



# ***Enrichment & Intervention 2026-2027***



**“**  
One  
opportunity  
used wisely  
can change  
your life  
dramatically  
**”**

# Contents

Welcome .....	5
How to choose your activities .....	5
Air-dry Clay Modelling.....	2
Ancient Ideas for a Modern World .....	3
Autumn Rag Wreaths and Bunting.....	4
Beauty in Nature.....	6
Board Games .....	7
Card Group Activities .....	8
Chess .....	9
Climbing.....	10
Creative Writing.....	11
Cricket.....	12
Crime Scene Investigation.....	13
Crochet for Beginners .....	14
Dance Leaders .....	15
Debating not Arguing.....	16
Encouraging Primary Pupils to read .....	17
Football Officiating Year 9/10.....	18
Forensic Science .....	19
Friends for the Elderly .....	20
Friendship Bracelets .....	21
GCSE Statistics .....	22
Gelli Plate printmaking.....	23
Global Issues: Exploring documentaries.....	24
Indian Head Massage and a history of Hair & Beauty .....	25
Literacy Leaders .....	26
Mono Amplifier & Speaker Box Project.....	27
Musical (Term 1 & 2).....	28
Nail Therapy .....	29
Paint Masterpieces by Numbers .....	30
Paper Craft.....	31
Plastic Model Making .....	32
Puzzle Brain-workouts.....	33
Robotics and Programming .....	34

Rounders .....	35
Rugby (Boys) .....	36
Rugby (Girls).....	37
Running Club .....	38
Russian.....	39
School Newspaper / Journalism .....	40
Scrapbooking.....	41
Surfing / Wakeboarding.....	42
Taskmaster .....	43
Trampolining .....	44
Volleyball .....	46
Warhammer .....	47
What on Earth Evolved? .....	48
Winter Decoration Making .....	49
Woodwork - Desk Tidy.....	50
Woodwork - Bird Box.....	51
Year 7 BSL for beginners .....	52

# 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 chances 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 29<sup>th</sup> June 2026**.

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 2026-2027'.**

**Any questions, please speak to Ms Royse or email [jroyse@gts.devon.sch.uk](mailto:jroyse@gts.devon.sch.uk)**

**A-Z  
of  
Enrichment  
Activities**

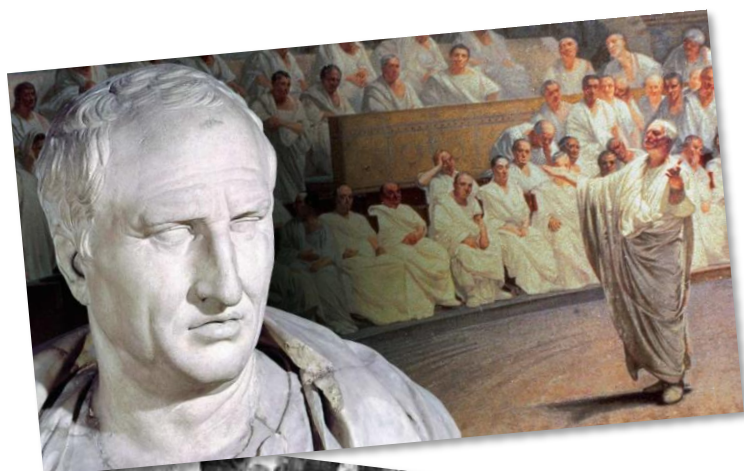
## Air-dry Clay Modelling

Staff Lead:	Mrs Stephens	
Activity Outcome/Goal:	Learn basic techniques of manipulating clay and learning about its properties.	
How will it be assessed:	AQA unit award scheme Making a coil pot (EL); Making a pinch pot using air dry clay (EL); 3D pottery construction (L1)	
What will I be doing?	Week 1:	Learning and discussing basic techniques and properties of clay.
	Week 2:	Begin modelling a basic pinch pot.
	Week 3:	Using coils as a technique.
	Week 4:	Designing/creating a project idea.
	Week 5:	Start creating project.
	Weeks 6-7:	Continue with project.
	Week 8:	Continue with project and research ideas for future projects.
	Weeks 9-11:	Continue with project.
	Week 12:	Complete projects – photograph and display on school screens.



# Ancient Ideas for a Modern World

Staff Lead:	Miss Douglas	
Activity Outcome/Goal:	Have you ever thought the Classics are just ancient history - nothing to do with our world today? Well, think again! These sessions will explore aspects of modern life alongside people, places and stories from ancient Greece and Rome. Topics will include 'Free speech - what's it all about?', 'Image - how do you want to be seen?', 'Persuasion - how do you change someone's mind?' and 'Do we need heroes?' We will dig into these topics through a range of resources, including video clips, images, artefacts and texts, and pupils will be able to get involved through lots of discussion, as well as written and creative tasks. These sessions are designed to ignite pupils' curiosity about the ancient world and give them a chance to think about and share their ideas on important topics of debate today.	
How will it be assessed:	Largely assessed through contribution to discussion, but also through creative tasks and short pieces of writing.	
What will I be doing?	Week 1:	Free speech - what is it all about? Free speech in the modern world.
	Week 2:	Free speech - what is it all about? Athenian democracy and ostracism.
	Week 3:	Free speech - what is it all about? Comedy and religion.
	Week 4:	Image - how do you want to be seen? Selfies and portraits.
	Week 5:	Image - how do you want to be seen? Augustus.
	Week 6:	Image - how do you want to be seen? Statue wars.
	Week 7:	Persuasion - how do you change someone's mind? Activism.
	Week 8:	Persuasion - how do you change someone's mind? Rhetoric.
	Week 9:	Persuasion - how do you change someone's mind? Dangerous speeches and critical listening.
	Week 10:	Do we need heroes? Modern and super heroes.
	Week 11:	Do we need heroes? Odysseus, Achilles, Theseus and Heracles.
	Week 12:	Do we need heroes? Medea and Clytemnestra.



## 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! Developing skills in textiles, colour theory, pattern, and decorative craft techniques.
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?	<b>Week 1:</b> <i>Introduction to Autumn Crafts</i> Explore examples of rag wreaths and bunting Discuss autumn themes (colours, textures, nature) Health & safety (scissors, glue, fabric tools) Output: Product analysis notes
	<b>Week 2:</b> <i>Research &amp; Theme Development</i> Investigate autumn inspiration (leaves, harvest, colours) Create mood boards (fabric swatches, colour palettes) Output: Mood board
	<b>Week 3:</b> <i>Design Criteria</i> Define purpose (home décor, gift, display) Identify target user Write design specification (size, materials, style) Output: Design criteria sheet
	<b>Week 4:</b> <i>Initial Design Ideas</i> Sketch ideas for wreath and bunting designs Annotate with fabric choices, colours, features Peer feedback Output: Annotated sketches
	<b>Week 5:</b> <i>Final Design Development</i> Select best ideas for wreath and bunting Plan sizes, patterns, and number of components Create making plan Output: Final design sheet
	<b>Week 6:</b> <i>Materials &amp; Skills Workshop</i> Introduce fabrics (cotton, felt, recycled textiles) Practice cutting fabric, knotting, simple stitching Output: Sample techniques
	<b>Week 7:</b> <i>Preparing Materials</i> Cut fabric strips for rag wreath Cut bunting shapes (triangles/flags) Organise materials efficiently Output: Prepared components
	<b>Week 8:</b> <i>Making the Rag Wreath</i> Tie fabric strips onto wreath base (wire/card ring) Focus on colour pattern and fullness Add natural decorations if desired Output: Completed wreath base
	<b>Week 9:</b> <i>Making the Bunting</i> Assemble bunting pieces onto string or ribbon Use glue or simple stitching Maintain consistent spacing and alignment Output: Constructed bunting

Week 10:	<i>Decoration &amp; Detailing</i> Add embellishments (buttons, leaves, felt shapes) Ensure cohesive theme across wreath and bunting Output: Detailed products
Week 11:	<i>Finishing &amp; Quality Check</i> Trim and neaten fabric edges Secure all components Evaluate durability and appearance Output: Finished wreath and bunting
Week 12:	<i>Evaluation &amp; Presentation</i> Evaluate against design criteria Reflect on craftsmanship and creativity Display work (class exhibition) Output: Written evaluation + presentation



# Beauty in Nature

Staff Lead:	Mrs Scott	
Activity Outcome/Goal:	Pupils will learn: the value of biodiversity and the natural world, the positive impact that focusing on nature can have on your mental health. How beautiful the natural world can be. You will get the opportunity to create a piece of artwork which will be turned into a greeting card and will be sold to raise money for a nature charity.	
How will it be assessed:	Artwork and greeting cards produced at the end of the topic	
What will I be doing?	Week 1:	Learning about the importance in biodiversity, the different habitats across the Earth. We will also focus on the impact nature can have on your mental health.
	Weeks 2-3:	Inspiration - Watch David Attenborough, Planet Earth. You will get an amazing view of the natural world, you can take some inspiration from this.
	Week 4:	Begin research – This session you will begin to research the natural world. You will need to look at different habitats, different species to find what inspires you.
	Week 5:	Continue research - This session you will focus your research on a specific area, this could be a particular habitat, animal, plant, insect, or something different, feather, shells, anything you find interesting! Create a vision board for your inspiration.
	Week 6:	Create a written piece of work about your chosen project, what is it? Why is it important to try and look after this in the natural world.
	Week 7:	Begin your artwork project to go with your written work.
	Week 8-10:	Continue your artwork project.
	Week 11:	Turn your artwork project into a card with your written work with it.
	Week 12:	Sell your greetings cards for charity.



