

KS3 CURRICULUM MAP

	Topic	Key Skills Taught	Over-arching Ideas
English	<p>Autumn 1 - LANGUAGE <u>Powerful Speeches</u> Analysing and creating persuasive non-fiction texts</p>	<ul style="list-style-type: none"> • How to understand the message in the text – both the obvious and the implied. • How speakers use their language to persuade us – and how best to express our own thoughts about the world. 	<p>How are people around us using powerful language to persuade?</p> <p>How can we be aware of this and use it in our own lives?</p> <p>How can I become a critical reader rather than a gullible consumer of online information?</p>
	<p>Autumn 2 – LITERATURE <u>Post 1914 Novel: ‘Of Mice and Men’</u> Exploring the writer’s craft Examining the themes in the text</p>	<ul style="list-style-type: none"> • To understand that characters in books are CONSTRUCTED (created) by the author and to look at the techniques used to do this. • To become confident identifying language devices (simile, personification, etc.) – vital skills to prepare for GCSE. 	<p>Do books present things in a certain way to make us think they are morally, ethically or legally right?</p> <p>How is prejudice presented in the novel? How is it linked to isolation?</p> <p>How does considering ‘Cancel Culture’ help us consider whether this book is still relevant for the modern reader?</p>
	<p>Spring 1 – LITERATURE <u>Poetry: Poems from other Culture</u> Analysing structure, language and tone</p>	<ul style="list-style-type: none"> • To become confident analysing the message of the poem, and to appreciate that different readers may see different messages depending on their life experience. • To identify how poets use techniques such as line length to create a response from the reader. • To value and appreciate other forms of dialect, aside from standard English (e.g., the poetry of Benjamin Zephaniah). 	<p>How can I broaden my horizons through reading texts from other cultures?</p> <p>How are writers inspired by the culture that surrounds them?</p> <p>How does vocabulary choice have the power to affect our emotions?</p>
	<p>Spring 2 – LANGUAGE <u>Creative Writing</u> Using ‘Drop, Shift, Zoom’ to unlock your creativity! A focus on writing creatively</p>	<ul style="list-style-type: none"> • To use a clear writing formula to unlock writing potential. • To confidently <i>experiment</i> with vocabulary and sentence order choice by using thesaurus.com and Quillbot.com. 	<p>How can I develop my descriptive skills?</p> <p>What are the underlying conflicts within each one of us? How can we use what we know about human nature to create BELIEVABLE characters?</p>

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	<p>Summer 2 – LANGUAGE/ LITERATURE <u>Drama – ‘Frankenstein’</u> Exploring characters and setting in the play</p>	<ul style="list-style-type: none"> To explore the setting of Frankenstein and look at what the characters can tell us about history/science. To work on confident reading – bringing the characters to life by reading the play aloud together. To understand that ‘Frankenstein’ is the inventor and ‘Frankenstein’s monster’ is his creation! 	<p>What choices do the performers have when reading the play aloud? How can we reflect on our personal response to the drama text? How do we bring our own story ‘to the table’?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p>	<p>Autumn 1 <u>NUMBERS</u></p>	<p>Place value, prime numbers, factors, multiples, four operations, percentages, fractions</p>	<p>Can I use my number skills to apply logical thinking to everyday activities? Can you apply numeracy to playing sport, cards or other games?</p>
	<p>Autumn 2 <u>ALGEBRA</u></p>	<p>Substitute numbers for letters; equations, terms and factors; ab in place of axb; order of operations; solve word problems with expressions in them</p>	<p>Does changing numbers for letters make you think in a different way? Could you use Algebra when writing a list- eg four PlayStations can be 4PS.</p>
	<p>Spring 1 <u>RATIO AND PROPORTION</u></p>	<p>Change between units; scale factors, diagrams and maps; relationships between numbers; ratio and fractions; units of speed, weight and currency</p>	<p>Where have you seen Ratio used in School? Did you know that if you are good at sharing you already understand Ratio!</p>
	<p>Spring 2 <u>GEOMETRY AND MEASURES</u></p>	<p>Pythagoras Theorem; draw and measure angles; faces, edges, vertices of 2D and 3D shapes; area and perimeter; draw accurate triangles.</p>	<p>Did you know Geometry is everywhere? How can we use Geometry to build bridges and Buildings?</p>
	<p>Summer 1 <u>STATISTICS</u></p>	<p>Use of data; Mean, mode and median; range of numbers; tables, charts and diagrams; scatter graphs</p>	<p>Do you know how many go to your school or live in hometown? Do you trust everything you read on the internet?</p>
	<p>Summer 2 <u>PROBABILITY</u></p>	<p>Analyse the frequency of outcomes; tables, grids, and venn diagrams; probabilities of outcomes</p>	<p>Are you sure that something will happen today or tomorrow? How sure are you that England will ever win the World Cup?</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Autumn 1 <u>CELLS</u></p>	<p>Learn about: cells as the basic unit of life; some functions of cells; explore cell structure and differences between plant and animal cells; learn how to use a microscope safely; make observations and record them in simple drawings</p>	<p>What are cells and how do they function? Why do we have cells inside out bodies and also in plants? How can we observe cell structures?</p>

