



Welcome to our first newsletter in May.

It's lovely to see the bluebells in full bloom and whilst we've enjoyed a couple of sunny days, we are looking forward to warmer weather – particularly at lunchtimes!

We are in the midst of SAT tests' week in English and maths and we are being impressed with each of our Year 6 pupils. We know how hard they have worked throughout their Key Stage 2 studies.

We have received the news from County Admissions that we are full in Year 6 in September 2025 and that the vast majority of our Year 8 pupils will be moving to Prince Henry's High School. Our transition process has already started.

We hope you find this newsletter useful.

Thank you for your support.

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

Subject	Year 6	Year 7	Year 8
Art	Pattern From Around the World Sampling pattern work; Experimenting with designs; Exploring pattern; Analysing packaging design	Collage work, using climate change as a theme to respond to while reflecting on the use of persuasive posters. Decoding visual clues; exploring the power of visual art to communicate	Illustration, creating a fantasy painting using mixed media. Exploring work of book illustrators; working partly in relief, using tissue paper etc; composition
Computing	Introduction to Spreadsheets – Data and Information Learners will be taught the importance of formatting data to support calculations, the use of formulas and will begin to understand how they can be used to produce calculated data. Learners will create charts and use spreadsheets to plan an event and answer questions.	Networks This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.	Programming and Algorithms – Python This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration.
English	Atmospheric Journeys into the unknown and writing To have developed a deeper understanding of the broader theme of journeys through short stories and poetry To apply prior understanding of the theme of journeys 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 different literary techniques, including structure To develop skills of comprehension, retrieval, prediction, questioning, visualising and inferring. To develop alternative interpretations when exploring texts, based around own thoughts and through development of discussion skills as a class To develop own drafting, writing and editing skills, using the techniques explored in class	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 with 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.	Shakespeare's Vision of 'A Brave New World' The Tempest To understand how characters' actions reflect the social, historical and cultural contexts of Shakespeare's time. To understand the cultural significance of Shakespeare and his place in our literary heritage. To understand how the structure of a play works and to be able to find our way around it. To focus on a key character in the play and understand how the theme of conflict relates to them. To explore the concept of conflict and relate the text to the Year 8 curriculum and feed forward to Year 9.
French	Moi et ma famille': Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics in the context of family and animals. - Talking about what you have - Talking about what people have - Talking about an object or a person - Describing an object or a person - Saying what there is - Saying what there isn't - Saying how many there are - Saying how many you have - Describing your family - Expressing opinions	"En ville": Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of places in town.- Talking about where people go (places in town) - Talking about what there is, there is a lot of or isn't - Expressing longer opinions about places - Talking about where we are and where we are going - Saying what we are doing there - Saying where we are going - Asking about where places are - Asking for information and directions - Saying 'you' to one or more than one person - Talking about what we are going to do in the near future - Talking about what you would like to do	"Les vacances" Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics in the context of holidays. - Talking about where you are going (places, holidays, countries) - Describing where you go on holidays – what is it like? - Talking about how you travel - Talking about what you do and where you do it - Talking about you can or cannot do there - Expressing longer opinions about transports, holiday destinations and activities - Talking about what you do on holidays vs what you did last holidays - Sharing past experiences - Describing what we normally do, are going to do, and did on holidays using all three tenses: present, future and past.
Food and Nutrition	Food choice and provenance. Boiling and simmering; retrieval of core skills taught over the year.	Show competency in the use of the main equipment in the food and nutrition classroom. Retrieval of core skills taught over the year.	Seasonality and meal-planning. Identifying the correct method of cooking for all recipes.
Geography	Water and Rivers Use of maps/atlas; writing in detail.	Weathering, erosion/coastal environments Describe and begin to explain geographical processes. Explore geology, weather and landform processes.	How is Asia being transformed? Physical & human geography of Asia. Tackles misconception & builds understanding of this changing continent.

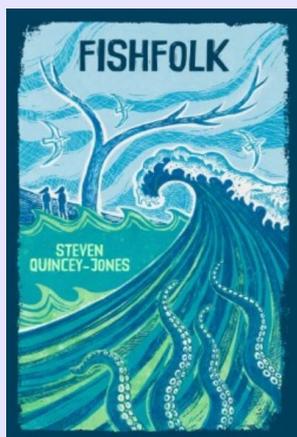
Assessment Focus: How are our pupils being assessed in subjects A-G?

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.

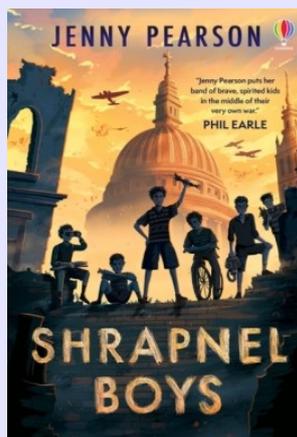
Subject	Year 6	Year 7	Year 8
Art	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Computing	Summer – Practical and Written Assessment	Summer – Practical and Written Assessment	Summer – Practical and Written Assessment
English	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative SATs Test May 12th-13th Summer 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 GL Tests Transition Tests Cognitive Tests
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 [Fishfolk](#)



Year 7 [Shrapnel Boys](#)



Year 8 [Persuasion](#)





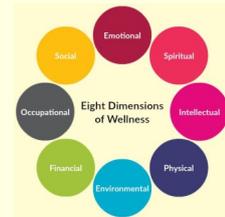
Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

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

Nature Parks Team is growing and planning for our next steps into 2025-2026. They are organising a competition so keep your eyes peeled.

Our Wildlife Wanderers have begun to map our hedgerows this week with Ms Bankes. It will be interesting to see what they report back for the next newsletter.

Open Gardens is on the 7th and 8th June. It will be a good opportunity to see our new library and our new outside space which the Nature Parks' Team are working on developing for biodiversity and pupil use.

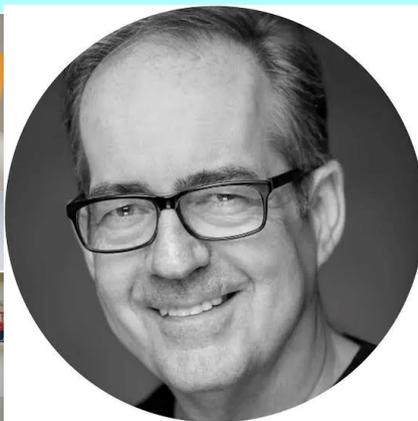


Pupil success and voice—what do we want to celebrate and say?

Learning in Year 8 English Shakespeare's 'The Tempest'



Art, Geography and English Learning:



Monday 19th May Ross Welford is coming to spend the day with us and open our new library.