



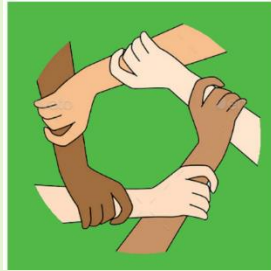







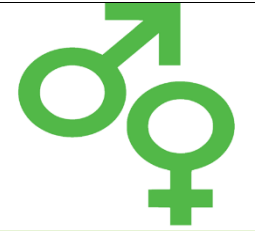










Whole School  Mental Health and Wellbeing  (Whole School Approach)						
	EH4MH 10-a-day Kindness Calendar <a href="#">Happier Kinder Together   Action for Happiness</a> <a href="https://www.normalmagic.co.uk/">https://www.normalmagic.co.uk/</a> <a href="https://happymaps.co.uk/">https://happymaps.co.uk/</a>					
Termly and Assembly Themes	<b>Kindness</b>  Stay connected to those you care about.  Being kind to one another what does that look like?  Being kind to yourself and the school community  <b>Protected Characteristics</b> Race 	<b>Community</b>  Actively care for others  What are our communities?  How can we support our school community and each other  <b>Protected Characteristics</b> Disability 	<b>Respect</b>  Be proud of your very being.  Take a break.  Respecting each other’s views  Respecting our community and school  Respecting each other Sportsmanship  <b>Protected Characteristics</b> Religion and Beliefs   Sex 	<b>Relationships</b>  Talk about your feelings  Ask for help  Positive healthy relationships  <b>Protected Characteristics</b> Marriage and Civil Partnerships   <b>Protected Characteristics</b> Sexual Orientation 	<b>Happiness</b>  Do something that you enjoy and are good at.  Celebrating your achievements  Supporting each other's achievements  Being positive and positive emotions and well being  10 A Day  <b>Protected Characteristics</b> Age   Gender Reassignment	<b>Health</b>  Keep yourself Hydrated!  Keep active in Mind and Body  How to get help  Healthy choices  <b>Protected Characteristics</b> Pregnancy and Maternity 

						
Skills Builder Step 9			 	 		
<p>Skills Builder / Social Interaction</p> <p>Step 9</p> <p><a href="#">Training Area - Skills Builder Hub</a></p> <p><a href="#">Educators Toolkit</a></p> <p><a href="#">Expanded Framework 2022.pdf (skillsbuilder.org)</a></p> <p><a href="#">Listening - Skills Builder Universal Framework</a></p>	<p>I am aware of how a speaker is influencing me through their tone.</p> <p><b>The building blocks of this step are learning how to:</b></p> <p>What tone is and how it matters?</p> <p>The elements of tone and what they can mean.</p> <p>How we can decipher tone as a listener</p> <p><b>Reflection questions</b></p> <p>How can our voices change when we are speaking?</p>	<p>I look for opportunities in difficult situations and adapt plans to use these opportunities.</p> <p><b>The building blocks of this step are learning:</b></p> <p>How to review a situation to find the positives and negatives</p> <p>How to adapt plans to make the most of those opportunities and avoid threats</p> <p><b>Reflection questions</b></p> <p>How can we make sure we fully understand a difficult situation?</p> <p>What do we need to think about if we're going to change our plans as a result?</p> <p>How can we use our understanding of ourselves</p>	<p>I improve the team by not creating unhelpful conflicts.</p> <p><b>The building blocks of this step are learning:</b></p> <p>What is an unhelpful conflict?</p> <p>How to avoid unhelpful conflicts</p> <p><b>Reflection questions</b></p> <p>What is an unhelpful conflict?</p> <p>How is conflict different to disagreement?</p> <p>How can unhelpful conflicts be avoided?</p> <p>Do you have any examples of having managed this?</p> <p><b>I speak engagingly by using tone, expression, and gesture to engage listeners.</b></p> <p><b>The building blocks of this step are learning:</b></p>	<p>I recognise the strengths and weaknesses of others in my team and use this to allocate roles accordingly.</p> <p><b>The building blocks of this step are learning:</b></p> <p>How to understand roles</p> <p>How to identify the needs in a role</p> <p>How to allocate roles by thinking about strengths</p> <p><b>Reflection questions</b></p> <p>What do we mean by roles?</p> <p>How can we understand what we need from people carrying out roles?</p> <p>How do we match strengths and role requirements?</p> <p>What can we do if there are still gaps?</p> <p>Have you had the experience of having to allocate roles in this way?</p>	<p>I create solutions for complex problems by generating a range of options.</p> <p><b>The building blocks of this step are learning:</b></p> <p>How to generate a range of solutions for complex problems</p> <p>How to assess whether these solutions are feasible</p> <p><b>Reflection questions</b></p> <p>Why is it important to consider a range of solutions for complex problems?</p> <p>How can we come up with a range of solutions?</p> <p>What does feasible mean?</p> <p>How do we know whether our solutions are feasible?</p>	<p>I develop ideas by asking myself questions.</p> <p><b>The building blocks of this step are learning:</b></p> <p>The role of questioning in developing ideas</p> <p>What sort of questions to ask</p> <p><b>Reflection questions</b></p> <p>Why is questioning a vital part of developing ideas?</p> <p>Why do we need to redraft and revise our ideas?</p> <p>What sort of questions are likely to help to improve your ideas?</p> <p>What do you need to know to ask good questions?</p>