# Board Games

Staff Lead:	Ms Royse / Ms Vitalis	
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:	
	Week 3:	
	Week 4:	Tactical Play & Adaptability
	Week 5:	
	Week 6:	
	Week 7:	Competition & Psychological Edge
	Week 8:	
	Week 9:	
	Week 10:	Competitive Play & Mastery
	Week 11:	
	Week 12:	



## 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 checkmate patters
	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 checkmate patterns
	Week 9:	Expert tactics
	Week 10:	Expert endgame theory
	Week 11:	Developing a strategy
	Week 12:	The final



# Climbing

Staff Lead:	Mr Britton, Mr Whalley & Mr Bolton
Activity Outcome/Goal:	To develop skills, strategies and tactics around safe climbing.
How will it be assessed:	Observation, Performance Tasks, Peer Assessment, Self-Assessment, Fitness Testing, Questioning, Effort Tracking
What will I be doing?	<p>Week 1: Wall Preparation &amp; Safety: Warm-up basics, harness fitting, tying-in, belay introduction.</p> <p>Week 2: Basic Movement: Foot placement, balance, simple vertical routes.</p> <p>Week 3: Grip Types: Jugs, crimps, slopers, open-hand technique.</p> <p>Week 4: Body Positioning: Hips to wall, weight transfer, quiet feet.</p> <p>Week 5: Route Reading: Identifying holds, planning sequences, visualising moves.</p> <p>Week 6: Efficient Movement: Straight arms, resting positions, conserving energy.</p> <p>Week 7: Footwork Development: Edging, smearing, precise placements.</p> <p>Week 8: Balance &amp; Centre of Gravity: Counterbalance, flagging, stability drills.</p> <p>Week 9: Dynamic vs Static Movement: Controlled reaches, small dynamic moves, timing.</p> <p>Week 10: Overhang Techniques: Core tension, heel hooks, toe hooks.</p> <p>Week 11: Problem-Solving: Sequencing, experimenting with options, adapting mid-climb.</p> <p>Week 12: Applying Skills in Routes: Mixed problems, confidence building, personal challenge route.</p>



# Creative Writing

Staff Lead:	Mrs Greenham
Activity Outcome/Goal:	<p>Pupils will develop their creative writing skills. The aim will be to refine technique, build and improve vocabulary and learn structure. Pupils will have the opportunity to explore a number of genres and forms including short stories / flash fiction, poetry and descriptive writing. The goal is to build confidence and foster a love of writing. I would like to collect samples of pupils' work to publish in the Crier, the GTS school newspaper and potentially an independent anthology of work at the end of the year which will become modeling materials to support the following year / terms. In using pupils' work as future models I hope to showcase peer work as well as professional writing to build confidence in ability. Each week pupils will have opportunities to write and improve as they develop new skills.</p>
How will it be assessed:	Through marking, drafting, redrafting and publication.
What will I be doing?	<p><b>Week 1:</b> Introduction to Creative Writing : What is creative writing? Generating ideas, free writing - looking at examples of openings / descriptive writing.</p> <p><b>Week 2:</b> Ambitious vocabulary : Developing language and vocabulary. Pupils will build resources that can support the rest of the module. Activities: Vocabulary upgrade tasks; Word bank creation; Writing challenge using set words.</p> <p><b>Week 3:</b> Flash Fiction: Pupils will learn to write concisely and practice editing and precision. They will attempt a 100-word story challenge.</p> <p><b>Week 4:</b> Descriptive writing: "Show don't tell". Pupils will learn how to replace exposition with immersive details, actions, and sensory language.</p> <p><b>Week 5:</b> Writing structure: Pupils will look at: 1) Circular narratives; 2) Drop, zoom, flash, end writing; 3) Linear Writing (story arc). Pupils will learn and identify each structure then have the opportunity to create one of their own.</p> <p><b>Week 6:</b> Short stories: Pupils will be given a selection of short stories to read and consider. Discussions of benefits and origins of publications, i.e. history of mass printing periodicals etc.</p> <p><b>Week 7:</b> Poetry: Pupils will have the opportunity to look at spoken word poetry and free verse. Discussion of topic choice, expression and message. Pupils will then have the time to create and opportunity to perform to each other.</p> <p><b>Week 8:</b> Choose form for independent project: Pupils will start to work on their independent project, planning, creating believable characters, setting and atmosphere. Consider structure, plan, plot or message of poem and research.</p> <p><b>Week 9:</b> First draft: Independent work - pupils will have time to work on their own project writing their first draft.</p> <p><b>Week 10:</b> Peer review and editing second draft.</p> <p><b>Week 11:</b> Final draft and neat write up / type up: This will give pupils the time to illustrate their work or prepare their work in a way that they are happy to present / publish.</p> <p><b>Week 12:</b> Publication and Celebration: Pupils will have the opportunity to share their work and celebrate each others success. Collections for publication and any potential illustrations.</p>

# Cricket

Staff Lead:	Mr Bolton / Mr Grizzle-Johnson	
Activity Outcome/Goal:	Pupils will learn and develop skills, strategies, 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.

*A day in the life of a* **Crime Scene Investigator**

- Estimate by looking at local police salaries** (Icon: Dollar sign)
- Law Enforcement Experience** (Icon: Police Department badge)
- Collection & Processing of Evidence** (Icon: Fingerprint and evidence marker)
- Strong Stomach** gruesome scenes & odd hours (Icon: Splashing liquid)
- Physical Mobility** bending, stooping, lifting, working in all weather conditions (Icon: Hand holding a tool)

# Crochet for Beginners

Staff Lead:	Mrs Cuthbertson	
Activity Outcome/Goal:	Pupils will learn the basic skills and techniques to produce hair accessories and head bands.	
How will it be assessed:	Pupils will be assessed by their successful production of projects.	
What will I be doing?	Week 1:	How to hold a crochet hook and wool. Begin to make basic chains.
	Week 2:	Master the technique to form chains.
	Week 3:	Develop chains and learn the single crochet.
	Week 4:	Develop chains and learn how to double crochet.
	Week 5:	Begin to make simple headbands.
	Weeks 6-7:	Continue crochet project.
	Week 8:	Learn the rib stitch to make a headband.
	Weeks 9-11:	Continue crochet project
	Week 12:	Bring the crochet project together by sewing the seams together.



## Dance Leaders

Staff Lead:	Mrs Frickleton	
Activity Outcome/Goal:	Develop the skills and confidence to develop and lead a dance festival for primary school pupils.	
How will it be assessed:	Observation, Performance Tasks, Peer Assessment, Self-Assessment, Fitness Testing, Questioning, Effort Tracking.	
What will I be doing?	Week 1:	Introduction to Leadership: Roles of a dance leader, safety, warm-up structure.
	Week 2:	Basic Dance Skills: Rhythm, timing, simple movement patterns.
	Week 3:	Choreography Foundations: Creating short sequences, using levels and directions.
	Week 4:	Teaching Skills: Breaking down movements, clear demonstrations, cueing.
	Week 5:	Working With Primary Pupils: Age-appropriate instruction, engagement strategies.
	Week 6:	Group Management: Formations, transitions, managing behaviour.
	Week 7:	Developing a Routine: Expanding sequences, adding musicality and structure.
	Week 8:	Creative Tasks: Leading improvisation, encouraging pupil ideas.
	Week 9:	Performance Skills: Expression, confidence, stage presence.
	Week 10:	Festival Planning: Running order, group roles, timing, logistics.
	Week 11:	Rehearsal Leadership: Giving feedback, refining routines, supporting younger pupils.
	Week 12:	Festival Delivery: Leading warm-ups, running the event, closing performance.



## 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 the 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.
	Weeks 9-10:	Refining debating skills through practice.
	Weeks 11-12:	Debating competition.



## Encouraging Primary Pupils to read

Staff Lead:	Mrs Bryant																						
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?	<table border="1"> <tr> <td>Week 1:</td> <td>Introduction to the project and existing popular books.</td> </tr> <tr> <td>Week 2:</td> <td>What do we need to create a book? Pre-planning - mood board and mind map creation.</td> </tr> <tr> <td>Week 3:</td> <td>How to create a character.</td> </tr> <tr> <td>Week 4:</td> <td>How to write a story with words and pictures.</td> </tr> <tr> <td>Week 5:</td> <td>Creating assets for a book (images and text).</td> </tr> <tr> <td>Weeks 6-7:</td> <td>Creating assets for a book.</td> </tr> <tr> <td>Week 8:</td> <td>Putting the book together.</td> </tr> <tr> <td>Week 9:</td> <td>Finalising book and printing.</td> </tr> <tr> <td>Week 10:</td> <td>How to create a simple feedback sheet.</td> </tr> <tr> <td>Week 11:</td> <td>Getting feedback from primary readers.</td> </tr> <tr> <td>Week 12:</td> <td>Reviewing creations.</td> </tr> </table>	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).	Weeks 6-7:	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.
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).																						
Weeks 6-7:	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 Year 9/10

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?	<p><i>Introduction to Officiating.</i> Overview of the Laws of the Game (FIFA/FA guidelines). Roles of the referee and assistant referees. Equipment and signals used in officiating.</p> <p><i>Game Management Basics.</i> Understanding fouls and misconduct. Positioning and movement for optimal decision-making. Learning whistle control and communication techniques.</p> <p><i>Officiating Mechanics &amp; Decision-Making.</i> Hand signals for various game situations. Applying the advantage rule. Managing stoppages and restarts effectively.</p> <p><i>Offside Rule Mastery.</i> Understanding offside position vs. offside offense. Assistant referee positioning and signaling. Practical exercises for offside decision-making.</p> <p><i>Handling Fouls &amp; Disciplinary Actions.</i> Recognising careless, reckless, and excessive force challenges. Application of yellow and red cards. Controlling dissent and ensuring fairness.</p> <p><i>Game Flow &amp; Situational Awareness.</i> Managing time-wasting and stoppages. Identifying tactical fouls and simulation. Learning how to adapt to match intensity.</p> <p><i>Field Positioning &amp; Movement.</i> Effective positioning for referees and assistant referees. Adjusting movement based on game dynamics. Communication with players and fellow officials.</p> <p><i>Match Simulation &amp; Decision Practice.</i> Officiating friendly matches to apply learned skills. Reviewing video footage for analysis. Handling challenging referee situations.</p> <p><i>Conflict Resolution &amp; Match Control.</i> Managing disputes and maintaining authority. Improving body language and assertive communication. Addressing misconduct professionally.</p> <p><i>Fitness &amp; Endurance Training.</i> Fitness drills for officiating stamina. Nutrition and injury prevention strategies. Mental focus techniques for high-pressure situations.</p> <p><i>Mock Match Assessment.</i> Officiating full match scenarios with mentors. Reviewing decisions with experienced officials. Receiving constructive feedback.</p> <p><i>Certification &amp; Competitive Readiness.</i> Preparing for certification exams or assessments. Understanding local league requirements. Setting officiating goals for future growth.</p>

