










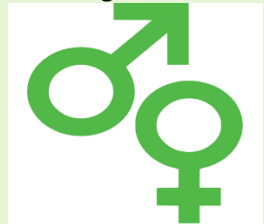











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Whole School Mental Health and Wellbeing (Whole School Approach) School Values						
	EH4MH 10-a-day Kindness Calendar Happier Kinder Together Action for Happiness https://www.normalmagic.co.uk/ https://happymaps.co.uk/					
Termly and Assembly Themes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

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<p>Skills Builder / Social Interaction</p> <p>Step 10</p>			 	 		
<p>Skills Builder / Social Interaction</p> <p>Step 9</p> <p><u>Training Area - Skills Builder Hub</u></p> <p><u>Educators Toolkit - Expanded Framework ork 2022.pdf (skillsbuilder.org)</u></p> <p><u>Listening - Skills Builder Universal Framework</u></p>	<p>I am aware of how a speaker is influencing me through their tone.</p> <p>The building blocks of this step are learning how to:</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>Reflection questions</p> <p>How can our voices change when we are speaking?</p> <p>What do you understand by 'tone' in the context of listening?</p>	<p>I look for opportunities in difficult situations and adapt plans to use these opportunities.</p> <p>The building blocks of this step are learning:</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>Reflection questions</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 and the situation to adapt our plans?</p> <p>What should we change, and what should remain the same?</p>	<p>I improve the team by not creating unhelpful conflicts.</p> <p>The building blocks of this step are learning:</p> <p>What is an unhelpful conflict?</p> <p>How to avoid unhelpful conflicts</p> <p>Reflection questions</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>I speak engagingly by using tone, expression, and gesture to engage listeners.</p> <p>The building blocks of this step are learning:</p> <p>What is tone, expression, and gesture (a reminder from step 6)</p>	<p>I recognise the strengths and weaknesses of others in my team and use this to allocate roles accordingly.</p> <p>The building blocks of this step are learning:</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>Reflection questions</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>The building blocks of this step are learning:</p> <p>How to generate a range of solutions for complex problems</p> <p>How to assess whether these solutions are feasible</p> <p>Reflection questions</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>The building blocks of this step are learning:</p> <p>The role of questioning in developing ideas</p> <p>What sort of questions to ask</p> <p>Reflection questions</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>

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	<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>Choosing tone to be engaging</p> <p>Adapting expression to be engaging</p> <p>Using gestures to be engaging</p> <p>Reflection questions</p> <p>What is tone, expression and gesture?</p>	<p>I set goals and plan to involve others in the best way.</p> <p>The building blocks of this step are learning:</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>Reflection questions</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

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading Genre	Life under the Microscope	Crime in the USA	The world is Dirverse!	Around the World	Revision	New Beginnings
						

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Writing Purpose & Genre GCSE English Language	GCSE Language 2.0 Paper 2 Descriptive Writing Zooming in method and box planning Character description Setting description	GCSE Language 2.0 Paper 1 Transactional Writing Letter as a witness statement to a crime Responding to an article Entry Level Gold Crime https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-C.PDF	GCSE Language 2.0 Paper 2 Descriptive Writing Blog organisation and text editing about a medical condition Speech about what makes a good SEN school Entry Level Gold Hobbies plus speaking and listening https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-H.PDF	GCSE Language 2.0 Paper 1 Transactional Writing Presentation on staycations Letter of complaint to holiday location Entry Level Gold Holidays plus speaking and listening https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-HOL.PDF	GCSE Revision both papers PEE structures PEEL analysis Writing forms : Letter Speech Narrative	Leavers pieces reporting what they have enjoyed at OMS Memory boxes of important things from their time at OMS Preparing for adulthood CVs Application forms Emails
Year 11 Nurture						
Year 11 Nurture AQA Bronze, Silver and Gold	Myths and Legends Tell it in five descriptive story writing	Music Subheading and simple information for a review Review article	Crime Witness report Letter to the police	Leisure Presentation on a school trip Letter to an attraction	Gothic Horror Character description 5 Part story	New beginnings Leavers pieces reporting what they have enjoyed at OMS Memory boxes of important things from their time at OMS Preparing for adulthood

