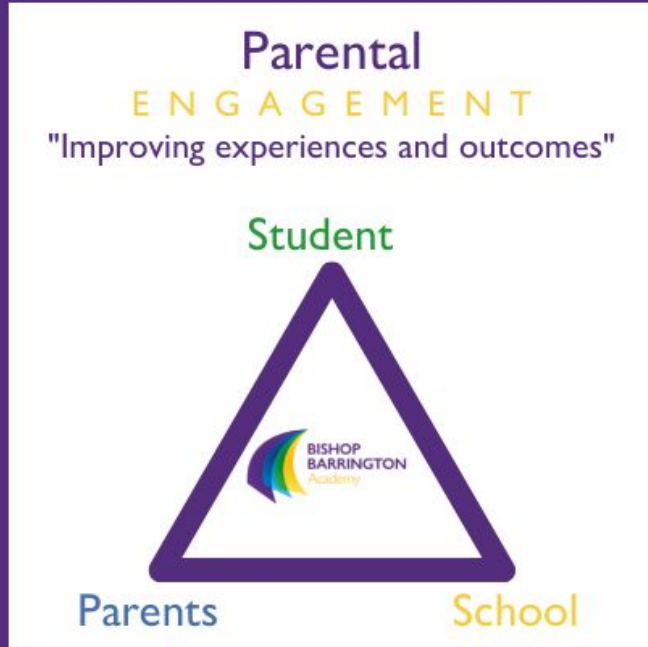


Bishop Barrington Academy Parental Engage Event Thursday 1st December

“KS2-3 Transition in English, Maths and Science”

What is Parental Engagement?



John Hattie's seminal 2008 study, *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement* found that **"the effect of parental engagement over a student's school career is equivalent to adding two or three years to that student's education"**

Hattie Effect: **Parental Involvement 0.50**
(significant impact in student achievement)

English

Mrs Porter- Assistant Headteacher

English - Course Content

Term 1a: Shakespeare: A Midsummer Night's Dream

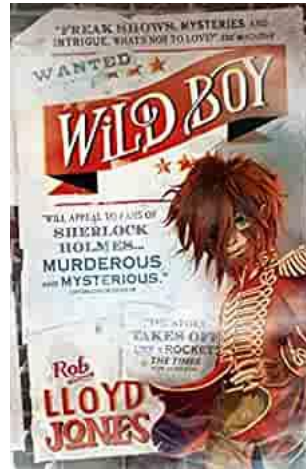
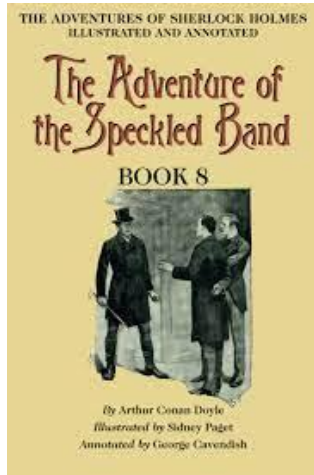
Term 1b: Poetry: Culture Poetry

Term 2a: Non-Fiction: Adrenaline

Term 2b: Victorian: Speckled Band

Term 3: Modern Literature: Wild Boy

English – Key Skills



- ✓ Students will be taught a range of skills linked to reading, writing and communication.
- ✓ This is to support students with their academic progress.
- ✓ This will also support students when the leave secondary school.

English - Home Learning

<u>Reading</u>	<u>Writing</u>	<u>Research</u>	<u>Creative</u>
Explode two quotations from a poem studied of your choice. Consider: connotations of key words, language and structural features used and layers of meaning.	Produce a two-stanza poem, describing your connection to a particular culture e.g. British.	Research British immigration statistics in 2022 and the impact of immigration on those living in Britain.	Sketch a character from one of the poems studied and annotate it with key quotations.
Write a PETAL paragraph analysing how culture is presented in the poem, 'Blessing'.	Produce an article to describe the events presented in, 'Floral Tribute'.	Research a culture from a different country of your choice and the importance of this on its people.	Produce a poster including the poetic devices you have studied and analysed the effects of. Include examples of these.
Summarise the most significant events within a poem studied of your choice.	Transform the ideas you have explored within a poem studied into the opening of a narrative. Consider your use of vocabulary and narrative voice.	Research the life of Queen Elizabeth II. Produce a timeline of the ten most significant events during her reign as Queen of England.	Produce a six-frame storyboard including the key characters and events within a poem studied of your choice.

