, vibrant scene).
	Week 2:	Foundations & Preparation – Brush Techniques & Colour Application: Practicing shading and blending techniques; Controlling brush strokes for detail and consistency; Beginning work on your first painting.
	Week 3:	Foundations & Preparation – Mastering Patience & Detail Work: Strengthening focus and steady-handed painting; Learning how to correct mistakes without visible traces; Completing your first masterpiece.
	Week 4:	Expanding Creativity & Techniques – Experimenting with Textures: Using dry brushing and layering for visual depth; Exploring thick vs. thin paint application; Starting a second painting with more intricate details.
	Week 5:	Expanding Creativity & Techniques – Enhancing Contrast & Highlights: Learning how to emphasize light and shadows; Creating dimension and realism in your artwork; Refining colour placement and consistency.
	Week 6:	Expanding Creativity & Techniques – Developing a Flow & Personal Style: Building confidence in brush control; Learning to modify small elements for uniqueness; Completing a second painting.
	Week 7:	Advanced Techniques & Larger Masterpieces – Taking on a More Complex Piece: Choosing a detailed painting with finer elements; Balancing concentration with creativity; Beginning gradual work on a third masterpiece.
	Week 8:	Advanced Techniques & Larger Masterpieces – Layering & Depth Enhancement: Understanding layering for richness in colour; Adding texture and fine detail for realism; Exploring patience in slow, intentional strokes.
	Week 9:	Advanced Techniques & Larger Masterpieces – Refining Artistic Confidence: Strengthening painting endurance for long sessions; Experimenting with small artistic modifications; Completing third masterpiece.

	Week 10:	Final Pieces & Personal Growth – Larger & More Ambitious Painting: Choosing a challenging, detailed masterpiece; Applying all learned techniques to refine work; Understanding how colors interact dynamically.
	Week 11:	Final Pieces & Personal Growth – Adding Final Touches & Signature Style: Polishing details, refining edges, and finishing enhancements; Reviewing patience, technique, and steady-handed painting; Completing fourth and final masterpiece.
	Week 12:	Final Pieces & Personal Growth – Showcasing & Reflection: Reviewing progress and discussing personal growth; Learning framing and preservation techniques; Celebrating your journey with a showcase.



