

Summer Term Overview

Tutor Group: 7B, 7L & 7R

Subject and Teacher	Subject Overview	How you can help at home	Subject specific key words to practise with your child
English Miss Barrow Miss King Mrs Kelley	This term, pupils will be reading a Midsummer Night's Dream. Prior to reading the text, pupils will explore the context surrounding it, including learning about what life was like during Elizabethan times and researching William Shakespeare. Throughout this unit, pupils will continue to develop their literacy skills through reading, writing and drama-based activities. Pupils will build upon their inference skills and begin to explore language further through considering why writers use particular words and phrases within their writing. Pupils will also discuss the plot, settings and characters within the text before going on to create their own examples of narrative and descriptive writing, as well as developing their core reading and writing skills by writing a guide to George's Farm, learning spellings, developing and checking our sentence writing.	Please encourage pupils to read a range of texts and engage in discussions with them about what they have been reading. Listen to pupils read and ask them to explain what they think certain words or phrases mean. Encourage pupils to produce their own examples of creative writing (short stories, comic strips, poems).	Elizabethan William Shakespeare Plots Characters Settings Magic Supernatural

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<p>Maths Mr Robinson Mrs Tyler</p>	<p>Mr Robinson (7R): This term pupils will be continuing with their topic of telling the time. This will include learning how to read analogue clocks, including the 4 basic times (o'clock, half-past, quarter past, quarter to). For those who can already read a clock, learning to read a digital clock and real-life applications of using the time (such as reading a bus timetable) will be covered. Some pupils are already very comfortable with time, in which case they will be starting to look at algebra. After this our next whole class topic will be measurements. This will include using a ruler or tape measure and units of measurement.</p> <p>Mrs Tyler (7L/7B): We will begin the term learning how to recognise, find, name and write fractions of shapes and quantities. Some of us will learn to add and subtract simple fractions. Later in the term we will be exploring money. We will be using money to make amounts and solving problems. Some of us will move on to estimate and calculate with pounds and pence. Finally, we will finish the term with presentation of data in which we will complete several class surveys. We will collect and display data. Some pupils will also look at time graphs and solve problems relating to bar charts, pictograms and tables.</p>	<p>Ask your child to tell the time at home as much as you can, especially the 4 basic times! Encourage your child to read the time using an analogue clock where possible as well, such as by wearing a watch.</p> <p>Give your child as much opportunity as possible to experience using money in shops, finding the correct coins and working out change.</p>	<p>Analogue</p> <p>Digital</p> <p>Formula</p> <p>Kilo/Milli/Centi</p> <p>Round</p> <p>Estimate</p> <p>Calculate</p> <p>Decimal place</p> <p>Coins</p> <p>Notes</p> <p>Total</p>

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<p>Art Mr Bee Miss Price</p>	<p>This term, pupils explore Indigenous Australian art, focusing on cave paintings, animal symbolism, and the use of pattern and dot techniques. They will experiment with a range of materials, including creating natural inks and paints.</p> <p>For their final piece, pupils will create a painting of native British animals, inspired by the colours, patterns, and styles of Indigenous Australian art.</p> <p>By the end of the term, pupils will:</p> <ul style="list-style-type: none"> Understand key features of Indigenous Australian art Use pattern, colour, and dot techniques in their work Experiment with a range of materials and processes Create a final, imaginative painted outcome 	<p>Please look at this great website with your child:</p> <p>Aboriginal Arts and Culture facts for kids National Geographic Kids</p>	<p>Pattern, dot painting, symbolism, Indigenous art, cave painting, natural materials, texture, colour, line, repetition</p>

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<p>DT Miss Rubringer Miss Jackson</p>	<p>This term, pupils will be designing a wall hook for a target market and use of their choice. This might be designed to hold keys, coats, dog leads, bags, jewellery, towels, or something else completely.</p> <p>They will have the chance to use a scroll saw to cut the plaque for their hook. This will introduce them to using workshop machinery and safety precautions. They will also explore finishes and decoration methods such as pyrography, paint and varnish.</p>	<p>You could talk about decorative wood and plywood products and discuss how they may have been made and finished.</p> <p>If you have any opportunity to use tools at home, please discuss ways to stay safe when using them.</p>	<p>Plywood Pyrography Paint Varnish Matt Gloss</p>
<p>PE Mr Altman, Mr Stinton, Mr Hunt and Mr Smith</p>	<p>During the Summer Term, Year 7 pupils will take part in two Physical Education topics. In Term 5, pupils will focus on Athletics in preparation for Sports Day, developing their sprinting technique and learning the basic skills of shot put and javelin in a safe and supportive environment.</p> <p>In Term 6, pupils will move on to Striking and Fielding activities, where they will learn and practise the fundamental techniques of throwing, fielding, bowling and batting. These skills will be applied in small-sided games, helping pupils develop teamwork, coordination and an understanding of game play.</p>	<p>Parents can support their child's learning in PE by encouraging regular physical activity outside of school, such as active play, walking, running or practising simple throwing and catching skills.</p>	<p>Sprinting Technique Throwing Fielding Batting Coordination</p>