## Year 10 Long Term Overview 2022 / 23



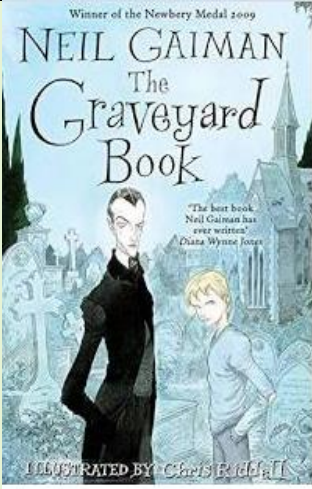

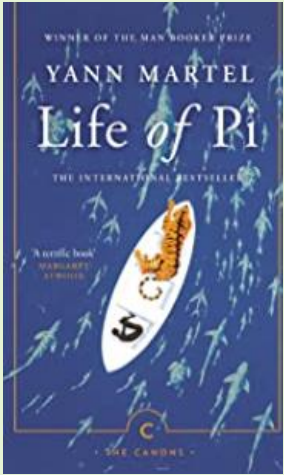
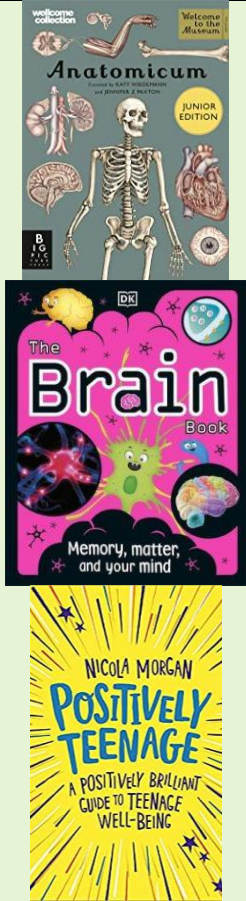
	<p>What do you understand by 'tone' in the context of listening?</p> <p>How can tone vary? Can you give examples?</p> <p>How do you think each of the elements of tone affect the listener?</p> <p>Why is it important as a listener to pay attention to tone, not just the words?</p>	<p>and the situation to adapt our plans?</p> <p>What should we change, and what should remain the same?</p>	<p>What is tone, expression and gesture (a reminder from step 6)</p> <p>Choosing tone to be engaging</p> <p>Adapting expression to be engaging</p> <p>Using gestures to be engaging</p> <p><b>Reflection questions</b></p> <p>What is tone, expression and gesture?</p>	<p><b>I set goals and plan to involve others in the best way.</b></p> <p><b>The building blocks of this step are learning:</b></p> <p>The support others could give you.</p> <p>Who the right people are to support you at different times.</p> <p>How to engage people with plans</p> <p><b>Reflection questions</b></p> <p>When do we need to involve other people to achieve our plans?</p> <p>Why are people different to other types of resources?</p> <p>How can you convince people to support you in achieving your plans?</p>		
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Planning To be submitted First Friday Back from The School Holiday  
There are 2 templates choose which template you prefer.

[Staff planning 2023-2024](#)



## Year 10 Long Term Overview 2022 / 23

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Genre	Another World	Leisure And Healthy Living	All families are different!	Music	Mystery in a Foreign Land	Healthy Living
						

Writing Purpose & Genre GCSE English Language	GCSE Language 2.0 Paper 2 Descriptive Writing	GCSE Language 2.0 Paper 1 Transactional Writing	GCSE Language 2.0 Paper 2 Descriptive Writing	GCSE Language 2.0 Paper 1 Transactional Writing	GCSE Language 2.0 Paper 2 Descriptive Writing	GCSE Language 2.0 Paper 1 Transactional Writing
	Zooming in method and box planning with Setting description  Character description	Letter to theme park requesting more free tickets  Presentation about an attraction to visit  <b>Entry Level Silver Leisure</b>  <a href="https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-L.PDF">https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-L.PDF</a>	Writing a 7 part story about a myth or legend  Podcast informing about a new family joining Orchard Manor followed by Q&A  <b>Entry Level Silver Myths and Legends</b>  <a href="https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-ML.PDF">https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-ML.PDF</a>	Photograph method developing planning skills. Writing a review of a musician of their choice  Speech from a given viewpoint  <b>Entry Level Silver Music</b>  <a href="https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-MU.PDF">https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-MU.PDF</a>	Developing structure with climax and resolution  Dialogue between characters	Writing a letter to a supermarket to ask for a recipe change.  Speech about how to live a healthy and safe lifestyle
<b>Nurture Texts</b>	<b>Myths and Legends</b>		<b>Music</b>		<b>Leisure</b>	
<b>Nurture Texts</b>						
<b>Writing Nurture</b> <b>AQA Bronze, Silver and Gold</b> <a href="#">AQA   English   ELC</a> <a href="#">  Step Up to English</a>	Setting and character description Writing a 3 part story about a myth or legend <b>Entry Level Silver Myths and Legends</b> <a href="https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-ML.PDF">https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-ML.PDF</a>		Poster about a favourite artist Presentation about radio show <b>Entry Level Silver Music</b> <a href="https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-MU.PDF">https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-MU.PDF</a>		Letter to theme park requesting more free tickets Presentation about an attraction to visit <b>Entry Level Silver Leisure</b> <a href="https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-L.PDF">https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-L.PDF</a>	

### Maths

Detailed objectives, NC links, planning and resources for OCR GCSE 1-9 Foundation and Higher available at:

<https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/>

Detailed objectives, NC links, planning and resources for EdExcel Functional Skills *Level 1 and Level 2* available at:

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/Maths.html>

*EdExcel Entry Level Functional Skills maths (year 11):*

<https://qualifications.pearson.com/en/qualifications/edexcel-functional-skills/Entry-level.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

<b>Maths</b> <b>GCSE Higher or Lower Paper</b> <b>Functional Skills</b> <b>Entry level 1 or 2</b> <b>Level 1</b>	<b>Foundation</b> Powers, indices Square root, cube root Standard form Algebra – collect terms Algebra – x and ÷, brackets Algebra – x double brackets Factorising (+ difference of squares) Algebra - Solving equations Expressions, formula, functions  <b>Higher Only</b> Negative, fractional powers Algebra – triple brackets Manipulating surds Factorising quadratics Quadratic formula Completing the square Algebraic fractions  DF1, DF2, DF3, RM2, SP1	<b>Foundation</b> Sequences Inequalities Quadratic equations Simultaneous equations Proof Coordinates and midpoints Charts and graphs – pictograms, bar charts, two way, line graphs, time series  <b>Higher Only</b> Nth term Quadratic Sequence Sequences to solve problems Quadratic Inequalities Graphical Inequalities Iterative method Combining Functions DF3, DF4, DF6, RM2, RM3, RM7, SP1, SP3	<b>Foundation</b> Straight line graphs - Drawing, gradients, $y = mx + c$ , parallel, perpendicular Quadratic graphs Harder graphs – cubic, reciprocal Solve equations using graphs Distance-Time graphs Real-Life graphs - Conversion, rate of change Scatter graphs, correlation  <b>Higher Only</b> Graphs of circles Trigonometric graphs Graph Transformations Area under a graph Average Gradient and Rate at a point  DF5, DF6, RM2, RM6, RM7, SP5	<b>Foundation</b> Ratio Proportion – direct, graphs, inverse Percentages - Finding %, % change, interest Compound growth and decay Pie charts  <b>Higher Only</b> Changing Ratios Proportion using algebra DF6, RM1, RM5, SP1, SP2, SP3	<b>Foundation</b> Units of measurement, conversion Area and Volume conversions Time, timetables, Time problems Speed, Density, Pressure 2D Shapes – types and properties Congruence and Similarity  <b>Higher Only</b> Circle Geometry Proving Congruence and Similarity DF6, RM3, RM7, SP3, SP4	<b>Foundation</b> Reflection, rotational symmetry Transformations – translation, rotation, reflection, enlargement Perimeter and area 2D shapes, including solving problems and composite shapes Exam Technique, exam style questions, real life problems  <b>Higher Only</b> Extension on scale factors DF6, RM4, SP1, SP3, SP5
<b>Science</b> <b>Entry Level</b> <b>GCSE Double Science</b> <b>Lower Paper</b>	<b>Biology</b> <b>Cell Biology</b> Cell specialisation and differentiation, cell division, microscopy, diffusion, osmosis and active transport.  <b>Organisation</b>	<b>Biology</b> <b>Infection and response</b> Communicable diseases and treatment.  <b>(Including how to stay healthy)</b> <b>Bioenergetics</b>	<b>Chemistry</b> <b>Atomic structure and the Periodic table</b> Using particle theory to explain the properties of atoms, molecules, compounds and mixture, including the trends and patterns of elements in the Periodic table.	<b>Chemistry</b> <b>Quantitative chemistry</b> The Law of Conservation of Mass, relative formula mass and calculating the concentration of solutions.  <b>Chemical changes</b> Reactivity of metals and their reactions, including oxides	<b>Physics</b> <b>Energy</b> Understanding and calculating energy transfers including power and efficiency. Conservation and dissipation of energy, National and global energy resources.  <b>Electricity</b>	<b>Physics</b> <b>Atomic structure</b> Structure of the atom, nuclear radiation, equations and half-life.  <b>Forces</b> Gravity, Resultant forces, Work done, elasticity, Speed, Velocity, Acceleration,












