



**PAIGNTON ACADEMY**  
Believe and Achieve



Welcome to Paignton Academy.

I hope your young person is excited and ready to start the next adventure in their education after a restful summer, which for many students involved the Bigstep Summer School. This will be an action-packed year with plenty of exciting opportunities and events. We hope they have settled into their Academy House and have found it a smooth transition from primary to secondary. Please take the time to look at the vast range of extra-curricular activities that are available at lunchtimes and after school. Encourage your child to become involved in as many as possible, to build confidence and make new friendships across the year group and also across the sites. It would be useful to familiarise yourself with the ClassCharts system to allow you to keep up to date with your child's school day, checking for Home Learning and rewards points.

### IMPORTANT DATES

2023	
8 September	Y7 Photos
3 October	Open Morning (WRC)
5 October	Open Evening (BRC)
6 October	Jay's Aim Defib Training - WRC
12 October	Y7 Settling In Evening
13 October	Jay's Aim Defib Training - BRC
20 October	Non-Pupil Day
23-27 October	Half Term
13 December	Christmas Concert
15 December	HPV Vaccinations
15 December	Last day of term
2024	
3 January 2024	First day of term

# CURRICULUM NEWSLETTER - AUTUMN TERM 2023

YEAR  
7

## ENGLISH

Year 7 will have 8 lessons a fortnight where they will complete different learning activities during the term. As part of the Literary Heritage unit, Year 7 will study Oliver Twist, looking at life for children in Victorian London as well as learning the plot and characters of the novel. This unit will be assessed as students write an essay, focussing on one main character, demonstrating understanding of the novel and key ideas relating to context. Grammar skills are interleaved throughout the lessons to build on skills developed through KS2.

To develop their understanding of non-fiction, Year 7 will study a range of sources linked to life and crime and punishment in the Victorian era which will build on their contextual knowledge of Oliver Twist. They will study a number of sources and practise writing for different purposes.

The next unit will focus on the theme of inspirational young people, students will gain an understanding of how young people can make a difference. They will study a range of non-fiction sources exploring young people from Anne Frank to Malala. They will write a persuasive speech on a topic young people feel passionately about. To develop skills in speaking and listening they will work in groups to produce presentations entitled 'My Role Model.'

Finally, Year will read as a class in the Reading for Pleasure unit where we focus on vocabulary and enjoyment of reading.

Home learning is changing from September. The English department are introducing 'Sparx reader' for Key Stage 3 and will be expecting students to complete at least 30 minutes of reading each week.

## HOME LEARNING

All Year 7 students will have a Knowledge Bank and a Home Learning exercise book to support their Home Learning. Home Learning for Year 7 will include a range of retrieval activities to help students embed core knowledge in their long-term memories. Home Learning for each subject for the Autumn Term is outlined in the table attached. All Home Learning will be set on ClassCharts on a Monday, so that parents can plan their child's Home Learning for the week. Home Learning will be marked in different ways as outlined below. Expectations for Home Learning in each subject will be made clear to all students. There is a Home Learning Breakfast Club from 8am each morning to support students.

## MATHS

Year 7 will be building on their mathematical skills: time calculations, sequences, introduction to algebraic concepts and working with integers and decimals. Mastery of these 'key' skills is essential for students' future success in a variety of different topics which follow in the Spring and Summer terms. There is a strong focus on presenting work in an organised and logical manner which will be invaluable as they apply their mathematical skills to more complex problems. Teacher assessments will take place at the end of each half term with teacher feedback throughout the term to help support learning. Having the correct equipment is an essential part of preparation as well as revision. Students will need to bring a suitable scientific calculator to every Maths lesson. Homework will be both paper based and online and focused towards understanding and applying skills that have been learnt in class. Homework will be logged on ClassCharts for parents and guardians to track and monitor.

## SCIENCE

We are very excited to welcome the new Year 7s into our department, especially at such an exciting time for the Science curriculum.

Students will begin the new and more rigorous curriculum introduced by the Government for this year group. They will spend their first weeks finding their way around a science lab, covering basic safety in preparation for practical work. Generally, it is the student's first experience of a laboratory classroom, so it is essential that the basics are covered.

Units for the Autumn Term include periodic table, elements, compounds, chemical reactions and structure of the Earth. A great deal of emphasis will be placed on practical work and learning practical techniques which will be used throughout a student's time in the Academy. Students will have the opportunity to design and carry out their own investigations. These investigations will form the basis for on-going and continuous assessment. You can help by encouraging your child to watch the news regularly or read a newspaper to keep a lookout for new developments.