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History Mrs Petrie	<p>This term, pupils will explore key events, people, and ideas from the medieval period, developing their understanding of how England was shaped after 1066. They will begin by examining the struggle for the English throne, focusing on the Battle of Hastings and its consequences for England. Pupils will then study the rule of William the Conqueror, including how he established control through the feudal system and the building of castles. As the term progresses, pupils will develop their knowledge of medieval life, including the roles of different groups in society and how power was maintained. They will also begin to make links between historical events and the wider impact on people's lives. The term will conclude with a visit to the Tewkesbury Medieval Festival, where pupils will take part in an immersive experience that brings medieval history to life and reinforces their learning in a memorable and engaging way.</p>	<p>You can help at home by discussing medieval history with their child, watching related videos or reading books together. Maybe designing a family crest? Additionally, parents can talk about the Tewkesbury Medieval Festival, helping their child to connect what they've studied to the real-life event. Tewkesbury Medieval Festival</p>	<p>Medieval Battle Throne Castles Control</p>

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Geography Mrs Dyer	This term in Geography, Year 7 pupils will be learning about the geography of Russia, exploring whether its vast size and varied landscape are a help or a challenge to the people who live there. Pupils will study where Russia is located, its physical features, different climates, natural resources, how people live and travel, and form their own opinion about the advantages and disadvantages of living in such a large country. Through map work, images, video clips, sorting tasks, and creative projects, children will build their understanding of this fascinating part of the world.	Look at a map or globe together to find Russia. Use Google Earth to zoom in on Russia. Discuss how people travel long distances. Encourage your child to share the facts they've learned in the lesson. Help them form an opinion by asking questions like "Would you like to live there? Why or why not?"	Russia continent landscape mountain tundra climate resources city countryside railway
Food Studies Mrs Tyler	This term, pupils will explore the food cultures of Japan and Britain, focusing on safe preparation, accuracy in cooking, and balance in flavour and nutrition. They will build practical skills such as slicing, grating, folding and knife control, while preparing fresh, seasonal dishes, including simple baked and no-bake recipes. In Summer 5, pupils will focus on Japanese cuisine, making dishes such as veggie sushi, veggie yaki udon and chicken teriyaki fried rice. They will learn how to cook noodles, use key equipment and understand the importance of presentation in Japanese food culture. In Summer 6, the focus shifts to classic British baking using seasonal fruits. Pupils will make fruit scones, jam tarts, blueberry & yoghurt muffins and carrot cake muffins. They will explore simple healthier swaps, learn how ingredients work together, and evaluate and improve their dishes, while considering the benefits of using local, seasonal produce.	At home encourage pupils to be in the kitchen to enable them to support safe chopping using the claw grip with softer foods like peppers or mushrooms, practise even slicing of fruits and vegetables (e.g. cucumber for salads or apple slices), and allow them to grate cheese safely.	Hygiene Knife control Slicing Grating Folding Presentation Seasonal Evaluation

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Computing Mr Robinson Mr Altman	During this term pupils will revisit their online safety topic. There will be a collaborative piece of work for pupils to work on as small groups that will involve making their own online safety film. Pupils will also practise essential research skills, such as being able to find information themselves independently online.	Pupils have access to a Typing Club account that can also be used at home to practice their keyboard skills.	Cyberbullying Research Website
Music Mrs Lea	This term pupils will be learning to play the ukulele. Pupils will learn the parts of the ukulele and how to play it correctly. They will learn the 4 strings of the ukulele and how to play songs using these strings. They will also learn different strumming patterns before moving on to play simple chords.	Continue to experience a range of music at home. Pupils can search for different songs played on the ukulele and talk about how they sound different to the original.	Ukulele Chord Strum Strings Stroke