	<p>Digestive system, circulatory system, the impact of lifestyle choices on health and cancer.</p> <p>Plant tissues and transport of substances in a plant.</p>	<p>Photosynthesis and Respiration</p>	<p><b>Bonding, Structure, and the properties of matter</b></p> <p>Knowledge of ionic, covalent and metallic bonding and how these types of bonding explains the properties of substances.</p>	<p>and carbonates. The pH scale, reactions of acids and alkalis, including neutralisation and the production of metal salts. Electrolysis.</p> <p><b>Energy changes</b></p> <p>Exothermic and endothermic reactions and energy profiles.</p>	<p>Electrical circuits (parallel and series), calculating charge, resistance and the use of different types of resistors. Domestic use of electricity <b>(including safety)</b> and the National grid.</p> <p><b>Particle model of matter</b></p> <p>Density of materials, changes of state and particle models.</p>	<p>Newton's Laws, Stopping distances.</p>
<p><b>Entry Level PE</b></p> <p><b>Entry Level 1,2 or 3</b></p>	<p><b>Football/Basketball-officiating</b></p> <p>Introduction to Entry Level PE What activities would you like to be assessed in? Practice/revise skills/play both games. Can we start to build in advanced tactics in each sport? Social skills needed to play team sports? Leading or officiating Some pupils may express an interest in helping with KS3 clubs others may be keen to play for the school team. AT1/AT3/AT4</p>	<p><b>Dodgeball/Hockey</b></p> <p>What skills are necessary for these games? Practice/revise skills and play games. Offensive/Defensive play. Rules/safety/officiating.</p> <p>AT1/AT5/AT6</p>	<p><b>Circuit Training</b></p> <p>What are the benefits of training in this way? Can we devise a circuit that would be sport specific? What are our personal targets for this year? Short Tennis/ Table Tennis Revise skills and techniques. Tactical play singles/doubles? Rules and Scoring? Suggest links to community clubs and enter competition as appropriate.</p> <p>AT1/AT2/AT3/AT4</p>	<p><b>Badminton can be offered as an alternative net game.</b></p> <p>Boccia Revise skills/technique and game play. Rules/scoring system? Team choice for school inter-homebase competition. Possible strategy and tactics that could be used in competition. What skills are needed to become a good Boccia referee?</p> <p>AT1/AT2/AT3/AT4</p>	<p><b>Athletics</b></p> <p>Athletic Events what are they? Try to analyse your skills and make technical improvements. Set PB 's for this year and work towards improving them. Rules and officiating. Complete Entry Level Performance Analysis task. Pupils will be given the opportunity to take part in or help officiate Sports Day /Afternoon. Some pupils may wish to join Athletics Clubs outside school.</p> <p>AT1/AT2/AT3/AT4</p>	<p><b>Cricket/Softball</b></p> <p>Some pupils may wish to use these sports for their Entry Level qualification.</p> <p>Skill practice and play. Rules and Scoring. Tactical and strategic play. Officiating. AT1/AT2/AT3/AT4</p>
<b>PE</b>	Team Building	Basket Ball	Health and Fitness	Football	Cricket	Athletics
<b>Outdoor Education</b>						
<p><b>Personal Development</b></p> <p><b>PSHE</b></p> <p><b>ASDAN Short Course</b></p> <p><b>PSHE Association</b></p> <p><a href="#">PSHE Association   Charity and membership body for PSHE education</a></p>	<p><b>Healthy Life Styles HL2</b></p> <p><b>Module 1 Emotional Wellbeing</b></p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 48 – 51</p> <p><b>Asdan Module 1</b></p>	<p><b>Self Care, Support &amp; Safety SSS4</b></p> <p><b>Module 3 Social Media</b></p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 74 – 83,</p>	<p><b>Healthy Lifestyles HL7</b></p> <p><b>Module 5 Tobacco and Drugs</b></p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 36 – 39</p> <p>Pg 44 - 47</p>	<p><b>Healthy Lifestyles HL7</b></p> <p><b>Module 4 Alcohol</b></p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 40 – 43, Pg 44 - 47</p> <p><b>Section A Challenge 1</b></p>	<p><b>Changing &amp; Growing CG4</b></p> <p><b>Module 6: Sexual health</b></p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 24 – 35,</p> <p><b>Section A Challenge 4 M Understand the moral</b></p>	<p><b>Changing &amp; Growing CG3</b></p> <p><b>Module 7 Respectful Relationships</b></p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 100 – 109</p> <p><b>Section A Challenge 4</b></p>