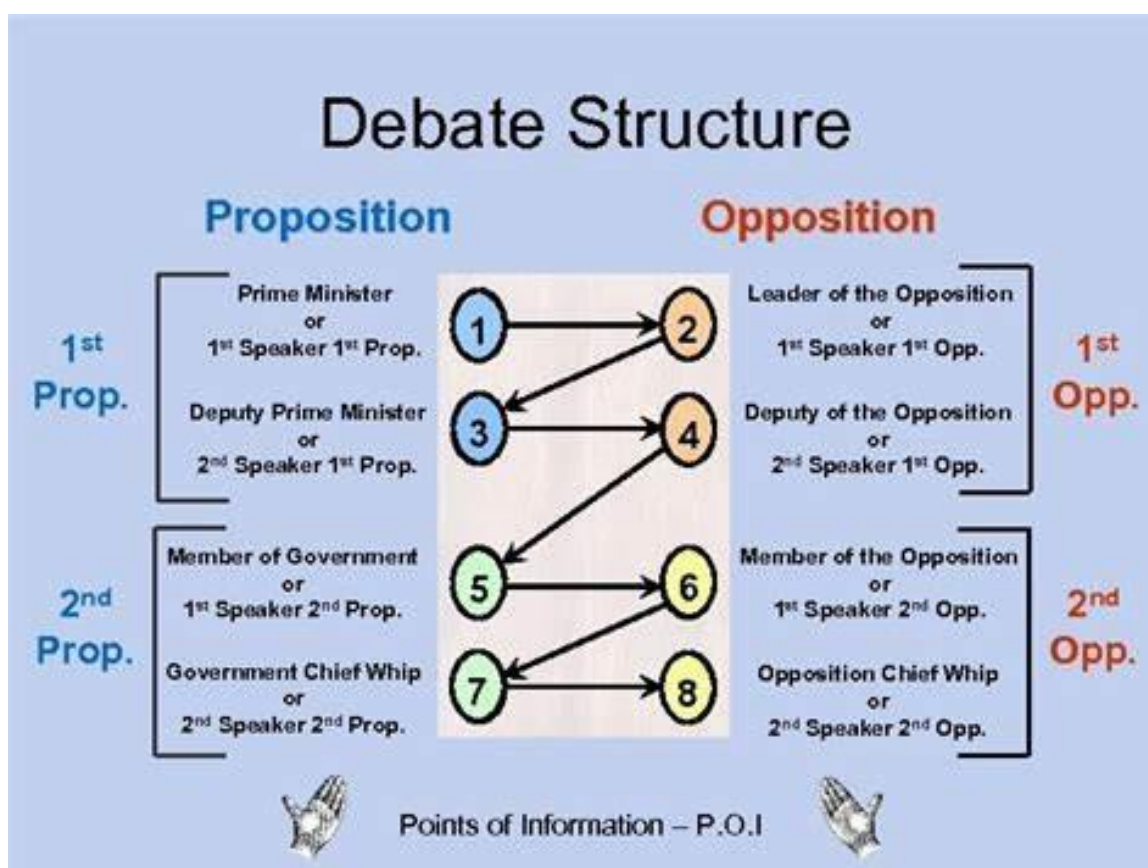
Plastic Model Making

Staff Lead:		Mr Cloke
Activity Outcome/Goal:		Pupils will have learned how to prepare, construct and paint a plastic model kit. These are commonly referred to as 'Airfix' kits, after the prominent British manufacturer of that name.
How will it be assessed:		Through successful completion of a model or models, which you will be able to keep, (AQA UAS EL Model construction: 3D work)
What will I be doing?	Week 1:	Issuing models. Introduction to preparing paints, glues and parts. Introduction to using instructions and tools.
	Week 2:	Painting of interior pieces or small components.
	Week 3:	Painting of interior pieces or small components. Demonstration of construction techniques.
	Week 4:	Commencing construction of the model.
	Week 5:	Continuing construction of the model.
	Week 6:	Filling, sanding and 'finishing' the model during construction.
	Week 7:	Painting the assembled model.
	Week 8:	Painting (continued).
	Week 9:	Painting (continued).
	Week 10:	Application of decals (stickers).
	Week 11:	Finishing and 'weathering' the model to add realism.
	Week 12:	Finishing and 'weathering' the model to add realism.



Politics and Debate

Staff Lead:		Miss Cox
Activity Outcome/Goal:		Pupils will learn the basics of the political systems in the UK and around the world in the first half term. We will also look to develop debating and discussion skills. This will involve a range of tasks encouraging public talking and listening.
How will it be assessed:		AQA Unit Award: DISCUSSION, CONTRIBUTION AND DEBATE (level 1)
What will I be doing?	Week 1:	How it all works? Introduction to the type of democracy we have in the UK. How voting works and how citizens are represented in parliament.
	Week 2:	The different styles of government. Looking at other forms of democracy.
	Week 3:	What is a constitutional monarchy and why do we in the UK have this?
	Week 4:	The role of the House of Commons.
	Week 5:	Introduction to debate - the rules and language of debate.
	Week 6:	Quick debate topics.
	Week 7:	Conduct a 'convince me' debate.
	Week 8:	The sales game.
	Week 9:	This or that style debates.
	Week 10:	Formal debates.
	Week 11:	The role of the Speaker in the House of Commons.
	Week 12:	The budgeting game.



Polymer Clay Jewellery

Staff Lead:		Mrs Tancock
Activity Outcome/Goal:		Pupils explore the use of polymers, and apply this to jewellery making.
How will it be assessed:		AQA Unit Award: MAKING A POLYMER CLAY JEWELLERY BROACH or MAKING POLYMER CLAY JEWELLERY EARRINGS or MAKING A POLYMER CLAY JEWELLERY PENDANT (all entry level)
What will I be doing?	Week 1:	What is a polymer? What are their properties and how can they be used.
	Week 2:	Research items that are made using polymer clay, and the techniques that can be used.
	Week 3:	Brainstorm and produce initial ideas for 4 different designs.
	Week 4:	Finalise design of jewellery item.
	Week 5:	Make prototype with plasticene - practice techniques.
	Week 6:	Refine prototype and develop techniques required.
	Week 7:	Make jewellery.
	Week 8:	Make jewellery.
	Week 9:	Make jewellery / packaging.
	Week 10:	What other ways can jewellery be made.
	Week 11:	Paper bead making.
	Week 12:	Paper bead making.



