



Dear Parents and Carers

It has been a short and extremely productive half term at Bredon Hill Academy. As the SATs tests for 2025 came and went, we were proud of our year 6 cohort. They showed diligence and perseverance towards their studies. They were well-behaved and studious. They enjoyed their hill walk, ice cream and film following the tests.

We have opened 'The Hillside Library' for all pupils. Ross Welford (author) presided over the day and entertained the year 6 pupils with many magic tricks and an inspiring talk about the importance of reading. We hope all our pupils will enjoy this new space for years to come.

Mrs Parkinson's 'Master Chef' competition has kept our year 8 pupils busy researching, preparing, cooking and presenting their entries. We have marvelled at their culinary skills.

We hope all of our pupils have a restful half term. We look forward to welcoming them all back on a 'green' week on Monday 2nd June.

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	A chronology from the Egyptians to World War Two. Recall content of different time periods taught at KS1 and KS2 history. Recap on all key skills: chronology, cause and consequence, change and continuity, similarity and differences, significance, using evidence and interpretation.	Why was the Reformation a significant event? The study of Tudor monarchs and the religious changes each one made to England. Key skill: significance.	How progressive was the USA in the 1920s? Continuing American history and helping explain how the modern western world began. The decade of contrasts focuses on diversity (political, economical, social, religious and cultural). Key skills: change and continuity, significance and diversity.
Mathematics	Statistics Know the names of parts of a circle. Know that the diameter of a circle is twice the radius. Know that mean = sum of data ÷ number of pieces of data. Calculate and interpret the mean as an average of a set of discrete data. Number: Ratio Know that the : symbol is used to represent a ratio. Use simple ratios to compare quantities. Number: Algebra Know that a letter can be used to represent a variable. Use simple formulae expressed in words.	Lines and Angles: Constructing, Measuring and Using Geometric Notation Know the names and properties of the special triangles and quadrilaterals. Understand and use geometric notation for labelling angles, lengths, equal lengths and parallel lines. Reasoning with Number: Prime Numbers and Proof Know, and quickly recall, multiplication (and related division facts) up to 12 x 12. Know how to write a number as a product of its prime factors. 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). Lines and Angles: Developing Geometric Reasoning Know the names and properties of the special triangles and quadrilaterals. Know the angle sum of a quadrilateral is 360 degrees. Solve missing angle problems involving triangles and quadrilaterals.	Developing Geometry: Angles in Parallel Lines and Polygons Know how to identify alternate angles. Know how to identify corresponding angles. Know how to identify co-interior angles. Know how to find the angle sum of any polygon. Solve problems involving angles formed between parallel lines. Algebraic Techniques: Indices Know that $a^0 = 1$. Apply the multiplication, division and power laws of indices. Developing Geometry: Line Symmetry and Reflection Know how to write a 2D vector. Describe a translation using a 2D vector. Identify and plot names of lines parallel to the x and y axes. Representations: Working in the Coordinate Plane Know the characteristic shape of a graph of a linear and quadratic function. Plot and interpret graphs of linear functions including $y = mx + c$.
Music	Programme Music Learn how composers have created descriptive music using orchestral instruments. The importance of timbre. How elements of music can be used to represent the characteristics of animals. Perform melodies following musical notation of rhythm and pitch. Identify orchestral musical instruments when listening and describe music using the musical elements. Compose a piece of programme music.	Structure: The building blocks Understand what structure is in music. Learn about and identify different musical structures in Classical music; Question and Answer, Binary Form, Ternary Form and Rondo Form in music. Why repetition in music is important. Recognise and label differences between music based on different structures. Perform and compose melodic phrases in a variety of structures. Use musical notation to write down ideas.	Computer and Video Game Music The use of music within a range of computer and video games from different times. Consolidation of rhythm and pitch notation, including syncopated rhythms. Development of instrumental performance technique. Describe the elements of music heard in computer and video game music. Perform character melodies from known computer and video games. Compose a character motif using features found in computer and video game music.
Physical Education	Girls Athletic activities Acquire correct running / sprinting technique – posture, knee drive, hip to hip, still head. Basic relay changeover. Boys Athletic Activities and Net/Wall Rules and requirements of athletic events; sprint starts and relay changeovers; forehand and backhand shots and volleying; replication of key skills.	Girls Athletic Activities Striking / fielding, net / wall games Sprint starts, race management, pacing. Acquire and develop correct jumping and develop relay changeover – pass baton at speed -throwing technique. Boys Athletic Activity Sprint starts, race management, pacing; acquire and develop correct jumping and develop relay changeover – pass baton at speed; throwing techniques.	Girls Athletic Activities Performing at maximum levels. Develop and consolidate correct jumping and throwing technique. Develop relay changeover and order of runners. Race tactics. Boys Athletic Activities Techniques to improve performance; development of full overarm bowling with run ups; batting shots such as the pull, drive and square cut; fielding positions and when you might use them - emphasis on taking on other roles. Knowing rules, application of rules, use of whistle, ability to give clear instructions.
PSHE and RSE	The rule of law – belonging to a community, anti-social behaviour, challenging stereotypes, inclusion.	Relationships education including changes to friendships, what healthy relationships look like, online relationships and how to respond to gender-based hurtful behaviour.	Relationships and sex education including stereotypes and expectations of gender roles, behaviour and intimacy; consent in intimate situations; introduction to contraception and sexual health.
Religious Studies	Philosophy – asking the big questions Where does our understanding come from? What influences it? Philosophers throughout history and their 'Big Ideas' Investigating and interpreting; empathy; discussion and debating	Religious rebels and Inspirational People – How have people inspired others by rebelling Various leaders studied (e.g. Nelson Mandela/Malala) Discussion; debating; reflection; empathy.	Judaism – exploring the basics, what makes up the religion and its place in today's world Exploring where it came from and what led to the centuries of persecution.
Science	Animals Including Humans (Healthy Bodies)	Diet and health	Photosynthesis and respiration



