



BEAUMONT SCHOOL

**COURSE
INFORMATION
BOOKLET**

YEAR 7

2008/2009

THE CURRICULUM

Our prime objective at Beaumont is to enable each individual, including those of exceptional ability and slow learners, to develop his or her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each pupil's social and academic progress.

Our arrangements are designed to ensure that:

- ◆ all pupils receive the broad and balanced education needed for life in the 21st century
- ◆ all pupils experience a range of teaching and learning styles
- ◆ pupils of all abilities can achieve success
- ◆ parents are kept well informed about the progress of their children
- ◆ pupils are given professional guidance about the choice of subjects studied after the first three years.

The curriculum consists of :

- ◆ a number of subjects
- ◆ a wide range of activities which supplement and enhance the timetable, including Curriculum Enrichment Days.
- ◆ certain themes which occur in a planned way across several subjects.

Parent(s) / carer(s) are requested to inform the school in confidence if they anticipate that an aspect of the school's curriculum might cause a particular difficulty for an individual pupil. In most cases, contact with the class teacher or form tutor will be more than adequate, but Mr Taylor (Head of Year 7) or Mr Cross (Assistant Headteacher—Pastoral) or Mr Levoir (SENCO) should be contacted if the information is especially sensitive or difficult. Pupils are also encouraged to inform the school if they are aware of aspects of the school's curriculum which might cause them distress.

This booklet is designed to give you information about each subject studied by pupils in Year 7. It gives details of the course content, the skills being developed, the means of assessment and the homework. It also contains the Parent and Pupil Information sheets which are part of the school's Homework Policy.

When you receive your child's report later in the year, it may refer to statements within the subject entry, so the booklet and report should be considered together.

B Carter
Assistant Headteacher
September 2008

Parent Information Sheet

What is “homework”?

“Homework” is any work or activity which your child is asked to do outside lesson time, either on their own or with you, their parent/carer. It is an essential part of the learning process and we place a strong emphasis on it at Beaumont. Staff are required to set and assess appropriate homework on a regular basis. All pupils across the age and ability range are expected to complete homework tasks. You are encouraged to take an active role in the process.

Principles

We believe that homework plays an important part in your child’s learning because:

- it encourages them to develop the skills, confidence and motivation to study effectively on their own; this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom and extends school learning which permits more rapid progress to be made in school;
- it makes use of outside interests and resources;
- it may involve you and other adults in their work, improving home-school and community-school links.

What do we do about homework?

- Teachers regularly set a variety of tasks or activities which need to be done partly or completely out of school time.
- The tasks take different lengths of time to complete; some take half an hour, some go on in stages for a number of weeks. In each week of term, pupils will normally have either a homework task or work that they can carry on with for every subject they take. These activities arise naturally out of the work in the classroom. They are set according to the homework timetable which is published at the start of each year.
- Tasks have *deadlines* which are made clear to pupils.
- Teachers check who has met the deadline and will challenge any who do not.
- If a pupil often fails to do homework without good reason, parents are informed.
- Homework, if given in on time, is normally marked promptly and returned with appropriate feedback.

- As well as doing set tasks for homework, pupils are expected to develop their knowledge and skills independently. If, for some reason (such as teacher absence), a homework is not set, this does not mean that there is no work to do. Pupils should take responsibility for their learning by doing one of the activities suggested for that subject in this booklet.
- Every pupil is given a planner for recording homework tasks and deadlines. Tutors check and sign the planners regularly.
- The topics of homework and study skills are covered regularly in the Life Skills (PSHE) programme. Parents/carers who wish to see the materials used should ask their child to bring home their Life Skills (PSHE) folder.

What can you do to help?

- Check and sign their planner weekly to show that you are doing this.
- Inform staff if there is a genuine reason for homework not done.
- Appreciate the need for independent study and try to provide a place for it, as free from distractions as possible.
- Support your child by showing an interest and giving encouragement; ask them to explain the work to you. This can develop their understanding and their reasoning skills.
- Help them plan their time and organise themselves so that they remember to bring to school each day the materials that they need, and to *take home* the work they need to do each evening.

Thank you for encouraging and supporting your child.

HOMEWORK

Pupil Information Sheet

What is “homework”?

“Homework” is any work or activity which you are asked to do outside lesson time, either on your own or with your parents/carers.

Why do you get homework?

