

# Welcome

## Year 7 Curriculum Evening



# Introductions

- **Mrs Moore – Executive Principal**
- **Mrs Phillips – Vice Principal**
- **Mrs Taylor – Assistant Principal (Behaviour)**
- **Miss Davis – Assistant Principal (Raising Standards)**
- **Mrs West – Assistant Principal (Curriculum, Teaching & Learning)**
- **Mrs Jackson – Y7 Progress Lead**
- **Mrs Woodman – SENCo**



# Purpose of the evening



# Agenda

- **The School Day**
- **The Curriculum**
- **Google Classroom**
- **Assessment and Reporting**
- **Dare Values and Expectations**
- **Home Learning**
- **Chromebooks**
- **SEND**
- **Year 7 – A ‘remarkable’ start**
- **Calendar – The term ahead**



# The School Day



# Timings of the school day

8.15 - 8.45	School opens (breakfast available to buy)
8.45 - 9.10	Registration Time
9.10 - 10.00	P1
10.00 - 10.50	P2
10.50 - 11.05	Break
11.05 - 11.55	P3
11.55 - 12.45	P4
12.45 - 13.25	Lunch
13.25 - 14.15	P5
14.15 - 15.05	P6
15.05	End of school
15.05 - 16.00	Extra-Curricular Clubs



# The Timetable

- Two week timetable; A and B
- 60 period fortnight made up of single and double lessons:
- Lessons are 50 minutes

Subject	No. of Lessons	Subject	No. of Lessons
English	9	Art and Technology	4
Maths	8	MFL (Spanish and French)	6
Science	8	PE	4
History	4	Drama	2
Geography	4	Dance	2
RW	2	Music	2
Computing	2	Personal Development	3



## Attendance Matters

Our expectation of all: 97+%

<b>97%</b>	<b>=</b>	<b>20 LESSONS MISSED EACH YEAR</b> <b>3.5 days in total</b>
<b>95%</b>	<b>=</b>	<b>48 LESSONS MISSED EACH YEAR</b> <b>8 days in total or 1 week and 3 days</b>
<b>90%</b>	<b>=</b>	<b>96 LESSONS MISSED EACH YEAR</b> <b>16 days in total or 3 weeks and 1 day</b>
<b>85%</b>	<b>=</b>	<b>144 LESSONS MISSED EACH YEAR</b> <b>24 days in total or 4 weeks and 4 days</b>
<b>80%</b>	<b>=</b>	<b>192 LESSONS MISSED EACH YEAR</b> <b>32 days in total or 6 weeks and 2 days</b>





# Extra-Curricular Activities



Autumn Term

## King's Academy Binfield PE Extra Curricular Timetable



Autumn Term

Monday	Tuesday	Wednesday	Thursday	Friday
Trampolining **Paid Club - Run by Rushby and Whyte Trampoline Club**	Netball All Years LSw and EWh  Rugby Years 9, 10 and 11 SBl and WPa  Badminton Years 7, 8 and 9 BDa  Year 11 Sport Studies Catch Up JMa	Sports Club **Invite only** EHa  Badminton Year 10 and 11 GPa  Rugby Years 7 and 8 SBl and WPa	Basketball **Paid Club Run by Bracknell Cobras**  Year 11 Sport Studies Catch Up JMa	Basketball All Years JMa and WPa **7.30-8.15am**

All clubs will run until 4.15pm unless stated.



# Extra-Curricular Activities



## King's Academy Binfield Extra Curricular Timetable



Autumn Term

	Monday	Tuesday	Wednesday	Thursday	Friday
Before School					
Lunch	Y9 Mock Trial Club (from October ½ term)	French Speaking GCSE drop in (Y11) 1.29  Mindful Art Tues WkB 1.43	Debating SHN  Mindful Art Weds WkA 1.43		Week B only Spanish Speaking GCSE drop in (Y11) 1.30
After-School		PA Addams Family rehearsals 3.05-4.30pm		PA Addams Family rehearsals 3.05-4.30pm	