# Forensic Science

Staff Lead:	Mrs Morrison																								
Activity Outcome/Goal:	Pupils will work as a team to solve a structured mock crime scene scenario. They will learn and apply core forensic laboratory techniques through collection, analysis, and interpretation of physical evidence. Following their analysis, they will compile a case file to be presented in a mock trial.																								
How will it be assessed:	Through the practical skills gained each lesson and records kept in their "lab books".																								
What will I be doing?	<table border="1"> <tr> <td>Week 1:</td> <td>Introductions: Understanding what forensic science is and how it is used.</td> </tr> <tr> <td>Week 2:</td> <td>Learn how to secure a scene and avoid contamination.</td> </tr> <tr> <td>Week 3:</td> <td>Evidence handling: Labelling, bagging and logging of the evidence.</td> </tr> <tr> <td>Week 4:</td> <td>Fingerprint Analysis: Dusting, lifting and comparing fingerprints.</td> </tr> <tr> <td>Week 5:</td> <td>Blood Spatter analysis.</td> </tr> <tr> <td>Week 6:</td> <td>Blood typing.</td> </tr> <tr> <td>Week 7:</td> <td>Chromatography analysis of substances left at the crime scene.</td> </tr> <tr> <td>Week 8:</td> <td>Handwriting analysis of the suspect(s).</td> </tr> <tr> <td>Week 9:</td> <td>Hair and fibre analysis.</td> </tr> <tr> <td>Week 10:</td> <td>Evidence consolidation and case building.</td> </tr> <tr> <td>Week 11:</td> <td>Solving the case: presenting the evidence.</td> </tr> <tr> <td>Week 12:</td> <td>Case conclusions.</td> </tr> </table>	Week 1:	Introductions: Understanding what forensic science is and how it is used.	Week 2:	Learn how to secure a scene and avoid contamination.	Week 3:	Evidence handling: Labelling, bagging and logging of the evidence.	Week 4:	Fingerprint Analysis: Dusting, lifting and comparing fingerprints.	Week 5:	Blood Spatter analysis.	Week 6:	Blood typing.	Week 7:	Chromatography analysis of substances left at the crime scene.	Week 8:	Handwriting analysis of the suspect(s).	Week 9:	Hair and fibre analysis.	Week 10:	Evidence consolidation and case building.	Week 11:	Solving the case: presenting the evidence.	Week 12:	Case conclusions.
Week 1:	Introductions: Understanding what forensic science is and how it is used.																								
Week 2:	Learn how to secure a scene and avoid contamination.																								
Week 3:	Evidence handling: Labelling, bagging and logging of the evidence.																								
Week 4:	Fingerprint Analysis: Dusting, lifting and comparing fingerprints.																								
Week 5:	Blood Spatter analysis.																								
Week 6:	Blood typing.																								
Week 7:	Chromatography analysis of substances left at the crime scene.																								
Week 8:	Handwriting analysis of the suspect(s).																								
Week 9:	Hair and fibre analysis.																								
Week 10:	Evidence consolidation and case building.																								
Week 11:	Solving the case: presenting the evidence.																								
Week 12:	Case conclusions.																								



## 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:	Puzzles.
	Week 3:	Board games.
	Week 4:	Literacy: crossword/wordsearch.
	Week 5:	Card games.
	Week 6:	Bingo.
	Week 7:	Giant Scrabble.
	Week 8:	Puzzles.
	Week 9:	Board games.
	Week 10:	Quiz.
	Week 11:	Cupcake/biscuit decorating.
	Week 12:	Memories: have a talk about their visit and evaluating the feelings.



## Friendship Bracelets

Staff Lead:	Mrs Morrison	
Activity Outcome/Goal:	Pupils learn the basic knotting techniques using embroidery thread to create friendship bracelets in a variety of patterns.	
How will it be assessed:	Through the creation of their own friendship bracelets to take home.	
What will I be doing?	Week 1:	Introduction: the cultural history and background of friendship bracelets, tools, threads and basic knots.
	Week 2:	Forward knot basics.
	Week 3:	Reverse knot basics.
	Week 4:	Creating chevron patterns.
	Week 5:	Continuation and completion of first friendship bracelets.
	Week 6:	Reading patterns.
	Week 7:	Creating shaped patterns.
	Week 8:	Designing your own pattern.
	Weeks 9-10:	Continuing your own design.
	Week 11:	Completion of your bracelets.
	Week 12:	Completion of projects.



# 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.
	Weeks 7-8:	Creating an image using collage and mixed media.
	Weeks 9-11:	Creating an image using collage and mixed media and/or collage journal.
	Week 12:	Presenting their final project.



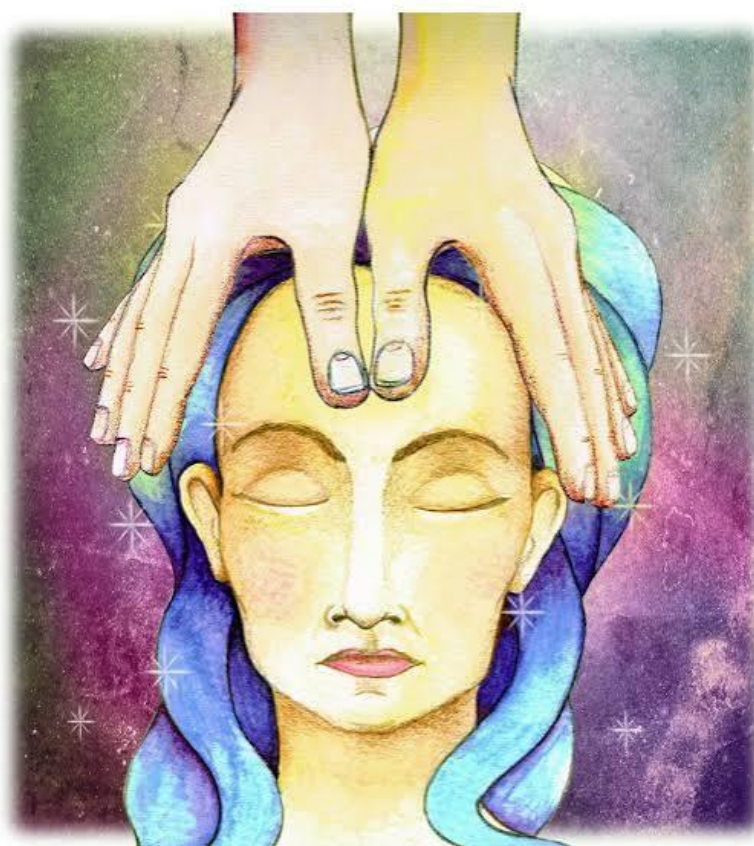
## Global Issues: Exploring documentaries

Staff Lead:	Miss Silcox / Mr Abbott	
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:	Pupils will be assessed through watching documentaries, answering questions 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:	Globalisation: Winners and Losers.
	Week 5:	Poisoned Waters: Fast Fashion.
	Week 6:	Just Eat It (part 1).
	Week 7:	Just Eat It (part 2).
	Week 8:	Pump (part 1).
	Week 9:	Pump (part 2).
	Weeks 10-12:	Watch a current documentary and discuss.



## Indian Head Massage and a history of Hair & Beauty

Staff Lead:	Mrs Williams																		
Activity Outcome/Goal:	The first half of the term pupils will learn how to provide an Indian Head massage. Pupils will be expected to use each other as models to practice their skills on. Pupils will also learn about working with customers, how to present themselves in the beauty industry and how consent is required when touching customers. The second half of the term will be looking at a range of eras and how hair and beauty changes through the ages, from ancient Egypt to the modern day. Pupils will then be using paints, pens, paper and other materials to come up with their own look for that lesson's era, to be turned into a book in the final lesson.																		
How will it be assessed:	Be able to provide an Indian Head Massage that flows and requires minimum notes. Produce a book to show hair and beauty through the ages.																		
What will I be doing?	<table border="1"> <tr> <td>Week 1:</td> <td>Introduction to Indian head massage including some history. Learning about working with customers, self-presentation and consent. Learning the first three Indian head massage moves.</td> </tr> <tr> <td>Weeks 2-5:</td> <td>Refreshing last session's Indian head moves and learning the next moves.</td> </tr> <tr> <td>Week 6:</td> <td>Bringing all the Indian Head Massage moves together with a final peer assessment.</td> </tr> <tr> <td>Week 7:</td> <td>Learning about hair and beauty in the ancient Egypt era.</td> </tr> <tr> <td>Week 8:</td> <td>Learning about hair and beauty in the ancient Japan era</td> </tr> <tr> <td>Week 9:</td> <td>Learning about hair and beauty in the ancient Greece era.</td> </tr> <tr> <td>Week 10:</td> <td>Learning about hair and beauty in the ancient 20s-50s era.</td> </tr> <tr> <td>Week 11:</td> <td>Learning about hair and beauty in the ancient 60s-00s era.</td> </tr> <tr> <td>Week 12:</td> <td>Class discussion on modern hair and beauty. Putting previous eras art work together to form a book</td> </tr> </table>	Week 1:	Introduction to Indian head massage including some history. Learning about working with customers, self-presentation and consent. Learning the first three Indian head massage moves.	Weeks 2-5:	Refreshing last session's Indian head moves and learning the next moves.	Week 6:	Bringing all the Indian Head Massage moves together with a final peer assessment.	Week 7:	Learning about hair and beauty in the ancient Egypt era.	Week 8:	Learning about hair and beauty in the ancient Japan era	Week 9:	Learning about hair and beauty in the ancient Greece era.	Week 10:	Learning about hair and beauty in the ancient 20s-50s era.	Week 11:	Learning about hair and beauty in the ancient 60s-00s era.	Week 12:	Class discussion on modern hair and beauty. Putting previous eras art work together to form a book
Week 1:	Introduction to Indian head massage including some history. Learning about working with customers, self-presentation and consent. Learning the first three Indian head massage moves.																		
Weeks 2-5:	Refreshing last session's Indian head moves and learning the next moves.																		
Week 6:	Bringing all the Indian Head Massage moves together with a final peer assessment.																		
Week 7:	Learning about hair and beauty in the ancient Egypt era.																		
Week 8:	Learning about hair and beauty in the ancient Japan era																		
Week 9:	Learning about hair and beauty in the ancient Greece era.																		
Week 10:	Learning about hair and beauty in the ancient 20s-50s era.																		
Week 11:	Learning about hair and beauty in the ancient 60s-00s era.																		
Week 12:	Class discussion on modern hair and beauty. Putting previous eras art work together to form a book																		



# Literacy Leaders

Staff Lead:		Mr Royl-Muir
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?	Weeks 1-2:	Receive training in the skills and attributes for becoming an effective reading mentor.
	Weeks 3-11:	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.