The main reasons are:

- you learn how to plan and organise your work;
- it helps you learn how to work on your own, and to think and try things out for yourself;
- it helps you learn how to use time effectively and to meet deadlines;
- it gives you the chance to practise what you have done in class, or to do some background work that will help you understand what’s coming next;
- it encourages you to use resources that can be found outside school;
- it involves people outside school in your work: parents and others can work with the school and help you make progress in your learning;

.... and you will learn more.

Homework is set in line with the published homework timetable. If you have not been set homework for some reason (e.g. the teacher was away), this does not mean that there is no work to do. It is important that you take responsibility for your own learning and progress and the course book will suggest activities that will enrich your learning in class.

Here are some ideas to help you do your homework successfully:

☐ Before you do your homework:

- Make sure you know what you are meant to be doing and why you are doing it.
- Write down the details clearly in your planner.
- If you think you are going to struggle to do the work set, talk to your teacher about it or ask for help at Homework Club; **don’t** do nothing!
- If you have a number of things to do, ask yourself which it is important to do first, second and so on, and plan your time carefully.
- Choose a suitable time and, if possible, make sure you have all the books and equipment you need when you sit down to work.
- Try to work somewhere where you will not be disturbed or distracted.

☐ While doing your homework:

- If your work is taking a long time, give yourself a short break, and go back to it with a fresh mind.
- If it is taking much longer than was intended, stop at a suitable point and explain

this to your teacher; he or she will be understanding if it is clear that you have done your best to finish.

- Take pride in all your work! Don't just do the bare minimum in the shortest possible time!

❑ **After doing your homework:**

- Check it!
- Hand it in on time!

❑ **Every day:**

- Check the exercise books you've used during the day, stick in loose sheets and finish off any underlining, dates, titles etc. whilst the lessons are fresh in your mind.

❑ **Every weekend:**

- Check your planner. Make a list of any things you need to bring for each day during the coming week (e.g. work to hand in, PE kit, musical instruments, ingredients, library books).

YEAR 7 HOMEWORK TIMETABLE 2008/2009

	Monday	Tuesday	Wednesday	Thursday	Friday
7L	English Technology <i>IT</i>	Mathematics German Art	<i>Music</i> Science WR	English Geography History	Mathematics Science German
7E	Science Technology Geography	Mathematics <i>Music</i> History German	Science English WR	English <i>IT</i>	Mathematics Art German
7A	<i>IT</i> Technology English	Mathematics Science German	WR Science Geography	<i>Music</i> English History	Mathematics Art German
7R	<i>Music</i> WR English French Science	Mathematics Art	<i>IT</i> English History	Science French	Mathematics Geography Technology
7N	WR Science French	Mathematics <i>Music</i> History	Science English Geography	Art Technology French	Mathematics <i>IT</i> English
7S	<i>Music</i> English French	Mathematics Art Geography	<i>IT</i> WR Science	English French Technology	Mathematics Science History

The subjects in *Italics* will not be setting homework every week

ART & DESIGN

Aim of the Art curriculum:

To make the exploration and creation of artistic and designed images an enjoyable and expressive process that all pupils can feel they are able to participate and succeed in whilst at the various levels of their key stages.

At KS3 (Years 7-9): To stimulate and develop the full potential of all pupils within a framework of guidelines set out in the National Curriculum orders for Art & Design .

Skills:

In Year 7 we wish pupils to:

- demonstrate an understanding of the introduction to basic Art and Design techniques, media and resources.
- show an awareness of other cultures, historic connections and critical influences, when appropriate, upon aspects of their own art work.
- make comprehensive and sustained use of their Art book to collect references, record information and practise their art skills.
- demonstrate a willingness to attempt the varied art projects with enthusiasm and commitment.

Assessment:

Assessment of these skills is reviewed within one main category:

Attainment Target: Knowledge, Skills and Understanding

Use of media, technical skills, preparation of ideas, use of collected or found reference, quality of outcome. Application of appropriate processes, understanding and application of task awareness of other cultures, practices and influences, consideration of Art and Design in a greater context, critical awareness.

Homework:

Homework sheets are given to pupils. Tasks are to be completed every other week and may therefore take longer than 30 minutes to complete.

DESIGN AND TECHNOLOGY

Year 7 Course Content:

In Design and Technology you will focus on four material areas: Food, Materials, Systems and Textiles and develop the knowledge, skills and understanding required by the National Curriculum through a range of focused practical tasks and design and make assignments. Graphic Products is an additional area of study at GCSE level and will be covered in the lower school through each of the four material areas.

