

# KS3 Wednesday Curriculum

## Non-Core

St Peter's Centre 2021-22



## Curriculum Intent and Rationale

Wednesday aims to give young people a breadth of study that furnishes them with the knowledge and skills they need for study beyond their academic and key stage year. Cross-Curricular elements of the carousel curriculum broaden this even further.

### PHSE

In PSHE, Students follow a programme of study that furnishes them with the The programme meets all of the compulsory aspects of the new SRE curriculum as well as delivering an engaging and relevant PSHE programme. The programme is informed by using contextual information looking at local as well as school trends in behaviour, attitudes, and lifestyles. This includes data that highlights the most important contextual factors locally for our students such as data on child and maternal health trends, data on surveys of sexual attitudes and lifestyles as well as local youth crime and safeguarding trends. This means that issues that affect our students locally have been prioritised in the programme. In addition, the programme has importantly been informed by the voice of the students themselves, by way of an initial survey when they join to ascertain significant gaps in knowledge as well as areas students feel they need to cover. As our students are dual registered at St Peter's Centre they come with varying degrees of knowledge and some significant gaps. Many students have not received any PSHE or RSE education for 18 months or more. The programme is bespoke to each group of students and each cohort will benefit from a sequence of learning based on prior learning and potential gaps. The programme sequences knowledge over time, spiralling, re-visiting and building upon knowledge from the three main themes across Key Stage 3

### Wider Curriculum Carousel

Students are introduced to elements of the national curriculum in a number of rotating and cross curricular subjects including Geography, History, Design Technology, Art, and Food Technology.

### Activate

Activate is a curriculum that allows students who for the most part have been disengaged with physical activity to engage with a curriculum that is unique and bespoke to the needs of our students. Each term, the curriculum is broken down into a themed unit of work where unfamiliar physical activities help students to be active but also to succeed in developing skills such as confidence, resilience, communication and leadership. In this way, physical activity need not be the only means of succeeding in a lesson but the explicit teaching of the skills that are a foundation to participating mean that all of our students can

succeed in an area where most have cited previous trauma and failure. The curriculum offers the chance to be challenged in non-traditional sports to work solo and in teams to build knowledge and skills related to the sport and th

### KS3 Overview

Term	Topic
Autumn 1	PSHCE: Online Safety and Digital Literacy WCC: Community Studies Activate: How can I build confidence?
Autumn 2	PSHCE: Careers: An Introduction to aspirations for the world of work WCC: Multimedia Project: Tessellations. A maths themed multimedia project involving shape, design and the use of different artistic mediums. Can we add a digital element? Activate: How can I build communication skills?
Spring 1	PSHCE: RSE introduction the world of sex and relationships WCC: Humanities: World Studies and practical Geography Activate: How can I build communication skills?
Spring 2	PSHCE: No one an outsider at SPC: An introduction to identity, diversity and discrimination WCC:Cross Curricular Curriculum: Propaganda and Printmaking Activate: How do I build empathy?
Summer 1	PSHCE: Substance Misuse:The Facts WCC: Design Technology Project/Business Studies Activate:How can I build team play and respect skills?

Summer 2	PSHCE: Financial Savvy: An introduction to the world of personal finance WCC: Design Technology Project/ Business Studies Activate: How can I build leadership skills?
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## KS3 PSHE Overview

<b>Term</b>	<b>Topic</b>
Autumn 1	Online Safety: Introduction to Digital Literacy
Autumn 2	Careers: An Introduction to aspirations for the world of work
Spring 1	RSE: An introduction the world of Sex and Relationships
Spring 2	No one is an outsider at SPC: An introduction to identity, diversity and discrimination
Summer 1	Substance Misuse: The Facts
Summer 2	Financial Savvy: An introduction to the world of personal finance

## KS3 Wednesday Curriculum PSHE

Lesson Title	Objectives	Activities	Outcomes
<p><b>T1a</b>  <b>Online Safety:</b>  <b>Introduction to Digital Literacy</b>            1.The Internet and UK Law</p> <p><a href="#">Digitally SPC</a></p>	<ul style="list-style-type: none"> <li>Understand laws about the internet in the UK</li> </ul>	<ul style="list-style-type: none"> <li>UK laws out there and what they do.</li> <li>Different situations and whether they break the law.</li> <li>Which laws they break.</li> <li>What to do and how to keep yourself safe in terms of laws related to online.</li> </ul>	<ul style="list-style-type: none"> <li>Describe offences that people might make online</li> <li>Identify laws that protect people online</li> <li>Apply the laws to different situations</li> </ul>
<p>2.Social Media</p>	<ul style="list-style-type: none"> <li>Understand advantages and disadvantages of social media</li> </ul>	<ul style="list-style-type: none"> <li>Types of online communication</li> <li>How to use social networking sites safely and the laws related to them,</li> <li>How to critically assess different media sources</li> <li>How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation.</li> <li>How to recognise biased or misleading information online</li> <li>Class discussion on social media addiction.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the purpose of social media</li> <li>Know how social media can be used by people</li> <li>Decide if teenagers are addicted to social media</li> </ul>
<p>3.Gaming</p>	<ul style="list-style-type: none"> <li>Understand the dangers of online gaming</li> </ul>	<ul style="list-style-type: none"> <li>About age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>Understand PEGI ratings and why we</li> </ul>	<ul style="list-style-type: none"> <li>Define, describe and explain the PEGI rating</li> <li>Recognise the dangers of gaming online</li> </ul>

		<p>have them</p> <ul style="list-style-type: none"> <li>• How to recognise biased or misleading information online</li> <li>• How to respond and seek support in cases of online bullying .</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how you can stay safe when gaming online</li> </ul>
<b>4.Group Chats</b>	<ul style="list-style-type: none"> <li>• Explore how conflict occurs in group chats</li> </ul>	<ul style="list-style-type: none"> <li>• How to distinguish between content which is publicly and privately shared</li> <li>• how to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how conflict occurs in messaging</li> <li>• Describe and explain ways to avoid conflict in group chats</li> <li>• Know your responsibilities in a group chat</li> </ul>
<b>5.Your Cyber Footprint</b>	<ul style="list-style-type: none"> <li>• Consider the traces you leave online</li> </ul>	<ul style="list-style-type: none"> <li>• What is your cyber footprint?</li> <li>• Key terminology related to the topic.</li> <li>• How to manage your digital footprint.</li> <li>• Discuss and research negative cyber footprints and discuss what impact this will have on them.</li> </ul>	<ul style="list-style-type: none"> <li>• Define “cyber footprint”</li> <li>• Know what a cyber footprint is made of</li> <li>• Know your own cyber footprint</li> <li>• Discuss a famous person’s negative cyber footprint</li> </ul>
<b>6.Piracy and Illegal Downloading</b>	<ul style="list-style-type: none"> <li>• Consider the traces you leave online</li> </ul>	<ul style="list-style-type: none"> <li>• What piracy is.</li> <li>• Why not illegally download content, and e.g. websites offering illegal downloads.</li> <li>• Laws this breaks.</li> <li>• Key terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what piracy and illegal downloading is</li> <li>• Identify which UK laws can be broken</li> <li>• Explain how illegal downloads can be harmful</li> <li>• Educate others on why they should stop doing this</li> </ul>
<b>T1b</b>	<ul style="list-style-type: none"> <li>• Understand and know the reasons behind the introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Key terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key terminology.</li> <li>• Correctly identify cases of discrimination.</li> </ul>