# Mono Amplifier & Speaker Box Project

Staff Lead:		Mr Ashby
Activity Outcome/Goal:		Pupils design, build, test, and evaluate a working mono amplifier and speaker enclosure, developing skills in electronics, design, and manufacture.
How will it be assessed:		<i>Assessment Opportunities:</i> Knowledge quizzes (Weeks 2–3); Practical skills (Weeks 4–7, 10–11); Final product functionality; Evaluation and reflection
What will I be doing?	Week 1:	<i>Introduction to Audio Systems:</i> Overview of sound, amplification, and speakers; Identify components: input, amplifier IC, speaker, power supply; Safety briefing (tools, soldering, electricity). Output: Annotated system diagram.
	Week 2:	<i>Basic Electronics Theory:</i> Voltage, current, resistance (simple explanation); Components: resistors, capacitors, IC amplifier (e.g. LM386); Reading simple circuit diagrams. Output: Component ID quiz + basic circuit sketch.
	Week 3:	<i>Circuit Design &amp; Schematic:</i> Introduce mono amplifier circuit schematic; Explain signal flow and component roles; Begin planning personal circuit layout. Output: Completed schematic in books.
	Week 4:	<i>Breadboarding the Circuit:</i> Introduction to breadboards; Build and test amplifier circuit (low voltage); Troubleshooting basics. Output: Working prototype on breadboard.
	Week 5:	<i>PCB / Stripboard Planning:</i> Transfer schematic to stripboard or PCB layout; Component placement and track planning; Emphasis on neatness and accuracy. Output: Completed board layout plan.
	Week 6:	<i>Soldering &amp; Circuit Assembly:</i> Soldering skills practice (health & safety reinforced); Assemble amplifier circuit on board; Quality control checks. Output: Completed soldered circuit.
	Week 7:	<i>Testing &amp; Fault Finding:</i> Power up circuit safely; Test with audio input and speaker; Diagnose and fix common faults. Output: Fully functioning amplifier.
	Week 8:	<i>Speaker Theory &amp; Enclosure Design:</i> How speakers work; Basics of speaker enclosure design (size, material, acoustics); Sketch initial box ideas. Output: Design sketches with dimensions.
	Week 9:	<i>CAD / Design Development:</i> Develop final enclosure design (hand drawing or CAD); Plan materials (MDF, acrylic, plywood); Prepare cutting list. Output: Final design sheet.
	Week 10:	<i>Manufacturing the Enclosure:</i> Cutting, shaping, and assembling speaker box; Workshop skills: measuring, cutting, joining. Output: Assembled enclosure.
	Week 11:	<i>Finishing &amp; Integration:</i> Sanding, painting, finishing; Install speaker and amplifier circuit, Wiring input jack and power supply. Output: Completed product.
	Week 12:	<i>Testing, Evaluation &amp; Presentation:</i> Final performance testing (sound quality, durability); Evaluate against specification; Student presentations / demonstrations. Output: Written evaluation + demo.

# Musical (Term 1 & 2)

Staff Lead:	Mr Pluckrose & The 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.
	Weeks 4-5:	Script Read through.
	Week 6:	Develop set and identify key challenges.
	Weeks 7-12:	Learn choreography and chorus songs.



# 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 and nail structure.
	Week 4:	Looking at the chemical processes required to apply nail products in order to successfully bond and cure nails.
	Week 5:	Re-cap 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.
	Weeks 9-10:	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 Numbers

Staff Lead:		Mrs Knight
Activity Outcome/Goal:		To learn to: Develop focus and concentration Build resilience and perseverance Develop fine motor skills and coordination Support emotional wellbeing Develop creativity Develop independent work
How will it be assessed:		Teacher Observation Pupil Reflection Final completed artwork
What will I be doing?	Week 1:	Pupils set up their trays, pick a canvas and start painting. <ul style="list-style-type: none"> <li>• Audiobook/music</li> <li>• Reflection journal</li> </ul>
	Weeks 2-12:	Working mindfully on their painting. <ul style="list-style-type: none"> <li>• Audiobook/music</li> <li>• Reflection journal</li> </ul>



# Paper Craft

Staff Lead:	Mrs Tancock
Activity Outcome/Goal:	To investigate paper crafts from around the world and make examples using a range of techniques.
How will it be assessed:	AQA Unit Award (Entry Level) Card and paper craft
What will I be doing?	Week 1: Focus: Foundations <ul style="list-style-type: none"> <li>Learn about origami history and simple paper crafts.</li> <li>Basic folds: valley fold, mountain fold, crease lines.</li> </ul> Make: Paper fortune teller (cootie catcher).
	Week 2: <i>Simple Origami Models</i> Focus: Accuracy & following instructions <ul style="list-style-type: none"> <li>Review previous folds.</li> <li>Introduce diagrams and symbols.</li> </ul> Make: Paper boat, hat, and simple plane.
	Week 3: <i>Animals (Beginner Level)</i> Focus: Precision & sequencing <ul style="list-style-type: none"> <li>Introduce squash fold.</li> <li>Make: Origami dog, cat, or fish.</li> </ul> Extension: Add drawn details.
	Week 4: Focus: Maths link (symmetry) <ul style="list-style-type: none"> <li>Explore symmetry through folding.</li> </ul> Make: Paper snowflakes / symmetric patterns. Discuss: lines of symmetry.
	Weeks 5-6: <i>Intermediate Animals</i> Focus: More complex sequences <ul style="list-style-type: none"> <li>Introduce inside reverse fold.</li> </ul> Make: Crane (classic) or frog.
	Week 7: <i>Decorative Origami</i> Focus: Aesthetic design <ul style="list-style-type: none"> <li>Work with patterned paper.</li> </ul> Make: Origami flowers or butterflies, arrange into a display piece.
	Week 8: <i>Decorative Origami</i> Focus: Aesthetic design <ul style="list-style-type: none"> <li>Work with patterned paper.</li> </ul> Make: Origami flowers – roses, arrange into a display piece.
	Weeks 9-12: <i>Independent Project</i> Focus: Choice & planning Pupils design their own piece: <ul style="list-style-type: none"> <li>Origami model.</li> <li>Paper sculpture.</li> <li>Functional craft.</li> </ul>

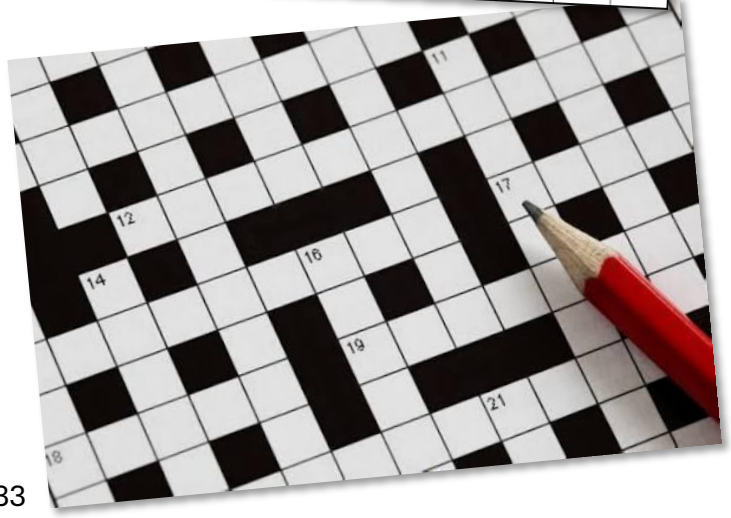
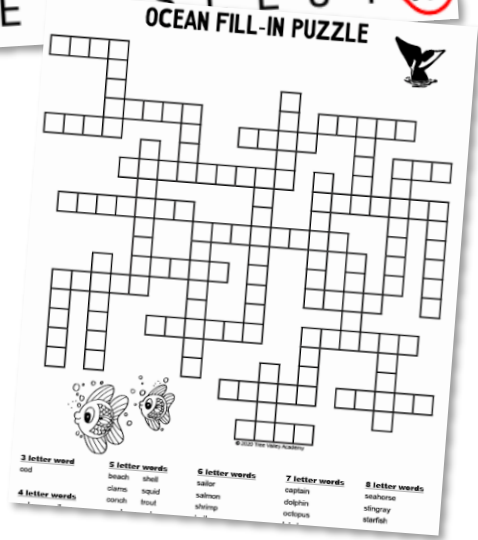
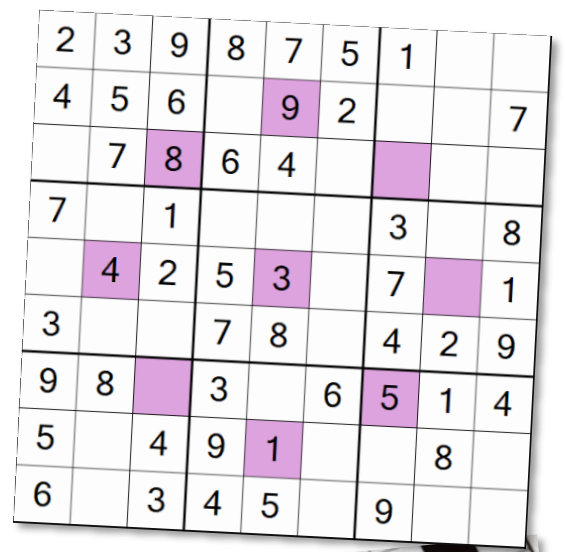
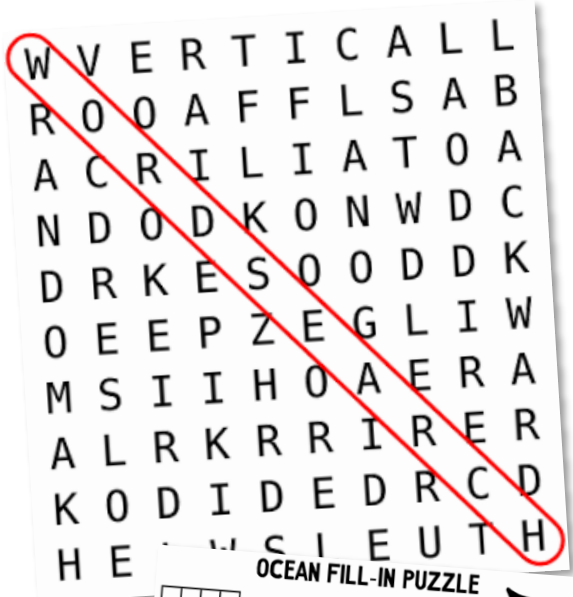
# Plastic Model Making

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.
	Weeks 8-9:	Painting (continued).
	Week 10:	Application of decals (stickers).
	Weeks 11-12:	Finishing and 'weathering' the model to add realism.



