



Year 7 parent support evening |

Meet the team

Melanie O'Malley – Head of year

Joanna Byrne – Head of lower school

Mary Straw – SENCO

Joanna Smyth & Lorna De la Para – Pastoral
counsellors

Pip Ainsworth – Student support worker

Jenny Diprose – Pastoral support worker



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Meet the team...

7S - Tamayi Ray-Chaudhuri

7T - Mario Virciglio

7O - Kate Parsons

7K - Chris Knighton

7N - Alex Gilbert

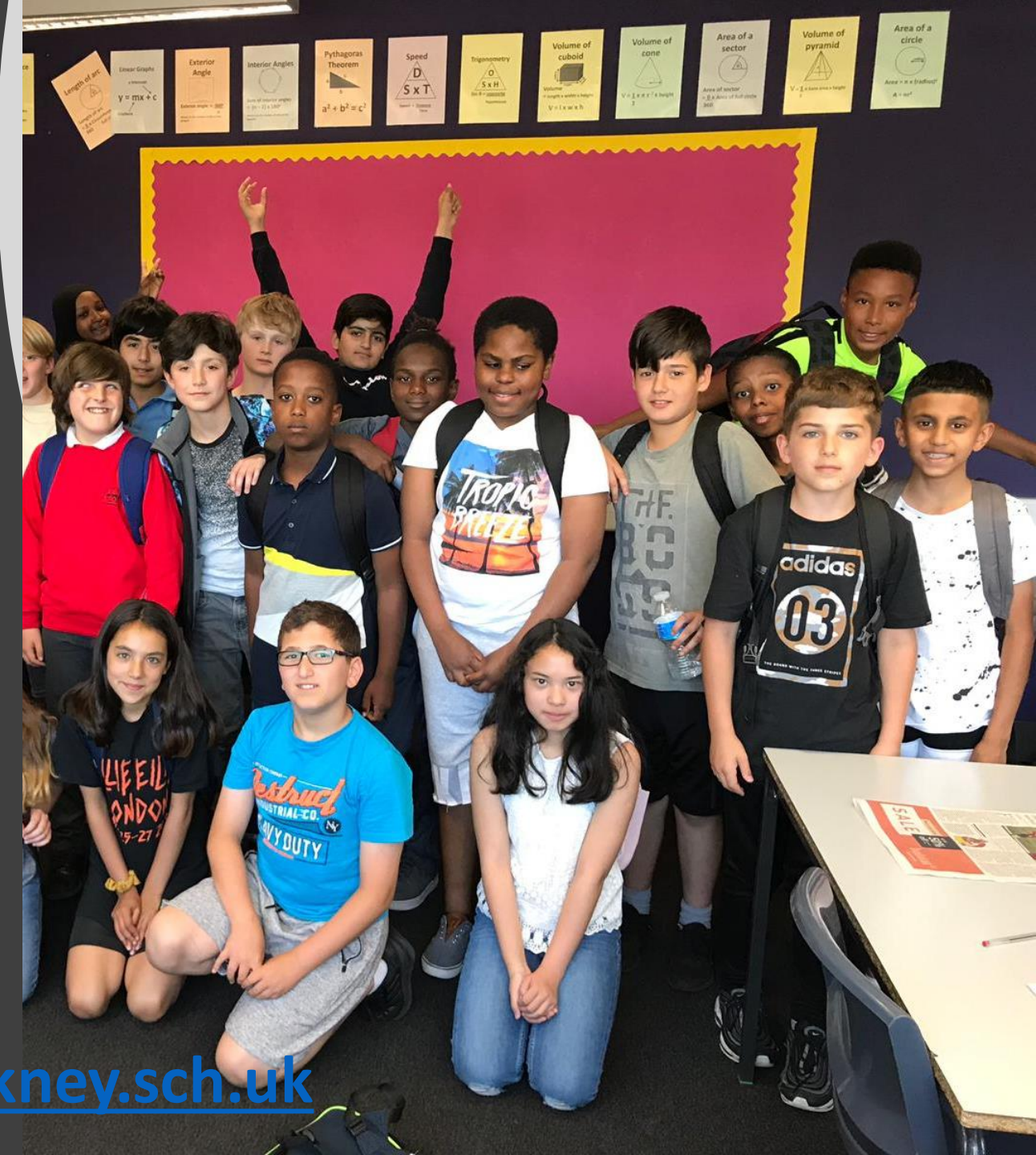
7E - Katy English

7W - Tom Mee

7I - Chantal Bennett

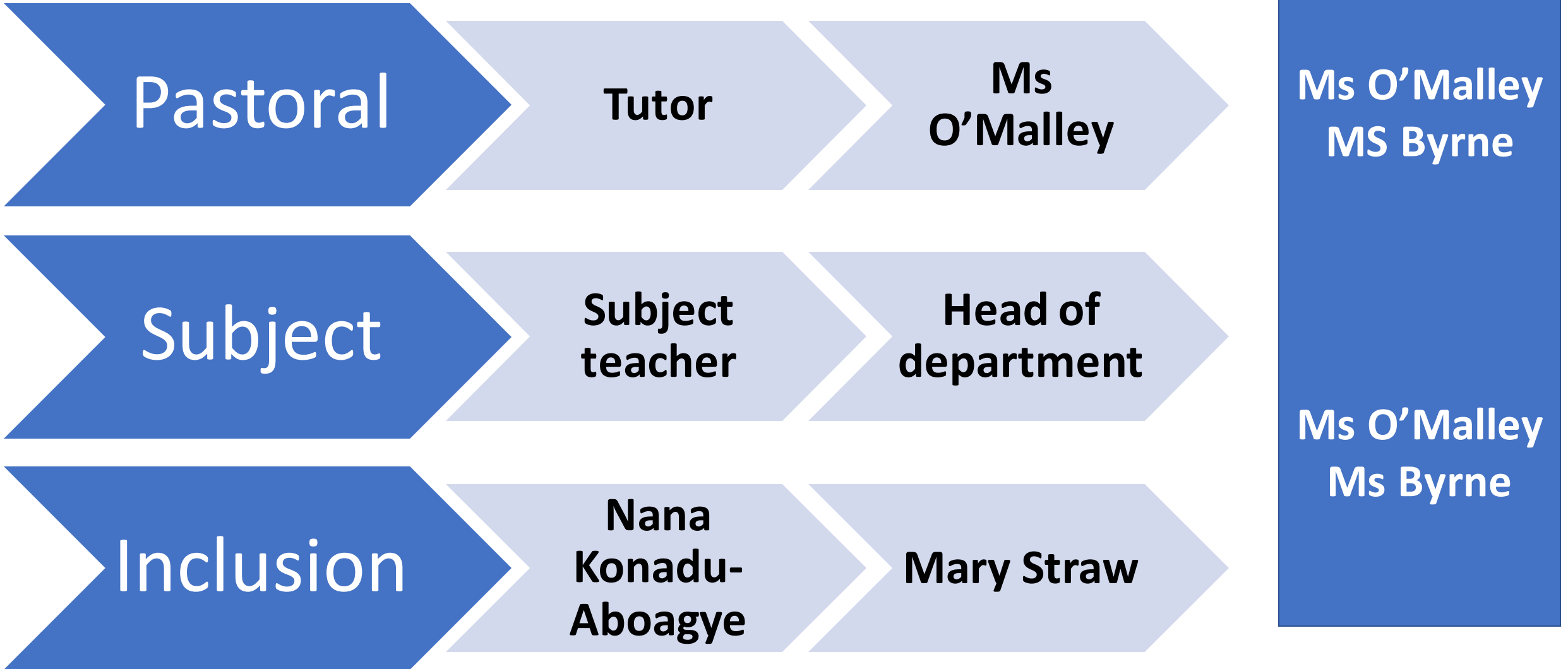
7G - Juliette Mann

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Who to contact





Important dates..