Promotional School Film

Staff Lead:		Mr Pluckrose
Activity Outcome/Goal:		Pupils will plan and film a high quality promotional film for life at GTS.
How will it be assessed:		Film to be shared on the GTS Website and YouTube page and AQA Unit Award: MEDIA: MAKING A BASIC FILM
What will I be doing?	Week 1:	Pre production - Ideas and Planning.
	Week 2:	Pre production - Script and Storyboard.
	Week 3:	Pre production - Unit 1 filming roles, responsibilities and training.
	Week 4:	Production – Filming.
	Week 5:	Production – Filming.
	Week 6:	Production – Filming.
	Week 7:	Production – Rushes.
	Week 8:	Post Production - Re shoots.
	Week 9:	Post Production - Editing - Import and sequencing.
	Week 10:	Post Production - Editing - Filters, transitions, titles, VFX, FX.
	Week 11:	Post Production - Editing - Colour correction and sound mix.
	Week 12:	Premiere of final film.



Robotics and Programming

Staff Lead:		Mr Bryant
Activity Outcome/Goal:		The goal of the E&I will produce a range of practical, functioning robots as well develop a further understanding of programming (either block or script languages). This will aim to raise our pupils' experience in these fields as well as challenge them to come up with practical function solutions to current issues.
How will it be assessed:		Develop some fantastic programs / robots. AQA Unit Award: CREATING A SIMPLE CONTROL PROGRAM FOR A ROBOT (Entry Level) and AQA Unit Award: ELECTRONIC PRODUCTS: USING ROBOTS (Entry Level)
What will I be doing?	Week 1:	Exploration of the robotic field.
	Week 2:	Introduction to python programming.
	Week 3:	Develop their solutions and program the bots / explore programming concepts.
	Week 4:	Develop their solutions and program the bots / explore programming concepts.
	Week 5:	Develop their solutions and program the bots / explore programming concepts.
	Week 6:	Develop their solutions and program the bots / explore programming concepts.
	Week 7:	Develop their solutions and program the bots / explore programming concepts.
	Week 8:	Develop their solutions and program the bots / explore programming concepts.
	Week 9:	Develop their solutions and program the bots / explore programming concepts.
	Week 10:	Develop their solutions and program the bots / explore programming concepts.
	Week 11:	Develop their solutions and program the bots / explore programming concepts.
	Week 12:	Develop their solutions and program the bots / explore programming concepts.



Rounders

Staff Lead:		Mrs Robertson-Neave / Mrs Frickleton
Activity Outcome/Goal:		Experience game play, umpiring and organising and running a tournament.
How will it be assessed:		AQA Unit Award Scheme: AN INTRODUCTION TO ROUNDERS (Level 1)
What will I be doing?	Week 1:	Organise a warm up for themselves, organise teams and practice basic skills ready for game play - throwing short and distance. Catching high and low. Game play.
	Week 2:	Warm up for the team. Develop further accuracy when throwing and more consistency when catching. Devise a team catching and throwing practice for future lessons. Game play.
	Week 3:	Team skills warm up. Practice and development of fielding techniques. Help coach each other to improve performance. Devise a team fielding warm up. Develop tactics for fielding. Game play.
	Week 4:	Refine and practice bowling technique in order to improve consistency. Understanding of the rules. Game play.
	Week 5:	Practice and refine batting skills. Further understanding rules, develop tactics for batting. Game play.
	Week 6:	Practice bowling, backstop second basic. Develop an increased tactical awareness, for fielding individual batters. Game play.
	Week 7:	Experience different fielding positions and tactics. Practice and refine as a team working together and different positions. Game play.
	Week 8:	Organise, run and play a tournament. Different types of tournament and officials and umpires roles.
	Week 9:	Organise, run and play a tournament. Different types of tournament and officials and umpires roles.
	Week 10:	Tournament and Officiating skills.
	Week 11:	Final round of tournament, winners declared.
	Week 12:	Final round of tournament, winners declared.