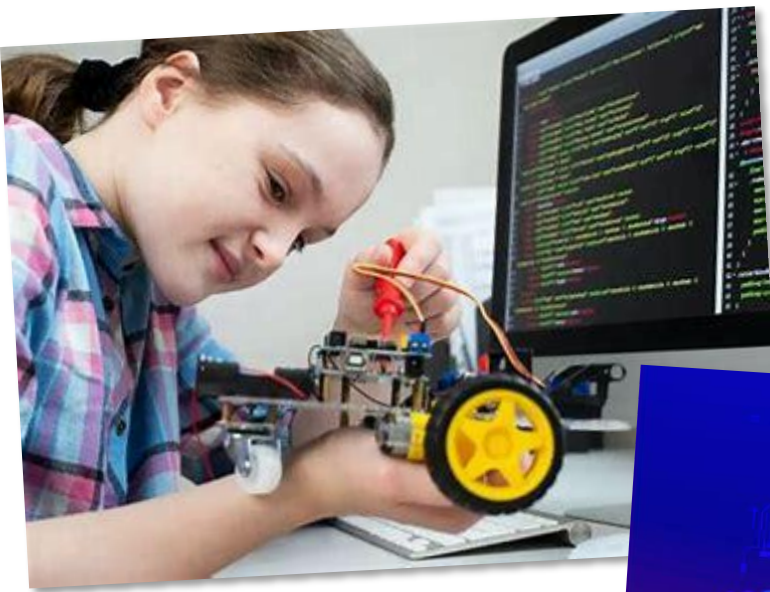
# Puzzle Brain-workouts

Staff Lead:	Mrs Webber	
Activity Outcome/Goal:	Pupils will work on developing their cognitive function, improve memory and build problem-solving skills by doing puzzles. They will develop their patience and enjoy a calm, stress-relieving mindfulness session.	
How will it be assessed:	Each week we will discuss how the puzzle has helped them develop further skills and what they are learning along the way.	
What will I be doing?	Week 1:	An introduction to the variety of puzzles we have. The pupils can then choose their route of discovery to solving each puzzle. Complete puzzle 1.
	Week 2:	Choosing and completing puzzle 2.
	Week 3:	Complete puzzle 3.
	Week 4:	Complete puzzle 4.
	Week 5:	Complete puzzle 5.
	Week 6:	Complete puzzle 6.
	Week 7:	Complete puzzle 7.
	Week 8:	Complete puzzle 8.
	Week 9:	Complete puzzle 9.
	Week 10:	Complete puzzle 10.
	Week 11:	Group discussion on how the puzzles have benefited them and what they have enjoyed throughout each week. Which puzzle was the most challenging and why? Complete puzzle 11.
	Week 12:	Group discussion on how the puzzles have benefited them and what they have enjoyed throughout each week. Which puzzle was the most challenging and why? Complete puzzle 12.



# 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 as 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.
	Weeks 3-12:	Develop their solutions and program the bots / explore programming concepts.



```

1 # checking response.status_code (if you get 502, try removing the line
2 if response.status_code != 200:
3     print(f"Status: {response.status_code} - Try removing the code!")
4 else:
5     print(f"Status: {response.status_code}\n")
6
7 # using BeautifulSoup to parse the response object
8 soup = BeautifulSoup(response.content, "html.parser")
9
10 # finding Post images in the soup
11 images = soup.find_all("img", attrs={"alt": "Post image"})
12
13 # downloading images
14 images:
15
16

```

# Rounders

Staff Lead:	Mrs Frickleton / Miss Raistrick	
Activity Outcome/Goal:	Experience game play, umpiring, 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 bowing, 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.
	Weeks 8-9:	Organise, run and play a tournament. Different types of tournament and officials and umpires roles.
	Week 10:	Tournament and Officiating skills.
	Weeks 11-12:	Final round of tournament, winners declared.



## Rugby (Boys)

Staff Lead:	Mr Evans (external Coach), Mr Grizzle-Johnson, Mr Whalley	
Activity Outcome/Goal:	To develop skills, strategies and tactics around the game.	
How will it be assessed:	Observation, Performance Tasks, Peer Assessment, Self-Assessment, Fitness Testing, Questioning, Effort Tracking	
What will I be doing?	Week 1:	Handling Basics: Catch/pass technique, ball familiarity, basic movement patterns.
	Week 2:	Running Lines: Straight running, support lines, depth and spacing.
	Week 3:	Tackling Fundamentals: Safe technique, footwork, shoulder contact.
	Week 4:	Rucking Skills: Body position, entry, clearing out, ball security.
	Week 5:	Maul Introduction: Binding, driving technique, maintaining shape.
	Week 6:	Scrum Basics: Body shape, engagement sequence, controlled pushing.
	Week 7:	Lineout Skills: Throwing, lifting, jumping, simple calls.
	Week 8:	Attacking Principles: Creating space, drawing defenders, offloading.
	Week 9:	Defensive Systems: Line speed, drift defence, communication.
	Week 10:	Kicking Skills: Punt, grubber, kick-chase organisation.
	Week 11:	Game Management: Decision-making, phase play, recognising overloads.
	Week 12:	Conditioned Games: Applying all skills in small-sided tactical scenarios.



## Rugby (Girls)

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.
	Weeks 6-7:	Start session with quick touch game, look at our attacking shape.
	Weeks 8-9:	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.



# 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 throughout 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?	<table border="1"> <tr> <td>Week 1:</td> <td>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 dependent.</td> </tr> <tr> <td>Week 2:</td> <td>School site. Run for three minutes, with three minute rest inbetween.</td> </tr> <tr> <td>Week 3:</td> <td>Create a training plan for an upcoming race.</td> </tr> <tr> <td>Week 4:</td> <td>Hill runs at Burwood Lane.</td> </tr> <tr> <td>Week 5:</td> <td>Laps at Commons Lake.</td> </tr> <tr> <td>Week 6:</td> <td>Hill efforts at Caddywell Lane.</td> </tr> <tr> <td>Week 7:</td> <td>Increasing distance - Darracot Late.</td> </tr> <tr> <td>Week 8:</td> <td>School site - Run your best 1km. Mid-program assessment.</td> </tr> <tr> <td>Week 9:</td> <td>Hill runs at Burwood Lane.</td> </tr> <tr> <td>Week 10:</td> <td>Laps at Commons Lake.</td> </tr> <tr> <td>Week 11:</td> <td>Hill efforts at Caddywell Lane.</td> </tr> <tr> <td>Week 12:</td> <td>Increasing distance - Darracot Late.</td> </tr> </table>	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 dependent.	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 - Darracot Late.	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 - Darracot Late.
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 dependent.																								
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 - Darracot Late.																								
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 - Darracot Late.																								



## 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?	<p>Week 1: Cyrillic alphabet 1, The gender of nouns, Red Square and the Kremlin.</p> <p>Week 2: Cyrillic alphabet 2, The absence of articles and the verb to be in the present tense, The Third Rome.</p> <p>Week 3: Cyrillic alphabet 3, Adjectives, St Petersburg.</p> <p>Week 4: Cyrillic alphabet 4, Pronouns and verbs, The Dacha.</p> <p>Week 5: Cyrillic alphabet 5, Greeting someone in Russian, Sport in Russia.</p> <p>Week 6: Cyrillic alphabet 6, Describing yourself, The Songs of Victor Tsoi.</p> <p>Week 7: The past tense, Russian Food 1 – Cabbage, Potatoes and Beetroot.</p> <p>Week 8: Perfective and imperfective verbs, Russian Food 2 – Eating at a friend's house.</p> <p>Week 9: Reflexive verbs, Housing in Russia.</p> <p>Week 10: Verbs of motion 1, The Great Writers of Russia.</p> <p>Week 11: Verbs of motion 2, The Great Composers of Russia.</p> <p>Week 12: Summative Assessment: Greeting a Russian and asking about their culture.</p>