<p><b>Careers: An Introduction to aspirations for the world of work</b>  1.Discrimination and the Equality Act  <a href="#">Autumn 2 The World of Work</a></p>	<p>of the Equality Act 2010. Know your rights.</p>	<ul style="list-style-type: none"> <li>• Know the laws preceding the Equality Act 2010.</li> <li>• Understand the law.</li> <li>• Discuss situations in which the law would/would not be broken.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why the law came about and why we need it.</li> <li>• Understand when the Equality Act has been broken.</li> </ul>
<p>2.Prejudice and Stereotypes - Disability</p>	<ul style="list-style-type: none"> <li>• To understand the laws around disability discrimination and how businesses and the media can adapt to ensure an equal and diverse structure.</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what the Equality Act of 2010 is.</li> <li>• To understand when the law is broken in relation to disability discrimination</li> <li>• To be able to discuss how the media portrays those with disabilities</li> <li>• To express my own opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how the media can influence public views and why disabled people may feel they are stereotyped.</li> <li>• To describe how the Equality Act helps disabled people.</li> <li>• To be able to assess the impact of the Equality Act and how media portrayal affects disabled people.</li> </ul>
<p>3.Sexism and Gender Prejudice</p>	<ul style="list-style-type: none"> <li>• Gender and work: how to challenge stereotypes and discrimination in relation to work and pay</li> </ul>	<ul style="list-style-type: none"> <li>• Key terminology</li> <li>• To be given examples of sexism in the workplace and beyond.</li> <li>• To highlight where the discrimination happened and to be able to understand how and why,as a nation, gender and sex discrimination still happens.</li> </ul>	<ul style="list-style-type: none"> <li>• Order excuses for prejudice into how dangerous they can be and identify the main issues women face in the UK today.</li> <li>• Explain counter arguments against the main reasons why women are often treated differently to men.</li> <li>• Analyse whether certain elements of UK society are perpetuating gender prejudice.</li> </ul>
<p>4.Teamwork</p>	<ul style="list-style-type: none"> <li>• Identify the challenges we face but also the benefits we reap by working as part of a team. Complete a task as a team successfully.</li> </ul>	<ul style="list-style-type: none"> <li>• Key terminology</li> <li>• What makes a good team player?</li> <li>• Do a teambuilding exercise.</li> <li>• Which qualities of being a good team member do you think you already have? Which would you like to work on?</li> <li>• What is meant by being 'diplomatic'?</li> <li>• Analyse why some people find having to compromise far more difficult than others.</li> </ul>	<ul style="list-style-type: none"> <li>• That Identifies the challenges we face but also the benefits we reap by working as part of a team. Complete a task as a team successfully.</li> <li>• More challenging: Describe how teamwork is a valuable life skill, especially when it comes to future employment. Effectively work as a team.</li> <li>• Mega challenge: Analyse why some find it hard to work as a team, focusing on consideration of others and diplomacy. Make an excellent contribution and use new teamwork skills.</li> </ul>

5.Entrepreneurs	<ul style="list-style-type: none"> <li>To understand what an entrepreneur is, their characteristics and why entrepreneurial skills are so useful in the business world.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what makes a person an entrepreneur. Pick out the times the business people from the case studies have used enterprising skills.</li> <li>Describe the different ways the business people in the case studies have become entrepreneurs. Describe what made them so successful and any particular qualities they share.</li> <li>Explain any obstacles that the business people in the case studies overcame to become successful entrepreneurs.</li> </ul>	<ul style="list-style-type: none"> <li>To know what an entrepreneur is and characteristics</li> <li>Describe what made them so successful and any particular qualities they share.</li> </ul>
6.Communication Skills	<ul style="list-style-type: none"> <li>Be able to communicate what you want and need using different communication methods, and understand why these are useful techniques in the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>Key terminology</li> <li>Describe, explain the importance of and analyse different communication skills.</li> <li>Use these skills with a partner.</li> <li>Present these skills in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Describe new communication skills.</li> <li>Explain the importance of particular communication skills.</li> <li>Analyse the short and long term benefits of mastering communication skills and demonstrate new devices through communicating with a partner in front of the class.</li> <li></li> </ul>
7.Employed or Self Employed	<ul style="list-style-type: none"> <li>To gain more of an understanding of types of employment roles out there and to know which suits me more.</li> </ul>	<ul style="list-style-type: none"> <li>To know key terminology and key characteristics of employment and self employment.</li> <li>To have seen some eggs of both and discussed the pros and cons.</li> <li>To know personally, which area suits me more and why.</li> </ul>	<ul style="list-style-type: none"> <li>To know key terminology and key characteristics of employment and self employment.</li> <li>To have seen some eggs of both.</li> <li>To know personally, which area suits me more.</li> </ul>
<b>T2a</b> <b>An introduction the world of Sex and Relationships</b> 1.Safe Sex-Consent  <a href="#">Summer 1 Sexual Intimacy</a>	<ul style="list-style-type: none"> <li>To know what consent is, the law in relation to consent and why it is important to always gain this, as the legal and moral duty is with the seeker of consent.</li> </ul>	<ul style="list-style-type: none"> <li>the qualities of positive, healthy relationships</li> <li>how to demonstrate positive behaviours in healthy relationships</li> <li>about gender identity and sexual orientation</li> <li>about forming new partnerships and developing relationships</li> <li>about the law in relation to consent</li> <li>that the legal and moral duty is with the seeker of consent</li> </ul>	<ul style="list-style-type: none"> <li>Correctly identify cases where consent has or has not been given.</li> <li>Describe the ‘cup of tea’ analogy and how it can be used to explain consent accurately.</li> <li>Explain whether consent has been given in particular situations and how you know this.</li> </ul>

		<ul style="list-style-type: none"> <li>• how to effectively communicate about consent in relationships</li> <li>• about the risks of 'sexting' and how to manage requests or pressure to send an image</li> </ul>	
2.Safe Contraception	To know about basic forms of contraception (e.g. condom and pill) and their pros, cons and effects.	<ul style="list-style-type: none"> <li>• To be introduced to a range of contraceptives</li> <li>• To learn of their makeup, effects, pros and cons.</li> <li>• To discuss the positives and negatives of each in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some ways we can protect ourselves against unsafe sex.</li> <li>• Explain the pro's and con's of particular forms of contraceptives and where the best place would be for a teenager to get advice and contraception.</li> <li>• Analyse where the incorrect myths about sex might come from and evaluate which type of contraception is best depending on a person's circumstances.</li> </ul>
3.Dangers of Pornography	To know what pornography is, the pros and cons of it and how it can impact our brain, thoughts and its longterm effect.	<ul style="list-style-type: none"> <li>• To teach and correctly identify ways pornography can be harmful, both to viewers and people involved in the industry.</li> <li>• To learn some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives.</li> <li>• Explain the effects of desensitisation and how it can ruin healthy sex lives and the long term impact a growing porn industry has on our society.</li> </ul>	<ul style="list-style-type: none"> <li>• That correctly identify ways pornography can be harmful, both to viewers and people involved in the industry.</li> <li>• Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact on lives.</li> <li>• To understand and explain how desensitization can ruin healthy sex lives and the long term impact a growing porn industry has on our society.</li> </ul>
4.Sexting and Image Share Danger	<ul style="list-style-type: none"> <li>• To identify what sexting is, the laws behind it and what the short and long term consequences of sexting are.</li> </ul>	<ul style="list-style-type: none"> <li>• Key terminology</li> <li>• To run through case studies, and state opinion on criminality. Run through as a class.</li> <li>• Show discuss and explain the consequences of sexting.</li> <li>• Learn the laws around sexting and image sharing.</li> </ul>	<ul style="list-style-type: none"> <li>• That identifies the dangers of sexting and whether sexting case studies are committing criminal offences or not.</li> <li>• To describe the consequences of sexting and the legal consequences for those breaking the law.</li> <li>• To explain both long and short term consequences of sexting and analyse why the</li> </ul>

