

**Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.**

**10V - Venture Curriculum – STEM/Animal Care 2 Lessons Weekly**

| Year | 2025 – 2026<br>Autumn 1   | 2025 – 2026<br>Autumn 2   | 2025 – 2026<br>Spring 1  | 2025 – 2026<br>Spring 2  | 2025– 2026<br>Summer 1   | 2025– 2026<br>Summer 2   |
|------|---|---|--|--|--|--|
|      | <p><b>Topic:</b><br/>Introduction to Animal Care<br/><b>Theme:</b> Getting to Know Animals<br/><b>Animal Care:</b> Basic needs, habitats, handling<br/><b>STEM:</b> Measuring food, designing enclosures<br/><b>King’s Trust:</b> <i>Self-Awareness</i> (Personal Development)<br/><b>Project:</b> Create a “Pet Care Poster” for a chosen animal<br/><b>Suggested Key Questions:</b><br/>What do animals need to survive and thrive?<br/>How do we safely approach and handle animals?<br/>Why is it important to care for animals properly?</p> <p><b>Key Skills and Knowledge:</b></p> | <p><b>Topic:</b><br/>Animal Health and Hygiene<br/><b>Theme:</b> Keeping Animals Healthy<br/><b>Animal Care:</b> Grooming, signs of illness, hygiene routines<br/><b>STEM:</b> Microbes, cleanliness experiments<br/><b>King’s Trust:</b> <i>Managing Risk</i> (Life Skills)<br/><b>Project:</b> Design a hygiene checklist and PPE poster<br/><b>Suggested Key Questions:</b><br/>How can we tell if an animal is healthy or unwell?<br/>What routines help keep animals clean and safe?<br/>What risks are involved in animal care?</p> <p><b>Key Skills and Knowledge:</b></p> | <p><b>Topic:</b><br/>Animal Nutrition and Feeding<br/><b>Theme:</b> Food and Digestion<br/><b>Animal Care:</b> Diets, feeding routines, food prep<br/><b>STEM:</b> Weighing, portioning, food groups<br/><b>King’s Trust:</b> <i>Healthy Living</i> (Health &amp; Wellbeing)<br/><b>Project:</b> Plan a week’s feeding schedule for 2 animals<br/><b>Suggested Key Questions:</b><br/>What do different animals eat?<br/>How do we prepare and measure food safely?<br/>Why is a balanced diet important for animals?</p> <p><b>Key Skills and Knowledge:</b><br/>Types of diets: herbivore, carnivore, omnivore</p> | <p><b>Topic:</b><br/>Animal Behaviour and Enrichment<br/><b>Theme:</b> Understanding Animal Behaviour<br/><b>Animal Care:</b> Observation, enrichment toys, routines<br/><b>STEM:</b> Recording behaviour, designing enrichment tools<br/><b>King’s Trust:</b> <i>Teamwork</i> (Personal Development)<br/><b>Project:</b> Build and test an enrichment activity<br/><b>Suggested Key Questions:</b><br/>How do animals communicate and behave?<br/>What is enrichment and why is it important?<br/>How can we observe and record animal behaviour?</p> <p><b>Key Skills and Knowledge:</b></p> | <p><b>Topic:</b><br/>Animal Housing and Sustainability<br/><b>Theme:</b> Homes for Animals<br/><b>Animal Care:</b> Bedding, shelter, cleaning routines<br/><b>STEM:</b> Materials, insulation, eco-friendly design<br/><b>King’s Trust:</b> <i>Sustainability &amp; Environment</i> (Land-Based Studies)<br/><b>Project:</b> Design a sustainable animal shelter<br/><b>Suggested Key Questions:</b><br/>What makes a good animal shelter?<br/>How can we care for animals and the environment?<br/>What materials are safe and sustainable?</p> <p><b>Key Skills and Knowledge:</b><br/>Housing needs: size, bedding, ventilation</p> | <p><b>Topic:</b><br/>Enterprise and Animal Care<br/><b>Theme:</b> Animal Care in the Community<br/><b>Animal Care:</b> Planning care routines, presenting knowledge<br/><b>STEM:</b> Budgeting, planning, marketing<br/><b>King’s Trust:</b> <i>Enterprise Project</i><br/><b>Project:</b> Run a mini animal care business or awareness campaign<br/><b>Suggested Key Questions:</b><br/>How can we share our animal care knowledge with others?<br/>What goes into planning a small business or campaign?<br/>How do we work as a team to complete a project?</p> <p><b>Key Skills and Knowledge:</b><br/>Planning and presenting a care routine or product</p> |

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|                                    | <p>Basic needs: food, water, shelter, space, companionship</p> <p>Animal types: pets, farm animals, wild animals</p> <p>Safe handling techniques and hygiene</p> <p>Introduction to empathy and responsibility</p>   | <p>Signs of good and poor health (coat, eyes, behaviour)</p> <p>Grooming tools and techniques</p> <p>Cleaning routines and PPE</p> <p>Risk assessment and infection control</p>   | <p>Portion sizes and feeding schedules</p> <p>Nutrients: protein, fibre, vitamins, water</p> <p>Food hygiene and storage</p>  | <p>Natural behaviours: grooming, playing, hiding</p> <p>Enrichment types: toys, puzzles, social interaction</p> <p>Observation skills and behaviour logs</p> <p>Designing enrichment activities</p>   | <p>Cleaning routines and waste management</p> <p>Eco-friendly materials and recycling</p> <p>Environmental impact of animal care</p>  | <p>Budgeting, marketing, teamwork</p> <p>Reflection and evaluation</p> <p>Communication and confidence-building</p>  |
| <p>Links to Gatsby Benchmarks:</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Students to consider what skills are required to be a paramedic, doctor, nurse, vet that leads onto looking at what skills are needed for different roles they are interested in and what qualifications.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 4 – Linking Curriculum to learning</p> <p>Benchmark 8 – Personal Guidance</p> <p>Students to consider what skills are required for waiters, builders, mechanics, to access the opportunities they are interested in.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 5- Encounters with employers and employees</p> <p>Students to consider what skills are required to be an electrician, technician, games designer to access the opportunities they are interested in.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 5- Encounters with employers and employees</p> <p>Students to consider what skills are required to be a dietician, nutritionist, health care assistant to access the opportunities they are interested in.</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information.</p> <p>Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are required to be a chemist, pharmacist, cleaner, paramedic, to access the opportunities they are interested in.</p> <p>Looking at careers in</p> | <p>Benchmark 2, – Learning from the Career and Labor Market information. Benchmark 3 – Addressing the needs of the student and * - Personal Guidance</p> <p>Benchmark 6 – Experience of Work places</p> <p>Students to consider what skills are required to be an optician, director, projector, radiographer, to access the opportunities they are interested in.</p> |

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|  |  | Going into work places/remote visits.<br>Research. Writing C.Vs and cover letters. | Research. | Research. | sports and researching sports. | Looking at careers in sports and researching sports. |
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