



YEAR 7

COURSE GUIDE

2019 – 2020

Year 7: Subject Leaders / Teachers

| Subject | Subject Leader | Teachers |
|--------------------------|--|---|
| English + Literacy | Mr R Garry | Mr R Garry Mr R Hollands Miss B Sadler Mrs K Mould Miss A Watkins |
| Mathematics | Mrs E Griffiths | Mrs E Griffiths Mr M Osmond Mrs R Morris Mr K Darke |
| Science | Mrs C Jones | Mrs V Lee Dr G Ward Mr C Thorley |
| Art & Design | Ms S Keeling | Ms S Keeling Miss C Richards |
| Computing | Mrs C Jones | Mr C Parkes |
| Design & Technology | Mr A Walker | Mr A Walker Miss C Richards Mrs I Chorr Mr M Carthy |
| Geography | Mr P Lee | Mr P Lee Mr J Bird Mr J Seager |
| History | Mr P Lee | Mr J Bird Miss E Weston |
| Modern Foreign Languages | Ms J Thompson | Ms J Thompson Miss L Taylor |
| Music | Mrs V Jevons | Mr G Sassano |
| Physical Education | Mrs V Jevons | Mrs V Jevons Mr D White |
| PSHCE | Miss S Pugh (Key Stage 3) Mr M Jervis (Key Stage 4) | Form Tutors |
| Religious Education | Mr P Lee | Mr P Lee Miss E Weston Mr P Lowe-Werrell |

| | |
|-------------------------------|-------------|
| Head of Personalised Learning | Mrs K Mould |
| SENCo | Mr G Davies |

English and Literacy

Subject Leader: Mr R Garry

English is a statutory subject at Key Stage 3. Students receive four lessons of specialist English teaching per week. They develop their speaking and listening, reading and writing skills through the study of fiction and non-fiction texts. All units are designed to build on skills from previous years, as well as prepare them for the demands of their GCSE courses in English Language and English Literature in the future.

A solid foundation of core literacy skills is of paramount importance in advancing student achievement and progress in all subjects across the curriculum. Within English lessons, key literacy skills, are taught explicitly. Students are supported in their writing and given specific literacy-related targets on which to improve the accuracy of their written communication. Students' literacy targets are noted in the front of their planners so that these targets can be achieved in all areas of the curriculum with the support of all teaching staff. Reading is at the forefront of all literacy lessons, with students having an extended time dedicated to reading fiction for pleasure; this coincides with the Accelerated Reader programme. There is a spelling focus each half term which will focus on a variety of spelling rules and patterns.

Autumn Term

- Students start the year by working on the book they were given at the end of Year 6, "The Iron Man" by Ted Hughes. There is a focus on writing skills and accessing non-fiction texts.
- **"The Iron Man"**: Punctuation - revision of capital letter; full stops; commas; question marks; exclamation marks; ellipsis (*Pages: 94-103) Word - nouns; pronoun; adjectives; verbs (*Pages 5-21)
- **Safety**: Word - synonyms and antonyms; auxiliary verbs; adverbs, modal verbs; verb tense; preposition; conjunction; article; determiner (*Pages: 5-60, 86)
- Students move on to develop their skills in reading fiction through the study of a novel titled "Goodnight Mr. Tom" by Michelle Magorian.

Spring Term

- Students study reading and creating non-fiction texts in further detail through a unit based on the topic of the environment and the natural world.
- Following on from this, students study a range of poetry from other cultures. They establish key understanding of poetic devices and will complete a comparative essay on two poems.
- Sentence - simple sentences; main clause (simple sentences); compound sentences; subordinate clause (complex sentences); varying sentence structure; passive and active voice (*Pages: 63-66, 71)
- Punctuation - colon to introduce a list and use of semicolons in a list; use of hyphens; apostrophes for contraction; speech punctuation (*Pages: 103-105)

Summer Term

- After Easter students will focus on studying Shakespeare's Romeo and Juliet. They will analyse how Shakespeare entertains and interests his audiences.
- Students spend some time revising for their Year 7 end of year exams during this term.
- The year comes to a close with time spent developing creative writing skills, culminating in students writing a short story.
- Cohesion - connectives; repetition; qualifications and comparisons; beginning a new paragraph; layout devices (*Pages: 88-90)

Student Work

All work during Year 7 is completed in exercise books. One homework task is normally set each week and should take approximately 30 minutes to complete. Students will complete various writing tasks across the course. A project-based homework will be set every half-term and will focus on researching the topics studied in lessons. Students' work receives regular feedback from the class teacher, with key targets written following extended written responses.