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	Writing a myth using paragraph structure Entry Level Gold Assessment https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-ML.PDF	Entry Level Gold Assessment plus speaking and listening https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-MU.PDF	Entry Level Gold Assessment https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-C.PDF	Entry Level Gold Assessment plus speaking and listening https://filestore.aqa.org.uk/resources/english/AQA-59701-SOW-L.PDF	Entry Level Gold Assessment https://filestore.aqa.org.uk/resources/english/AQA-59702-SOW-GH.PDF	CVs Application forms Emails
<p style="text-align: center;">Maths</p> <p style="text-align: center;">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/</p> <p style="text-align: center;">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</p> <p style="text-align: center;">OCR Entry Level maths (year 10): https://www.ocr.org.uk/qualifications/entry-level/mathematics-r449-from-2016/</p> <p style="text-align: center;">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</p>						
Maths GCSE Higher or Lower Paper Functional Skills Entry level 1 or 2 Level 1	<p style="text-align: center;">Foundation</p> <p>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</p> <p style="text-align: center;">Higher Only</p> <p>Extension on scale factors DF6, RM4, SP1, SP3, SP5</p> <p style="text-align: center;">Functional Skills Level 1 preparation and exam</p> <p style="text-align: center;">Higher Only</p> <p>Circles – area of segments Volumes of frustums Rates of flow DF2, DF6, RM4, SP1, SP3, SP5</p>	<p style="text-align: center;">Foundation</p> <p>Circles, π – label, circumference, area, arc lengths, sectors 3D shapes – names, properties, surface area, nets, volumes Projections – plans and elevations Isometric paper and 3D drawing Angles – types, measuring, rules, parallel lines, geometry problems Angles in polygons Triangle constructions Loci and constructions</p> <p style="text-align: center;">Higher Only</p> <p>Enlargement for area and volume DF6, RM4, RM5, SP1, SP4</p>	<p style="text-align: center;">Foundation</p> <p>Bearings Maps and scale drawings Pythagoras' Theorem Vectors Probability – scales, list outcomes, frequency, and/or, tree diagrams</p> <p style="text-align: center;">Higher Only</p> <p>3D Pythagoras' Vectors – extension and ratio Product rule to count outcomes Probability – extension for tree diagrams and conditional probability DF1, DF3, DF6, RM3, RM6, RM7, SP1</p>	<p style="text-align: center;">Foundation</p> <p>Sets and Venn diagrams Sampling and bias Collecting data Mean, median, mode, range Averages from tables Interpret and compare data Trigonometry</p> <p style="text-align: center;">Functional Skills Level 2 preparation and exam</p> <p style="text-align: center;">Higher Only</p> <p>Box plots Cumulative frequency Histograms and frequency density Moving average Sine and cosine rule 3D Trigonometry DF5, DF6, RM1, RM2, SP2, SP5</p>	<p>Review any areas not covered fully, challenging topic areas, individual skills and extending areas to problem solving and exam technique.</p> <p>Final GCSE exam preparation for three 1.5-hour papers in May/June.</p> <p>Chance to retake any Edexcel Functional Skills if required.</p>	<p>Review any areas not covered fully, challenging topic areas, individual skills and extending areas to problem solving and exam technique.</p> <p>Final GCSE exam preparation for three 1.5-hour papers in May/June.</p> <p>Chance to retake any Edexcel Functional Skills if required.</p>
Science Entry Level GCSE Double Science Lower Paper Or Entry Level	<p style="text-align: center;">Physics</p> <p>Waves Properties of transverse, longitudinal and electromagnetic waves, Magnetism Magnetic poles, fields and the motor effect.</p> <p style="text-align: center;">Chemistry</p>	<p style="text-align: center;">Chemistry</p> <p>Organic Chemistry Properties of hydrocarbons, their uses and extraction, including cracking and alkenes. Chemical Analysis</p>	<p style="text-align: center;">Chemistry</p> <p>Using Resources Making use of the Earth's resources, Potable water and Life cycle assessments. Biology Homeostasis and Response The impact of homeostasis (blood glucose levels, body</p>	<p style="text-align: center;">Biology</p> <p>Inheritance, Variation, and Evolution Reproduction, Meiosis, Human Genome project and genetic inheritance. Genetic and environmental variation, Selective breeding and genetic engineering. Evidence of</p>	Exam Revision	Exam Revision

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	Rate of Chemical Change Calculating the rates of a reaction, Collision theory, Activation energy, Catalysts, reversible reactions and Equilibrium.	Chromatography and gas tests (hydrogen, oxygen, carbon dioxide and chlorine). Chemistry of the Atmosphere The history and development of the Earth's current atmosphere, the impact of greenhouse gases, Global climate change and Carbon footprints. The sources of pollution and how to reduce them.	temperature and water levels), the Nervous system and Hormones, including diabetes and human reproduction and contraception.	evolution (fossils), Extinction, MRSA and Classification of living organisms. Ecology Adaptations of organisms, A/Biotic factors, Organisation of ecosystems, Biodiversity and the impact of human interactions, including waste management, land use, deforestation and global warming.		
PE Entry Level 1,2 or 3	Football and Basketball Final choices to be made for Entry Level Exam. Skills practice/tactical / advanced play? Officiating. What makes a good referee in each sport? What is the importance of warm up/cool down and safety in sport? Some pupils may wish to help run sports clubs or play for the school team. Devon FA run a 'young leaders in football' course. AT1/AT2/AT3/AT4	Dodgeball/Hockey Skills practice/tactical/advanced play? Officiating. What makes a good referee in each sport? What is the importance of warm up/ cool down and safety in sport? AT1/ AT2/ AT3/ AT4	Circuit Training What exercises would be good to put in a sports circuit? What safety aspects are involved? Could you adapt a circuit for specific sports? Targets for this year's training? Why is it important to look after your own personal fitness? AT2/AT3/AT4	Boccia Skills practice/strategic and tactical play. Selecting a team for the school Inter Homebase competition. Advanced Boccia refereeing, some pupils may help to lead competition. AT1/AT2/AT3/AT4	Athletics Some students who are not taking exams will continue to take part in Athletics or Golf. Some year 11's will be finishing off their Entry Level Assessments during this term. When they have finished, they will get a free choice of recreational/sports activities until they leave. AT1/AT2/AT3/AT4	Softball Year 11's not involved with exams will take part in Softball and Golf. They will also be given the opportunity to take part in or help officiate the school sports day/afternoon. AT1/AT2/AT3/AT4
PE	Team Building	Basketball	Health & Fitness	Football	Badminton	Tchoukball / Volleyball
Outdoor Education						
Personal Development PSHE ASDAN Short Course Personal Development PSHE	Healthy Lifestyles Keeping Healthy and Safe Module 2 Explore PSHE KS4 Student Book Pg 64 - 70	The World I live in Living in modern Britain Module 11 Explore PSHE KS4 Student Book Pg 88 - 112	Changing and Growing Families and Parenting Module 8 Explore PSHE KS4 Student Book Pg 4 – 19 & Pg 24 -5 Section A Challenge 1	The World I live in Financial Choices Module 9 Explore PSHE KS4 Student Book Pg 132 - 148	Work on any outstanding projects from this year. Ready for submission	Examinations

