



**Dear Parents and Carers**

Welcome to our new fortnightly newsletter where we hope to give you curriculum updates, school news and information about forthcoming events. Our new approach is in response to the recent survey where feedback showed parents and carers felt communication could be more regular. We will also use this format to keep you updated on what your child is learning.

As always, we have lots going on in school. Next week, over 60 Year 7 pupils will be going to France and we wish them all and the staff 'Bon Voyage'. Our library build is in the final stages and we can't wait to fill the shelves with the hundreds of books that you have so kindly helped us buy.

We hope you find our newsletter useful. Thank you for your ongoing support.

Debbie West

**Curriculum Focus –What are our pupils learning this half term in subjects A-G?**

Subject	Year 6	Year 7	Year 8
<b>Art</b>	Painting Great Art Exploring various artists' drawing and painting styles; Developing knowledge about art movements.	Pattern Work, looking at Celtic Art and Illuminated manuscripts to develop personal monograms Awareness of line, tone, shape and graduated colours.	Drawing and Painting using animals as inspiration. Creating a likeness; experimenting with colour and tone; geometric art
<b>Computing</b>	Creating Media – 3D Modelling Learners will develop their knowledge and understanding of using a computer to produce 3D models.	Programming – Scratch 1 + Algorithms The aim of this unit is to build learners' confidence and knowledge of the key programming constructs.	Programming – Java Script (in APP Lab) This unit uses JavaScript as the programming language, and APP Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools.
<b>English</b>	Skellig Purpose/intentions for learning: To have developed a deeper understanding of the broader theme of journeys through reading and exploration of a full novel. To understand that journeys can be literal and metaphorical To revise and enhance understanding of grammar, punctuation and spelling, using correct terminology with precision. To identify and explore the effects specific word level, sentence level techniques and different forms of punctuation. To develop understanding of a writer's technique: character, theme, plot development, empathy To develop understanding of different literary techniques, including structure (especially flashback and non-chronological narrative) To develop skills of comprehension, retrieval, prediction, questioning, visualising and inferring. To make links within and across texts.	White Poppies To enjoy a play and appreciate a range of dramatic techniques. To apply prior understanding of the theme of friendships and extend this to relationships. To develop skills of comprehension, retrieval, prediction, questioning, visualising and inferring. To develop an understanding of structural choices made by a writer and to begin to evaluate the effects of these. To track changing relationships and attitudes throughout the play. To improve confidence and independence using the analytical What/How/Why approach, or elements of it, based on ability. To develop alternative interpretations when exploring texts, based around own thoughts and through development of discussion skills as a class. To develop oracy skills and use these confidently and convincingly in class debate and discussion. To use inference skills to write creatively from the perspective of different characters. To use evaluative skills to write in a convincing manner. To use drafting and editing techniques to craft writing that achieves its intended purpose.	Powers of Persuasion – The Art of Aristotle's Rhetoric Our Voice and Our Vision. Explore a range of the features of powerful arguments. Understanding Aristotle's concepts of Ethos, Pathos and Logos and how these form the basis of modern rhetoric. Understand how speech makers use persuasive devices and rhetorical structures for impact. Analysing a range of historically important and modern speeches seeing the features and structure being employed effectively. Experimenting with sentence structure and vocabulary for effect. Experimenting with persuasive devices and structures. Crafting, editing and evaluating their own persuasive speech. Performing speeches and participating in a formal whole class debate.
<b>French</b>	'Où j'habite' Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics in the context of where you live, 'la France' and 'la Francophonie' - Reading and finding out about France - Talking about where you live - Reading and finding out about French speaking countries - Describing French towns - Describing what there is - Describing what there isn't - Saying how many there are - Talking about belongings - Expressing opinions about where you live	'Qu'est-ce que tu fais?' Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of sports and hobbies. -Talking about what people play -Talking about what you do -Distinguishing between playing and doing -Talking about what you do / play with others -Saying when and how often we do or play -Use of regular -er verbs in the present tense -Writing a short story using regular -er verbs in the present tense - Expressing longer opinions about sports and hobbies - Saying what we like to play and do - Talking about what we do depending on the weather -Describing what you do about your free time	'En ville' Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics, in the context of meals, food and drink and what shops sell.- Describing the different meals of the day - Talking about what you have, eat and drink - Talking about nouns you can't count - Saying what food and drinks you like and why - Talking about our meals: what we normally have vs what we are going to have and/ or had - Talking about where you go shopping - Talking about what shops sell - Talking about what you can/cannot buy. - Talking about what there is, there is a lot of, isn't and isn't anymore - Saying what shops we like, don't like and why - Describing our shopping habits using adverbs of frequency and time markers - Role play: au restaurant / au magasin: asking for what we would like
<b>Food and Nutrition</b>	Introduction to the Eatwell Guide Fruit and vegetable preparation. Sensory analysis and taste testing. Bridge/claw technique; blending; describing the sensory characteristics using the correct sensory descriptors.	Principals of nutrition and diet linking in with practical elements. Bridge/claw technique; blending; simmering and boiling; adapting recipes.	Cross-contamination and healthy eating. Different types of frying; combining ingredients successfully; adapting recipes.
<b>Geography</b>	The local and global environment Locational knowledge; describing in detail; using and drawing maps; drawing graphs and using data; causes and effects	Africa – challenges & opportunities Describe the physical & human geography of Africa, including urbanisation.	The Hydrosphere Describe and explain physical geography processes.



