Year 7 Information Evening 2018
Maths in Year 7
Maths schemes of work course structure

Year 7 & 8
Delta
Theta
Pi

Year 9, 10 & 11
Year 12 & 13
Higher
Foundation
A Level
What can I do to help?

Refer to the level ladder sheets in their exercise books to identify strengths and weaknesses.

Can your child explain what they have learnt?

Help them to identify ‘problem topics’ and tick them off as they achieve them.

Practice times tables.

Gap Analysis (RAG)

Target

Above/On/Below Target?

Numeracy Test
What can I do to help?

Available to buy from ParentMail.

£4 each
Encourage the use of HegartyMaths
Maths in Year 7

- Termly numeracy quizzes, form time support
- Numeracy activities during tutor time
- HegartyMaths
- Times Tables Rockstars

Any Questions?
Contact Miss Peskett or your child’s teacher
epeskett@bishopwand.surrey.sch.uk
English at Key Stage 3

• Programme of study followed by all classes
• Tasks relate to developing Reading, Writing and Speaking and Listening skills
• Lunchtime activities include a Creative Writing Club, Youth Speaks (encouraging public speaking) or visiting the Library (for independent reading)
<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
<th>Assessment Title</th>
<th>Relevant AOs</th>
<th>9-1 Grade</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn 1</strong></td>
<td>Reading and Writing- <em>The Island Project.</em></td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1. I need to....</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2. I need to....</td>
</tr>
<tr>
<td><strong>Autumn 2</strong></td>
<td></td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
<td>1. I need to...</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
<td>2.</td>
<td>2.</td>
<td>2. I need to...</td>
</tr>
<tr>
<td><strong>Winter 1</strong></td>
<td></td>
<td>1.</td>
<td>1.</td>
<td>1.</td>
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<tr>
<td></td>
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<td>2.</td>
<td>2.</td>
<td>2.</td>
<td></td>
</tr>
</tbody>
</table>
Accelerated Reader

AR is a computer programme that allows the teachers and librarians to monitor your child’s independent reading practice.

The focus of AR is to promote reading and allow your child to set new goals and targets which will be directed towards future reading practice.

How does it work?

- The student selects a book based on predetermined reading age.
- When the book has been read, the student takes a quiz.
- Feedback is automatically given based on understanding.
- The printed report indicates success and areas that need improvement.
**Metacognition**

**What is it?**
Metacognition is a set of skills that enable learners to become aware of how they learn and to evaluate and adapt these skills to become increasingly effective at learning.

Put simply it is your ability to **plan**, **monitor** and **evaluate** your own learning.

Students who can identify their own strengths, areas for improvement and next steps tend to be **about 9 months ahead of other students**.

**What you will see in your child’s books**
- Self and peer assessment of tasks.
- Teacher assessment and written feedback mainly confined to half termly tests.
The Power of Metacognition

Metacognition is vital for students to thrive in college, in their careers, and in life-long learning. It helps promote autonomy and resiliency. When students improve their metacognitive skills, they are more likely to embrace a Growth Mindset and learn from mistakes.

If we want students to grow into problem-solvers and critical thinkers, we need to help them develop metacognition.

How can I encourage my child to be more metacognitive?

- Ask your child about what they want to achieve this year?
- How can they make this happen?
- Do they need to change who they sit with in lessons when given the choice?
- How could they improve their work at home – where do they work, when do they work and how can they reduce distractions?

- Do they have everything they need from their teacher to do some extra work on the areas they have identified that they need to improve?
- Do they have access to all the software they need – RM Unify, Hegarty Maths, GCSEPod (Y9-11), Kerboodle etc..?
- Do they know how to revise effectively? Who could help them improve these skills?
RESPECT
What does it mean to you? What does it mean to others?

Respect for All Cultures / Ethnicities
Respect for All Abilities
Respect for All Socioeconomic Backgrounds
Respect for All Genders
Respect for All Appearances
Respect for All Family Types

RESPECT
GOOD BEHAVIOUR MAKES FOR A GREAT GAME

Respect
GIVE IT
TO GET IT
RESPECT

Put simply...it is the due regard for the feelings, wishes, or rights of others.
Respect

• Opening/Holding Doors for others.
• Being polite.
• Helping someone.
• Smiling 😊.
• Saying please and thank you.
• Supporting someone who is upset.
• Picking up litter.
• Not swearing, shouting or spitting!

If they respect you, respect them. If they disrespect you, still respect them. Do not allow the actions of others to decrease your good manners, because you represent yourself, not others.

~Mohammad Zeyara
ParentMail is a communications and online payment system. The majority of information for parents is sent using ParentMail and parents will receive these messages by email.

In addition to messages, the system also provides online payment system for the Canteen and School Trips, booking for Parent Consultation Evenings and Absence Reporting.