Home Learning Grids:

- They allow students to pick a learning style which they prefer.
- They allow students to extend their learning outside of the classroom.
- They encourage autonomy.
- They allow students to have some freedom and choice in what they are learning.

English - Tips to Success

- ✓ **Ask students about their home learning to ensure they are completing their additional work which will help them progress.**
- ✓ **Encourage students to speak in full sentences / formally.**
- ✓ **Correct any basic punctuation errors that you witness to ensure that students are always thinking about the basics.**
- ✓ **Encourage students to read.**

English - Questions & Answers

Which texts are studied?

A Midsummer Night's Dream, Culture Poetry, Non-Fiction texts, Speckled Band – Sherlock Holmes and Wild Boy.

How can my child revise for the English?

Practice, practice, practice skills, and reading as much as possible.

Why is English important?

No matter what your child's plans are for the future, students are expected to pass English GCSE for most courses and apprenticeships in year 11. They will learn and develop vital skills such as speaking, listening and writing which will be needed for life after secondary school.

Reading and Literacy: Accelerated Reader

After half term, all students will have one Accelerated Reader lesson every two weeks.

These lessons will take place in their English lessons.

Accelerated Reader - Tips to Success

- ✓ **Students have a reading book on them at all times.**
- ✓ **Students will be encouraged to read as often as they can, and complete quizzes on the books they have read.**
- ✓ **Students need to complete a mini quiz as soon as possible after they have read each book. If students achieve 100% on their quiz, they will receive a raffle ticket and be entered into a prize draw.**

Maths

Mrs Brown- Assistant Subject Leader of Maths

Maths - Key Stage Three Overview

Scheme of Learning

Years 7 through to 9 follow the White Rose Maths scheme of learning. The aim is to build a deep culture of understanding, confidence and competence in maths that produces strong, secure learning and real progress made by students attending our school. The mantra of White Rose Maths is **'Everyone Can Do Maths: Everyone Can'** A mantra that the maths department at Bishop Barrington fully endorse. Most feeder primary schools use White Rose Maths; meaning the format is familiar to year 7.

WRM - Year 7 Scheme of Learning


 White
Rose
Maths

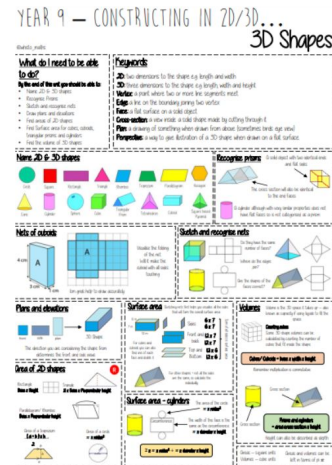
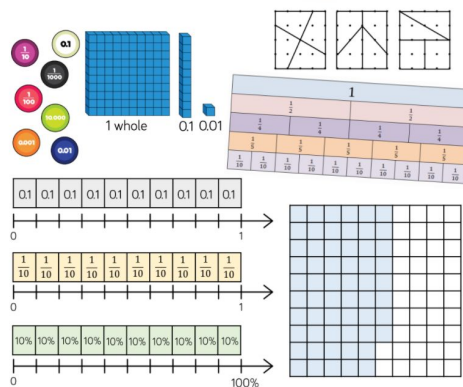
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences	Understand and use algebraic notation			Equality and equivalence			Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence	
Spring	Applications of Number						Directed Number			Fractional Thinking		
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of quantities		Operations and equations with directed number			Addition and subtraction of fractions		
Summer	Lines and Angles						Reasoning with Number					
	Constructing, measuring and using geometric notation		Developing geometric reasoning				Developing number sense		Sets and probability		Prime numbers and proof	

© White Rose Maths



Supporting Learning

Learners are supported with concrete manipulatives and pictorial representations to help deepen understanding of mathematical concepts. Revision is aided with knowledge organisers and regular quizzing.