<p>(<a href="https://pshe-association.org.uk">pshe-association.org.uk</a>)</p> <p>Family Planning <a href="https://rsheforteachers.com">RSHE for Teachers</a> (<a href="https://fpa.org.uk">fpa.org.uk</a>)</p> <p><b>Compulsory Challenges are in Bold</b></p> <p>Explore PSHE KS4 Student Book</p>  <p><b>Resources link:</b> <a href="#">Asdan PSHE Short Course</a></p> <p>Hodder Boost Recourses <a href="#">Boost - Courses   Resources   Lessons   eBooks   Knowledge Tests (boost-learning.com)</a></p>  <p><b>All work in Purple Exercise Books</b></p>	<p><b>Section A Challenge 1</b> <b>Demonstrate how to talk about emotions</b> Session plan, Emotion eggs resource sheet, Body outline template resource sheet</p> <p><b>Section A Challenge 2</b> <b>Show how being connected to others can improve emotional wellbeing</b> Session plan, Emotion eggs resource sheet, Connecting with people sort cards</p> <p><b>Section A Challenge 3</b> <b>Explain common types of mental ill health.</b> Session plan, Mental ill health resource sheet, Mental ill health descriptions and symptoms card, Writing frames, Success criteria</p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 52 - 53</p> <p><b>Section A Challenge 4</b> <b>Recognise the early signs of poor mental health u</b> Session plan, Emojis resource sheet, Signs of mental health sort cards</p> <p><b>Section A Challenge 5</b> <b>Use strategies for maintaining positive emotional wellbeing u</b> Session plan, Strategies for positive mental health</p>	<p><b>ASDAN Module 3</b></p> <p><b>Section A Challenge 1 M</b> <b>Understand why it is important to develop digital resilience u</b> Session plan, Mobile phone use survey, Phone use scenario cards, Internet safety sort cards</p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 54 - 55</p> <p><b>Section A Challenge 2</b> <b>Understand how media stereotypes or manipulated images adversely affect body image and self-esteem u</b> Session plan, Body image and self-esteem PowerPoint, Barometer activity tutor notes, Body image and self-esteem question cards</p> <p><b>Section A Challenge 3</b> <b>Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours u</b> Session plan, Cyberbullying survey.</p> <p>PowerPoint, Question prompt card</p>	<p><b>Section A Challenge 1</b> <b>Understand the laws relating to the supply and possession of illegal substances.</b></p> <p><b>Section A Challenge 2</b> <b>Understand the facts about harmful effects of smoking tobacco.</b></p> <p><b>Section A Challenge 3</b> <b>Understand the benefits of quitting smoking and how to access support to do so u</b> Session plan, Quitting smoking PowerPoint, Barometer activity tutor notes, Quitting smoking role play resource sheet</p> <p><b>Section A Challenge 4</b> <b>Understand the effects of nicotine consumption and its associated risks u</b> Session plan, Vaping statement cards, Vaping – fact or fiction? resource sheet, Effects of nicotine resource sheet, Body outline template resource sheet</p> <p><b>Section A Challenge 5</b> <b>Understand the effects of nicotine consumption and its associated risks u</b> Session</p>	<p><b>Have a knowledge and understanding of what alcohol is u</b> Session plan, Alcohol statement cards, Alcohol information resource sheet</p> <p><b>Section A Challenge 2</b> <b>Understand the effects of drinking alcohol u</b> Session plan, The effects of alcohol resource sheet, Alcohol effects and consequences resource sheet</p> <p><b>Section A Challenge 4</b> <b>Understand the impact that alcohol can have on emotional health and wellbeing u</b> Session plan, Emotional health scenarios resource sheet, Alcohol and mental health resource sheet</p>	<p>responsibilities when seeking consent and the importance of respecting and protecting an individual's right to give, not give, or withdraw consent u Session plan, Consent PowerPoint</p> <p>We Need to Talk about Pornography Book Pg 197 – 199 Ground Rules in Relationships. Pg 203 – 206 Identifying relationship boundaries</p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 20 - 23</p> <p><b>Section A Challenge 5 M</b> <b>Understand the legal consequences of failing to respect an individual's right to give, not give, or withdraw consent u</b> Session plan, Tenzin and Jordan story PowerPoint, Consent steps activity tutor notes.</p> <p><b>Section A Challenge 1 M</b> <b>Understand the impact of sexually transmitted infections (STI's) and how to minimize their transmission u</b> Session plan, Sexual activity definitions sort cards, STI's resource sheet, Tom and Olivia's story PowerPoint</p>	<p><b>Explain the concept of consent in a variety of contexts</b></p> <p>Session plans consent definitions resource sheet, quiz – consent – true or false.</p> <p><b>Section A Challenge 1</b> <b>Show how to develop healthy relationships across cultures and society.</b></p> <p>Lessons plans, discrimination definitions resource sheets, discrimination cards.</p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 4 - 19</p> <p><b>Section A Challenge 2</b> <b>Recognise how to manage emotions in different relationships</b></p> <p>Lessons plans Expressing emotion cards</p> <p><b>Section A Challenge 3</b> <b>Understand what makes for healthy and unhealthy relationships.</b> Sessions plans healthy and unhealthy relationships resource sheet</p>
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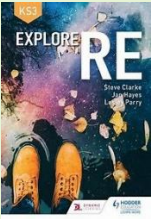
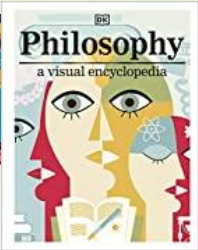
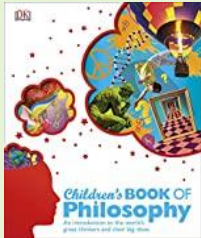
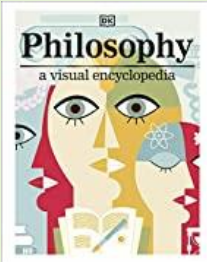
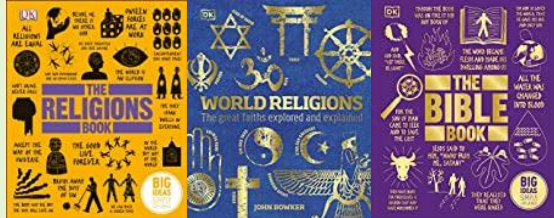
	<p>PowerPoint, Thought cloud template resource sheet</p> <p>Section A Challenge 6</p> <p>Explain activities that can promote positive emotional wellbeing. Session plan, Positive wellbeing storyboard template</p>	<p>Section A Challenge 4 M</p> <p>Identify harmful behaviours online; understand how to report it and access support if you have been affected by those behaviours u Session plan, Online experience sort cards</p> <p>Section A Challenge 5 M</p> <p>Recognise digitally enabled stalking (cyberstalking) and know what to do if you are affected u Session plan, Cyberstalking PowerPoint</p> <p>We Need to Talk about Pornography Book Pg 211 - 214 Sexing and the Law Pg 240 – 243 Blame and Excuses</p>	<p>plan, Addiction PowerPoint, Addiction reason cards</p> <p>Section A Challenge 6</p> <p>Understand the effects of nicotine consumption and its associated risks u Session plan, Types of drug cards, Types of drug resource sheet</p>		<p>Section A Challenge 2 M</p> <p>Understand the advantages and disadvantages of different methods of contraception, including protection from STI's M Session plan, Contraception sort cards, Contraception summary resource sheet, Contraception scenarios resource sheet</p> <p>Section A Challenge 3 M</p> <p>Understand how to access emergency contraception and the time frame within which it can be effective u Session plan, Sara's story PowerPoint, Emergency contraception fact cards</p> <p>To support or add to / change activities use Explore PSHE KS4 Pg 20 - 23</p>	
Additional Resources	     					