## COMPUTER SCIENCE

As students begin their journey with us at Paignton Academy we start by educating them on how to use technology safely and responsibly, looking at using their own Academy email account and the online computing software that we use within our school. We look at the different threats and dangers of the online world including the risks of malware, phishing scams and data interception, whilst looking at different preventions that we can put in place to keep us and our data safe, such as anti-virus, firewalls and strong passwords. Students learn how to use technology safely and ensure they are aware of potential dangers that they can face, educating them on how to identify and report inappropriate content. We feel it is extremely important to begin the journey within our Academy with this topic as we prepare our students to become responsible digital citizens.

Following this, students will undertake a creative project, using different applications to create a functioning website that will educate people on the dangers of the digital world and how to remain safe online. Students will develop their understanding of websites and the different features of websites, and begin to shape the ideas for forming their own product. Students will use a range of digital assets within their website such as images, audio and video to make a product that is both engaging and interactive.

## HISTORY

Year 7 History will start with the Medieval time period, introducing students to how people lived in the 11th century with the Anglo Saxons. Students will discover the changes to society, the economy and the church between the ruling of the Anglo-Saxon Kings and after the Norman Conquest. Students will have the opportunity to plan their own interpretation into the Battle of Hastings and then consider the real events. This will then lead onto the changes implemented in Norman England, viewing the importance of Castles and the ever-changing nature of the importance and role of the church.



## GEOGRAPHY



Welcome to Geography, Year 7! Geography plays a crucial role in understanding our world. It makes a vital contribution to

our knowledge of the rapidly changing environment as well as the physical and social challenges that people face around the world and offers insights into how we should tackle them. Students will begin their geography journey asking "what is so special about the area where I live?", exploring the physical and human geography of Devon, then studying the regions that make up the British Isles before answering "how am I connected to my world?" by studying key physical and human geography around our planet.

Students will explore local, national and global geography using atlases, maps and Google Earth whilst introducing skills that will be needed throughout the years spent studying geography.

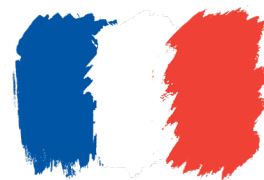
Integral to the British Isles is the weather! So Year 7 will also explore the difference between weather and climate, the elements that affect us and the extreme weather events that have taken place in the UK.

Home learning will be based upon Knowledge Banks, as well as interactive map skills websites. Students' progress will be assessed with recap questions in lessons as well as a mid and end of topic assessment.

## PSHE

In Year 7 all students will have one hour of Personal, Social, Health Education per week. To start the term, we will be learning about transition to secondary school and our feelings and emotions around this. We will focus on getting to know others in our year group, what our responsibilities are, friendships and to develop our study skills ready for secondary school.

During the second half of the Autumn term we will be learning about puberty and changes as children grow. Lessons will include information about having good personal hygiene and how to stay healthy. Both boys and girls will have lessons on menstruation. Throughout all PSHE lessons we will be looking to develop character and will focus on positive role models. We will also include 'life hacks' like how to tie a tie or how to boil an egg, for example. In PSHE students will have the opportunity to develop their oracy skills through discussions.



## FRENCH

In the Autumn term students will be following a skill-based curriculum introducing them to important language skills, such as conjugating verbs and how to use a dictionary. They will learn things like basic greetings, numbers, colours etc. They will also be learning about school subjects and the students will be able to express what subjects they really enjoy here at the Academy. We will also be using 'Linguascope' which helps students to learn in a more creative way. The main focus for this term in Year 7 is to enjoy and embrace learning a new language. We study all four skills - listening, reading, speaking and writing.



### How parents can help:

We would love you to support your child with their home learning by regularly helping them to learn vocabulary in preparation for their vocabulary tests. Allow them to explore fun ways of learning from home for example sticking post its on the fridge or on their back, so you can test them aloud, get them to teach you, rap it, sing it, dance along to it, record it, and use the "look, cover, check" method. There are endless ways to learn and only by experimenting will they discover which method works best for them. All home learning for their vocabulary tests will be from the Knowledge Bank and it will be set on Class Charts each week. Students will need to use their home learning exercise books to both write out and practise their spellings.

Thank you for supporting us with your child's learning.

Merci et Bon Courage! ¡Gracias y ánimo!