Maths - Year 7 curriculum

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Algebraic Thinking						Place Value and Proportion					
	Sequences		Understand and use algebraic notation		Equality and equivalence		Place value and ordering integers and decimals			Fraction, decimal and percentage equivalence		
Spring	Applications of Number						Directed Number		Fractional Thinking			
	Solving problems with addition & subtraction		Solving problems with multiplication and division		Fractions & percentages of amounts		Operations and equations with directed number			Addition and subtraction of fractions		
Summer	Lines and Angles						Reasoning with Number					
	Constructing, measuring and using geometric notation		Developing geometric reasoning				Developing number sense		Sets and probability		Prime numbers and proof	

Curriculum pathway designed to introduce algebraic concepts first to expose students to new learning as soon as possible and build on strengths from primary

Maths - Year 7 curriculum - support

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division			Measurement: Perimeter and Area	
Spring	Number: Multiplication and Division			Number: Fractions						Number: Decimals and Percentages		Consolidation
Summer	Consolidation	Number: Decimals			Geometry: Properties of Shape			Geometry: Position and Direction		Measurement: Converting Units		Measurement: Volume

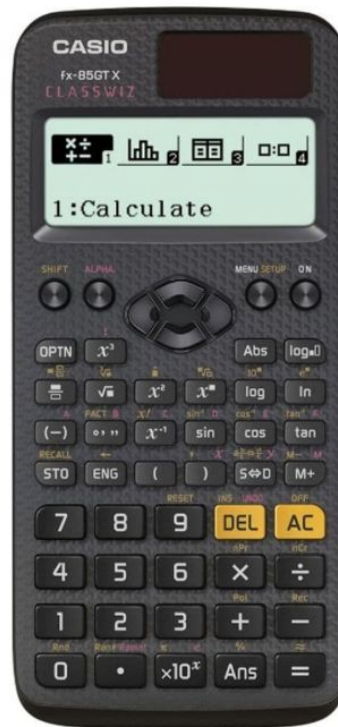
Support curriculum builds on upper KS2 skills and uses year 7 curriculum for challenge

Maths - What is new at KS3?

Scientific calculators

Casio Classwiz

fx-83GT X



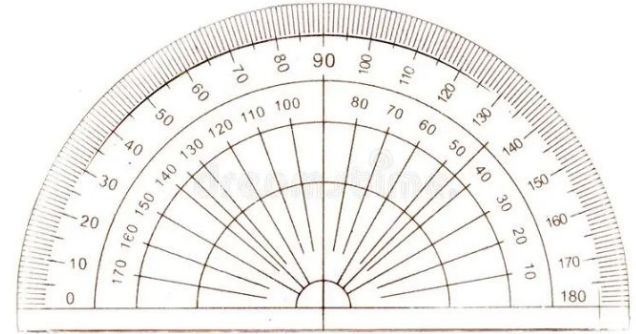
Maths - What is new at KS3?

Use of mathematical equipment

Pairs of compasses

Protractors

Tracing paper



Maths - Tips for success

Tips for success

End of unit tests are given at 2 or 3 weekly intervals.

Students have a knowledge organiser which they can use for revision full of hints, tips and facts to remember.

YEAR 7 — PLACE VALUE AND PROPORTION... FDP equivalence

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Convert fluently between fractions, decimals & percentages

Keywords

Fraction: how many parts of a whole we have

Decimal: a number with a decimal point used to separate ones, tenths, hundredths etc.

Percentage: a proportion of a whole represented as a number between 0 and 100

Place value: the numerical value that a digit has decided by its position in the number

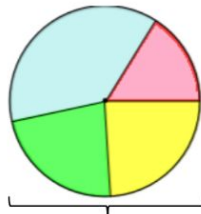
Placeholder: a number that occupies a position to give value

Interval: a range between two numbers

Tenth: one whole split into 10 equal parts

Hundredth: one whole split into 100 equal parts

Simple pie charts



A pie chart has 360°
so all FDP calculations
are out of 360

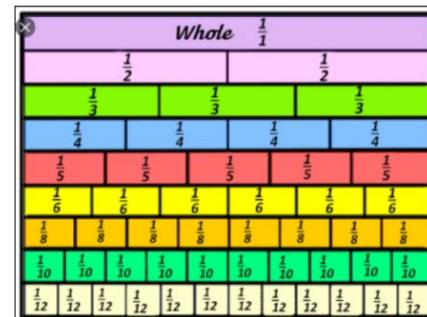
Split into 10 parts
 $= 10\% = 36^\circ$

Split into 2 parts
 $= 50\% = 180^\circ$

Split into 5 parts
 $= 20\% = 72^\circ$

Equivalent fractions

Represent equivalence with fraction walls



Maths - Tips for success

What can parents do to help?

