



Welcome Yr 7 Parents and Carers





Class Setting- How do we use data to inform setting?

Miss K Moore

X- Neptune

Y- Forseti, including our SWC

Z- Athena, including our Nurture group



Class Setting- How do we use data to inform setting? Miss K Moore

At the end of key stage 2 (KS2) pupils take national curriculum tests in mathematics, English reading and English grammar, punctuation and spelling.



Class Setting- How do we use data to inform setting? Miss K Moore

Scaled scores are awarded for each test between 80 and 120.

A score of 100 shows the pupil has met the expected standard in the test.



Class Setting- How do we use data to inform setting? Miss K Moore

We use the mathematics scores to set in maths.

We use the average of the reading and Grammar, punctuation and spelling test to set in English.



Class Setting- How do we use data to inform setting?
Miss K Moore

All other sets are mixed.

Additionally, we test students' reading ages.

Where appropriate, subjects complete their own baseline tests during Module (term) 1.



Class Setting- How do we use data to inform setting? Miss K Moore

Students may move sets during the year based on continual teacher assessment (in lessons and at the end of units), to support their progress.



MYP- What, Why and How? (Mrs E Simone)



Middle Years Programme



Rude?
Gossip?
Unaware?
Lazy?
Selfish?

Can't do basic tasks?

Always taking someone else's side?



CARING

As IB Learners we strive to:

- Show empathy
- Commit to service
- Act to make a positive difference in the world



COMMUNICATORS

As IB Learners we strive to:

- Express ourselves confidently and creatively in more than one language
- Collaborate effectively by listening carefully to the



PRINCIPLED

As IB Learners we strive to:



REFLECTIVE

As IB Learners we strive to:

- Consciously reflect on their own and others' actions and decisions



THINKERS

As IB Learners we strive to:

- Use critical and creative thinking skills to analyze and take action on complex problems
- Show initiative in making reasoned and ethical decisions



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative solutions
- Be resourceful and resilient in the face of change and uncertainty



INQUIRERS

to:
and with others
in all our life



OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



KNOWLEDGEABLE

As IB Learners we strive to:

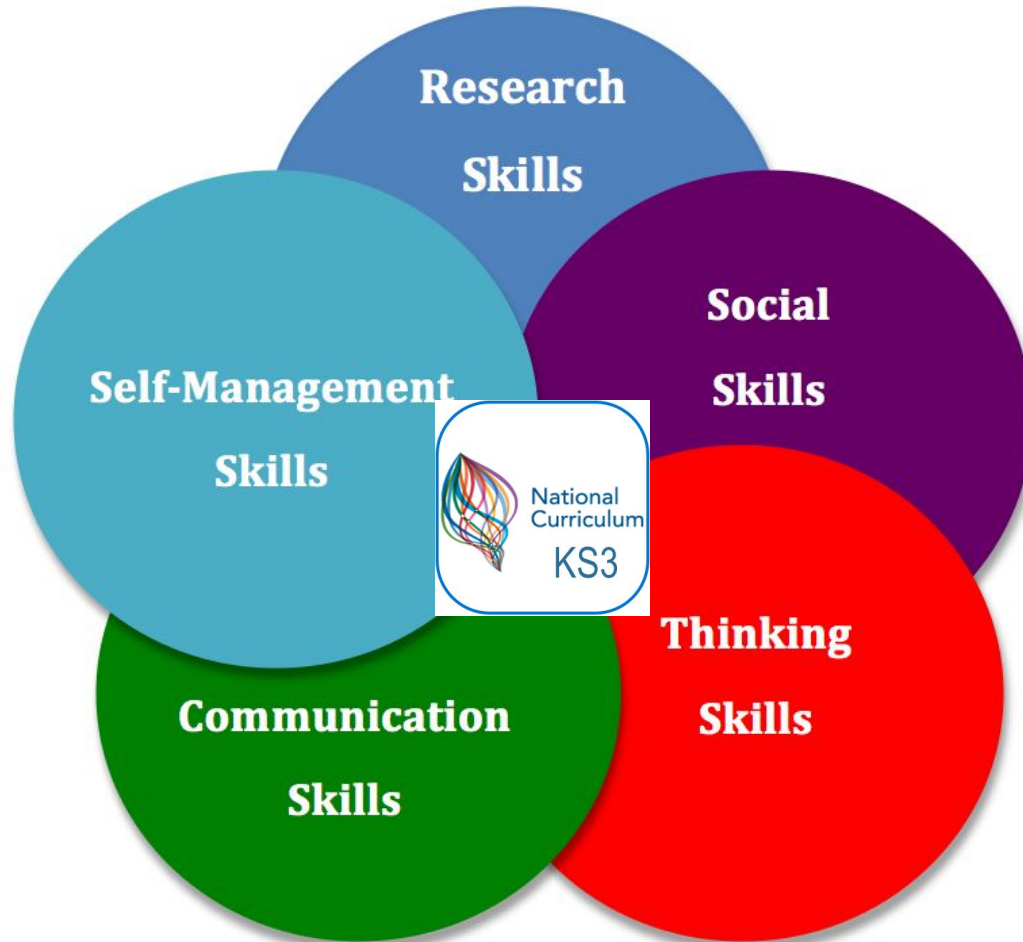
- Develop and use conceptual understanding to explore knowledge
- Engage with issues and ideas that are important



