



Bredon Hill Academy Fortnightly Newsletter Edition 2 2025-26
Be Ready—Be Responsible—Be Respectful
Belief—Honesty—Aspiration

Another two weeks has whirled by! The weather has turned chillier and the autumnal harvest can be seen in our surrounding hedgerows and upon our fruit trees. The mornings and evenings are darkening, yet the brightness of learning continues at BHA. Pupils have really begun to settle in and are busy with their learning and in their play. We encourage all pupils to get involved in lunchtime clubs and in developing a robust reading habit for life. As adults, we have a duty to offer healthy and appropriate strategies to our young people so that they can develop resilience and perseverance. The words of the week resonate at this turning of the seasons: belief, honesty, aspiration and wonder. We look forward to the next two weeks to come. Thank you for parking courteously when dropping off and collecting pupils by keeping our yellow safety zigzags clear. Mrs Bartlett

Curriculum Focus –What are our pupils learning this half term in subjects H-S?

Subject	Year 6	Year 7	Year 8
History	<p>What is history?</p> <p>Chronology and using evidence.</p>	<p>A study of the changes made by the Normans after their invasion of England in 1066.</p> <p>What was the impact of the Norman invasion on England?</p> <p>Key skill: Change and continuity.</p>	<p>Crime and punishment through the ages.</p> <p>Comparison of punishment of rich and poor, links to Year 6 work on societal changes, using evidence and source evaluation. Key skills: chronology, change and continuity, similarity and difference and using evidence.</p>
Mathematics	<p>Number: Place Value and the Four Operations</p> <p>Know the place values headings up to ten million.</p> <p>Read, write and order numbers up to ten million.</p> <p>Use formal written methods for addition and subtraction of whole numbers with four or more digits.</p> <p>Use a formal written division method to divide numbers up to four digits by a two digit number.</p>	<p>Algebraic Thinking: Sequences</p> <p>Know the Fibonacci sequence.</p> <p>Recognise the difference between a linear and non-linear sequence and describe the term-to-term rule using mathematical language.</p>	<p>Reasoning with Number: Prime Numbers and Proof</p> <p>Know, and quickly recall, multiplication (and related division facts) up to 12 x 12.</p> <p>Know how to write a number as a product of its prime factors.</p> <p>Identify the Highest Common Factor and the Lowest Common Multiple for pairs of numbers (by listing and prime factor decomposition with the use of Venn diagrams).</p>
Music	<p>Read It - Rhythm Notation</p> <p>Understand about rhythm and pulse, the difference of performance and composition and how music can be organised. Reading musical rhythm notation; sound and silence.</p> <p>Identify rhythm notes and rests. Differentiate between rhythm and pulse. Compose and perform repeating rhythm patterns on untuned percussion.</p>	<p>I've Got Rhythm</p> <p>Revision of pulse and rhythm notation. Extend knowledge to include time signatures. Understanding of repetitive rhythmic textures performed on drums.</p> <p>Develop a feeling for and an awareness of a regular pulse. Perform an 8-bar phrase accurately following musical notation. Perform in time in different time signatures; $\frac{3}{4}$ and $\frac{4}{4}$.</p>	<p>Saharan Sounds</p> <p>Learn about cyclic rhythm and a polyrhythmic texture. Develop an understanding of rhythm grid notation. Learn to perform on a djembe drum. Give a group djembe performance.</p> <p>Perform cyclic rhythms using repetition in a polyrhythmic texture. Compose 'call' sections in a call and response structure. Use correct djembe drum technique. Identify musical elements in a variety of African music.</p>
Physical Education	<p>Invasion Games</p> <p>Acquire basic skills – send, receive, phase 1 defending.</p> <p>Knowledge of positions and rules.</p>	<p>Invasion Games</p> <p>Send and receive, attacking and defending, scoring, using space, tackling, intercepting, communication.</p>	<p>Invasion Games</p> <p>Apply skills of send, receive and 3 phases of sending consistently and when under pressure.</p> <p>Apply basic and more complex skills and concepts to competitive situations. 3v3, 4v4 etc</p>
PSHE and RSE	<p>Transition to BHA.</p> <p>Developing goals and personal targets.</p> <p>Learning skills. Learning how skills and interests relate to jobs and careers.</p>	<p>Careers education including job skills, career influences, career pathways.</p>	<p>Financial literacy</p>
Religious Studies	<p>What are worldviews?</p> <p>Our personal worldviews</p> <p>Religion and Belief – overview of major world religions</p> <p>Humanism – an introduction</p> <p>Numeracy skills – interpretation of numbers (analysis); empathy.</p>	<p>Intro – worldviews, what are they and what are ours?</p> <p>Bible – The Big Story Exploring and understanding key concepts of the Bible; enquiry skills; evaluation; empathy, discussion and debating.</p>	<p>Buddhism – when a religion doesn't have a god</p> <p>Exploration of key concepts of Buddhism; interpreting data.</p>
Science			



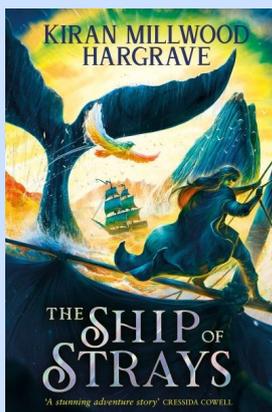
Assessment Focus: How are our pupils being assessed in subjects H-S?

