

Welcome to our Year 7 Literacy and Numeracy Information Evening

The KS3 Curriculum

Subject	Hours per Fortnight	Annual Total
English	8	152
Maths & Computing	8	152
Science	6	114
Drama	3	57
Music	2	38
PE & Dance	4	76
Design, Art & Tech	5	95
History	3	57
Geography	3	57
RE	1	19
Languages	6	114
PSHE	1	19
Total	50	950

Developing confident, respectful and successful young people

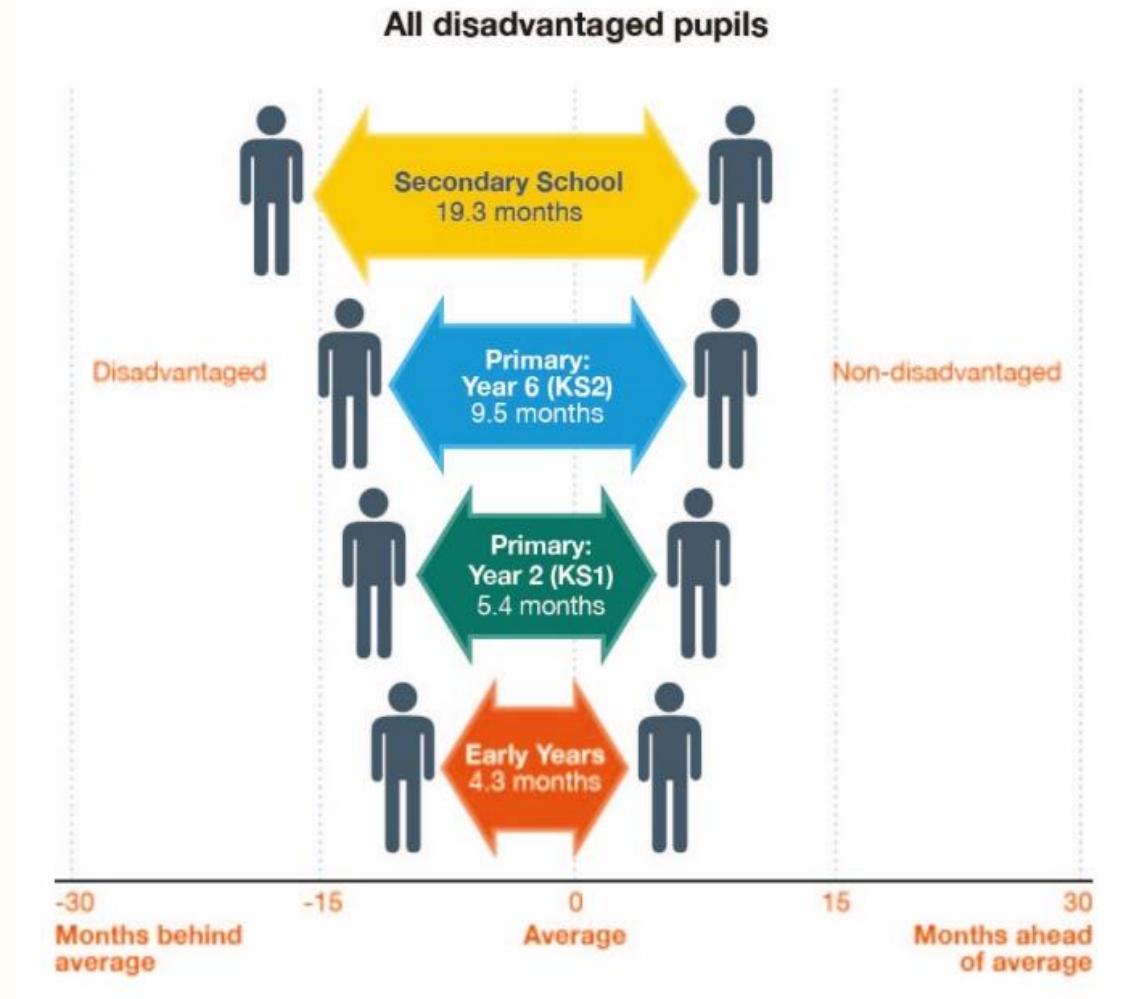
Why do we set homework?

- Homework makes an invaluable contribution to students' progress and is used to reinforce or extend what is learned in school as well as to support students to develop effective independent learning habits.
- We ask parents and carers to support us in supporting their child's independent learning by providing a suitable space for completion of tasks and ensuring that homework is completed on time and with maximum effort.
- Independent international research has shown that the effective use of homework has a high impact on students' learning, typically improving their rate of progress by 5 months.

Why teach Literacy?

- Children with language difficulties at age 5 are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed.

(Law et al 2017)



Why teach Numeracy?

- Employment
- Wages
- Money
- Health
- Social, emotional and behavioural difficulties
- School exclusions
- Truancy
- Crime

What are we afraid of?

“Can you help me with my homework...”?

- Personal bad experience
- Worrying your children are better than you
- Fear of telling them the wrong thing
- Don't understand the question
- Maths = algebra or trigonometry English = Shakespeare or poetry

Question

- On average, how many words does

(a) a Year 7 student

12,000

(b) an adult know the meaning of ?

40,000

What is the meaning of this number?

1

What is the meaning of this number?

10

What is the meaning of this number?

100

What is the meaning of this number?

1 000

What is the meaning of this number?

10 000

What is the meaning of this number?

100 000

What is the meaning of this number?

1 000 000

What is the meaning of this number?

10 000 000

What is the meaning of this number?

100 000 000

What is the meaning of this number?

1 000 000 000

What is the meaning of this number?

10 000 000 000

What is the meaning of this number?