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.

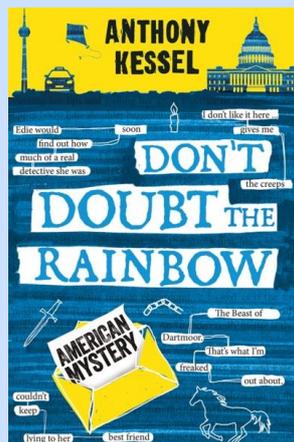
Subject	Year 6	Year 7	Year 8
History	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Mathematics	GL Assessment in September. Practice SATs 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?

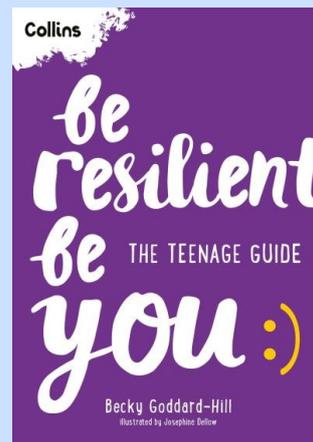
Year 6 [The First Year](#)



Year 7 [Don't Doubt The Rainbow](#)



Year 8 [Be Resilient Be You](#)





Safeguarding Focus—how can I help my child?

Before and after school: When dropping off and collecting your loved ones please drive and park considerately. Be mindful of our young pupils crossing roads and walking to their cars. Please be mindful that our buses also need room to wait outside our Academy when the turning circle is full. Please be considerate of our neighbours.



snapkidz

[AI](#) on Snapchat (minimum age 13). Snapchat has a new feature a chatbot 'My AI'. This may give off information that could be harmful—biased, incorrect or misleading. Find out more in the linked video including how to remove the AI. The NSPCC has a guide for parents here: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/is-snapchat-safe-for-my-child/>

Half Term Ideas:

A free activity for families to enjoy in Evesham town centre from now until the 22nd June. You will need to hunt for the 20 businesses that have their windows beautifully painted with asparagus and visit them to pick up a special asparagus letter sticker, collect all 20 to find out what the words spell. You can pick up a map from any of the participating businesses, the Tourist Information Centre at the Almonry Museum or download and print at home from the [Visit Evesham](#) website.



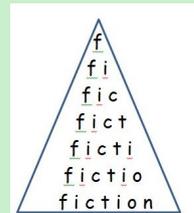
[Worcester Rocks](#) Are you looking for things to do in Worcester this May Half Term? Find places to visit, parks, walks, events and activities going on in Worcester over half term so you can spend less time searching and more time having fun.

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

[Spelling—how to help at home](#): Remind your child to regularly check through their writing for spelling errors. They need to develop a feel for whether a word looks right. They could underline words they are not sure of and then check with a dictionary.

Use over-pronunciation. So for Wednesday, encourage children to say Wed-nes-day as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), and over-emphasising these while spelling them out can help fix the spelling in your child's memory.

Ask your child to write down the words that they need to remember how to spell. The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. Focus your child's attention on the tricky bits in a word by asking them to highlight them. For example, show them that said has 'ai' in the middle and ask them to write the word, and then highlight or underline this part to help them remember. Few resources are more motivating than a highlighter pen! Go outside with chalk and play with words. You and your child could make spelling triangles/pyramids.