Creative day:
16th October

Year 7 parents evening:
13th November

Progress review day:
6th December



Our expectations

100% attendance

To be on time every day

Look after exercise books

To complete all homework

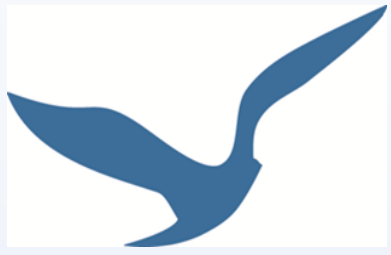
Correct uniform including lanyards – No trainers unless a medical note is provided.

Fully equipped & prepared for learning



CARE: Compassion Ambition Resilience Excellence





What you can do as parents/carers to support your child.

Ensure you check your child's diary & Show my homework regularly.

Insist on your child doing their homework

Encourage your child to use the homework club.

Encourage your child to read at home.

Use class charts to see how your child is getting on

Maintain regular contact with subject teachers, tutors and Head of Year if problems arise





Music at SNS



The Curriculum



- Students have 3 hours a fortnight devoted to Music. In this time they cover a variety of performing and composing lessons.
- The units students cover in Y7 include Singing and the Elements, Harmony and Chords, Composing Melodies, World Music, Intro to Periods of Music and Band Project.
- In the music department there are two Mac suites, two performing classrooms, a recording studio and a number of practice rooms.



Instrumental Lessons



- Instrumental lessons are available at SNS and if you would like to learn register at:

www.snsmusic.co.uk

- We offer tuition for strings, woodwind, brass, voice, drums, guitar and bass.



Extra Curricular Music



- **We currently run:**
 - A Musical every year (this year Oliver!)
 - Orchestra
 - String Orchestra
 - Bloke Newington Choir
 - SNS Singers
 - Jazz band
 - Show Band

Come and see us in the Music office if you want to join an ensemble



French/ Spanish	Year 7
Autumn 1	Basic vocabulary and grammar. Myself and my family.
Autumn 2	Myself and my family II.
Spring 1	School life.
Spring 2	School life II
Summer 1	Local area / my town / my city
Summer 2	Local area / my town / my city

Grammar:

- **Conjugation present and past.**
- **Linking words (extended sentences)**
- **Emphasis on Listening and Speaking skills.**

Latin

Year 7



Autumn 1

Introduction to Pompeii & Caecilius' family
Roman houses & daily life in Pompeii
Sentences with & without the verb est
Introduction to nominative / accusative singular

Autumn 2

Life and business in Pompeii
Noun declensions 1-3
Further nominative / accusative practice

Spring 1

The forum in Pompeii including the lawcourts
Present tense verb conjugation
Present tense conjugation of the verb esse

Spring 2

The theatre in Pompeii
Plural nominative nouns
Reinforcement of plural present tense conjugation

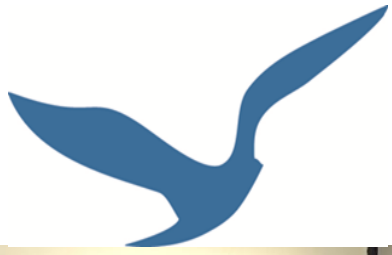
Summer 1

Slaves & freedmen
Revision of present tense verb conjugation
Perfect & imperfect verb conjugation

Summer 2

Revision and extension

To support this work at home, students should ensure that they learn and revise vocabulary. The Cambridge Latin Course website: www.cambridgescp.com has tests and games to help with this.