			age of consent for sex differs from consent to sexting.
5.STIs	<ul style="list-style-type: none"> <li>To know the most common STIs, their symptoms, effects and cures, and to know how to protect ourselves. To know why protection is so important.</li> </ul>	<ul style="list-style-type: none"> <li>To work together to identify the most common STIs and the best ways of preventing them.</li> <li>To learn the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.</li> <li>To learn and understand why using protection is so important.</li> </ul>	<ul style="list-style-type: none"> <li>That identifies the most common STIs and the best ways of preventing them.</li> <li>Describe the symptoms of the most common STIs and how we can protect ourselves from ever getting these diseases.</li> <li>Explain why using protection is so important.</li> </ul>
<b>T2b</b> <b>No one is an outsider at SPC: An introduction to identity, diversity and discrimination</b> 1.Identity  <a href="#">Term 3 No one is an outsider at SPC</a>	<ul style="list-style-type: none"> <li>Research and analyse our multiple personal identities, explaining our heritage and evaluating the impact of our cultures in helping to form Britain today.</li> </ul>	<ul style="list-style-type: none"> <li>Life in modern Britain – we are a diverse society</li> <li>Challenge prejudice, stereotypes and discrimination at school and outside</li> <li></li> <li>Homophobia and LGBT rights around the world</li> </ul>	<ul style="list-style-type: none"> <li>To know what is your identity and what are the rights and responsibilities that go with this?</li> </ul>
2. Respecting Diversity	<ul style="list-style-type: none"> <li>To know key terminology. To understand what discrimination and inequality are and which laws exist to combat them.</li> </ul>	<ul style="list-style-type: none"> <li>Learn which laws are there to protect against inequality.</li> <li>Learn when this law is being broken.</li> <li>Use case studies.</li> <li>Know what to do when this law is being/considered to be broken.</li> </ul>	<ul style="list-style-type: none"> <li>-To know key terminology.</li> <li>-To know what discrimination is, including direct and indirect.</li> <li>-That states the law by which people can be prosecuted.</li> </ul>
3/4. Fighting Prejudice	<ul style="list-style-type: none"> <li>To understand consciously when stereotypes are being used and why and how we should break them down.</li> </ul>	<ul style="list-style-type: none"> <li>Use The Apprentice game to discover own and others stereotypes</li> <li>Learn key terminology.</li> <li>Learn how to prevent stereotyping.</li> </ul>	<ul style="list-style-type: none"> <li>-That people have negative attitudes and what is meant by prejudice and stereotypes.</li> <li>-To be able to recognise my own and others stereotypical and prejudicial attitudes.</li> <li>-To be aware of the negative consequences of prejudice and stereotypes.</li> </ul>
5. Bullying or Banter	<ul style="list-style-type: none"> <li>To know and understand the differences between bullying and banter.</li> </ul>	<ul style="list-style-type: none"> <li>Learn key terminology.</li> <li>Learn the difference between bullying and banter.</li> <li>When it is ok to joke.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify whether the situations are 'banter' or bullying.</li> <li>-Describe the consequences of 'banter' and how we can tell when banter turns to bullying.</li> </ul>

		<ul style="list-style-type: none"> <li>• What to say if you feel the banter has turned into bullying.</li> </ul>	<p>-Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</p>
6. What is LGBTQAI+?	To know the different LGBTQAI+ identities and be able to use terms articulately and in the correct context.	<ul style="list-style-type: none"> <li>• To learn key terminology</li> <li>• to know the different terminology to use in the different contexts.</li> <li>• Why it is important for everyone to express themselves.</li> <li>• What gender stereotyping is and why it is not good to fall into these.</li> </ul>	<p>-Correctly identify the different LGBTQAI identities and what the community wants us to know about these.</p> <p>-Describe the difference between these identities and use the new terms articulately and in the correct context.</p> <p>-Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.</p>
7. Homophobia	<ul style="list-style-type: none"> <li>• Explain the everyday issues the LGBT global community face in different countries and what activists and organisations are doing and the progress that they have made.</li> </ul>		<p>-Identify countries where the LGBT community does not have so many rights heard.</p> <p>-Describe what is currently being done by activists and organisations and the progress they've made.</p> <p>-Explain the everyday issues the LGBT global community face and how they overcome them.</p>
8. Cyber Bullying	<ul style="list-style-type: none"> <li>• To know and explain the different types of cyber bullying, why people do it and how to prevent it.</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies and key terminology</li> <li>• Bullying. What does it look like? Virtual and Real life</li> <li>• how to respond to bullying of any kind, including online</li> </ul>	<p>-Identify the different types of cyber bullying.</p> <p>-Describe what cyber bullying is and why people do it.</p> <p>-Analyse why the 4 Step Method to stop cyber bullying is effective.</p>
<b>T3a</b> <b>Substance Misuse:</b> <b>The Facts</b> 1. Drug Awareness  <a href="#">Autumn 1 Substance Misuse</a> 2. Drugs and the Law			

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## KS3 Wednesday Curriculum Community Studies

Lesson Title	Objectives	Activities	Outcomes
1.Centre Charity	<ul style="list-style-type: none"> <li>To independently research, gather information, and present your charity proposals to the class, and democratically vote.</li> </ul>	<p>Centre Charity            Research a charity that we, as a school, will be fundraising for this year.</p> <p>Each choice 2/3: what, why and how?</p> <p>What?            Name, logo, slogan            Local/ national/ world wide            Whom benefits?            Work they do and the impact they have?            Where?            Other sources of funding etc</p> <p>Why?            Why this one?            Positives and negatives.</p> <p>How?            Fundraising ideas            (Cake sale, sponsored, collection, stall etc)</p>	<p>-That independently research and extract useful information, recreating it in our own GSlides.            -To use at least three slide animations and embed a link.            --That creates an informative and attractive display.</p>
2.Centre Charity	<ul style="list-style-type: none"> <li>To present your charity proposals to the class and democratically vote.To work together to start the fundraising journey.</li> </ul>	<p>Complete research and presentations.            Present to the class. Class vote.</p> <p>Create a Centre Poster and discuss sponsored activities.</p>	<p>-That present work to the class.            -That you listen to, take in, acknowledge and vote for the charity you want to raise money for during the course of the year.</p>

		Set up class Just Giving page. Write a 'covering letter' about what you're doing and why, and a bit about the charity.	
3.Penpals: Making contact with our community	<ul style="list-style-type: none"> <li>To know how to write a formal letter, draft and write an open and inviting one to a local elderly penpal.</li> </ul>	<ul style="list-style-type: none"> <li>Letters</li> <li>Content of letter</li> <li>Exemplar</li> </ul>	<ul style="list-style-type: none"> <li>-To know how to head, start and finish off a formal letter.</li> <li>-That know the suitable content of a letter</li> <li>-Tbat draft an interesting and interesting letter to a current stranger-to be penfriend.</li> </ul>
4.Pen pals: Making contact with our community	<ul style="list-style-type: none"> <li>To know how to write a formal letter, draft and write an open and inviting one to a local elderly penpal.</li> </ul>	<ul style="list-style-type: none"> <li>Draught letter</li> <li>Final letter</li> </ul>	<ul style="list-style-type: none"> <li>- That writes an informative, interesting and interesting letter to a stranger.</li> </ul>
5.First Aid Training: St John's ambulance	<ul style="list-style-type: none"> <li></li> </ul>		
6.Remembrance in the community Paint a Poppy Campaign	<ul style="list-style-type: none"> <li>To know what Remembrance Day is regarding. To understand the reasons why we commemorate it and to design, make and colour a commemorative stone.</li> </ul>	Remembrance Day 11.11 <a href="#">The Poppy Story (First Level &amp; up).</a> 5mins 46  Show examples of stones. Start designing stones on paper. Draw design on stone  Presentation - KS3 Assembly 100 Years of Remembrance (part)  <a href="#">Pause Reflect Remember   Lest We Forget   British Army</a> 1min 55	<ul style="list-style-type: none"> <li>-That explains the reason for Remembrance Sunday.</li> <li>-To design, create and paint a stone.</li> </ul>

7.Paint a Poppy Campaign	<ul style="list-style-type: none"> <li>To know what Remembrance Day is regarding. To understand the reasons why we commemorate it and to design, make and colour a commemorative stone. Varnish the stone.</li> </ul>	Remembrance Day Pause Reflect Remember <a href="#">Pause Reflect Remember   Lest We Forget   British Army</a> 1min 55  Paint stones Varnish Stones	-That explains the reason for Remembrance Sunday. -To design, create, paint and varnish a stone.
8.Remembrance Walk	<ul style="list-style-type: none"> <li>To know what Remembrance Day is regarding. To understand the reasons why we commemorate it and to considerately walk to the memorial to lay our respects.</li> </ul>	Walk to Remembrance Day memorial and lay stones	

### KS3 Wednesday Curriculum Multimedia Project (Tessellations)

Lesson Title and Objectives	Equipment	Activities	Outcomes
1. Introduction to Tessellations Shapes and symmetry	Outdoor chunky chalks Tessellation Powerpoint Worksheet 1 <a href="#">2D Shapes and 3D</a>	Introduce ourselves and the project. Start outside with chalks. Pupil led. Create a pattern together using all shapes (discussion and collaboration).	-That name all basic 2D shapes.  -That states the rotational and line symmetry of these shapes.

