

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

## (2a) Curriculum Policy

Including 2b Curriculum Plan

2c Extra-curricular activities

2d PSHE

Rev.	Date	Amendment	Approved By:	Authorised By:
9	February 2024	Policy Review and update for Material Change request (Year 11)	LB	LB
8	April 2021	Policy Review	SH	RU
7	September 2018	Policy Review and Annex updated in line with ISI Sept 2018 regulations	KLM	RU
6	Jan 2018	Full Review and Formatted	KLM	RU
5	Jan 2016	Content Review	KLM	RU
4	Feb 2015	Content Review	KLM	RW
3	Sep 2014	Full revision re. GN advice	KLM	RW
2	Jan 2012	Reviewed and revised	KLM	RW
1	Dec 2009	Revised format and reviewed content.	KLM	RW

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

## Curriculum Policy

### Contents

Aims.....	3
School Hours.....	3
Curriculum Provision .....	4
1.1 Linguistic.....	4
1.2 Mathematical.....	4
1.3 Scientific.....	4
1.4 Technological .....	4
1.5 Human and Social .....	4
1.6 Physical .....	5
1.7 Aesthetic and Creative .....	5
1.8 First-Hand Experience .....	5
Curriculum Content and Progression .....	5
1.9 Programmes of Study .....	6
1.10 Teaching Groups.....	6
1.11 Special Educational Needs .....	7
1.12 Classroom Support.....	7
1.13 Curriculum Plan.....	7
1.14 Homework .....	8
Personal, Social and Health Education.....	8
Preparation for Adult Life.....	8
<b>Annexes</b>	
(2b) Curriculum Plan Annex.....	9
(2c) Extra-curricular activities .....	12

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

## Curriculum Policy

This statement of the aims, principles and strategies for teaching and learning at Yateley Manor School was devised after full consultation with all Heads of Department.

### Aims

Our aims for all teaching and learning are that all pupils will:

- Be tolerant and understanding with respect for the rights, views and property of others;
- Develop a responsible and independent attitude towards work and towards their roles in society;
- Achieve their potential in terms of academic achievement, aesthetic appreciation and spiritual awareness.

### School Hours

- Pupils may arrive at school any time after 08.00. Breakfast is offered with supervision from 08.00 onwards on a Friday morning.
- The compulsory school day begins at 08.35.
- Excluding registrations and breaks, timetabled hours per week are:
  - Reception, Years 1 and 2: average 23.75 hours
  - Years 3 and 4: 26.7 hours
  - Years 5 to 11: 27.5 hours
- The compulsory school day ends at:
  - 12.00 for Nursery or 15.30pm (depending on sessions attended)
  - 15.20 for Reception,
  - 15.30 for Year 1,
  - 15.40 for Year 2,
  - 16.05 for Years 3 and 4,
  - 16.15 for Years 5 to 11
- A wide range of voluntary activities continues until 17.25. As an individual's interests and stamina develop it is increasingly likely pupils stay for more activities.
- Activities finish at 17.25 and coaches leave at 17.35 p.m.
- Pre-prep pupils can stay at school until 18.00, Prep and Senior pupils until 18.30, for supervised homework or recreation.
- Some extra-curricular activities are chargeable whilst others are not.

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

## Curriculum Provision

### 1.1 Linguistic

Literacy and English provision is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing.

French is taught throughout the school, with older pupils introduced to a second modern foreign language, typically Spanish.

French or Spanish are occasionally used as the medium of instruction in cookery sessions.

### 1.2 Mathematical

Numeracy and Mathematics provision helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly.

Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

### 1.3 Scientific

Science provision develops pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. These include, for example, observing, forming hypotheses, conducting experiments and recording findings.

### 1.4 Technological

Design and Technology uses creativity and imagination, pupils designing and making products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

Food and Nutrition prepares pupils for some important aspects of everyday living, developing competence and the ability to make informed choices in matters of hygiene, safety, health and diet.