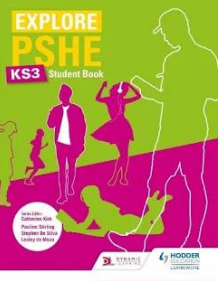
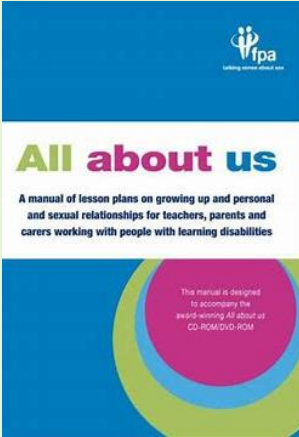
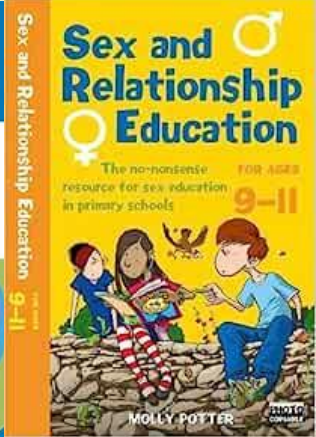








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<p>ASDAN Short Course PSHE Association</p> <p>PSHE Framework PSHE Association Charity and membership body for PSHE education (pshe-association.org.uk)</p> <p>Family Planning RSHE for Teachers (fpa.org.uk)</p> <p>Compulsory Challenges to meet Statutory Requirements are fully in bold and font is bigger.</p> <p>Explore PSHE KS4 Student Book</p>  <p>Resources link: Asdan PSHE Short Course</p> <p>Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</p>	<p>Section A Challenge 2 Explain current campaigns promoting happiness Sessions plans, well-being campaigns resource sheets. Explore PSHE KS4 Book Pg48 - 63</p> <p>Section A Challenge 3 Explain what constitutes a healthy lifestyle Sessions plans, ideas of healthy lifestyles resource sheets</p> <p>Section A Challenge 4 Recognise what healthy eating looks like Session plan, medical condition sort cards, quiz good or bad food hygiene, quiz personal hygiene, true or false, early signs of illness cards.</p> <p>Section A Challenge 5 Recognise what healthy eating looks like Session plan, Meal sort cards, Healthy eating PowerPoint</p> <p>Microsoft 365 - sharing and collaborating on a piece of work together in real time in word and PowerPoint. As a class create a healthy eating PowerPoint in one document.</p> <p>Section A Challenge 6 Identify local health improvement services</p>	<p>Section A Challenge 1 Understand and explore what democracy, the rule of law, individual liberty and mutual respect means as a British citizen. Session plan, Continuum cards, British values PowerPoint, British values resource sheet, Quiz – the rule of law – true or false</p> <p>Section A Challenge 5 Recognise extremism and radicalisation, including when someone is at risk of being radicalised. Session plan, Radicalisation PowerPoint, Radicalisation discussion cards, Examples of radicalisation cards</p>	<p>Recognise different sorts of relationships and concepts of family Understand the legal status of different relationships Sessions plans different types of relationships resource sheet</p> <p>Section A Challenge 3 Explain the concept of forced marriage Sessions plans forced marriage PowerPoint question prompt cards. Section A Challenge 4 Recognise the roles and responsibilities of parenting Session's plan, what makes a good parent? Resource sheet</p> <p>Section A Challenge 5 Understand the impact that being a parent can have on your lifestyle u Session plan, Baby things PowerPoint writing frame.</p> <p>Section A Challenge 7 Understand the options available in the event of an unplanned pregnancy. Session plans unplanned pregnancy PowerPoint, question prompt cards, abortion and law resource sheet. Understand the impact that being a parent can have on your lifestyle Sessions plan baby</p>	<p>Section A Challenge 1 Understand tax and National Insurance Section A Challenge 2 Discover how different forms of saving work Section A Challenge 3 Find out about ways to manage debt Section A Challenge 5 Understand how to rent accommodation</p>		
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All work in Purple Exercise Books						
Resources for PSHE						
<p>Nurture PSHE Life Skills Challenge</p> <p>Lifeskills Challenge Challenges</p> <p>PSHE Framework PSHE Association Charity and membership body for PSHE education (pshe-association.org.uk)</p> <p>Family Planning RSHE for Teachers (fpa.org.uk)</p> <p>Resources link: Asdan PSHE Short Course</p> <p>Hodder Boost Recourses</p> <p>Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</p>	<p>Relationships: My Identity Challenge Ref 4321 What the learner needs to know, understand or be able to do The learner will: Be able to share personal information about themselves. Use technology to share a photograph of themselves.</p> <p>Relationships: My Friends and Family Challenge Ref 4322 What the learner needs to know, understand or be able to do The learner will: Show who is in their family. Show who their friends are. Show people who can help them.</p> <p>Relationships: Boyfriends and Girlfriends Challenge Ref 4329 What the learner needs to know, understand or be able to do The learner will:</p>	<p>Relationships: Feeling and Emotions Challenge Ref 5807 What the learner needs to know, understand or be able to do The learner will: Identify a range of emotions and feelings. Show the things that make them happy and sad. Identify different types of love. Appreciate other people's feelings.</p> <p>Relationships: Living an adult Life Challenge Ref 4334 What the learner needs to know, understand or be able to do The learner will: Be able to explore different lifestyle choices.</p>	<p>Puberty Challenge Ref: 4200 What the learner needs to know, understand or be able to do The learner will: Be able to identify the changes their bodies experience during puberty as well comparing how puberty affects the opposite sex. Be able to identify how puberty affects their personal hygiene routine.</p> <p>Relationships: Sexual Relationships Challenge Ref: 4335 What the learner needs to know, understand or be able to do The learner will: Show an understanding of why and how someone might become sexually excited. Show an understanding of the physical aspects of having sex. Show they know how to keep themselves safe when they are having sexual relationships.</p>	<p>Relationships: Public and Private Challenge Ref 4324 What the learner needs to know, understand or be able to do The learner will: Show places which are private. Show places which are public. Show an understanding of the terms: public and private and in the correct context.</p> <p>Understanding own personal hygiene Challenge Ref: 1234 What the learner needs to know, understand or be able to do The learner will: Know about personal hygiene. Know the benefits of carrying out personal care hygiene activities. Be able to identify hygiene products to be used for regular personal hygiene activities. Be able to identify objects associated with personal hygiene.</p>	<p>British Values Challenge Ref 6554 What the learner needs to know, understand or be able to do The learner will: Be able to understand the difference between right and wrong. Be able to identify negative behaviours and criminal acts.</p> <p>Dealing with Problems Challenge Ref 1051 WTE1 What the learner needs to know, understand or be able to do The learner will: Be aware of problems when they arise Be able to identify a source of help.</p> <p>Bullying Challenge Ref 1154 – WTE1 What the learner needs to know, understand or be able to do The learner will: Know when a person is being bullied</p>	<p>Understand what is in a first aid kit Challenge Ref 3927 Explore PSHE Pg 112 – 117 What the learner needs to know, understand or be able to do The learner will: Be able to identify items in a first kit. Be able to state the purpose of items in a first aid kit.</p> <p>Basic First Aid Challenge Ref: 2299 What the learner needs to know, understand or be able to do The learner will: Follow a known procedure when finding somebody lying on the ground. Demonstrate that they know how to shout for help in the event of an emergency. Be able to put a patient in the recovery position. Assess how to treat a non life threatening situation and act appropriately.</p>