<p><a href="#">Tessellations!</a></p> <p>I will know the different types of symmetry, names of the main 2D shapes and have created some tessellations.</p>	<p><a href="#">Shape Activities &amp; Worksheets • EasyTeaching.net</a> Worksheet 2 <a href="#">Login to Twinkl Teaching Resources</a> Squared or dotted paper</p>	<p>Come in. Introduce Shapes <a href="#">Tessellations!</a> Worksheet 1 - Name them</p> <ul style="list-style-type: none"> <li>- Edges Vertices</li> </ul> <p>Discuss line and rotational symmetry</p> <ul style="list-style-type: none"> <li>- Draw symmetry on Ws 1 and label.</li> </ul> <p>Handout plastic flat shapes-Interlink shapes, create pattern = tessellation. Squared paper-</p>	<p>-To know what tessellation means.</p> <p>-That creates some tessellation patterns with two more different shapes.</p>
<p>2. Accuracy and card making</p>	<p>Scissors Ruler Paper shapes Card and acetate examples. Coloured card Acetate Glue Pens pencils</p>	<p>Show eggs on screen Demonstrate: drawing a 15x15 cm square on dotted/squared paper, drawing tessellation, cutting out, drawing round, and creating Square paper - draw some tessellations. Show eggs of card tessellations. Choose 1 to make -card and acetate. Show</p>	<p>-That mark out accurately and draw a tessellation card.</p> <p>- That adds colour and decoration.</p> <p>-To complete the card, accurately.</p>
<p>3. Clay tile</p>	<p>Clay Clay equipment Water Mats Aprons</p>	<p>Introduce Clay 'Making a clay tile demo' video. Q&amp;A equipment and h&amp;s. Show eggs of clay tiles.</p> <ul style="list-style-type: none"> <li>- Draw template with labelling (A=add R=remove and any patterns-dots, dashes, lines etc)</li> <li>- Create clay tile</li> <li>- Ext; create another tile with its own, planned design.</li> </ul>	<p>-To know how to work with clay. -That is my tessellation design on a tile.</p> <p>-That uses at least four different decoration techniques.</p>
<p>4. Painting tile, completing card and presenting</p>	<p>Scissors Ruler Paper shapes</p>	<p>Create - complete acetate/card design if required. Paint tile.</p>	<p>-To complete to the best of my ability, a card and a tile.</p>

	<p>Card and acetate examples.          Coloured card          Acetate          Glue          Pens pencils          Clay tiles          Water          Paints          Apron          Tissue          Mats</p>	<p>Present work.</p>	<p>-To be accurate and detailed and show them the love.</p> <p>-To see the positives in my work and present both pieces.</p> <p>-To feel proud..</p>
<p>5. Introduction to sewing.</p>	<p>Fabric squares          Felt squares          Needles          Pins          Thread</p>	<p>Introducing sewing.          Why do we need to know how to sew?          (Darning, mending, shortening, extending)          Sewing and Applique.</p> <ul style="list-style-type: none"> <li>- Show square examples</li> <li>- Teach sewing; threading a needle and knot</li> <li>- Teach different stitches</li> </ul> <p>(Running, baste, cross, whip, ladder/slip, back stitch)</p> <ul style="list-style-type: none"> <li>- Draw then sew your initial onto material</li> <li>- Pins</li> <li>- Sew the material onto a background using four of the stitches.</li> </ul>	<p>-That sew 4 different stitches.          -To know what they're called and what applique means.          -To have completed my fabric square.</p>
<p>6. Blanket sewing</p>	<p>Large fabric          Fabric squares          Felt squares          Needles          Pins          Thread          Fabric Pens          Fabric glue</p>	<p>Work as a team to create a blanket of initials on a large piece of fabric.          Lay out sheet, instructions          -Delegate leader to organise.          Students will either be:          1.-Completing first square initial.          2.-Sewing squares onto sheet.</p>	<p>-That work as a team member.          -That you should listen to and follow instructions from a classmate.          -To complete a group work activity, creating a large fabric mosaic.</p>

		3.-Create new square using fabric pens/sewing spelling out ST PETER'S CENTRE	
7. Blanket sewing and fabric painting	Large fabric Fabric squares Felt squares Needles Pins Thread	Complete off a large mosaic sheet ready to hang.	-To complete the fabric mosaic.

## KS3 Wednesday Curriculum: World Studies Practical Geography

Lesson Title	Objectives	Activities	Outcomes
1. Learning about my country.  <a href="#">United Kingdom</a> <a href="#">United Kingdom Map - England, Scotland, Northern Ireland, Wales</a> Laptops	To know about the UK, the four countries within it and the location of key places within it.	Show the globe of the world and a map of the UK. Discuss map-where people have been, what they know, points of interest etc. Handout A4 maps In book draw key and mark them on the map using laptop for research Q&A SCs	-To understand a map and be able to write a clear key. -To know the difference between GB and UK. -That names all 4 capitals. -That say what a county is. -That states the highest mountains in each of the 4 countries.
2. 'My City' <a href="#">Cities and Towns of the UK</a>  Laptops	To learn, write about and present a presentation on my selected city in the UK.	Q&A last lesson. Handout random cities to each. Q&A what each has and what they know already. Task Research and create presentations. SCs	-That recall info about the UK -That independently researches and presents information in my own words. -That uses Google Slides and its features.

<p>3. Present My City</p> <p>Laptops</p>	<p>To learn, write about and present a presentation on my selected city in the UK.</p>	<p>Complete presentation. Share with the teacher. Present presentation.</p> <p>Q&amp;A SCs</p>	<p>-That makes a fully clear, interesting presentation with pictures.</p>
<p>4. Continents, Countries and Capitals</p> <p>Laptops</p> <p><a href="#">Continents, countries and Capitals.docx</a> <a href="#">Continents, Countries and Capital cities.pptx</a> <a href="#">Geography Terminology Continents.docx</a></p>	<p>To learn more about the geography of the world; continents, countries and capitals.</p>	<p>Starter: Handout table and see what people can fill in. Q&amp;A what a continent, country and capital city is. Write it down. Laptops Work in pairs/individually research to complete the table. Handout booklet. Work to complete it Q&amp;A SCs</p>	<p>-That names all 7 continents. -That name a country within each continent. -That names their capitals. -That describes the terminology from today.</p>
<p>5. Continents, Countries and Capitals</p> <p><a href="#">Continents.docx</a> <a href="#">My Chosen Country</a></p>	<p>To have independently researched and completed my booklet. To have chosen a country which excites me.</p>	<p>Starter: Q&amp;A last week. Laptops. Continue and complete the booklet. Stop, discuss My Chosen Country. Choose and research. Presentation must have: animation, hyperlink and 3 different transitions from one slide to the next. SCs</p>	
<p>6. <a href="#">My Country</a></p>	<p>To be able to impart k&amp;u that you have discovered in a pleasant, interesting, clear, colourful way.</p>	<p>Starter: tell us one thing about your country, where we can guess where it is. 25 mins: Complete presentation. 25 mins: Present.</p>	<p>-That research information. -That place into my own words and into an interesting, clear, bold format. -That presents my work.</p>

			-That insert hyperlinks and animations.
7. <a href="#">GK Quiz capitals, countries and continents.docx</a> <a href="#">GK quiz continents, countries and capitals.docx</a>	To recall and impart information that you have learned over the past few lessons from both your research and other students.	Starter: Write as many things as you can remember about countries from last week. Person with the most people remembering their facts gets a prize. Handout quizzes. Do. Mark. Pairs: Laptops to complete the remaining Qs SCs	-That brings back information. -That answers questions clearly. -That say 2 clear things that I have learnt.