Textiles is taught to children in Year 5 upwards, introducing them to sewing machines and irons.

Woodwork is taught to children in Year 5 upwards, introducing them to the use of tools and machinery.

### 1.5 Drama

Drama is taught as a timetabled subject from Year 2 to Year 9. Pupils have access to the LAMDA programme, with examinations scheduled during the year. Drama helps children to develop confidence, presentation and interpersonal skills.

### 1.6 Human and Social

History, Geography and Religious Studies are all concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions.

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

Religious Education, including assemblies, and the PHSE programme play a major role in promoting spiritual, moral, social and cultural development.

### **1.7 Physical**

Physical Education, including Games, develops pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

### **1.8 Aesthetic and Creative**

There are aesthetic and creative aspects in many subjects, offering experience of the processes of making, composing and inventing. Some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.

### **1.9 First-Hand Experience**

A common theme throughout this broad and balanced curriculum is first-hand experience and encouraging pupils to take control of their own learning. Thus:

- investigative work is common;
- pupils are encouraged to communicate their findings in a variety of ways;
- as they mature, opportunities are provided for pupils to become involved in decision making;
- the programme of educational visits, both residential and day, makes a strong contribution to the broader curriculum;
- school events such as assemblies, concerts and drama are seen as opportunities for all pupils (not just the most gifted) to demonstrate their own best performance.

### **1.10 Careers Advice and Support**

The Careers Education Programme at Yateley Manor provides pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes.

The programme begins in Year 7 and follows the Gatsby Benchmarks to support the changing landscape for career guidance.

Throughout their time at Yateley Manor, pupils will access a range of opportunities that will enable them to engage with employers and education providers to ensure they leave with the skills and confidence to build successful future careers.

## **Curriculum Content and Progression**

The ability to learn and work independently grows as the pupils enjoy a vibrant and stimulating educational journey from the age of 2 to 16. Appropriate curriculum content, in appropriate teaching groups, ensure that all pupils have the opportunity to learn and make progress in all areas, including speaking, listening, literacy and numeracy skills.

Content is, in the main, subject-based with cross-curricular links recognised where appropriate. Programmes of work recognise stages of progression.

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

- Nursery and Reception: Foundations for literacy and numeracy, following the EYFS framework.
- Years 1 and 2: Requirements of National Curriculum Key Stage 1.
- Years 3 and 4: Foundations of Key Stage 2 knowledge
- Years 5 and 6: Requirements of Common Entrance at 11+, and National Curriculum Key Stage 2.
- Years 7 and 9: Requirements of Scholarship, the Prep Schools Baccalaureate, Common Entrance at 13+, and National Curriculum Key Stage 3.
- Years 10 and 11: Requirements of National Curriculum Key Stage 4 and the GCSE Curriculum.

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

### 1.11 Programmes of Study

The Nursery and Reception follow the Early Years Framework set for the Foundation Stage. Alongside this they may refer to the National Curriculum for Literacy, Numeracy and Computing.

The prime curriculum areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

Children are supported in four specific areas through which the prime areas are strengthened and applied.

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Years 1 and 2 develop these areas into specific subjects. In addition, French and Music are taught from Nursery onwards. Sport is taught by specialists from Reception onwards.

Programmes of study for all year groups, which may be based on commercially available schemes of work, are written and maintained by Heads of Department and Heads of Year.

These include subject material appropriate for the ages and aptitudes of all pupils. This includes those with special educational needs or learning difficulties, those for whom English is an additional language, and the most able.