<div>Whole School ESafety Overview</div> <div>From Project EVOLVE</div> <div>Sign In to your Account   ProjectEVOLVE</div> <div>Toolkit Resources Year Group</div>	<div><div><div><div>Managing Online Information</div></div><div><div>Privacy and Security</div></div></div></div>	<div><div><div><div>Online Bullying</div></div><div><div>Online Relationships</div></div></div><div>Anti-Bullying week: Online bullying <a href="https://anti-bullyingalliance.org.uk/">https://anti-bullyingalliance.org.uk/</a></div></div>	<div><div><div><div>Self-Image and Identity</div></div><div>Safer Internet Day: <a href="https://saferinternet.org.uk/">https://saferinternet.org.uk/</a></div></div></div>	<div><div><div><div>Copyright and Ownership</div></div><div>CSE Awareness Day March 18<sup>th</sup> <a href="https://stop-cse.org/national-child-exploitation-awareness-day/">https://stop-cse.org/national-child-exploitation-awareness-day/</a></div></div></div>	<div><div><div><div>Health, Well-being and Lifestyle</div></div></div></div>	<div><div><div><div>Online Reputation</div></div></div></div>
	<div><div><div>Personal Development Asdan Silver / Gold Purple Exercise Books</div><div></div><div>All pupils apart from HSEL have achieved Bronze</div></div></div>	<div><div>Module 1 Communication</div><div>B4 Write a review for a piece of media. A3 Entertain a group of people.</div></div>	<div><div>Module 10 The wider world</div><div>B1 Produce in depth study of another county. <b>(Go to the local library to look at travel books and sign up for a library card)</b></div></div>	<div><div>Module 12 Beliefs &amp; Values</div><div>12A1 Interview a member of religious faith. 12A2 Visit a place of worship. 12A3 Find out about an inspirational religious figure. 12A4 Take part in a discussion on humans right.</div></div>	<div><div>Module 3 Sport and Leisure</div><div>A7 Take part in Geocaching A1 Take part in indoor activities. A3 Give a presentation on health and well-being. A6 Try a new physical well-being activity.</div></div>	<div><div>Module 11 Expressive Arts</div><div>A2 Produce an illustrated study of an artist. Completed in pupil book 1. A3 Write a poem, song lyrics or a drama piece. A7 Visit an exhibition and write a critical review. A8 Interview a local creative professional. (Laura Wall Teignmouth)</div></div>
<div><div>Nurture Group Going for Bronze</div></div>	<div><div>Module 7 Health and Wellbeing</div><div>7A3 - Take part in emotional wellbeing activities. 7A4 - Keep a record of emotional wellbeing activities. 7A7 - Learn basic first aid skills. 7A6 - Make a list of mental health helplines. <b>Module 7 Health and Survival</b> B5 Camp out for at least one night and cook a meal. School weekly camp or 10 tors.</div><div>Module Learning a new skill cooking outside?????</div></div>		<div><div>Module 6 Number Handling</div><div>6A1 Compare the cost of different brand options. 6A2 Compare the cost of buying a phone. 6A3 Find out about different savings accounts. 6A5 Find out about wages, taxes, and pension. 6A8 Record and Evaluate data.</div><div><b>Module 11 Expressive Arts</b> 11A1 Write a critical review of a performance. 11A2 Produce an a illustrated study of an artist 11A7 Visit an exhibition and write a critical review. 11A8 Interview a local Creative professional.</div></div>		<div><div>Module 8 World of Work</div><div>A1 Talk to a career’s adviser about your future plans. A2 Find out about local job opportunities. A8 Take part in a mock interview. A9 Find out about local employment opportunities.</div><div><b>Module 5 The environment</b>  B5 Improve the look of a garden or area of waste ground by doing one of the following: tidying and weeding. Planting seeds and or plants.</div></div>	
<div><div>Careers</div></div>	<div><div>In careers room or REnsor – 5 sets Board Game Playing Panjango Job Top Trumps</div></div>		<div><div>In careers room or REnsor - Board Game Playing Panjango Job Top Trumps</div></div>		<div><div>In careers room or REnsor - Board Game Playing Panjango Job Top Trumps</div></div>	

<div><div><div>Joanne Lara and Susan Osborne Foreword by Tomgo Gravelin</div><div>Teaching Pre-Employment Skills to 14-17 Year Olds</div><div>The Autism Works Now® Method</div><div></div><div>FOURTH EDITION</div><div>WHAT COLOR IS YOUR PARACHUTE? FOR TEENS</div><div>DISCOVER YOURSELF, DESIGN YOUR FUTURE, AND PLAN FOR YOUR DREAM JOB</div><div>CAROL CHRISTEN</div></div><div></div></div>	<div><div><div><div></div><div></div><div></div></div></div><div><b>ASDAN PSHE – Module 10 Careers and your future.</b> <u>PSHE Module 10 Careers and Your future</u></div><div>10A1 Identify the skills and attributes that employers look for in their employees.</div><div>10A2 Understand what it means to be employable.</div><div>10A3 Develop a life plan that identifies personal aspirations, attributes and skills; be able to set compelling goals</div><div><b>Invite in a female working in a male dominated job site manager</b></div><div><u><a href="#">aspiration_poster_OE.pdf (optimus-education.com)</a></u></div></div>	<div><div><div><div></div><div></div><div></div></div></div><div>Meet with CSW take parachute take ASDAN work with you.</div><div>College talks from Exeter College, south Devon College, Bicton College.</div><div>Careers fair with visitors from Exeter College, DGT, South Devon College, Oakwood Court, PfA Team, CSW, ROC College.</div><div><b>ASDAN PSHE – Module 10 Careers and your future.</b> <u>PSHE Module 10 Careers and Your future</u></div><div>10A4 Understand how to promote a personal brand</div><div>10A5 Demonstrate an awareness of the career choices available locally and nationally.</div><div>10A6 Demonstrate an ability to solve problems</div><div><b>Invite in a person who is employed in the sport sector</b></div></div>	<div><div><div><div></div><div></div><div></div></div></div><div>Look at college prospectus -Visit local colleges and look at course and grades needed.</div><div>Meet with CSW to continue conversations – get report from CSW to put in your Personal Development book.</div><div>Using your ASDAN and the careers handbook Create a PowerPoint with 3 jobs that interest you from your interests and skills. Pick one and create a poster of the job role. What skills would you have to develop or learn? Career path Skills you need Lifestyle Qualifications – course titles</div><div><b>Invite in a person who is employed in the public sector</b></div></div>
<div><div><div>Careers Nurture Group</div><div><u>Careers</u></div><div></div></div></div>	<div><div><div><div></div><div></div><div></div></div></div><div>In careers room or REnsor - Board Game Playing Panjango Job Top Trumps</div><div><b>Invite in a female working in a male dominated job site manager</b></div><div><div><div>Exploring Practical Jobs in the classroom. Challenge Ref:4565 <u><a href="#">Lifeskills Challenge   Exploring practical jobs around the classroom - WTE1</a></u></div><div><div>Participating in classroom jobs Challenge reference: 3574 <u><a href="#">Lifeskills Challenge   Participating in classroom jobs - Entry 1</a></u></div></div></div></div></div>	<div><div><div><div></div><div></div><div></div></div></div><div>In careers room or REnsor - Board Game Playing Panjango Job Top Trumps</div><div>Complete what matters island</div><div><u><a href="#">What Matters Island - NDTi b.-what-matters-island-editable.pdf (ndti.org.uk)</a></u> <u><a href="#">Vocational-Profile-Editable.pdf</a></u> Or <u><a href="#">Planning &amp; Assessment - Planning My Future Life 2.pdf - All Documents (sharepoint.com)</a></u> <b>Complete Vocational 1 page profile</b>  <u><a href="#">Vocational Profile - NDTi</a></u></div></div>	<div><div><div><div></div><div></div><div></div></div></div><div>In careers room or REnsor - Board Game Playing Panjango Job Top Trumps</div><div>Using your matters island and vocational profile and the careers handbook</div><div>Create a PowerPoint with 3 jobs that interest you from your interests and skills. Pick one and create a poster of the job role. What skills would you have to develop or learn? Career path</div></div>