## Assessment Focus: How are our pupils being assessed in subjects A-G?

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.

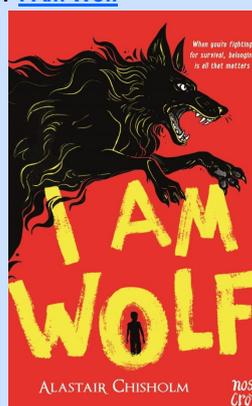
Subject	Year 6	Year 7	Year 8
Art	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Computing	Spring – Practical Assessment	Spring – Practical Assessment	Spring – Practical Assessment
English	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks  Summative Practice SATs paper 1 x Spring 1 x writing assessment every half-term – writing portfolio of 5 – 6 extended pieces by June 1st for writing moderation and KS2 reporting.	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks  Summative 1 x reading and 1 x writing assessment	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks  Summative 1 x reading and 1 x writing assessment
French	Reading, Writing, Speaking and Listening assessments every term.	Reading, Writing, Speaking and Listening assessments every term.	Reading, Writing, Speaking and Listening assessments every term.
Food and Nutrition	Unit practical and theory assessments based on the Curriculum Related Expectations.	Baseline theory assessment. Termly assessment linked to Curriculum Related Expectations.	Baseline practical assessment. Termly assessment linked to Curriculum Related Expectations.
Geography	Two assessments per unit (each unit roughly 9 weeks in length). Assessments cover a range of types, based on unit coverage. Usually an end of topic test plus a written task, applying knowledge to a piece such as a letter or leaflet. Curriculum Related Expectations used to validate judgements.	Two assessments per unit (each unit roughly 9 weeks in length). Assessments cover a range of types, based on unit coverage. Usually an end of topic test plus a written task, applying knowledge to a piece such as a letter or leaflet. Curriculum Related Expectations used to validate judgements.	Two assessments per unit (each unit roughly 9 weeks in length). Assessments cover a range of types, based on unit coverage. Usually an end of topic test plus a written task, applying knowledge to a piece such as a letter or leaflet. Curriculum Related Expectations used to validate judgements.

## Reading Focus—what could we read with our child?

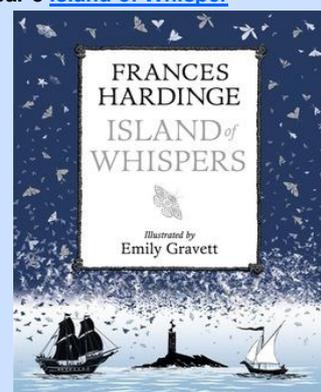
Year 6 [The Wrong Shoes](#)



Year 7 [I Am Wolf](#)



Year 8 [Island of Whispers](#)





### Safeguarding Focus—how can I help my child?

Among children – and especially teenagers – TikTok boasts approximately 220 million users, providing a near-endless reel of short clips intended to entertain, educate and more. However, along with its enormous userbase comes a significant number of possible risks: Ofcom have dubbed it the most likely app on which teen users would potentially suffer harm.

With the platform reaching astronomical levels of success among the younger generation, it's vitally important for parents and educators to understand the risks it poses. This free guide lets you know about the most prominent potential dangers associated with TikTok and offers expert advice on how to safeguard youngsters who are navigating the site.

What Parents and Educators Need to Know about TikTok: <https://nationalcollege.com/podcasts/what-parents-and-educators-need-to-know-about-tiktok>



### SEND Focus— BHA Neurodivergent Champions

In our school we want to celebrate and support neurodiversity and we are looking for a team of champions.

- A neurodiversity champion will be someone who:
  - understands that people's brains work differently
  - supports classmates by being patient, kind and inclusive
  - recognises and celebrates people's strengths
  - can help make BHA more neurodivergent aware
  - can suggest ways we can be more neuro inclusive in school
  - will represent neurodivergent classmates and take ideas on how we can celebrate this to Miss West, Mr Horton, Mrs Bartlett, Mrs Dunkley and Ms Vaughan.



SEND Reviews: Parents will receive invites next week to make appointments with tutors. These are scheduled for Wednesday 9th April 2025.

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

#### Brain Dumps

The idea here is simple: get everything you've learned out of your brain. Put it on paper. Tell it to a friend. It's like a dump truck. Either way, the information is flowing out of the brain, and that's the key. Just use a post-it note or a blank piece of paper or have a specific journal where you make this a daily routine.