Year 7 Science



Science Key Stage 3 Year plan

	Week Starting	Year7 STOKI	Year 7 NEWG	Year 8 STOKI	Year 8 NEWG
1A	2 nd Sep	Transition Unit		Reproduction	Periodic Table
2B	9 th Sep	Transition Unit		Reproduction	Periodic Table
3A	16 th Sep	Diet and Digestion		Reproduction	Periodic Table
4B	23 rd Sep	Diet and Digestion		Reproduction	Periodic Table
5A	30 th Sep	Diet and Digestion		Bacterial growth	Rate of reaction
6B	7 th Oct	Working Scientifically – Insulating Cans		Bacterial growth	Rate of reaction
7A	14 th Oct	Working Scientifically – Insulating Cans		Periodic Table	Reproduction
Autumn Half term					
8B	28 th Oct	Working Scientifically – Insulating Cans		Periodic Table	Reproduction
9A	4 th Nov	Working Scientifically – Insulating Cans		Periodic Table	Reproduction
10B	11 th Nov	Particles	Cells	Periodic Table	Reproduction
11A	18 th Nov	Particles	Cells	Rate of reaction	Bacterial growth
12B	25 th Nov	Particles	Cells	Rate of reaction	Bacterial growth
13A	2 nd Dec	Diffusion	Energy in Food	Electricity	Chemical reactions
14B	9 th Dec	Diffusion	Energy in Food	Electricity	Chemical reactions
15A	16 th Dec	Review	Review	Electricity	Chemical reactions
Christmas Holidays					
16B	06-Jan	Cells	Particles	Electricity	Chemical reactions
17A	13-Jan	Cells	Particles	Electromagnets	Electricity
18B	20-Jan	Cells	Particles	Electromagnets	Electricity
19A	27-Jan	Energy in Food	Diffusion	Chemical reactions	Electricity
20B	03-Feb	Energy in Food	Diffusion	Chemical reactions	Electricity
21A	10-Feb	Forces	Forces	Chemical reactions	Electromagnets
February Half Term					
22B	24-Feb	Forces	Forces	Chemical reactions	Electromagnets
23A	02-Mar	Forces	Forces	Motion & Pressure	Acids & Bases
24B	09-Mar	Forces	Forces	Motion & Pressure	Acids & Bases
25A	16-Mar	Hooke's Law	Hooke's Law	Motion & Pressure	Acids & Bases
26B	23-Mar	Hooke's Law	Hooke's Law	Motion & Pressure	Antacid tablets

Key information



- The course is a 2 year programme with topics from biology, chemistry and physics.
- Emphasis is on building key scientific skills which will form a platform for transition for key Stage 4.
- A whole month is dedicated to lessons on working scientifically.
- After each topic there will be revision and an end of unit assessment.
- Each child has a target direction 4,6 and 8 and the assessment will be tailored towards each child's target direction.
- A key stage 3 study book is available for revision for purchase from the school website.

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CGP



Key Stage Three **Science**

Higher Level

Complete
Study & Practice

Everything you need for the whole course!

Computer Science

Year 7	Autumn
<u>Brief</u>	Students will learn about different aspects of E-safety. There will be class discussion on cyberbullying and its prevention. How to be safe when using online application such as banking, social media and chatroom. They will learn about anti-virus software and other measures protecting our health while using computers.
<u>Unit of assessment</u>	Multimedia presentation summarising knowledge on e-safety. Homework on designing their presentation
<u>Assessment criteria</u>	Students will be graded either a developing, secure or advanced within their pathways. See the sample assessment grid at the end.

	Spring
<u>Brief</u>	Student will learn Computational thinking using Scratch. They will learn about variables, loops, selection and input/output.
<u>Assessment</u>	Small tasks in lesson building students' knowledge and skills Homework is set every other week.
<u>Assessment criteria</u>	Students will be graded either a developing, secure or advanced within their pathways. See the sample assessment grid at the end.

	Summer
<u>Brief</u>	Web development – students will learn the basics of HTML and CSS and apply their skills while building a simple website from scratch. Students will learn how to design a webpage and the navigational system of a website.
<u>Assessment</u>	Creating a website in lesson using HTML and CSS Homework is to create another website on a topic of student’s choice using WIX. It is free to use.
<u>Assessment criteria</u>	Students will be graded either a developing, secure or advanced within their pathways. See the sample assessment grid at the end.

Assessment judgements

Secure – 4 I can...	
• Some useful information gathered	
• Plan each slide in presentation	
• Use some appropriate information to cover some areas of staying safe.	
• Use animation on slides	
• Use hyperlinks	
• Save work in appropriate structure (filenames, folders, drives)	
• Create a presentation with some thought about audience.	