100 000 000 000

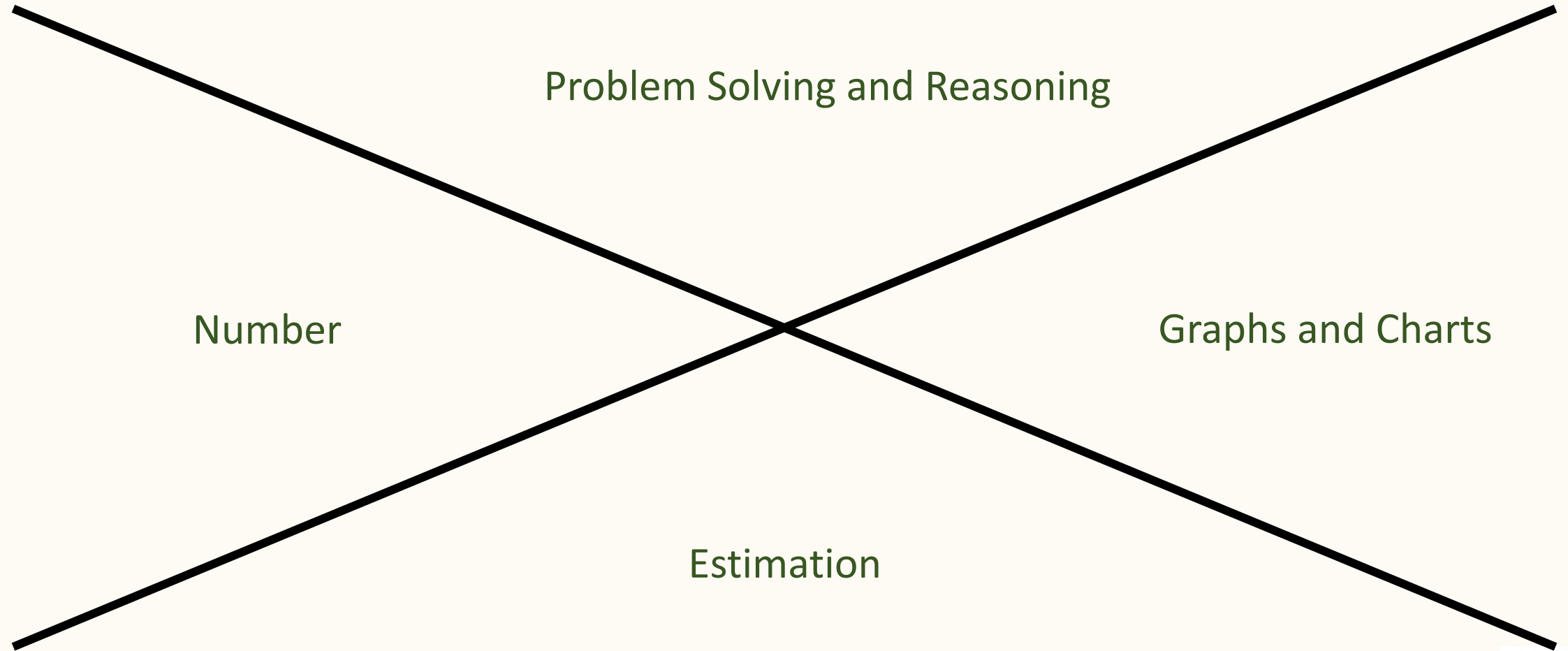
What is the meaning of this number?

900 000 000 000

Conclusion

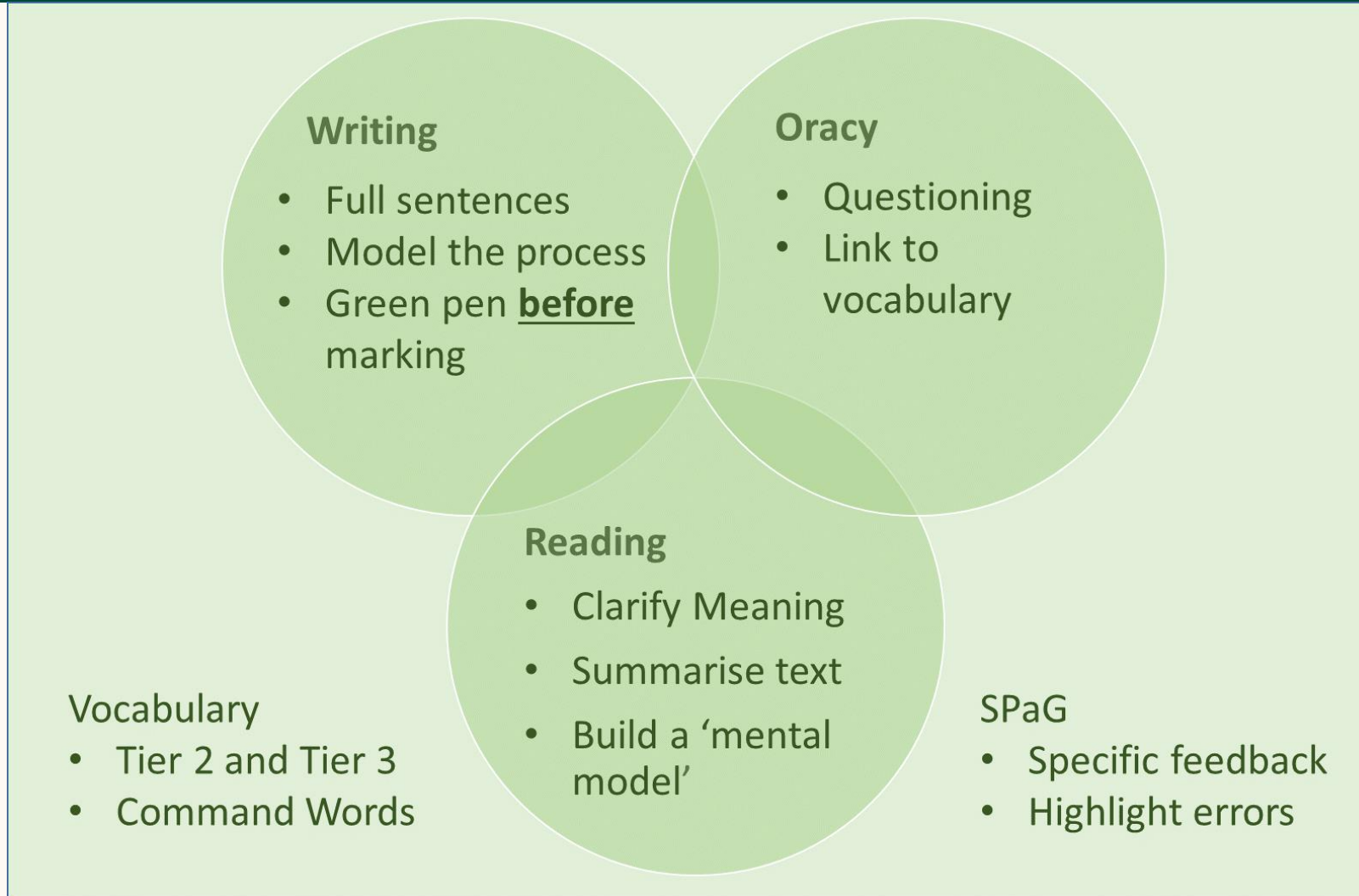
Developing confident, respectful and successful young people

Numeracy Priorities



Developing confident, respectful and successful young people

Literacy Priorities



Developing confident, respectful and successful young people

Reading

Reading for Pleasure

- Use of library
- Use of tutor time
- Library lesson

Reading Fluency in the classroom

- Prosody
- Modelling
- Assistance
- Practice

Reading Fluency Intervention

- Identification
- Development lessons
- Phrased Text
- Performance

What can you do?