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	<p>Identify celebrities that they like and express why they like them.</p> <p>Identify the qualities of a good friend.</p> <p>Show an understanding of the terms 'girlfriend' and 'boyfriend'.</p> <p>Identify some of the feelings associated with having a boyfriend or girlfriend.</p> <p>Show an understanding that they have the right to make decisions in a relationship.</p>			<p>Be able to identify parts of their body that require personal care.</p> <p>Be able to carry out a personal hygiene activity.</p>	<p>Be able to show a basic understanding of reasons why a person may be bullied</p> <p>Know who to go to for help if they felt they or someone else was being bullied.</p>	
<p>Resources for PSHE Nurture</p> <p>As well as book above</p>	<div data-bbox="1317 785 1890 1192">   </div>					
<p>Whole School E-Safety Overview</p> <p>From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p>	<div data-bbox="379 1230 742 1604">  <p>Managing Online Information</p>  <p>Privacy and Security</p> </div>	<div data-bbox="795 1230 1157 1646">  <p>Online Bullying</p>  <p>Online Relationships</p> </div> <p>Anti-Bullying week: Online bullying https://anti-bullyingalliance.org.uk/</p>	<div data-bbox="1216 1230 1578 1409">  <p>Self-Image and Identity</p> </div> <p>Safer Internet Day: https://saferinternet.org.uk/</p>	<div data-bbox="1635 1230 1997 1409">  <p>Copyright and Ownership</p> </div> <p>CSE Awareness Day March 18th https://stop-cse.org/national-child-exploitation-awareness-day/</p>	<div data-bbox="2053 1230 2415 1409">  <p>Health, Well-being and Lifestyle</p> </div>	<div data-bbox="2472 1230 2834 1409">  <p>Online Reputation</p> </div>
<p>Personal Development E Safety</p>	<p>Manging Online Information</p>	<p>Online Bullying:</p>	<p>Self-Image and Identity</p>	<p>Copyright and Ownership</p>	<p>Health, Wellbeing and lifestyle</p>	<p>Online Reputation</p>

