



# Holmes Chapel Comprehensive School & 6th Form College

National Teaching School  
designated by



National College for  
Teaching & Leadership

Dear Parent/Carer,

We previously wrote to you explaining what the students had been learning in each curriculum area. Here are the details for each subject for this half term, more details are available on our school website under the 'Curriculum and Learning' tab. You will also find links to your child's learning manager page where we are building up a bank of additional resources and information relevant to your child's stage of learning.

The table below outlines what is being studied during Half Term 5 in Year 7 in each subject and how students are assessed and given feedback to support their progress.

| <b>Subject</b>          | <b>Content this half term</b>  | <b>Assessments</b>   |
|-------------------------|--|--|
| <b>English</b>          | Exploring Shakespeare- Writing Non Fiction- Poetic forms   | Formative assessment   |
| <b>Maths</b>            | 7X1-4 and 7Y1-4:<br>Multiplication and Division Unit:<br>Knowledge includes factors, multiples, multiplying and dividing integers and decimals, converting units, area of rectangles, parallelograms, triangles and trapeziums, and calculating the mean.<br>Fractions and Percentages of Amounts Unit:<br>Knowledge includes fractions of amounts, percentages of amounts (non-calculator), finding the original amount, and finding more than 100%.<br>7X5 and 7Y5:<br>Knowledge includes Fractions, Decimals and Percentages conversions, Addition and Subtraction with integers and decimals (formal and mental methods), Multiplying and Dividing Integers, factors and multiples.                  | End of unit<br>Mini-Assessments  |
| <b>Science</b>          | Waves 1 - Students will initially learn about the key properties of sound waves, including amplitude and frequency in relation to the sound's properties, and how the speed of sound can be changed. They will then go on to learn about light, reflection, refraction and dispersion, and the laws associated with light including basic ray diagrams.<br><br>Reactions 1 - Students will learn about metals and non-metals, differences between these two classes of substance and some key reactions with oxygen, water and acids. The reactivities of different metals will be compared. The concept will then be extended to acids and bases (alkalis), looking at the pH scale and neutralisation. | End of topic tests   |
| <b>MFL</b>              | French: sports & hobbies, time adverbs, opinion phrases, useful adjectives, future tense verb structures verbs - to play, to do, to go<br>German: traditional celebrations, opinion phrases & adjectives to describe festivals verbs - to celebrate, to eat, to drink, to go<br>Spanish: physical descriptions (incl. hair, eye colour), family members, personality adjectives, third person opinions verbs - to have, to be  | Ongoing formative assessment and end of unit tests   |
| <b>Computer Science</b> | This term the Year 7 are moving onto a Unit that looks at Careers in Computer Science - the aim is to open their eyes to the opportunities within the industry and to show them some of the creative side alongside the coding side. We will get them to complete a task in Google Sketchup.   | The Unit will have a written assessment completed in class and a Sketchup task in the EBook. |

|                   |  |  |
|-------------------|--|--|
| <b>Technology</b> | Students will undertake a range of CAD, practical and design exercises in order to develop their DT skills.  | Some homework tasks set in line with the topic undertaken where appropriate. |
| <b>Music</b>      | Rhythm Round   | Performance and End of Unit Assessment                                       |
| <b>Art</b>        | To ensure correct quantities of learning resources are available students will either:<br>embed knowledge of formal elements in art & composition.<br>A focus on the formal elements: shape/line/colour inspired by knowledge about the Pop Art movement to develop drawing/design work. Students learn/explore paper collage to produce a final outcome OR Further build on knowledge of formal elements & composition.<br>Using the formal elements: shape/line/colour/texture inspired by Insects - Tano Vernon (graphic artist) & creative ad-agency Soon to develop drawing/design work and building on knowledge about paper collage skill learnt in the Pop Art project to produce a card construction outcome. | ongoing formative/summative feedback given by class teacher                  |
| <b>Drama</b>      | Scripted unit  | Pupils will be assessed on their delivery of script                          |
| <b>PE</b>         | Techniques, tactics & composition across a variety of sports. Knowledge and understanding of health & fitness. Introduction to character exam action and its value in sport.   | Every 4 weeks on different aspects of physical literacy.                     |
| <b>History</b>    | 2,000 years of diseases and medicine   | extended writing - comparing diseases and treatments over time               |
| <b>Geography</b>  | Middle East & Russia   | Human Rights and Permafrost PEE paragraphs                                   |
| <b>RS</b>         | Who am I?  | Evaluating arguments   |
| <b>Enrichment</b> | Intervention - maths and literacy<br>Core knowledge<br>Target setting  | N/A  |



## Key dates for year 7 this half term:

Thursday 4th May - Year 7 Parents' evening

Thursday 25th May - Year 7 parent forum

## In the coming weeks, you can support your child in a number of ways:

- ★ Check that your child is keeping up with their homework, this will be set through the Google Classroom and will include a clear deadline.
- ★ Use the Google Classroom to check that your child has what they need in their book, you can sit together and go through the lessons to see that they finished the work
- ★ Speak to your child about what they are doing – this could be through asking them what they have done and what knowledge they can remember from the lesson.
- ★ Encourage your child to read for pleasure and ensure they always have their book with them in school for our 5 minutes reading time at the start of every lesson.
- ★ Ensure that they have regular breaks from homework and get a good night's sleep – work in chunks of time, turn off mobile phones and devices at least one hour in advance of going to bed
- ★ Encourage hobbies and interests which are not technology based
- ★ Let children be bored; this is when creativity occurs and reveals their talents

We hope you find this information useful and your child is enjoying learning with us at HCCS.

Kind regards,

Helena Connolly

Associate Assistant Headteacher: Progress and Intervention

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