



Welcome to our first newsletter of June. Another busy month so far. Staff have been lucky enough to be judges in our Year 8 MasterChef competitions and we have been amazed by the incredible standard of meals prepared. Year 8 on the X side (Avon, Brook and Castle) have carried out a bio-diversity research project up Bredon Hill.

Another busy month ahead too. Transition Day will be on Wednesday 25th where our most of our Year 8s will spend a day at Prince Henry's High School and we look forward to welcoming our new Year 6 pupils. We will also be celebrating BHA's 60th birthday with a whole school picnic followed by lots of fun activities (see Mr Horton's letter sent on 4th June for more information). Please order your child's picnic via ParentPay.

Thank you.

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	Programming B - Sensing This unit brings together elements of all the four programming constructs: sequence from Year 3, repetition, selection, and variables. It offers pupils the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro bit.	Networks This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. Imagine a world without computer networks: there would be no more YouTube, Google, instant messaging, online video gaming, Netflix, and iTunes; no online shopping, no file sharing, and no central backups of information. This unit begins by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols.	The graphics unit Computing Hardware and Software: This unit offers learners the opportunity to design graphics using vector graphic editing software. Learners will produce an illustration, a logo, or some icons using vector graphics. The lessons are tailored to Inkscape (inkscape.org), which is open source and cross-platform, but the resources should be readily adaptable to any vector graphics editor. Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations
English	Holes To plan, draft, and edit writing, based on audience, purpose and text type. To revise and use year 5/6 spellings. To make thoughtful observations and interpretations of a text. To explore presentation of character. To support ideas using relevant and precise quotations. To engage with and make meaning from a text. To develop inference skills. To explore and track themes within a novel. To develop understanding of the context of a novel. To revise understanding of different sentence forms and types. To revise different punctuation types. To respond creatively to a poem. To make links within and across texts.	Beowulf • Identify and understand specific cultural values and historical traditions. • Analyse universal themes in Beowulf. • Understand the cycle of the epic hero. • Understand what an epic poem is and what conventions are used in an epic poem. • Respond to Beowulf using various modes of writing and a range of strategies developing from Year 6 and year 4 skills and knowledge. • Understand and appreciate the nuances of words and phrases that are culturally and historically specific. • Analyse moral dilemmas experienced by characters in Beowulf. • Demonstrate familiarity with works of literature by British authors from the Anglo-Saxon period. Explore why Beowulf is a significant text in the canon of literature. • Analyse how literary language creates meaning and reflects specific cultural and historical traditions.	A Brave New World – Is anyone listening? Science fiction. 1. To expose students to the concepts of future and change. 2. To encourage students to think about their own futures and the effects of change upon their lives. 3. To encourage students to predict possible alternatives for the future. 4. To expose students to a wide range of science fiction literature. 5. To examine themes of adventure, family, relationships, and technology and our responsibility to technology and change.
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.



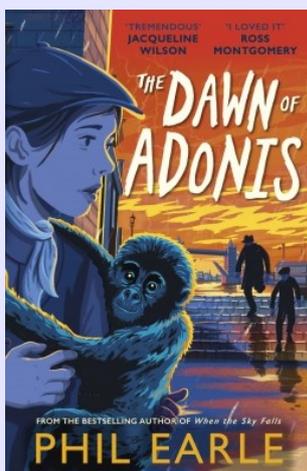
Assessment Focus: How are our pupils being assessed in subjects A-G?

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.

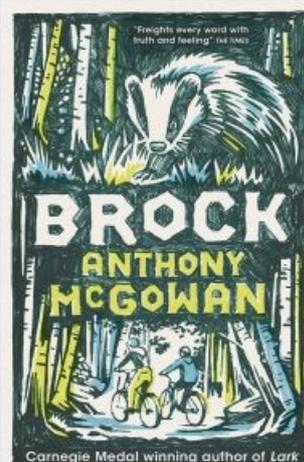
Subject	Year 6	Year 7	Year 8
Art	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Computing	Summer – Practical and Written Assessment	Summer – 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 Summer Writing portfolio of 5 – 6 extended pieces 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 Half-termly formative assessments that link to curriculum related expectations. Oracy assessment during summer term.	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 [The Dawn of Adonis](#)



Year 7 [Brock](#)



Year 8 [Best of All Worlds](#)

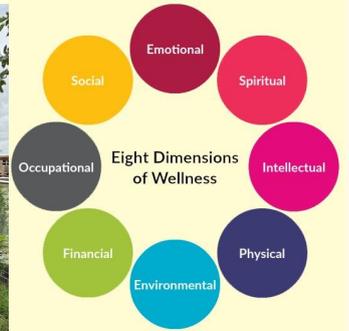




Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

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

Open Gardens in Ashton Under Hill was on the 7th and 8th June. It was a good opportunity to show our new library, and our new outside space which the Nature Parks' Team are working on developing for biodiversity and pupil use, to our wider community. We all had a fabulous time despite the rain.



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

Congratulations to Liv on her Diamond Award.

*Learning Together
for Success*



Our Athletics and Rounders Teams have been playing and enacting our values of belief, honesty and aspiration. Well done.



8X Focused during their science and geography field trip on Wednesday 4th June. Biodiversity and land usage learning led to much discussion and development of knowledge and skills in a real life context.

Year 8 Softball/Rounders Interhouse Competition