Autumn Term



# The Curriculum

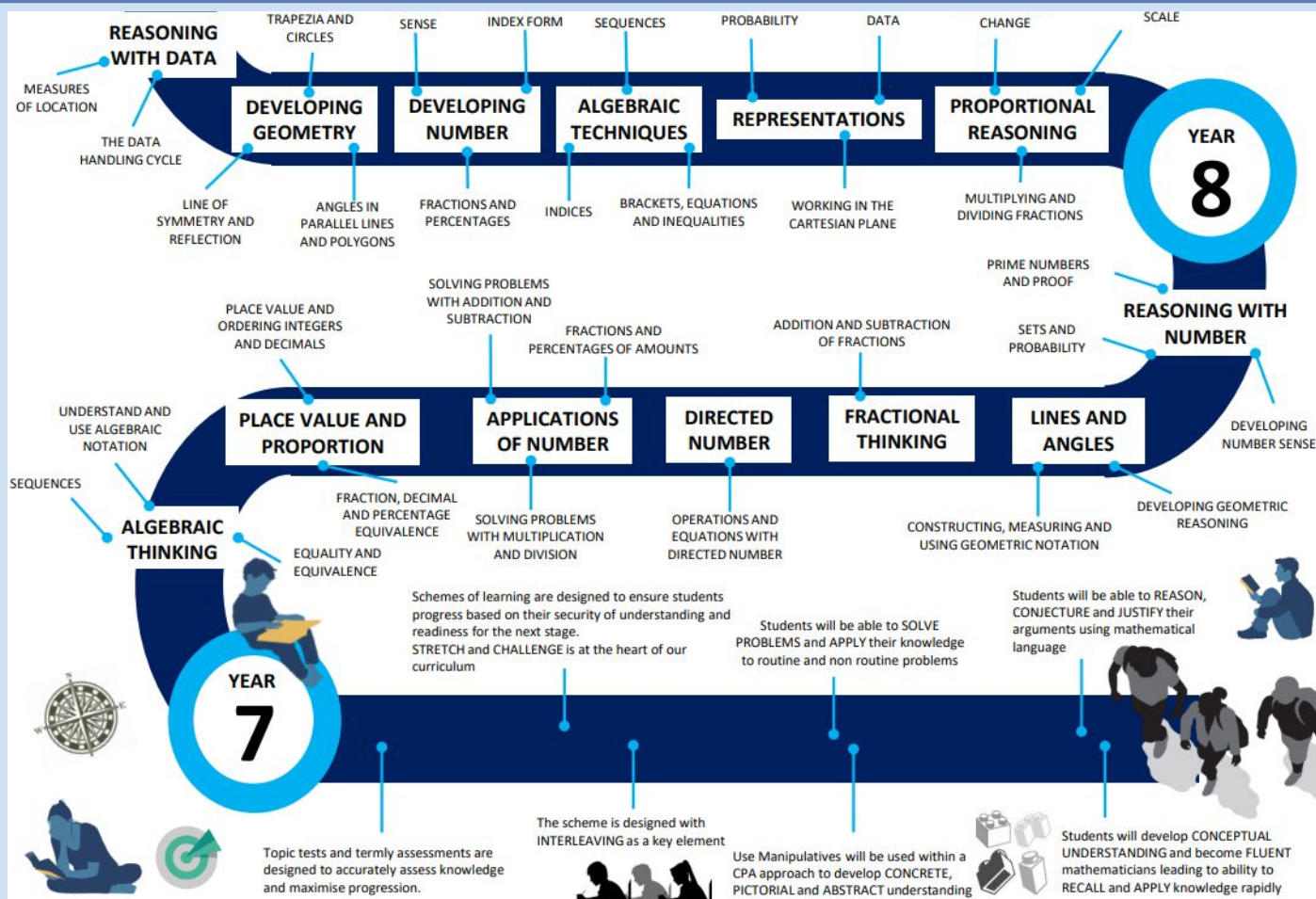


# The Curriculum

- The curriculum has been designed and influenced by the GCSE specifications taught in Year 10 and 11. This will ensure **strong foundations** at Key Stage 3.
- **Learning journeys** outlining what is taught when are on the website
- Details of the **content** of each course can also be found on the **website**
- KS3 = 3 Year Curriculum
  - Year 9 – Select their options
  - Options begin in year 10

