Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

Bredon Hill Academy Fortnightly Newsletter Edition 3 2025-26
Be Ready—Be Responsible—Be Respectful
Belief—Honesty—Aspiration

The first half term is drawing to a close and we have enjoyed getting to know our new year 6 pupils and their families. Our 'Year 6 Settling In Afternoon' was a joyous and informative event. We appreciate the partnership that we build with our families. Our next event is 'Open Evening' on Tuesday 21st October.

Within school, our interhouse competitions are truly underway and we have seen all pupils in years 8 & 7 participating fully and showing our values of belief, honesty and aspiration whilst being ready, respectful and responsible. We hope you enjoy the photographs within this edition. Congratulations to Hill and Vale in both year groups on their winning positions. We look forward to the year 6 competition next week on the 16th October.

We have been involved in a variety of on-line lessons and assemblies ranging from learning how to free ourselves from reliance upon plastics to widening our knowledge about diversity. Our extra-curricular clubs continue and we are encouraging all pupils to attend at least one club.

Our mornings begin early, and we are establishing our interventions for those pupils who need a range of support. We encourage all families to develop healthy habits to help pupils with the early starts. A healthy breakfast and early bedtimes are important as the term progresses. We would like to wish all our pupils involved in 'Charlie and the Chocolate Factory' at the Henrician the very best of luck. Mrs Bartlett

Curriculum Focus –What are our pupils learning this half term in subjects A-G?

Subject	Year 6	Year 7	Year 8
Art	Work in Clay Sculpture; developing art vocabulary	Paper Sculptured African Mask Creating and appreciating sculptural forms.	Ceramic Caricatures Imaginative work based on aspirational people.
Computing	Introduction to Computing + Cyber Bullying Project Computer Lab Logins and School Systems – Teams, Office 365, Files and Folders, Bromcom. In terms of online safety, this unit focuses on respecting others online, spotting strangers, and the effects of cyberbullying.	Data Representation – Binary This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers.	Data Representation Data can be represented in many different forms. Data and instructions in a computer are formed using a series of 1s and 0s. In this unit, learners will discover how numbers, letters, images, and sound are represented with 1s and 0s.
English	Theme for the year: Journeys Reading and Understanding 'Time Travelling with a Hamster' by Ross Welford. Pupils can begin to identify and retrieve key details from a range of age-appropriate texts. Pupils can begin to make inferences and identify a writer's intention. Pupils begin to show an awareness of context.	Theme for the year: Friendships Reading and analysing 'Rise of the Shadow dragons' by Liz Flanagan and Campbell's Hero's Journey. Pupils can begin to make inferences and deductions from increasingly challenging texts. Pupils can identify a writer's intention and viewpoint. Pupils show an awareness of the relevant context.	Theme for the year: conflict Reading and analysing 'Five Children on the Western Front' by Kate Saunders. Pupils can confidently infer meaning from a wide range of challenging texts, linking understanding and inference to the relevant context and themes. Pupils can explain a writer's intention and viewpoint.
French	'Je me présente' Listening, speaking, reading and writing, based on a sound foundation of core grammar, vocabulary and phonics, in the context of basic conversational skills and use of everyday target language. - Introducing yourself - Asking and answering questions about yourself - Distinguishing between having and being - Talking about what there is in the classroom - Talking about what you have - Saying how many there are - Saying how many you have - Describing an object	'C'est moi' Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of 'all about me'! - Talking about what people have - Reinforcement of previous learning on family members and pets. Focus on gender of nouns - Expressing opinions - Use of the present tense of irregular verbs: être and avoir - Describing an object or person - Finding out about French comics - Using bilingual dictionaries and recognise patterns for adjective agreements. - Using intensifiers and adverbs of frequency - Using of the comparative - Writing a letter introducing ourselves for our French pen pals	'Au collège' Listening, speaking, reading and writing skills based on a sound foundation of core grammar, vocabulary and phonics, in the context of typical school day. -Talking about what you and others do at school - Talking about what you do before and after school -Talking about when and who with - Saying what you like at school and why - Expressing longer opinions with connectives, -intensifiers and adverbs of frequency about school subjects - Talking about what you are doing normally and what you are going to do in the future - Saying what you did in the past
Food and Nutrition	The basics in food safety and hygiene. Weighing and measuring; washing up; using an oven, hob and grill.	Recap of food safety and hygiene procedures. Preparing for practical work focusing on core skills. Recall and discussion; using an oven, hob, grill and knives safely.	Recap of food safety and hygiene procedures. Functions of ingredients. Recall and discussion; preparing, combining and shaping ingredients.
Geography	Maps and map work Use of atlases and maps. Use of OS maps, symbols, grid references; using keys and scale and eight-point directions.	UK Uncovered – Economic activity Data handling and comparison; map drawing; decision making; interdependence.	Global Biomes Use of maps and atlases; describing places and explaining in depth; recognising cultural differences; making predictions and drawing conclusions; causes and effects.