### 1.12 Teaching Groups

The predominant mode of working is individual work and class teaching, although group work is used where appropriate. Within this structure:

- There is an increasing emphasis on subject-based teaching. In pre-prep, all teachers teach most subjects to their own classes. The majority of teaching groups in pre-prep are of mixed ability, with some ability grouping for phonics and mathematics. Children receive tuition from subject-specialists in Sport, Music, French and Drama (Year 2 only).
- In Years 5 and above, children are taught by subject specialist teachers for all of their lessons.
- Teaching groups in year 3 and 4 are generally of mixed ability although matched ability sets are used in mathematics and English. There is a transition from class teaching in years 3 and 4 to subject teaching in year 5
- Teaching groups in years 5 and 6 are structured according to ability in language and number;
- Teaching groups in Years 7, 8 and 9 are structured according to ability in each subject.
- Teaching groups in Years 10 and 11 are structured according to need and ability.
- Relevant discussion is encouraged, although some parts of the day allow time for private, silent study.

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

The structure of teaching groups and the procedures for review of individual placement are described in the school's [Teaching Group policy](#).

### 1.13 Special Educational Needs

The curriculum is designed to provide access and opportunity for all pupils who attend the school. The curriculum is differentiated carefully and adapted to meet the needs of individual pupils when appropriate.

If a pupil has a particular need, the school does all it can to meet these individual needs. The school complies with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a pupil displays signs of having special needs, the Head of Learning Support makes an assessment of this need. In most instances the Head of Learning Support is able to suggest resources and educational opportunities which meet the pupil's needs within the normal class structure. If a pupil's need is beyond those that can be met with adaptive and quality first teaching, additional support will be outlined through an individual learning plan.

The school provides an Individual Learning Plan (ILP) for each of the children who are on the Special Needs Register. This sets out the nature of the special need, and outlines how the child can be supported to access the curriculum. An individual learning plan supports targets set by classroom teachers for improvement, so that the progress of each child can be reviewed and monitored at regular intervals.

Pupils with special educational needs may access additional support provided in the curriculum. We provide support for individual needs in the curriculum.

The school's [Learning Support Policy](#) must be read in conjunction with this document.

### 1.14 Classroom Support

Classroom support is available in the form of classroom assistants, at the discretion of the class teacher and Senior Leadership Team:

- Volunteer helpers assist in the practical classroom subjects, for example textiles and cookery, in sports activities, outside activities and in providing other help, such as developing contacts with industry, commerce, local services and places of interest;
- Secondary school pupils and FE students on work experience are accepted into school and certain standards of dress and conduct are expected;

### 1.15 Curriculum Plan

For the current structure of the school's timetable please see [Curriculum Plan](#).

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

## 1.16 Homework

Homework is considered to be an essential element of the teaching and learning process therefore:

- Pupils are encouraged to work at home on a regular basis;
- It is expected that all pupils will read at home or share a book with their parents;
- Pupils will have multiplication tables and spellings to learn at home;
- Extra homework tasks may be given to senior pupils to help prepare them for examinations;
- Further practice in basic skills (e.g. Handwriting) may be set at the discretion of class teachers with the agreement of parents;
- In Years 3 to 11, homework and reading are monitored by pupils being provided with a record book which is signed by parents.

The school's [Homework Policy](#) must be read in conjunction with this document.

## Personal, Social and Health Education and Relationships and Sex Education (RSE)

At Yateley Manor, values drive our behaviour and are vital in shaping our life together as a learning community. Learning is built upon a core set of values at the heart of all that we do, creating a dynamic and caring environment. Here at Yateley Manor School we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We believe that the six fundamental values of **Community, Relationships, Happiness, Resilience, Teamwork** and **Reflection** provide the base on which an education at Yateley Manor underpins our lives together.

Our PSHE and RSE schemes of work will teach, encourage, and expect all pupils to identify with, embody and model these values.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use **Jigsaw**, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to children's needs. The overview of the programme can be seen on the school website.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. This programme's complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

## Preparation for Adult Life

We expect pupils will leave Yateley Manor with high self-esteem and a strong sense of individual responsibility. They will have good manners, a clear moral compass and an understanding of right and wrong. They will be socially adept and have made great friends

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 9	Date: Feb 2024

for life. They will emerge fully equipped for success in their future.