## KS3 Wednesday Curriculum: Propaganda and Printmaking

<b>Lesson Title</b>	<b>Objectives</b>	<b>Activities</b>	<b>Outcomes</b>
1.	•		
2.	•		
3.	•		
4.	•		
5.	•		
6.	•		
7.	•		

### KS3 Wednesday Curriculum: Activate (Term 1a-3b)

	<b>Objective</b>	<b>Activities</b>	<b>Equipment</b>	<b>Success Criteria/ Outcomes</b>
T1a 1	<p>Personal Development</p> <p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of how to develop my confidence through personal best target activities.</p>	<p><b>What is a personal best?</b> Introduction to throwing and weight of pass. Why is it useful? (Fine motor skills, to help with driving a car, drawing, sewing, painting, DIY, playing with family...) <b>Throwing across a line/target/in hoop</b> -beanbags</p>	<p>Equipment:</p> <ul style="list-style-type: none"> <li>-beanbags</li> <li>-cones</li> <li>-slow tennis balls</li> <li>-bowls</li> <li>-Target</li> <li>-Jack ball</li> </ul>	<p>-To know why it's important to be able to have a good weight of pass.</p>

	<p><b>Personal Best</b></p>	<ul style="list-style-type: none"> <li>-cones</li> <li>-slow tennis balls</li> <li>-bowls</li> <li>.</li> </ul> <p>Throw above to each other considering the weight of the pass.</p> <p>SCs</p>		
2	<p>Personal Development</p> <p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of why physical activity is important and how it can develop my confidence.</p> <p><b>Personal Best</b></p>	<p><b>Why is physical activity important?</b> (Mental and physical health, self worth, confidence, body image, passive/assertive, teamwork, resilience, fun, endorphins) Bring PSHE books and pencils.</p> <p>Target practice (cones, beanbags, bowls etc).</p> <p><b>Target PBs</b> - balls, beanbags, frisbee and cones in the (5,10,25,50) target and in a hoop further away. This time, count and write down target PB in PSHE books.</p> <p>- Aid others, discuss with others ways to build upon pb. Extension- <b>-Adapted 3 hoop ball game/ boccia</b> inside SCs</p>	<p>Personal Best sheet</p> <p>Equipment:</p> <ul style="list-style-type: none"> <li>-beanbags</li> <li>-cones</li> <li>-slow tennis balls</li> <li>-bowls</li> <li>-Target</li> <li>-Jack ball</li> </ul>	

3	<p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of how to develop my confidence through working alongside others.</p> <p><b>3 Hoop Ball</b></p>	<p><b>Why is it good to work alongside others?</b> (Morale, team work, confidence, working together to create something great, different skill sets, utilise different abilities)</p> <p><b>3 hoop ball-</b> Over the net outside (low net, 3 hoops, aim as many different missiles into each hoop. Differentiation: only one type of ball/move around/different missiles into different hoops/timed) Include defenders</p> <p>Boccia or target game inside. (sitting or standing) SCs</p>		
4	<p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of how to develop my confidence through working both with and alongside others.</p> <p><b>3 Hoop Ball</b></p>	<p><b>Why should we have self-belief?</b> (Get to where you want to, don't get pushed around, know what you like and dislike, feel strong, feel empowered, less likely to allow little setbacks to knock us-as we all have those!)</p> <p><b>3 hoop ball</b> (Two sides, three hoops at the back of each side of the court. Each team needs to get their missiles into the opposing hoop. (Differentiation: defenders/no defenders, stand still/move, teamwork or individually) SCs</p>		
5	<p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of how to develop my confidence through teamwork.</p> <p><b>3 Hoop Ball</b></p>	<p><b>How can we work together to defend one hoop? Attack one hoop?</b> (Talk to one another, set leader, shift together, each guard a hoop)</p> <p><b>3 hoop ball -</b> How can we adapt this to make it harder/easier/more fun/levelled for the players playing? SCs</p>		

6	<p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of how to develop my confidence through talking.</p> <p><b>3 Hoop Ball</b></p>	<p><b>Why is it good to talk? To instruct others?</b> (Help, different points of view, different vantage points, different skill sets and abilities, no man is an island, it's fun, interesting, give info, makes us laugh)</p> <p><b>Adapt your own game using 3 hoop game ideas.</b> (Defenders and attackers? Target idea? Use a net? Aim of the game? Which equipment? SCs</p>		
7	<p>How can I build confidence?</p> <p>By the end of the lesson I will have an understanding of how to develop my confidence through talking, working together and self belief.</p>	<p><b>Why play games?</b> (Fun, interesting, exciting, learn skills, take my mind off the rest of life, endorphins, lead to a job..)</p> <p>Play the new game developed. (Reiterate rules, aim of game etc.)Evaluate it together. SCs</p>		
T1b 8	<p>Health and Emotional Wellbeing</p> <p>How can I build resilience?</p> <p>By the end of the lesson I will have an understanding of what resilience is and apply it to my PBs.</p> <p><b>Badminton/Table tennis Indoor volleyball</b></p>	<p><b>What is resilience? Why is it a good thing?</b> (The ability to carry on.....) PSHE book and pencil.</p> <p><b>Target PBs:</b> balls, beanbags and cones in the (5,10,25,50) target and in a hoop further away. <b>Keepy uppy PBs:</b> -badminton and table tennis.</p> <p>Give it a good go. Practice. Count my PBs Discuss with others/teamwork/pairwork how to improve. Count and record my PBs in my PSHE book. SCs</p>	Badminton Table tennis	
9	<p>How can I build resilience?</p>	<p><b>Does it matter if we go wrong?</b> (Yes-it can have knock on effects, it can be detrimental to the team....</p>		

	<p>By the end of the lesson I will have an understanding of badminton/table tennis/ indoor volleyball and be able to pass back and forth with a partner without apologising for mistakes.</p> <p><b>Badminton/Table tennis Indoor volleyball</b></p>	<p>No-everyone makes mistakes, it's important to make mistakes to learn from them, it's impossible to be perfect straight away, practice makes perfect. If we say yes to this then we will close ourselves to learning and doing new things, going wrong is a wonderful lesson in itself, it's good to be able to learn how to take going wrong, because we all do)</p> <p><b>Badminton/table tennis/ indoor volleyball</b> Pairwork- pass to each other over a line/small net. Do raleighs. Set yourself individual/pair targets (what to reach, further apart, wrong handed, backhanded etc)</p> <p>Team/fours doing the same. Include talking, aiding, teamwork, caring. SCs</p>		
10	<p>How can I build resilience?</p> <p>By the end of the lesson I will have an understanding of badminton/table tennis/ indoor volleyball and their rules, and apply them.</p> <p><b>Badminton/Table tennis Indoor volleyball</b></p>	<p><b>Why are rules important? Outside of sport? In sport? Are they a good thing?</b> (Anarchy if not, set guidelines, know what to do, stressful not having parameters, something good can come of all following same set of rules, teamwork, goals can be achieved)</p> <p><b>Basic badminton/table tennis/ indoor volleyball</b> rules discussed.</p> <p>Pair/ team raleighs. Build upon last week.</p> <p>Incorporate one, two or more of the following into the game: serve, set areas, scoring.... SCs</p>		
11	<p>How can I build resilience?</p> <p>By the end of the lesson I will have an understanding of different strokes in badminton/ table tennis/ indoor</p>	<p><b>Why do we have different ways to pass/ hit the ball?</b> (Different angles, contours, direction of the missile etc)</p>	<p><a href="https://blog.playo.co/6-badminton-shots-to-improve-your-game/">https://blog.playo.co/6-badminton-shots-to-improve-your-game/</a></p>	

	<p>volleyball, and I shall incorporate at least two of them.</p> <p><b>Badminton/Table tennis Indoor volleyball</b></p>	<p>Demo (pupils?) and practice 2 different hit styles independently or in a pair. Badminton - serves, clears, smashes, drives (backhand or forehand) and drops Table tennis - forehand drive. backhand drive, forehand push, backhand push. Volleyball - bump, volley and spike, or more modernly called pass, set and kill (or hit).</p> <p>Incorporate this into a game. Score independently how many times you touched the ball/ used a different shot/ aided someone/ passed to a player on your team. SCs</p>		
12	<p>How can I build resilience?</p> <p>By the end of the lesson I will have an understanding of the rules of badminton/ table tennis/ indoor volleyball, and I shall apply my previous learning into the games.</p> <p><b>Badminton/Table tennis Indoor volleyball</b></p>	<p><b>How do we traditionally score in badminton/ table tennis/ indoor volleyball?</b> How else can we score for ourselves? (how many times you hit v miss, over the net v not, used specific type of shot v not, went where wanted v not etc)</p> <p>Q&amp;A rules of the game. Choose how you are going to score for you. Play SCs</p>		
13	<p>How can I build resilience?</p> <p>By the end of the lesson I will have an understanding of how to look on the bright side and enjoy my game.</p> <p><b>Badminton/Table tennis Indoor volleyball</b></p>	<p><b>Why is sport fun?</b></p> <p>Swap sport - badminton/ table tennis/ indoor volleyball. Practice 2 different types of shots.</p> <p>Play games. Individual/team choice of scoring. SCs</p>		
14	<p>How can I build resilience?</p> <p>By the end of the lesson I will have an understanding of the improvements I have made this half</p>	<p><b>Why should we be resilient in physical activity and in life?</b> PSHE books and pencil.</p>		