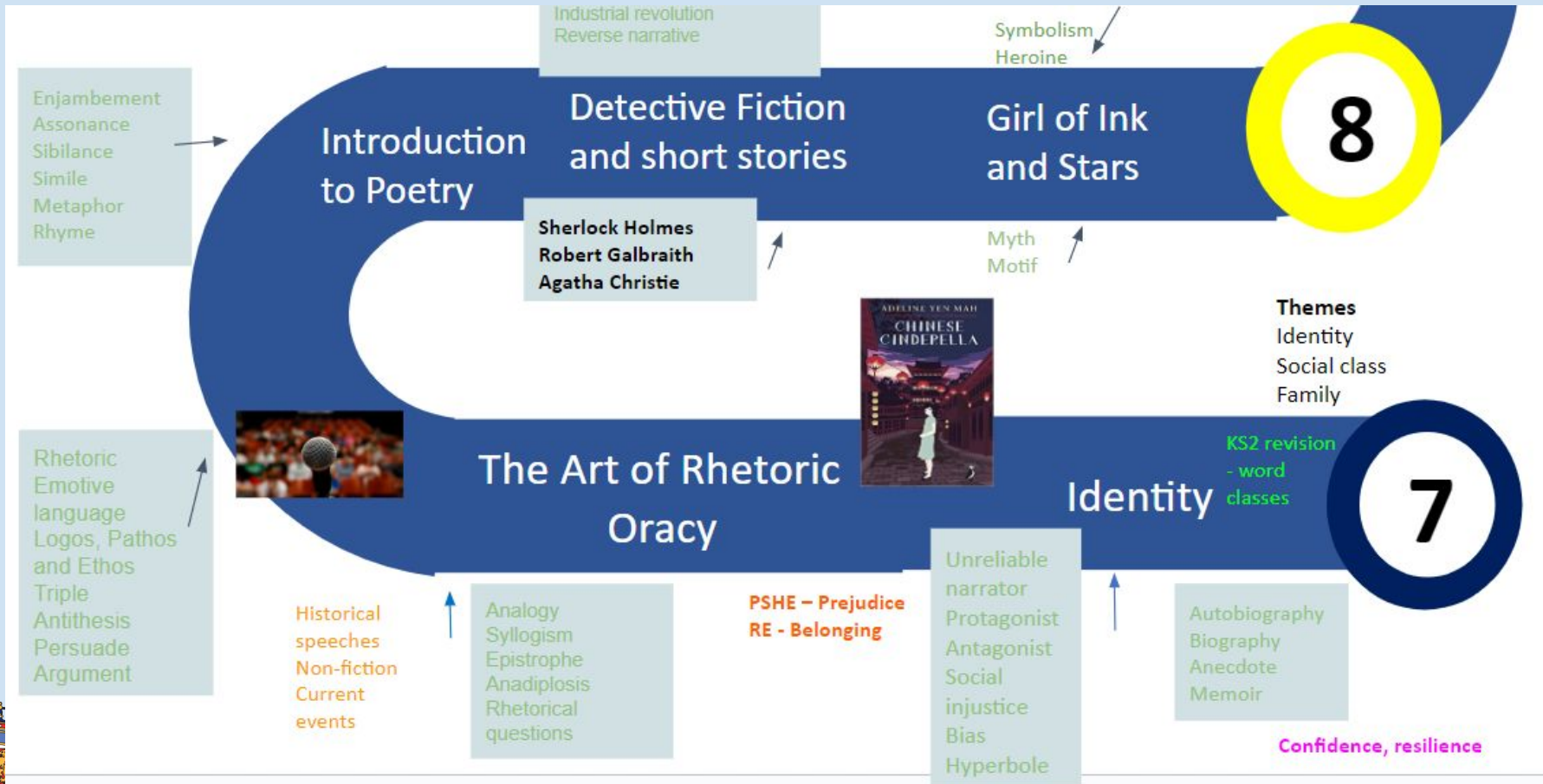


# Learning Journeys – Maths

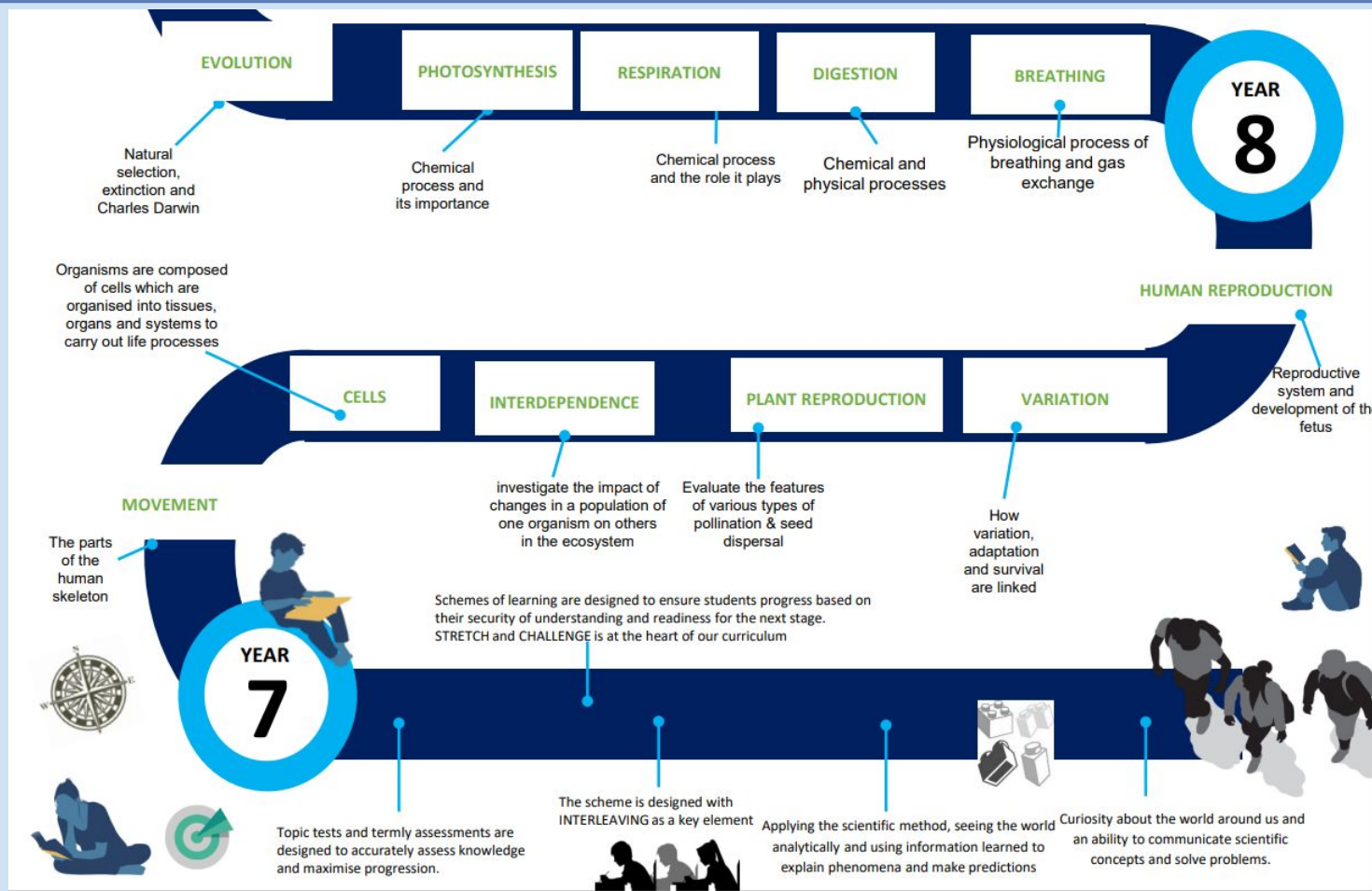




# Learning Journey – English



# Learning Journeys – Biology



# Home learning

- Regularly set across all subjects, on Google Classrooms
- Encourage your child to take ownership and to see their teacher if they don't understand what to do/how to do it
- Homework Club
  - Monday – Thursday – 4pm





