Welcome to our Year 7 parents

2016

The best
year 7 in the
history of
the academy

Resources to Support Your Child’s Learning
<table>
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<tr>
<th>Half Term</th>
<th>Half Term Topic of Study</th>
<th>Key Areas of Learning</th>
<th>End of Half Term Assessment</th>
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<td>2. 31st Oct - 21st Dec</td>
<td>Reading - Novel and C19 extracts</td>
<td>Social and historical context of novels. PEAZR (writing structure for responding to Literature questions). Pathetic fallacy and how writers use the weather to set a scene. Analysis of key characters. Introduction to narrative structure.</td>
<td>PEAZR response to extract from novel (based on character).</td>
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<td>3. 4th Jan - 17th Feb</td>
<td>Writing - To present a viewpoint</td>
<td>Features of persuasive writing - AFOREST DRIP. Features and format of articles - tabloids v broadsheets. Using a wider range of connectives to link ideas. Recap of PAFR.</td>
<td>Article writing - Is Barbie a Bad Role Model?</td>
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<td>4. 27th Feb - 7th Apr</td>
<td>Reading - Introduction to Shakespeare (Play choices will vary depending on class)</td>
<td>Social and historical context. Conventions of a play. Features of tragedy/comedy. Analysing a character’s use of language. PEAZR and Single Word Analysis. Analysis of key extracts.</td>
<td>SWAG response on Shakespeare’s use of language in a given extract.</td>
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<tr>
<td>6. 5th Jun - 21st July</td>
<td>Introduction to Poetry</td>
<td>Figurative Language Devices &amp; Poetic Features. Introduction to and guided application of SMILE structure for analysis of a range of poems. Exploration of themes in a range of poems.</td>
<td>SMILE analysis of unseen poem.</td>
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Developing the 4 Rs

**How Can You Help?**

*Development through talk*

Encourage your child to talk about and reflect upon their day. Ask them to think about their actions, and the outcomes. Did they try their very best in an assessment, and achieve highest marks in the class as a result? Did they maybe not put in a lot of effort, and so achieve a mark lower than they are capable of?

Some example questions that you could use are:

**Reciprocity:**

“What did you do about it?”

**Resilience:**

“How did that make you feel?”

“How can you achieve/avoid

**Resourcefulness:**

“How might you go about getting help with this?”

“Who is the best person to speak to for help with

**Reflectiveness:**

“Were your actions successful?”

“What might you do differently next time?”
Proofreading and Green Pen Training

Once home-learning tasks are completed, encourage your child to spend 5-10 minutes proofreading and using a green pen to correct/improve their work. This will ensure that the work they are handing in is of the highest possible standard, and an accurate reflection of their abilities.

Some things they might look for while proofreading:

Proofreading Checklist:

✓ Does the writing make perfect grammatical sense throughout?
✓ Has a range of punctuation been used accurately?
✓ Have they used any homophones correctly?
✓ Have they attempted to use more adventurous vocabulary?
✓ Have they used a dictionary to check any spellings they’re unsure of?
✓ Have they used any specific terminology accurately?
✓ Is the work neat and well presented in the correct format/layout?
**Revision Resources**

**Punctuation Pyramid**
All students are expected to use a wide range of punctuation accurately in their writing. Throughout Key Stage Three, we build up a student’s punctuation use by following the pyramid below.
Basic Homophones

*Homo (same) phone (sound)*

Homophones are words that sound the same, but are spelt differently and have different meanings. Some of the most commonly confused homophones are:

### Where/were/we’re/wear

1. **Where**: Used to refer to location. For example: Where are my shoes?
2. **Were**: The past tense of ‘was’. For example: We were on our way to school.
3. **We’re**: Short for ‘we are’. For example: We’re really enjoying this activity!
4. **Wear**: Used to refer to clothing. For example: She had to wear her wellies in the rain.

### Their/they’re/there

1. **Their**: Used to indicate belonging. For example: The girls ate their sweets happily.
2. **They’re**: Short for ‘they are’. For example: They’re always on time to lessons.
3. **There**: Used to refer to location. For example: Your shoes are over there.

### Two/to/too

1. **Two**: Used to refer to number. For example: We have two pieces of homework.
2. **Too**: Means ‘as well’. For example: I’d like to go to the park, too.
3. **To**: Used to refer to direction. For example: We’re going to the cinema.