Assessment:

Work is set to give pupils the opportunity to achieve from level 4 to level 5. An additional a, b or c grade is also awarded to denote standard of work.

In each rotation, work set will include the following areas:

1. Analysing products
2. Developing ideas
3. Making
4. Evaluating

In the lower school, pupils use formative self-assessment to assess a design and make task and note one area for improvement. Teachers write advisory comments, record a level for designing and making and an area for improvement in pupil books and award certificates and badges at the end of each term.

Homework:

Homework is set during the design stage of each project and is intended to support the activities that take place in the classroom.

DRAMA

Course content:

During Year 7, pupils study the following:-

- Starting Secondary School - Introduction to Secondary Drama
- Voice and Poetry
- Discrimination
- Physical Theatre
- Texts studied include 'Charlie and the Chocolate Factory'
- Introduction to performance support

Skills:

Pupils are taught the skills of:-

- mime;
- story telling;
- still image;
- improvisation;
- scripted performance;
- characterisation.

Assessment:

Assessment is ongoing. A baseline assessment is made at the start of the year and students' work is videoed. Students are given a National Curriculum level each half term which is recorded in their drama book. Peer and self assessment is encouraged every lesson

Homework:

Not set at Key Stage 3.

Extra-curricular Activities:

There is a Year 7 Drama Club one lunchtime per week and the Club present a performance in the summer term.

ENGLISH

Course content:

Strong emphasis is placed on raising literacy skills and building on work done in Year 6. Pupils are introduced to a range of fiction and non-fiction reading texts and have opportunities to write in a variety of forms according to purpose. Drafting is encouraged as an integral part of the writing process. Oral work, either in a whole class discussion, a small group or as an individual forms an important part of the pupil's work.

Pupils follow an introductory programme of Information Technology . This involves word processing skills and the use of a range of software packages.

Skills:

We encourage pupils to develop the skills which will enable them to become effective and confident speakers, listeners, readers and writers of English.

Assessment:

Assessment is ongoing and takes the form of evaluative written comments and target setting discussions between pupil and teacher. Self assessment is encouraged. End of year examinations are set.

Homework:

There are two homeworks per week. Normally, this consists of one written and one reading homework. Private reading of good quality fiction is encouraged throughout the year.

FRENCH

In Year 7 classes LEA study French and RNS study German. The following year those studying French in Year 7 will have a choice of a second language between German or Spanish and those studying German in Year 7 will have a choice of a second language between French or Spanish.

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in French, based on the *Encore Tricolore* text book No.1, Units 1 - 10: talking about yourself and your family, numbers 1-100, the alphabet, your likes and dislikes, animals, leisure pursuits, birthdays, meals, towns, street directions, money, arranging to meet, transport, holidays, and weather, festivals, dates, telling the time, helping at home. There are four lessons per week.

Skills:

- Ability to understand spoken French.
- Ability to speak French.
- Ability to read and understand written French.
- Ability to write accurately in French.
- Ability to use ICT resources.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

Assessment:

Pupils start in mixed ability form groups with allowances made for those who have covered some French at primary school. Individual classroom assessments and oral assessments are integrated into everyday teaching with records based on pupils' classwork and homework. Tests across the whole year group are carried out on a regular basis with all pupils having the opportunity to change sets if appropriate. Pupils will be setted after Christmas and progress will be regularly reviewed. After Christmas there will be one 'fast-track' set and three parallel second sets. The fast-track set will aim to take their GCSE in Year 9.

Homework:

Much emphasis is placed upon learning and practising the new words/phrases acquired in French. Parents can help by checking our weekly homeworks and asking what the English words mean in French. Accurate spellings and use of the text book will also be beneficial.

Those pupils who have already acquired some French at Junior School could extend their homework by reading further on in the text book, or asking for French readers. Getting used to speaking out loud will help pupils and they can practise their pronunciation.

GEOGRAPHY

Course content:

1. Our Place and Personal Geography.
2. Water: too much and too little.
3. International Places—independent country study.
4. Climatic Hazards.
5. Geography in the News.

Skills:

- Map work skills (atlas and Ordnance Survey maps).
- Fieldwork and enquiry techniques.
- Graphicacy.
- Spatial awareness through a study of place.
- Application of key concepts.
- Presentation and organisation.
- Information Communications Technology.