Developing confident, respectful and successful young people

Numeracy

Miss Jess Prior: Curriculum Director for Maths and Computing

jprior@wellswayschool.com

Mrs Becky Stephenson: Deputy Curriculum Director for Maths (Key Stage 3)

rstephenson@wellswayschool.com

Scheme of Learning

- Split into Core and Core Plus
- Each topic is categorised into Algebra, Number, Shape or Probability and Statistics
- In Year 7, we complete a computing project during Term 3

Scheme of Learning

Wellsway School: Maths Year 7 Overview: Core Plus

This overview shows you the topics you will cover this year! You will regularly revisit content throughout the year. To access video support for topics you find harder, you should visit: <https://corbettmaths.com/contents/>



	Topic Name	Content Covered	Corbett Maths Video Support
Term 1	Number 1	Use 'basic' functions on a scientific calculator: $+ - \times \div$ Use square, square root and cube buttons Use fraction button(s) Investigate sequences of numbers, looking for patterns Understand the order of operations Interpret and solve word problems	278 352
		Baseline Assessment	
	Data 1	Two-way tables and bar charts Averages and range Grouped data Pie charts Scatter graphs and correlation	50, 53, 55, 56, 57 147, 148 163, 164 165, 166, 167, 168 319
Half term			
Term 2	Algebra 1	Simplify algebraic expressions Substitution Write algebraic expressions	9 11, 18 16, 20
	Shape 1	Triangles, parallelograms, and trapeziums Perimeter and area of compound shapes Properties of 3D solids Surface area Volume of all prisms	1, 2, 3, 4, 5 41, 44, 45, 48, 49 241, 310, 311, 312 349a, 355, 356
	Number 2	Factors, multiples, and primes. HCF and LCM. Use negative numbers Multiplication and division Squares, triangle numbers and square roots	92, 93, 204, 98, 199, 200 205, 206, 207, 209, 212, 213, 214 216, 220, 225, 218, 219 226, 227, 228, 229, 320, 322 400b, 400d, 400i
Christmas			

Wellsway School: Maths Year 7 Overview: Core

This overview shows you the topics you will cover this year! You will regularly revisit content throughout the year. To access video support for topics you find harder, you should visit: <https://corbettmaths.com/contents/>



	Topic Name	Content Covered	Corbett Maths Video Support
Term 1	Number 1	Use 'basic' functions on a scientific calculator: $+ - \times \div$ Use square, square root and cube buttons Use fraction button(s) Investigate sequences of numbers, looking for patterns Understand the order of operations Interpret and solve word problems	278 352
		Baseline Assessment	
	Data 1	Interpret & display data on graphs & charts Calculate Averages and compare data Grouped data	50, 53, 56, 57 147, 148, 162 321
Half term			
Term 2	Algebra 1	Functions Simplify expressions Write expressions	9 11, 18 16, 20, 386
	Shape 1	Area and perimeter of rectangles & triangles Simple compound area Area of a parallelogram Name and describe 2D and 3D shapes Volume of cubes and cuboids Surface area of cubes and cuboids	1, 2, 3, 4, 5 41, 44, 45, 49 241 310 349a 355
	Number 2	Addition and subtraction Multiplication and Division Factors, multiples and primes Negative numbers Square and triangular numbers FINANCE: Time and money	6, 304, 90, 91 98, 199, 200 205, 206, 207, 209 212, 213, 214, 216, 220, 225 226, 227, 228, 229, 320, 322 400b, 400d, 400i
Christmas			

Developing confident, respectful and successful young people

Groupings

7MW/Ma		7LW/Ma		Core Plus curriculum with additional stretch and challenge	
7ME/Ma	7ML/Ma	7LE/Ma	7LL/Ma		Core Plus curriculum with additional consolidation or stretch and challenge as appropriate
7MS/Ma		7LS/Ma			Core curriculum with additional in-class support

Assessment

Progress Check

This is a low stakes test that takes place every 4 – 6 lessons so that the teacher can assess how each student has completed a couple of questions independently.

Topic Test

After each topic, students complete an in-class assessment which is typically about 30 minutes long.

Whole Cohort Assessment

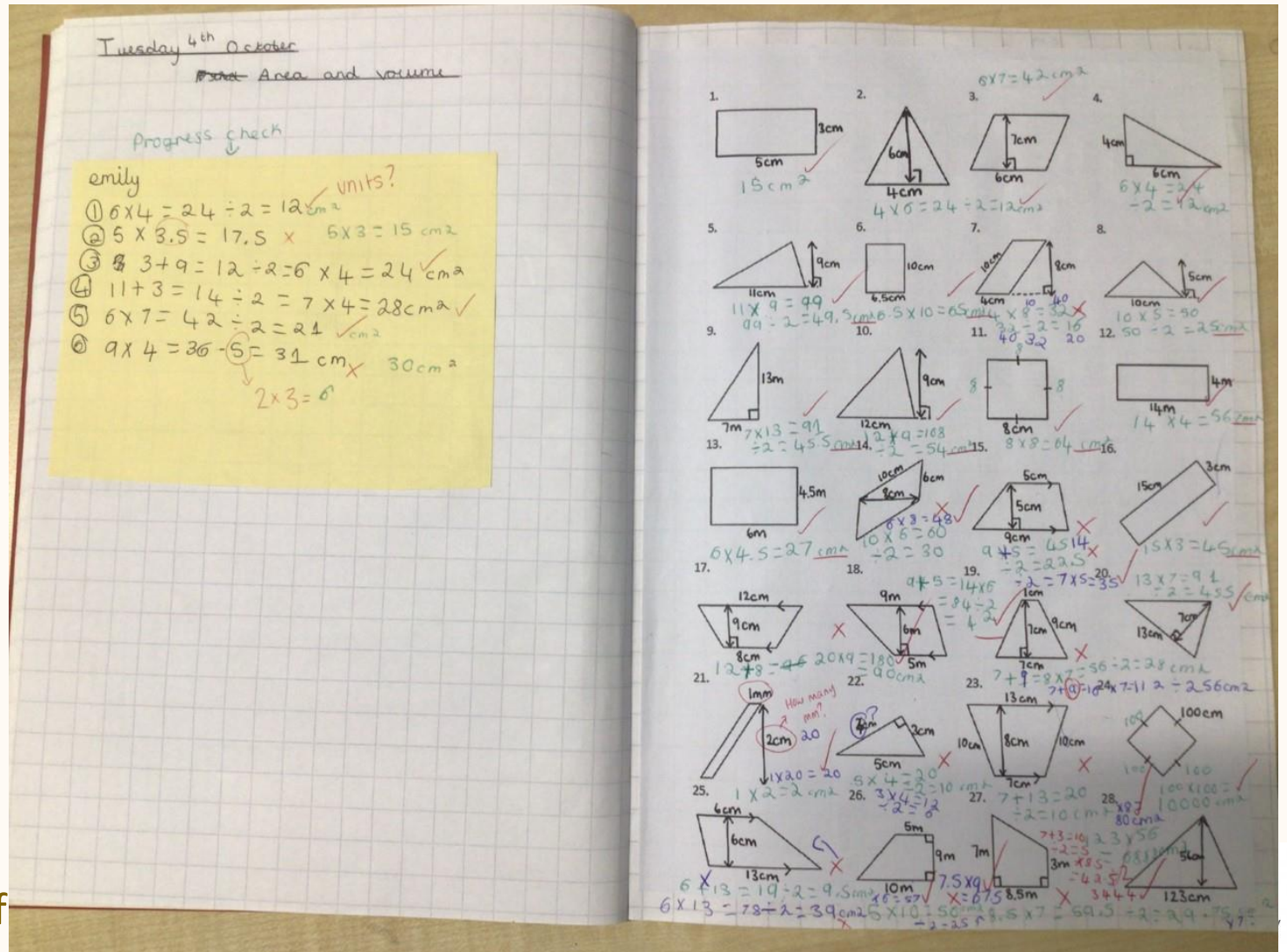
This is a larger assessment (normally an hour long) which is completed three times in an academic year.