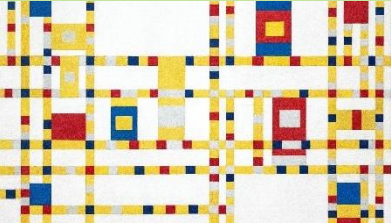
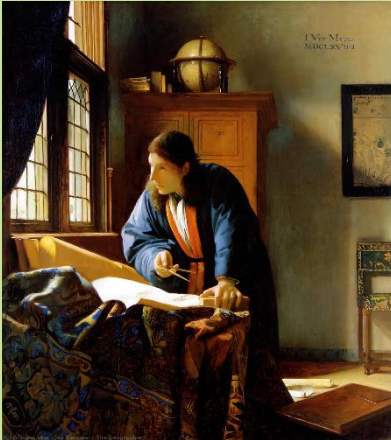









	<p>What the learner needs to know, understand or be able to do</p> <p>The learner will:</p> <ul style="list-style-type: none"> <li>Be able to experience organising jobs.</li> <li>Be able to experience cleaning jobs.</li> <li>Be able to explore creating displays and decorating the classroom.</li> </ul>	<p>What the learner needs to know, understand or be able to do</p> <p>The learner will:</p> <ul style="list-style-type: none"> <li>Be able to participate in cleaning jobs in the classroom.</li> <li>Be able to participate in organising jobs in the classroom.</li> <li>Be able to participate in creating displays and decorating in the classroom.</li> </ul>	<p><a href="#">Planning My Future Life 2.pdf</a></p> <p><a href="#">Vocational Profile Draft2 (ndti.org.uk)</a></p> <p><b>Invite in a person who is employed in the sport sector</b></p>		<p>Skills you need</p> <p>Lifestyle</p> <p>Qualifications – course titles</p> <p><b>Invite in a person who is employed in the public sector</b></p>	
<p><b>Employability Skills</b></p> <p><b>Computer/ Admin Skills</b></p> <p><a href="#">Microsoft 365 help &amp; learning</a></p> <p>Click on the icons to support learning</p> <p>Links to the main training / support. Target to groups needs for KS4 focus on skills for post 16 and employability to be supported through Personal Development Tasks</p>	<p>Microsoft 365 – OneDrive &amp; Learning</p> <p><a href="#">OneDrive help &amp; learning (microsoft.com)</a></p> <p>Files</p> <p><a href="#">Files in OneDrive - Microsoft Support</a></p> <p>Share &amp; Collaborate</p> <p><a href="#">Share and collaborate with OneDrive - Microsoft Support</a></p> <p>Sync</p> <p><a href="#">Sync with OneDrive - Microsoft Support</a></p> <p>Account &amp; Storage</p> <p><a href="#">Accounts and storage for OneDrive - Microsoft Support</a></p>	<p>Microsoft 365 – Word help &amp; Learning</p> <p><a href="#">Word help &amp; learning (microsoft.com)</a></p> <p>Collaborate</p> <p><a href="#">Share &amp; coauthor - Microsoft Support</a></p> <p>Insert Text</p> <p><a href="#">Share &amp; coauthor - Microsoft Support</a></p> <p>Pages &amp; Layouts</p> <p><a href="#">Lay out pages - Microsoft Support</a></p> <p>Picture</p> <p><a href="#">Insert tables, pictures &amp; watermarks - Microsoft Support</a></p> <p>Save</p> <p><a href="#">Save a document - Microsoft Support</a></p>	<p>Microsoft 365 – Outlook &amp; Learning.</p> <p><a href="#">Outlook help &amp; learning (microsoft.com)</a></p> <p>Customize</p> <p><a href="#">Customize - Microsoft Support</a></p> <p>Email</p> <p><a href="#">Email - Microsoft Support</a></p> <p>Calendar</p> <p><a href="#">Calendar - Microsoft Support</a></p> <p>Contacts &amp; Tasks</p> <p><a href="#">Contacts and tasks - Microsoft Support</a></p> <p>Manage</p> <p><a href="#">Manage and organize - Microsoft Support</a></p>	<p>Microsoft 365 – PowerPoint Help &amp; Learning</p> <p><a href="#">PowerPoint help &amp; learning (microsoft.com)</a></p> <p>Collaborate</p> <p><a href="#">Collaborate and share - Microsoft Support</a></p> <p>Design</p> <p><a href="#">Design your slides - Microsoft Support</a></p> <p>Animations</p> <p><a href="#">Animations and multimedia - Microsoft Support</a></p> <p>Picture &amp; Charts</p> <p><a href="#">Pictures, charts, and tables - Microsoft Support</a></p> <p>Present</p> <p><a href="#">Print and present - Microsoft Support</a></p> <p>Slides and Texts</p> <p><a href="#">Slides and text - Microsoft Support</a></p>	<p>Microsoft 365 – Excel Help &amp; Learning</p> <p><a href="#">Excel help &amp; learning (microsoft.com)</a></p> <p>Collaborate</p> <p><a href="#">Share and print - Microsoft Support</a></p> <p>Formulas &amp; Analyse</p> <p><a href="#">Formulas and functions - Microsoft Support</a></p> <p>Import and Analyse</p> <p><a href="#">Import and analyze data - Microsoft Support</a></p> <p>Format Data</p> <p><a href="#">Enter and format data - Microsoft Support</a></p>	<p>Microsoft 365 – Teams Help &amp; Learning</p> <p><a href="#">Microsoft Teams help &amp; learning</a></p> <p>Meetings</p> <p><a href="#">Join a meeting in Microsoft Teams - Microsoft Support</a></p> <p>Chat</p> <p><a href="#">Start a chat in Microsoft Teams - Microsoft Support</a></p> <p>Teams and Channels</p> <p><a href="#">Create a team from scratch in Microsoft Teams - Microsoft Support</a></p> <p>Files</p> <p><a href="#">Explore the Files list in Microsoft Teams - Microsoft Support</a></p>
<p><b>ASDAN Short Course Beliefs and Values 2-year Programme Orange Exercise Book Resources</b></p> <p><a href="#">ASDAN BV Resources staff sharing</a></p>	<p><b>Module 3: Crime and punishment</b></p> <p><b>Complete 4 Tasks</b></p> <p>A1: Understand why rules and law are important to create a just and fair society.</p> <p>Childrens book of philosophy Pg 128</p> <p>A4: Recognise that there are many different punishments for different crimes.</p> <p>A6: Show an understanding of prejudice and discrimination. Philosophy - Equality act Pg 132 - 133</p>		<p><b>Module 1: Values, Beliefs and Decision Making</b></p> <p><b>Complete 4 Tasks</b></p> <p>A1: Understand the concepts of uniqueness, personal qualities and making positive contributions.</p> <p>A2: Understand the concepts of positive and negative peer pressure.</p> <p>A5: Understand that people have religious and non-religious beliefs, and that this affects moral decisions.</p>		<p><b>Module 5: Beliefs and Practice</b></p> <p><b>Complete 4 Tasks</b></p> <p>A2: Understand that places of worship in all religions are special and can be described as sacred.</p> <p>A3: Understand that a pilgrimage is a religious journey people take to learn more about their faith and themselves.</p> <p>A4: Understand that religious and secular communities have their own ceremonies to mark rites of passage.</p>	