Helping at Home

- Talk about the work that they are doing in lessons and for homework
- Encourage students to proofread their work in order to correct errors
- Encourage students to maintain a regular personal reading habit – at least 10-15 minutes of reading per night
- Talk to students about their literacy targets and use the suggested websites to practise the skills
- * indicates the relevant pages of the Oxford School Spelling Punctuation and Grammar Dictionary that can be used to focus study at home
- Don't hesitate to contact the school and talk to the English department.

Useful Websites

www.bbc.co.uk/schools/ks3bitesize/english

www.grammar-monster.com

Mathematics

Subject Leader: Mrs E Griffiths

Mathematics is a statutory subject at Key Stage 3. The main themes of number, algebra, geometry & measures and data handling are revisited regularly throughout each year. All Key Stage 2 topics are recapped throughout the year. There will be a focus on problem solving and using and applying mathematics skills in context throughout. Topics for Year 7 are as follows:

Autumn Term

- Place value and Integer Calculations
- Co-ordinates
- Measures
- Negative Numbers
- Statistics

Spring Term

- Shape Properties
- Basic Algebra
- Area and Perimeter
- Number properties

Summer Term

- Constructions
- Decimals

Student Work

The majority of mathematics work is completed in exercise books. Homework set every week, should take approximately 30 minutes and will vary in style. Following every assessment, students will be set targets to address for homework.

Assessment

Students are assessed at regular intervals throughout the Key Stage. Some assessments are divided into a calculator and non-calculator section where appropriate.

Helping at Home

- Use the mymaths website to review topics or work towards a particular level
- Use a Key Stage 3 revision guide and/or workbook to review or practice topics
- Contact the mathematics department directly with any queries
- Discuss the mathematics found in everyday life or in your employment regularly.

Useful websites

www.mymaths.co.uk *(see student planner for login details)*

www.subtangent.co.uk

www.nrich.maths.org

www.bbc.co.uk/schools/ks3bitesize

www.counton.org

www.murderousmaths.co.uk

www.mathschallenge.co.uk

Science

Subject Leader: Mrs C Jones

Science is a statutory subject at Key Stage 3. We spend Year 7 developing a sense of excitement and curiosity about science. Students are encouraged to understand how science can be used to explain observations, predict what will happen and make conclusions based on results.

Six main units are taught throughout the year, each integrating investigative skills alongside science content.

Autumn Term

Students begin Rotation 1 which is made up of two units:

- The Force is with You - forces in action
- Slime and Smells - particles and separation techniques

Spring Term

Students begin Rotation 2 which is made up from two units:

- Being Alive - cells and organ systems
- Energy for Life - electrical circuits and energy transfers

Summer Term

Students begin Rotation 3 which is made up of two units:

- New Life - reproduction and healthy lifestyle
- Colourful Chemistry - chemical reactions

Student Work

Work is completed in exercise books which are regularly checked. In science, all exercise books are seen as a means for developing knowledge and understanding. Homework will be set weekly where the work will relate to the unit being studied.

Assessment

Within each unit, there are two main assessments, one is the end of unit test and the other assesses class work and application of skills. The results are collected and used to monitor progress. Student progress is monitored from their own Key Stage 2 starting point and against age related standards. Each student has a progress tracker sheet in their books to help them see how they are progressing and brief notes on how to improve.

Helping at Home

- Encourage your child to logon to 'Educake', an online homework and revision package
- Talk to your child about their work
- Direct students to the appropriate pages in their revision guide
- Don't hesitate to contact the school and talk to the science department
- Encourage attendance at the weekly lunchtime support session for Key Stage 3 Science.

Useful Websites

www.bbc.com/education/subjects/zng4d2p

<http://ks3.org/support/>

www.scibermonkey.org/

www.educake.co.uk

Art and Design

Subject Lead: Ms S Keeling

Art and Design is a foundation subject in Key Stage 3. Students will follow a three-year course for one hour every week. They will develop a range of art, design and craft skills. Students will have the opportunity to develop independent learning, thinking and planning skills, through a diverse and challenging programme of study.