# Google Classroom



# Google Classroom

**Google Classroom is a web-based learning environment and offers the following:**

- **a digital safe space for students to view class announcements**
- **access to posted class content**
- **view posted assignments**
- **turn in completed work**



# Google Classroom

**As a parent/carer you will receive an email invitation to receive email summaries. They are regular automatic email summaries for each student.**



**Email summaries include:**

- **Missing work** – work that is late at the time the email was sent
- **Upcoming work** – Work that is due today and tomorrow (for daily emails) or work that is due in the upcoming week (for weekly emails)
- **Class activity** – Announcements, assignments and questions recently posted by teachers

# Google Classroom



Google Classroom

## Daily summary for Student Name

Jan 20, 2022

### Missing from last week

#### ENGLISH LITERATURE



##### Worksheet 501: Reading activity

Please read the attached essay and then read the attached historical context. Highlight words that you find most meaningful and attach a scan of your highlighted document to this assignment.

Due Jan 15



##### Worksheet 601: Writing activity

After completing Worksheet 601, complete the attached writing activity.

Due Jan 15

#### ALGEBRA II



##### Variables worksheet part 2

Please fill out this worksheet before next week's class. You can watch the video to learn more on how to complete the tasks.

Due Jan 14

### Due in the next few days

#### ENGLISH LITERATURE



##### Who was the greatest novelist of the 20th century?

Be sure to include why you think they are the greatest. Take a look at your classmate's answers when you're done.

Due Jan 24

#### WORLD HISTORY



##### World map worksheet

Please fill out this worksheet before next week's class. Try to also include each country's capital cities. Don't forget to also take a look at pages 2 and 3 that zooms in on smaller areas.

Due Jan 25



# Google Classroom

## Jo Davis invited you as a guardian in Google Classroom

You'll get a weekly summary of progress with missing and upcoming work, and new teacher posts.



lyndhurst.portsmouth.sch.uk

ACCEPT

I'M NOT THE GUARDIAN



You don't need Gmail or a Google Account to accept.

If you accept, your contact information will be shared with teachers and domain administrators, and applications they authorize for use with Classroom.

[Learn more](#)

Forward to only those you trust. Anyone with this email may be able to accept the invitation.

## [Guardian Email Summaries FAQ](#)

# Assessment & Reporting



# Principles of assessment and reporting

- **There are two main aspects to the school reports: Attitude to Learning (Independent/Home Learning) and their Attainment.**
- **There are four ‘judgements’ that we use for their attainment and these are:**
  - **E – Emerging**
  - **D – Developing**
  - **S – Secure**
  - **M – Mastered**

**These judgements consider assessment data alongside work seen in class**

- **All students are expected to take ownership of their learning by ensuring they respond to all feedback given.**



# Reporting to Parents

1. The first report is a report focusing on **students' attitude to learning**  
(Independent Learning/Home Learning)
2. The report will be published **W/C 25th September**
3. The first report will be discussed during the Meet the Tutor evening on **Thursday 12th October**
4. This is sent electronically through **SchoolComms**
5. A full report will be published in the **Spring Term**



# Reporting to Parents

The first report is a report focusing on:

Students' attitude to learning  
and  
Independent Learning/Home Learning)

## Example Student (7XYZ)

### Year 7 Progress Report One (2023/24)

Student Conduct			
Achievement Points:	23	Behaviour Points:	7
Attendance And Punctuality			
<<ChosenName>>'s Attendance:	97.5%	Number of times late:	1

How well's <<ChosenName>> working in general...?		...and making progress towards their grades?	
	Attitude to Learning	Independent / Home Learning	Report One Grades
English	1	2	
Maths	3	4	
Science	2	2	
Art	2	2	
Computing	2	1	
Dance	3	3	
Drama	2	2	
French	1	2	
Spanish	2	2	
Geography	1	2	
History	1	1	
Music	2	2	
Physical Education	2	3	
Religious Education	4	3	
Technology	2	2	

Understanding This Report	
(Effort, Behaviour, Organisation, Classwork, Homework)	(Emerging, Developing, Secure, Mastered)
1. Regularly exceeds expectation	M – Mastered
2. Always meets expectation	S – Secure
3. Improvement required	D – Developing
4. Cause for concern	E – Emerging

There will be no grading on the report in September



# Reporting to Parents

The report is accompanied by statements that explain the number published on the report



