



Bredon Hill Academy Fortnightly Newsletter Edition 7 2025-26
Be Ready—Be Responsible—Be Respectful
Belief—Honesty—Aspiration

As we step into December, the final month of the calendar year and the close of a successful autumn term, the school air is filled with a sense of anticipation and warmth. This season naturally invites reflection and gratitude for the progress we have made together. We are reminded of the words of the great British novelist Charles Dickens, who famously wrote, “**I will honour Christmas in my heart, and try to keep it all the year.**” This quote, from *A Christmas Carol*, speaks to the enduring values we champion here at Bredon Hill Academy—values of generosity, empathy, and community spirit that extend far beyond any single holiday. This sentiment guides us as we navigate the busy weeks ahead. We have much to celebrate, including the dedicated service of Miss West, outstanding student achievements in recent assessments and learning experiences, performances that are been rehearsed and developed ahead of services and shows, and the tireless charitable efforts of our pupils who embody the very spirit Dickens described. In this edition of our newsletter, you will find vital information regarding end-of-term arrangements, dates for the upcoming winter break, and highlights of the fantastic work produced across all year groups. Senior Leadership Team.

Curriculum and Assessment Focus –What are our pupils learning and how are they being assessed this half term in subjects H-S?

Subject	Year 6	Year 7	Year 8
History	<p>What is chronology? How do historians use evidence from sources?</p> <p>Termly summative assessment linked to curriculum related expectations.</p>	<p>What was the impact of the Norman invasion on England? Change and continuity.</p> <p>Termly summative assessment linked to curriculum related expectations.</p>	<p>Crime and punishment through the ages. Comparison of punishment of rich and poor, links to Year 6 work on societal changes, using evidence and source evaluation.</p> <p>Termly summative assessment linked to curriculum related expectations.</p>
Mathematics	<p>Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes Use common factors to simplify fractions; use common multiples to express fractions in the same denomination Compare and order fractions, including fractions > 1</p> <p>Practice SATs papers 2 x Autumn</p>	<p>Use formal written methods, applied to positive integers and decimals Select and use appropriate calculation strategies to solve increasingly complex problems Recognise and use relationships between operations including inverse operations Use a calculator and other technologies to calculate results accurately and then interpret them appropriately Change freely between related standard units (time, length, area, volume/capacity, mass) Use square and square roots Use higher powers and roots Use the four operations, including formal written methods, applied to integers, both positive and negative</p> <p>Mini assessment after each unit. AQA KS3 paper once per term.</p>	<p>Use the four operations, including formal written methods, applied to integers, decimals, proper and improper fractions and mixed numbers, all both positive and negative Derive and apply formulae to calculate and solve problems involving: perimeter and area of triangles, parallelograms, trapezia Calculate and solve problems involving: perimeters of 2-D shapes (including circles), areas of circles and composite shapes Understand and use mathematical formulae</p> <p>Mini assessment after each unit. AQA KS3 paper once per term.</p>
Music	<p>Read It - Pitch Notation Understanding of musical pitch. Rhythm and pitch notation. The pentatonic scale.</p> <p>Singing, Performing, Composing and Listening assessments linked to Curriculum Related Expectations.</p>	<p>Understanding and identification of the elements of music in different musical styles. Revision of rhythm and pitch notation.</p> <p>Singing, Performing, Composing and Listening assessments linked to Curriculum Related Expectations.</p>	<p>Learn about syncopated rhythms focusing on the music of Reggae and Ska. Understand the sound of reggae and ska music. Revise musical notation. Develop ukulele performance technique to play syncopated melodies.</p> <p>Singing, Performing, Composing and Listening assessments linked to Curriculum Related Expectations.</p>
Physical Education	<p>Pairs balance and counter balance sequence on floor. Match/mirror. Cannon / unison. Acquire basic skills – pass, dribble, control, tackle. Concepts of attack and defence. Positions and rules.</p> <p>Unit assessment related to the PE curriculum I can statements.</p>	<p>Send and receive, attacking and defending, scoring, using space, tackling, intercepting, communication – progression from tag to contact rugby. Taking part to maximum levels, matching activities with components of fitness.</p> <p>Unit assessment related to the PE curriculum I can statements.</p>	<p>Develop and apply fitness knowledge - designing a circuit in small groups. Tackling a moving player, setting up a ruck, setting a defensive line, playing by the rules.</p> <p>Unit assessment related to the PE curriculum I can statements.</p>
PSHE and RSE	<p>Learning skills. Learning how skills and interests relate to jobs and careers.</p> <p>Ipsative assessment – this is for each unit and often for each lesson too</p>	<p>Puberty and emotional changes – healthy and unhealthy relationships, managing conflict, consent.</p> <p>Ipsative assessment for lessons and at the end of a unit.</p>	<p>Relationships and sex education – healthy and positive relationships, stereotypes and the media, safe online relationships, bullying and sexual harassment.</p> <p>Ipsative assessment for lessons and at the end of a unit.</p>
Religious Studies	<p>Research the Big 6 – major world religions—Empathy.</p> <p>Termly assessment linked to Curriculum Related Expectations. Term 1: Sikh Worldviews.</p>	<p>Artistic interpretations of Jesus— comparison of different interpretations from around the world— Interpretation</p> <p>Termly assessment linked to Curriculum Related Expectations. Term 1: Bible: The Big Story and Heaven interpretation.</p>	<p>What it means to live as a Buddhist – from the everyday to the monastery—diversity.</p> <p>Termly assessment linked to Curriculum Related Expectations. Term 1: Buddhism</p>
Science	<p>Each area of study rotates throughout the year. Electricity (Changing Circuits) , The particulate nature of matter, Light (Seeing Light) Evolution and Inheritance , Animals Including Humans (Healthy Bodies) , Living things and Their Habitats (Classifying Organisms).</p> <p>Every topic – Written assessment and test. Skills check homework tasks when appropriate to support evidence for meeting curriculum related expectations</p>	<p>Each area of study rotates throughout the year. Atoms, elements and compounds Forces Cells and Reproduction Diet and health</p> <p>Every topic – Written assessment and test. Skills check homework tasks when appropriate to support evidence for meeting curriculum related expectations</p>	<p>Each area of study rotates throughout the year. Reactions Energy Ecosystems Acids and alkalis Waves Photosynthesis and respiration.</p> <p>Every topic – Written assessment and test. Skills check homework tasks when appropriate to support evidence for meeting curriculum related expectations</p>



