

4th November 2022

Dear Parents/Carers

RE: Year 7 Curriculum – T2

Thank you for the continued support for your child's education here at Oak Academy. Evidence supports the positive impact that parental/guardian engagement can have on student attainment, on average 4 months' additional progress over the course of a year¹. Here at Oak Academy, we would like to share your child's learning journey with you through a termly update on their curriculum and the books they are reading. This will help support conversations at home around school and ensure preparation for, and attendance to, key assessment points.

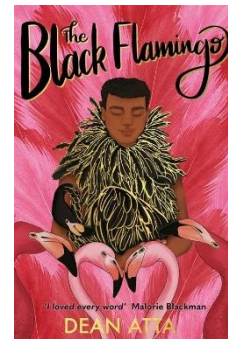
Currently reading in tutor time:

Windrush Child by Benjamin Zephaniah



Dependent on tutor group, some students will move on to:

The Black Flamingo by Dean Atta



¹ [Parental engagement | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Oak Academy

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Curriculum overview for Year 7

Subject	T2 Bigger picture	Assessment	Date
3D Forms	In this Technology rotation, students will be designing and creating a mixed media African mask.	Outcome (mask) compared to original design intention.	End of term.
Art	WET MONOCHROME. Students will experiment with extreme light and dark (chiaroscuro) but this time they will be introduced to paint and pen and wash	Artist copy of A Pugin's finial.	End of term.
Computing	Students taking Computing as part of the Technology Rotation series will be exploring e-safety, cyberbullying and communicating respectfully online. They will learn about computer networks and how the Internet works and develop their skills in using word-processing software, before creating a Blog.	End of rotation test.	End of term.
English	Literary Heritage: Oliver Twist. Writing Mastery and Reading for Pleasure (using either Lexia or Reading Plus).	Ongoing retrieval practice throughout the half term. Fortnightly knowledge quizzes. End of unit extended piece of writing to answer the question 'What kind of character is Bill Sikes?'	Ongoing.
Geography	South America and Brazil, exploring the Physical and Human processes of the continent. Location, Ecosystems, Tropical Rainforests, and ways of life.	Gap finder - describing location and climate graphs. Explaining convectional rainfall. End of Topic - Describing distribution, climate graphs and patterns. Explaining reason for deforestation and economic success of SE Brazil.	Mid-term and end of term.
History	Enquiry question 1: 'Where did the knowledge go?' A study of the Islamic Golden Age. Enquiry question 2: 'To what extent was Anglo-Saxon England a Golden Age?'	EQ1: Guided written response to the enquiry question. EQ2: Independent written response to a source stimulus.	w/c 14.11 and w/c 5.12
Maths	Unit 3: Expressions, Functions, and Formulae – including Substitution, simplifying, and writing expressions. Unit 4: Decimals and Measure – This includes types	End of topic assessments Units 3 and 4 and Assessment Point 1, which assesses all concepts learnt since September.	T2.4 End of Unit 3 and Assessment Point 1.1.

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	of measures for capacity, mass and length and using decimals to solve problems		T2.7 End of Unit 4
Music	Elements of Music - In this Performing Arts rotation students learn about the building blocks of music through singing.	Teacher observation and home learning tasks.	Ongoing
PE	Continuing the Year focus of Exploring Physical Literacy, students in T2 will focus on confidence. Within this block of work students will understand terms such as comfort zones, failure, and growth mindset and how these can be applied to a range of activities.	Ongoing assessment through the students Know, Show and Grow objectives.	End of term.
Performing Arts	An introduction to Drama and Dance: In drama we are exploring the story of a missing girl. Taking on the roles of different characters and looking at roles within the police industry, whilst learning some key drama skills and techniques. In dance we are focusing on body actions and doing this through Mission Impossible.	End of topic assessments and an end of term assessment.	Ongoing.
RE	Students will continue to develop their study of Unit 1 - A humans guide to thinking. Students will consider the questions: What is spirituality? How can we tell the difference between belief, fact and opinion? Why do people have different beliefs about God?	Ongoing assessment throughout the unit during lessons	Ongoing.
Science	For T1 and T2 - Identifying variables - Independent, dependent and control variables. Combustion, safe use of a Bunsen burner and the fire triangle. Energy stores and conservation of energy. Organisms - Cells, tissues, organ systems, muscles and specialised cell function and adaptations. Chemical reactions - state changes between solid, liquid and gas. Distillation to purify substances. Definitions of element, compound and mixture and interpreting periodic table.	Content assessment.	Mid-term and end of term.
Spanish	Describing people's personality and talking about pets and colours. Grammar: verb to be and adjective agreement.	Writing and translating sentences. Reading a listening test.	Mid-term and end of term.
Textiles	In this Technology rotation, students will be designing and creating a felt finger monster puppet.	Outcome (puppet) compared to original design intention	End of term.