Running Club

Staff Lead:		Mr Abbott
Activity Outcome/Goal:		Pupils will have the opportunity to practice and improve their running ability. Some pupils may already do some running in their leisure time, others may do none at all. The sessions are structured so that all pupils can stretch and challenge themselves according to their ability. We expect that pupils apply their best effort every week.
How will it be assessed:		Pupils will assess themselves and should notice improvements to their fitness and speed as they progress through the course. There will be opportunities through the term for pupils to record their 1km pace, and pupils should see this improve. AQA Unit Award: CROSS-COUNTRY RUNNING (UNIT 1) (Level 2)
What will I be doing?	Week 1:	School site. Introduction and expectations. Practice some warm up drills and run 1km as fast as you can. Time will be recorded. All sessions will be weather dependant.
	Week 2:	School site. Run for three minutes, with three minute rest inbetween.
	Week 3:	Create a training plan for an upcoming race.
	Week 4:	Hill runs at Burwood Lane.
	Week 5:	Laps at Commons Lake.
	Week 6:	Hill efforts at Caddywell Lane.
	Week 7:	Increasing distance – Darracott Lane.
	Week 8:	School site - run your best 1km. Mid-program assessment.
	Week 9:	Hill runs at Burwood Lane.
	Week 10:	Laps at Commons Lake.
	Week 11:	Hill efforts at Caddywell Lane.
	Week 12:	Increasing distance – Darracott Lane.



Russian

Staff Lead:		Mr Stanier
Activity Outcome/Goal:		To master basic Russian.
How will it be assessed:		AQA Unit Award Scheme COMMUNICATION IN RUSSIAN: GREETING (EL) Possible GCSE Russian
What will I be doing?	Week 1:	Cyrillic alphabet 1, The gender of nouns, Red Square and the Kremlin
	Week 2:	Cyrillic alphabet 2, The absence of articles and the verb to be in the present tense, The Third Rome
	Week 3:	Cyrillic alphabet 3, Adjectives, St Petersburg
	Week 4:	Cyrillic alphabet 4, Pronouns and verbs, The Dacha
	Week 5:	Cyrillic alphabet 5, Greeting someone in Russian, Sport in Russia
	Week 6:	Cyrillic alphabet 6, Describing yourself, The Songs of Victor Tsoi
	Week 7:	The past tense, Russian Food 1 – Cabbage, Potatoes and Beetroot
	Week 8:	Perfective and imperfective verbs, Russian Food 2 – Eating at a friend's house
	Week 9:	Reflexive verbs, Housing in Russia
	Week 10:	Verbs of motion 1, The Great Writers of Russia
	Week 11:	Verbs of motion 2, The Great Composers of Russia
	Week 12:	Summative Assessment: Greeting a Russian and asking about their culture



School Newspaper / Journalism

Staff Lead:		Mrs Langmead / Mrs Greenham
Activity Outcome/Goal:		Pupils will learn how to report on local news and events held within school, they will also develop their non-fiction writing and editing skills.
How will it be assessed:		Pupils will produce a termly newspaper that contains a range of articles covering global issues, local news, school events and more. AQA Unit Awards: WRITING A NEWSPAPER ARTICLE (Entry Level).
What will I be doing?	Week 1:	Outline the aims of the newspaper and discuss areas of interest / the segments each pupil will cover, and how to research articles.
	Week 2:	What is journalism? Learn about the purpose of the news, the history of tabloids and broadsheets, how newspapers are constructed and the basics of ethical and responsible journalism.
	Week 3:	Learn how to write a well structured and impactful article: Form, audience and purpose; Language features and hooks; Effective structural techniques.
	Week 4:	Choosing topics of focus and planning out the information that will need to be gathered: Interviews; Attending events; Online research; Photographs.
	Week 5:	How to conduct an interview: Planning effective questions; How to get detailed responses; How to take useful notes; Planning who to interview.
	Week 6:	Field work 1: Conducting interviews
	Week 7:	Field work 2: Pupils will make arrangements to visit any locations or events that will support them writing their articles, e.g. reach out to P.E. to arrange attending a sports fixture.
	Week 8:	Field work 3: Photography & Online research
	Week 9:	Writing and editing: Pupils will collate their field research and begin writing their articles, focusing on their strong, catchy headlines and opening hooks.
	Week 10:	Writing and editing: Pupils will work on developing the main body of their article, incorporating their research and interviews into their work.
	Week 11:	Writing and editing: Pupils will finalise their articles, making sure they have included all of their ideas, interesting language and structural features and have checked thoroughly for errors.
	Week 12:	The final edit and proof reading: Pupils will learn to create a mock up of the final newspaper, deciding where each article should be featured, what will make the front page, and the overall style.