Assessment and Feedback

This is a low stakes test that takes place every 4 – 6 lessons so that the teacher can assess how each student has completed a couple of questions independently.

In the next lesson, the teacher will provide feedback to the class. Students will then complete some prescriptive 'green pen' work based on their progress check.

Developing confident, respectful and successful



Assessment and Feedback

Year 7 Core Plus **Algebra 1 Topic Test** Calculator

Name: _____ Date: _____ Percentage: _____ %

	Reflection	Marks	RAG	
			Test	GP
1	Simplifying Expressions	/ 12		
2	Substitution	/ 6		
3	Writing Expressions	/ 6		
4	Problem Solving	/ 6		
Total:		/ 30		
Bonus Marks:				
My target is				

Q1 Simplifying Expressions

1) $a + a + a + a$ _____

2) $y \times y$ _____

3) $9x \times 4m$ _____

4) $7x - 2x + 3x$ _____

5) $5x^2 \times 6x$ _____

6) $2 \times t \times 6 \times t$ _____

7) $\frac{20x^6}{2x^2}$ _____

8) $3x + 9y - 5x + 3y$ _____

Q2 Substitution


1) $f = 6$
Work out the value of $2f + 1$ _____

2) $g = 5$ and $t = 1$
Find the value of: $g^2 - 3t$ _____

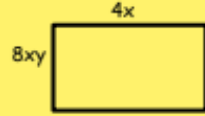
3) $a = 3$, $m = 5.2$
Find the value of F if $F = ma$ _____

Q3 Writing Expressions

1) Write an expression for the perimeter of this triangle. Simplify your answer. _____



2) Write an expression for the area of this rectangle. Simplify your answer. _____



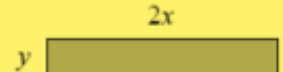
Q4 Problem Solving

1) A child's ticket to see a show costs $\text{£}x$.
An adult's ticket costs $\text{£}5$ more than a child's ticket.

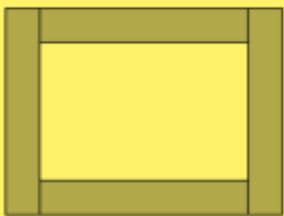
a) Write an expression for the price of an adult's ticket. _____

b) Write an expression for the cost of one adult's ticket and two child's tickets. _____

2) Here is a rectangle made of card.



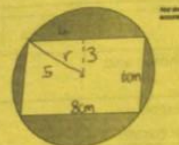
The measurements in the diagram are in centimetres.
Lily fits four of these rectangles together to make a frame.



Calculate the perimeter of the outside of the frame _____

Assessment and Feedback

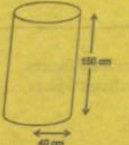
Q2
OBJ 1
The diagram shows a rectangle inside a circle.
The centre of the rectangle and the centre of the circle are the same point.
The rectangle has dimensions 8 cm by 6 cm.
Work out the shaded area.
Give your answer in terms of π .



area = $6 \times 8 = 48 \text{ cm}^2$
 $\text{O area} = \pi r^2$
 $= \pi \times 5^2$
 $= 25\pi$
 $25\pi - 48 \text{ cm}^2$

$4^2 + 3^2 = 25$
 $\sqrt{25} = 5$

Q3
OBJ 2
A water tank is a cylinder with radius 40 cm and depth 150 cm.
It is filled at the rate of 0.2 litres per second.
1 litre = 1000 cm^3 .
Does it take longer than 1 hour to fill the tank?
You must show your working.



Volume = $\pi r^2 \times h$
 $= \pi \times 40^2 \times 150$
 $= 240,000 \pi \text{ cm}^3$
 $\div 1000 = 240\pi \text{ L}$
 $240\pi \text{ L} \div 0.2 = 1200\pi \text{ s}$
 $1200\pi \text{ s} \div 60 = 20\pi \text{ min}$
 $20\pi \text{ min} \div 60 = \frac{1}{3} \text{ hrs}$

Q4
OBJ 3
A distance, d , was given as 6.73m, truncated to 2 decimal places.
Complete the error interval for the distance, d .

$6.73 \leq d < 6.735$

Q5
OBJ 3
An alloy has a mass of 23.6g and a volume of 6.37 cm^3 .
The mass is correct to 1 decimal place.
The volume is correct to 2 decimal places.
By considering bounds give the density of the alloy to a suitable degree of accuracy.

mass = $23.55 \leq m < 23.65 \text{ g}$
 volume = $6.365 \leq v < 6.375 \text{ cm}^3$

$d = \frac{m}{v}$
 $d = \frac{23.55}{6.375} \leq d < \frac{23.65}{6.365}$
 $d = 3.694 \text{ g/cm}^3 \leq d < 3.716 \text{ g/cm}^3$

UPPER BOUND? 3.716 g/cm^3

COMPARE
 $\frac{23.55}{6.375} = 3.716$

c/w 04/10/22
Test feedback

1. Red $\frac{6}{10}$ Green $\frac{4}{10}$

RR = $\frac{6}{10} \times \frac{5}{10} = \frac{30}{100}$
 GG = $\frac{4}{10} \times \frac{3}{10} = \frac{12}{100}$
 $\frac{30}{100} + \frac{12}{100} = \frac{42}{100} = \frac{7}{15}$

2. BT 0.6 RT 0.4

BR = $0.6 \times 0.35 = 0.21$
 RT = $0.4 \times 0.68 = 0.272$
 $0.21 + 0.272 = 0.482$