To make the most of ParentMail, we need all parents with internet access to register, to use the full system. Registration before Parents Evening is required otherwise you will be unable to book appointments.

If you have a Smartphone or tablet, download the app from the App Store or Google Play by searching for “Bishop Wand”.

Email Support is provided for ParentMail and other online systems, such as SMHW. If you need help with the system, require the registration link or wish to adjust canteen spending limits, please email: agriffiths@bishopwand.surrey.sch.uk

Parent access for SMHW will be provided in the next two weeks. Login details are emailed.
Communication

Head of Year – Miss Reilly
Assistant Head of Year – Mr Catchpole

7C – Miss Piercy
cpiercy@bishopwand.surrey.sch.uk
7K – Miss Burrell/Mrs Hayward
aburrell@bishopwand.surrey.sch.uk
shayward@bishopwand.surrey.sch.uk
7L – Mrs Williams
dwilliams@bishopwand.surrey.sch.uk
7S – Miss Parker
cparker@bishopwand.surrey.sch.uk
7W – Mrs Woodier
vwoodier@bishopwand.surrey.sch.uk
7Y – Miss Lawrence
klawrence@bishopwand.surrey.sch.uk

Form Tutor

• Is the key to success
• Meets the students every day
• Must be the first point of contact

Head of Year
mreilly@bishopwand.surrey.sch.uk
01932778600 ext. 607

Assistant Head of Year
jcatchpole@bishopwand.surrey.sch.uk
Attendance and Punctuality

Medical appointments: Please can these be arranged for after school. The shortened day on a Tuesday is a good opportunity to do this. We understand there is limited flexibility with Hospital and Orthodontic appointments.

Impact of Lateness

5 mins late = 3 days lost each year
10 mins late = 6.5 days lost each year
15 mins late = 10 days lost each year
20 mins late = 13 days lost each year
30 mins late = 19 days lost each year
Uniform and Appearance

The following items must be purchased through our school uniform provider, Sanco School Wear:

- Blazer
- Girls Trousers
- Girls Skirts (Knee Length)
- Jumper

(shoes must be black, no canvas plimsolls allowed)

OUTER WEAR— plain style any colour.
Scarves/hats/gloves – black or navy
When children are ill/injured on a PE day they are still expected to have their kit with them as there may be a role they can undertake and still be involved in learning with the class. We put their welfare first and wouldn’t ask them to do anything that would make the situation worse. The main reasons for this are: They still feel involved in the lesson, injury may not rule them out of every part of the lesson (they can coach, referee etc.) and it protects school uniform when outside.
Try and look at the planner every day and engage in conversations about learning.

Sign every week (please do not sign week until it has been completed).

It is checked by Tutors every Friday.

Pupils must not graffiti their planner – they will be expected to replace it.

Merits are awarded at the back of the planner.

Appointments (meetings and detentions) are logged.

Home learning that has been set is logged in the planner.
Weekly Routines/Tutor Time

**Monday** – Assembly
**Tuesday** – Registration
**Wednesday** – Literacy/Numeracy
**Thursday** – Assembly
**Friday** – PURE Check

We also lead activities to help support the children through transition, as well as introduce them to SEAL (Social and emotional aspects of learning). These focused tutor time activities remove the barriers to learning by getting students emotionally ready for the classroom.

**P** Planner / Purple Pen

**U** Uniform

**R** Reading Book

**E** Equipment
1. Ask them about what they are learning.
2. Proof read their homework.
3. Inspect their books.
4. Encourage them to read.
5. Find them an appropriate place to work.
6. Encourage them to teach you.
7. Encourage them to attend homework club. (1 hour after school everyday in the library)
8. Offer to test them.
9. Invest in revision guides.
10. Make sure they eat breakfast.
11. Set a reasonable bed time.
12. Help them to manage their time.
You will receive three reports throughout the year.

This will keep you fully informed of your child’s progress.

The colour coding helps you identify where your child is struggling most.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Classwork Effort</th>
<th>Homework Effort</th>
<th>Attitude</th>
<th>Progress Grade</th>
<th>Target Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Maths</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>6+</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>A</td>
<td>B</td>
<td>B</td>
<td>5+</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>B</td>
<td>B</td>
<td>A</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Physics</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Art</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>6</td>
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<tr>
<td>Citizenship</td>
<td>A</td>
<td>B</td>
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<td>7</td>
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<tr>
<td>French</td>
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<tr>
<td>History</td>
<td>B</td>
<td>A</td>
<td>B</td>
<td>6+</td>
<td>8</td>
</tr>
<tr>
<td>Information Technology</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Performing Arts</td>
<td>A</td>
<td>N/a</td>
<td>A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>A</td>
<td>N/a</td>
<td>A</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Spanish</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>6+</td>
<td>7</td>
</tr>
<tr>
<td>Technology</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
We have consistent routines.