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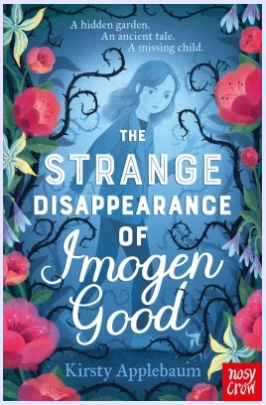
Assessment Focus: How are our pupils being assessed in subjects A-G?

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.

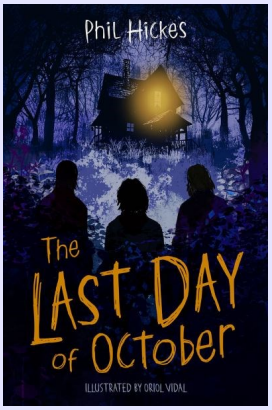
Subject	Year 6	Year 7	Year 8
Art	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.	Termly summative assessment linked to curriculum related expectations.
Computing	Autumn– Practical and Written Assessment	Autumn – Practical and Written Assessment	Autumn – Practical and Written Assessment
English	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative GL Assessment in September. Practice SATs papers 1	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative 1 x reading and 1 x writing assessment Autumn (November) KS3 AQA	Formative Quizzes, brain dumps, retrieval tasks, questioning, reading, heads down, hands up, mini whiteboards, self and peer assessment tasks Summative 1 x reading and 1 x writing assessment Autumn (November) KS3 AQA
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?

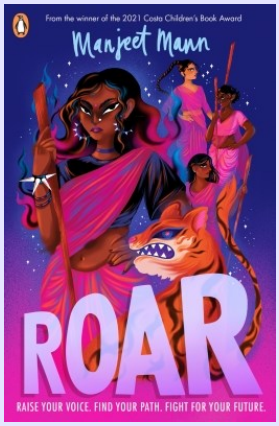
Year 6 The Strange Disappearance of Imogen Good



Year 7 The Last Day of October



Year 8 Roar



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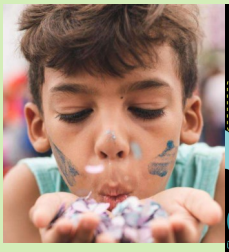
Safeguarding Focus—how can I help my child?

Navigating Masculinity

With the BBC's EastEnders' current storyline exploring masculinity, it is worth exploring some of the concepts that are underpinning this as adults of our future young men and women. What do we need to look out for and how do we explore harmful influences and beliefs that our children may come across online and in the wider world. The Children's Society has some resources that can help adults explore these issues. Young Minds also has literature that can widen our knowledge base as adults.



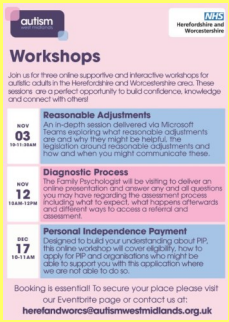
SEND Focus— How can we support our child with SEND needs?

Autism

For more information on the webinars and workshops offered visit Autism west Midlands.

The National Autistic Society also has many useful resources.

Through November Autism West Midlands are running an online six week programme called Teen Autistim Confident.

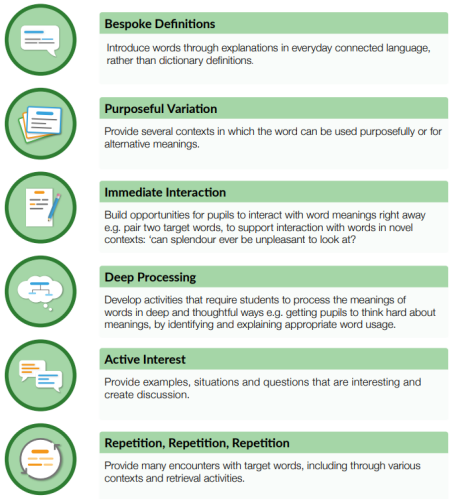


Learning Habit Focus - how can I help my child learn?

Vocabulary Learning
1 Encourage them to read books
This is an obvious point, but an extremely valid one. Unsurprisingly, numerous studies show that children who read a lot have wider vocabularies than those who don't. This is because books typically include a much broader range of words than we use in everyday conversation.