King's Academy Binfield

	1. Outstanding	2. Good	3. Requires Improvement	4. Inadequate
Attitude to Learning	Attempts all work to the best of their ability.	Consistently attempts all work.	Work is not always completed to a good enough standard.	Work is not acceptable or often not completed.
	Shows pride in their work, consistently demonstrates DARE values	Shows pride in their work and demonstrates DARE values most of the time.	Shows little pride in their work and does not demonstrate DARE values consistently.	Shows little pride in their work and does not demonstrate DARE values.
	Always contributes to group and class discussions.	Often contributes to group and class discussions.	Contributes some ideas in groups or class work but relies on others.	Little enthusiasm or contribution in lessons.
	Challenges themselves to think hard and attempts challenging work.	Challenges themselves to think hard and attempts challenging work when prompted.	Rarely challenges themselves to think hard or attempt challenging work.	Does not attempt challenging work.
	Looks for ways to improve, learns from mistakes, completes all Next Steps.	Completes all Next Steps.	Completes Next Steps when prompted.	Rarely completes Next Steps.
	Brings all appropriate equipment to lesson.	Brings all appropriate equipment to lesson.	Not organised and sometimes comes to lesson without the correct equipment.	Disorganised and consistently comes to lesson without the correct equipment.
	Punctual to every lesson.	Punctual to all lessons.	Punctuality is inconsistent.	Rarely on time to lesson.
	Is a role model of respectful and positive behaviour with consistently good manners.	Always speaks to adults politely and follows instructions given.	Distracts others learning in lessons by not following instructions.	Stops others from learning by not following instructions.
	Correct uniform at all times.	Correct uniform at all times.	Is sometimes given a C1 & C2 warning.	Constantly sent to the department safe.
			Correct uniform most of the time.	Uniform is inconsistent.
Independent / Home Learning	Meets all deadlines.	Meets all deadlines.	Misses some deadlines.	Rarely meets deadlines.
	Attempts all work to the best of their ability.	Attempts most work to the best of their ability.	Work is not always completed to a high enough standard.	Homework is not acceptable.
	Extra independent research evident.	Extra independent research evident.		



# Minimum Expected Grade (MEG) Setting

- Using students KS2 data we set MEGs for each subject. We use a Fischer Family Trust (FFT) to calculate these grades. We use **FFT Top 5% (Very High)** to set MEGs.
- Students will then be monitored and intervention put in (including P7's in ALL subjects) to ensure they make the progress necessary to keep them where they are, or move them into category above.
- MEGs will be for internal monitoring and tracking only – we won't cap aspiration or potential therefore won't be sharing MEGs with students in KS3.



# Dare Values & Expectations



# DARE Values


**Aim – 10:1 DARE points to Behaviour point ratio**

**+3 DARE student every lesson**

<b>13.09.23 year 7 DARE points</b>	<b>2591</b>
<b>13.09.23 whole school DARE points</b>	<b>9369</b>
<b>2022-23 total DARE points</b>	<b>125,564</b>
<b>2022-23 total +3 DARE students</b>	<b>8929</b>



## D.A.R.E Values



**D**

**Determination**

- Not giving up.
- Starting tasks straight away.
- Completing all work set
- Independently finding solutions to problems.

**A**

**Aspiration**

- Challenging yourself.
- Always trying your best.
- Trying a difficult task.
- Being prepared for all learning with the correct kit/equipment.

**R**

**Respect**

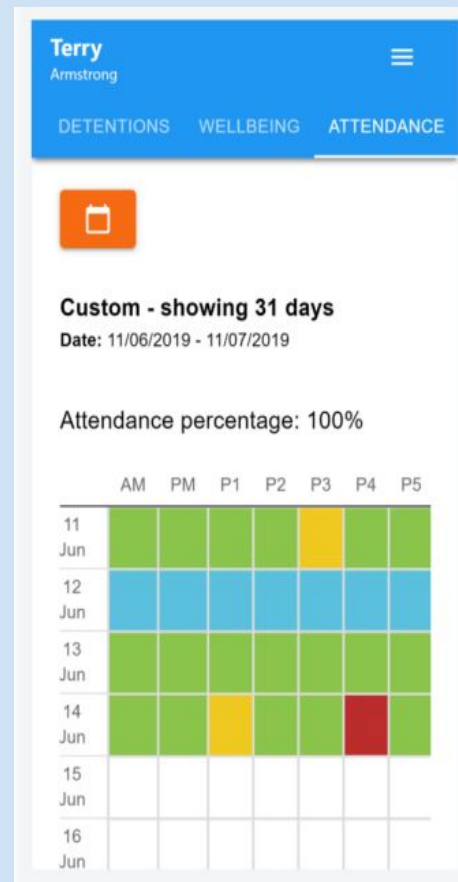
- Respecting each other and their ideas by listening.
- Forming positive relationships with others.
- Behaving in an orderly and self-controlled way around school.
- Wearing the correct uniform at all times.

**E**

**Enthusiasm**

- Showing an interest in your learning.
- Responding eagerly.
- Being willing to have a go and get involved.
- Taking learning beyond the classroom.

# Classcharts



# WARN & BAN Behaviours

## WARN & BAN Behaviours King's Academy Binfield



### Disruptive Behaviour C1, C2, C3

<b>W</b>	Wasting learning time
<b>A</b>	Actively disrupting the learning environment
<b>R</b>	Reminder of behaviour/instructions required
<b>N</b>	Not meeting DARE Values

### Disrespectful Behaviour C3

<b>B</b>	Being rude to staff or peers
<b>A</b>	Arguing
<b>N</b>	Not following staff instructions (open defiance)

## C1

Chance to change  
behaviour

## C2

Behaviour logged  
on Classcharts

## C3

Same day 90 minute detention  
(before 13.25)

Behaviour logged on Classcharts

Same day phone call home

Restorative conversation 15.00–16.30



## Mobile Phone Policy

- Mobile phones and digital devices – switched off and away all day whilst on the school site
- This includes smart watches and fitbit devices
- Taking pictures and videos is not permitted
- Contact reception to send messages