Scrapbooking

Staff Lead:		Mrs Richardson
Activity Outcome/Goal:		Keeping a scrapbook organises your pictures and helps you to keep a journal of memories. Even day to day life, when recorded, becomes history. Photos and memorabilia can be preserved for generations, if stored properly. Pupils will learn various ways to do this and create their own scrapbook of memories.
How will it be assessed:		You will complete your own scrapbook, using the skills learnt over the lessons. AQA Unit Award: MAKING A SCRAP OR MEMORY BOOK
What will I be doing?	Week 1:	Introduction of scrapbooks, what are the fundamentals?
	Week 2:	Practice different layout skills and writing techniques.
	Week 3:	Use IT to plan theme for own scrapbook pages.
	Week 4:	Create a stand-alone page using some of the skills learnt.
	Week 5:	Creation of scrapbook pages session 1.
	Week 6:	Creation of scrapbook pages session 2.
	Week 7:	Creation of scrapbook pages session 3.
	Week 8:	Creation of scrapbook pages session 4.
	Week 9:	Creation of scrapbook pages session 5.
	Week 10:	Creation of scrapbook pages session 6.
	Week 11:	Final scrapbook finished.
	Week 12:	Share successful creation of scrapbook with the class.



Surfing / Wakeboarding

Staff Lead:		Mr Rawle
Activity Outcome/Goal:		<p>Learning to surf with qualified instructor. Developing board skills, water confidence and how to stay safe in the water. There is a max of 40 pupils for this course and there will be a cost. Please note, you will require swim wear, a towel, and may bring your own wetsuit (not essential). It's also recommended that you should bring extra food/drink for after the session, and sunscreen / sunblock. We aim to return between 5.15pm and 5.30pm depending on the venue, and tide times, the coach will drop off in the GTS car park, just off Hatchmoor Road.</p> <p><i>*It is important that total commitment is made to every lesson. Please ensure no doctors or dentist appointments etc. clash with the surfing/wakeboarding timetable - if a lesson is missed the cost will still have to be covered by yourselves and no refunds will be given.</i></p>
How will it be assessed:		British Surfing Association Surf Award.
What will I be doing?	Week 1:	10 sessions (usually 5 surfs and 5 wakeboarding) which will allow pupils of all abilities to develop their watersport techniques. The sessions take place at Westward Ho! and North Devon Wake Board Park, with experienced instructors leading all sessions.
	Week 2:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 3:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 4:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 5:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 6:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 7:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 8:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 9:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 10:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 11:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.
	Week 12:	Surf and Water safety training delivered by a qualified Surfing Instructor off site.