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 8	Date: April 2021

## Annexes

### (2b) Curriculum Plan Annex CURRICULUM DIAGRAM - Academic Year 23/24

Rev.	Date	Amendment	Approved By:	Authorised By:
4	April 2021	Policy Review	SH	RU
3	September 2018	Policy Renamed	KJM	RU
2	Jan 2018	Full Review and Formatted	KJM	RU
1	Oct 2015	Policy Annex Created.	KJM	RW

Year 5

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**Year 6**

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**Year 7**

<b>L</b>	7 Language	<b>15</b>	<b>A</b>	7 Art	<b>4</b>	<b>F</b>	7 MFL	<b>4</b>	<b>M</b>	7 Maths	<b>7</b>	<b>P</b>	7 PerfA	<b>4</b>	<b>S</b>	7 STEM	<b>8</b>	<b>7</b>	7 Options	<b>4</b>	<b>R</b>	7 PSE	<b>3</b>	<b>G</b>	7 Sport	<b>6</b>							
EX	12	En <sub>7</sub> Ge <sub>2</sub> Hi <sub>2</sub> Rs <sub>2</sub> Sp <sub>2</sub>	15	AX	12	Ar <sub>2</sub> Dt <sub>2</sub>	4	F1	12	Fr <sub>4</sub>	4	M1	12	Ma <sub>7</sub>	7	PX	12	Dr <sub>2</sub> Mu <sub>2</sub>	4	S1	12	Sc <sub>6</sub> Te <sub>2</sub>	8	12	Op <sub>4</sub>	4	7HJ	6	Ps <sub>3</sub>	3	12	Ga <sub>4</sub> Pe <sub>2</sub>	6
																							7RE	6	Ps <sub>3</sub>	3							

### Year 8

<b>L</b>	8 Language	<b>13</b>	<b>A</b>	8 Arts	<b>4</b>	<b>F</b>	8 MFL	<b>6</b>	<b>M</b>	8 Maths	<b>7</b>	<b>P</b>	8 PerfA	<b>4</b>	<b>R</b>	8 PSE	<b>3</b>	<b>S</b>	8 STEM	<b>8</b>	<b>8</b>	8 Options	<b>4</b>	<b>G</b>	8 Sport	<b>6</b>			
EX	11	En <sub>7</sub> Ge <sub>2</sub> Hi <sub>2</sub> Rs <sub>2</sub>	13	AX	11	Ar <sub>2</sub> Dt <sub>2</sub>	4	F1	11	Fr <sub>4</sub> Sp <sub>2</sub>	6	M1	11	Ma <sub>7</sub>	7	8HR	8	Ps <sub>3</sub>	3	S1	11	Sc <sub>6</sub> Te <sub>2</sub>	8	22	Op <sub>4</sub>	4	22	Ga <sub>4</sub> Pe <sub>2</sub>	6
EY	11	En <sub>7</sub> Ge <sub>2</sub> Hi <sub>2</sub> Rs <sub>2</sub>	13	AY	11	Ar <sub>2</sub> Dt <sub>2</sub>	4	F2	11	Fr <sub>4</sub> Sp <sub>2</sub>	6	M2	11	Ma <sub>7</sub>	7	8JL	7	Ps <sub>3</sub>	3	S2	11	Sc <sub>6</sub> Te <sub>2</sub>	8						
																8EA	7	Ps <sub>3</sub>	3										