### Sanctions

- Any devices being used will be **confiscated** – parental collection only
- **Persistent use** = C3





# SEND





**SENCO – Mrs Woodman**

**Deputy SENCO – Mrs Mansell**

- Transition information gathered and **shared with staff**
- **Early identification** of needs – Assess, Plan, Do, Review
- Four categories of need:
  - Social, Emotional, Mental Health
  - Communication and Interaction
  - Cognition and Learning
  - Physical and Sensory
- **EHCPs** implemented and reviewed
- Inclusive **Quality First Teaching** – support delivered in class if needed
- Regular **updates and training** delivered to staff
- Small group and 1:1 **support** when needed
- **Regular contact** with families of our SEND learners



# Home learning



# Home Learning

**Encourage  
regular  
independent  
reading of a  
range of texts**

**Let them test you  
on your  
knowledge and  
skills...**

**Check in with  
them about their  
Google  
Classroom  
assignments**

## How can you help at home?

**Ensure they are  
prepared with all  
their equipment**

**Support and  
organise cultural  
activities**

**Read to your  
child and let  
them read to you**



# Chromebooks



# 1:1 Chromebook Teaching & Learning Scheme

## Enhancing the experience of our students

The following are examples of how students' learning will be enhanced:

- Increased potential of **peer assessment and collaborative** learning
- Easy access to our **web based tools**, including e-textbooks, where appropriate, in classroom and at home
- Digital tools **support research and writing**. Read aloud and voice recognition tools to promote independent learning
- Think and behave **creatively** across their subjects using cloud apps for design, planning, animation, mind-mapping, image editing, sound editing, video recording, etc.
- Use **subject related apps** in the classroom and at home
- **Effective assessment** for learning in and out of the lesson



# 1:1 Chromebook Teaching & Learning Scheme

## Why Chromebooks?

- Less than 10 second boot-up time means there is **no time wasted learning time** for the device to start-up
- All work will be in **one place** and accessed via their school Google email account
- It is 'their' device so it can be used for **learning at school** and their own personal use at **home**
- **Automatic updates**, meaning there is no need to purchase new software and install on device
- Can be used for **homework**
- **Technical support at school** through the Digital Leaders student team run drop in sessions at lunch times
- Excellent **collaboration tools**
- Easy **student-teacher workflow**



# The term ahead



# Dates for your diary – Autumn Term

**W/C 25th September – Report 1 home**

**Thursday 12th October – Meet the tutors evening**

**Friday 20th October – Early Finish 12:45**

**Monday 23rd – Friday 27th October – Half Term**

**Thursday 23rd November – Flu Vaccinations**

**Friday 1st December – School closed to all students; teacher training**

**Friday 15th December – Last day of term, early finish**





# Who to contact?

**If the issue is general or pastoral :  
Your child's tutor**

**If the issue is subject related :  
Your child's subject teacher**

**If the issue is a safeguarding  
concern :**

**Mrs Phillips, Mrs Taylor, Mrs Spooner,  
Mrs Smith, Mrs Newhouse**



## Safeguarding at King's Academy Binfield



We take the safeguarding of our students extremely seriously. This is our Safeguarding Team.

### Secondary



Mrs Phillips  
Vice Principal  
Designated  
Safeguarding Lead

**'Safeguarding and promoting the welfare of children is EVERYONE'S Responsibility'**



Mrs Spooner  
Deputy Designated  
Safeguarding Lead



Mrs Smith  
Deputy Designated  
Safeguarding Lead

**If you do not feel safe, or are concerned about the safety of another student, you must report it to a member of staff.**



Mrs Taylor  
Deputy Designated  
Safeguarding Lead



Mrs Newhouse  
Deputy Designated  
Safeguarding Lead

**Remember, we are here to help.**

**See it, Say it, Stop it!**

Report concerns to us on  
[safeguarding.bi@kingsacademies.uk](mailto:safeguarding.bi@kingsacademies.uk)

### Visitor to our academies?

If you are concerned about the needs or welfare of any of our students, please ensure you speak with a member of staff.

# Thank you



# Curriculum – Further reading



- **Transition from KS2**
- **‘Chinese Cinderella’ (autobiography)**
- **Introduction to Poetry**
- **The Art of Rhetoric**
- **Detective Fiction**
- **‘A Girl of Ink and Stars’ (class novel)**
- **Diverse Poetry**

## Weekly spelling tests (/10)

**We also set work on an online learning platform Century Tech – students will have nuggets to complete each week.**

**The platform also works out strengths and weaknesses and will suggest extra nuggets which can also be done as extra if they wish for DARE points!**



## What can you do at home?

- **Read the teacher comments in their book/review knowledge tests.**
- **Help with their weekly spelling tests.**
- **Encourage reading of age-appropriate books at home. See our recommended reading list on the school website.**





## Year 7 Initial Units of Work

<b>Spanish</b>	
<b>Mi vida:</b> Introductions, opinions, descriptions, pets	
<b>French</b>	
<b>La rentrée:</b> Greetings, the basics, likes and dislikes	

## Homework

Retrieval tasks – online  
listening/reading/vocabulary  
assignments using Languagenut



## Assessment

Regular assessments of the four  
languages skills (listening,  
speaking, reading and writing)

## How you can help?

- Support with homework
- Let them teach you!
- Test them regularly
- Ban Google Translate!