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<p>From Project EVOLVE</p> <p>Sign In to your Account ProjectEVOLVE</p> <p>Link how to use Project Evolve Knowledge Maps. Using baselining on the termly topic personalised curriculum to pupils needs an understanding.</p> <p>Stage not age</p> <p>Project Evolve istep by step support.pptx</p> <p>Any written work in to PSHE Purple Book</p>	<p>I can assess how my developing 'digital personality' might affect (focus or limit) the type of information returned to me in a search or on a social media stream.</p> <p>I know what content is illegal to view and share online and can describe some of the laws governing online illegal content and that they may vary from country to country.</p> <p>I can describe what is meant by 'big data' and 'data analytics' and how political parties, commercial and other organisations use these. I can evaluate the ethics of such use and describe how these may impact on an individual now and in their future.</p> <p>I can describe ways people can assess and manage how and what they contribute to 'big data'.</p> <p>I can explain how and why anyone could be targeted for sophisticated information or disinformation intended to influence their beliefs, actions and choices (e.g. gas-lighting, information operations, political agendas).</p> <p>Privacy and Security</p> <p>I can offer an informed opinion on the fitness for purpose of the laws relating to data protection and young people.</p>	<p>I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.</p> <p>Online Relationships:</p> <p>I can describe actions someone could take if they experience or are targeted by illegal online behaviour.</p> <p>Link to Project EVOLVE Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	<p>I can demonstrate ways someone can use the internet and social media for positive self-promotion including enhancing employment prospects.</p> <p>I can recognise, assess and if necessary, challenge the social norms & expectations that influence how we identify ourselves online (profile pictures, shared content) & how it might differ according to gender, culture or social group.</p> <p>I know how to appropriately challenge negative comments or expectations concerning my online identity.</p> <p>I can explain how to support others in need online and offline, both publicly and privately.</p> <p>I make positive contributions to other's self-identity, where appropriate (e.g. avoiding negative comments or positive commentary on profile pictures).</p> <p>Link to Project EVOLVE Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	<p>I can demonstrate how someone can protect their work from copyright theft.</p> <p>I can explain the effects of plagiarism within my own work and assess the impact it can have on accrediting achievement.</p> <p>Link to Project EVOLVE Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	<p>I can explain why products and services people purchase online may not meet UK health and safety standards and why this can be risky</p> <p>I can evaluate the risks associated with online gambling including the accumulation of debt and critically evaluate the marketing of this industry.</p> <p>I can describe the laws around age related access to certain types of online content (e.g. gaming; gambling; alcohol / drugs related; sexual content). I can justify why they exist and assess their benefits and limitations.</p> <p>Link to Project EVOLVE Search and Access Resources ▶ Year Group ProjectEVOLVE</p>	<p>I can explain how someone can build an online presence using a range of technologies that provide a positive representation of who they are, listing attributes others may find valuable (e.g. job / university application profiles)</p> <p>Link to Project EVOLVE Search and Access Resources ▶ Year Group ProjectEVOLVE</p>
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	<p>I can explain how the security of data in a network can be compromised internally or externally and give examples of how this might occur (e.g. DDOS, proxy-bypass, distro, hacking). I can describe actions that can minimise risks.</p> <p>I can explain why networks require secure management and can give examples of services that support this (e.g. firewalls, VPN, user monitoring).</p> <p>I can explain the value of regular data backup in system recovery, and can give examples of and demonstrate effective practice in how this might be achieved (e.g. removable media, cloud).</p> <p>Link to Project EVOLVE Search and Access Resources ► Year Group ProjectEVOLVE</p>					
<p>Personal Development Asdan Silver / Gold Purple Exercise Books</p>  <p>To map in Careers</p>	<p>Module 8 World of Work A5 Carry out research on post 16 education. A4 Visit a sixth form centre or similar provision. A3 Learn about the job application process. A1 Talk to a career's adviser about your future plans. (CSW)</p> <p>A2 Find out about local job opportunities (Teacher) A8 Take part in a mock interview (prefects’ interview) A9 Find out about local employment opportunities (Teacher) A6 Find out about places of employment (Teacher)</p>	<p>Module 10 The Wider World 10B5 Plan a holiday in a different county.</p>	<p>Module 7 Health and Wellbeing Educare get pupils on to complete food safety level 2 Basic First aid course to be booked.</p>	<p>Module 12 Beliefs and Values B5 Carry out an in-depth study of an organisation.</p>	<p>Exams To make up hours if needed using ASDAN PSHE / RE</p>	