Secure – 6 I can...	
• Lots of useful information gathered	
• Use spellcheck and other tools to ensure there are no spelling or grammar errors.	
• Use a range of media (including sound, video, animation)	
• Use a theme to ensure consistency in presentation	
• Use internal and external links appropriately	
• Create a presentation fully appropriate for audience.	

Secure – 8(9) I can...	
• Carry out individual research to enhance information.	
• Use only appropriate information for presentation	
• Use different media in a way which doesn't distract but enhances the presentation.	
• Fully justify how to change the presentation for a different audience.	

Enrichment/ Extension I can...	
• Add extra areas of safety not mentioned during lesson time.	
• Create a looped presentation which doesn't need user interaction.	



- For example, if a student is predicted 6, we will focus on the listed criteria for grade 6.

Year 7 Maths at SNS



- At SNS, the Maths curriculum is delivered using a 5 year scheme of work, from tiers 1 to 9.
- In year 7, all students work in mixed attainment groups, apart from a small nurture group. These mixed attainment groups will be working from tier 4 content but will be differentiated for support and extra stretch and challenge.
- Year 7 students focus on Number and Algebra. The Scheme of work promotes the development of mathematical fluency, reasoning and problem solving within this.



- Teaching focusses on developing skill and understanding through problem solving.
- Each classroom is resourced with a bank of problem-solving tasks that students can access for more challenging tasks.
- Lessons will often consist of problem solving activities from Nrich, UKMT and Maths Mastery with an emphasis on developing oracy and fluency of mathematical language
- High achieving students also take part in the Junior UKMT Maths Challenge of which students that achieve the gold standard go on to compete further
- Assessments are completed half-termly on 3 key objectives.
- Assessments are mainly problem-solving type questions with added challenge questions for the highest attaining.

Improving Mathematics in Key Stages Two and Three – Recommendations Summary

1

Use assessment to build on pupils' existing knowledge and understanding

- Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know
- This should inform the planning of future lessons and the focus of targeted support
- Effective feedback will be an important element of teachers' response to assessment
- Feedback should be specific and clear, encourage and support further effort, and be given sparingly.
- Teachers not only have to address misconceptions but also understand why pupils may persist with errors
- Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise

2

Use manipulatives and representations

- Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas
- However, manipulatives and representations are just tools: how they are used is essential
- They need to be used purposefully and appropriately to have an impact
- There must be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept
- Manipulatives should be temporary; they should act as a 'scaffold' that can be removed once independence is achieved

3

Teach pupils strategies for solving problems

- If pupils lack a well-rehearsed and readily available method to solve a problem they need to draw on problem-solving strategies to make sense of the unfamiliar situation
- Select problem-solving tasks for which pupils do not have ready-made solutions
- Teach them to use and compare different approaches
- Show them how to interrogate and use their existing knowledge to solve problems
- Use worked examples to enable them to analyse the use of different strategies
- Require pupils to monitor, reflect on, and communicate their problem solving

4

Enable pupils to develop a rich network of mathematical knowledge

- Emphasise the many connections between mathematical facts, procedures, and concepts
- Ensure that pupils develop fluent recall of facts
- Teach pupils to understand procedures
- Teach pupils to consciously choose between mathematical strategies
- Build on pupils' informal understanding of sharing and proportionality to introduce procedures
- Teach pupils that fractions and decimals extend the number system beyond whole numbers
- Teach pupils to recognise and use mathematical structure

5

Develop pupils' independence and motivation

- Encourage pupils to take responsibility for, and play an active role in, their own learning
- This requires pupils to develop metacognition – the ability to independently plan, monitor and evaluate their thinking and learning
- Initially, teachers may have to model metacognition by describing their own thinking
- Provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others
- Avoid doing too much too early
- Positive attitudes are important, but there is scant evidence on the most effective ways to foster them
- School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children

6

Use tasks and resources to challenge and support pupils' mathematics

- Tasks and resources are just tools – they will not be effective if they are used inappropriately by the teacher
- Use assessment of pupils' strengths and weaknesses to inform your choice of task
- Use tasks to address pupil misconceptions
- Provide examples and non-examples of concepts
- Use stories and problems to help pupils understand mathematics
- Use tasks to build conceptual knowledge in tandem with procedural knowledge
- Technology is not a silver bullet – it has to be used judiciously and less costly resources may be just as effective