# School Newspaper / Journalism

Staff Lead:	Mrs Furness
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?	<b>Week 1:</b> Outline the aims of the newspaper and discuss areas of interest / the segments each pupil will cover, and how to research articles.
	<b>Week 2:</b> <i>What is journalism?</i> 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.
	<b>Week 3:</b> <i>Learn how to write a well-structured and impactful article.</i> <ul style="list-style-type: none"> <li>• Form, audience and purpose.</li> <li>• Language features and hooks</li> <li>• Effective structural techniques</li> </ul>
	<b>Week 4:</b> <i>Choosing topics of focus and planning out the information that will need to be gathered.</i> <ul style="list-style-type: none"> <li>• Interviews</li> <li>• Attending events</li> <li>• Online research</li> <li>• Photographs, etc.</li> </ul>
	<b>Week 5:</b> <i>How to conduct an interview.</i> <ul style="list-style-type: none"> <li>• Planning effective questions</li> <li>• How to get detailed responses</li> <li>• How to take useful notes</li> <li>• Planning who to interview</li> </ul>
	<b>Week 6:</b> <i>Field work 1</i> Conducting interviews.
	<b>Week 7:</b> <i>Field work 2</i> 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.
	<b>Week 8:</b> <i>Field work 3</i> Photography & Online research.
	<b>Week 9:</b> <i>Writing and editing</i> Pupils will collate their field research and begin writing their articles, focusing on their strong, catchy headlines and opening hooks.
	<b>Week 10:</b> <i>Writing and editing</i> Pupils will work on developing the main body of their article, incorporating their research and interviews into their work.
	<b>Week 11:</b> <i>Writing and editing</i> 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.
	<b>Week 12:</b> <i>The final edit and proof reading</i> 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?	<b>Week 1:</b> <i><b>Introduction to Scrapbooking:</b></i> Explore examples of scrapbooks (themes, styles, layouts); Discuss purpose (memory keeping, storytelling); Health & safety (scissors, adhesives). Output: Analysis notes on examples.
	<b>Week 2:</b> <i><b>Theme &amp; Research:</b></i> Choose a theme (e.g. personal memories, travel, hobbies, seasonal); Research colour schemes, styles, and materials; Mood board creation. Output: Mood board.
	<b>Week 3:</b> <i><b>Design Criteria:</b></i> Identify target audience and purpose; Develop design specification (size, number of pages, style); Introduction to layout principles (balance, contrast). Output: Design criteria sheet.
	<b>Week 4:</b> <i><b>Layout Planning:</b></i> Sketch ideas for front cover and internal pages; Plan arrangement of images, text, and decoration; Peer feedback. Output: Draft layout sketches.
	<b>Week 5:</b> <i><b>Final Design Development:</b></i> Refine layouts and page sequence; Plan materials and techniques (layering, borders, embellishments). Output: Final scrapbook plan.
	<b>Week 6:</b> <i><b>Base Construction:</b></i> Create or assemble scrapbook base (binding or pre-made book); Prepare pages (cutting, folding, mounting backgrounds). Output: Blank scrapbook assembled.
	<b>Week 7:</b> <i><b>Page Creation (1):</b></i> Begin designing first pages; Focus on layout, spacing, and neat presentation. Output: 2–3 completed pages.
	<b>Week 8:</b> <i><b>Page Creation (2):</b></i> Continue building pages; Add photographs, text, and decorative elements. Output: Additional completed pages.
	<b>Week 9:</b> <i><b>Mixed Media Techniques:</b></i> Introduce embellishments (stickers, ribbons, stamps, textured papers); Layering and creative techniques. Output: Enhanced pages.
	<b>Week 10:</b> <i><b>Cover Design:</b></i> Create front and back covers; Focus on title, theme, and visual impact. Output: Completed cover.
	<b>Week 11:</b> <i><b>Final Assembly &amp; Finishing:</b></i> Complete remaining pages; Check quality (neatness, alignment, secure fixing); Final touches. Output: Completed scrapbook
	<b>Week 12:</b> <i><b>Evaluation &amp; Presentation:</b></i> Evaluate against design criteria; Reflect on creativity and skills; Present scrapbook to peers. Output: Written evaluation + presentation.

## 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. <b>There is max of 30 pupils for this course and there will be a cost.</b></p> <p>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 Park with experience instructors leading all sessions.
	Weeks 2-10:	Surf and Water safety training delivered by a qualified Surfing Instructor off site. Westward Ho! Beach & Milky Way wake board park.



# Taskmaster

Staff Lead:	Mrs Knight / Mr Rawle
Activity Outcome/Goal:	Can your team think fast, solve problems and outsmart the competition? Take on taskmaster style challenges, mystery missions and teamwork battles to become the ultimate taskmaster champions. To learn to: Work in teams; Problem solve; Build resilience; Communicate effectively; Build confidence
How will it be assessed:	Teacher observation; Pupil Reflection; Team points; Mini awards in last lesson.
	<b>Week 1:</b> <b>Team trials</b> <b>In teams:</b> <b>Complete four tasks which will require teamwork, communication and perseverance.</b>
	<b>Week 2:</b> <b>Escape room</b> <b>In teams, solve:</b> <b>Codes, Clues, hidden messages to 'escape'.</b>
	<b>Week 3:</b> <b>Engineering</b> <b>In teams, build:</b> <b>The tallest, strongest, or longest structures.</b>
	<b>Week 4:</b> <b>Murder Mystery</b> <b>In teams:</b> <b>Use evidence to solve the crime.</b>
	<b>Week 5:</b> <b>Spy academy</b> <b>Decode messages to find the secret agent.</b>
	<b>Week 6:</b> <b>Impossible Challenges</b> <b>Think outside the box to complete the challenges.</b>
	<b>Week 7:</b> <b>Escape room</b> <b>In teams, solve:</b> <b>Codes, Clues, hidden messages to 'escape' the zombies.</b>
	<b>Week 8:</b> <b>Detective academy</b> <b>Study fingerprints, interrogate suspects, reconstruct timelines and solve the mystery.</b>
	<b>Week 9:</b> <b>Taskmaster Chaos</b> <b>Funny/odd tasks: Weird materials; adverts for random objects; silent communication; mystery bag challenge.</b>
	<b>Week 10:</b> <b>The Traitors challenge</b> <b>Mini version of the TV show, who is a faithful, who is a traitor?</b>
	<b>Week 11:</b> <b>Million dollar Secret</b> <b>Based on the Netflix show, who has the million dollars? Can you trap and capture the keeper of the cash to claim it for yourself?</b>
	<b>Week 12:</b> <b>Mega challenge</b> <b>In teams:</b> <b>Mini murder mystery; Engineering task; Code breaking; Escape the taskmaster.</b> <b>Awards: Based on performance and effort from across the term; Best team work; Funniest moment; Challenge champions.</b>