Bredon Hill Academy
— LEARNING TOGETHER FOR SUCCESS —

In School... Alice In Wonderland Rehearsals



'Be You' programme days to Malvern Hills and Blackwell Adventure Centre.



Dates:

Thursday 11th December – Christmas Lunch/Jumper Day
Tuesday 16th December – Church Services/Drop Down Day
Thursday 17th December – Final Day of the Autumn Term



Safeguarding Focus—how can I help? Talking to your child about texting etiquette

Good texting rules aren't too different from other online safety tips you've probably already taught your child. Talk to them about how those cautions apply to texting, too. <https://parentshield.co.uk/teaching-a-child-texting-etiquette/>

Guidelines for respectful texting :

In addition to teaching your children how to text safely, now's also the time to teach them to text kindly. Here are some guidelines for texting with kindness:

Think before responding:

Before texting, consider if your message might be hurtful or taken out of context. If something doesn't make sense or is hurtful, ask for clarification. If your text is misinterpreted by someone, apologise.

If you can't say something nice, don't say anything at all.



SEND Focus — Anxiety

The 333 Method for Anxiety Relief

An effective coping strategy for anxiety and panic attacks. To use this method, we actively bring our focus to one sense at a time. First to our vision, next to our hearing, and finally to our movement. This exercise is a fun way to utilize mindfulness meditation, grounding us in the present and helping an anxiety attack to pass.

dontpanicinthis.com



The 3-3-3 technique is a wonderful tool to use with children as it is easy for them to remember. The objective is for them to feel more mindful, focused and grounded when their anxiety is starting to feel overwhelming.

3-3-3 involves the person identifying 3 objects around them they can see, 3 things that they can hear and moving 3 body parts (i.e. their fingers, wrists and toes). It works to reconnect the person with their physical surroundings and become aware of their body movements instead of their symptoms of anxiety like intrusive thoughts.

Step 1: Focus on 3 Objects You Can See

Focusing on things that you can see helps you become visually aware of your surroundings. You can notice big objects such as a tree or a chair, or you can look for smaller, more discreet objects such as a pencil or a coin. The idea isn't necessarily to have objects in mind that you want to see, but rather to focus on the world around you. This helps you deal with your anxiety by removing you from the mental chatter causing you stress.