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live








How do we do that?

1. Inquiry led learning
2. Regular reflection time
3. Embedding skills in our curriculum

Statement of inquiry: The **significance** of **global interactions** varies by **perspective**.

 Global context	Fairness and development
 Concepts	Global interactions <u>Significance</u> Perspective
 ATL Skills	T.C.16 - Evaluate evidence and arguments

fairness - for something to be equal and to have justice.
significance - ~~at~~ something important or an event.

e.g. 'getting my horse

Global interaction - relationships and actions between different countries.

Varies by perspective - is different depending on your experiences.



Teacher(s)	English Department	Subject discipline	group and	English Language & Literature
Unit title	Exploring <u>Social Injustice</u> (Of Mice and Men)	MYP year	3	Unit (weeks) duration 7

Inquiry: Establishing the purpose of the unit

Key concept	relationships.	Related concept(s)	Global context
Connections	Characters	Fairness and Development	injustice equality. Society

Statement of inquiry

Considering a range of characters creates a more informed point of view — the reader (me)

Inquiry questions

Factual:
How does a writer use character to inform readers' perspectives of a text?

Conceptual:
How do we respond to characters and their fictional experiences?

Debatable:
Is it ethical for writers to explore ideas linked to discrimination if they haven't experienced it themselves?

Inquiry questions:

How does the writer link social injustice to the text?

How does social injustice now link to social ~~injustice~~ ^{injustice} in the past?

Title: Perspectives

LO: To explore the topic for term two and create my own inquiry questions.

Inquiry Questions

Factual

What were concentration camps?

Why did Germany invade Poland

how did they get the fuel for there tanks and planes in ww2

Why did UK and France help Poland against the Nazi's

why was there a ww1

how did ww2 begin

why was adolph hitler so rude to gay people and Jewish and disabled peopke ????????????

how did ww2 end

why did adolf hitler hate jewies

Conceptual

why did ww2 make such a big impact

how did adolph hittla build an army and what did he make them join with

how did ww2 affect lif

what was important in ww2

why are different perspectives important

why did hitler think different

why did the people who made the boy in striped clothes write that paticular book

Why did the Nazis listen to Hitler?

why did ww2 change life's ?

Debatable

Did the world war affect our perspectives today?

why is it bad to be a jew

was there anything that could of ended the world in ww2

Are different perspectives important?



How do we do that?