	<p>term, and know which elements I enjoy.</p> <p><b>Badminton/Table tennis</b> <b>Indoor volleyball</b></p>	<p><b>Target PBs</b> - balls, beanbags and cones in the (5,10,25,50) target and in a hoop further away.</p> <p><b>Keepy uppy PBs</b> -badminton and table tennis.</p> <p>Play games - badminton/ table tennis/ indoor volleyball.</p> <p>SCs</p>		
T2a 15	<p>Team building</p> <p>How can I build communication skills? By the end of the lesson I will have an understanding of how to keep a ball airbound and how to work together to do so.</p> <p><b>Keepy Uppies</b></p>	<p><b>Why and when is it not good or good to shout?</b></p> <p><b>Keepy uppies with dodgeball balls</b> All have dodgeball balls, and practice keeping in the air individually, without catching, by however means you like. Count how many times you can keepy uppy.</p> <p>In pairs...count.</p> <p>In a rondo. Score individually how many times you keep it up, double points if you use a different body part than your hands, double points if you give encouragement/ aid someone.. With a defender in the middle... SCs</p>	Dodgeballs	<p>-That answer:</p> <p>Was it easier individually, in pairs or in a rondo?</p> <p>Why?</p> <p>How to improve the number of keepy uppies.</p> <p>(Working together, communication, movement, starting on toes, confidence, an 'i've got this' attitude...)</p>
16	<p>Team building</p> <p>How can I build communication skills? By the end of the lesson I will have an understanding of the basics of a new sport, kin-ball.</p> <p><b>Kin-ball/</b> <b>Fabric round and ball</b></p>	<p><b>Why is it good to try new things? Why is it daunting/not good?</b></p> <p><b>Introduce Kin-ball/</b> <b>Massive fabric material and ball</b></p> <p>In a rondo..keep it up for as long as possible without moving out of the circle. On two sides of a court - keep up as long as possible without it or you leaving the court.</p>	<p><a href="https://www.rulesofsport.com/sports/kin-ball.html">https://www.rulesofsport.com/sports/kin-ball.html</a></p> <p>Kinball</p>	

		Come back in and watch video and learn rules of Kin-ball SCs		
17	<p>Team building</p> <p>How can I build communication skills? By the end of the lesson I will have communicated with my team to make successful moves in a new sport.</p> <p><b>Kin-ball/ Fabric round and ball</b></p>	<p>What is the aim of kin-ball? (To catch the ball, and get others to let the ball drop) Run through rules of kin-ball</p> <p>Play kin-ball as a group. Score individually how many times you keep the ball up (v not).</p> <p>SCs</p>	<a href="https://www.rulesofsport.com/sports/kin-ball.html">https://www.rulesofsport.com/sports/kin-ball.html</a>	
18	<p>Team building</p> <p>How can I build communication skills? By the end of the lesson I will have an understanding of skills needed to make a leader.</p> <p><b>Kin-ball/ Fabric round and ball</b></p>	<p><b>What is the aim and the rules of kin-ball?</b></p> <p>Set teams. Set leaders who will reiterate the rules, give advice and lead their team.</p> <p>Teacher facilitates. Pupils run and referee their own game.</p> <p>SCs</p>		<p>I can say which skills make a good leader.</p> <p>We can organise, direct and score our own game.</p>
19	<p>Team building</p> <p>How can I build communication skills? By the end of the lesson I will have an understanding of skills needed to make a team and make a leader.</p> <p><b>Kin-ball/ Fabric round and ball</b></p>	<p><b>Why do we prefer one activity over another?</b> <b>Kin-ball or three hoop ball.</b></p> <p>Set teams. Set (different) leaders who will reiterate the rules, give advice and lead their team.</p> <p>Teacher facilitates. Discuss how to score individually (all score how many times they hit the ball/ individually got it in the hoop etc.) Pupils run and referee their own game.</p> <p>SCs</p>		
20	<p>Team building</p> <p>How can I build communication skills?</p>	<p><b>What skills do I think that I've learnt this term?</b> (Communication, leadership, physical, new games, fine motor skills, teamwork)</p>		

	<p>By the end of the lesson I will have an understanding of lessons learnt this term and how these skills are transferable.</p> <p><b>Kin-ball/ Fabric round and ball</b></p>	<p>How do these help in other areas? How are they transferable?</p> <p><b>Pupil-led game of kin-ball.</b> Discuss together how to score. Teacher facilitates and gives roles.</p>		
T2b 21	<p><b>How do I build leadership skills?</b></p> <p>By the end of the lesson I will have tried my hardest and recorded my PBs. I will be able to work in pairs aiding my partner which aids myself.</p> <p><b>Netball/Basketball</b></p> <p><b>Boccia/Sitting Volleyball</b></p>	<p><b>Why is it good to try to improve ourselves?</b> <b>PSHE book and pencil.</b></p> <p><b>Target PBs</b> - balls, beanbags and cones in the (5,10,25,50) target and in a hoop further away. <b>Keepy uppy PBs</b> - badminton and table tennis. <b>Shooting PBs</b> - how many shots in with 20 attempts.</p> <p><b>Netball/basketball passes</b> in pairs -bounce pass into the hoop and overhead (change distance). <b>/ Indoor seated volleyball</b> in pairs. Only get a point if both successfully make the pass.</p> <p>SCs</p>		
22	<p><b>How do I build leadership skills?</b></p> <p>By the end of the lesson I will have a knowledge of the rules of basketball/netball/boccia.</p> <p><b>Netball/Basketball</b></p> <p><b>Boccia/Sitting Volleyball</b></p>	<p>What is the aim of the game in basketball/netball? How does a basketball/netball game start?</p> <p>Indoors-explain rules and whiteboard demonstration of positional play. Put into teams and allocate roles. Outside- Walk through Play games. Stop-discuss good and development points. Continue.</p>		<p>-Do i know the rules of netball/basketball/boccia?</p> <p>-Do i understand positional play?</p> <p>-Do i know the difference between what i do in attack and in defence?</p>

		Wet weather alternative-boccia.		
23	<p>By the end of the lesson I will know what to do in both attack and defence. (Or boccia, in both winning/defending position and in losing/attacking position.)</p> <p><b>Netball/Basketball</b></p> <p><b>Boccia/Sitting Volleyball</b></p>	<p>Inside:</p> <p>Recap the rules. Recap what we have learnt. Recap attacking aim and defending aim. Consider your own personal preference/ability, 'Which is my strong point. Attack or defence? How can I improve the other?'</p> <p>Give positions, and explain expectations.</p> <p>Outside-play SCs</p>		<p>-Do I know my strengths in attacking/defending?</p> <p>-Do i know how to develop my play?</p> <p>-Do i know how to develop the play of others?</p>
24	<p>By the end of the lesson, I will have worked together and communicated with my team to produce and promote the optimum team performance.</p> <p><b>Netball/Basketball</b></p> <p><b>Boccia/Sitting Volleyball</b></p>	<p>Praise.</p> <p><b>Either Basketball OR netball (Indoors Sitting Volleyball OR Boccia)</b></p> <p>Inside- Out into two teams. Gather, and the team sorts their positions and roles. (extension-including captain) Remind rules.</p> <p>Outside-play Stop-change positions. Play Scs</p>		<p>-Have I improved my play in attacking and defending?</p> <p>-Have I worked with others to do the same?</p>
25	<p>By the end of the lesson, I will have worked together and communicated with my team to produce and promote the optimum team performance</p> <p><b>Netball/Basketball</b></p> <p><b>Boccia/Sitting Volleyball</b></p>	<p>Praise.</p> <p><b>Either Basketball OR netball (Indoors Sitting Volleyball OR Boccia)</b></p> <p>Inside- Out into two teams. Gather, and the team sorts their positions and roles. (extension-including captain) Remind rules.</p> <p>Outside-play Stop-change positions. Play Scs</p>		
26	<p>By the end of the lesson I will have communicated and worked together</p>	<p>Praise.</p> <p>Inside:</p>		<p>-I know what characteristics make a good captain.</p>