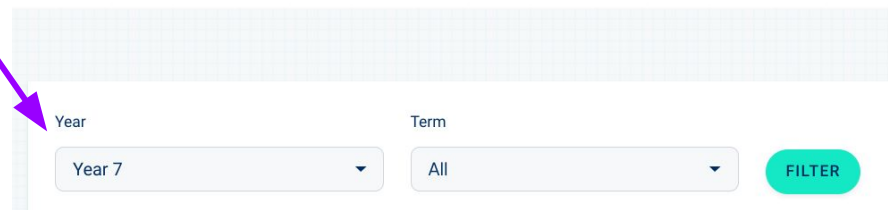
<https://whiterosemaths.com/homelearning>

Choose Year 7 from the drop down menu and watch home learning videos on demand

Home learning

All of our home learning lessons for early years through to Year 11 are available now. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

SCHEME OF LEARNING ↓



Year Term

Year 7 All

FILTER

Remember that making mistakes is part of the learning process

Even the very best mathematicians make mistakes when trying to solve a problem. Mathematics is a skill which improves over time and with practice.

In the maths department we try to remove the pressure to be perfect first time and ensure that all students know that mistakes are part of the learning process.

We aim to embrace challenges, learn from mistakes, highlight effort more frequently than results and reframe failures as positive steps on the learning journey.

Science

Miss Thornley - Teacher of Science

What do we study?

<u>Half Term 1</u>
Introductory Science
Cells
<u>Half Term 2</u>
Forces
Ecosystems
Atoms, Elements and Compounds
<u>Half Term 3</u>
Atoms, Elements and Compounds
Conservation of Energy

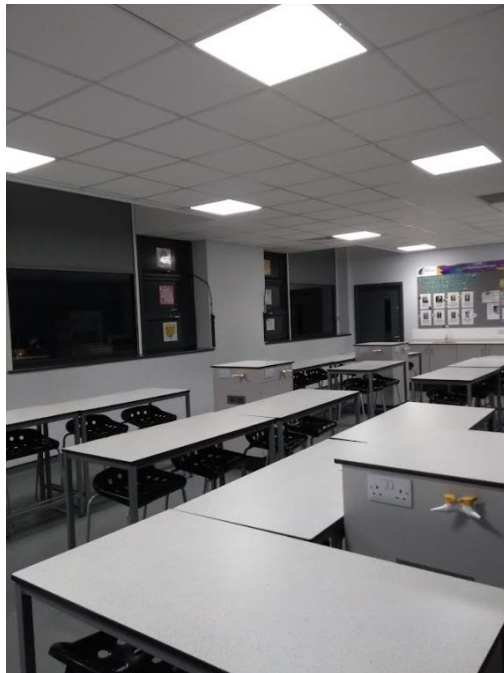
<u>Half Term 4</u>
Conservation of Energy
Photosynthesis and plant structure
<u>Half Term 5</u>
Acids and Alkalis
Electricity
<u>Half Term 6</u>
Separation Techniques
Health and Disease

Practical Skills (Term 1)

- Bunsen burner investigations
- Chemical investigations (blue bottle)
- Microscopes
- Forces in everyday life
- Extension of a spring

Our labs

X7 fully equipped science laboratories



Examples of Excellence

Monday 3rd October

Teacher Meaningful Marking *which gas comes from the gas taps?*

the Bunsen burner has many parts. The first being the tubing that the gas gets through. Then the base. The air hole lets air into the flame. When the air hole is open you can close it by turning the air hole. The chimney is the long part (not the tubing) that the gas flows through.

To light a Bunsen burner safely light a spirit then put your hand over the burner. But that is on fire. *cap* Slowly walk over to your Bunsen burner turn on the gas then hover the spirit over the top of the Bunsen burner. Make sure the air hole is closed and your hair is tied up.