1. Inquiry led learning
2. Regular reflection time
3. Embedding skills in our curriculum



Wednesday 14th
November
2020

Task Review

Use evidence from the text to show how Ralph's
response to an extract question

I know there isn't a great deal with views and all that"

↳ grammatically incorrect

↳ Piggy's disadvantage status

↳ Piggy's reaction that is a fragment of their imagination

↳ the bias is on each of the boys

↳ to savage primitive was the instinct to kill

Throughout the novel the relationship between Ralph and Piggy is presented as two sides and strained. This is evoked in the quote "the fat boy wanted to be asked his name". This could be highlighted as it shows how Golding has focused on how Piggy has a disadvantage due to his size which could lead to him losing confidence. This could come from the way that Piggy has no friends and is quite a shy figure. This could show that he lacks social skills. The words "fat boy" can show that they are different and has to be the same as everyone else and shows the disadvantage of his size. The way this is said was a very insulting and disrespectful which could show how Piggy is a shy figure compared

to the others. For additionally, the quote "Ralph's golden body". This quote was included is intentionally hurt Piggy and the way Piggy was described as the "fat boy" which can compare to Golding using it purposefully to affect the way the reader sees Ralph and Piggy as characters. The use of the words "golden body" can show how Ralph is compared to some special, like a trophy or something that is treasured. This could also refer to the way he acts. The quote could link to the wider text because it shows how Ralph was seen immature figure but can also be sensible and responsible when he needed to be. The use of "golden boy" could mirror the way Piggy gets called the "fat boy" that this is a massive difference in the way they are presented it may feel humiliating for Piggy to get called "the fat boy" compared to Ralph being called "golden body".

Multiple choice task

Spag target met

where I can confidently develop my analysis etc. to advance my knowledge of the readers intent and all correctly using capital letters



How do we do that?

1. Inquiry led learning
2. Regular reflection time
3. Embedding skills in our curriculum



English Literature 2022-24

Stream

Classwork

People

Marks



Meet



[Generate link](#)

Class code



ku7iziw

Upcoming

Due tomorrow

Up-Hill - annotations

Homework - Valentine

Due Wednesday

De Profundis - Annotations

[View all](#)

For

English Liter...

All students

[Announce something to your class](#)

To be ready for this term:

1. Please purchase your copies of Rossetti - Select Poems, highlighters and tabs.

2. Please purchase a ring binder and dividers.

3. The sections in your folders need to be labelled as:

C1 - Rossetti

C1 - Duffy & Larkin

C2 - Shakespeare

C2 - Malfi & Streetcar

C3 - Unseen Prose

C3 - Unseen Poetry

C4 - Coursework

B

I

U

☰

✕



Home learning - Expectations and advice for year 7

Miss Walkin



Why do we set homework?

- Reinforce positive attitudes to school work
- Encourage and develop self-organisation and self-discipline, taking responsibility for work
- Reinforce, broaden and extend the school curriculum
- Demonstrate independent knowledge and skills
- Embed habits that will prepare students for future life opportunities and experiences

“The evidence shows that the impact of homework, on average, is five months’ additional progress. (EEF)”



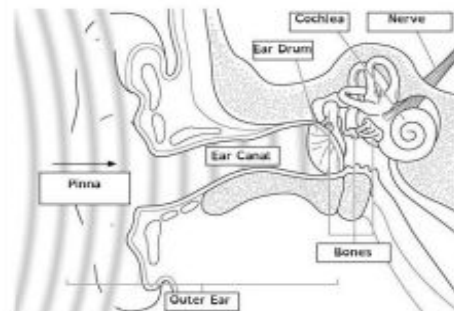
Department	Year 7							
	Knowledge Organisers	Quizzes (digital or paper)	Deliberate / Independent practice	Extended writing	Flipped learning / Research	Project based	Structured revision	Comments
English	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sparx
Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Tassomai
MFL	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Humanities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
PSHRE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
ICT	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Food	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Health and Fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Award scheme linked to key content and skills
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Drama	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Video based skills

[How to self test document](#)

Year 7 Term 5 Knowledge Organiser: Waves and Electromagnets

5.1 The Ear

Learn the names and location of the parts of the ear.



5.2 Light Waves, Reflection and Colour

Light waves:

- Light waves are seen as radiation (light)
- Light waves are transverse waves
- Transverse waves: particles vibrate at right angles compared to energy transfer
- Wavelength: length of the wave from one peak to the next peak.

Law of Reflection

- The angle of incidence is equal to the angle of reflection.

Colour

- White light is made up of 7 different colours
- Dispersion is the splitting of light

5.3 Circuits

- Circuit: An electrical device that provides a path for current to flow
- Each "thing" that we can connect in a circuit is called a component.