Assessment:

Pupils' work is assessed in a variety of ways in order to give a balanced picture of their achievement. Exercise books are marked regularly to look at various homework and classwork tasks. There are levelled assessments each term. Work is also produced for presentation and display. Students are encouraged and taught the skills to be able to self and peer assess their work.

Homework:

Homework tasks include research and preparation for forthcoming lessons (using Internet, books, observation, etc), completion of project work, questions following on from most recent lesson, learning for tests, production of display materials and consolidation of previous work. Efforts are made to ensure that homework tasks are challenging and they are therefore often open-ended. Geography is a subject for which a wealth of information exists in a vast number of areas so students who are absent can always usefully employ their time in researching the topic that they are currently studying.

GERMAN

In Year 7 classes LEA study French and RNS study German. The following year those studying French in Year 7 will have a choice of a second language between German or Spanish and those studying German in Year 7 will have a choice of a second language between French or Spanish.

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in German, based on the Logo text book No.1, talking about yourself and your family, numbers 1-100, the alphabet, your likes and dislikes, animals, leisure pursuits, birthdays, meals, towns, street directions, money, arranging to meet, transport, holidays, and weather, festivals, dates, telling the time, helping at home. There are four lessons per week.

Skills:

- Ability to understand spoken German.
- Ability to speak German.
- Ability to read and understand written German.
- Ability to write accurately in German.
- Ability to use ICT resources.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

Assessment:

Pupils start in mixed ability form groups. Individual classroom assessments and oral assessments are integrated into everyday teaching with records based on pupils' classwork and homework. Tests across the half year group are carried out on a regular basis with all pupils having the opportunity to change sets if appropriate. Pupils will be setted after Christmas and progress will be regularly reviewed. After Christmas there will be one 'fast-track' set and three parallel second sets. The fast-track set will aim to take their GCSE in Year 9.

Homework:

Much emphasis is placed upon learning and practising the new words/phrases acquired in German. Parents can help by checking our weekly homeworks and asking what the English words mean in German. Accurate spellings and use of the text book will also be beneficial. Pupils could extend their homework by reading further on in the text book, or asking for German readers. Getting used to speaking also will help pupils and it enables them to practise their pronunciation.

HISTORY

Course content:

The students will cover history from The Roman Empire to 1450, focussing on Britain but including comparisons with Europe and the wider world. The themes that are covered will be that of:

- Empire
- Conflict and Co-Operation
- Power and Human Rights
- Everyday Life Beliefs and Ideas
- Movement and Settlement
- The Relationship of England, Ireland, Scotland and Wales.

Skills:

The key processes that the students will need and develop in History are:

- Historical enquiry.
- The use and evaluation of a range of evidence.
- The communication of the ideas they develop about the past in a range of ways.

Assessment:

Careful marking of exercise books and projects using comments without number marks; tests and end-of-year examination using number marks; student self-assessment tasks which include pupil comments and targets; non-written work, such as oral response, pictures and role play, is also assessed.

Homework:

Mainly written tasks, but pupils are also asked to undertake research and to learn for tests. Practical tasks such as making a model castle may be set. Pupils can always learn spellings of the key words for the term, find out and write down the meanings of key words they do

ICT (Information & Communication Technology)

Aim of the ICT curriculum:

ICT at Beaumont is taught in all subjects and as a discrete subject. Students will experience a wide range of uses that ICT has in a variety of different settings. The curriculum at KS3 is split into two, as outlined below:

- The core curriculum aims to cover the statutory requirements of the National Curriculum which are delivered by discrete lessons and supported through the main subject areas. The objectives are taught over extended periods of time, throughout the Key Stage.
- The enrichment curriculum allows different subjects to use the school's ICT facilities in whatever way they feel necessary.

Skills:

Students are taught to use a wide range of applications. They become familiar with the use of the internet, intranet and e-mail and can research on multi-media. They also use a range of subject-related software. In discrete lessons this will include desk top publishing, multimedia presentation software, database software, simulation and control insight software.

Assessment:

The curriculum objectives are assessed for their National Curriculum ICT level by both teacher assessment and on-line assessment at the end of the key stage. The level achieved is recorded centrally.

Homework:

Students undertaking a core project are likely to be given homework related to that work. When setting homework tasks, staff are careful to ensure that students without home computers are not put at a disadvantage. Students wanting to use computers to help them with their homework have access to a computer room and the library every day at lunchtime.

not understand, and extend work done in class by reading around the topics by using fiction and non-fiction texts. All work missed through absence should be copied up.