3. R $\frac{5}{8}$ B $\frac{3}{8}$

RB = $\frac{5}{8} \times \frac{3}{7} = \frac{15}{56}$
 BR = $\frac{3}{8} \times \frac{5}{7} = \frac{15}{56}$
 $\frac{15}{56} + \frac{15}{56} = \frac{30}{56} = \frac{15}{28}$

4. R $\frac{5}{10}$ B $\frac{3}{10}$ G $\frac{2}{10}$

RR = $\frac{5}{10} \times \frac{4}{10} = \frac{20}{100}$
 BB = $\frac{3}{10} \times \frac{3}{10} = \frac{9}{100}$
 GG = $\frac{2}{10} \times \frac{1}{10} = \frac{2}{100}$
 $\frac{20}{100} + \frac{9}{100} + \frac{2}{100} = \frac{31}{100}$

Assessment and Feedback

Whole Cohort Assessment

This is a larger assessment (normally an hour long) which is completed three times in an academic year.

The first of these has already been completed by our current Year 7 in September. The other two assessments will be completed in January and June.

Prior to each of these assessments, we will be having recap lessons in class as well as setting revision tasks as homework.

Assessment and Feedback

Following each assessment, your child will be issued with a feedback sheet. This will outline which topic each question was assessing and how they performed in each question.

Based on this feedback sheet, your child's teacher will highlight a couple of topics that your child should work on. They will then be set a homework on this.

Year 7 Assessment 1 Feedback

Question	Topic	Corbett Video	Marks
1	Written Methods	6, 304, 202, 99	4 / 4
2	Factors and Multiples	220, 216	2 / 2
3	Rounding to the Nearest 10, 100 etc.	277a, 277b	0 / 1
4	Coordinates	84	2 / 3
5	Terms in an Arithmetic Sequence	287	1 / 2
6	Decimal Calculations	91	2 / 2
7	Pictograms	161, 162	3 / 3
8	Fractions, Decimals and Percentages	127	2 / 2
9	Directed Numbers	205	2 / 2
10	Function Machines	386	2 / 2
11	Calculating Averages	53	1 / 1
12	Lines of Symmetry	316	1 / 1
13	Interpreting Pie Charts	164	0 / 2
14	Worded Written Methods	98	0 / 2
15	Order of Operations	211	2 / 2
16	Time Calculations	322	0 / 2
17	Multiplication Written Methods	200	1 / 1
18	Perimeter and Area of Shapes	45, 241	2 / 2
19	Angle Rules	35, 37	2 / 2
20	Challenging Decimal Calculations	90, 204	0 / 2
21	Percentage of Amounts	234	0 / 1
22	Volume of Solids	355	1 / 2
23	Sharing into a Ratio	270	1 / 1
24	Arithmetic with Fractions	133	2 / 2
25	Types of Triangles	327	1 / 1
26	Place Value	222a	0 / 1
27	Reverse Percentages	240	0 / 2
28	Ratio Recipes	256	3 / 3

In this assessment, you scored **37** marks out of **53**.

Developing confident, respectful and successful young people

Assessment and Feedback

angle ~~add~~ Rules - green pen homework

1. Angles in a straight line - notes

- Angles in a straight line add to 180°

e.g.

1. $180 - 120 = 60^\circ$

- If you are given 2 angles, add them together then take it away from 180° .

2. Angles in a triangle - notes

- add the two angles together
- then do 180° - your answer.

$x = 33^\circ$

29° 118° x

$29^\circ + 118^\circ = 147$

$\square = 90^\circ$

1. $110 + 90 = 200$
 $360 - 200 = 160^\circ$

ii. because full turn angles add up to 360°

1. (b) (i) $180 - 121 = 59^\circ$

(b) (ii) because angles on a straight line add up to 180°

(c) (i) $57 - 90$ $90 - 57 = 33^\circ \rightarrow 33^\circ$

(ii) because a right angle = 90° so you do $90^\circ - 57^\circ$
 which = 33°

2. $101 + 53 + 90 = 244$ $360 - 244 = 116$

$$\begin{array}{r} +53 \\ 90 \\ 143 \\ +101 \\ \hline 244 \end{array}$$

$x = 116^\circ$

3. 90 180 $y =$
 38 128 57°

$$\begin{array}{r} 90 \\ +38 \\ \hline 128 \end{array}$$

4. 135 360
 70 205 $x = 155^\circ$

$$\begin{array}{r} +135 \\ 70 \\ \hline 205 \end{array}$$

(a) 205 155

(b) angles in a full turn add up to 360°

5. $180 \div 3 = 60^\circ$

6. 86 180 $x =$
 48 134 46°

$$\begin{array}{r} 86 \\ +48 \\ \hline 134 \end{array}$$

Homework

Set once a week – each task should take about 30 mins to complete.

If you find your child is regularly spending much longer than this, encourage them to speak to their maths teacher!

- Year 7 Transition Booklets
- MathsWatch – marked as they go along. Videos to support!



Developing confident, respectful and successful young people

WELLSWAY SCHOOL		MATHS
Name:	Retrieval Practice	
Class:	Year 7 Term 1	
Homework 1	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$
Homework 2	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$
Homework 3	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$
Homework 4	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$
Homework 5	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$
Homework 6	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$
Homework 7	Homework = $\frac{\quad}{20}$	Green pen = $\frac{\quad}{20}$

Extra Support

Mrs Prescott runs our Maths Extra sessions that Year 7 students can attend every Tuesday after school.

These are drop-in sessions to complete homework; seek help with content from lessons; practise questions in preparation for an assessment or extend maths knowledge beyond the classroom.

Mrs Prescott gets to know all the students that regularly attend the session very well and tailors what she does to support their needs.

Developing confident, respectful and successful young people

Maths Extra

Y7 & Y8
Every Tuesday

Y9, Y10 & Y11
**Every Wednesday
and Thursday**

3:05 – 4:05 pm

COME ALONG TO ROOM L19

for help with your maths homework, your

class-work or some revision

to use a school laptop or i-pad for on-line

maths homework

to practise maths questions for your next test

or exam

Mrs. Prescott will be there to help

Enrichment Opportunities

WELLSWAY SCHOOL

Yahzee

Blokus

TOP TRUMPS

Futura Learning Partnership

CONNECT 4

STRATEGY GAMES CLUB

EVERY FRIDAY LUNCHTIME IN L24

Qwirkle MIX, MATCH, SCORE AND WIN!

