



Dear Parents and Carers

The last two weeks have been full of celebrations underpinned by our on-going learning within our classrooms. It has been gloriously warm and pupils have been involved in interhouse competitions, our 60th birthday events and experiences both in and out of the Academy site. We have been delighted by the pupils' commitment and purpose to strive in all of the challenges they have taken part in.

As we near the end of this academic year, transitions are foremost in our minds. These can be both exciting and for some a time of worry. Endings and new beginnings are important experiences that we strive to negotiate with compassion and resilience. We enjoyed welcoming and meeting our new cohort on Wednesday 25th June whilst supporting and allowing our year 8 cohort to begin accepting their new pathway to high school. This journey will continue over the next three weeks of term. Term ends on Friday 18th July. All uniform and book donations gratefully received. Before we reach this milestone, we have the York trip, leavers' party and end of term trips to look forward to. 'Learning Together for Success' until our last day. 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, lip 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 lead to the centuries of persecution.
Science	Each area of study rotates throughout the year. Electricity (Changing Circuits) The particulate nature of matter Light (Seeing Light) Evolution and Inheritance Animals Including Humans (Healthy Bodies) Living things and Their Habitats (Classifying Organisms)	Each area of study rotates throughout the year. Atoms, elements and compounds Forces, moments, and pressure Cells and Reproduction Diet and health	Each area of study rotates throughout the year. Reactions Energy Ecosystems Acids and alkalis Waves 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: Sikh 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?

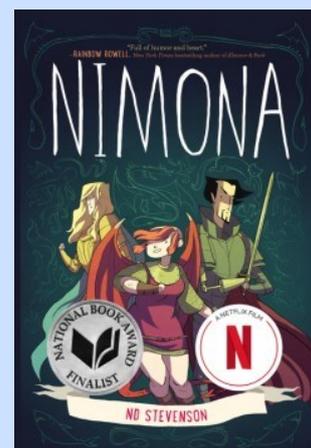
Year 6 [The Green Kingdom](#)



Year 7 [Max in the House of Spies II](#)



Year 8 [Nimona](#)





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Safeguarding Focus—how can I help my child?

Action for Children, **WANDS Family Hub**, Farmers Way, Droitwich, WR9 9EQ

Understanding Your Teen’s Behaviour Workshop

A free workshop for tools and tips for a calmer life with your teenager.
Tuesday 24th July 6-8pm

To book, please scan the QR code



Understanding Your Teen’s Behaviour workshop
Free online 2 hour workshop
Tuesday 24th July 6 - 8pm



Book onto this workshop for tools and tips for a calmer life with your teenagers including:

- Teen brain development
- Risk taking
- Communication
- Sleep patterns

A two hour online workshop suitable for families with children aged 11 to 19 years

To book, please scan the QR code

worcestershire.gov.uk/familyhubs

SEND Focus

Moving up and changing school is a big change for children and parents or caregivers. It’s a new stage of growing independence and separation. Fears and worries are normal as well as excitement, as with each stage of childhood development. As parents, your role is to help children cope with and overcome their fears, to nurture them to feel brave and capable.



NHS Video Resources: [Here](#)

For parents of children moving up to a new school
Moving up

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

To combat the summer learning loss, focus on fun, engaging activities that incorporate learning. Encourage reading, writing, and math through everyday activities like cooking, games, and day trips. Maintain a loose routine, incorporate educational media, and prioritise open communication and positive reinforcement.

1. Get outdoors—explore your local area and make use of the parks nearby. This is a great way to keep the kids active without spending a fortune.
2. Step back in time—If you find yourself at a loss of things to do when the weather takes a turn this summer, why not take a trip to a local museum? Many offer free or low-cost entry during the school break, with some hosting workshops and events for families.
3. Get crafty—Let’s be honest, when it comes to keeping boredom at bay sometimes you can’t beat a bit of arts and crafts.
4. Create a summer reading list -Trips to the local library can offer hours of fun or if the weather allows, grab a blanket and enjoy al fresco reading with your child.
5. Cook together—Cooking or baking together can be a great way to not only to keep kids busy but also teach them valuable life skills.

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

How you can influence your child:

Regularly speak to your child about various careers that you encounter on a daily basis

Highlight the skills that your child possesses

Set a good example (socially, personally and professionally) for your child

Share positive attitudes, views and values

Support your child to adopt high aspirations regarding their education, career and life

Provide and enable students to take opportunities to learn and develop.





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

The Nature Parks Committee met on 20th June to discuss Open Gardens, Ms Banks' recent @MinistryEco celebrations and the <https://biojoyversity.org/> project and our next steps.

We discussed the idea of holding a 'Bredon Fest' next June, getting involved with Professor Becky Parker who has been using her "Biojoyversity" project to help students study the impact of biodiversity on psychological and physiological well-being and how we could, as an academy, improve our recycling. Watch this space for our plans for 2025-2026.