<div> <a href="#">Boost - Courses   Resources   Lessons   eBooks   Knowledge Tests (boost-learning.com)</a></div> <div> <b>Resources</b> <a href="#">ASDAN BV Resources staff sharing</a></div>	<p>A7: Understand what persecution means and why people might be persecuted.</p> <div></div>	<p>A6: Understand the terms multiculturalism, equality and diversity: recognise we live in a multicultural society where everyone matters.</p> <div> Pg 128 - 31</div>	<p>A5: Understand that different religions understand and portray God in different ways.</p> <div></div>
<div><b>Nurture Beliefs and Values</b> <b>ASDAN Life Skills Challenge Nurture Life Skills Challenge</b> <a href="#">Lifeskills Challenge   Challenges</a></div>	<div><b>Awareness of Different Religions</b> <b>Challenge Ref 1577 – Entry 1</b> <a href="#">Lifeskills Challenge   Awareness of different religions. - Entry 1</a> What the learner needs to know, understand or be able to do The learner will:  To be able to demonstrate an awareness of different religions.</div>		<div><b>World Religions</b> <b>Challenge Ref 2318 - Entry 1</b> <a href="#">Lifeskills Challenge   World religions - Entry 1</a> What the learner needs to know, understand or be able to do The learner will: Be able to relate information about a major world religion and smaller religious groups. Be able to identify a place of worship and the associated religious group. Be able to name key figures in religious organisations.</div>
	<div><b>Visiting a place of worship</b> <b>Challenge Ref 1240 – Entry 2</b> <a href="#">Lifeskills Challenge   Visiting a place of religious worship - Entry 2</a> What the learner needs to know, understand or be able to do The learner will: Understand what a place of religious worship is and its purpose. Be able to take part in a visit to a place of religious worship. Know how to review the experience.  To visit local church in Dawlish – To complete challenge <b>Road Skills 1 : Road safety - pedestrians</b> <b>Challenge Ref: 1381</b> <a href="#">Lifeskills Challenge   Road safety - pedestrians - Level 1</a> What the learner needs to know, understand or be able to do The learner will: Be able to locate the correct place to stand in order to cross the road using the pedestrian crossing Be able to wait in a safe place on the side of the road.</div>	<div><b>Awareness of Different Religious Worship</b> <b>Challenge Ref 1092 – Entry 2</b> <a href="#">Lifeskills Challenge   Awareness of different religious worship - Entry 2</a> What the learner needs to know, understand or be able to do The learner will: To be able to identify different religious buildings. To recognise religions, have different ‘holy/spiritual’ symbols.  <b>To organise and Plan a trip to a place of worship in Exeter.</b>  <b>To complete challenge Road Safety Challenge Ref 5354 – Entry 1</b>  <a href="#">Lifeskills Challenge   Road safety - Entry 1</a> What the learner needs to know, understand or be able to do The learner will Be able to identify safe places to cross a road. Be able to cross a road safely.</div>	