LIFE SKILLS

(PERSONAL, SOCIAL AND HEALTH EDUCATION/SEAL)

The PSHE curriculum aims to help pupils to lead confident, healthy and responsible lives as individuals and as members of society. It is delivered by a team of specialist providers in a weekly lesson. The following themes are developed within the programme of study:

- Developing confidence and responsibility and making the most of your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Healthy Eating & Hygiene

Getting To Know You

Friends & Friendships

Smoking & Health

Bullying

Developing the way you understand, use and control your emotions.

The topics covered in Year 7 include:

CITIZENSHIP

Through the Citizenship curriculum, pupils are encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities.

Citizenship is delivered by a team of specialists. The aim of the scheme of work is to achieve the following:

- Develop knowledge and understanding about becoming informed citizens.

What is Citizenship

Human Rights

People and the Environment

How The Law Protects Animals

Work Shadowing (WRL)

Humanitarian Topics

Migration

Sustainability

MATHEMATICS

Course content (following the National Numeracy Strategy):

Numerical methods, including mental arithmetic, sensible use of a calculator, the use of estimation, units of measurement, an introduction to algebra, fixing position, area perimeter and volume, data handling, an introduction to probability, reading information from a variety of tables. The course will include an introduction to a variety of ICT based packages.

Skills:

- ◆ Numerical / algebraic, including oral skills.
- ◆ Spatial awareness.
- ◆ Information handling.
- ◆ Using and applying the above skills in written, oral and mental form.

Assessment:

By the careful marking of exercise books, regular end of half term tests, self assessment, investigational and problem solving tasks.

Homework:

Homework is set twice a week and may be a written exercise or a task from the "My Maths" website.

MUSIC

Course content:

In Year 7 pupils develop their knowledge, skills and understanding of music through the interrelated skills of listening, performing and composing. Emphasis is placed on learning traditional notation and understanding the rudiments of music in preparation for further detailed study at Key Stage 3 and beyond.

Pupils respond to a wide range of musical styles to assist their understanding of music and the way that it is composed and performed as well as communicate ideas and feelings using the correct musical vocabulary.

Pupils have access to a range of instruments including percussion and keyboards.

Pupils work individually or in groups of different sizes and are encouraged to learn independently.

All classroom work is differentiated to develop the ability of every pupil, including the more able.

Topics covered include: Rhythm, Contrasts, Pentatonic scales and Musical Instruments.

Assessment:

At the end of each unit of work, pupils perform and evaluate their own performance and composition work as well as the work of others. Listening tests are also set.

Teacher assessed work is marked against the national curriculum levels of attainment

Homework:

Homework is set when required.

Extra curricular Activities:

All pupils are encouraged to take part in various ensembles including Choir, Orchestra, Concert Band, Recorder Ensemble, Flute Choir and Clarinet Ensemble. There are several opportunities to take part in school concerts throughout the year.

PHYSICAL EDUCATION

Course content:

All pupils in Year 7 take part in a varied programme of activities covering five out of the six of the range and content outlined in the National Curriculum:

1. Outwitting opponents through games activities.
2. Accurate replication of actions, phrases and sequences through gymnastic activities.
3. Exploring and communicating ideas, concepts and emotions through dance.
4. Performing at maximum levels in relation to speed, height, distance, strength or accuracy through athletics.
5. Exercising safely and effectively to improve health and well being through Health and Fitness.

Games:

Invasion, Net/Wall, and Striking. In these lessons pupils are taught Skills, Keeping Possession, Attacking Play, Defensive Play, Rules of the Games, placement of the Ball, Fielding and Basic Tactics.

The games covered in Year 7 are Netball, Football, Rounders and Tennis.

Gymnastics:

Gymnastics (Floor). Covering the basic skills of Jumps, Rolls, Balances and Turns. Working on Sequence Work in pairs and as an individual.

Dance:

Working in pairs and groups to explore dance.

Athletics:

Pupils cover the activities in Sports Hall Athletics, then develop these skills in Athletics through the Throws (Shot putt, Discus and Javelin), Jumps (Long, High, Pole Vault) and Running (Sprinting, Middle Distance, Hurdles).

Health and Fitness

Pupils will also cover aspects of Health and Training, through Speed, Agility and Quickness work(SAQ), skipping, and look at individual levels of fitness through some basic fitness tests.