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



Our Year 7 rounders teams enjoyed wins over Chipping Campden. Super performances.

Congratulations to Mason 6T who won eight gold swimming medals.



Congratulations to our KS3 Panathlon team, who travelled to Birmingham today to represent the whole of Worcestershire and came third - a tremendous achievement! Well done.



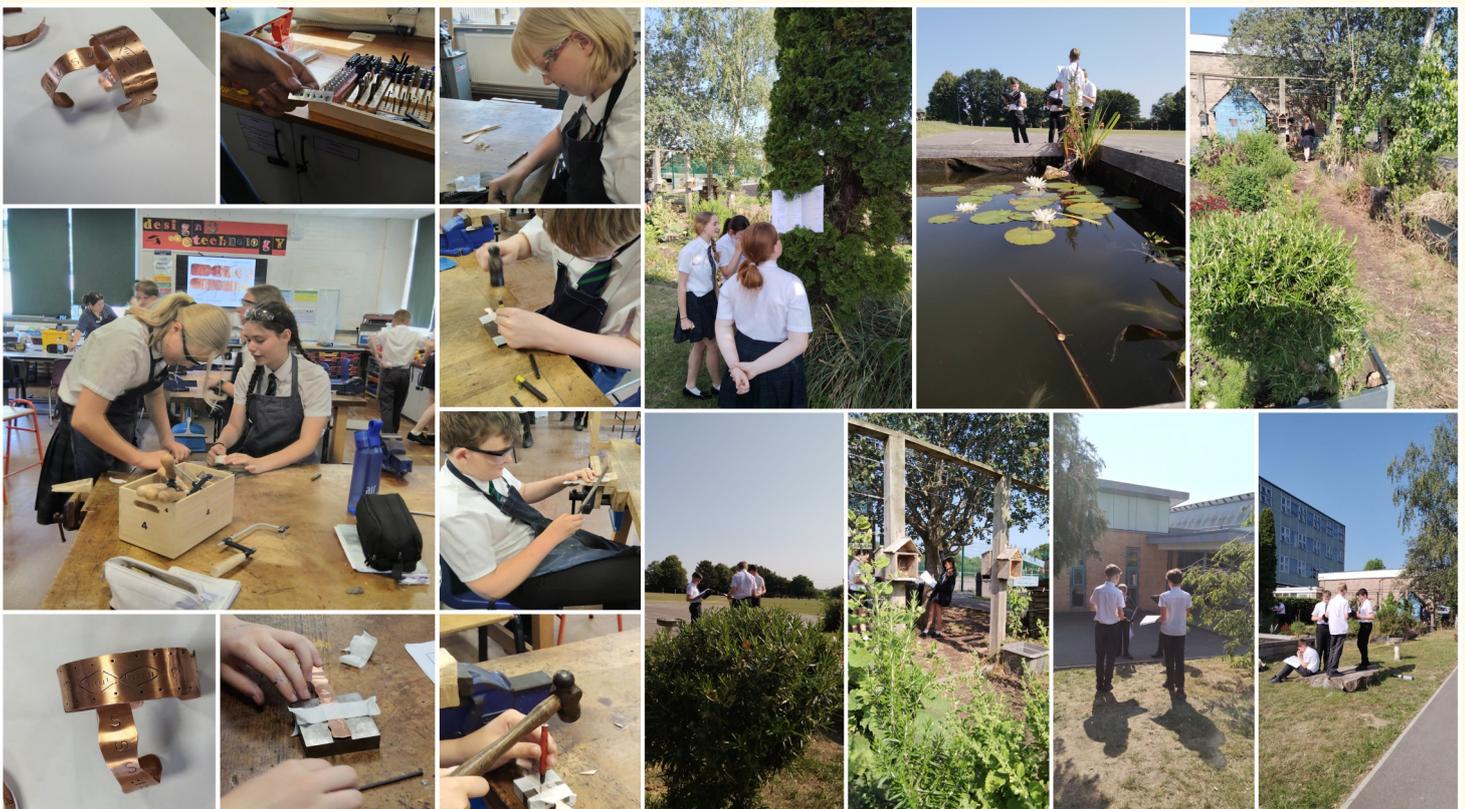
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‘BHA Master Chef’ continues. Thank you to Mrs Parkinson for organising and running this popular competition through Food Science. Desserts have been in prominent place.



Year 8 designers have been designing and making beautiful bangles in their DT lessons.

Year 8 English pupils have been performing ‘The Tempest’ amongst our gardens planted with many of the plants cited by the Bard himself.





**Softball and Rounders Inter-house Competition 2025
Winners**

Year 6 Hill Rounders and Vale for Softball

Year 7 Hill Rounders and Softball

Year 8 Hill Rounders and Softball



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Bredon Hill Academy 60th Celebrations: Drone Photograph, Bake Sale and Picnic Party