Autumn Term

Colour, Portraits and Still Life: Students will undertake a range of drawing, painting and making activities to help them to learn about colour and how to use colour in artworks. They will work collaboratively and independently to apply knowledge of primary, secondary and complementary colours through producing a printed still life image. Students will consider why portraits are made now, and in the past. They will then create crazy faces through collage and primitive drawing techniques inspired by the portrait art of Basquait and Picasso.

Spring Term

Local Landscape: Students will use a range of drawing techniques, paint and printmaking to describe the local landscape. Emphasis will be on drawing techniques, including mark making, good quality line and tone in order to create texture and expression of mood as appropriate. Students will make reference to contemporary landscape artists and local literary sources including the poet Mary Webb. They may wish to think about including text in their work. Students will use acrylic paint to investigate mark making and create a final piece.

Summer Term

Tingatinga Batik: Students will engage with African art and the work of Tingatinga. They will investigate reasons why the art looks the way it does. They will work independently to draw animals and patterns to create their own design. Students will repeat their pattern considering the complexity/simplicity requirements of the design. They will use ink and wax to create a final outcome.

Student Work

2D work is kept in sketchbooks. The sketchbooks are used to plan and explore ideas as well as a means of practising skills and for homework assignments. Homework is set as an extended homework task over two weeks. In Art we aim to develop and encourage the students' critical and technical skills, whilst tackling themes that are relevant to their interests.

Helping at Home

- Encourage students to look at a range of artists' work around studied topics - look at art books, visit art galleries and use the internet for research
- Encourage students to practise their drawing skills in their sketchbooks
- Help them to experiment with ideas, techniques and materials to produce their own serious artwork regularly
- Talk to your child about their work
- Allow them access to their own art materials
- Encourage them to work on different scales and explore an idea in several different ways.

Computing

Subject Leader: Mrs C Jones

Computing in Year 7 develops students' digital literacy, programming and creative skills.

Autumn Term

Computing at the start of Year 7 ensures that students are safe and responsible users of information and communication technology.

Students complete a digital literacy unit which includes:

- e-safety, using RM Unify and the school email system
- organising files and folders into a logical sequence
- looking at the nuts and bolts inside a PC and study components necessary to build a computer.

Spring Term

During the Spring term students complete a computer programming unit which aims to develop problem solving and logical thinking skills.

Summer Term

During the summer term, students use BBC Microbits for programming.

Student Work

Work is completed using project-based activities that enable progress at all levels of ability. Students work online storing work locally and have exercise books to support studies. Homework is set either fortnightly or as a project depending on the unit being studied.

Helping at Home

In Computing we use a wide range of different software applications; some of which are free to download. Where relevant, a list of these open source software titles will be made available at the start of each module of study. Students are able to access the school network and their documents from home providing they have a suitable broadband connection. Students are also able to have a free download of Microsoft Office which they can install on up to 5 devices. This is obtained by logging into RM Unify from home and selecting the correct tile to download. Don't hesitate to contact the school and talk to Mr Parkes.

Useful Websites

www.thinkuknow.co.uk (e-safety)
www.scratch.mit.edu (Block editor)
<https://groklearning.com> (online programming website)
<https://learn.code.org>

Design and Technology

Subject Leader: Mr A Walker

In Technology pupils will undertake projects that introduce them to the technology subjects that can be chosen for GCSE, with a particular emphasis on safe working practices in the different technology environments. Each project will encourage a common design-led approach to problem solving and making so that students start to recognise the key elements of a larger design project.

The Rotations

Students will be in mixed form groups and will move between the following areas (although not necessarily in this order):

- **Food Preparation and Nutrition:**
Students are introduced to the food room and the design and making of food products. Students will experience lots of practical work supported with information about safety, hygiene and nutrition.
- **Robotics:**
Students will be introduced to the programming and control of robots. They will be given a series of problems to solve and will investigate the wider application of robotics in manufacture.
- **Product Design:**
Students will use Computer Aided Design and Manufacture (CAD/CAM) technology to design and make a fun, portable mirror. They will explore a range of themes and then design a product to suit a particular target audience.
- **Product Design (Electronics):**
Students will be introduced to electronics. They will manufacture their own circuit boards to make simple torches and then consider the packaging required to make a complete product.

Student Work

Students will work in different ways as they move around the material areas giving them experiences that might be called upon in Key Stage 4. In some areas students will record their work in their technology book but in others students will use an electronic portfolio. During each module the equivalent of approximately three hours of homework will be set. This may be given as a number of discrete tasks or as a larger piece of work.