Circuit Symbols for different components:



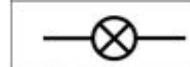
Name: Switch



Name: Cell



Name: Battery



Name: Bulb or Lamp



Name: Motor



Name: Resistor



Name: Ammeter



Name: Voltmeter

5.4 Current, Potential Difference and Resistance

Current:

- Definition: Electrical current is the flow of electrons through the wires in a circuit.
- Measured using: an ammeter
- Unit for measurement: Amps (A)

Potential Difference:

- Definition: the difference in energy before and after a component.
- Measured using: a voltmeter
- Unit for measurement: Volts (V)

Art- Term 1 & 2- The Formal Elements

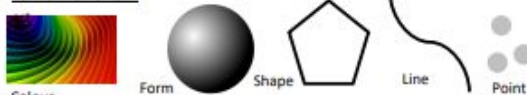
Key Terms:	Definition:	Processes	Materials used:
Line	An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract	Drawing	Pencil, pens.
Shape	An element of art that is two-dimensional, flat, or limited to height and width	Drawing, Collage	Pencils, Paper
Point	A point is the visual element upon which all others are based. It can be defined as a singularity in space or, in geometric terms, the area where two coordinates meet.	Drawing, Mark Making	Pencils, coloured pencils, poster paint
Tone	The lightness or darkness of something – this could be a shade, or how dark or light a colour appears	Drawing, Shading,	Charcoal,
Texture	How a three-dimensional work actually feels when touched, or the visual "feel" of a two-dimensional work.	Modelling, Painting	Plasticine, Poster paint, Watercolour
Pattern	A combination of elements or shapes repeated in a recurring and regular arrangement.	Drawing	Fine liners, pencils

Statement of Inquiry :

The interpretation of how aesthetics can be expressed using the Formal Elements

1.1

Being able to identify the main Formal Elements in



1.2

1.7



1.5
Researching and analysing the works of different artists. Artist names you should know;

- Vincent Van Gogh
- Michael Craig Martin
- Elisabeth Gross
- Yayoi Kusama

Learning how to use tone to create form. Key words include



1.6

- Blending
- Smudging
- Tonal



Learning to correctly use watercolour paints. **1.4**



Understanding the colour wheel and colour theory:

- Primary
- Secondary
- Tertiary

1.3

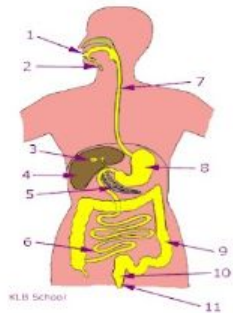
Knowledge gained in Term 3	Example
1. Name and draw at least 3 types of lines	Zig zag, wavy, dotted
2. Being able to add depth and tone to your drawing.	Objects looking 3D instead than flat and 2 –dimensional.
3. Name 3 artists that work closely with formal elements.	Michael Craig-Martin, Yayoi Kusama and Vincent Van Gogh
4. Being able to create a variety of patterns and textures.	Using dots, lines or other materials and techniques.

Enter your full name: *

Your answer _____

Name organ 8 in the diagram below. *

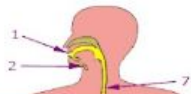
1 point



Your answer _____

Name organ 3 in the diagram below. *

1 point



Match the enzyme to the substrate *

3 points

	Proteins	Lipids	Starch
Amylase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protease	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lipase	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Match the substrate to the product *

3 points

	Fatty acids and glycerol	Glucose	Amino acids
Starch	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proteins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lipids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Extended Response Example

Today we met the character of Shmuel and gathered our initial impressions. We know that Shmuel has been separated from his parents. Write a letter from Shmuel to his family updating them on his experiences.

Challenge: Ensure you include the context of the trains, setting and hierarchy to evidence understanding of the time.



Pillar Drill

Task: fill the boxes with the facts you can find for the tools shown. What features do they have? What jobs do they perform?