## SPANISH

This term students will learn to talk in detail about their life at school, before moving on to look at health, including food and dealing with medical problems in Spanish. Towards the end of the term we will move onto the topic of holidays. Within these topic areas, students will extend their knowledge of Spanish grammar, allowing them to express themselves in more detail. Home learning will take the form of learning vocabulary. This home learning is key in being successful in their GCSE in all four skills - listening, reading, speaking & writing so it is essential that is completed each week.





## ETHICS

Students in Year 7 will begin their ethical studies from a cultural perspective, investigating how different cultures around the world have attempted to explain where the world came from. Alongside this they will have the opportunity to compare scientific concepts such as Big Bang and Evolution and evaluate whether science is compatible with these cultural beliefs. Students will look at creation myths such as Panku, Hindu Creation, Aborigine, Nordic and Egyptian. Throughout this study students will be encouraged to show their knowledge through answering academic questions which will test their knowledge and ability to express opinions.



## MUSIC

### *How do musicians stay in time?*

Students will learn about the importance of pulse as a fundamental upon which music is built and performed. Through integrated activities of performing, composing and listening, students will begin development of their own feeling for and awareness of a regular pulse. Students will be able to make a clear distinction between pulse and rhythm and learn to use rhythm grids as a method of recording rhythm patterns. Students will perform and compose rhythm patterns of differing complexity including rests, half-beats and accents.

Students will be introduced to note values: semi-breve, minim, crotchet and quavers, and learn the name, shape and duration of each using mnemonics to help remember specific rhythms. They will also learn about the use of syncopation and the effect which this has on the rhythm of a piece of music.

Rhythm games form an integral part of this project with practical, rhythmic starter activities with the class in a circle. Home learning this term consists of listening exercises to embed the note values and rhythmic literacy. Students have the opportunity to take up music lessons offered by our specialist peripatetic teachers in guitar, piano, drums, singing, saxophone, clarinet & flute.



## DRAMA

Students will be studying the National Theatre stage version of the play 'Warhorse'. Core knowledge will include developing theatrical skills using physicality and the voice alongside characterisation, working with text and beginning to analyse and evaluate the work of others. Students will explore the social, cultural and historical context of the play and WWI alongside the technical and design elements for staging the play.

Written work is an integral part of the drama course and students will be expected to keep a drama log book of the work they undertake including live theatre performances.

Students will receive one hour a week of lessons throughout the year and homework is set once every 3 weeks. A Key Stage 3 Drama Club will be taking place once a week.

Auditions will also take place in September for The Academy Musical.

**STUDENTS THAT CHOOSE TO WEAR A SKIRT ARE REQUIRED TO BRING A PAIR OF PLAIN BLACK LEGGINGS TO THEIR LESSON EACH WEEK. SKIRTS WILL NOT BE ALLOWED.**



## PE

**Teamwork Development** - Year 7 students will be investigating "What makes a good team player?" during their first term at the Academy, with focus on developing their understanding of how to contribute effectively within a team setting. Students will also be challenged to develop their ability and understanding within three key areas by focusing on development of Motor Competency within their curriculum based activities, as well as developing knowledge of the rules, tactics and strategies for their focused sports. Finally, students will start to enhance their understanding of how to engage with healthy participation by learning about how to lead healthy, active lifestyles through competitive sport. The PE team would also like to encourage our new Year 7 students to attend our extra curricular clubs that will be in full flow throughout the second week back, as these clubs will provide students with additional opportunities to develop their understandings and practical competency further.



## ART



Year 7 students will be exploring the theme **Tutti Frutti** and **Mark-Making**. They will be researching artists such as; Vincent Van Gogh, Pacita Abad and Yayoi Kusama. Students will develop observational drawings exploring marks and lines; experiment with materials, techniques and processes; and make an outcome that relates to the theme. Students will explore 2D materials, techniques and processes. The project will focus on the formal elements of line, tone and texture as well as the key words **line** and **mark-making** which will enable students to understand how to embed these fundamental skills and techniques.

During the projects students will develop ideas, drawings, research and experiments which will be self-evaluated, peer assessed and marked by the class teacher. Targets are regularly set and reviewed to help pupils to progress. Home learning consists of developing drawing and recording skills using both retrieval and flipped knowledge and revision strategies using flashcards and self-quizzing. KS3 Art Club gives students the opportunity to take part in competitions, produce artwork linked to current affairs or have free choice and develop their own artistic style, as well as utilise the specialist equipment and support to complete home learning. It would be beneficial for students to have basic art equipment at home to help complete home learning and encourage independent exploration.