MONOPOLY

SET FAMILY GAMES

UPERUDO

Developing confident, respectful and successful young people

Enrichment Opportunities



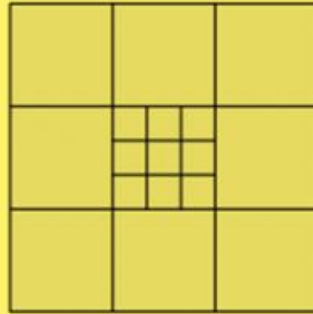
Developing confident, re

Enrichment Opportunities

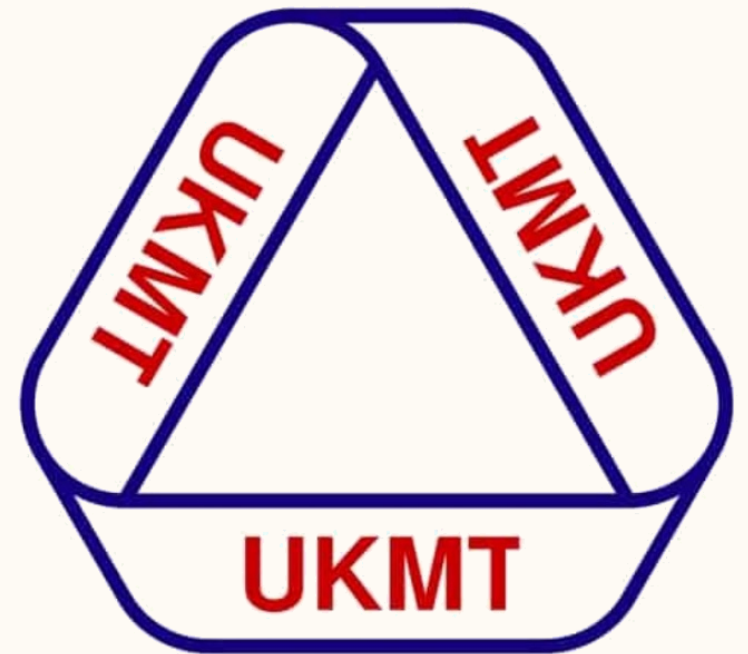
Around 60 students in each year group will compete in the **Junior/Intermediate/Senior Maths Challenge** run by the UKMT each year.

Q9 How many squares of any size can be seen in the diagram?

A 25 B 27 C 28 D 39 E 40



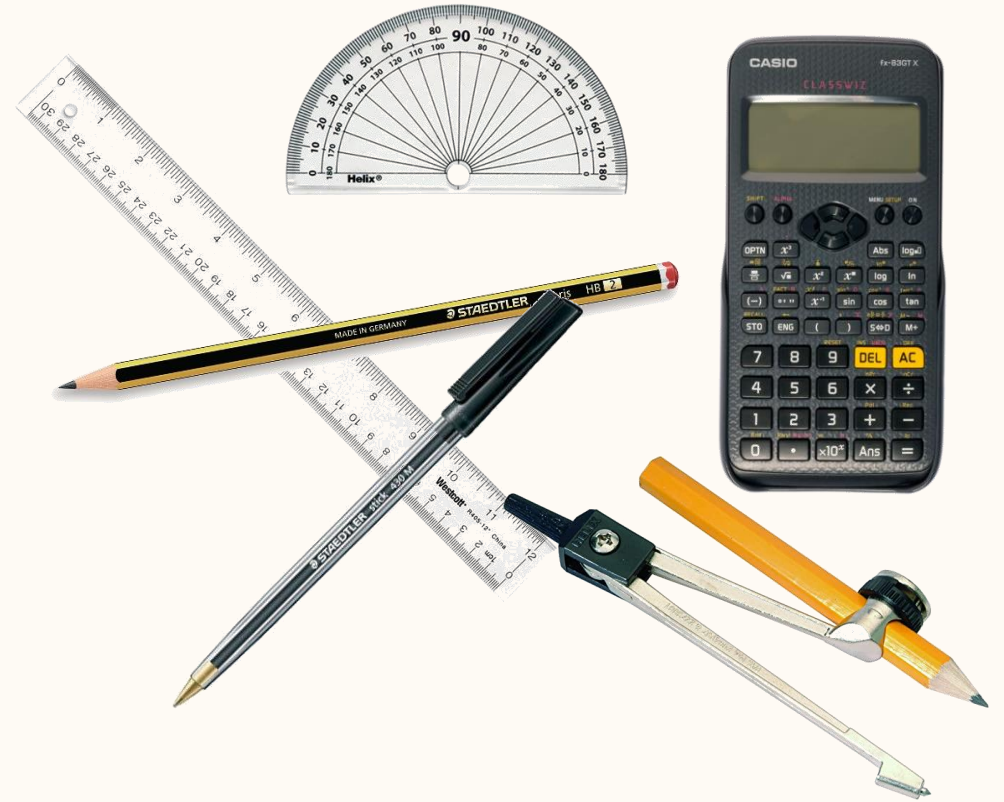
2. Which of these diagrams could be drawn without taking the pen off the page and without drawing along a line already drawn?




Developing confident, respectful and successful young people

What can you do to support?

- Correct equipment!
- 5-a-day
(<https://corbettmaths.com/>)
- Encouragement to complete homework and attend Maths Extra



Star of the Term

MATHEMATICS 

STAR OF THE TERM
is awarded to

Albert Einstein

in recognition of your hard work and dedication in Maths during this term.