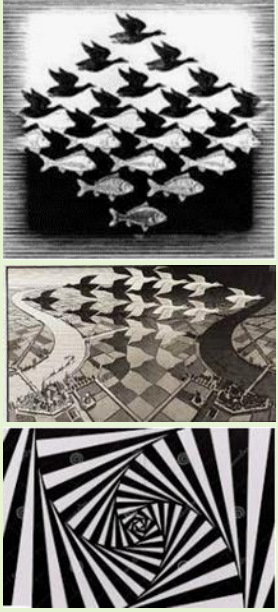





 	Understand the meaning of the icons on the pedestrian crossing. Be able to walk across the road safely					
Resources to support chosen Religions						
Craft and Construction Enterprise Nurture Group	Enterprise Project Products to sell at the Christmas Fete.  Unit 1 Ideas Generation and Roles within the project Unit 2 Design a product Unit 3 Costing Unit 4 Making	Enterprise Project Products to sell at the Christmas Fete.  Unit 4 Making Unit 5 Marketing / Selling Unit 6 Evaluation & Review	Enterprise Project Products to sell at the Summer Fete.  Unit 1 Ideas Generation and Roles within the project Unit 2 Design a product Unit 3 Costing Unit 4 Making	Enterprise Project Products to sell at the Summer Fete.  Unit 4 Making	Enterprise Project Products to sell at the Summer Fete.  Unit 4 Making Unit 5 Marketing / Selling  Unit 6 Evaluation & Review	Making items for OMS in Bloom
Craft and Construction Construction BTEC	Introduction to the Btec level 1 introductory award or certificate. Students will start CON 7 looking moving onto starting their certificate in Construction	Students need to complete one core A2 and one B unit CON 7. Students will start with A2 developing a plan for working. And showing they can evidence being organised in the workplace.	Students will be finishing off their practical work with a timber product showcasing learnt practice and skills. Students will need to complete paperwork and practical.	Students will finish off units started A2, CON 7 They may be at various stages within each unit of work	Students will be finishing off  All paperwork needed for submission.	Students will be introduced to the Level 1 certificate in construction. They will need to create a new plan looking at A2 as a new unit again as they will need to plan for more units in their work.
Home Cooking Skills	BTEC Level 1  Health & Safety.	Focus - Packed lunches - Design a healthy lunchbox, eat well plate.	Focus – Bread Products - Disassembly of different types of bread and origins – Yeast Experiments	Learning outcomes Assessment  1. Be able to use cooking skills to make home-cooked food	Learning outcomes Assessment  1. Be able to use cooking skills to make home-cooked food	Start Level 2  Focus – Vegetarian and meat meals - Costing and bulk buying ingredients and



<b>BTEC Home Cooking Skills Level 1</b> <a href="#">BTEC Home Cooking Skills   Pearson qualifications</a>  <b>To be updated</b>	Set up work booklets.  Introduction to unit and structure of the programme of learning and assessment.  Focus - Eggs Project – Types of eggs, Eggs experiment  Poached Eggs on Toast - 2.1, 2.2, 2.3, 2.4 - skills – poaching, Boiling, using the hob.  Healthier Breakfast - 2.1, 2.2, 2.3, 2,4 - skills – boiling, stirring, grilling, frying.  Omelette - 2.1, 2.2, 2.3, 2.4 - skills – whisking, frying, bridge grip.	Basic Bread Rolls & Mini Pizza - 2.1, 2.2, 2.3, 2.4 - skills – mixing, kneading, shaping, resting, stretching, proving.  Toasties & Triple Decker Sandwich - 2.1, 2.2, 2.3, 2.4 - skills – preparing and roasting vegetables, chopping, slicing, liquidising/blending, toasting.  Sausage Rolls Ruff Puff Pastry - 2.1, 2.2, 2.3, 2.4 – Skills – Weighing, measuring, handling raw meat, knife skills, seasoning, browning meat, using the hob, using a food probe.  Pasties Shortcrust Sweet & Savoury - 2.1, 2.2, 2.3, 2.4 – Skills – Weighing, measuring, handling raw meat, knife skills, seasoning, browning meat, using the hob, using a food probe.	Pizza / Bread Rolls - 2.1, 2.2, 2.3, 2.4 – skills - mixing, kneading, shaping, resting, stretching, proving, raising agent, knife skills.  Focus Stir Fry Food Storage Food Hygiene and Safety & High-Risk Foods  Chicken Noodle Stir fry - .1, 2.2, 2.3, 2.4 - skills – chopping, peeling, slicing, stir frying.	that does not use pre-prepared, ready-cooked. 1.1 Select and prepare ingredients for a recipe. 1.2 Use cooking skills when following a recipe. 1.3 Demonstrate food safety and hygiene throughout the preparation and cooking process. 2. Understand the value of passing on information about home cooking.  2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking.	that does not use pre-prepared, ready-cooked. 1.1 Select and prepare ingredients for a recipe. 1.2 Use cooking skills when following a recipe. 1.3 Demonstrate food safety and hygiene throughout the preparation and cooking process. 2. Understand the value of passing on information about home cooking. 2.1 Reflect on own learning about the value of gaining cooking skills 2.2 Identify ways to pass on information about home cooking.	storage of foods and preserving.  lasagne (meat and vegetarian style lasagne, eg butternut squash) and dressed green salad  Lasagne Meat & Vegetarian  2.1, 2.2, 2.3, 2.4 - skills – making white sauce simply using the crème fraiche method, layering  Shepherd’s Pie Meat & Vegetarian  2.1, 2.2, 2.3, 2.4 - skills – boiling, mashing, chopping, mixing, shaping, preparing salad, roasting, griddling
<b>AQA GCSE History</b> <a href="#">AQA   History   GCSE   History</a>						
<b>ASDAN Short Course Expressive Arts Lydia</b>	<b>Module 1 – Explore Section A:</b>  <b>Challenge 3:</b> Start and maintain a thinking diary. Use this to keep ideas, notes, drawings, photos and experiments that relate to your expressive arts practice.  <b>Challenge 5:</b> Take part in a warm-up or introductory session for at least one of the following: music, drawing, creative writing etc.  <b>Challenge 7:</b> Investigate the design, layout, presentation and style of a newspaper, comic, magazine or website of your choice.  And / Or		<b>Module 2 - Experiment</b>  <b>Challenge 2:</b> Create a piece of art, sculpture, ceramics, jewellery, photography, textile, print or any other two or three dimensional imager object. Work with materials and media of your choice including found objects.  <b>Challenge 4:</b> Take part in a performance or exhibit work you have created.  <b>Challenge 9:</b> Design and produce an advert, leaflet or poster for an arts event of your choice.		<b>Module 4 - Reflect</b>  <b>Challenge 4:</b> Write two reviews of a creative performance event or piece of work. Publish reviews.	

	Section B Challenge 1: Research the life and works of an artist, musician, poet or performer that has influence you.		And / Or  Section B: Challenge 6: Present a graphical report or an advert for TV or video			
GCSE Art	<b>Piet Mondrian</b>   	<b>Jan Vermeer and the Dutch School</b>  To look into light to show form  	<b>Still Life and Objects as a narrative</b>  <b>Joseph Cornell</b>  <b>Pierre Bonnard</b>	<b>Lucie Rie</b>  The functional form in art (coiling) 	<b>Slab construction (containers)</b>   	<b>Photographing nature (close-up)</b>  <b>Karl Blossfeldt</b> 
	<b>Drawing</b> <b>Escher</b>	<b>Lino Printing</b>	<b>3D Art</b> <b>Clay</b>	<b>Painting</b> <b>Digital Art</b>	<b>Flower Power</b> <b>Georgia O’Keeffe</b>	<b>Keith Haring</b> <b>Graffiti Art</b>



<p>Art To be completed in A4 OMS Black Sketch books</p>	 <p>Resources to support planning. <a href="#">Art</a></p>	<p>Using their Escher work print their work using Lino printing.</p> <p>Artist: Angie Lewin</p> 	<p>Thomas Schutte</p> 	<p>Paint – then scan into an art program and digitally manipulate</p> <p>Haydn Gardner “Each day brought a new obstacle I hadn’t considered”   <a href="#">Wellcome Collection</a></p> 	<p>Pastel Art</p> 	
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