# Humanities: Geography, History and Religion & Worldviews

## Geography



### **Adventurers:**

Transition unit to establish geographical skills

### **UK geography :**

People, places & environment

## History



### **Changing England C400–1066:**

Migration, control & social structure

### **Power of the Church & State:**

Role of religion, role of the monarch, conflicts

## R & W



### **What is a worldvie**

How do we form a worldview, how do we interact with those who hold different views?

### **Christianity:**

Key beliefs & teachings, behaviours and communities.

## **How you can help?**

- Google Classroom for HW
- Encouraging students to take pride in their work
- Regular reading – essential for improving literacy
- Encourage wider reading and research e.g. BBC/ITV news



# Maths and Computing

## What do we study?

### Maths

- Algebraic Thinking
- Place Value and Proportion
- Applications of Number
- Directed Number & Fractional Thinking
- Lines & Angles
- Reasoning with Number

### Computing

- Online Safety
- Fundamentals of a Computer System
- Databases
- Algorithms and Programming Intro
- Physical Computing

## How do we set homework?

### Maths

Daily century nugget (task) each week.

### Computing

Mixture of multiple choice questions and/or short answer questions.

Questions will be based on the topic covered in the last lesson to reinforce discussions and any tasks that took place in class

## What can you do at home?

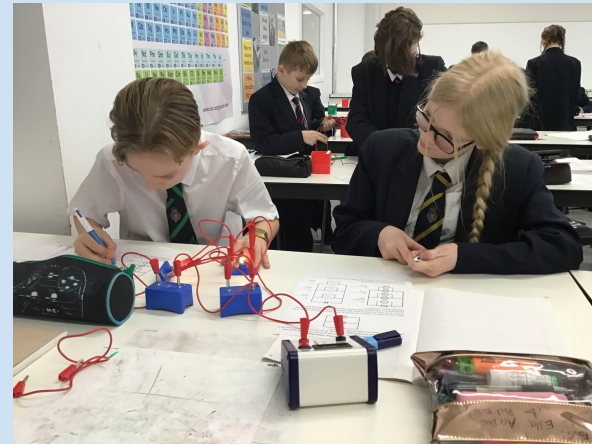
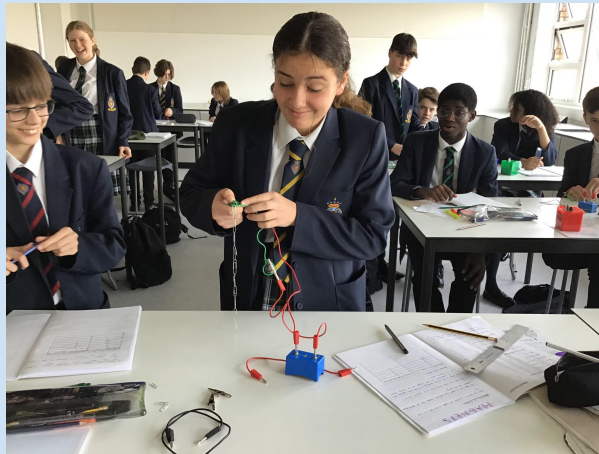
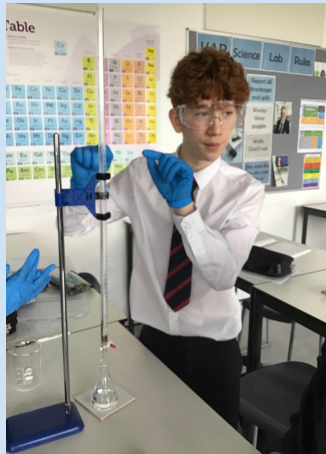
- Check-in on their daily homework
- Times table Practice
- Logic puzzles and Maths puzzles in the newspaper
- Reminding them about the appropriate use of technology.



## Autumn Term:

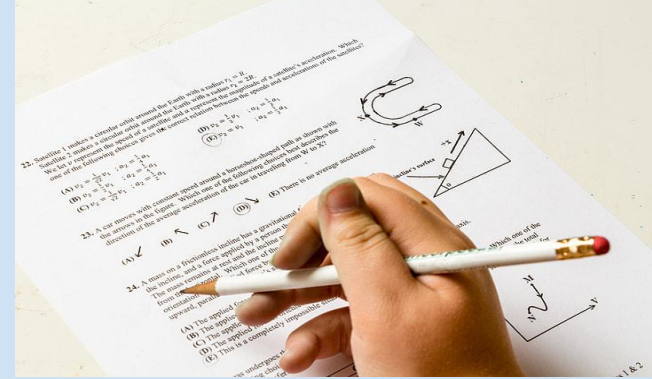
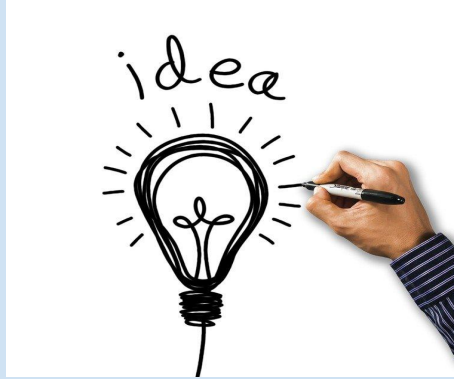
**Students start their science education at King's by learning the fundamentals of working in a school science laboratory**