Wood File

Scroll Saw



Return to homepage

Find new books

Read daily news articles

Find work assigned by teachers

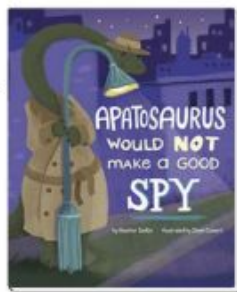
Account information

Log out

RENAISSANCE myON Library News Projects Karen Student UK Demo

Search myON

Last book opened



Continue reading the last book opened

Pages read 13

Power-Up Your Reading

myON



RENAISSANCE Star Reading

Connect Now

Click this to link your child's Star test result (using the same username and password). Recommended books will then be at your child's reading level.

Reader meter: Time spent reading



Week



Month





Our expectations of teachers

- Core, Humanities and MFL teachers → approximately 30 mins a week per subject
- Options subjects with lessons 1-2 times a fortnight → approximately 30 mins a fortnight (E.g. Drama, Design Tech, IT, etc)
- All homework is set on Google Classroom with clear due dates
- Instructions will state whether it should be completed in their books or on their chromebooks for submission
- Lesson resources will always be available on their classroom to support them in accessing and completing homework



How will pupils received feedback on their homework?

- Self Assessment
- Peer Assessment
- Quizzing of knowledge organisers
- Questioning
- Use of skill in lesson
- Use of research / homework material to complete activities in lessons



How can you help at home?

- Ask them about their learning
- Support them in setting a routine for **when** they do their homework each evening
- Designate an area for completing homework if you can
- Look at their Google Classroom with them to check what homework they have and support with prioritising work
- Knowledge Organisers or similar - quiz them on their facts or key definitions to help them learn
- Check their written homework - does it match the teacher's written instructions and expectations?
- **Read with them!**



Homework Club Support

Mon, Tues and Thurs: 3-4pm

Fridays 3 - 3.30pm

Each college has their own supervisor for homework club and they will support by:

- Helping your child prioritise the order of completing their homework
- Help them read the instructions and understand what to do
- Help them in finding resources to support their completion of homework
- Make sure they do their homework



Chromebooks and Google Classroom





Implementing the Chromebooks Effectively

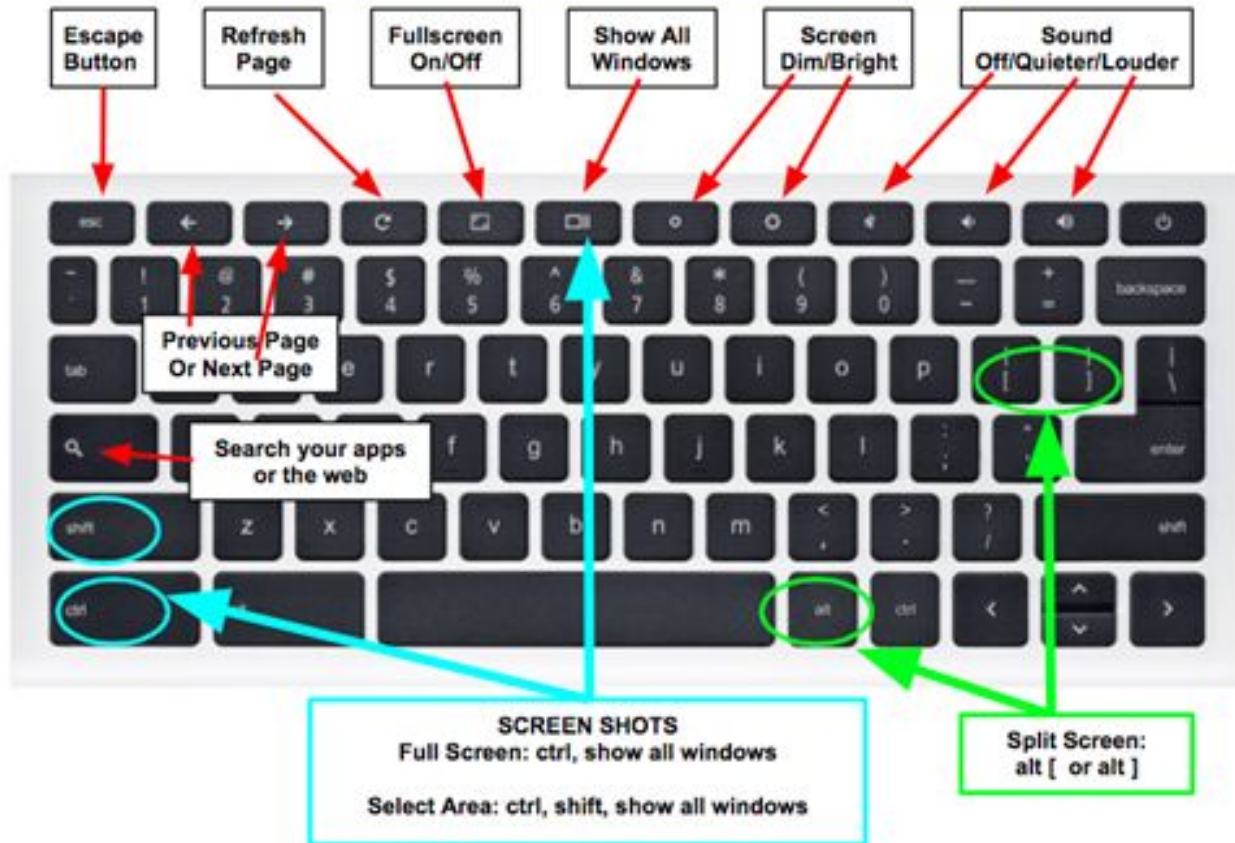
With students now all having access to chromebooks its vital that we make sure they are being used to their full potential and that any shortcuts that can be used to speed up student using them are known.