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 8	Date: April 2021

Year 8

**Year 5**  
**Year 4**

<b>?</b>	<b>General</b>	<b>22</b>	<b>?</b>	<b>Art</b>	<b>2</b>	<b>?</b>	<b>Form Period</b>	<b>4</b>	<b>?</b>	<b>Games</b>	<b>4</b>	<b>?</b>	<b>Matches</b>	<b>4</b>	<b>?</b>	<b>Maths</b>	<b>8</b>	<b>?</b>	<b>Options</b>	<b>3</b>	<b>?</b>	<b>PSE</b>	<b>5</b>	<b>?</b>	<b>Technology</b>	<b>3</b>	
PT 15	Co, Dr, En, Fr, Ge, Hi, Mu, Rs, Sc	22	4-1 15	Ar <sub>2</sub>	2	ALT 15	Fo <sub>4</sub>	4	-B 29	<sup>15</sup> Ga <sub>4</sub>	4	-B 29	Pe <sub>4</sub>	4	-1 15	Ma <sub>8</sub>	8	YR 57	Op <sub>3</sub>	3	ALT 15	Ps <sub>5</sub>	5	A 29	<sup>10</sup> Dt <sub>3</sub>	3	
SS 14	Co, Dr, En, Fr, Ge, Hi, Mu, Rs, Sc	22	4-2 14	Ar <sub>2</sub>	2	SS 14	Fo <sub>4</sub>	4	-G 28	<sup>14</sup> Ga	4	-G 28	Pe <sub>4</sub>	4	-2 14	Ma <sub>8</sub>	8				SS 14	Ps <sub>5</sub>	5		<sup>10</sup> Dt		
			4-3 14	Ar <sub>2</sub>	2	PT 14	Fo <sub>4</sub>	4		<sup>14</sup> Ga <sub>4</sub>	4				-3 14	Ma <sub>8</sub>	8				PT 14	Ps <sub>5</sub>	5		<sup>3</sup> Dt		
			4-4 14	Ar <sub>2</sub>	2	GHC 14	Fo <sub>4</sub>	4		<sup>14</sup> Ga	4				-4 14	Ma <sub>8</sub>	8				GHC 14	Ps <sub>5</sub>	5				
<b>?</b>	<b>General</b>	<b>22</b>																						<b>?</b>	<b>Technology</b>	<b>3</b>	
ALT 14	Co, Dr, En, Fr, Ge, Hi, Mu, Rs, Sc	22																					B 28	<sup>10</sup> Dt <sub>3</sub>	3		
GHC 14	Co, Dr, En, Fr, Ge, Hi, Mu, Rs, Sc	22																							<sup>3</sup> Dt		
																									<sup>3</sup> Dt		

**Year 3**

<b>?</b>	<b>General</b>	<b>25</b>	<b>?</b>	<b>Art</b>	<b>2</b>	<b>?</b>	<b>Form Period</b>	<b>4</b>	<b>?</b>	<b>Games</b>	<b>4</b>	<b>?</b>	<b>Maths</b>	<b>8</b>	<b>?</b>	<b>Options</b>	<b>3</b>	<b>?</b>	<b>PSE</b>	<b>5</b>	<b>?</b>	<b>Matches</b>	<b>4</b>	
AC 10	Co, Dt, En, Fr, Ge, Hi, Mu, Rs, Sc	25	3-1 10	Ar <sub>2</sub>	2	AC 10	Fo <sub>4</sub>	4	-B 15	<sup>8</sup> Ga <sub>4</sub>	4	-1 10	Ma <sub>8</sub>	8	YR 29	Op <sub>3</sub>	3	AC 10	Ps <sub>5</sub>	5	-BO 15	Pe <sub>4</sub>	4	
HJ 10	Co, Dt, En, Fr, Ge, Hi, Mu, Rs, Sc	25	3-2 10	Ar <sub>2</sub>	2	HJ 10	Fo <sub>4</sub>	4		<sup>7</sup> Ga	4	-2 10	Ma <sub>8</sub>	8				HJ 10	Ps <sub>5</sub>	5	-GI 14	Pe <sub>4</sub>	4	
GJR 9	Co, Dt, En, Fr, Ge, Hi, Mu, Rs, Sc	25	3-3 9	Ar <sub>2</sub>	2	GJR 9	Fo <sub>4</sub>	4	-G 14	<sup>7</sup> Ga <sub>4</sub>	4	-3 9	Ma <sub>8</sub>	8				GJR 9	Ps <sub>5</sub>	5				
										<sup>7</sup> Ga	4													