## FOOD

Throughout this term students will be given the opportunity to explore a wide range of ingredients and food as well as be introduced to a range of practical skills, methods of cooking, healthy eating, food provenance and the function of ingredients. Students will learn how to apply the principles of nutrition and healthy eating and will be introduced to the 'Eatwell' guide, food and its nutritional value and health and safety in preparing and making food.

Students will learn the importance of hygiene and the potential hazards when working in the technical area by preparing and cooking a variety of dishes incorporating theoretical understanding and knowledge.

Students will learn how to design and make a fresh fruit salad and a pasta salad as well as experiment making different flavoured scones.

### CONTACT INFORMATION

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## Home Learning – Year 7 Autumn Term

All Year 7 students will have a Knowledge Bank (accessed online) and a home learning exercise book to support their home learning. Home learning for Year 7 will include a range of activities. Home learning for each subject for the Autumn Term is outlined in the table below. All home learning will be set on Classcharts on a Monday, so that parents can plan their child's home learning for the week. Home learning will be marked in different ways as outlined below. Expectations for home learning in each subject will be made clear to all students. There is a home learning breakfast club from 8am each morning to support students.

SUBJECT	HOME LEARNING TIME (12 weeks)	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books	HOW IT WILL BE MARKED
English	30 minutes per week	Retrieval: Pupils will use reading skills taught in class to complete reading and quizzing on the Sparx website  Flipped learning: A couple of research based homeworks at the start and end of topics to support learning and prepare for learning.	Sparx website On paper	On the website Praise points awarded
Maths	30 mins per week	Retrieval: Pupils will recall work completed that week, plus other work in the year in consolidations tasks Flipped learning: Pupils will build on, extend work currently completed. This will feed into 'insights' given back to the teacher to feed into starter tasks	Sparx website	On the website
Science	30 mins per week	Retrieval: pupils need to record 3 things they have learned that week and apply it to other subject Flipped learning: 2 x research projects (1 per half term) 1st half term - Elements; 2nd half term - Rocks	On the Science home learning booklet	Through the homework being handed in, praise points awarded

Geography	Every 2 weeks. Will be set week B and due in week B (2 weeks to complete). 20-30 minutes.	Retrieval: students record 3 things they remember from the previous 2 weeks lessons and note links to other lessons/subjects. Flipped learning: students to independently research the forthcoming topic to be studied.	On the Geography home learning booklet	Marked off by the teacher and praise points awarded for completion and additional praise points for the quality of the flipped learning activities.
History	Every 2 weeks (Set week A, due week A) 30 mins	Retrieval: Students will recall events, individuals, sources and historical significance of previous learning. Flipped learning: Students will conduct research, fact finding and preparation for upcoming lessons/topics.	Home learning exercise book.	Homework will be collected by the teacher, stamped & praise points awarded.
French	Weekly	Retrieval - Pupils will be required to learn a prescribed box of words from their knowledge bank in preparation for a vocab test.  Flipped Learning - pupils will be asked to produce 3 phrases from another box of learning which will relate to future learning  Independent task (optional) - pupils will be asked to go away and research an area of interest and be ready to feedback about that interest during the next week	To be completed on a sheet handed to the pupils in class and then stuck into their exercise books	Tests to be corrected in purple immediately during the lesson so pupils get immediate feedback on the effectiveness of their learning.
Computer Science	Every 2 weeks - set week A, due week A - 20 minutes	Retrieval - Students will recall the definition and purpose of key computing terminology. Flipped learning - research into upcoming topics.	Home learning exercise book.	Homework will be checked by the teacher, praise points will be awarded.
Ethics	Once every half term.	Retrieval - recall key terms and knowledge from topics so far. Flipped learning - research into upcoming topics.	Printed Ethics home learning booklet	Marked off by the teacher and praise points awarded for completion and additional praise points for the quality of the flipped learning activities.