7

Use structured interventions to provide additional support

- Selection should be guided by pupil assessment
- Interventions should start early, be evidence-based and be carefully planned
- Interventions should include explicit and systematic instruction
- Even the best-designed intervention will not work if implementation is poor
- Support pupils to understand how interventions are connected to whole-class instruction
- Interventions should motivate pupils – not bore them or cause them to be anxious
- If interventions cause pupils to miss activities they enjoy, or content they need to learn, teachers should ask if the interventions are really necessary
- Avoid 'intervention fatigue'. Interventions do not always need to be time-consuming or intensive to be effective

8

Support pupils to make a successful transition between primary and secondary school

- There is a large dip in mathematical attainment and attitudes towards maths as children move from primary to secondary school
- Primary and secondary schools should develop shared understandings of curriculum, teaching and learning
- When pupils arrive in Year 7, quickly attain a good understanding of their strengths and weaknesses
- Structured intervention support may be required for Year 7 pupils who are struggling to make progress
- Carefully consider how pupils are allocated to maths classes
- Setting is likely to lead to a widening of the attainment gap between disadvantaged pupils and their peers, because the former are more likely to be assigned to lower groups



Curriculum Map Year 7 2017-18

	Tiers 1-2	Tier 3	Tier 4	Tier 5
Summer 1				
Problem solving task				
Assessment				
Sequences	Recognise and extend sequences of consecutive numbers, odd numbers and even numbers	Generate terms of a simple sequence, given a rule	Generate terms of a linear sequence using term-to-term and position-to-term rules	Generate terms of a linear sequence using term-to-term and position-to-term rules
	Describe integer sequences	Describe the general term of a simple sequence	Use linear expressions to describe the n th term of a simple arithmetic sequence	Use linear expressions to describe the n th term of a simple arithmetic sequence Explore quadratic sequences
	Generate terms of a simple sequence given a rule	Generate sequences from patterns or practical contexts Use iterative processes	Relate linear sequences to linear functions Explore iterative sequences	Represent linear sequences graphically Describe a rule for iterative sequences
Algebraic expression:	Use letter symbols to represent unknown numbers or variables	Use letter symbols to represent unknown numbers or variables	Use index notation for small positive integer powers	
	Simplify linear algebraic expressions by collecting like terms	Simplify linear algebraic expressions by collecting like terms (numbers and letters)	Simplify or transform linear expressions by collecting like terms	Simplify or transform algebraic expressions by taking out single-term
	Understand and use inverse operations	Understand that algebraic operations follow the rules of arithmetic	Understand that algebraic operations, including the use of brackets, follow the rules of arithmetic	Add simple algebraic fractions
		Multiply a single term over a bracket (positive integer coefficients)	Multiply a single term over a bracket (positive and negative integers)	Expand two brackets to form a quadratic expression
				Work with general iterative processes e.g. use systematic trial and improvement methods to find approximate solutions of equations such as $x^2 + x = 20$.