Do a brain dump! Recall everything you can from today.



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

#### Jobs that use...

Explore job profiles related to the subjects you like. Hear from people who are using subjects that interest you, see how much you could get paid and what qualifications you might need for different roles.



<https://www.bbc.co.uk/bitesize/groups/cpw27rkvq6pt>

Computing and ICT

- How to become a computer scientist
- How to become a software engineer
- How to become an app developer
- How to become a mobile phone developer
- How to become a game developer

Design and Technology

- How to become a fashion designer
- How to become a graphic designer
- How to become a product designer
- How to become a chef
- How to become a food scientist

English and Drama

- How to become a journalist
- How to become a screenwriter
- How to become a playwright
- How to become a scriptwriter
- How to become a director

Food and Nutrition

- How to become a chef
- How to become a food scientist
- How to become a nutritionist
- How to become a food technologist
- How to become a food safety officer

Geography, History and Religious Studies

- How to become an archaeologist
- How to become a historian
- How to become a geographer
- How to become a religious studies teacher
- How to become a museum curator



**Bredon Hill Academy**  
— LEARNING TOGETHER FOR SUCCESS —

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

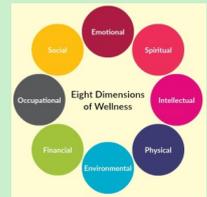


A lovely write-up from @willwale following his recent visit to BHA to see all the fantastic work @BHAPottingSheds does and how we implement the #NationalEducationNaturePark framework.

Great to visit @BHAPottingSheds today and learn so much about their amazing work implementing the #educationnaturepark and @educationgovuk sustainability strategy.

Our new Nature Park Action Team have been selected from all candidates who applied. We have nine students who will be taking this exciting opportunity forward. The whole Academy will be impacted as the year whirls on. Our year 8 students, Georgia, Jorja and Jasper are attending a Nature Park Webinar on 26th March with the Natural History Museum. They will be presenting how we are taking this program forward into 2026.

Open Gardens in Ashton under Hill: Saturday and Sunday 7th and 8th June 2025. We will be participating! Will you?



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

We have celebrated **Science week** at STEM club by completing the 'rainbow fizz' experiment. We discussed experimental techniques and the importance of a steady hand! We discussed environmental issues as well as possible careers that could link to our discussions.



**Year 6** are working hard as the end of KS2 approaches.



### World Book Day 2025

The magic of Hogwarts arrived. All four houses were represented equally. We also enjoyed visits from some prominent characters. You raised £571.29 for new books for our new library! Thank you.

**BHA yr7&8 netball teams** hosted Pershore on Tuesday. The yr8 team captained by Lola played very well in a competitive match and finished 9-5 winners with Maisie voted PotM. The yr7 squad shared their game time and played well as, winning a close game 15-11 with Lucy voted PotM.



### KS3 and 4 County Champions

The BHA Panathlon team faced stiff competition from the other 5 district winners at the county finals at Droitwich Leisure Centre. The team competed in polybat, Boccia, basket, parachute pick up, skittles and beanbag target over the course of the afternoon. Schools in attendance were Nunnery Wood, Rigby Hall, Arrow Vale, Hanley Castle and Bewdley - all with older competitors. BHA will now represent Worcestershire at the county finals in Birmingham. The team showed the school values faultlessly and supported each other throughout. A big well done to all who took part.



As the sun shone down on Bredon, our year 6 'county cup run' continued. The semi-final match beckoned.

Bredon year 6 boys travelled to Parkside Middle School for their quarter final of the county cup. The sun was shining and the freshly cut pitch promised a high-quality encounter.

Bredon flew out of the traps and had three huge chances in the initial two minutes, but somehow, they didn't score. A smart finish from Noah B placed us on the board as he finished low in the left corner. Parkside then came back into the game well but a ten-minute blitz saw Bredon add a further four goals to our total. Blair's exceptional through ball put Hugo in a strong position to score. Tommy C added a smart double with two composed finishes and then Thomas P rounded off a fine team move to make it 5-0. Blair then added the sixth just before half time when he finished off a mazy dribble from Hugo.

After half time, Parkside scored their opener and enjoyed prolonged spells of possession. Bredon were being tested and had to keep their foot on the gas. Joey ensured that with a top bin volley Bredon were taken to a score of 7-1. The Parkside keeper made some fantastic saves to deny any further scoring; they even added their own second goal with the last kick of the game.

A fine team performance with great defensive showings from Harry, Theo, George that ensured Bredon kept their huge lead. Our next match will be the semi-finals!

Are you a grade 2 or above musician? Do you want to join something new? What about Bret Prep?



Our first Diamond Awards have been awarded. Well done, George, Eliza and Noah.





# Lunchtime Clubs Focus: What can our pupils do at lunchtime?

Netball Club



Girls' Maths' Club



After lunch and clubs, we play.



Rugby Club