Over the next few slides there are shortcuts which are useful for students and parents to know.

As well as additional information around Google Classroom.


























Chromebook Keyboard & Student Shortcuts





Keyboard Shortcuts **R**

	CUT	Ctrl	+	X		ZOOM IN	Ctrl	+	+		
	COPY	Ctrl	+	C		ZOOM OUT	Ctrl	+	-		
	PASTE	Ctrl	+	V		VIEW 100%	Ctrl	+	0		
	PASTE WITHOUT FORMATTING	Ctrl	+	Shift	+	V		SPLIT SCREEN RIGHT	Alt	+]
	UNDO	Ctrl	+	Z		SPLIT SCREEN LEFT	Alt	+	[
	REDO	Ctrl	+	Y	ABC BOLD	Ctrl	+	B			
	RELOAD	Ctrl	+	R	ABC ITALIC	Ctrl	+	I			
	FIND	Ctrl	+	F	ABC UNDERLINE	Ctrl	+	U			
	NEW	Ctrl	+	N		REOPEN TAB	Ctrl	+	Shift	+	T
	OPEN	Ctrl	+	O		LOCK	Ctrl	+	Shift	+	L
	CLOSE	Ctrl	+	W		SCREENSHOT	Ctrl	+			
	SELECT ALL	Ctrl	+	A		SELECTED AREA SCREENSHOT	Ctrl	+	Shift	+	

Turn Caps Lock on or off:

Press Search + Alt.

See all keyboard shortcuts:

Press Ctrl + Alt + / (forward slash).



Student Quick Guide to Google Classroom

Join at classroom.google.com



Click plus icon in upper left

Go to Classwork Tab

Stream Classwork People

Uncompleted work has a dark icon. Completed work is greyed.



Click on assignment stripe with dark icon to expand assignment preview.

Click on View Assignment

VIEW ASSIGNMENT

Click + Add or Create

+ Add or create

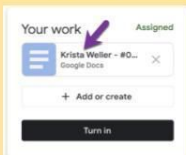
Find "Your Work" Bubble

Your work Assigned

+ Add or create

Mark as done

Click on Attachment Title to Edit



Mark as Done or Turn In

Turn in

View Your Work

View your work

On Classwork Page

PARENTS' GUIDE



TO GOOGLE CLASSROOM

Submitting Assignments

When a student opens an assignment there will be a “turn in” button at the bottom of the post.

Students will find the same button at the top of the assignment document towards the top right hand side.