+	%
x	=

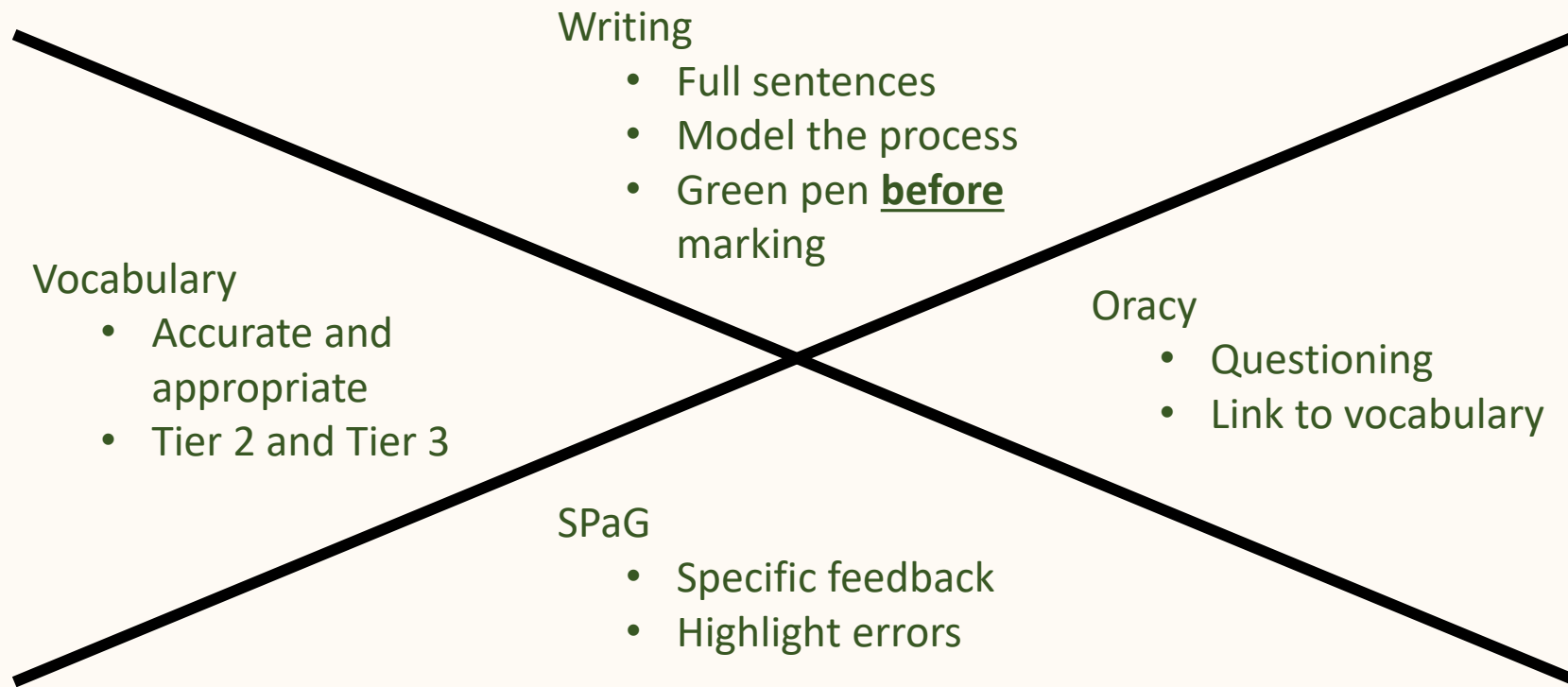
18th July 2023

Developing confident, respectful and successful young people

Literacy

Mrs Abbey Edmonds: Deputy Curriculum Director of English
Miss Sophie Brooks: Curriculum Director of English

Literacy



Units and Assessment Skills

	Topic	Key skills linking to assessment:
1	Storytelling: folk tales	Creative writing: story writing
2	Modern Drama and Gothic fiction: <i>Frankenstein</i> by Phillip Pullman	Analytical writing
3	Contemporary fiction (<i>Refugee Boy</i>)	Creative writing: writing from a character's perspective
4	History of the English Language	Exploring language associated with <i>The Miller's Tale</i>
5	Shakespeare: <i>A Midsummer Night's Dream</i>	Reading and analysis skills. Speaking and listening opportunity: modernise and act out a scene.

Vocabulary: Tier examples

Tier 2

Words that appear across a range of domains, students may read but are not often used in everyday speech.

Analyse
Explore
Evaluate
Summarise
Contrast
Quote
Persuade

Tier 3

Words consisting of technical, subject vocabulary specific to a certain discipline of study.

Simile
Metaphor
Alliteration
Narrator
Narrative structure
Repetition
Themes
Characterisation

Key Focus: Literacy Skills

Teaching:

- Key literacy foci per term, linked into curriculum and homework.

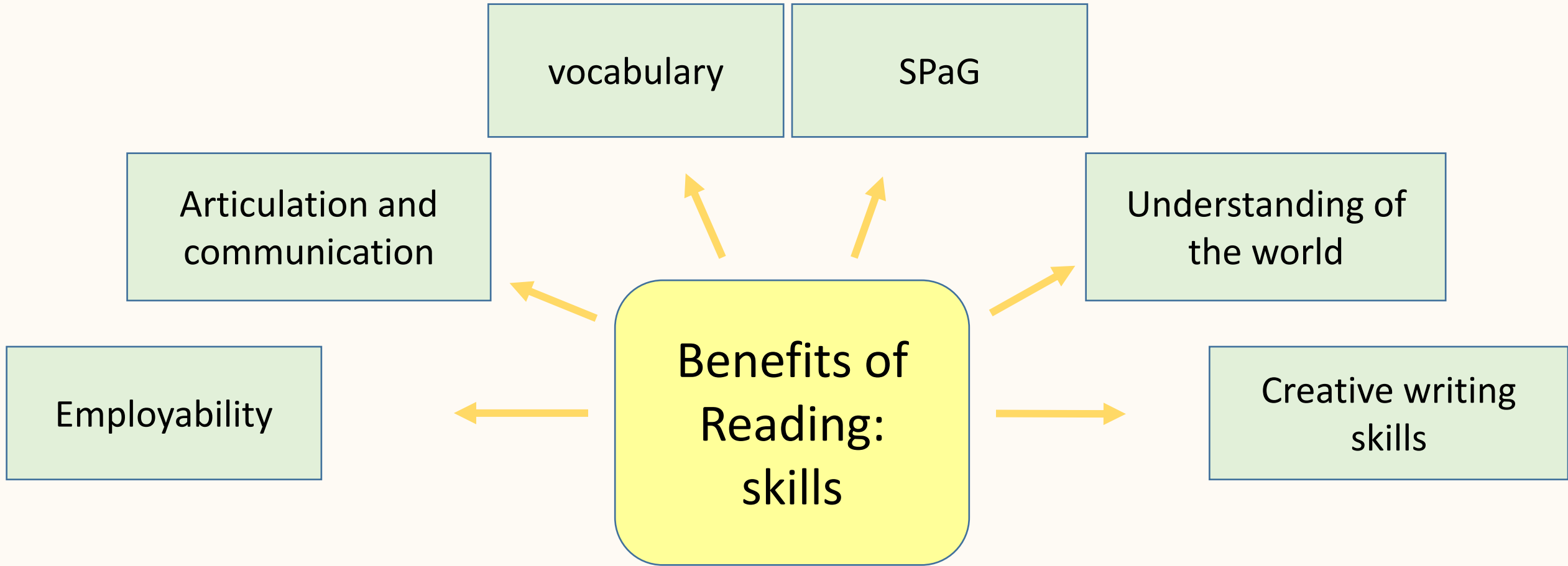
Homework:

- 1) Weekly SPaG/ literacy homeworks (10-15 minutes)
 - 2) Fortnightly main homework tasks- linked to topic (15 minutes).
- Marking and feedback during lessons. Opportunities for teachers to evaluate student understanding and address misconceptions.