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	<u>Autumn 2 FIT AND HEALTHY</u>	Learn how the human respiratory, digestive and circulatory system interact to maintain activity; about the functions of the skeleton; about ways in which diet, exercise, smoking and drugs affect health	How do all the parts inside our body work to keep us alive? What can we do to make them work better or worse?
	<u>Spring 1 FOOD AND DIGESTION</u>	Learn about different foods and how they can be combined; use a model to explore digestion; use chemical tests to identify food types; learn how food is broken down by digestion so that it can be used by the body, for energy, growth and repair.	What's in food and why is it important? Which foods provide a balanced diet? What happens to food inside the digestive system – how is food digested and where does it go?
	<u>Spring 2 MICROBES AND DISEASE</u>	Learn that microorganisms share the characteristics of other living things; find out about growing microorganisms to make products; learn about the body's defence systems and immunisations	What are micro-organisms and how do we grow them? Can micro-organisms be harmful? How can we protect ourselves against infectious diseases?
	<u>Summer 1 ENVIRONMENT AND FEEDING RELATIONSHIPS</u>	Learn how habitats vary; how plants and animals are adapted and adaptations for feeding; how plants and animals interact with their environment and with each other; link food chains to make webs	How does the environment influence the animals and plants living in a habitat? How do environments vary? What is a feeding relationship? What do food webs tell us?
	<u>Summer 2 PLANTS AND PHOTOSYNTHESIS</u>	Learn about photosynthesis as the key process; factors affecting plant growth; about the role of the leaf in photosynthesis	How do plants grow? What is the role of the leaf in photosynthesis? What happens to the glucose produced in leaves? What is the role of the root in photosynthesis? Why are green plants important in the environment?
	Geography	<u>Autumn 1 LANDSCAPES IN THE UK – RIVERS</u>	Understand the flow of water in the hydrological cycle; explain river processes of erosion, deposition and transportation; understand the causes and effects of flooding in the UK.
<u>Autumn 2 CRIME</u>		Understand a range of different crimes and the effects on victims; the price of crime and the relationship between crime and place; understand how police use geographical mapping to track and solve crime	How are crime and place linked? How is crime categorised, analysed and mapped by the police? How can places be toughened against crime? How does crime around the world affect the UK?
<u>Spring 1 WORLD RESOURCES – MANAGEMENT AND EQUALITY</u>		Identify areas of resources surplus and deficit; categorise the impacts of resources insecurity into social, economic and environmental; display two pieces of data to compare resource insecurity to levels of development	Where do resources such as our food come from? Where are the areas of food surplus and water deficit? What are the impacts of resource insecurity? How can we improve resource supplies for areas of deficit?

