



Dear Parents and Carers

The last two weeks have been glorious; the pupils' learning and the weather have been a joy. Our vision of 'learning together for success' has been in full swing within the boundaries of the Academy and across the Channel in France. Our year 7 pupils enjoyed applying their French learning in the real world—très magnifique. The year 6 practice SATs week has been calm. We are proud of the approach year 6 pupils have taken, and we could see the resilience and perseverance they have been developing. We have opened the playing fields for lunchtime recreation. The pupils are all enjoying the sun and the freedom this provides during the spring and summer months. We have one more week before we can all enjoy a well-deserved break. We wish everyone a restful and happy holiday. Friday 12th April is an INSET Day, which means school is closed for pupils. We return on Monday 28th April; this is a green week.
Senior Leadership Team

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

Subject	Year 6	Year 7	Year 8
History	Life, achievement and legacy of Ancient Greeks. Key Skill: Where and when the civilisation appeared, study of society and legacy. Key skill: similarity and difference.	How hard was life for medieval peasants? Medieval society which examines life of peasants in the Middle Ages Key Skill: Similarity and Difference (where life in the Middle Ages will be compared to life in the modern world).	What was the impact early settlers and later Americans on the Native Americans? Key Skill: Study of a non- European culture and why cultures clash. Key skills: change and continuity and similarity and difference.
Mathematics	Measurement: Perimeter, Area and Volume Know that the area of a triangle = \times base \times height. Know that the area of a parallelogram = base \times perpendicular height. Know that volume is measured in cubes. Know that volume of cuboid = length \times width \times height. Calculate the area and perimeter of rectangles, triangles and parallelograms. Calculate the volume of cubes and cuboids. Geometry: Properties of 2D and 3D Shapes Know that vertically opposite angles are equal. Know the angle facts for angles in a triangle, at a point and on a straight line. Know the names of the special triangles and quadrilaterals. Know the names of common 3D shapes. Solve missing angle problems involving triangles, quadrilaterals, angles at a point and angles on a straight line. Classify 3D shapes including cylinders, cones, spheres, prisms and pyramids.	Algebraic Thinking: Understand and Use Notation Know basic algebraic notation. Use basic algebraic notation. Simplify and manipulate simple expressions by collecting like terms. Substitute positive numbers into expressions. Algebraic Thinking: Equality and Equivalence Know the meaning of the equivalent (\equiv) symbol. Solve simple one-step linear equations in one unknown	Algebraic Techniques: Brackets and Equations: Manipulate algebraic expressions by expanding a single set of brackets. Factorise an expression by taking out common factors. Solve two-step equations with an unknown on one side. Algebraic Techniques: Sequences Know how to find the missing number in a sequence. Find the nth term of a linear sequence.
Music	Steps and Leaps Use knowledge of pitch and rhythm in performance and composition. Understand how melody can be structured. Pitch and rhythm notation. Develop instrumental performing. Improvise short melodic responses. Develop and compose short melodies.	Ukulele Skills - Songs from different times and places. Understand how to correctly hold and strum a ukulele. Understand the sound of different chords. Understand the difference between a major and minor chord sound. Learn to decode notation of ukulele chords. Perform the chords of C, F, G7 and Am demonstrating correct ukulele instrumental technique. Compose own chord sequence using the chords of C, F, G7, Am. Identify chord patterns in different musical styles.	Riffs and Ostinatos How popular and classical music can be based on repeated musical patterns. The difference between riffs and ostinatos. Consolidating pitch and rhythm notation. Performing and singing riff and ostinato patterns. Improvisation skills. Develop ensemble performance.
Physical Education	Girls Net/wall Games Invasion Games Ground strokes from hand feed and racket feed, short rally, shot selection. Acquire basic hockey skills – send, receive, dribble, tackle. Boys Net/Wall games – basic singles rallies and play Groundstrokes from hand feed and racket feed.	Girls OAA & Gym/Dance Acquire basic map reading skills – using a key, recognising symbols, map orientation. CV endurance, teamwork and communication. Pairs balance and counter balance sequence on apparatus. Match/mirror. Cannon / unison. Getting into and out of balances, plus travel. Boys Invasion & Net/Wall Games Hand to hand dribbling in competitive situations; lay-up technique; javelin passes; hand to hand dribbling in competitive situations.	Girls Net/wall Games Invasion Games Develop basis skills to enable doubles $\frac{1}{2}$ court game play then full court. (Officiating and taking on other roles) Emphasis on taking on other roles. Knowing rules, application of rules, use of whistle, ability to give clear instructions. Boys Invasion Games 3-man weave, dribbling, offence and defensive set-ups; layups and shooting from various positions; wall-blocking; offence and defensive setups; strategies and tactics to outwit opponents. Emphasis on taking on other roles; knowing rules, application of rules, use of whistle, ability to give clear instructions.
PSHE and RSE	Mental and emotional wellbeing – managing challenges and change, changing emotions, self-support and how to seek support.	Friendships and bullying including online relationships. Peer influence.	Digital mental health and wellbeing.
Religious Studies	Sikhi – exploring the religion of Sikhi (including why this has recently changed) Research skills; interpreting data; investigating real stories; empathy; discussion and debating	Hindu festival of Holi - Why are festivals important in religion? Discussion; research.	Christian denominations – exploring pilgrimage – extended writing task – Should all Christians have to go on pilgrimage? Understanding argument; writing balanced arguments; empathy seen through written expression.
Science	Space	Cells and Reproduction	Acids and alkalis