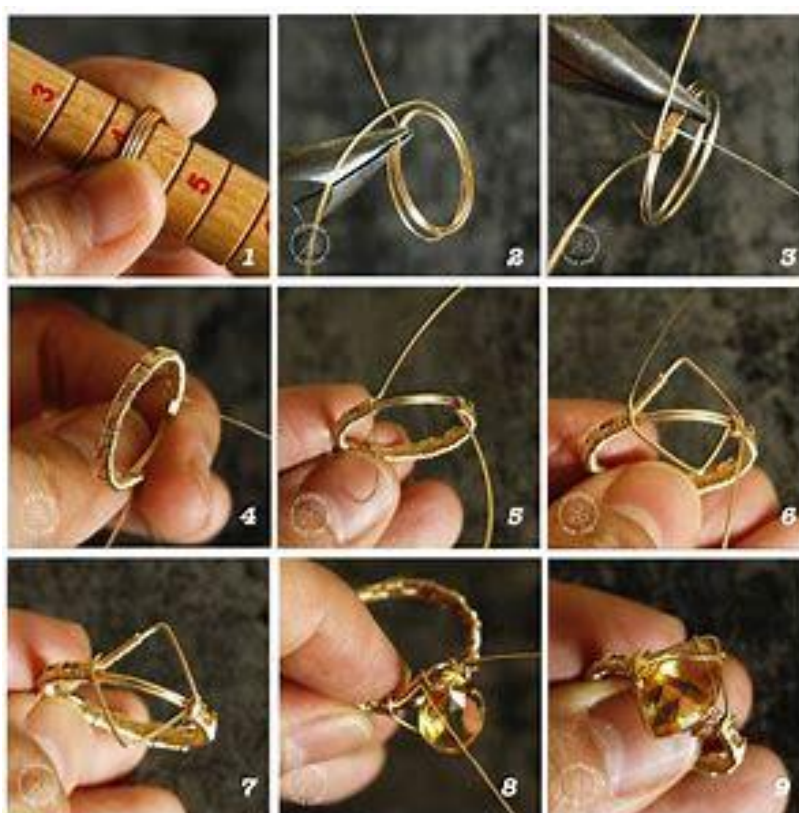
Winter Decoration Making

Staff Lead:		Mrs Tancock
Activity Outcome/Goal:		Pupils explore Winter holidays and design decorations that could be used.
How will it be assessed:		Through successful completion of a Winter Holiday decoration. AQA Unit Award: MAKING A CHRISTMAS DECORATION
What will I be doing?	Week 1:	What holidays do people around the world celebrate in the Winter?
	Week 2:	Research a holiday that is celebrated in the Winter and find out about the traditions connected with it.
	Week 3:	What decorations do people traditionally make for Winter holidays?
	Week 4:	Design a Winter holiday decoration.
	Week 5:	Make prototype.
	Week 6:	Share and practice skills for final decoration.
	Week 7:	Prepare final materials.
	Week 8:	Make decorations.
	Week 9:	Make decorations.
	Week 10:	Make decorations.
	Week 11:	Make decorations.
	Week 12:	Winter Holiday decoration exhibition.



Wire Jewellery Making

Staff Lead:		Ms Silcox
Activity Outcome/Goal:		Pupils will learn how to design and create a range of wire jewellery items.
How will it be assessed:		Pupils will have designed and created a jewellery set and if extra is made, will raffle their items to raise money for charity. AQA Unit Award: MAKING SIMPLE JEWELLERY WITH BEADS AND WIRE
What will I be doing?	Week 1:	Talk through the aim of the project, show pupils some pre-made wire jewellery items. Show and explain how to use the relevant tools needed to create different items.
	Week 2:	Use laptops to research and plan their designs and produce a professional jewellery set design idea (e.g. necklace, bracelet, earrings, ring).
	Week 3:	'Create' session 1 – pupils to produce a draft version of their chosen design.
	Week 4:	'Create' session 2 – pupils to complete draft production of their chosen design.
	Week 5:	'Create' session 3 – pupils to complete draft production of their chosen design.
	Week 6:	'Create' session 4 – pupils to redraft and finalise their designs.
	Week 7:	'Create' session 5 – create their final designs.
	Week 8:	'Create' session 6 – create their final designs.
	Week 9:	'Create' session 7 – create their final designs.
	Week 10:	'Create' session 8 – create their final designs.
	Week 11:	'Create' session 9 – create their final designs.
	Week 12:	'Create' session 10 – create their final designs.



Wonderful Wales

Staff Lead:		Mr Lloyd
Activity Outcome/Goal:		To raise the pupils' culture capital about all things to do with Wales.
How will it be assessed:		AQA Unit Award: WELSH CULTURE: EXTENDED KNOWLEDGE OF WALES
What will I be doing?	Week 1:	Introduction.
	Week 2:	Welsh Princes.
	Week 3:	Conquest of Wales.
	Week 4:	Learning Welsh, part 1.
	Week 5:	Santes Dwynwen: The loving Welsh.
	Week 6:	Why is Wales the land of song?
	Week 7:	Learning Welsh, part 2.
	Week 8:	St David's Day.
	Week 9:	Welsh Food.
	Week 10:	Welsh Media.
	Week 11:	Learning Welsh, part 3.
	Week 12:	Conclusion: What it means to be Welsh.