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	<u>Spring 2</u> <u>TECTONICS –</u> <u>EARTHQUAKES,</u> <u>VOLCANOES, TSUNAMIS</u>	Understand physical geography relating to geological timescales and plate tectonics; understand geographical similarities, differences and links between places; locate the world's countries, using maps to focus on Europe, and North and South America	Why do Tectonic Hazards happen and how do they affect people? Where are the most common areas for hazards to be occur or be found? How does development alter the impact of tectonic hazards?
	<u>Summer 1</u> <u>RAINFORESTS</u>	Understand basic subject specific vocabulary relating to human and physical geography, and begin to use geographical skills; understand geographical similarities and differences through studying the human and physical geography	Where are rainforests found and why are they important and why do we need them? How are people using the rainforest and how can they be managed positively?
	<u>Summer 2</u> <u>THE GEOGRAPHY OF</u> <u>DISEASE</u>	Understanding the differences between human and physical factors; understanding of the issues that those living in poverty face and how this may lead to diseases.	How do we use geography and maths to understand disease? What is AIDS, which countries does it affect and why is it a global killer? How does global development affect the spread of disease?
RSHE Modules to be delivered according to student need in line with curriculum intent	Relationships – Core Values and building Positive Cultures	To recognise that we all have a moral compass that directs us through relationships. To understand how our external and internal values help us to make decisions and guide our friendships.	What are core values? Where and why do we have them? How our relationships and our life choices/decisions impacted by our values?
	Relationships and Understanding our Mental Health	To understand the principles of a healthy relationship. To recognise the importance of trust and keeping safe both face to face and on-line. To recognise healthy and unhealthy factors within a relationship.	Should all relationships have the same key principles? What does an unhealthy relationship look like? How do you know if you are in a healthy relationship? Is sexting, texting and social media harmful to our relationships and our mental health? How do we keep ourselves safe?
	Relationship and Sex Education, including The Law	To understand the nature of one-to-one relationships and to recognise the importance of Consent and permission. To recognise and understand how exploitation works and understand the concept of grooming	All relationships require, honesty, trust and consent. How do we ensure this is present/given? To be aware that some relationships are not trustworthy and that harm to self and others can be caused. How can we prevent this from happening?
	Relationship and Sex Education	To understand the importance of good hygiene. To understand the legalities and importance of safe sexual relationships.	Developing bodies go through changes and will experience thoughts, urges and questions. How do we

			deal with these demands? What do we need to be aware of?
	The Law	To understand the difference between sexuality and gender. To develop an understanding of gender stereotyping. To recognise how biased views can lead to hate crime. For all pupils to understand the importance of rights, equality and respect. To recognise the importance of human rights for all.	How do we ensure everyone is treated respectfully? How does lack of understanding and prejudice lead to the reduction in human rights? How does the law treat culprits of hate crime?
	Physical Health and Mental Well-being	To understand the physical changes of the adolescent body. To recognise the emotional and physical- impact change has on our bodies.	What happens during puberty? What impact does this have on physical and emotional well-being? How do we ask for help?
<p>Humanities History Citizenship RHSE PRE/RE</p>	<p>Autumn 1 <u>ANCESTRY, HERITAGE, SOCIAL CLASS AND BLACK HISTORY MONTH</u> <u>(PART 1)</u></p> <p>Key Historical Figures: Cheddar Man Maya Angelou MLK Nelson Mandela Asquith Xavier</p>	<p>To understand where we have all come from and where this places us in society. To recognise the importance of black history.</p> <p>History – Challenges for Britain and the wider world, the development of Church, state and society in Britain Citizenship – The need for mutual respect and understanding (adapted KS4 for KS3) Citizenship - the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch RHSE – Respectful relationships PRE/Hertfordshire Religious Education – Human responsibility and values Geography - The location of globally significant places and elements of human geography</p>	<p>How did we get here? How does this impact who we are and how we are perceived? Does how ancestry and heritage determine how we behave? What is the importance of black history and how does this help us understand our multicultural world?</p>

	<p>Autumn 2 <u>BLACK HISTORY MONTH (PART 2), SLAVERY – INFLUENTIAL FIGURES INCLUDING CURRENT AFFAIRS AND BLM AND MOBOS</u></p> <p>Key Historical Figures: Harriet Tubman Robert Smalls Henry “Box” George Floyd Musical artists</p>	<p>History - Ideas, political power, industry and empire: Britain, 1745-1901 Britain’s (and America) transatlantic slave trade: its effects and its eventual abolition</p> <p>Citizenship - The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>RHSE – Respectful relationships PRE/Hertfordshire Religious Education – Human Responsibility and Values Sources of Wisdom</p> <p>Geography - The location of globally significant places and elements of human geography, including push and pull factors of migration</p> <p>Music – develop an understanding of music and its history</p>	<p>What was The Atlantic Slave Trade? How has the slave trade impacted the world today? How have key figures in black history helped us to understand BLM? How and where did racism and prejudice stem from? Can we tell when people are discriminatory towards others? How does MOBO help us to reflect and learn?</p>
	<p>Spring 1 <u>RIGHTS AND RESPONSIBILITIES HUMAN RIGHTS: UNDERSTANDING THE UDHR AND THOSE IN HISTORY THAT HAVE MADE IT POSSIBLE</u></p> <p>Key Historical Figures: Emily Wilding Davidson Emeline Pankhurst Rosa Parks MLK</p>	<p>To recognise what it means to be human and to have rights. To Understand Human Rights and law. To recognise the historical figures in society that have made change possible. To understand how the selfless acts of others has granted us freedoms that we have today.</p> <p>Citizenship - The precious liberties enjoyed by the citizens of the UK History KS3 Challenges for Britain and the wider world – Woman’s suffrage</p> <p>Citizenship - The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>RHSE – Respectful relationships PRE/Hertfordshire Religious Education – Human Responsibility and Values</p> <p>Geography - The location of globally significant places and elements of human geography</p>	<p>Why are Human Rights so important? What happens when these do not exist or not adhered to? Why is it important to acknowledge those that have made change possible?</p>