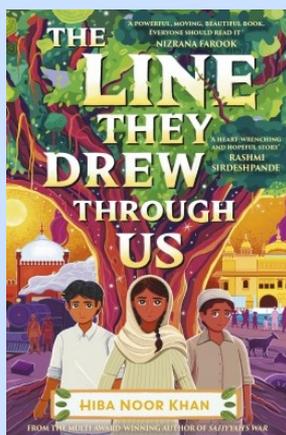
Assessment Focus: How are our pupils being assessed in subjects H-S?

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 3 x Autumn; 2 x Spring KS2 Paper – Summer	GL Assessment in September. Up to 6 assessments per term. AQA KS3 adapted paper per term.	GL Assessment in June. Up to 6 assessments per term. AQA KS3 adapted paper 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: Sikhi 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 Line They Drew Through Us](#)



Year 7 [The Boy With Big Decisions](#)



Year 8 [King of Nothing](#)





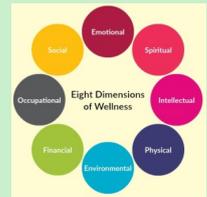
Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

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

[Hear](#) from students at Bredon Hill Academy who've been working to embed the Nature Park programme in their learning, top tips and activities for the coming months and how to get stuck in to mapping out the habitats on your site next term.



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

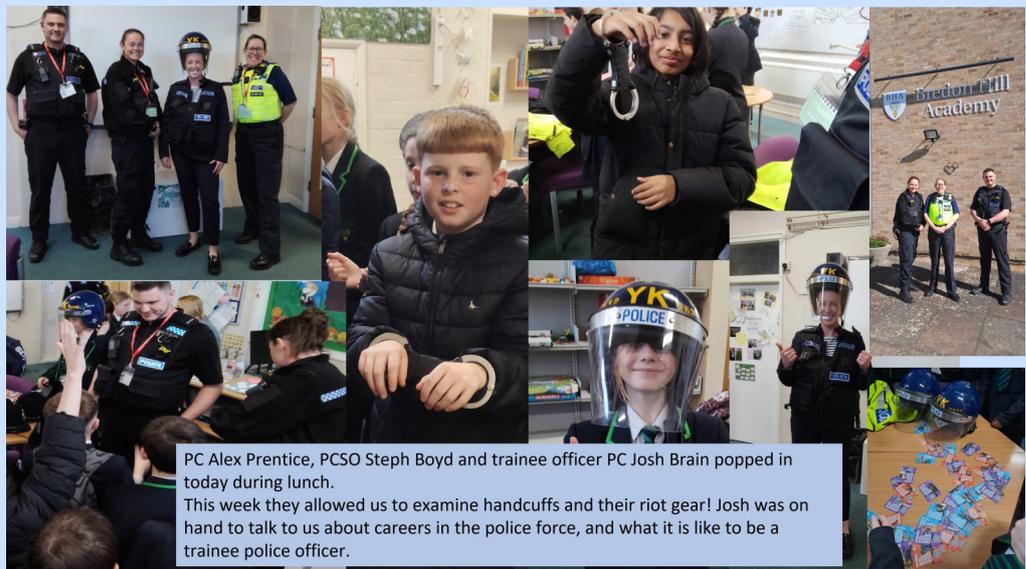


Pupil success and voice—what do we want to celebrate and say?

Our Rubbish Business Club raised £66 from their sale of their stunning sculptural flowers and cards for Mothering Sunday. They made all of their goods from rubbish: plastic bottles, food containers and used paper! It is great to see entrepreneurial skills being developed and all the money being used for good! We have digitally adopted a hedgehog and red squirrel (both endangered species in the UK.) They have also been able to donate money to Save The Children Charity too. Well done.



Our Safer Neighbourhood Policing Team visited to discuss careers.





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



STEM Club We took the opportunity to go outside and enjoy the beautiful weather by looking at invertebrates. Pooters were used to collect invertebrates for observation and identification.

Home Learning Club: Runs daily for pupils to complete home learning and it is supervised by one of our teachers so that pupils can be supported fully.



Basketball Club: Improving our skills and making hoops count.



Well-being Club: Taking the time to breathe, to be mindful and to be nurtured.

Gardening Club: Making badges for our gardening team.