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

[Charity and fundraising sector \(third sector/voluntary sector/'not-for-profit' sector\)](#)

A career in the non-profit sector is more than just about receiving a salary - it's about knowing you're making a positive impact on people's lives. Learn about top employers and the opportunities for growth in the sector. Charities work passionately to tackle various issues, such as:

- social services
- housing
- health crises
- education
- poverty
- human rights.



The voluntary sector has experienced significant growth in recent years. In 2024, it employed over one million people, with an additional six million contributing their time through voluntary work. England has the highest concentration of charities in the UK.



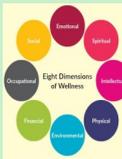
Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

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



As part of our **Taskmaster team-building** this week, we have been trying to 'make things better'. Many of our tutor groups focused on improving our school environment. Some in 7V became Pond Patrollers and improved the marginal plants in our pond. 8A cleaned up the covered seating area. 7A and 7C created bunting to improve the Library pathway. The Wildlife Wanderers mapped the hedgerows and algae. We are getting ready for

Open Gardens and look forward to seeing you on Saturday 7th and Sunday 8th June 12-5pm.



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



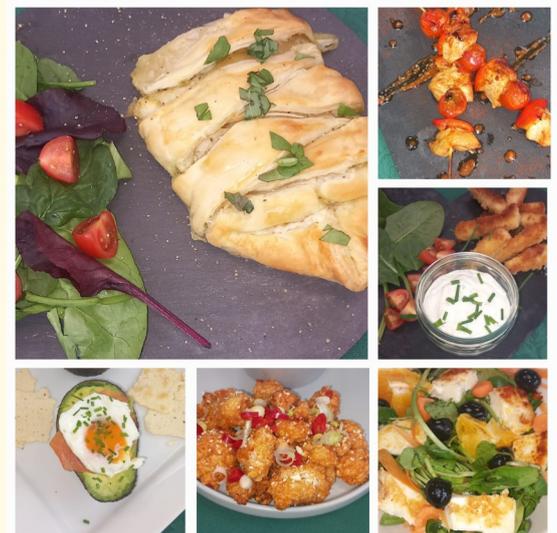
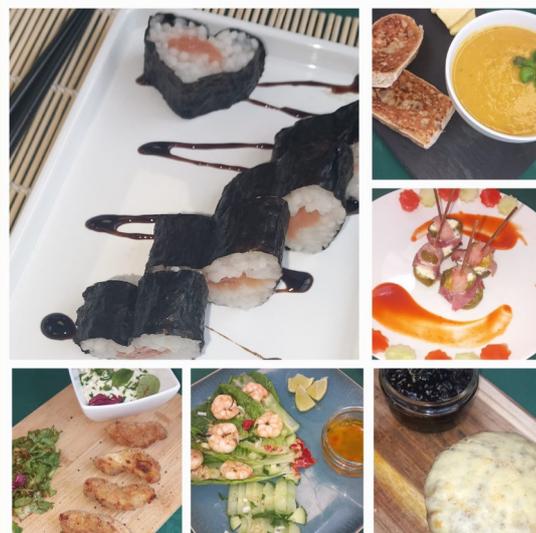
During our nation's recent **VE commemorations**, pupils impeccably observed a two minute silence and spent form times exploring the significance of this important part of our history. Year 6 assembly was led by one of our history teachers and 6 Hill's tutor, Mr Pearce, giving pupils a fantastic forum to share their existing knowledge and further their understanding through mature engagement.

The Hillside Library is open! Our school proudly welcomed renowned author Ross Welford to officially open our brand new library. A space dedicated to fostering imagination, learning and a love of books. During the opening ceremony, Ross Welford spoke passionately about the power of stories and the magic of books, inspiring students to explore literature beyond the classroom. Walking into the library feels like stepping into a world of possibilities - rows of books, cosy reading corners, and high-tech resources make it a perfect blend of tradition and modern learning. Grace in 7T came up with the winning name, 'The Hillside Library'. With our growing selection of books and welcoming atmosphere, the new library promises to be a hub of learning for years to come. A huge thanks to Ross Welford for reminding us of the magic of reading!



'BHA Master Chef' has been in full swing. Thank you to Mrs Parkinson for organising and running this popular competition through Food Science.

We have even had a famous judge this year when Ross Welford judged 8 Vale's session. The photographs below show the wonderfully high standards achieved by our pupils.





Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Year 6 Hill Walk