<p>Spring 2 <u>HUMAN RIGHTS, IDENTITY, DIVERSITY AND UNDERSTANDING</u> <u>DEMOCRACY & DICTATORSHIPS</u></p> <p>Key Historical Figures: World Leaders past and present Hitler Kim Jong-un Hyonese Lee – The girl with 7 names</p>	<p>To understand how human rights are controlled around the world. To recognise the importance of identity and diversity. To understand how some countries/place try to create distinctions between people in order to cause conflict or hate. To understand the regimes of other countries both past and present and to acknowledge how this impacts Human Rights.</p> <p>Citizenship - The precious liberties enjoyed by the citizens of the UK. Examples taken from History KS3 &4 The development of State and Society – The rise of dictators RHSE – Respectful relationships PRE/Hertfordshire Religious Education – Identity and Belonging – Why are people committed to following a particular path (Behaviour) Geography - The location of globally significant places and elements of human geography, including push and pull factors of migration</p>	<p>When have Human Rights not been acknowledged? What is the difference between democratic, fascist/dictatorship and communist countries? Do all these regimes embrace Human Rights? Can different regimes be responsible for hate crimes? What does it mean to escape and survive?</p>
<p>Summer 1 <u>CRIME AND PUNISHMENT, RELIGION AND PUNISHMENT, IDENTITY AND BELONGING, PUNISHMENTS AND PRISONS AROUND THE WORLD</u></p> <p>Key Historical Figures: Religious Views/Deities and what they represent</p>	<p>To identify what is considered a crime. To know the difference between religious crime and religious offence. To understand the punishment and procedures of different crimes from around the world. To consider whether gun law could control crime. To understand the difference between retribution, deterrence and reformation.</p> <p>Citizenship - The precious liberties enjoyed by the citizens of the United Kingdom The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities RHSE – The Law PRE/Hertfordshire Religious Education – Identity and Belonging – Why are people committed to following a certain path (Behaviour) Geography - The location of globally significant places and elements of human geography, including push and pull factors of migration</p>	<p>What makes a crime a crime? How do you make a judgement for punishment? Should all criminals be treated the same? Should corporal punishment be used as a deterrence? Would changing the law create less opportunities for crime? Should religious crime be judged in the same way as a criminal act? What is the best way to prevent people from committing a crime?</p>