Helping at Home

- Talk to your child about their work
- Ask your child if any materials are required for the forthcoming lessons (*particularly in food!*)
- Don't hesitate to contact the school and talk to the technology faculty
- Encourage attendance at lunchtime workshop sessions where appropriate
- Cover the small charge made to cover material costs if a student wishes to take their practical work home.

Useful Websites

<http://www.technologystudent.com/>

<http://www.designandtech.com/>

<http://www.bbc.co.uk/schools/gcsebitesize/design/>

Geography

Subject Leader: Mr P Lee

Geography is one of the foundation subjects at Key Stage 3, which is part of the Humanities department. Students study Geography at different scales throughout the course, from the global scale to the local scale. They investigate human, physical and environmental aspects of geography across Key Stage 3. All students complete a baseline assessment in the autumn term to determine their geographical knowledge skills and awareness. Skills, knowledge and understanding are developed through the teaching and learning of the subject.

Autumn Term

- Making Connections

Spring Term

- Map Skills
- Exploring the United Kingdom

Summer Term

- Tourism
- National Parks

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so at times they may resemble jotters. Homework is set once a week and relates to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

Assessment

Year 7 examination – 45 minutes examining autumn and spring term topics.

Helping at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio
- Use an atlas, OS maps and maps of the local area
- Don't hesitate to contact the school and talk to the Humanities department
- Use the geography links at www.marywebbschool.com

Useful Websites

<http://mapzone.ordnancesurvey.co.uk/mapzone>
www.geography.learnontheinternet.co.uk/ks3/ks3.html
<http://www.bbc.co.uk/education/subjects/zkw76sg>
<http://www.acegeography.com/>
<http://digimapforschools.edina.ac.uk/>
<http://coolgeography.com>

History

Subject Leader: Mr P Lee

History is a foundation subject at Key Stage 3, which is part of the Humanities department. Students study a variety of periods, events and individuals from both British and World History – some traditional and some more contemporary. Historical skills of enquiry, interpretation of sources and investigation are used to develop student knowledge, understanding and interest.

Autumn Term

- What is History?
- The Normans

Spring Term

- Medieval Monarchs
- The Black Death
- King John - good or bad?

Summer Term

- The Tudors
- Homework – A unit on Local History

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so at times they may resemble jotters. Homework is set once a fortnight, although some homework may be set over a longer period of time depending upon the nature of the topic being studied.

Assessment

Year 7 examination – 45 minutes examining the Battle of Hastings.

Helping at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio
- Read books about the topics and of the local area
- Don't hesitate to contact the school and talk to the Humanities department
- Use the history links at www.marywebbschool.com

Useful Websites

www.bbc.co.uk/history

www.spartacus.schoolnet.co.uk

www.historyonthenet.com

www.timelines.tv

www.horrible-histories.co.uk

www.nationalarchives.gov.uk

Modern Foreign Languages

Subject Leader: Ms J Thompson

Modern Foreign Languages (M.F.L) is a statutory subject at Key Stage 3. Students are introduced to French and Spanish in 6-week blocks on rotation. We aim to deliver the language through the use of a course book that comes with an interactive supplement. We are developing a thematic approach where we aim to enable the students to become successful and confident with a lifelong interest in language learning.

Autumn Term

- **French** – Students begin the term with a 6-week module in French. This module builds on students' prior knowledge and allows them to gain confidence in speaking, listening, reading, writing and translating skills.
- **Spanish** – Students complete a 6-week module in Spanish, which familiarises them with Spanish pronunciation and introduces them to the vocabulary and structures necessary to have a basic conversation in Spanish, giving information about themselves and other people.

Spring Term

- **French** – Students begin with the topic "Comment je me vois", describing themselves in detail using the present tense.
- **Spanish** – Students continue to work from the accelerated Viva 1 course, building up their knowledge of vocabulary and grammar through the topic of family and pets.

Summer Term

- **French** – Students continue with work from the Studio 1 French course, learning how to talk about other people, extending their knowledge of connectives and their ability to ask for and give opinions in the present tense using regular and irregular verbs.
- **Spanish** – Students develop their writing and translation skills in Spanish and complete a project about endangered animals – "Los animales en peligro de extinción".