The assignment will have a status message say “assigned”, “Missing”, “Submitted” or “late”.

The can also be a message indicating that it has been returned with a grade

The screenshot displays a user interface for submitting an assignment. On the left, a vertical sidebar contains a three-dot menu icon, a timestamp 'p 19, 11:59 PM', and a right-pointing arrow. The main content area is titled 'Your work' with a green 'Assigned' status. It features a document preview for 'Google Docs' with a close button (X). Below the preview is a '+ Add or create' button. A prominent purple 'Turn in' button is located at the bottom of the work area, with a red arrow pointing to it. Below the work area, a 'Private comments' section is highlighted with a red box, containing a user profile icon, a text input field with the placeholder 'Add private comment...', and a right-pointing arrow.

Private comments can also be added if stuck and support is required

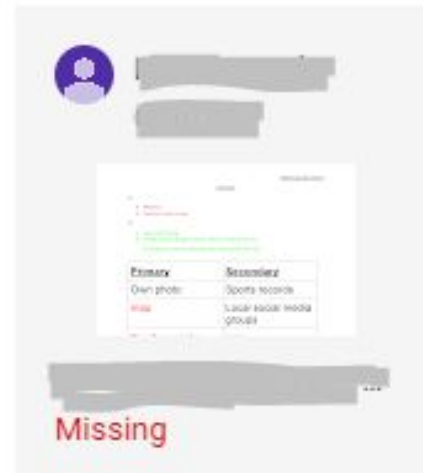


Important

Please check that your child isn't uploading blank documents to assignments.

Google softwares allows users to see history of the documents to show when they were last accessed. Revert a document back to an older version. This can be checked on by teachers.

With documents provided by teachers on assessments we can see a live working document of each individual student's work.





Effective Home-School Partnerships

- Opportunities created for parents and carers to discuss their child's progress at regular intervals within the academy.
- Celebrate pupils achievements both inside and outside of the academy environment.
- Parental surveys.
- Parent forums.
- Opportunities for parents to understand the curriculum on offer for their child.
- PTA.



Triple P- Positive Parenting Programme

The Triple P Programme can help to -

- Build parental confidence; to help to reduce the pressures you feel, remind yourself that it can be a natural teen development
- Learn to practise kindness to yourself and towards your teen, to help develop a loving, warm and patient parent/teen relationship
- Improve communication
- Increase realistic expectations; normalise - you are not the only parent going through this, reduce judgements
- Reduce stress; highlight what's going well to reassure your teen and yourself
- Alert assertive discipline
- Help to develop a sense of humour, humour can help a situation -
- Reduce behaviour problems
- Improve parent/teen relationship- find time to engage and interact with each other



for every parent



Group Teen Triple P Positive Parenting Programme is now available at the Hundred of Hoo Academy.

All interest should be emailed to triplep@hundredofhooacademy.org.uk

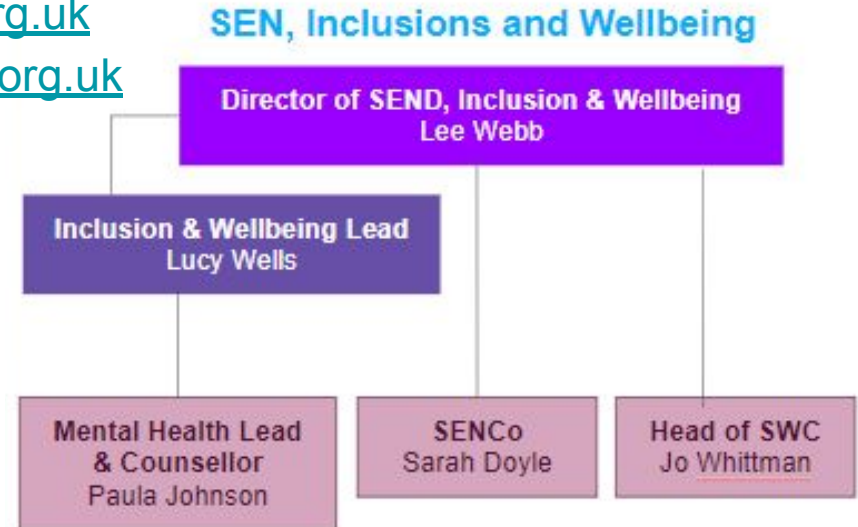
Please include your child's full name and year group when making enquiries.