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<p>Nurture Personal Development Life Skills Challenge Lifeskills Challenge Challenges</p>	<p>Mental Health and Wellbeing Challenge Ref: 2614 Lifeskills Challenge Mental health and wellbeing - Entry 1 What the learner needs to know, understand or be able to do The learner will: Be able to recognise what is meant by good mental health and poor mental health. Be able to identify support that is available to look after own mental health and wellbeing. Take part in an activity to support own mental health and wellbeing.</p> <p>Introduction to Yoga Challenge 1924 Lifeskills Challenge Introduction to Yoga - WTE1 What the learner needs to know, understand or be able to do The learner will: Be able to sit or lie in stillness during a period of relaxation. Be involved in a Yoga based warm up. Engage with poses needed to perform a 'Sun Salutation'.</p>	<p>Doing Own Laundry Challenge Ref:1247 Lifeskills Challenge Doing own laundry - Entry 2 What the learner needs to know, understand or be able to do The learner will: Be able to identify a reason for washing clothes. Be able to sort clothing into light and dark colours Know the sequence of events for using a washing machine. Know what to do when the machine has finished. Be able to dry the clothes. Be able to put washing away.</p> <p>Making a bed Challenge Ref: 3693 Lifeskills Challenge Making a bed - WTE1 What the learner needs to know, understand or be able to do. The learner will: Be able to locate items needed to make a bed Be involved in using equipment to make a bed (experience) Be able to place items on the bed in correct location</p>	<p>Bedroom Hygiene Challenge Ref:4986 Lifeskills Challenge Bedroom Hygiene - Entry 2 What the learner needs to know, understand or be able to do The Learner will: Be able to locate items needed to make a bed Be involved in using equipment to make a bed (experience) Be able to place items on the bed in correct location</p> <p>Exploring Art Challenge Ref:3561 Lifeskills Challenge Exploring art - Entry 2 What the learner needs to know, understand or be able to do The learner will: Show that they can appreciate art. Identify what equipment is needed to produce artwork. Show they can evaluate their work. Demonstrate how to tidy away.</p>	<p>Using Money Challenge ref: 1313 Lifeskills Challenge Using Money - Entry 2 What the learner needs to know, understand or be able to do The learner will: Be able to use coins to make up given values. Be able to calculate the correct change. Be able to pay for an item in a real life setting.</p>	<p>Mental Health and Wellbeing Challenge Ref 2747 Lifeskills Challenge Mental health and wellbeing - WTE1 What the learner needs to know, understand or be able to do The learner will: Be able to show an awareness of mental health. Be able to identify activities that contribute to good mental health and wellbeing. Take part in an activity to support their own mental health and wellbeing.</p> <p>Introduction to Boccia Challenge Ref: 1330 Lifeskills Challenge Introduction to Boccia - Entry 3 What the learner needs to know, understand or be able to do The learner will: Be able to identify the equipment required to play boccia Be able to state the rules for the boccia Be able to state different ways a ball can be propelled in boccia Be able to play a game of boccia Be able to identify and play different games to improve boccia skills</p>
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<p>Careers Careers</p>	<p>Review aspirations, interests, and skills. Researching into local colleges and course. CSW Donna Osbourne Meet year 11 for independent advice. Visiting colleges and looking at college requirements and</p>	<p>Skills builder – Drop down day for year 10 & 11 or completed over the term. Operation Moonbase - Skills Builder Hub Operation Moonbase - Crib Sheet (Steps 7-9) - Skills Builder Hub</p>		<p>CV writing Skills-based CV Guide - Skills Builder Hub Skills-based CV Guide INTERACT! VE (1).pdf</p>	<p>Preparation for College Interviews College Interviews LA to name next placements.</p>	<p>Preparation for College Interviews College Interviews LA to name next placements</p>	<p>Preparation for College Interviews College Interviews LA to name next placements</p>
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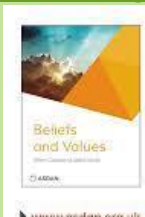
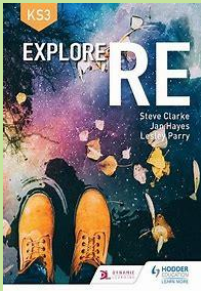
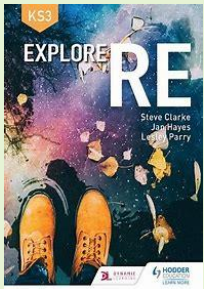
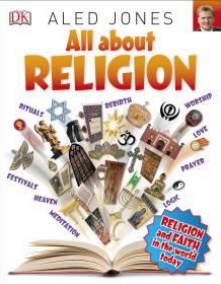
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	<p>reviewing if pupils are on track.</p> <p>Prefect applications and interviews. Pupils attend Annual Review</p>	<p>Operation Moonbase - Crib Sheet (Steps 7-9) - Skills Builder Hub</p> <p>CSW Donna Osborne meetings. CSW Leavers Reports Completed by Donna Osbourne.</p> <p>Prefects start to develop their jobs and responsibilities. Complete personal Statement for college application form.</p> <p>All college applications and EHCP submitted.</p>		<p>CSW (DO Meet year 11 leavers, complete all year 10)</p> <p>College talks from Exeter College and ROC</p> <p>Careers fair with visitors from Exeter College, DGT, South Devon College, Oakwood Court, PFA Team, CSW, ROC College.</p> <p>Preparation for College Interviews College Interviews</p>			
Careers Nurture Group	<p>Visit Post 16 @ OMS and ask research into what it offers.</p> <p>Visiting colleges and looking at college requirements and reviewing if pupils are on track.</p> <p>Prefect applications and interviews. CSW Donna Osbourne Meet year 11 for independent advice.</p> <p>Exploring Practical Jobs in the classroom. Challenge Ref:4565 Lifeskills Challenge Exploring practical jobs around the classroom - WTE1 What the learner needs to know, understand or be able to do The learner will: Be able to experience organising jobs. Be able to experience cleaning jobs.</p>		<p>CSW Donna Osborne meetings. CSW Leavers Reports Completed by Donna Osbourne.</p> <p>Prefects start to develop their jobs and responsibilities.</p> <p>Participating in classroom jobs Challenge reference: 3574 Lifeskills Challenge Participating in classroom jobs - Entry 1 What the learner needs to know, understand or be able to do The learner will: Be able to participate in cleaning jobs in the classroom. Be able to participate in organising jobs in the classroom. Be able to participate in creating displays and decorating in the classroom.</p>	<p>Developing awareness of jobs and myself Challenge reference: 6390 Lifeskills Challenge Developing awareness of jobs and myself - WTE1 What the learner needs to know, understand or be able to do The learner will: Be able to communicate personal interests and preferences with support. Be able to show knowledge of their individual skills and qualities at home and in school with support. Be able to show knowledge of different jobs in the community with support. Be able to show knowledge of the different jobs in an educational setting.</p>	<p>From Preparing for adulthood website Look at your matters island from last year and update. What Matters Island - NDTi b.-what-matters-island-editable.pdf (ndti.org.uk)</p> <p>One Page Profile Challenge Ref: 1042 Lifeskills Challenge One Page Personal Profile - WTE1 What the learner needs to know, understand or be able to do The learner will: Be able to communicate what is important to the learner. Be able to be able to communicate how others can provide them with effective support. Be able to communicate own personal aspirations for the future.</p>	<p>Support Transision to next placement with visits, develop questions about important things to the student to ask Where are the toilets, what is my timetable, who will be in my class, what is my teachers name?</p>	