	<p>to organise, manage and get involved in a successful team game.</p> <p><b>Netball/Basketball</b></p> <p><b>Boccia/Sitting Volleyball</b></p>	<p>Sport previously discussed and agreed. Discuss the role of a captain. (What makes a good one/not so good one, why and how people listen to them etc) Select teams and captains. Captain and team organise the match and roles. Outside-play Stop-discuss within your team any adaptations you may want. Continue. SCs</p>		<p>-I can listen to and follow the instructions of my classmates.</p> <p>-I can lead my classmates in a positive way.</p> <p>-I can be involved in a successful, mature game of sport.</p>
T3a 27	<p><b>How can I build team play and respect skills?</b></p> <p>By the end of the lesson, I will know how to kick a football correctly and how to control a ball around cones.</p> <p><b>Football</b></p>	<p>Inside-expectations, Discuss and demonstrate foot skills Outside- Pass the ball between your feet. Pass the ball to each other. Dribble around cones. Shoot 2v2 games. Others watch and comment on positives. Rotate. SCs</p>		<p>-I am able to say 3 things I've learnt today.</p> <p>-I can positively comment on the play of others.</p> <p>-I can pass the ball with the correct parts of my foot.</p>
28	<p>By the end of the lesson I will know my green cross code, know what is expected of me outside and have explored the area.</p> <p><b>Walk</b></p>	<p>Inside-Discuss expectations, rules and where we are going. You must: Observe the green cross code. Listen to teachers at all times etc Remember the route that we are taking Discuss treasure hunt items.</p> <p>Go for a walk. Count treasure hunt items. SCs</p>	<p>Treasure Hunt Safeguarding folder School mobile</p>	<p>-I can follow staff instructions.</p> <p>-That behaves well and is a model figurehead of SPC.</p> <p>-That can be involved in discussion with classmates and teachers.</p>
29	<p>By the end of the lesson I will know the rules of football, and be able to implement all skills learnt so far.</p> <p><b>Football</b></p>	<p>Inside-Discuss rules of football. Why is it such a popular sport? Why do some love and some not love it? Tackling rules. Discuss expectations. Place in teams and organise roles.</p>	<p>Football Whistle</p>	<p>-That explains the rules of football.</p> <p>-That kicks the ball accurately.</p>

		<p>Outside-play.          Stop-team discussion and position change if required.          Continue.          SCs</p>		<p>-To have implemented the attacking and defending roles in my play.</p>
30	<p>By the end of the lesson I will know what is expected of me outside, my green cross code and have remembered and explored the area.</p> <p><b>Walk</b></p>	<p>Inside-Discuss expectations, rules and where we are going.          You must: Observe the green cross code.          Listen to teachers at all times etc          Lead the route and lead the group backwards around the route previously taken.          Discuss treasure hunt items together,</p> <p>Walk.          SCs</p>	<p>Treasure Hunt          Safeguarding folder          School mobile</p>	<p>-To have observed my route.          -To have engaged in conversation.          -I have followed the green cross code and teachers instructions.</p>
31	<p>By the end of the lesson, I will have enjoyed my student-led game of football, and have implemented my knowledge of attacking and defending team sports.</p> <p><b>Football</b></p>	<p>Inside-          Rules of the game.          What have we learnt last week?          Attacking and defending play...          Set teams (Extension-and captains)          Set expectations.</p> <p>Outside-play          Stop-water, discuss development areas.          Continue          SCs</p>	<p>Football          Whistle</p>	<p>-I have</p>
T3b 32	<p><b>How do I build empathy?</b></p> <p>By the end of this lesson, I would be able to direct someone around this walk using noticeable features.</p> <p><b>Walk</b></p>	<p>Inside-          Discuss the benefits of walking.          Google the benefits of walking          Handout map of local area. Draw on there our route we've been taking. Can you remember? What are the road names/</p> <p>Walk.</p>	<p>Safeguarding folder          School mobile  <a href="#">Map of Englefield Green</a></p>	<p>-That draws our walk on a map.          -Tbat discover and look out for discerning features along our walk.</p>

		On the walk we discussed instructions. How would you guide someone to do this walk? What notable features would you use? (roundabout, bench, statue etc) SCs		-That describe our walk without using road names
33	By the end of this lesson I will know the basic rules of cricket and have partaken.  <b>Cricket</b>	Inside- Watch videos on rules of cricket. Who wins and how. Complete terminology sheet: runs, lbw, stump, wicket, bails, fielding, over, innings Types of cricket (20/20, test cricket-up to 5 days, 1 day cricket) Discuss expectations. Set teams.  Outside-play. SCs	<a href="#">The Rules of Cricket - EXPLAINED!</a> Terminology table/Paper Cricket	-That explains the ways to get out. How many of the 10 can you name?  -To know the main terminology of cricket.  -
34	By the end of this lesson I will have planned a route as a team and followed it.  <b>Walk</b>	Inside- Handout map of local area. Discuss timings and distance and plan routes for today as a group. Where does it look interesting? Where would you like to go? Etc. Discuss- expectations, leader, looking out for significant features, and road signs.  Walk. SCs	Safeguarding folder School mobile <a href="#">Map of Englefield Green</a>	-That explains if our walk was a success/not so and why.  -That plan a route and follow it.  -That work as a team doing so, considering the opinions of others.
35	By the end of this lesson I will have participated in a full game of cricket, knowing fully the rules and the roles of each individual.  <b>Cricket</b>	Inside- QandA on cricket terminology and rules. Set teams. Aim to do 2 innings of each team (3 bowls per person) Expectations and teams. Discuss communication, planning in the bowling line for fielding etc.  Outside-play. Stop-discuss any changes to make. Continue. SCs		-That I joined in.  -That bat and bowl and field correctly.  -Tbat work and communicate as a team.

36	<p>By the end of this lesson I will have a good knowledge of the local area.</p> <p><b>Walk</b></p>	<p>Inside- Handout map of local area. Inside- Handout Guide to Local Birds. Either do route as before or Discuss timings and distance and plan route for today as a group. Discuss- expectations, leader, looking out for birds and significant features, and road signs.</p> <p>Walk. SCs</p>	<p>Safeguarding folder School mobile <a href="#">Handy Guide to the UK's Top 10 Garden Birds.jpg</a></p>	<p>-To know the local area. (-That plans a route locally considering timings and distances.)</p> <p>-That spot and name different birds by the way they look.</p> <p>-Extension: - That discern a bird by its call.</p>
37	<p>By the end of this lesson I will be able to run, organise and keep score for a pupil led cricket match.</p> <p><b>Cricket</b></p>	<p>Inside- What are the rules? Q&amp;A terminology. Set roles; scorers. Teams. Set number of innings.</p> <p>Outside-play.</p> <p>SCs</p>	<p>Cricket equipment</p>	<p>-I know the rules of cricket and can organise a match with my classmates.</p> <p>-I can take instruction/give instruction from my classmates.</p> <p>-I enjoyed my session.</p>
38	<p><b>LONGER SESSION</b> By the end of this lesson</p> <p><b>Walk and cricket</b></p>	<p>Inside- Discuss expectations, safeguarding, behaviour etc.</p> <p>Plan route. Take equipment. Walk to SCs</p>	<p>Safeguarding folder School mobile TAs</p> <p>Cricket Drinks Nibbles</p>	<p>-I can have an enjoyable session walking to the cricket green.</p> <p>-I can plan and follow our route.</p> <p>-That follows the school rules and is a figurehead for St Peters Centre.</p>

## KS3 Wednesday Curriculum: Food Technology

Lesson Title	Objectives	Activities	Outcomes
<p>1. Bread 2. <a href="#">Grains</a> <a href="#">Bread Nutritional Values.docx</a> <a href="#">Taste Testing Table.docx</a> 4 different types of bread Butter</p>	<p>To learn the nutritional values of brown and white bread and to be able to distinguish what I like between different breads.</p>	<p>Present 'Grains' Handout Taste Testing Table Taste test breads and state mark for: Appearance Texture Smell Flavour/taste Perceived healthy Overall Handout Bread Nutritional Values. All answers which they feel are best and why. Present to class (if want) SCs</p>	<p>-To know the difference between brown and white bread. -To know why brown is considered healthier. -That is my opinion on different bread types. -That states my opinion with backed up facts and preferences.</p>
<p>2. Kitchen skills  300g total: carrots, celery, onions (100g for taste test today) 400g potatoes Tupperware boxes</p>	<p>To know how to safely and correctly chop vegetables, and clear away.</p>	<p>Introduction with risk assessment and expectations. Into the kitchen. Demonstrate chopping. Split group into pairs: Half: Practice knife and hygiene skills with: 200g total Carrots, onions, garlic, celery. 300g potatoes Half: Watch from outside the kitchen and aid. Swap. Freeze most veggies. Wash up and clear away. Taste test veggies.</p>	<p>-That safely and correctly chop food. -To know the health and hygiene expectations.</p>