Student Work

Work is completed in exercise books, which are regularly checked. In M.F.L., all exercise books are seen as a means for developing knowledge and understanding and students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework will be set weekly and may include vocabulary learning, written work, investigation or worksheets. A lot of the homework will be completed on Active Learn - our digital online resource for all students to help with all aspects of the language. Students should expect to spend between 30 and 40 minutes on each piece set.

Helping at Home

- Talk to your child about their work
- Assist with developing strategies for learning new vocabulary to include spellings
- Assist with completing Active Learn homework
- Don't hesitate to contact the school and talk to the M.F.L department

Useful Websites

<http://zut.languageskills.co.uk/>

<http://www.languagesonline.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/french/spanish>

Music

Subject Leader: Mrs V Jevons

Year 7 students are taught in tutor groups and have a one-hour lesson per week. Over the course of the year they will study the interrelated core areas of performance, composition, listening and appraising.

Autumn Term

- **Music of Africa:** A topic that develops students' knowledge of African music whilst exploring the history and culture. Creating musical arrangements.
- **Cartoon Music:** A fun and engaging topic that develops students' understanding of music composition through the study of music for cartoons. Students will be assessed on composing a piece of music for a Tom and Jerry cartoon clip.
- **Pentatonic Scale:** A topic that develops students' knowledge of Chinese music, uses of the pentatonic scale in western music and composing melodic ideas within a structure.

Spring Term

- **Keyboard Skills:** A topic that develops students' knowledge of music notation and performance.
- **Muller Project:** A topic that develops students' knowledge and explores the impact and importance of music in adverts. The assessment is based on a "Muller Yoghurt" advert.

Summer Term

- **Ensemble Project:** A topic that develops students' knowledge of traditional notation whilst exploring skills needed for ensemble performances. Students are expected to prepare an ensemble performance of a chart list. This year's selection was "Mans not hot" - Big Shaq, "Perfect" - Ed Sheeran and "All of Me" - John Legend.
- **Great Composers (Baroque):** A topic that introduces some of the greatest Baroque composers by developing listening and performance skills. Research activities about Bach and Mozart.

Student Work

A high proportion of work is practical. Written tasks consolidate work during lessons and provide a means of reference for students to revise from. Homework will be set once a fortnight and will take the form of a theory exercise or a specific task to enhance the learning within a topic.

Helping at Home

- Encourage participation in extra-curricular activities such as choir, keyboard club and guitar group
- Listen to a wide repertoire of music
- Encourage singing at every opportunity
- Don't hesitate to contact the school and talk to Mr Sassano.

Useful Websites

<http://www.soundjunction.org/>
<http://www.bgfl.org/virtualkeyboard/>
www.cansing.org.uk

Physical Education

Subject Leader: Mrs V Jevons

Physical Education (P.E.) is a statutory subject at Key Stage 3. Students receive two 60-minute lessons in Year 7. Students follow the activities listed below where each activity lasts three weeks.

Autumn Term

A selection from:

- Basketball
- Problem Solving
- Football
- Netball
- Gymnastics
- House Competitions

Spring Term

A selection from:

- Badminton
- Healthy Active Lifestyle
- Dance
- Volleyball
- House Competitions

Summer Term

A selection from:

- Athletics
- Cricket
- Rounders

Student Work

All class work is practical. In P.E. we aim not only to develop students' skills but also encourage them to develop strategy and decision making, along with important leadership and communication skills needed when working as part of a team.

Helping at Home

- Encourage your child to participate in extra-curricular clubs and support them when they are representing the school
- Ensure that the correct kit is brought to each lesson, especially shin pads and other protective equipment
- Talk about what is being done in lessons
- Encourage your child to be active at home, e.g. walk the dog, ride their bike and play football with friends
- Provide a healthy, balanced diet.

Useful Websites

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/physical-education/keystage3>
www.bbc.co.uk/schools/ks3bitesize/PE

Personal, Social, Health and Citizenship Education (PSHCE)

Subject Leader: Miss S Pugh

PSHCE aims to develop students' knowledge and understanding of personal, social, health and citizenship education. The personal, social and health part of this is achieved through units of work that look at 'Understanding Themselves' (for example, managing emotions, making decisions and managing money), 'Keeping Healthy' (for example, growing and changing, smoking, eating and exercise, drugs and drug taking) and 'Developing Relationships' (for example, getting on with others, bullying, you and other people, and you and your responsibilities). The citizenship work aims to develop a student's understanding of the world around them, gain knowledge and understanding of what it means and how to be an active citizen.