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	Be able to explore creating displays and decorating the classroom.		Exploring different types of jobs Challenge reference: 2012 Lifeskills Challenge Exploring different types of jobs - WTE1 What the learner needs to know, understand or be able to do The learner will: Be able to explore different working environments through role play. Be able to select appropriate objects used for different jobs.		Planning My Future Life - NDTi Complete Planning-My-Future-Life-Booklet-For-Printing.pdf (ndti.org.uk) Vocational Profile - NDTi Vocational Profile - For Printing.pdf (ndti.org.uk)		
Employability Skills Computer/ Admin Skills Microsoft 365 help & learning Click on the icons to support learning Links to the main training / support. Target to groups needs for KS4 focus on skills for post 16 and employability to be supported through ASDSN Personal Development Taks	Microsoft 365 – Word help & Learning Word help & learning (microsoft.com) Collaborate Share & coauthor - Microsoft Support Insert Text Share & coauthor - Microsoft Support Pages & Layouts Lay out pages - Microsoft Support Picture Insert tables, pictures & watermarks - Microsoft Support Save Save a document - Microsoft Support		Microsoft 365 – Outlook & Learning. Outlook help & learning (microsoft.com) Customize Customize - Microsoft Support Email Email - Microsoft Support Calendar Calendar - Microsoft Support Contacts & Tasks Contacts and tasks - Microsoft Support Manage Manage and organize - Microsoft Support	Microsoft 365 – PowerPoint Help & Learning PowerPoint help & learning (microsoft.com) Collaborate Collaborate and share - Microsoft Support Design Design your slides - Microsoft Support Animations Animations and multimedia - Microsoft Support Picture & Charts Pictures, charts, and tables - Microsoft Support Present Print and present - Microsoft Support Slides and Texts Slides and text - Microsoft Support	Microsoft 365 – Excel Help & Learning Excel help & learning (microsoft.com) Collaborate Share and print - Microsoft Support Fomulas & Analyse Formulas and functions - Microsoft Support Import and Anayse Import and analyze data - Microsoft Support Format Data Enter and format data - Microsoft Support	Mircrosoft 365 – Teams Help & Learning Microsoft Teams help & learning Meetings Join a meeting in Microsoft Teams - Microsoft Support Chat Start a chat in Microsoft Teams - Microsoft Support Teams and Channels Create a team from scratch in Microsoft Teams - Microsoft Support Files Explore the Files list in Microsoft Teams - Microsoft Support	
ASDAN Short Course Beliefs and Values 2-year Programme			Module 2: Environment Complete all 4 Tasks A1: Recognise that we all affect the environment.		Module 4: Peace and Conflict Complete all 4 Tasks A1: Understand that everyone has a part to play in the promotion of peace in society.		Module 6: Inspiration Complete all Tasks A1: Understand what inspiration means and that it comes from many sources.

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<p>Orange Exercise Book</p> <p>Resources</p> <p>ASDAN BV Resources staff sharing</p>  <p>Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com)</p>		<p>A2: Understand global warning and its importance. A3: Understand how human activity contributes to global warming. A5: Understand that people with similar views form environmental action groups.</p> 	<p>A2: Understand that some people are pacifist and are opposed to war. A4: Understand that the armed forces exist to protect and ensure peace: appreciate the impact on members of forces and families. A5: Understand that the decision to go to war is complex and that people have different views on the necessity of war to resolve conflict.</p>	<p>A2: Understand that people can be influenced by different things. A3: Appreciate that wonder and awe of nature inspires many people. A5: Understand that inspiration is not just a religious experience, and that people may be inspired by other things.</p>		
<p>Nurture Beliefs and Values ASDAN Life Skills Challenge Nurture</p> <p>Life Skills Challenge</p> <p>Lifeskills Challenge Challenges</p>  	<p>Awareness of Different Religions Challenge Ref 1577 – Entry 1</p> <p>Lifeskills Challenge Awareness of different religions. - Entry 1 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.</p> <table><tr><td><p>Visiting a place of worship Challenge Ref 1240 – Entry 2</p><p>Lifeskills Challenge Visiting a place of religious worship - Entry 2 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.</p><p>To visit local church in Dawlish – To complete challenge Road Skills 1 : Road safety - pedestrians Challenge reference: 1381 https://www.lifeskillschallenge.org.uk/challenges/preview/2318 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. Understand the meaning of the icons on the pedestrian crossing. Be able to walk across the road safely</p></td><td><p>Awareness of Different Religious Worship Challenge Ref 1092 – Entry 2</p><p>Lifeskills Challenge Awareness of different religious worship - Entry 2 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.</p><p>To organise and Plan a trip to a place of worship in Exeter.</p><p>To complete challenge Road Safety Challenge Ref 5354 – Entry 1</p><p>Lifeskills Challenge Road safety - Entry 1</p><p>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 safel</p></td></tr></table>			<p>Visiting a place of worship Challenge Ref 1240 – Entry 2</p> <p>Lifeskills Challenge Visiting a place of religious worship - Entry 2 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.</p> <p>To visit local church in Dawlish – To complete challenge Road Skills 1 : Road safety - pedestrians Challenge reference: 1381 https://www.lifeskillschallenge.org.uk/challenges/preview/2318 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. Understand the meaning of the icons on the pedestrian crossing. Be able to walk across the road safely</p>	<p>Awareness of Different Religious Worship Challenge Ref 1092 – Entry 2</p> <p>Lifeskills Challenge Awareness of different religious worship - Entry 2 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.</p> <p>To organise and Plan a trip to a place of worship in Exeter.</p> <p>To complete challenge Road Safety Challenge Ref 5354 – Entry 1</p> <p>Lifeskills Challenge Road safety - Entry 1</p> <p>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 safel</p>	<p>World Religions Challenge Ref 2318 - Entry 1</p> <p>Lifeskills Challenge World religions - Entry 1 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.</p>
<p>Visiting a place of worship Challenge Ref 1240 – Entry 2</p> <p>Lifeskills Challenge Visiting a place of religious worship - Entry 2 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.</p> <p>To visit local church in Dawlish – To complete challenge Road Skills 1 : Road safety - pedestrians Challenge reference: 1381 https://www.lifeskillschallenge.org.uk/challenges/preview/2318 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. Understand the meaning of the icons on the pedestrian crossing. Be able to walk across the road safely</p>	<p>Awareness of Different Religious Worship Challenge Ref 1092 – Entry 2</p> <p>Lifeskills Challenge Awareness of different religious worship - Entry 2 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.</p> <p>To organise and Plan a trip to a place of worship in Exeter.</p> <p>To complete challenge Road Safety Challenge Ref 5354 – Entry 1</p> <p>Lifeskills Challenge Road safety - Entry 1</p> <p>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 safel</p>					

