

Facilities	National Curriculum Links
<p data-bbox="97 311 534 389">Video Camera and computer based editing facilities.</p> <p data-bbox="134 577 497 656">IT Facilities (Computer network).</p>	<p data-bbox="574 311 1513 568">Pupils are now expected to use information and communication technology (ICT) throughout both core and foundation subjects, They are to use these tools to gather information from a variety of sources. These facilities are to enable the pupil to amend, refine and enhance the quality of their work.</p> <p data-bbox="569 577 759 611">Key stage 3</p> <p data-bbox="569 620 987 654">Pupils should be taught to:</p> <ul data-bbox="569 712 1509 1234" style="list-style-type: none"> a) How to collect, enter, analyse and evaluate quantitative and qualitative information, checking it's accuracy [for example, carrying out a survey of local traffic, analysing data gathered in fieldwork]. b) How to use IT to measure, record, respond to and control events by planning, testing and modifying sequencers of instructions [for example, using automatic weather stations, data logging in fieldwork and experiments, using feedback to control devices]. c) How to use IT, including e-mail, to share and exchange information effectively [for example, web publishing, video conferencing]. <p data-bbox="584 1288 1501 1321">Reviewing, modifying and evaluating work as it progresses.</p> <p data-bbox="569 1375 759 1408">Key stage 4</p> <p data-bbox="569 1417 987 1451">Pupils should be taught to:</p> <ul data-bbox="569 1509 1501 1854" style="list-style-type: none"> a) Use information sources and IT tools effectively to share, exchange and present information in a variety of subjects and contexts. b) Work with others to explore, develop and pass on information. c) Be independent, responsible, effective and reflective in their selection, development and use of information sources and IT tools to support their work.

<p>Multimedia music facilities. From the recording process to the finished product, (CD).</p>	<p>Developing musical ideas and composing skills.</p> <p>Key stage 3 and 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Identify the contextual influences that affect the way music is created, performed and heard [for example, intention, use, venue, occasion, development of resources, impact of ICT, the cultural environment and the contribution of individuals]. b) Use ICT to create, manipulate and refine sounds. c) Gain access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills.
<p>Activity Centre (Sound/lighting system, foldaway stage, dance floor).</p>	<p>Controlling sounds through singing and playing- performing skills.</p> <p>Key stage 3 and 4 Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Perform with increasing control of instrument-specific techniques. b) Practise, rehearse and perform with awareness of different parts, the roles and contributions of the different members of the group, and the audience and the venue. <p>Key stage 3 and 4 Dance activities Pupils should be taught to:</p> <ul style="list-style-type: none"> a) Create and perform dances using a range of complex movement patterns and techniques. b) Use a range of dance styles and forms. c) Use compositional principles when composing their dances [e.g. motif development, awareness of group relationships, spatial awareness]. d) Apply performance skills in their dances. e) Use advanced techniques and skills with precision and accuracy. f) Use advanced compositional concepts and principles when composing their sequences.

<p>A fully stocked Art and craft facility including paper/ paints/card/badge making, etc</p>	<p style="text-align: center;">Investigating and making art and craft and design.</p> <p>Key stage 3 and 4</p> <p>Pupils can be taught:</p> <ol style="list-style-type: none"> a) To take account of the working characteristics and properties of materials and components when deciding how and when to use them. b) To take account of the working characteristics and properties of materials and components when deciding how and when to use them. c) How materials can be combined and processed to create more useful properties, and how these changed materials are used in industry. d) How to use materials, which reflect social and cultural diversity and provide positive images of race, gender and disability.
<p>Indoor sports facility incorporating 3 full size badminton courts; The hall is also marked for 5-a-side football, basketball, volleyball, short tennis, nine pin bowling, etc.</p>	<p style="text-align: center;">Physical education-games activities.</p> <p>Key stage 3</p> <p>Pupils can be taught to:</p> <ol style="list-style-type: none"> a) Play competitive invasion, net and striking/field games, and using techniques that suit the games. b) Use the principles of attack and defence when planning and implementing complex team strategies. c) Respond to changing situations in the games. <p>Key stage 4</p> <p>Pupils can be taught to:</p> <ol style="list-style-type: none"> a) Play competitive games. b) Use advanced techniques and skills specific to the games played with consistency and control. c) Respond effectively to changing situations within their games.
<p>Visual Presentation equipment.</p>	<p style="text-align: center;"><u>This equipment can be used to present any gathered information or relevant safety group or group program information.</u></p>