Summer 2

Problem solving task Assessment

Algebraic manipulative	Use simple formulae expressed in words, then symbols	Use simple formulae from mathematics and other subjects	Use formulae from mathematics and other subjects	Change the subject of simple formulae
	Substitute positive integers into simple linear expressions and formulae	Substitute positive integers into simple linear expressions and formulae	Substitute positive integers into expressions involving small powers	Substitute numbers into expressions and formulae
		Construct and solve simple linear equations, e.g. $4a=12$	Derive simple formulae and in simple cases change subject	Construct and solve linear equations with integer coefficients (unknown on one or both sides, without and with brackets)
Linear graphs	Construct, on paper and using ICT, graphs and diagrams to represent data including, bar graphs and simple pie charts	Construct and interpret graphs and diagrams to represent data, including bar line graphs and frequency diagrams for grouped discrete data	Express simple functions algebraically and represent them in mappings or on a spreadsheet	Represent and solve problems involving constant or average rates of change graphically
	Use coordinates in the first quadrant	Use coordinates in all four quadrants and identify coordinates of points determined by geometric information	Generate points in all four quadrants and plot graphs of linear functions (y given explicitly in terms of x), on paper and using ICT	Generate points and plot graphs of linear functions given explicitly (y given in terms of x) and implicitly (y given implicitly in terms of x), e.g. $ax + bx = 0$, $y + bx + c$
	Plot a simple graph (e.g. for a multiplication table).	Represent simple functions using words, symbols and mappings	Recognise that equations of the form $y = mx + c$ correspond to straight-line	Find the gradient of lines given by equations of the form $y = mx + c$
		Plot graphs of simple linear functions (y given explicitly in terms of x).	Discuss and interpret graphs arising from real situations.	Understand and use measures of compound measures speed, density and <u>pressure</u> and solve problems involving constant or average rates of change.



Marbles in a Box

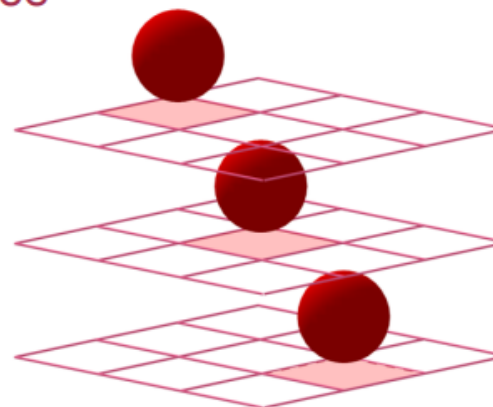


Imagine a three dimensional version of noughts and crosses where two players take it in turn to place different coloured marbles in a box.

The box is made from 27 transparent unit cubes arranged in a 3-by-3 array.

The object of the game is to complete as many winning lines of three marbles as possible.

How many different ways can you make a winning line?



• Welcome to Design & Technology at Stoke Newington School

- Design and Technology will give your child
 - Creative skills
 - Transferable skills
 - Applied Maths and Science
 - The chance to make exciting products and have lots of fun!

- In year 7 students will complete 3 projects across 3 material areas
 - Textiles: A soft toy for a young child
 - Resistant Materials: An alternative energy project
 - Graphics: packaging and product design

Students will receive a homework project that they should work on for 30 minutes each week
We encourage students to visit exhibitions and museums, and to be drawing and design at home.

- Museum of Childhood
- V&A
- Design Museum
- Science Museum

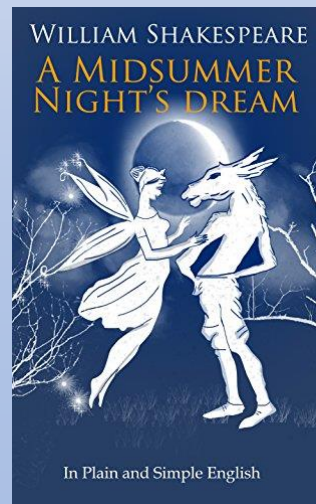
After Christmas all students will have a chance to complete in a national STEM competition to invent a product that will transform peoples lives. Winners will have their invention made at Kingston University.



Key Stage 3 English



- Students are taught in mixed ability groups at key stage 3
- All students are currently studying *A Midsummer Night's Dream*
- As well as practising writing skills we try to give students a broad diet of literature so their English lessons might look quite different to literacy at primary school





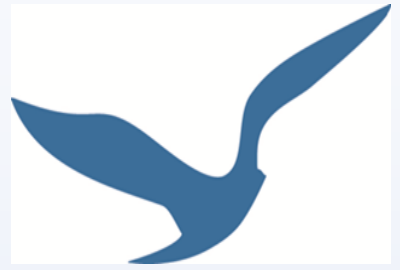
Key Stage 3 English



- Students will complete at least 2 pieces of extended writing each half term including a piece of assessed work
- Homework will be set each week - please support your child in completing these tasks