Woodwork :

(Introduction to basic woodworking principles)

Staff Lead:		Mr Beams
Activity Outcome/Goal:		Item utilising learned techniques, joining wood to produce a wooden structure / small item of furniture.
How will it be assessed:		Constructive feedback on accuracy and security of joints and level of finish. AQA Unit Award: BASIC WOODWORKING SKILLS (level 1) or AQA Unit Award: INTRODUCTION TO BEGINNER WOODWORK SKILLS (entry Level)
What will I be doing?	Week 1:	Introduction to a woodworking workshop. Types of wood / tools / joints / finishes.
	Week 2:	Practice measuring and cutting (scrap wood).
	Week 3:	Design an item to produce (Footstool?) and consider materials and tools required.
	Week 4:	Production.
	Week 5:	Production.
	Week 6:	Production.
	Week 7:	Production.
	Week 8:	Production.
	Week 9:	Production.
	Week 10:	Production.
	Week 11:	Production.
	Week 12:	Introduction to power tools (incl. router, router table, table saw).



Woodwork (Mood Board)

Need to have completed Woodwork basics

Staff Lead:		Mr Ashby
Activity Outcome/Goal:		Pupils will construct an accurate pine frame and back board.
How will it be assessed:		Completion of the final product. AQA Unit Award: BASIC WOODWORKING SKILLS (level 1)
What will I be doing?	Week 1:	Introduction: Explanation of what a mood board is.
	Week 2:	Pupils create a mood board using the D&T laptops. Copy/pasting images into powerpoint.
	Week 3:	Demonstration of creating a corner lap joint.
	Week 4:	Pupils create a practise wood joint using scrap off cuts.
	Week 5:	Pupils complete the practise corner joint.
	Week 6:	Pupils start manufacturing their mood board.
	Week 7:	Practical work.
	Week 8:	Practical work.
	Week 9:	Practical work.
	Week 10:	Practical work.
	Week 11:	Practical work.
	Week 12:	Complete the mood board and add photos / images.



Yoga

Staff Lead:		Mrs Holman
Activity Outcome/Goal:		This course ensures a smooth and enjoyable introduction to yoga while helping beginners build confidence, flexibility, and mindfulness.
How will it be assessed:		AQA Unit award: TAKING PART IN A BASIC YOGA AND RELAXATION SESSION (entry level).
What will I be doing?	Week 1:	Introduction to Yoga & Basic Poses: Understanding yoga philosophy and benefits; Foundational poses – Mountain, Child’s Pose, Downward Dog; Breathwork basics – Diaphragmatic breathing.
	Week 2:	Stretching & Flexibility: Focusing on gentle stretches to loosen muscles; Beginner-friendly poses – Cat-Cow, Cobra, Seated Forward Bend; Practicing mindful breathing techniques.
	Week 3:	Balance & Stability: Learning balance-focused poses – Tree Pose, Warrior III; Strengthening core and lower body stability; Exploring breath control in poses.
	Week 4:	Building Strength: Introducing strength-based poses – Plank, Chair Pose, Warrior II; Developing endurance in poses and sequences; Incorporating Sun Salutations for full-body activation.
	Week 5:	Gentle Flow & Movement: Practicing transitions between poses smoothly; Learning simple vinyasa flows for movement meditation; Increasing breath-to-movement awareness.
	Week 6:	Core Engagement & Stability: Strengthening core muscles for better posture; Core-focused poses – Boat Pose, Bridge, Half Moon; Exploring deeper breathing techniques.
	Week 7:	Expanding Range of Motion: Working on deep stretching poses – Pigeon Pose, Lizard Pose; Improving spinal flexibility with twists and folds; Exploring mindful meditation practices.
	Week 8:	Relaxation & Recovery: Practicing restorative yoga – Legs-Up-the-Wall, Reclined Butterfly; Incorporating deep relaxation and guided breathing exercises; Learning tension-release techniques.
	Week 9:	Breath & Energy Awareness: Exploring breath control for mental clarity; Learning pranayama exercises for relaxation and focus; Combining breath with movement in dynamic sequences.
	Week 10:	Full-Body Yoga Flow: Bringing together all learned poses into a cohesive flow; Refining breath coordination with movement; Understanding personal areas of improvement.
	Week 11:	Yoga for Stress Reduction: Incorporating meditation and mindfulness practices; Deep relaxation techniques for mental well-being; Learning how to adapt yoga for daily life.
	Week 12:	Personalised Yoga Practice & Reflection: Developing an individual routine for continued progress; Reviewing posture and alignment for optimal benefits; Celebrating progress and setting future yoga goals.



**DREAM
BELIEVE
ACHIEVE**