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<p>PSD All tutors and Mr Smith</p>	<p>In PSD this term, we will be focussing on the PSD topic of Managing Feelings. Pupils will have lots of opportunities to explore a wide range of emotions, learning how to identify, express, and manage their own feelings, as well as recognise how others may be feeling. This can be reflected through body language, facial expression, and tone of voice and pupils will explore their own feelings, those of others and will be exposed to a variety of different media representing these. Lessons will include identifying and navigating positive and negative emotions, digging deeper into feelings like happiness, fear, and disappointment, and developing their own strategies on recognising and managing strong emotions and unhelpful thoughts. Much of the learning will be discussion-based and interactive. We will use a variety of learning activities such as debate, role-play, scenarios, game play, and creative tasks to help consolidate their learning. In addition, pupils will also have opportunities to work on their own, individual IEP targets and pursuits that allow them to build on their social interaction skills through news sharing and games.</p>	<p>It would be beneficial if support at home could be based around encouraging open and honest conversations about feelings, modelling calm and appropriate responses to emotions, and both helping and encouraging children to reflect on their own thoughts and behaviour and the impact on others. It will also benefit your child if you are able to look at the key words included here and talk through them with associated images where possible.</p>	<p>Feelings Emotions Calm Control Body language Selfish Caring Love Jealousy</p>

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<p>R&W Miss Jackson</p>	<p>How faith impacts teenage Britons –</p> <p>During the summer term, we will be recapping and consolidating our learning of key aspects of Christianity and Islam, before they practice their comparative skills within a quiz style assessment.</p> <p>We will then introduce another religion to our exploration of faith in the UK - Judaism.</p> <p>We will begin by exploring the population and learning details of the key beliefs of the Jewish community in the UK.</p> <p>After half term, we will then explore how Jews worship at home, practice their faith in their daily lives (dietary, Prayer, Sacred Texts) while encouraging discussions about how this is similar/ different to Islam and Christianity.</p> <p>We will then explore how Jews celebrate Passover, one of the most important religious festivals in the Jewish calendar.</p> <p>To conclude the learning in this academic year, we will revisit the quiz style assessment, with additional content of Judaism in the UK.</p>	<p>You can help your child at home by asking about the stories and beliefs they are learning about in class and by encouraging them to value the diversity of belief in our society. With your support, they will soon be able to name the main worldviews and religions in the UK.</p> <p>BBC bitesize is a lovely resource for going into a little more depth at home and there are some lovely, age-appropriate videos, BBC Two - My Life, My Religion - Episode guide</p>	<p>Respect</p> <p>Jewish key words Shabbat Torah</p> <p>Festivals Easter Eid Ul Fitr Passover</p> <p>Buildings Temple Church Mosque</p>
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Drama Miss Price	During terms 5 and 6, pupils will be learning about the musical and play "Charlie and the Chocolate Factory." Pupils will learn about scripts and stage directions. Pupils will also learn and develop their character skills by acting out scenes and acting as different characters from "Charlie and the Chocolate Factory." They will also have the opportunity to design a costume for one of the characters.	Ask pupils to tell you the story of "Charlie and the Chocolate Factory" and to tell you about the characters in the story.	Script Musical Characters Stage Audience Play Portray Scenes Costume Narrator

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Outdoor Learning Mrs Barlow	<p>This term, Year 7 pupils will explore the fascinating world of butterflies and their importance within our ecosystem. They will learn where butterflies live, how they feed, and why different species appear at different times of the year. Pupils will also develop an understanding of the challenges butterflies face, including habitat loss and the impact of pesticides, and consider ways we can help to protect them.</p> <p>Through hands-on activities, pupils will design a butterfly-friendly garden, plant flowers to attract pollinators, and create simple sugary feeders to support local species. They will learn that butterflies are herbivores, using a proboscis to drink nectar and tasting with their feet.</p> <p>Pupils will also observe the life cycle of a butterfly, watching caterpillars change through the stages of metamorphosis before releasing them into the environment. This will support their understanding of life cycles, care for living things, and the importance of conservation.</p>	<p>Look at free apps for your phone to encourage participation. Google is brilliant! Take a picture and it will give you an idea what that insect, bird or plant is free of charge. Get involved with the Big Butterfly count later in the term or 30 days wild in June. All can be interactive to help learners keep focus on learning about the world in which we live.</p>	Butterfly Habitat Nectar Proboscis Herbivore Pollinator Metamorphosis Caterpillar Conservation Pesticides