Is someone gets burned follow these steps. First tell the teachers then turn the gas off. The teachers will perform first aid depending on how bad it is. Is it very very bad they will call 999. Put it under water. *Always put it under water*

A yellow flame = Sooty flame Blue flame = Raring flame. The air hole lets air into the flame. The raring flame rars.

Wow - You understand how to light a Bunsen burner safely.

Thursday 24th November 2022

Free Dynamics

There are several different forces on a diver.

1. Describe what will happen to the diver in each situation below. Look very carefully at the sizes of the force arrows on the diagrams.

2. Think of a situation of your own that involves different forces on an object. Draw a diagram including force arrows, and explain how the forces will affect the movement of the object.

Diagram showing a diver in water with forces: Upthrust (up), Weight (down), Thrust (left), Water resistance (right), and Speed (5 m/s).

A) Weight and upthrust are balanced. We know this because the arrows are the same size. This means that he is floating at the same height. Thrust and water resistance are also balanced. The diver is moving at a constant speed of 5 m/s.

B) Upthrust and weight are balanced. We know this because the arrows are the same size. This means that he is floating at an even balance. The thrust arrow suggests that he is moving, however, it also says that he's not moving because the speed is at 0 m/s.

C) Weight and upthrust are unbalanced. We know this because the arrows are not the same size. This implies that he is floating at an uneven balance. There is no thrust or water resistance so that means that he is not moving and it also suggests that because the speed is 0 m/s.

D) Upthrust and weight are balanced. We know this because the arrows are the same size. This means that he is floating at the same height. Thrust and water resistance are unbalanced. The diver is moving at an uneven speed of 5 m/s.

E) Weight and upthrust are balanced. We know this because the arrows are the same size. This means that he is floating at the same height. Thrust and resistance are also balanced. The diver is moving at a constant speed of 2 m/s.

Recent Success Stories

Thomas - MSc Theoretical Physics (Newcastle University)

Josh - Degree apprenticeship in Civil Engineering (fully funded plus salary). Offer from Durham University.

Jacob - BSc Biomedical Science (Teesside University)

Science - Tips to Success

- ✓ **Encourage students to watch / read science in the news from reliable sources.**
- ✓ **Get pupils to “find” science around them. E.g. why is it autumn? Why does steam come out of the kettle?**
- ✓ **Check if students have homework. Support with completion. Ask class teacher for support if further clarification needed.**
- ✓ **Discuss key scientific events at home. For example, Cop 27.**

Science & Environment

Recycling
-Y11
Chemistry



Batteries linked to hundreds of waste fires

Batteries thrown into household rubbish bins cause about 700 fires a year in waste facilities, a survey suggests.

🕒 15h | Science & Environment | 📧

- E-waste: Five billion phones to be dumped in 2022

Health and Disease -
Y9 Biology

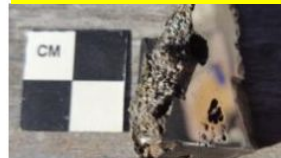


Half of UK free range turkeys hit by bird flu

About 600,000 birds have been culled or have died in the UK's worst avian flu outbreak.

🕒 1d | Science & Environment | 📧

Ores / Mineral - Y9
Chemistry / biology



Joy as scientists find new minerals in meteorite

Elallite and elkinstantonite are the new names but the Saar people in Somalia call it Nightfall.

🕒 1d | Africa

Space - Y8 Physics



China sends new crew to space station

The mission will see the first in-orbit crew handover on the new Tiangong space station.

🕒 1d | China



Nasa's Orion capsule breaks distance record

The spacecraft travels further from Earth than any previous vehicle built for astronauts.

🕒 2d | Science & Environment



Why is bird flu so bad this year?

Why is bird flu so bad this year and why are scientists so concerned?

🕒 1d | Science & Environment



Wasted UK methane gas 'a scandal'

Green Alliance says the high price of gas means fossil fuel companies should be capturing more of their methane emissions

🕒 2d | Science & Environment

Space - Y8 Physics

Health and Disease -
Y9 Biology

Combustion- Y8
Chemistry