<p>Campsite, Tents and camping equipment.</p> <p>Route maps for various walks and information regarding places to visit within the National Park and surrounding areas.</p>	<p>Physical Education-Outdoor and adventurous activities.</p> <p>Key stage 3</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Meet challenges in outdoor activities and journeys. Identify the roles and responsibilities of individuals within a group when planning strategies. Respond to changing conditions and situations. <p>Key stage 4</p> <p>Pupils should be taught to:</p> <ol style="list-style-type: none"> Meet challenges in large-scale outdoor activities and journeys. Use a range of complex outdoor skills and techniques. Solve problems and overcome challenges in unfamiliar environments. Respond to changing conditions and environments.
<p>Small breeds animal farm.</p> <p>Small animal unit (inc, library and visual resources).</p>	<p>Science-Life processes and living things.</p> <p>Key stage 3</p> <p>Pupils should be taught to:</p> <p>Gather information from a variety of sources (for example, people, books, databases, CD- roms, videos and TV.</p> <ol style="list-style-type: none"> Understand about the ways in which living things and the environment can be protected, and the importance of sustainable development. Understand the habitats that support a diversity of plants and animals that are interdependent. Understand how some organisms are adapted to survive daily and seasonal changes in their habitat. Understand how predation and competition for resources affect the size of populations. <p>Feeding Relationships</p> <ol style="list-style-type: none"> About food webs composed of several food chains and how food chains can be quantified using pyramids of numbers. How toxins can accumulate in food chains.

Nature Area and Eshton Beck-field guides, pond dipping facilities and equipment.

Science-life processes and living things.

Key stage 3

Pupils should be taught to:

- a) Understand about environmental and inherited causes of variation within a species.
- b) Classify living things into the major taxonomic groups.
- c) Understand that selective breeding can lead to new varieties.

Key stage 3

Pupils should be taught to:

- a) Understand about ways in which living things and the environment can be protected, and the importance of sustainable development.
- b) Understand the habitats that support a diversity of plants and animals that are interdependent.
- c) Understand how some organisms are adapted to survive daily and seasonal changes in their habitats.
- d) Understand how predation and competition for resources affect the size of populations.

FEEDING RELATIONSHIPS

- e) Understand about food webs composed of several food chains and how food chains can be quantified using pyramids of numbers.
- f) Understand how toxins can accumulate in food chains.

<p>Refractive Telescope.</p>	<p>Science-Physical processes.</p> <p>Key stage 3 Pupils can be taught: The Solar System a) That the sun and other stars are light sources, and how the planets and other bodies are seen reflected by light.</p>
<p>Heated Outdoor Swimming Pool. (Open from Spring to late Autumn).</p>	<p>Physical education Swimming and water safety.</p> <p>Key stage 3 and 4 Pupils should be taught to: a) Use a range of recognised strokes, techniques and personal survival skills with technical proficiency. b) Set and meet personal and group targets in swimming events, water-based activities, personal survival challenges and competitions.</p>

Prior to your visit you may need to know certain information regarding software programmes, rote maps etc., in order for you to familiarise yourself. Please contact the centre and we will provide you with all the relevant information.

The trust has a wide range of educational resources that are continually being developed, should there be any information/equipment that you feel yourselves or any other groups would benefit from at Play Away, we would be only to happy to hear your suggestions.