Step 2: Focus on 3 Things You Can Hear

Pinpointing sounds is another great way to help you deal with anxiety. Diverting your attention to your environment can help you transition from a state of inward thinking to one in which you're connected to your surroundings instead. However, depending on your location, you may have a hard time isolating sounds. Some things to listen for include a clock ticking, clacking of keys on a keyboard, or someone sniffing. If you are somewhere outdoors, you may notice leaves rustling in the wind, cars passing by, or dogs barking.

Step 3: Focus on 3 Things You Can Touch/Move

Lastly, find three things that you can touch or move. These can be within your reach or even parts of your body. Identifying tangible items is one of the fastest ways to ground yourself when you're feeling anxious. Teaching yourself to focus on the physical environment helps you feel anchored and reminds you to be present.

Learning Habit Focus - how can I help my child learn? Our Learning Journal

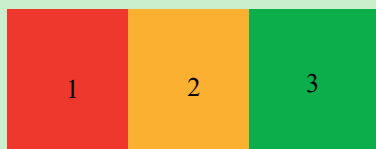
Sitting and reading the pages with your child will help. You may both learn new ways of being and doing.

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Learning Journal
2025-2026

Name: _____ Tutor Group: _____

Belief - Honesty - Aspiration



At the back of the journal you will find our RAG sheets. These allow your child to signal to all teachers and assistants that 1. I need help immediately, 2. I am trying but I need you to check in with me later, 3. I am understanding and feeling safe. You can use this system at home too. Sometimes it is hard for children to articulate the need for help.

The Science Bit – Mindset Matters

A mindset is a way of thinking that determines how we behave. Our mindset varies depending on the task or activity in hand, for example, you might have a positive mindset in Maths because you enjoy the subject and did well in a recent test. You might, however, have a negative mindset in Art because someone once said you were terrible at it and so you think, 'what's the point in putting in effort - I'm going to fail anyway'.

Mindset is at the heart of learning and, therefore, your success at school. It influences motivation and effort levels and will impact on how far you can progress in your various subjects. Have you ever stopped to think about the mindset you bring into each classroom? What has influenced that mindset? Do you dread some classes because you lack interest in the subject or because you don't think you are 'smart enough'? Have you ever said: 'I'm just not good at Maths or Science or English (etc)? That fixed way of thinking about your ability can seriously harm your learning. It demotivates and can even impact on memory function. As we mentioned earlier, your brain has an amazing capacity to carve out new pathways for learning. Therefore, you have the ability to get smarter with a positive mindset and the right strategies.



If you have that positive mindset in school, it follows that you will probably be at least a little more motivated in your subjects, and believe it or not, you only need a small amount of motivation to begin to study. Once you see success and have some sense of accomplishment, your motivation levels will increase. Success breeds motivation. Don't forget: when you do achieve success, however small, stop and celebrate it. The more this process continues, the more you build good habits.

The Science Bit – Forming Positive Habits

A habit is defined as 'a settled or regular tendency to practice a behaviour that has become nearly or completely involuntary'. Put simply, it is those things we do repeatedly about which we don't have to consciously think.

Stop and think. What are your repeated behaviours or habits? Such as the way you brush your teeth, how you tie your shoelaces or check your mobile phone first thing when you wake up.



What are your habits?

Habits bypass the need for conscious willpower (thinking) and they protect against temptation. Good habits, around sleep, studying and physical activity support long-term goals and are linked to better academic and health outcomes.

Habits are therefore essential for supporting success but they are a double-edged sword. Poor habits can stubbornly persist despite our best intentions. But good habits will continue too, almost effortlessly, despite fluctuations in motivation.

Is it easy to change our habits?

Habits form by repeating behaviours within a given context. According to the science of habit formation it takes an average of 66 days to develop a new one. In one study, some people took just 18 days. This is because, with repetition, the association between context and behaviour strengthens; from being at first conscious to then automatic. The scientific explanation is that repetition is associated with automaticity, which in turn reduces what are termed 'wasteful conflicts' (feelings of wanting to do something else).

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Wellbeing and Outdoor Learning—how are our pupils keeping well and using our outdoor learning?

Enrichment minifigure photography



Pupil success and voice—what do we want to celebrate and say?