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	<p>Summer 2 <u>THE ULTIMATE QUESTION; THE WORLD, THE UNIVERSE AND BEYOND</u></p> <p>Key Historical Events: Area 51 – Roswell Religious views and deities</p>	<p>To understand that the world has unlimited questions. To recognise people’s experiences and beliefs lead them to believe or follow certain paths. To step outside our own though processes to challenge our own thinking.</p> <p>Citizenship - The precious liberties enjoyed by the citizens of the United Kingdom The nature of rules and laws and the justice system PRE/RE Ultimate Questions – Analysing the impact of different views Geography - The location of globally significant places</p>	<p>Are we really here? Is there life after death? Does God exist? Are we alone or do we share the planet with others? Do we all see life the same? Are we a finished product? Can we ever be certain?</p>
Art	<p>Autumn 1 <u>COLOUR THEORY</u></p>	<p>Colour wheel, shades and tints, primary, secondary, tertiary colours, shadows, highlights, mid tones. Paintings in style of artist, Carolee Clark.</p>	<p>What is colour theory? What are primary, secondary and complementary colours? How are primary colours mixed to create secondary and complementary colours?</p>
	<p>Autumn 2 <u>3D DESIGN – SEA LIFE</u></p>	<p>Mark Making, experiments Drawing, marble printing Clay forms, coils, vessels Studying work of 3D Artist Peter Chang.</p>	<p>What is Sea life? How can clay be used to create something that shows specific inspiration from an Artist?</p>
	<p>Spring 1 <u>TEXTILES – NATURAL FORMS</u></p>	<p>Drawing, use of viewfinders, focus on line, texture, shape. Mono Printing, Block relief Printing.</p>	<p>What are natural forms? What is observational drawing? How can they inspire designs for a repeat printing pattern?</p>
	<p>Spring 2 <u>PORTRAITS</u></p>	<p>Drawing and oil pastel techniques.</p>	<p>How does a self portrait differ to a portrait? What drawing and painting techniques can be used to create depth and movement?</p>
	<p>Summer 1 <u>FINE ART – STILL LIFE</u></p>	<p>Fruits and vegetables, section drawing, painting, colour theory and mixing revisit. Collage, mixed media.</p>	<p>Can various media be used to create texture in a drawing or painting? Can different media be combined?</p>
	<p>Summer 2 <u>3D DESIGN - ARCHITECTURE</u></p>	<p>Offsite drawing visit, experiments in paper Card, Mod Roc, Clay focusing on shape line and shadow within Architecture.</p>	<p>Does a 3D piece have to be an entire building or can it be an aspect of that building? Which formal elements are the main focus?</p>
ICT	<p>Autumn 1 <u>‘CREATING VISUAL CAMPAIGNS’ PHOTO</u></p>	<p>Create a poster using a desktop publishing application Modify a logo using a graphic editing program Create a styled set of slides based on a plan</p>	<p>How do advertising companies create engaging visual campaigns? What tools can be used to enhance or alter images for a specific purpose?</p>

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	<u>EDITING AND IMAGE COMPOSITION</u>		How does using a theme help with making advertising more effective?
	Autumn 2 <u>'MAKE IT MOVE' 3D RENDERING AND ANIMATION</u>	Add, delete, and move objects Edit keyframes to make basic animation, set lighting Compare different render modes	How does digital animation differ from manual "stop gap" animation? How can objects be manipulated in a 3D space to create, move and render them? What does it mean to "render" an object in a digital space?
	Spring 1 <u>'SCRATCH THAT' PROGRAMMING WITH SCRATCH</u>	Define a sequence as instructions performed in order, with each executed in turn Trace the values of variables within a sequence Modify a program to include selection	How do computer programs work? What language or steps are used to make things happen? How can errors or issues with a program be fixed?
	Spring 2 <u>'THERE'S AN APP FOR THAT' MOBILE APPLICATION DEVELOPMENT</u>	Identify when a problem needs to be broken down Recognise that events can control the flow of a program Use user input in a block-based programming language	How are apps for mobile phones or computers created? In what ways can technology improve our day to day lives? Does all development need to happen on a computer?
	Summer 1 <u>'DATA, DATA, DATA' THE SCIENCE OF DATA</u>	Produce a list of data that needs to be collected which is suitable and relevant to the problem Create visualisations that compare at least two variables to help answer questions	What methods are there for collecting data into an electronic format? How is data presented and why is important to be able to show things in different ways?
	Summer 2 <u>'ITS A MINDSTORM' LEGO ROBOSTICS AND PROGRAMMING</u>	Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems Understand that algorithms can carry out a series of instructions in order	How is programming used to control real world machine? How can a robotic device be instructed to perform a particular task?
Food Technology	Autumn 1 <u>KITCHEN BASICS</u>	Introduction to the Kitchen environment and basic cooking skills. Hygiene, safety, hazards, shelf life, food preservation, preparation skills chopping, peeling, frying.	Why do we need to demonstrate good hygiene and safety in the kitchen? Why are kitchen rules important?
	Autumn 2 <u>WINTER / FESTIVE MEALS FOOD SAFETY AND QUALITY</u>	Safety rules, food storage, winter appropriate and festive food dishes. Cooking and decorating skills, baking, weighing, measuring.	How are foods preserved? What is the difference between food safety and food quality and which terms are given to distinguish between the two?
	Spring 1 <u>THE EATWELL PLATE</u>	Fruits and vegetables, learning how to incorporate into food to create nutritious healthy meals. Food groups, Eatwell plate, benefits of foods for the body, five a day, daily proportions, following a recipe, weighing and measuring.	What is a healthy diet? How can we adapt recipes and incorporate specific ingredients to reflect healthier meals? How do specific foods benefit the body?