Autumn Term

- Health and Wellbeing
 - to include substance misuse

Spring Term

- Relationships
 - to include sex education

Summer Term

- Living in the Wider World
 - to include finance and careers

Student Work

Much of the work will be class discussion which aims to encourage students to reflect on individual progress and identify what needs to be done to build on their achievements.

Helping at Home

- Talk through the issues covered, asking how they feel about them
- Help organise them so that they are prepared to participate in all lessons.

Please see the @MWS tab on the school website for support with mental health.

Useful Websites

www.bullying.co.uk

<https://www.mind.org.uk>

<https://kooth.com>

<https://www.marywebbschool.com/@MWS>

Religious Education

Subject Leader: Mr P Lee

Religious Education is a foundation subject at Key Stage 3, which is part of the Humanities department. Students study a variety of religions and beliefs. The main religions that are studied are Christianity, Islam and Hinduism. These religions are investigated so that students have a full understanding of religion in the world today.

Autumn Term

- What is belief?
- Where can we find meaning? (1)

Spring Term

- Where can we find meaning? (2)
- Who is God? (Christianity)

Summer Term

- Who is God? (Christianity and Islam)

Student Work

Classwork and homework tasks are completed in workbooks which are regularly checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, they may resemble jotters. Homework is set once a fortnight, although some homework may be set over a longer period of time depending upon the nature of the topic being studied.

Assessment

Year 7 examination – 45 minutes examining The Trinity.

Helping at Home

- Discuss the learning taking place in lessons
- Encourage the reading of local and national newspapers
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio
- Read books about the topics and of the local area
- Don't hesitate to contact the school and talk to the Humanities department
- Use the links at www.marywebbschool.com

Useful Websites

www.bbc.co.uk/religion

www.bbc.co.uk/schools/religion

www.reonline.org.uk/ks3/indexx.php



YEAR 7

IMPORTANT DATES FOR YOUR DIARY

2019 – 2020

Please note these dates are subject to change. Please check the school website nearer the time.

| DATE | ACTIVITY |
|--|------------------------------------|
| Monday & Tuesday 2 nd & 3 rd September | Staff training days |
| Wednesday 4 th September | New school year begins |
| Wednesday 25 th September | Curriculum Day |
| Thursday 3 rd October | Year 7 Tutor Evening |
| Friday 4 th October | Whole School Photographs |
| Thursday 24 th October | Break up for half-term holiday |
| Monday 4 th November | Return to school |
| Wednesday 13 th November | Parent Forum |
| Thursday 21 st November | Curriculum Day |
| Thursday 21 st November | Year 7 Parents Information Evening |
| Thursday 12 th December | Christmas Lunch |
| Thursday 19 th December | Christmas Showcase |
| Friday 20 th December | Break up for Christmas holiday |
| Monday 6 th January | Staff training day |
| Monday 7 th January | Spring Term begins |
| Wednesday 29 th January | Curriculum Day |
| Friday 14 th February | Break up for half-term holiday |
| Monday 24 th February | Return to school |
| Tuesday 3 rd March | Parent Forum |
| Thursday 12 th March | STEAM Curriculum Day |
| Thursday 26 th March | Year 7 Reports home |
| Thursday 26 th March | Showcase |
| Monday 30 th March – Friday 3 rd April | Year 7 Exam week |
| Friday 3 rd April | Break up for Easter holiday |
| Monday 20 th April | Summer Term begins |
| Monday 4 th May (was Bank Holiday *) | Curriculum Day |
| Friday 8 th May | (* New date for Bank Holiday) |
| Friday 22 nd May | Break up for Whitsun holiday |
| Monday 1 st June | Return to school |
| Thursday 11 th June | Parent Forum |
| Thursday 18 th June | Year 7 Parent Consultation Evening |
| Friday 26 th June to Sunday 28 th June | Year 7 Summer Camp |
| Friday 3 rd July | Curriculum Day |
| Tuesday 7 th July | Sports Day |
| Thursday 16 th July | Summer Showcase |
| Friday 17 th July | Break up for Summer holiday |



YEAR 7
REGISTRATION PROGRAMME
2019 – 2020

| | YEAR 7 |
|------------------|-------------------------------------|
| Monday | Whole School Reading |
| Tuesday | Whole School Reading |
| Wednesday | Numeracy |
| Thursday | News/ Current Affairs Discussion |
| Friday | Assembly |