Drama	Every 3 weeks	<p><b>Homework 1</b>  Retrieval: Learn the vocal and physical skills words and definitions from the knowledge bank  Flipped Learning: Word wall Match up task  Vocal and Physical Skills</p> <p><b>Homework 2</b>  Retrieval: Using prior learning to complete WORDWALL. Labelled Diagram Areas of the Stage  Flipped Learning: First World War research, dates, British context, what was life like in Britain? what they wear  Revision: Creating own flashcards for Vocal &amp; Physical Skills</p> <p><b>Homework 3</b>  Retrieval: Using prior knowledge WORDWALL for Vocal Skills, Physical Skills &amp; Script Conventions  Flipped Learning: What is a Proscenium Arch Theatre – research and answer the questions on the google form  Revision: Creating own flashcards for Drama Devices</p> <p><b>Homework 4</b>  RETRIEVAL WORDWALL Theatrical Skills, Drama devices, vocab  FLIPPED Learning lines of dialogue for practical assessment  REVISION  Flashcards for keywords</p>	To be completed via Word Wall & Google Classroom and handed in for teachers to mark.	Homework to be checked by the teacher on Wordwall or Google Classroom with praise points awarded for good efforts
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Music	Every 3 weeks	<p><b>Homework 1: How do musicians stay in time?</b></p> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>• 2 things you remember from your first half term about what keeps musicians in time with each other?</li> <li>• If you could ask one musician about their ability to perform with others, who would it be and why?</li> </ul> <p><b>Flipped learning:</b></p> <ul style="list-style-type: none"> <li>• What is meant by musical versatility?</li> <li>• Why is it important to look after the voice?</li> </ul> <p><b>Homework 2: How do musicians stay in time?</b></p> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>• Why might being good at listening to other musicians be useful in everyday life?</li> <li>• Listen to this extract of music: How would you describe the opening phrase?  <a href="https://www.youtube.com/watch?v=yV5gwnazJMc">https://www.youtube.com/watch?v=yV5gwnazJMc</a></li> </ul> <p><b>Flipped learning:</b></p> <ul style="list-style-type: none"> <li>• Research Task: Can you name 4 well known singers that are: soprano/ alto/ tenor/ bass</li> </ul> <p><b>Homework 3: How versatile is the human voice?</b></p> <p><b>Retrieval:</b></p> <ul style="list-style-type: none"> <li>• Listen to this audio extract. What 3 x vocal ranges can you hear? <a href="#">My Mother Told Me - Viking Chant with @PeytonParrish and @samppopemusic #basssinger #acappella</a></li> </ul> <p><b>Flipped learning:</b></p> <p><b>Research Task:</b> Which instrument in the string</p>		
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		<p><i>family has the deepest pitch and why?</i></p> <p><b>Homework 4: How versatile is the human voice?</b></p> <p><b>Retrieval:</b> Why is it important to warm up the voice before you sing? What exercises can you do to warm up the voice?</p> <p><b>Flipped learning:</b> Listen to this extract of music. Which family of instruments can you hear in the opening phrase? <a href="#">J.S. Bach: The Violin Concertos</a></p>		
Art	1 hour per home learning, 3 hours total.	<p>1. Draw an image of a fruit or vegetable inspired by Vincent Van Gogh or Yayoi Kusama. Annotate your drawing with the type of mark making you use. Retrieval - mark making techniques, flipped - new artists.</p> <p>2. Create 3 flashcards for; mark making, line and texture. On each card write: mark making/line/texture and explain the definitions of the words. Draw an example of each of the words as a fruit/vegetable. Revision - Flashcards, Retrieval - understanding of formal elements, flipped - applying in observational drawings.</p> <p>3. Create a collage using fruit and veg as inspiration add mark making. Create a flash card of the word 'collage' including the word, the definition and a drawing/experiment. Revision - Flashcard, Retrieval - techniques and formal elements, flipped - technique for outcome.</p>	To be completed on paper and work will be added to students' portfolios.	Home learning will be collected on the deadline by the class teacher, stamped and praise points awarded.



PE	1 hour of home learning per term (3 hours in total across the academic year)	<p>Homework 1 - Complete Reflection document about "What makes a good team player?"  Retrieval practice to establish understanding of substantive knowledge from Cycle One  Flipped learning within research task for homework task</p> <p>Homework 2 - Complete Reflection document about "Is failing to prepare preparing to fail?"  Retrieval practice to establish understanding of substantive knowledge from Cycle Two  Flipped learning within research task for homework task</p> <p>Homework 3 - Complete Reflection document about "Can you win without winning?"  Retrieval practice to establish understanding of substantive knowledge from Cycle Three  Flipped learning within research task for homework task</p>	To be completed via Google Classroom and handed in for teachers to mark.	Homework to be marked by the teacher on Google Classroom with praise points awarded for good efforts
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