We expect the students to engage in the learning and try their best to ensure everyone can learn by supporting each other.

We will work closely with parents to ensure this happens and when things go wrong work together to address the situation to get students back on track.

We have high aspirations of each and everyone of our students.

“Encourage one another and so build each other up”

1 Thessalonians 5:11

In the right place
At the right time
Doing the right thing
“GRIT is passion and perseverance for long term goals. GRIT is having stamina. GRIT is sticking with your goals day in, day out, not just for a week, not just for a month but for years and working really hard to make that future a reality. GRIT is living life like it’s a MARATHON, not a SPRINT.”
Year 7 Focus Themes

The Tri-Challenge Cup

Circle Time
An opportunity to be more cooperative with and more supportive of our peers. We will have the chance to interact with those in our form who we don’t always get along with and develop the confidence to talk to each other about our feelings and learning needs.

Social and Emotional Aspects of Learning: SEAL
- Motivation
- Self Awareness
- Manage Feelings
- Social Skills
- Empathy

Learning to use these 5 key skills will help us to be happy and successful at school; both inside and outside of the classroom.

Before you speak:

THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?
Rewards and Recognition

There are half term and termly rewards to recognise outstanding achievement, effort and attendance.

We celebrate and congratulate success through:

- Merits
- Commendations
- Post cards home
- Positive phone calls home
- Reward incentives
- Birdie Awards
# Dates for the Diary

## Autumn Term

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Evening (early school closure)</td>
<td>26&lt;sup&gt;th&lt;/sup&gt; September</td>
</tr>
<tr>
<td>Inset Day</td>
<td>27&lt;sup&gt;th&lt;/sup&gt; September</td>
</tr>
<tr>
<td>Year 7 Settling - In Evening</td>
<td>18&lt;sup&gt;th&lt;/sup&gt; October</td>
</tr>
<tr>
<td>Half Term</td>
<td>W/C 22&lt;sup&gt;nd&lt;/sup&gt; October</td>
</tr>
<tr>
<td>School Closure</td>
<td>7&lt;sup&gt;th&lt;/sup&gt; and 10&lt;sup&gt;th&lt;/sup&gt; December</td>
</tr>
<tr>
<td>End of Term (early school closure)</td>
<td>19&lt;sup&gt;th&lt;/sup&gt; December</td>
</tr>
</tbody>
</table>
Please see the back of the booklet for information about the curriculum outline for each subject area.

Should you have further questions about the course that your child is following do not hesitate to contact their Class Teacher or Head of Department.
Show My Homework Instructions for students and parents.

1. Go to the Bishop Wand webpage and click ‘quick links’, then ‘RM Unify’

2. Students should then log on to RM unify. Their username will be their normal username that they would use to log into the school system. This is the year they started, followed by first initial and surname and then ‘@bishopwand’ An example for Justin Bieber, starting in 2012 would be:

   12jieber@bishopwand

   The password will be the same as their normal password to get on the school system.

   If students cannot log on, it is essential that they report to Mr Griffiths in the F Block during break or lunch as soon as possible.

3. Once students have logged in the following screen will appear:

   Click the ‘Show my homework’ icon and it will take them to the page above. This is the student homepage. The green button in the top left of the screen is their ‘To-do’ list. It will show all tasks that are due to be done. Once students have completed each assignment, they should click on the ‘completed’ tab and tick the assignment. This will remove the assignment from their ‘to-do’ list.

4. If students wish to see their assignments for each week they can click on the ‘homework calendar’ tab:

5. Submission of work.

   The majority of assignments will require students to hand assignments in during class. However, some staff may request that work is handed in ‘online’. If this is the case there are three simple steps. Firstly, click ‘submit’ tab. Then complete the work by typing into the text box, or upload a file that the student has completed. Lastly, click ‘submit assignment to teacher tab’

6. Checking homework without login details.

   Students and parents can do this by following a simple procedure. On the school website click ‘quick links’ and scroll down to ‘show my homework calendar’

   This will then take you to the following page:

   By clicking on filters such as ‘year group’ or ‘subject’ students and parents will be able to see if there is any homework due.

   Could I please stress that it is important that students do not rely on this method. They must be able to log in to their personal page. If they are unable to do so using the first instructions on this page, then they must see Mr Griffiths as soon as possible.

   Please note that parent login details will be sent shortly by email.

   If you have any questions regarding ‘Show My Homework’, please contact Mr Scott on escott@bishopwand.surrey.sch.uk
YEAR 7 CURRICULUM OUTLINE

ART
- Natural Forms: Formal Elements of Art and Colour Theory.
- Birds: Colour families and Oil Pastel.
- Shoes: Cubism and Painting.