### Our/are

1. **Our**: Means ‘belonging to us’. For example: We love our new pet kitten.
2. **Are**: Used to refer to a state of being. For example: They are working very hard.

### Write/right/Wright

1. **Write**: Refers to the action. For example: We write in black ink.
2. **Right**: Indicates something is correct/opposite of left. For example: That’s the right answer.
3. **Wright**: A common surname. For example: Mr. Wright is our History teacher.

### No/know/now

1. **No**: Refers to the absence of something. For example: No running, please.
2. **Know**: Means ‘to have knowledge of’. For example: I know my times tables.
3. **Now**: Means ‘immediately’. For example: You can start the task now.
All students are expected to use a wide range of vocabulary accurately in their writing. Throughout Key Stage Three, one of the ways we build up a student’s vocabulary is by encouraging the use of synonyms (words that mean the same).

Synonyms for some of the most commonly used verbs are:

**Walk:**
dawdle; pace; stroll; tip-toe; saunter; amble; march; stride; tramp; step; scurry; plod; wander; ramble; meander.

**Said:**
declare; proclaim; whisper; question; respond; reply; murmur; mutter; state; demand; stutter; stammer; utter; announce; splutter.

**Look:**
glance; gaze; stare; admire; gape; gawk; gawp; watch; ogle; peek; glimpse.
How can you help to promote reading at home?

1. Reading the same book! Not necessarily together though....tandem read with different book marks. Jot down words you don’t know!
2. Reading newspapers- have some displayed, First News/I paper. Talk about what is happening in the world or local area.
4. Link with books with films.
5. Offer rewards linked to reading!
6. Visit the library, museums, galleries and places of interest together.
7. Let them choose a book and buy it as a reward (never use reading as a punishment!)
8. Listen to audio books.
9. Use technology for reading – children love technology!
10. Reluctant readers – short spells of reading and short texts will help. Start with books that they are interested in.
Places to visit in your local area:

Breck Road Community Library
8-10 The Mall
Breck Road
L5 6PX
0151 233 3069

Handy Resources:
http://northliverpoolacademy.co.uu/literacy/
For lots of literacy tips!

Login to ‘The Day’ (Kid’s Paper)
http://theday.co.uk/
Login: nla
Password: theday

Some useful websites:

nidirect.gov.uk
www.literacytrust.org.uk
www.readingrockets.org
www.rif.org

National Museums Liverpool:
The following museums are all free and provide educational visits for families:
  o International Slavery Museum
  o Museum of Liverpool
  o Merseyside Maritime Museum

www.liverpoolluseums.org.uk
Telephone 0151 207 0001
# Science at NLA

Science at North Liverpool Academy is designed to be fun and to promote our pupils to question the world around them. The Curriculum is split into ten themes. These themes include the three main aspects of science (Biology, Chemistry and Physics). All of these topics will be covered in year 7 and 8. The calendar shows what topics will be covered at what stage in the year. This will also show the main assessment weeks. For each assessment you child will receive a small revision guide that will have information and sample exam questions for the relevant topics. For extra revision resources please see the following web pages:

- [http://www.bbc.co.uk/education/subjects/zng4d2p](http://www.bbc.co.uk/education/subjects/zng4d2p)
- [http://www.scibermonkey.org/](http://www.scibermonkey.org/)
- [http://www.sciencemakessense.com/](http://www.sciencemakessense.com/)

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<th>Part 2 Taught in year 8 or year 8/9*</th>
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Maths at NLA

All Year 7 and Year 8 students will follow a personalised curriculum based on their entry KS2 Level, which will offer them rigour and challenge throughout their Mathematics lessons.

At the North Liverpool Academy, KS3 students will follow a Mastery Curriculum allowing them the time and necessary drill to ‘Master’ key areas of mathematics. There is also a focus on mental calculations in Year 7 and more complex methods of long division and multiplication without using a calculator. Students in both years then develop these crucial number skills to be able to apply them into topics of Geometry, Data and Algebra in real life situations.

For further info on mastery see http://www.mathematicsмastery.org

Students will do termly diagnostic (topic) assessments for number, geometry, statistics & algebra at the end of each term and a holistic assessment will take place during the Easter Term.

All students are encouraged to regularly practice their mental arithmetic skills as well as stimulating their curiosities through enriching activities that involve problem solving and ‘real life’ mathematics.

Structured homework and revision is routinely set through mymaths.co.uk by class teachers and worksheet homework in addition to support lessons in class.