2. Read aloud to your child
Even if your child is a good reader, reading aloud to them helps them access harder texts than they'd be able to read on their own. This exposes them to more challenging words, and also creates the opportunity for conversation between you.

3. Encourage your child to read material other than books.
New words can be learnt in a multitude of places. At home, a cereal packet could introduce your child to the word 'ingredients' and a car handbook to the word 'metallic'. Don't overlook the merits of reading magazines and newspapers, or online content either.



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

Help children have big dreams about their futures with this book list all about jobs and people with interesting job roles. Book List

This booklist, put together by the National Literacy Trust, focuses on lots of different jobs and includes a variety of engaging fiction and non-fiction books to suit children with a range of reading abilities and interests. It is a great start for Year 6 pupils.

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Wellbeing and Outdoor Learning—how are our pupils keeping well and using our outdoor learning?
Mrs Lawton led our Plastics Free Assembly with 8 Hill, Eco reps and Nature Parks Committee members on Friday 3rd October 2025. They learnt about many ideas and explored the 'sticky' problem about plastics within our environment and how we can clean up and change our habits that rely on plastics.

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

We have reached over £300 from our BHA Hello Yellow Day in support of World Mental Health Day! Any further contributions can be made by visiting our fundraiser page: https://fundraise.youngminds.org.uk/fundraisers/BredonHillAcademy

Bredon Hill Academy is going to Antarctica!
Our school name is onboard one of the UK's Twin Otter planes, flying 7,900 nautical miles from Canada to the largest British Antarctic survey research station, Rothera. We'll meet pilots, find out what it's like to fly to and around Antarctica and follow scientists as they visit Halley VI Research Station, flying out to remote camps to learn about life on the ice, uncovering the secrets of this frozen wilderness, the iconic species that have adapted to live there, the journey to Antarctica and global ecosystems on land, deep in the ocean or up in the skies (all the way into space!). The project, partnered with the Royal Geographical Society provides resources for learning about the visit and the career paths of those involved. The frozen regions are changing, and that matters to all of us who live here on planet Earth.
It's going to be a 12-week journey of a lifetime!

Miss Barber has launched the Teams4u The Charity Christmas Shoebox Appeal across BHA this week. Can we rise to her challenge of creating 200 boxes for this fantastic cause as a community?

Inter House Football and Netball Year 7 & 8

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Biology Week Spelling Bee Competition 2025

On Tuesday morning, all our Year 7 & 8 form winners met in our BHA finals. Mr Horton and Mrs Bartlett were impressed by the heated competition and amazing levels of concentration shown by all competitors. It was extremely close, but our overall winner who will go through from BHA to the next level of the competition was Noah C in 7V. Congratulations!

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Well done to Cody W in 6T, who took part in his first 5k run this weekend in Evesham. He placed 50th out of 260 participants whilst finishing first in his 10-14 age group with a great time of 25 minutes and 10 seconds.

Daisy (6 Vale) was awarded player of the match this weekend for scoring a hat-trick and helping her team, Inkberrow Eagles, beat Soccer Star Academy 5-0. Well done!

The **Year 7 netball teams** travelled to Chipping Campden for their first fixture of the season. The A team lost 16-12. Player of the match was Isla R. The B team lost 3-2. Player of the match was Ava W. A lot of fun was had on a very sunny afternoon, and positives can be taken forward into the next matches. A big well done to everyone who played and keep training hard.

Three 'R' Champions

A big 'well done' to Jacob, Dorrie, Dylan, Faye, Harley and Freya for receiving our first 3Rs commendations of the year. These pupils were nominated by staff for demonstrating our 'be ready, be respectful and be responsible' behaviours and celebrated with an early morning hot chocolate and certificate.

Great to catch up with this week's pupils who have received a 3R Commendation from staff: Louisa O, Jake J , George L, Noah H, Alex L and Isla J. A big 'well done' to you all for your positivity and for demonstrating your readiness, respectfulness and responsibility for your peers and school community.

Well done to Oscar B for his football achievements last week: he picked up trainer of the week and player of the match for Ashton 88s U11s!

On Monday afternoon, ten year 6s travelled to Bowbrook School for a tag rugby competition. Bredon competed in five games across the afternoon scoring many tries. A brilliant afternoon in the sun was had by everyone.

September 2025 House Points

Vale have stormed to the top of the house point totals after the first month of this academic year. Who can challenge them? #beliefhonestyaspiration

1st - Vale - 1331
2nd - Avon - 1072
3rd - Brook - 983