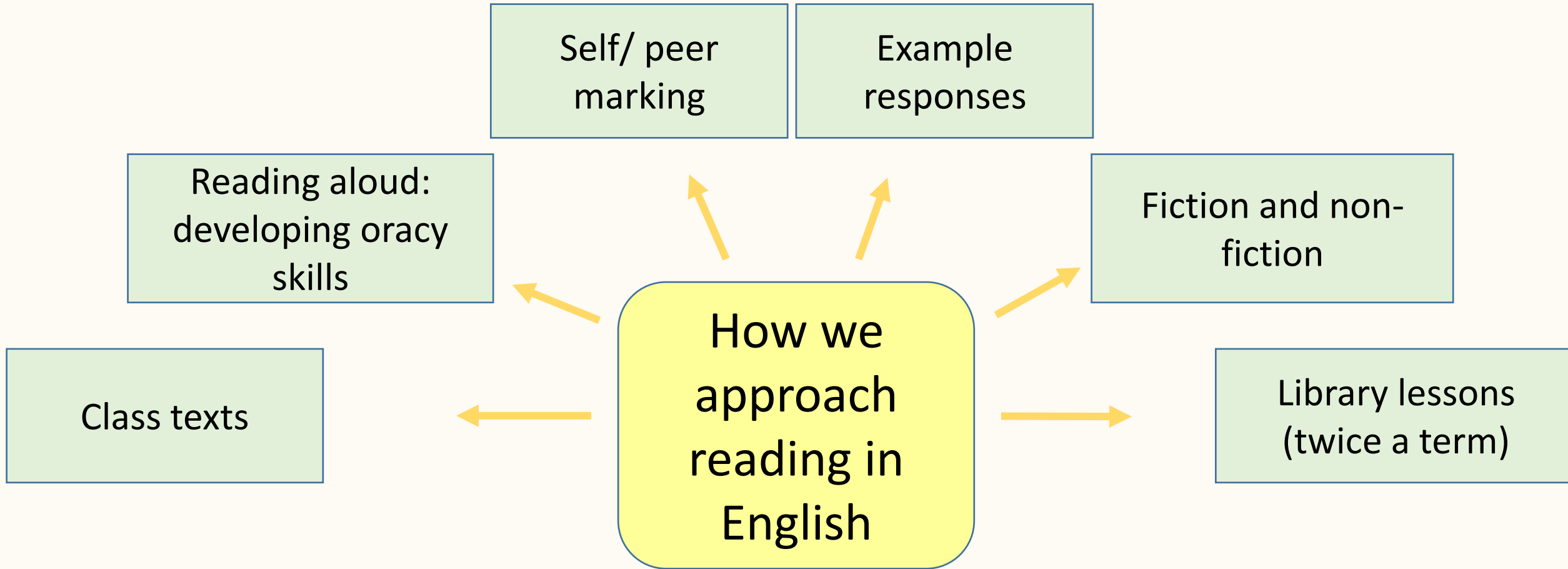
Class Work Marking:

- Fortnightly feedback.
- Identifying literacy errors and supporting as appropriate.
- Clear targets for improvement.
- Self and peer assessment (green pen).
- Termly assessments.

Reading




Reading



Challenge, Support and Enrichment in English

- In-class challenge for all students
- Teacher support – Inclusion liaison with Mr C. Cooke
- Year 7 newsletter – support and enrichment
- Reading lists – reading mountain in the library and reading recommendations on the school website (library pages)
- Book Buzz – Term 2
- Interhouse competitions – library and English
- Rising Stars – Wednesday after school in L16
- Book Club – Week B Thursday lunch time in library

Developing confident, respectful and successful young people



Wellsway School's Year 7 English Newsletter
Term 1: September – October 2023

This newsletter will help parents and carers both support and develop their children's reading, speaking and listening skills. It includes current class units (topics) and texts, signposts for support and ideas to challenge students further.

Whilst most students will follow the same order of units, some students may have more than one teacher so might study the units in an adapted order.

Year 7
Unit: Origins of Storytelling

Students will explore a range of short stories, both written and oral, and show off to their new English teachers by demonstrating their creative writing skills. Studying a range of local legends and English tales, the students will start Year 7 with an engaging creative writing unit.

How can I support my child? Discuss these key topics:

- As a family, what stories are important to us?
- What local legends and stories are local to us or to our relatives?
- If you went on holiday over the summer, are there any stories linked to that area?
- How do we tell a story that hasn't been written down?

Reading

You can also support your child with their continued reading development by supporting them in reading aloud **4-5 times per week**. Reading recommendations can be found on this sheet and on the school website under the 'library' section. Please see the attached resource for reading guidance and top tips to help your child make the most of their reading time. This will run alongside their weekly homework tasks.

Recommended Reads linked to the origins of storytelling:

• <i>Alice in Wonderland</i> by Lewis Carroll	• <i>The Chronicles of Narnia</i> by C.S. Lewis
• <i>The Hobbit</i> by J.R.R. Tolkien	• <i>The Brothers Grimm fairy tales</i>
• <i>A Monster Calls</i> by Patrick Ness	• <i>Myths and Legends</i> – Anthony Horowitz

Activities to Enrich Understanding:

- Research: local legends and stories from your area/ places you have been recently.
- In lessons, we will explore extracts. Challenge yourself to read the whole story. See the reading list below for suggestions.
- Get involved with the Bath Children's Literature festival and sign up to attend one of their many events: <https://bathfestivals.org.uk/childrens-literature/>
- Get creative! Choose a key word from below and write your own short story. Aim for about 50 words.

Unknown – forest – [mountain](#) [creature](#)

-Visit: The Blaise Castle Estate in Bristol to explore local folklore linked to [Gorram's](#) Chair, Soap dish and 'tantrum' footprint.

Reminder: Rising Stars is on every Wednesday from 3:05-4:00 in L16 for passionate, confident Key Stage 3 students! It will start on Wednesday 20th September.



BOOK BUZZ 2023

Your chance to choose from
this amazing selection of
books as a gift from us to you!
(With thanks to the Friends of Wellsway)



Challenge and Support from Home

- Word games: Taboo, Boggle, Scrabble, Number plate games
- Typos and literacy errors
- Route planning – giving directions
- Following written and verbal instructions – recipes, washing guidelines etc.
- Reading (anything and everything!)
- Conversations- Dinner time talk:
what did you do at school?
What did you enjoy about today?
Tell me one thing you learnt today.
Tell me three things you enjoyed about English/ History/ PE.
- *Newsletter enrichment*

Developing confident, respectful and successful young people

Enhancing cultural awareness (or capital):

- Watching and discussing the news
- Going to the theatre, museums, exhibitions and experiences – online theatre performances.
- Reading – classic novels, newspapers, non-fiction books, articles.
- TED talks:
<https://www.ted.com/talks>
- Library visits (online library).
- Anything that supports your child's understanding of the country and world around them.