**The term is focussed on "working scientifically" skills, students will learn about key scientist and how they work, they will gain an understanding of the scientific method by undertaking a variety of practical activities. Students spend the first term embedding the skills and knowledge that will underpin their science education over the coming years**





# Science – The Curriculum



## Analyse

- Analyse patterns
- Discuss limitations
- Draw conclusions
- Present data



## Communicate

- Communicate ideas
- Construct explanations
- Critique claims
- Justify opinions



## Enquire

- Collect data
- Devise questions
- Plan variables
- Test hypotheses



## Solve

- Estimate risks
- Examine consequences
- Review theories
- Interrogate sources



# Creative Arts

	Art	DT Rotation
Autumn 1	Formal elements (Colour, shapes, tone & shading, painting, landscapes) <b>David Hockney</b>	Food technology : Introduction to Food & Nutrition
Autumn 2		
Spring 1	Still Life : Cakes (3D shapes, tonal investigations, layered painting approach, colour blending) <b>Wayne Thiebaud</b> <b>Joel Penkham</b>	Textiles: Jungle Animal Wall Hanging
Spring 2		
Summer 1	Human Form in Motion (Proportion, shape, single line drawing, life drawing) <b>Futurism</b>	Resistant materials: Wooden Keychains  <i>*Students will spend 1 term in each discipline rotating throughout the year</i>
Summer 2		



# How we assess

# How you can help?

Art	DT
<p><b>3 end of term formal assessments. These assessments are based on the GCSE Assessment Objectives. There will be drawing assessments within each project to reinforce the learning.</b></p>	<p>Resistant Materials - Final project assessment</p> <p>Food Technology - Assessment of each dish made</p> <p>Textiles - Final project assessment</p> <p>(One half termly online theory assessment for each rotation)</p>

- Encourage participation in extracurricular
- Encourage background research
- Visit galleries or artistic installations
- Encourage questions and asking for help when needed.
- Support with homework as this is a key learning tool to these subjects



# Performing Arts

	Dance	Drama	Music
<b>Autumn1</b>	Keith Haring	Introduction to Drama	Elements of music through performance.  I Got Rhythm
<b>Autumn2</b>	Sweet Shop: Matthew Bourne's Nutcracker	Mime & Physical Theatre	
<b>Spring 1</b>	Bollywood	Practitioner Study	Introduction to keyboard skills & note reading.
<b>Spring 2</b>	African Dance	Theatre History	Band skills: Ukulele
<b>Summer 1</b>	Zoonations: Mad Hatters Tea Party	Live Theatre Evaluation: Panto	Introduction to music technology.
<b>Summer 2</b>		Introduction to Devising	Descriptive Music.



# How we assess

Dance	Drama	Music
5 end of topic assessments. Average mark available termly.	6 half termly assessments. Average mark available termly.	6 half termly assessments. Average mark available termly.
<u>AO'S</u> <ul style="list-style-type: none"><li>•Performance</li><li>•Choreography</li><li>•Critical appreciation</li><li>•Process &amp; Evaluation</li></ul>	<u>AO'S</u> <ul style="list-style-type: none"><li>•Performance</li><li>•Devising</li><li>•Appraisal &amp; Evaluation</li><li>•Demonstration &amp; application of drama knowledge</li></ul>	<u>AO'S</u> <ul style="list-style-type: none"><li>•Composition</li><li>•Appraisal &amp; Evaluation</li><li>•Performance</li><li>•Demonstration &amp; application of musical knowledge.</li></ul>

## How you can help?

- Ensure kit is named
- Encourage participation in extracurricular
- Encourage background research
- Find opportunities to watch live theatre/ dance/ music
- Encourage questions and asking for help when needed.



# Year 7 Units of Work

Week	1	2	3	4	5	6	7
W/B	04/09/2023	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023
A	Basketball	Basketball	Basketball	Football	Football	Football	Football
Location	MUGA	MUGA	MUGA	3G/Field	3G/Field	3G/Field	3G/Field
B	Football	Football	Football	Football	Netball	Netball	Netball
Location	3G/Field	3G/Field	3G/Field	3G/Field	MUGA	MUGA	MUGA
C	Netball	Netball	Netball	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Location	MUGA	MUGA	MUGA	Main Hall	Main Hall	Main Hall	Main Hall
D	Badminton	Football	Badminton	Football	Badminton	Football	Football
Location	Sports Hall	3G/Field	Sports Hall	3G/Field	Sports Hall	MUGA	MUGA

## How you can help?

- Ensure that students are organised with their PE kit (named, all items present)
- Encourage the students to participate in extracurricular activities
- Encourage students to conduct background research to help their understanding of topics
- Encourage students to ask questions and seek help when they need it

Week	1	2	3	4	5	6	7
W/B	04/09/2023	11/09/2023	18/09/2023	25/09/2023	02/10/2023	09/10/2023	16/10/2023
E	Basketball	Basketball	Basketball	Badminton	Badminton	Badminton	Badminton
Location	Sports Hall	Sports Hall	Sports Hall	Sports Hall	Sports Hall	Sports Hall	Sports Hall
F	Football	Football	Football	Football	Netball	Netball	Netball
Location	3G/Field	3G/Field	3G/Field	3G/Field	MUGA	MUGA	MUGA
G	Netball	Netball	Netball	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Location	MUGA	MUGA	MUGA	Main Hall	Main Hall	Main Hall	Main Hall