		Try to describe each vegetable using a selection of adjectives. SCs	
<p>3. Making soup  <a href="#">Versatile Vegetable Soup</a>  UNFREEZE VEGGIES  200g total:  carrots, celery, onions  300g potatoes  stock  oil  creme fraiche  herbs  Tupperware boxes</p>	To safely and hygienically create a soup which I can recreate at home.	<p>Handout <a href="#">Versatile Vegetable Soup</a>  Q&amp;A equipment needed, H&amp;S  Appoint 2 kitchen helpers gathering equipment.  Appoint 1 doer, 1 helper, 1 reader. Others watch.  Appoint 2 clearers and 2 servers.  Into kitchen:  Ready to cook: Create soup and clear up.  Into classroom:  Stick recipe in book. State your opinion on the taste, texture, appearance, colour, smell and overall opinion out of 5. How would you adapt it?  Class discussion.  SCs</p>	<p>-That chop an assortment of foods in the correct manner.  -To know how to create a basic soup, and recreate it at home.</p>
<p>4. Spag Bol shopping  <a href="#">Healthy Eating Lunch.docx</a>  <a href="#">Spaghetti Bolognese Recipe.docx</a></p>	To be able to plan and budget and go shopping for a family meal, safely, within budget and successfully.	<p>Handout <a href="#">Healthy Eating Lunch.docx</a> and <a href="#">Spaghetti Bolognese Recipe.docx</a>  Discuss:  Cooking in pairs. Meat or vegan. Adapt the recipe accordingly in your pair and write a shopping list.  Check all shopping lists.  Discuss: walking, H&amp;S, expectations in a shop, budget.  Go shopping. Keep receipt  Put away the items (fridge, freezer or store cupboard)  SCs</p>	<p>-I can write a shopping list from a recipe card.  -I can act safely and responsibly outside.  -I can be polite and friendly and act as a figurehead for school.  -I can gather the shopping items required and shop smart.</p>
<p>5/6 Cook and cost spaghetti bolognese  UNFREEZE MINCE  <a href="#">Spaghetti Bolognese Recipe.docx</a>  <a href="#">Healthy Eating Lunch.docx</a>  Tupperware boxes</p>	I can cook/cost spaghetti bolognese safely and following the health and hygiene rules required	<p>Instructions:  Half class - cook.  Half class - cost.  All - taste.  Handout costing table to all. Do one costing together.  Split:</p>	<p>-I can competently cook spaghetti bolognese.  -I can clean and clear away.  -I can work in a pair effectively, delegating and taking instructions.</p>

<p>All ingredients  <a href="#">Spaghetti Bolognese Costing.docx</a>  <a href="#">Taste Testing Table.docx</a></p>		<p>Half in kitchen  Max 6 cooking (3 pairs)  Explain expectations and H&amp;S.  Cook.  Clear away and wash up.</p> <p>Half in classroom:  Costing and questions.</p> <p>All taste and complete the table.  Evaluate  SCs</p>	<p>-I can cost a portion of spag bol per person and for 16 people.  -I can take into account why these costs may be different in reality.</p> <p>-I can taste test and evaluate fully the different spag bols, and what I have learnt over the last few weeks.</p>
<p>5/6. Cook and cost spaghetti bolognese UNFREEZE MINCE  <a href="#">Spaghetti Bolognese Recipe.docx</a>  <a href="#">Healthy Eating Lunch.docx</a>  Tupperware boxes  All ingredients  <a href="#">Spaghetti Bolognese Costing.docx</a>  <a href="#">Taste Testing Table.docx</a></p>	<p>I can cook/cost spaghetti bolognese safely and following the health and hygiene rules required</p>	<p>Instructions:  Half class - cook.  Half class - cost.  All - taste.  Handout costing table to all. Do one costing together.  Split:  Half in kitchen  Max 6 cooking (3 pairs)  Explain expectations and H&amp;S.  Cook.  Clear away and wash up.</p> <p>Half in classroom:  Costing and questions.  All taste and complete the table.  Evaluate  SCs</p>	<p>-I can competently cook spaghetti bolognese.  -I can clean and clear away.  -I can work in a pair effectively, delegating and taking instructions.</p> <p>-I can cost a portion of spag bol per person and for 16 people.  -I can take into account why these costs may be different in reality.</p> <p>-I can taste test and evaluate fully the different spag bols, and what I have learnt over the last few weeks.</p>

## KS3 Wednesday Curriculum: Design Technology

Lesson Title	Objectives	Activities	Outcomes
1. Introduction to Stationery Project <a href="#">The Design Cycle Handout.docx</a> <a href="#">Stationery Holder Design Brief</a> <a href="#">Fonts.docx</a> <a href="#">Stationery Holder Examples.docx</a>	To know what my brief is, to know and practice different typography and to border up, design and complete my front page.	Introduce projects and show examples. Explain Design Cycle (handout) Read Design Brief Study fonts and do (handout) Demonstrate and do: Border up an A3 page, fold in half, write brief and decorate.	<ul style="list-style-type: none"> <li>-That explains the design cycle.</li> <li>-To know my brief</li> <li>-That explains what typography is.</li> <li>-To have finished my first page.</li> </ul>

<p>A3 paper Long rulers Pencils. Colouring pencils etc</p>		<p>Hole punch and place Design Cycle and Fonts pages inside.</p>	
<p>2. Clay animal <a href="#">Making a Simple Animal out of Clay</a>  <a href="#">Clay animal pictures.docx</a>  <a href="#">Clay animal sculptures 2.docx</a>Clay Clay equipment <a href="#">Stationery Holder Examples.docx</a> (Printed out a few times)</p>	<p>To know how to work with clay and to have created a clay animal that I am proud of.</p>	<p>Watch 'How to make a simple clay animal' Select animal picture from those offered Make an animal out of clay.  Select research holders x 3 Start Product Analysis - Border page and stick on products.</p>	<p>-That creates a design out of clay within a given time, and showing it the love. -To know how to join two pieces of clay successfully. -That successfully cleaned and tidied away. -That is to select 3 ideas and be able to state what I like/dislike about them and why.</p>
<p>3. Clay animals and Product Analysis Clay Clay animals Paints Water etc</p>	<p>To successfully and carefully paint my animal and be proud of my piece. To have completed my analysis and to be designing ideas.</p>	<p>Paint the clay animals Complete Product Analysis - annotate products Discuss and start Stationery Ideas</p>	<p>-I have completed my clay animal and I am proud of it. -To have completed my product analysis, and to state what I like and dislike. -To have started on my ideas.</p>
<p>4. Ideas and Final Design <a href="#">How to make a coil pot</a></p>	<p>I know what a coil pot is and how to do one and have incorporated it into my design.</p>	<p>Watch 'How to make a coil pot' Complete Ideas page with border and annotation Show ideas Show class, discuss and select one to make.</p>	<p>-That creates a coil pot. -That borders perfectly. -To have completed my Ideas and selected one to make next week.</p>
<p>5. Make final product  Clay Clay equipment</p>	<p>I can make a clay version of my final design and have an organised and professional looking booklet.</p>	<p>Make final product out of clay Ensure booklet now has high standard and coloured: Design Brief Design Cycle Fonts Product Analysis</p>	<p>-To have completed my final design out of clay. -That said that I am very proud of my design. -To have all of the pages done to a high standard in my booklet.</p>

		Ideas	
<p>6. Paint and complete evaluation</p> <p>Clay final piece Paints Paint equipment <a href="#">Design Project Evaluation.docx</a></p>	<p>I am proud and pleased with my final product and have completed an evaluation.</p>	<p>Paint Final product Evaluation: Handout Design Project Evaluation Border up page and complete Evaluation Complete anything unfinished</p>	<p>-To be proud of the work i have done. -That explains the good and development points of my work. -To have completed my project to a good standard.</p>
<p>7. Complete, present and <a href="#">2D and 3D Drawing</a></p>	<p>I have completed my whole project to a high standard and I can draw my final design in orthographic drawing</p>	<p>Demo: Drawing on squared paper and orthographic drawing Do. Decorate pages Present work</p>	<p>-Tbat see my 3D product in 2D and draw it as such, using orthographic drawing. -That is to present my work and be proud of it.</p>