## (2c) Extra-curricular activities

### After School Clubs - Summer Term 2021

#### Monday

Pre-Prep Lego SB  
Pre-Prep Karaoke KB  
Homework SS  
Geography Quiz Club RA  
Year 3 & 4 Puzzles & Board Games GJR  
Language Puzzles Club SKP  
Year 8 Latin Masterclass [By Invitation only] MJB  
Year 5 & 6 Drama Production [Cast Only] GPB, EMG  
Music Practice Club [Years 3-8] RG  
Cricket Nets RE  
Climbing Wall TM

#### Tuesday

Pre-Prep Hama Beads & Funky Fingers Club AH  
Pre-Prep Drawing Club SLD  
Pre-Prep Chess [3.40-4.10 pm] AM  
Year 2-4 Computers CS  
Homework AER  
Year 5 & 6 Chess AM  
Chess Masterclass [5.30-7.00 pm] AM  
Music Practice Club [Years 1-8] RG  
Bear Grylls Club PT  
Year 7 & 8 Drama Masterclass [By invitation] GPB  
Maths Club BS  
Athletics Club TM, RE, LA

#### Ballet ES

- Nursery: 2.45 - 3.15pm
- Reception: 3.15 - 3.45pm
- Year 1: 3.45 - 4.15pm
- Year 2: 4.15 - 4.45pm
- Years 3 - 6: 4.45 - 5.30 pm

#### Wednesday

Pre-Prep Purple Mash Club LH  
Pre-Prep Craft Club GHC

Homework CLT  
Masterchef [4.30 - 5.30pm] TH  
Swimming Squad NMM

Title: Curriculum Policy			
Ref.:	AC005	Rev.: 8	Date: April 2021

Mindfulness Colouring Club ALT

Ballet ES

- Nursery: 3.00 - 3.30 pm
- Modern/Jazz Dance ES
  - Reception: 3.30 - 4.00 pm
  - Years 1 & 2: 4.00 - 4.30 pm
  - Years 3 & 4: 4.30 - 5.00 pm
  - Years 5 & 6: 5.00 - 5.30 pm

### **Thursday**

Pre-Prep Mindfulness Club VN  
 Pre-Prep Playdough KB  
 Pre-Prep STEM Stars Science Club KAD  
 Homework CD  
 Music Practice Club [Years 3-8] RG  
 Strategy Games NCD  
 Year 7 & 8 STEM Club JJS  
 French Clinic PCT  
 Year 5 & 6 Drama Production [Cast Only] GPB  
 Chamber Choir [By invitation] JEH, SN  
 Aeroball PD  
 Rounders JAC  
 Swimming Squad NMM, CS

### **Friday**

Pre-Prep Superhero Club KB  
 Pre-Prep Brain Games JV  
 Pre-Prep Chess [3.50-4.20 pm] AM  
 Pre-Prep Swimming NMM, JL  
 Homework TBA  
 Year 5 & 6 Computers SH  
 Year 3 & 4 Chess AM  
 Music Practice Club [Years 3-8] RG  
 Cricket Nets PD, JAC

### **Gail's Extra Clubs LAMDA + Chill & chat**

- Please also note that LAMDA sessions will be in the following slots :
  - Mondays: 1:30 - 2:00pm
  - Tuesdays: 8:10-8:40am
  - Wednesdays: 8:10-8:40am & 1:30-2:00pm
  - Fridays: 1:30-2:00pm
  -
- Chill and Chat Sessions with Years 5-8 on Thursdays from 1:30-2:00pm and with Years 3 & 4 on Wednesdays from 3:10-3:45pm with CT

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### Breaktime Activities

- Just music clubs - JH

### Lunchtime Activities

- M Tech
- Lamda
- Music
- Chill & chat

### Before School

Lamda

Music

Swimming