# Trampolining

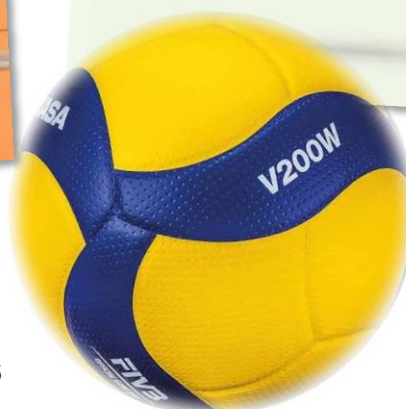
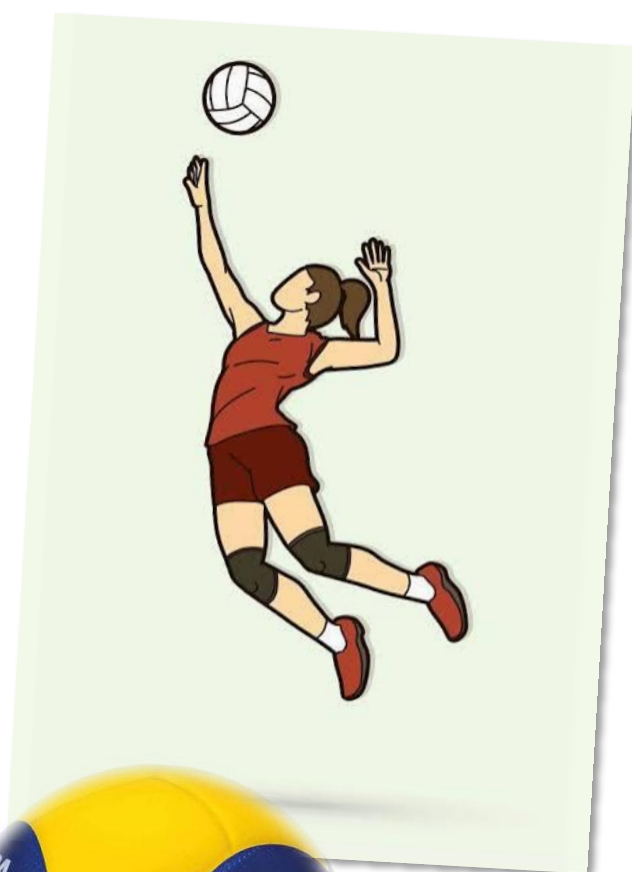
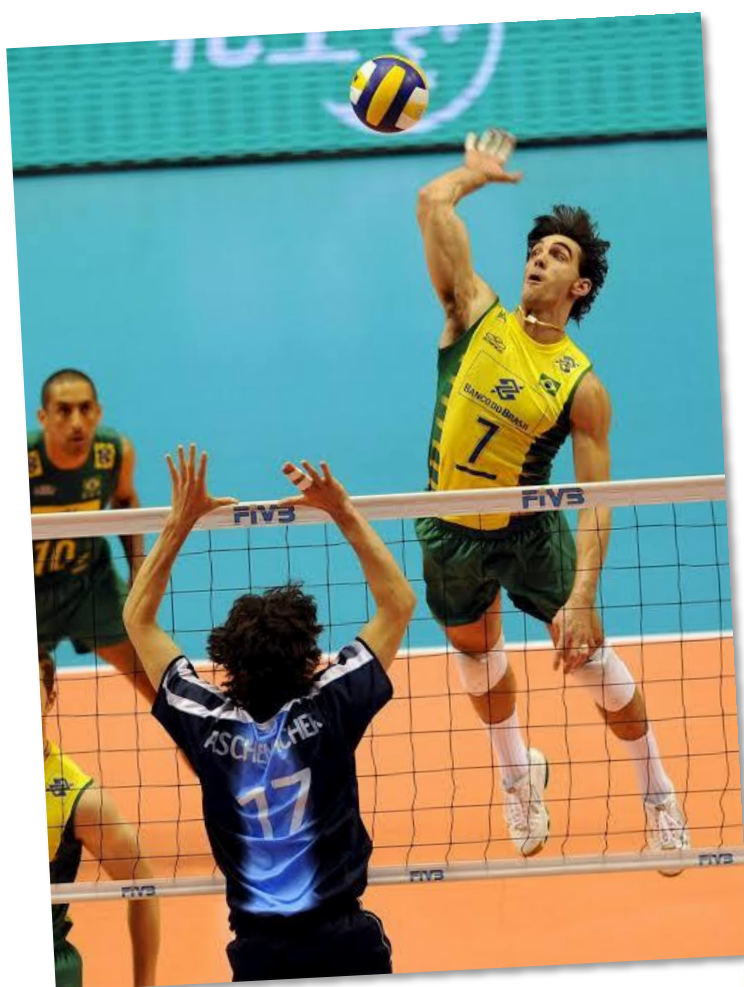
Staff Lead:	Mrs Frickleton
Activity Outcome/Goal:	12-week beginner trampolining course, structured as 1-hour weekly sessions. It's progressive, safe, and designed for absolute beginners to build confidence, technique, and basic routines.
How will it be assessed:	AQA UAS Developing trampolining skills 1 & 2 (Entry Level)
What will I be doing?	<p><b>Week 1:</b> <i>Introduction &amp; Basic Shapes</i>  <b>Goal:</b> Build confidence, learn safe landing shapes.  <b>Warm-up:</b> Light jog, arm circles, ankle mobility.  <b>Floor shapes:</b> tuck, pike, straddle.  <b>Skills:</b> Trampoline safety rules. Mounting/dismounting safely.  <b>Basic jumps:</b> straight jump, stop jump.  <b>Shape jumps:</b> tuck jump, star jump. Controlled bouncing (low height).  <b>Cool-down:</b> Stretch hamstrings, quads, shoulders.  <b>Review:</b> "What felt easy? What felt wobbly?"</p> <p><b>Week 2:</b> <i>Balance &amp; Controlled Movement</i>  <b>Goal:</b> Improve stability and posture.  <b>Warm-up:</b> Dynamic stretches. Balance drills on floor.  <b>Skills:</b> Straight jump with arm control; Seat drop (intro); Seat drop → stand; Half-turn jumps (<math>\frac{1}{4}</math> and <math>\frac{1}{2}</math> turns); Learning to "kill bounce" safely.  <b>Cool-down:</b> Core activation stretch. Breathing reset.</p> <p><b>Week 3:</b> <i>Seat Drops &amp; Linking Skills</i>  <b>Goal:</b> Build transitions and timing.  <b>Warm-up:</b> Core warm-up (planks, hollow hold); Light bouncing.  <b>Skills:</b> Seat drop refinement; Seat drop → seat drop; Seat drop → stand → jump; <math>\frac{1}{2}</math> turn to seat drop; Intro to swivel hips (broken down slowly).  <b>Cool-down:</b> Hip flexor stretch; Reflection on timing and control.</p> <p><b>Week 4:</b> <i>Swivel Hips &amp; Basic Rotations</i>  <b>Goal:</b> Introduce rotational awareness.  <b>Warm-up:</b> Torso twists, balance drills; Shape jumps recap.  <b>Skills:</b> Swivel hips (seat → seat with <math>\frac{1}{2}</math> turn); Tuck jump → straight jump; <math>\frac{1}{2}</math> turn jumps with better height; Intro to front drop (on mats first).  <b>Cool-down:</b> Shoulder and chest stretch; Review progress</p> <p><b>Week 5:</b> <i>Front Drops &amp; Recovery Skills</i>  <b>Goal:</b> Learn safe forward landings.  <b>Warm-up:</b> Wrist and shoulder prep; Controlled bouncing.  <b>Skills:</b> Front drop on mats; Front drop → stand; Front drop → seat drop.  <b>Linking:</b> seat → front → seat; Height control drills.  <b>Cool-down:</b> Wrist stretches; Breathing and posture reset.</p> <p><b>Week 6:</b> <i>Back Drops (Low Level)</i>  <b>Goal:</b> Introduce backward landings safely.  <b>Warm-up:</b> Backward rolls on mats; Core activation.  <b>Skills:</b> Back drop from kneeling; Back drop from low bounce; Back drop → stand; Back drop → seat drop.  <b>Confidence drills:</b> "trust fall" technique.  <b>Cool-down:</b> Spine mobility; Reflection on fear management.</p> <p><b>Week 7:</b> <i>Linking Drops &amp; Turns</i>  <b>Goal:</b> Build combinations and flow.  <b>Warm-up:</b> Dynamic warm-up; Shape jumps.  <b>Skills:</b> Seat → back → seat; Back → front (with mats); <math>\frac{1}{2}</math> turn to seat / <math>\frac{1}{2}</math> turn to back; Swivel hips refinement; Intro to simple routines (3–4 skills).  <b>Cool-down:</b> Full-body stretch; Routine planning chat.</p>

Week 8:	<p><i>Height, Control &amp; Arm Technique</i>          Goal: Improve jump quality and consistency.          Warm-up: Plyometric floor drills; Arm swing practice.          Skills: Straight jump with height; Tuck/pike/straddle jumps with form; Controlled stopping from height; Linking 5-skill routine; Intro to “kick out” technique.          Cool-down: Hamstring and calf stretch.          Review: “What improved today?”</p>
Week 9:	<p><i>Twists &amp; Rotational Control</i>          Goal: Add simple twists and improve air awareness.          Warm-up: Torso rotation drills; Balance on one leg          Skills: ½ twist jumps (clean landing); 1 twist jump (attempts); Seat drop with twist; Back drop with twist (¼ turn).          Routine building: 6–7 skills.          Cool-down: Spine and shoulder stretch; Breathing reset.</p>
Week 10:	<p><i>Routines &amp; Flow</i>          Goal: Build confidence in longer sequences.          Warm-up: Light cardio; Shape jumps.          Skills: 8-skill routine creation; Linking drops smoothly; Height consistency drills.          Optional: intro to cradle (front → back → front).          Cool-down: Relaxed stretching; Routine refinement discussion.</p>
Week 11:	<p><i>Assessment Preparation</i>          Goal: Prepare a final routine and polish technique.          Warm-up: Dynamic warm-up; Arm swing and posture drills.          Skills: Practice full routine (8–10 skills); Coach feedback on form; Work on weakest skills; Controlled landing and exits.          Cool-down: Stretching; Mental rehearsal techniques.</p>
Week 12:	<p><i>Final Routine &amp; Celebration</i>          Goal: Demonstrate progress and build confidence.          Warm-up: Light bounce and shapes; Confidence drills          Skills: Perform final routine.          Optional: video for progress tracking.          Fun skills: star jumps, group challenge, “follow the leader”.          Cool-down: Group stretch; Certificates / badges / celebration; Discussion of next-level skills (cradles, baranis, back somersault progressions).</p>



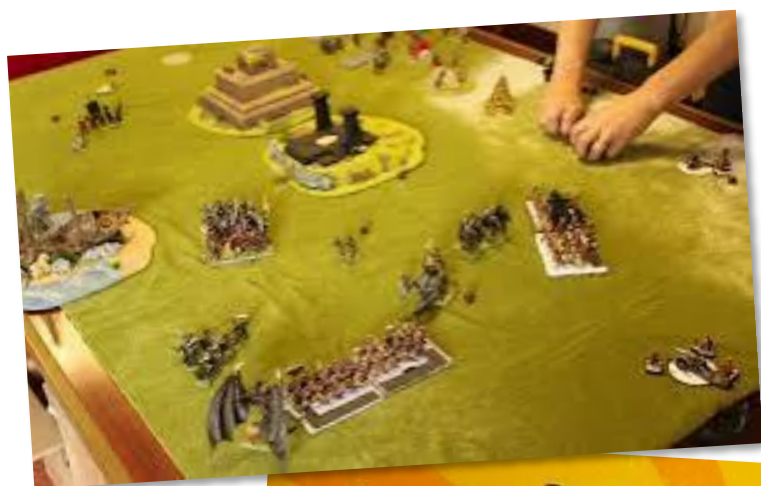
# Volleyball

Staff Lead:	Miss Raistrick	
Activity Outcome/Goal:	To develop skills, strategies and tactics around the game.	
How will it be assessed:	Observation, Performance Tasks, Peer Assessment, Self-Assessment, Fitness Testing, Questioning, Effort Tracking	
What will I be doing?	Week 1:	Intro & Safety: Court layout, warm-up routines, ready position, basic movement.
	Week 2:	Serving Basics: Underhand serve technique, consistency, serving to zones.
	Week 3:	Passing Fundamentals: Forearm passing, platform control, movement to the ball.
	Week 4:	Setting Basics: Hand position, footwork, accurate high sets.
	Week 5:	Attacking Introduction: Approach steps, arm swing, controlled hitting.
	Week 6:	Blocking Basics: Footwork, timing, hand positioning over the net.
	Week 7:	Defensive Skills: Digging, reading hitters, floor movement.
	Week 8:	Serve Receive Formation: Positioning, communication, passing to setter.
	Week 9:	Offensive Systems: Simple 4-2 system, setter choices, attacking zones.
	Week 10:	Defensive Systems: Perimeter vs rotational defence, transitions.
	Week 11:	Game Tactics: Target serving, reading opponents, smart shot selection.
	Week 12:	Conditioned Games: Applying all skills in small-sided and full-court scenarios.