Assessment:

Assessment is continual in all practical activities in line with the National Curriculum eight levels of attainment. These cover five areas in which pupils are assessed:

- Developing skills.
- Making and applying decisions.
- Developing mental and physical capacity.
- Evaluating and improving performance.
- Making informed choices about healthy and active lifestyles.

These can be found in your son/daughter's Physical Education Booklet along with all the skills covered in each sport and the appropriate level. Pupils are encouraged to set their own targets to strive to achieve the next level on the National Curriculum scale.

RELIGIOUS STUDIES

Course content:

An introduction to three world religions: *Christianity, Islam and Sikhism*.

- *Topic areas covered:*

Authority and inspiration, key beliefs, symbolism, worship, celebrations.

- *Key themes:*

Justice, sacrifice, the nature of God, community, oppression, discrimination and prejudice.

Aims:

- To acquire and develop knowledge and understanding of the principal religions represented in Great Britain.
- To develop the ability to make reasoned and informed judgements about religious issues.
- To enhance the student's spiritual, moral, cultural and social development.
- To recognise the right of people to hold different views.

Skills:

Students should be able to:

- investigate, interpret and reflect on religious issues;
- evaluate, analyse and express themselves giving a reasoned point of view;
- empathise with the values of other people.

Assessment:

This follows the Hertfordshire Agreed Syllabus of Religious Education. There are two attainment targets:-

AT1 Learning about religion AT2 Learning from religion

Written and oral work is assessed on an eight level scale of attainment, in marking of exercise books with comments and targets, and by tests.

Homework:

Homeworks set include research/investigations, reading, essays, posters, comprehensions, model-making and long term projects over a number of weeks. If no specific work is set, pupils should learn spellings of the key words for the term, find out and write down the meanings of key words they do not understand, and extend work done in class by reading around the topic. All work missed through absence should be copied up.

SCIENCE

Course content:

The Year 7 Science course follows the National Scheme of Work redrafted for September 2008.

Further details can be obtained from:

www.standard.dfec.gov.uk/schemes/secondary_science

For further information contact Mr P Lavin. This enables continuity and progression between Key Stage 2 and 3.

During Year 7, pupils will study the following topics:

Cells, Forces, Particles, Acids & Alkalis

Energy Resources, Environment, Reproduction, Solar System

Electrical Circuits Variation and Classification, Atoms and Elements

The new scheme introduces the Nature of Science called “How Science Work”

Skills:

As well as developing knowledge, pupils also develop the skills and processes which scientists use, such as designing experiments, handling chemicals and apparatus, looking for patterns in results using ICT and applying their knowledge to explain their observations.

Assessment:

We assess pupils' knowledge by regularly marking pupils work and using topic tests. We also assess pupils' practical skills as they carry out experiments throughout the year. We may 'level' some tests.

Homework:

Homework may involve a variety of tasks including producing a written account of class practical work and the completion of differentiated question sheets or research tasks which may involve the use of library or ICT.

The Year 7 Curriculum Enrichment Day Programme, 2008—2009

Date tbc	Geography + Maths Challenge
Tuesday 4th November 2008	Work shadowing Or Technology
Wednesday 25th March 2009	Work Shadowing Or Technology
Monday 8th June 2009	Experiencing France/Germany or In School Activity
Tuesday 9th June 2009	Experiencing France/Germany or In School Activity
Wednesday 10th June 2009	Experiencing France/Germany or In School Activity
Thursday 11th June 2009	Experiencing France/Germany or In School Activity
Friday 12th June 2009	Experiencing France/Germany or In School Activity
Further trips, visits and events 07/08 05/09/08 <u>23/09/08</u> 14/11/08 28/11/08 06/12/08 08/12/08 11/12/08 15/12/08 17/12/08 10/02/09 - 12/02/09 13/02/09 09/03/09 <u>02/04/09</u> <u>11/05/09</u> 04/06/09 08/06 - 12/06/08 07/07/09 14/07/09 14/07/09 & 15/07/09	Year 7 Photographs Year 7 CATS Non Uniform Day (BSA Christmas Event) Occasional Day BSA Christmas Event Interim Reports issued during this week Cinderella Theatre trip Christmas Concert Carol Service - St Peter's Church 7 p.m. Gym and Dance Display INSET Interim Reports issued during this week Parent Consultation Evening Exams during lesson time this week Year 7 Drama Club Show CED week Summer Concert 7.00 p.m. Reports issued to parents "Honk" Production