The BHA Year 6 netball teams hosted TDMS in their first competitive fixture of the season. There was much excitement in the changing rooms prior to the game and that only increased as the TDMS minibus arrived in the car park. Both matches were played in an excellent spirit and there was some great netball on show.

The BHA Blue team won 13-0. Ellie B was voted player of the match.

The BHA Black team won 10-0. Scarlet R was voted player of the match.

Well done to everyone who played - keep up the good work!



BHA hosted TDMS for a Year 7 and Year 8 netball fixture today after school. The Year 7 match was fiercely contested and BHA came from 5-2 down in the final quarter to draw 5-5. Player of the match was Charlotte M. The Year 8 match was more one-sided with BHA sealing a 17-2 victory. Player of the match was Delilah B. A fantastic evening of netball and the weather Gods were on our side. Well done to all who played.



More to celebrate...



Alicia in 6C and her football team (Montpellier) won the U11 league cup final for Gloucestershire! After 4 tough rounds/games they entered the final. They beat Cheltenham Town's Women under 11 squad - a super achievement! Congratulations to all, and Alicia, in particular.



The U13 girls football team travelled to Nunnery Wood on Monday after school expecting a tough and physical encounter - they weren't disappointed! BHA started well with lots of possession in the opposition box, but were unable to convert their chances. At the other end, Isla J made some terrific saves in goal as Nunnery started to grow in confidence. Three goals in quick succession saw BHA 3-0 at half time. At the start of the second half BHA looked the more likely to score and bagged a brilliant goal off the left boot of Martha M after some well worked midfield play. Sadly, this spurred on the opposition who scored four more goals before the final whistle. The BHA girls did themselves proud and never once let their heads drop. Coaches player of the match was Isla J, players player of the match was Savannah R. BHA host Droitwich in their next County Cup game.



The Year 8 boys hosted Nunnery Wood in the next round of the County Cup, looking to defend their unbeaten start to the group campaign. With the rain thankfully abating, the team treated the home fans to a goal fest on a rare outing on the BHA turf.

I could just copy and paste this next sentence each game. As per usual, within 2 minutes Bredon were 1-0 down, switching off to a through ball and conceding even earlier than usual. Fortunately, a wonder strike from Louis C brought them back into the game quickly. The teams then traded goals (Bredon's coming from the excellent Toby H) and at 2-2 the game was in the balance. Harris C then scored to make it 3-2 at the break in what was a very competitive first half. Bredon knew they needed to switch on, or rather they were told they needed to switch on! Plenty of changes and fresh legs kept the game moving and eventually Bredon's midfield dominance started to pay off. Dani B bossed the middle of the park in fantastic second half display. Bredon then took control, 2 goals from the debutant Antony S followed by a debatable goal scored by Harris or Tommy G with the latter burgling the ball over the line as the ball was rolling into an open net (they can play rock, paper, scissors for that one). In the fading winter light Oscar P-B finished off a fine display with Bredon's last goal to run out 7-2 winners.

Now with one eye on the quarter finals the Year 8s host Catshill Middle School in a fortnight's time.



Charity Support



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Representatives from each Year 6 and 7 form were lucky enough to visit the [Teams4u Evesham](#) warehouse on Monday morning. They were given the full tour, asked lots of interesting questions, helped pack a couple of shoeboxes with additional items and even got to prepare a large cardboard box containing 10 shoeboxes ready for loading on to the lorries on Saturday.



Lovely to hear about what Ollie in 6H has been involved in, helping spread the word about fostering and being acknowledged by [Worcestershire Fostering](#). Well done, Ollie!

If you'd like to learn more about fostering, visit <https://www.worcestershire.gov.uk/fostering>



The winners of our Book Fair Competition were given their book tokens yesterday by Mrs Phillips. Such great entries by all and we all loved looking at them and seeing the creativity and ideas. Well done to Grace in 8T, Isla in 6B and Victoria in 7A.

Scarlett K, Ross L, Josh D, Harry H, Jess J, Sylvie M and Laycie M were warmed up with a hot chocolate this morning to celebrate their achievements and being nominated for a 3R award. Well done to you all!





Reading Focus—what could we read with our child?

Gift ideas...



Year 6 [The Storm and the Sea Hawk](#)

Year 7 [Peregrine Quinn and the Cosmic Realm](#)

Year 8 [The Bletchley Riddle](#)