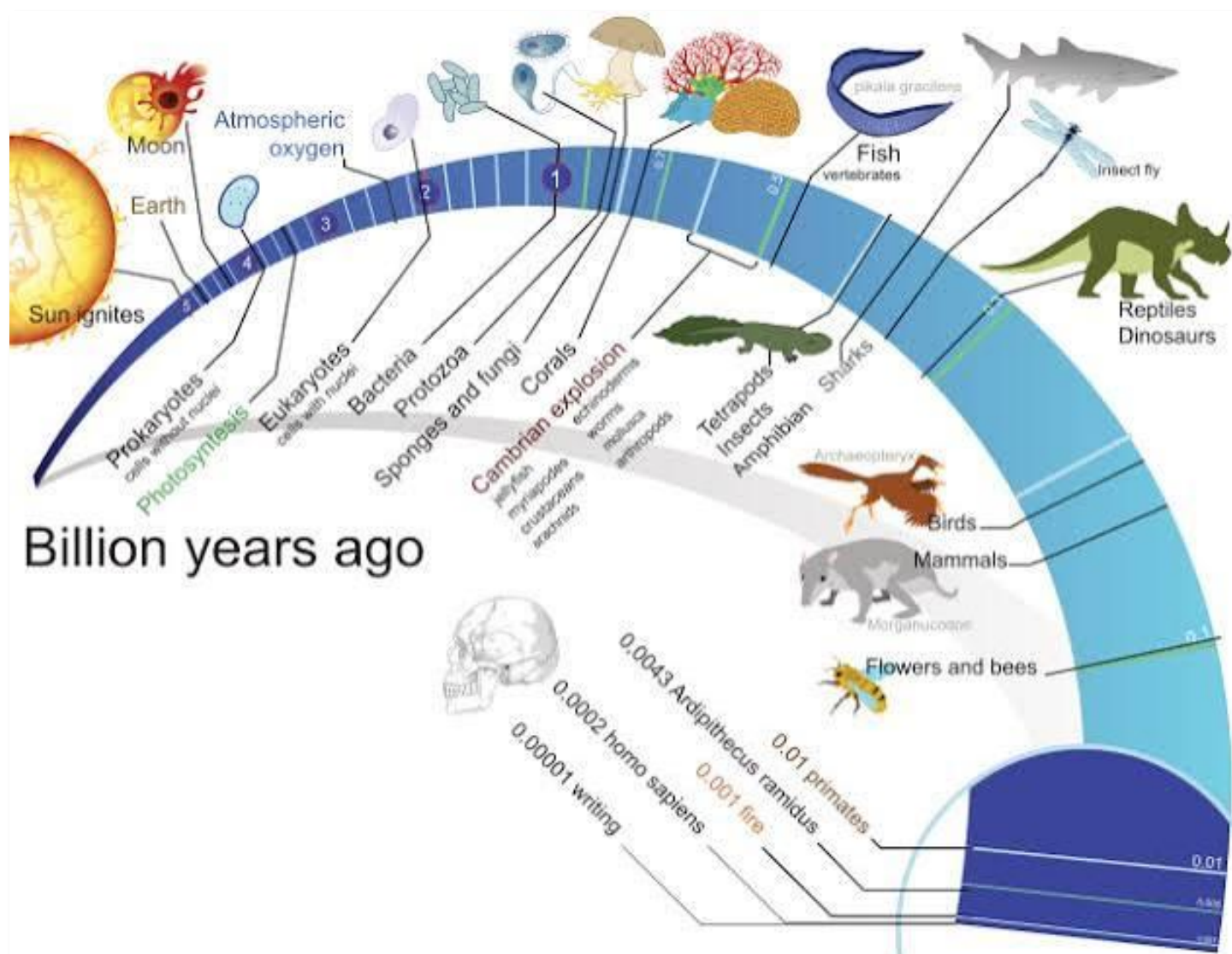
# Warhammer

Staff Lead:	Mr Pluckrose	
Activity Outcome/Goal:	Pupils will develop foundational skills in the Warhammer hobby, including miniature assembly, painting techniques, understanding core rules, and participating in small-scale narrative or matched-play games. They will also build teamwork, creativity, and strategic thinking.	
How will it be assessed:	Assessment will be ongoing through observation, completed miniatures, participation in games, and a final showcase game or display.	
What will I be doing?	Week 1:	Intro to Warhammer worlds, factions, and hobby basics.
	Week 2:	Learn safe clipping, gluing, and assemble a basic model.
	Week 3:	Prime and basecoat models with smooth, even layers.
	Week 4:	Learn washes, drybrushing, and simple highlights.
	Week 5:	Add details, tidy edges, and base the miniature.
	Week 6:	Learn movement, shooting, combat, and turn order.
	Week 7:	Play a small skirmish using 3-5 models.
	Week 8:	Learn terrain rules and set up a battlefield.
	Week 9:	Build a small legal list (250-500 pts or equivalent).
	Week 10:	Create a backstory and play a narrative mission.
	Week 11:	Finish models and practise rules for final game.
	Week 12:	Final showcase game or mini-tournament.



# What on Earth Evolved?

Staff Lead:	Mr Nicholson	
Activity Outcome/Goal:	To understand how evolution by natural selection leads to wonderful solutions to environmental pressures.	
How will it be assessed:	Identify why certain lifeforms have the characteristics they do. "Create" an organism perfectly adapted to its unusual environment.	
What will I be doing?	Week 1:	Look at some "weird" lifeforms, such as the goblin shark, aye-aye, platypus, axolotl.
	Week 2:	Look at evidence for evolution, similarities between species, and where they differ.
	Week 3:	Look at some "normal" lifeforms, why are they so common?
	Week 4:	More evidence, the fossil record.
	Week 5:	Draw some new lifeforms based on sample environments.
	Week 6:	Effects of humans on evolution, dogs, cows, wheat etc.
	Week 7:	Why is there only one humanoid now? Look at human evolution.
	Week 8:	Continuing human evolution.
	Week 9:	Future evolution. Look at what could evolve in the future.
	Week 10:	Extinction. Why do some species die out?
	Weeks 11-12:	Draw/make a novel lifeform. Use your knowledge to "evolve" a lifeform through successive generations.



## Winter Decoration Making

Staff Lead:	Mrs Tancock
Activity Outcome/Goal:	Pupils will investigate winter holidays around the world and make decorations.
How will it be assessed:	Completion of final products.
What will I be doing?	<p>Week 1: Focus: Halloween</p> <p>Week 2: Research a holiday that is celebrated in the Winter and find out about the traditions connected with it.</p> <p>Week 3: What decorations do people traditionally make for Winter holidays?</p> <p>Week 4: Design a Winter holiday decoration.</p> <p>Week 5: <i>Christmas Decorations</i> Focus: Basic cutting &amp; symmetry; Learn about winter themes and decoration ideas; Make paper snowflakes (variety of designs). Extension: Create a snowflake display mobile.</p> <p>Weeks 6-7: <i>3D Paper Stars</i> Focus: Folding &amp; structure; Make 3D hanging stars; Introduce careful measuring and neat folding.</p> <p>Weeks 8-9: <i>Winter Lanterns</i> Focus: Light and design; Create paper lanterns (LED safe); Explore cut-out patterns.</p> <p>Week 10-12: <i>Fabric &amp; Texture Decorations</i> Focus: Mixed materials; Use scraps (fabric, tissue, foil) to make textured decorations. Example: soft ornaments or collage pieces.</p>



## Woodwork - Desk Tidy

Staff Lead:	Mrs Ellis	
Activity Outcome/Goal:	To accurately measure, mark-up, safely cut, drill and finish their final product to a high standard.	
How will it be assessed:	Pupils will undertake self-assessment and peer assessment to consider what went well and areas for improvement and the teacher will assess and provide feedback in relation to the skills learned, their safe working practices and overall quality of their finished desk tidy.	
What will I be doing?	Week 1:	Introduction to the workshop and H&S. How to read the design brief and drawing to develop independent learning. Accuracy in measuring and marking-up using tolerances to achieve the best fit.
	Week 2:	Continue marking-up, cutting using tenon saw and sanding back to the tolerance lines, using either the belt or disk sander.
	Weeks 3-4:	Continue marking-up, cutting using tenon saw and sanding back to the tolerance lines, using either the belt or disk sander. Marking up for the comb joints.
	Weeks 5-7:	Using a coping saw and chisel to cut the comb joints and file/sand to achieve best fit.
	Week 8:	Assemble the sides of the desk tidy. Fill any gaps with a glue and sawdust mix to achieve a high quality finish.
	Week 9:	Measure, mark-up and cut the base. Sand the edges using the disk or belt sander to achieve a smooth finish. Pin to the base of the desk tidy ensuring a high quality fit.
	Weeks 10-11:	Decorate the desk tidy to achieve the required finish: stain and varnish, varnish or paint with acrylic paints.
	Week 12:	Product evaluation. Discuss areas for improvement (a skill required in their GCSE NEA and one which is embedded throughout KS3 & KS4 in D&T.



## Woodwork - Bird Box

Staff Lead:	Mrs Ellis / Mr Beams	
Activity Outcome/Goal:	To accurately measure, mark-up, safely cut, drill and finish their final product - a bird box, to a high standard.	
How will it be assessed:	Pupils will undertake self-assessment and peer assessment to consider what went well and areas for improvement and the teacher will assess and provide feedback in relation to the skills learned, their safe working practices and overall quality of their finished bird box.	
What will I be doing?	Week 1:	Introduction to the workshop and H&S. How to read the orthographic drawing and developing independent learning. Accuracy in measuring and marking-up using tolerances to achieve the best fit.
	Week 2:	Continue marking-up, cutting using tenon saw and sanding back to the tolerance lines using either the belt or disk sander.
	Weeks 3-5:	Continue marking-up, cutting using tenon saw and sanding back to the tolerance lines using either the belt or disk sander. Marking up for drilling to assemble the bird box.
	Week 6:	Introduce careful measuring and neat folding.
	Week 7:	Use the mitre saw to finish the front and lid, then sand to a smooth finish.
	Week 8:	Finish assembly, ensuring all the edges meet and that the screws are evenly distributed and countersunk to achieve a professional finish, when the screw heads are covered with a glue and sawdust fill to hide the sight of the screw heads.
	Week 9:	Accurately measure and cut the three lengths of leather that acts as the hinge opening for the lid and secure in place with flat headed pins.
	Weeks 10-11:	Finish with two coats of varnish.
	Week 12:	Product evaluation. Discuss areas for improvement (a skill required in their GCSE NEA and one which is embedded throughout KS3 & KS4 in D&T.



## Year 7 BSL for beginners

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 eight 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 (UNIT 1) (Level 1); BASIC SIGN LANGUAGE AND DEAF AWARENESS (UNIT 2) (level 1); INTRODUCTION TO FINGER SPELLING IN BRITISH SIGN LANGUAGE (Level 1); BASIC SIGN LANGUAGE AND DEAF AWARENESS (EL); SIGN LANGUAGE: SELF AND FAMILY (EL);BSL SIGNS FOR NUMBERS, DAYS OF THE WEEK, MONTHS AND YEARS (Level 1)	
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 6-8:	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.