CITIZENSHIP
- Laws and rules – what is the difference and what would life be like without any laws.
- I don’t do politics – creating their own political party.
- Financial capability – learning to budget.
- Save our field – looking at campaign methods.

ENGLISH
- Writing Project: The Island.
- Novel: ‘Jake’s Tower’.
- Introduction to Shakespeare.
- Poetry Anthology.
- Drama ‘Frankenstein’.
- Creative writing: ‘Holes’.

FOOD STUDIES
- Knowledge and understanding of ingredients and healthy eating;
- Apply the principles of the ‘eat well guide’ and the 8 tips for healthy eating, to their own diet.
- Learn food preparation and cooking techniques.
- Learn and apply the principles of food safety and hygiene.
- Build and apply a repertoire of skills in order to design and make high quality products for a wide range of users.

FRENCH
- Greetings and introductions.
- Family and pets.
- Personal descriptions.
- Home and town.
- Food and drink.

GEOGRAPHY
- Introduction to Geography/map work.
- Coasts.
- Weather and Climate.
- Settlement.
- Exploring Countries – Australia.
- Exploring Countries – South America.

HISTORY
- Norman Conquest
- Medieval Realms
- Native Americans

I.C.T.
- Programming 1- Introduction to Python.
- Programming – BBC Micro-Bits.
- Internet safety - using audacity to create Jingles - video advert using Serif Movie Plus.
- Programming –Scratch/Small Basic.
- Spreadsheets Modelling.
- Understanding Computers.
- Creating an animation (Dynamic Learning) Algorithms, sequences, iteration and procedures, selection.
## MATHEMATICS
In Year 7 Mathematics we have 3 separate pathways of study, dependent upon ability.

- Classes 1 and 2 study the Delta scheme of work. (Extension)
- Classes 3, 4 and 5 study the Theta scheme of work. (Core)
- Classes 6 and 7 study the Pi scheme of work. (Support).

<table>
<thead>
<tr>
<th>Group</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delta</td>
<td>Analysing &amp; Displaying Data; Number Skills; Equations, Functions &amp; Formulæ; Fractions</td>
<td>Angles and Shapes; Decimals; Equations; Manipulative Reasoning</td>
<td>Perimeter, Area &amp; Volume; Sequences &amp; Graphs</td>
</tr>
<tr>
<td>Theta</td>
<td>Analysing &amp; Displaying Data; Number Skills; Equations, Functions &amp; Formulæ; Decimals &amp; Measures</td>
<td>Fractions; Probability; Ratio &amp; Proportion; Lines &amp; Angles</td>
<td>Sequences &amp; Graphs; Transformations</td>
</tr>
<tr>
<td>Pi</td>
<td>Analysing &amp; Displaying Data; Calculating; Equations, Functions &amp; Formulæ; Graphs</td>
<td>Factors &amp; Multiples; Decimal &amp; Measures; Angles &amp; Lines</td>
<td>Fractions, Decimals &amp; Percentages; Transformations</td>
</tr>
</tbody>
</table>

## PHYSICAL EDUCATION
- Rugby
- Football
- Netball
- Gymnastics
- Swimming
- Dance
- Basketball
- Hockey
- Handball
- Athletics
- Striking and Fielding
- Tennis

## RELIGIOUS STUDIES
- Introduction to Religious Studies
- The Old Testament
- Jesus’ Teachings
- Jesus’ Miracles
- Holy Week
- Belief

## SCIENCE
### BIOLOGY
- Working Scientifically
- Biology 1.1: Cells
- Biology 1.2: Structure and function of body systems
- Biology 1.3: Reproduction

### CHEMISTRY
- Working Scientifically
- Chemistry 1.1: Particles and their behaviour
- Chemistry 1.2: Elements, atoms, and compounds
- Chemistry 1.3: Reactions
- Chemistry 1.4: Acids and alkalis

### PHYSICS
- Working Scientifically
- Physics 1.1: Forces
- Physics 1.2: Sound
- Physics 1.3: Light
- Physics 1.4: Space

## TECHNOLOGY
- Mini Projects
- Students will cover 3 projects based on different specialisms including Graphics, Textiles and Resistant Materials.

## PERFORMING ARTS
### DRAMA TOPICS
1. Introduction to acting skills exploring scenes from a range of plays
   Page to stage: The Lion, The Witch And The Wardrobe
2. To be confirmed

### MUSIC TOPICS
1. Orchestra
2. To be confirmed

### PERFORMANCE TOPICS
1. Ensemble performance on the theme of The Haunted House!
2. Ensemble performance of the Alphabet song from Matilda

### SPANISH
- Greetings and introductions.
- Family and pets.
- Personal descriptions.
- School.
- Home and daily routine.