Accessing Support and SEN Support- Who to contact

In the first instance please send an email directly to the college team. They will then direct your enquiry to the inclusion team:

- Athenaparent@hundredofhooacademy.org.uk
- Forsetiparent@hundredofhooacademy.org.uk
- Neptuneparent@hundredofhooacademy.org.uk





Supporting Young People with Worries



- Negative events can be awful and painful. There might be times when it can all feel overwhelming.
- We might do our utmost to avoid - go round it, run away from it anything to avoid it.
- If we avoid, it's still there, just a bit hidden and there's a good chance it will come back at some point in your life.



Supporting Young People with Worries

- Resource List:
 - Childline: www.childline.org.uk 0800 11 11
 - Young Minds: www.youngminds.org.uk
 - Shout: www.giveusashout.org text 85258 Crisis support text MEDWAY to 85258
 - Samaritans: www.samaritans.org phone 116 123
 - Hopeline: suicide prevention 9am-midnight 0800 0684141 Text: 07860 039 967
- Online emotional support and counselling www.kooth.com
- Apps:
 - Chill Panda
 - Breathe
 - Think, do with Sesame
 - Mindful Powers
 - Children's Bedtime Meditations



Extra-Curricular Offer (Mr S Harding)

In 2021-22 the Academy will strive to offer a wide range of co-curricular opportunities for pupils both inside and outside the academy to support pupils' cultural development.

- Clubs
- Trips and experiences
- Subject workshops
- College competitions
- Duke of Edinburgh Award



School Production	Preparing the the yearly school production
Choir	Singing group for all abilities
Rock School	Musical Band group for all abilities
Keyboard Club	Group to learn basic keyboard skills
Choir	Singing group for all abilities
Drama	Group to learn about technical aspects of Performing Arts
Tech Club	Using technology to increase pupils creativity
LGBTQ+	We will learn about the history, culture and some of the science todo with LGBTQ+
Chess club	Learn key skills to become a chess champion

KS3 Dance Club	Group to explore practical drama and live performance
Steel Drums	For those that have a keen interest in Steel drums
Stem Club	Applying practical skills that they will be able to apply in lessons as well as their own investigations at home.
Anime Club	Japanese culture and folklore. Anime and manga.
Languages	Foreign films and language vocabulary
Talk and Draw	Chance to chat with other pupils whilst drawing
Culture Club	Learn the background of different cultures and celebrations

	Lunchtime 1 (1:00pm-1:30pm)	Lunchtime 2 (1:30pm-2:00pm)	After School (3pm-4pm)
Monday	Badminton: SH: CLA Football Athena: AP: PTD	Badminton: SH: MPM Table Tennis: SG: CFR Football: AP: JKE	Netball All years: PG/SH: CLA & LEM
Tuesday	SWC Basketball: SH: CFR Table Tennis Athena: SG: CJP Football Neptune: AP: PTD	SWC Basketball: SH: CLA Table Tennis: SG: MPM Football: AP: JKE	Badminton All Years: MPM
Wednesday	Handball: SH: CLA Table Tennis: SG: MPM Football Athena: AP: PTD	Handball: SH: CJP Football: AP: JKE	
Thursday	Table Tennis Neptune: SG: CJP Badminton: SH: MPM Football Neptune: AP: PTD	Badminton: SH: CFR Table Tennis: SG: CLA Football: AP: JKE	Football All Years: AP: MPM, JKE, PTD, CJP & CFR
Friday	Trampolining: SH: CLA Table Tennis Neptune: SG: JKE Football Athena: AP: PTD	Trampolining: SH: CJP Table Tennis: SG: MPM Football: AP: JKE	



Upcoming Events

Thursday 6th October

4.30pm-6pm Year 7- Meet the Form Tutor

6pm-6.45pm Parents' Forum

- Discussion about key changes and issues in the Academy
- Parental feedback
- Launch of the PTA