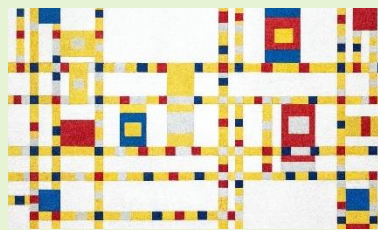
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Resources to support chosen Religions							
Craft and Construction Enterprise Nurture Group	Enterprise Project Products to sell at the Christmas Fete. Unit 1 Ideas Generation and Roles within the project Unit 2 Design a product Unit 3 Costing Unit 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 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 Home Cooking Skills Level 1 or Level 2 BTEC Home Cooking Skills Pearson qualifications Needs updating	BTEC Level 2 Home Cooking Skills Health & Safety. Set up work booklets. Introduction to unit and structure of the programme of learning and assessment.			Assessment Criteria Learning outcomes Assessment 1 Be able to plan a nutritious, home-cooked meal using basic ingredients 1.1 plan a nutritious two-course meal 2 Be able to prepare, cook and present a nutritious,	Assessment Criteria Learning outcomes Assessment 1 Be able to plan a nutritious, home-cooked meal using basic ingredients 1.1 plan a nutritious two-course meal 2 Be able to prepare, cook and present a nutritious,	Securing Skills and Making recipe book	Exam Revision

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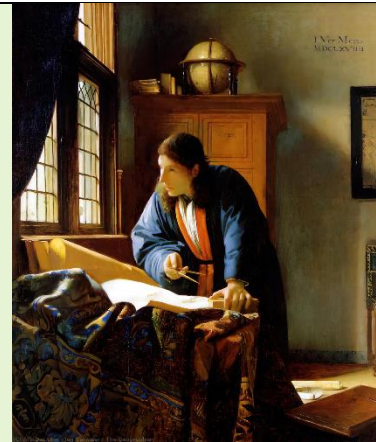
				<p>home-cooked meal using basic ingredients</p> <p>2.1 select and prepare ingredients for recipes for a nutritious, two-course meal</p> <p>2.2 use cooking skills when following the recipes</p> <p>2.3 demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4 apply presentation skills when serving the meal</p> <p>3 Understand how to cook economically at home</p> <p>3.1 explain ways to economise when cooking at home</p> <p>4 Be able to pass on information about cooking meals at home from scratch</p> <p>4.1 identify ways information about cooking meals at home from scratch has been passed on to others</p>	<p>home-cooked meal using basic ingredients</p> <p>2.1 select and prepare ingredients for recipes for a nutritious, two-course meal</p> <p>2.2 use cooking skills when following the recipes</p> <p>2.3 demonstrate food safety and hygiene throughout the preparation and cooking process</p> <p>2.4 apply presentation skills when serving the meal</p> <p>3 Understand how to cook economically at home</p> <p>3.1 explain ways to economise when cooking at home</p> <p>4 Be able to pass on information about cooking meals at home from scratch</p> <p>4.1 identify ways information about cooking meals at home from scratch has been passed on to others</p>		
GCSE Art	Piet Mondrian		Jan Vermeer and the Dutch School To look into light to show form	Still Life and Objects as a narrative	Lucie Rie The functional form in art (coiling)	Slab construction (containers)	Photographing nature (close-up)

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Art

Drawing
Pen Art
Portrait Art
Luke Dixon



Graffiti Art
Banksy

Introduce Banksy, his street art and events (such as the self-destructing



Joseph Cornell



Pierre Bonnard

Pencil Art Painting
Sweets

Sarah Graham

[SARAH GRAHAM](#)

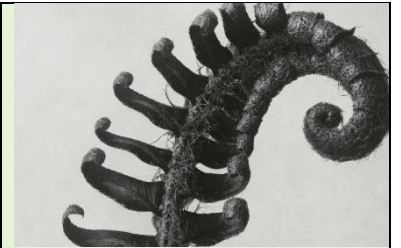


Salvador Dali
Fish works

Drawing 3D fish from recyclable materials



Ceramics
Face Art
Clayton Bailey

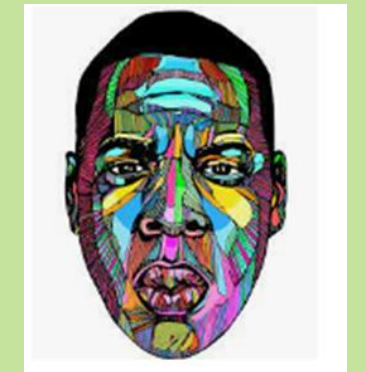
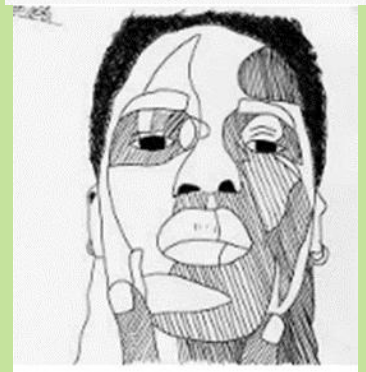


Karl Blossfeldt



Digital Art: Photoshop
Collage
Jean Faucheur

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work of art) that have made him famous.

Use the following clip to demonstrate how we could create our own stencil art in the style of Banksy:

<https://www.bbc.co.uk/bitesize/clips/zsghdmn>



[Artist Tutorial - Sarah Graham coloured Pencil tutorial - YouTube](#)

[Chupa Chup stencil painting exercise - YouTube](#)



[Artist Sarah Graham on Nostalgia, Colour and How to Create The Blur - \(theartyteacher.com\)](#)