In all subjects pupils are assessed formatively on a daily basis through a wide variety of practices: heads down, hands up, mini whiteboards, thumb debates, cold-calling, think-pair-square-share, post-it note summaries, snowballing, silent debates, entrance and exit tickets, three ideas, two questions and one wish, RAG it... Each subject also has summative assessments at the end of topic/units/half terms/years/key stages.

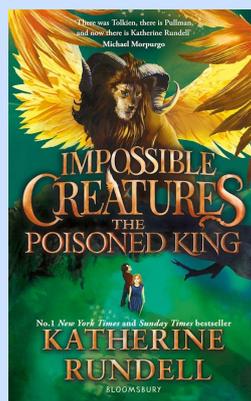
Subject	Year 6	Year 7	Year 8
History	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Mathematics	GL Assessment in September. Practice SATs papers 2 x Autumn; 2 x Spring. Mini assessment after each unit. KS2 Paper – Summer	GL Assessment in September. Mini assessment after each unit. AQA KS3 paper once per term.	GL Assessment in September. Mini assessment after each unit. AQA KS3 paper once per term.
Music	Singing, Performing, Composing and Listening assessments linked to Curriculum Related Expectations.	Singing, Performing, Composing and Listening assessments linked to Curriculum Related Expectations.	Singing, Performing, Composing and Listening assessments linked to Curriculum Related Expectations.
Physical Education	Unit assessment related to the PE curriculum I can statements.	Unit assessment related to the PE curriculum I can statements.	Unit assessment related to the PE curriculum I can statements.
PSHE and RSE	Ipsative assessment – this is for each unit and often for each lesson too: Questioning, discussion, brainstorming, hot-seating, freeze frame, cartoon strip, story boards, responding to a scenario, picture or video clip, mind map, graffiti wall, quiz, questionnaire, continuum, rating themselves in relation to the learning outcomes.	Ipsative assessment for lessons and at the end of a unit: Questioning, discussion, brainstorming, hot-seating, freeze frame, cartoon strip, story boards, responding to a scenario, picture or video clip, mind map, graffiti wall, quiz, questionnaire, continuum, rating themselves in relation to the learning outcomes.	Ipsative assessment for lessons and at the end of a unit: Questioning, discussion, brainstorming, hot-seating, freeze frame, cartoon strip, story boards, responding to a scenario, picture or video clip, mind map, graffiti wall, quiz, questionnaire, continuum, rating themselves in relation to the learning outcomes.
Religious Education	Termly assessment linked to Curriculum Related Expectations. Term 1: Sikh Worldviews Term 2: Islam Term 3: Philosophy and Spirited Arts	Termly assessment linked to Curriculum Related Expectations. Term 1: Bible: The Big Story and Heaven interpretation Term 2: Hinduism Term 3: Extraordinary People	Termly assessment linked to Curriculum Related Expectations. Term 1: Buddhism Term 2: Christian denominations and pilgrimage Term 3: Judaism and the Holocaust
Science	GL Assessment in September. Every topic – Written assessment and test. Skills check homework tasks when appropriate to support evidence for meeting curriculum related expectations.	GL Assessment in September. Every topic – Written assessment and test. Skills check homework tasks when appropriate to support evidence for meeting curriculum related expectations.	GL Assessment in June. Every topic – Written assessment and test. Skills check homework tasks every four weeks to support evidence for meeting curriculum related expectations.

Reading Focus—what could we read with our child?

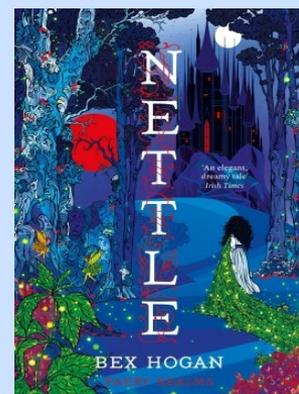
Year 6 [The Ship of Strays](#)



Year 7 [Impossible Creatures The Poisoned King](#)



Year 8 [Nettle](#)





Safeguarding Focus—how can I help?

If you have concerns about a child and need advice please contact the Family Front Door on 01905 822666.