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	Spring 2 <u>DAIRY</u>	Dairy focused meals, cheese and eggs. Refining cooking skills, health benefits of eggs and cheese, storage and consumption, sell by date, food poisoning, free range, battery farming, structure of an egg.	What are allergies and intolerances to foods and what is the difference? Where and how is some of our food sourced?
	Summer 1 <u>PROTEIN BASED MEALS</u>	Protein based main meals. Developing knowledge of vegetarian, vegan and proletarian diets. Refining cooking skills, protein sources, function of protein and main groups, health benefits of high protein.	Why do people follow various diets? What is protein and how does it benefit the body?
	Summer 2 <u>CARBOHYDRATES</u>	Carbohydrate based meals utilising and refining cooking skills. Types of and benefits to the body. Bread making and bakery off site visit.	How can carbohydrates be of benefit to the body, relating to health and fitness?
PE	Autumn 1 OAA	Take part in outdoor and adventurous activities, which present mental and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.	Can you organise yourself and others to complete a task? How do you know if you have been a good leader/team player?
	Autumn 2 Fitness	To understand and improve the components of Fitness. Muscular Endurance, Muscular Strength and Cardio-vascular Endurance. Pupils will learn how to safely use equipment in a Fitness room.	Did you know that keeping fit and healthy can improve you mental and physical health? How do you know if you are Healthy or have good Fitness. Do you know if you are Healthy?
	Spring 1 Racket Sports	Racket Sports are introduced in the form of Badminton and (Indoor) Tennis. Pupils will learn the tactics and rules related to these Sports. Tactical problems related to net and wall games include setting up an attack, creating space on offence, reducing space on defence, etc.	Do you know the components of fitness used in Tennis? What famous board game would help you win a game of Tennis?

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	<p>Spring 2 Teambuilding</p>	<p>Through various challenges pupils will learn and develop mental and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p>	<p>Can you use the skills learnt in these lessons in School or College? Do you feel more confident?</p>
	<p>Summer 1 Tennis & Cricket</p>	<p>Pupils will build on their tactics and skills learnt from playing Indoor Tennis. Cricket allows pupils to develop tactics and strategies to beat their opponents. They will develop their throwing, batting and fielding skills learnt from KS2 activities.</p>	<p>What travels faster- you or a ball being thrown? Did you know these Sports can improve your self-esteem and fitness as well getting fresh air! You will need discipline and show respect for your teammates.</p>
	<p>Summer 2 Orienteering</p>	<p>Pupils will learn and improve their problem solving, creative and Leadership skills. They will learn basic Orienteering terms and use a map to help them navigate the local area.</p>	<p>Do you enjoy competing against others and being outside? Could you get from one place to another without using your mobile?</p>
<p>EXTRA CURRICULAR CLUB</p>			
<p>MONDAY</p>			

Technology	<p>Design Technology</p>	<p>If you are interested in starting a new project or completing your project- come and join us. You can design and make an object of your choice. Popular choices include Birdboxes, Candle Holders and clay bowls.</p>	
<p>TUESDAY</p>			
Food Tech	<p>Improving your culinary skills!</p>	<p>If you enjoy working in the kitchen, and can see yourself as a future MasterChef contestant, come along and develop your skills. We will do some different recipes and you can try out some of your own favourite dishes!</p>	
<p>THURSDAY</p>			
Art	<p>Develop your flair and artistic creativity!</p>	<p>If you are skilled at Art or looking to be a better artist, this is the place for you! Whether you enjoy experimenting with varied materials or want to hone your skills, come along, and see how far you can push yourself!</p>	

		<h2>FRIDAY</h2>	
<p>PE</p>	<p>Enhance your fitness and develop your skills, ready for your KS4 experience!</p>	<p>If you have the energy we can play some sport, fitness or problem-solving activities whilst getting some fresh air.</p>	