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Home learning timetable – [Y7 Home Learning Booklet](#)

Week 1					Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday	Thursday	Friday
Spanish (7B, 7D, 7E)	English	Maths (All)	Spanish (7A, 7C, 7F)	Science	English (All)	PE (7D, 7E, 7F)	Maths	Performing Arts (7A, 7B, 7C)	Science
Art (7A, 7C)	Performing Arts (7D, 7E, 7F)	PE (All)	Geography (7A, 7D, 7E, 7F)	Art (7B, 7E, 7F)	Art (7D)	Technology (7A, 7B, 7C)	PE (7A, 7B, 7C)	History (7E)	Tech (7D, 7E, 7F)
History (7B, 7C, 7D)				History (7A)	History (7F)				
				Geography (7B, 7C)					

Information for parents and carers on the importance of attendance.

Oak Academy is committed to ensuring our students achieve the best possible outcomes and good school attendance is key to achieving this aim. We will work hard to provide a safe and welcoming environment for your child and will monitor attendance closely.

Good school attendance improves your child's chances of success in life. There is clear evidence of the link between good attendance at school and high levels of achievement. Children with no absence at key stage 4 are almost 2 times more likely to achieve 5 or more GCSEs than children who missed 10-15 percent of lessons. If your child has an attendance level of 90%, they will have missed one day a fortnight in school. Over a school year this will represent four weeks of absence. If this level of absence were maintained for a five-year period, it would mean half a school year would have been missed.

We would really appreciate your help in ensuring that your child has good school attendance. If you have a concern, please contact the Family Liaison Officer (amanda.burridge@oak-academy.co.uk) so that we can work together to identify any barriers that may be preventing your child from attending school and ensure support is put in place. We may contact the Inclusion Team at BCP Council for advice and support or other organisations that may be able to help. It is hoped that this will be successful in improving attendance.

Thank you again for your support, and we hope you enjoy discussing your child's curriculum and reading with them over the coming weeks.



Sara Sinaguglia
Assistant Vice-Principal, Teaching & Learning

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Reading

Oak Academy's vision for Literacy is underpinned by the belief that every student has the right to leave us being a confident reader, writer and speaker. To support our vision, we have a range of strategies and interventions in place.

Tutor Time Reading

All students in Years 7-11 take part in our Tutor Time Reading programme three times per week. Through reading quality Literature, we are working hard to foster an appreciation of reading, a love of words and aim to increase our student's knowledge of issues in the world.

Books Clubs

Students in Key Stage Three and Four have the opportunity to join our exciting new book club 'Books and Biscuits'. Our clubs are run by senior English teachers and aim to build an inquisitive nature in our more advanced readers.

Reading Hub

Our school Reading Hub is run by our student librarians. All students have access to the space during lunchtime and are encouraged to take books out. This is a safe space where our students can enjoy being around a wide variety of books and participate in clubs.

Literacy Interventions

For students not yet achieving their Age-Related Expectations, we offer a range of interventions. To ensure the intervention is of the correct level students are assessed using the NGRT assessment three times a year. Our approach to intervention follows the following sequence with students being placed at their most relevant stage:

- 1) Phonics intervention – this is completed by a trained Phonics teacher on a rolling timetable across the week. Students are placed in small ability groups and regularly assessed.
- 2) Lexia intervention - this is completed during tutor time. Students spent 25 minutes three times a week completing Lexia which is a computer-based system providing a personalised learning experience for all students. These sessions are run by English teachers.

All students receive one hour a week Reading for Pleasure. This will be completed using either Reading Plus, Lexia or students have the option to read a book during these lessons.

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