The Family Front Door, Initial Contact and Referral Team is the central point for all referrals for children and young people aged 0 to 18 years and living in Worcestershire where there is safeguarding or child protection concerns for them. This team receives referrals from professionals, members of the community, family members, children and young people directly. If you have a child protection concern outside of normal office hours please contact the out of hours emergency duty team (EDT) telephone 01905 768020.

The Local Authority also provide information for members of the public about local services and support. This information can be located on Worcestershire County Council web site on the Advice, Care, Health & Support pages.



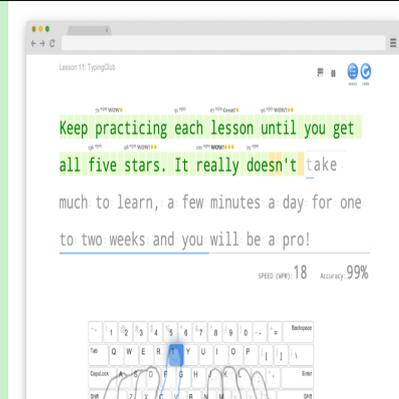
SEND Focus—Workshops for parents and carers from SENDIASS

- Autism & Me (Developed by Autistic Young People) October 8th and 27th November 2025
- Herefordshire and Worcestershire SENDIASS Online Information Session TBC
- How to check a draft Education, Health and Care Plan (EHCP) 30th September 2025
- What does a good Education Health & Care Plan (EHCP) look like? 23rd October and 3rd December 2025
- What you need to know if your child has an additional need/disability 18th November 2025
- Understanding Dyslexia TBC
- Supporting Young People with SEND: Preparing for Adulthood 4th October and 12th November 2025



Learning Habit Focus - how can I help my child learn?

Touch typing: How to help your child learn good typing habits. Getting children started with touch typing: In many jobs, digital skills such as touch typing can be really useful. However, teaching your child to type in this way can be a challenging process. Learning to touch type can be useful for children with learning disabilities, such as dyslexia and dyspraxia - as typing written work can help them to produce clear and legible texts. Try [Typing Club](#). Are you thinking about how you can help your child build good typing habits? There are many tools and tips to help build skills and confidence. Start with the home row: The home row is the centre row of keys on a keyboard. These include the keys ASDFG and HJKL; and is the row which fingers rest on. Ask your child to practise typing the letters on the home row and as they progress, you can introduce other keys on the keyboard. **Posture and positioning:** A strong posture and hand position is key to touch typing. For a good typing habit, ask your child to sit comfortably with their back up straight, feet on the ground and hands over the home row. **Celebrate the successes:** Learning how to touch type can be challenging for children. By offering encouragement and praise, this can act as a motivator for your child to keep trying and boost their confidence.



Career Focus—what do we know about this in our family?

Year 6 have been thinking about skills and goals in their transition lessons to BHA and we have had many discussions linking skills development at school to future skills in the work place.



Our Year 7 and 8 pupils have now completed the Future Skills Questionnaire created by the Careers and Enterprise Company to help us build a better careers curriculum for our pupils and to get our pupils thinking about the different options that are out there and what they might be able to do in the future. Year 7 and Year 8 pupils have also completed the 'Buzz Quiz' on www.Career Pilot.Org.UK to establish their personality type and link to a variety of careers which may suit their personality type.

Thank you to all the parents who have offered their support in our BHA careers programme. If you think you may be able to help us in any way, please get in touch with cmatthews@bredon.worcs.sch.uk.



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Wellbeing and Outdoor Learning—how are our pupils keeping well and using our outdoor learning?



Our fantastic school counsellor, Kate, launched 'Wellbeing Ambassadors' with year 7 and 8 pupils this week, inviting applications from pupils to support their peers.

Enrichment Photography used outdoor learning for silhouette photography learning and perspective exploration.



Pupil success and voice—what do we want to celebrate and say?

Lunchtime clubs are in full swing. Such a great variety of opportunities to fill lunchtimes up with. We want every pupil to give one club a try before half term.





A great weekend of sport for Isabella T-C in 8V as she was awarded young player of the season at Bredon Cricket awards followed by Parents PotM in her football match for U13s Gotherington Whites.



Well done to Jessica J in 6 Tower, who was a hat-trick scoring PotM for Inkberrow Eagles in her match.



Well done to Isla R and Ava W, who represented West Wildcats regional team at the National Touch Rugby Finals at the end of August .

Help!

If you have any music stands that you no longer require, Mrs Pilling would gratefully take them from you. Please drop them off in Reception and Mrs Pilling will happily find a new home for them. If you have any musical instruments or resources, please e-mail the office and we will do our best to find a use for them.

Good condition and age appropriate books are always gratefully received by Mrs Phillips and her Librarian team.

We are also hoping to host a Bredon Festival in the summer and are looking for a few members of the community to help as part of a committee. If you are interested, or have any ideas, please e-mail Mrs Bartlett. cbartlett@bredon.worcs.sch.uk.

Thank you as always for your on-going support as parents and carers.