Key Stage 3 English

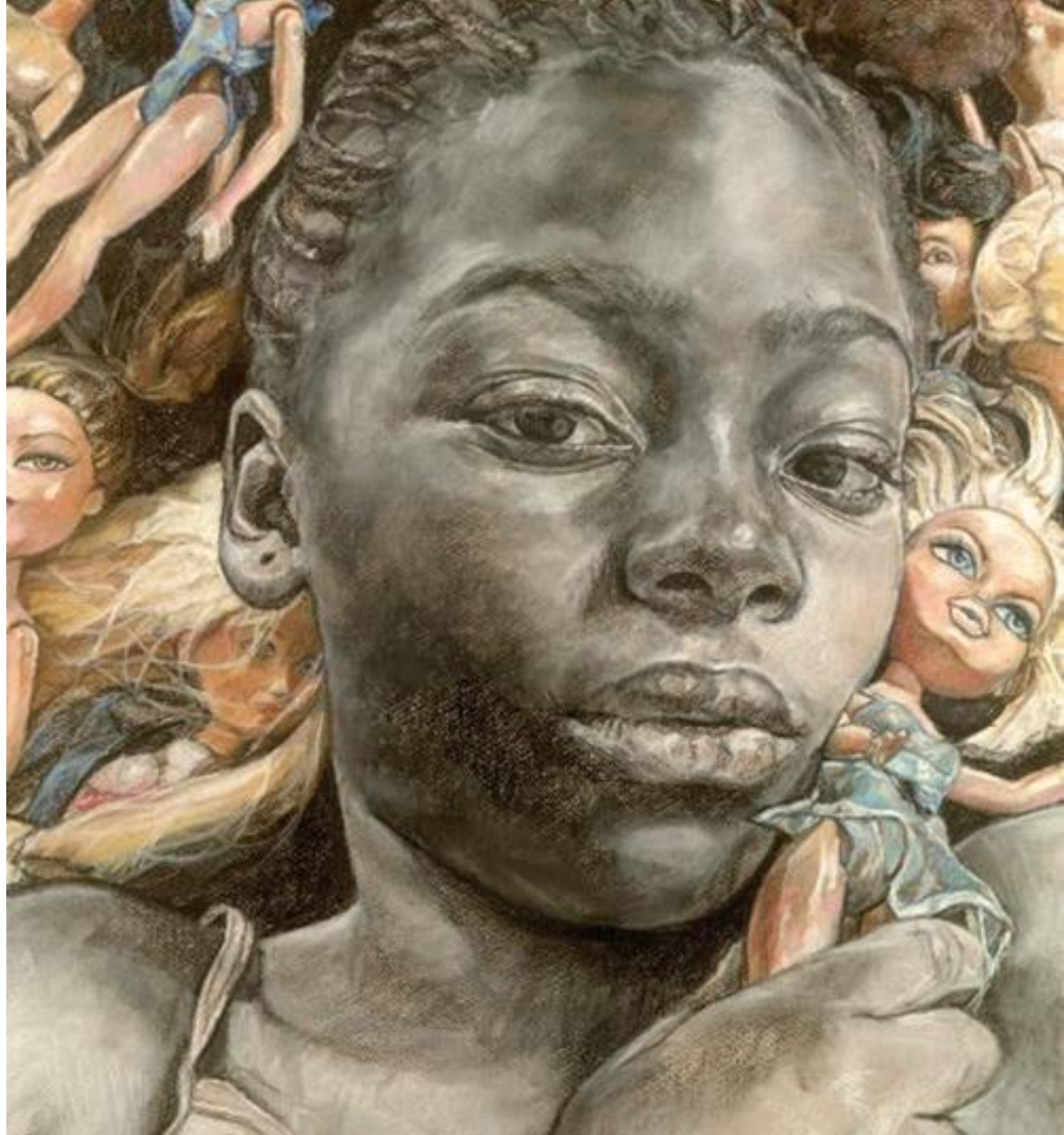


- A Midsummer Night's Dream Year 7 performance.
- Afternoon of 16th October
- You will receive a letter via your child - please come at the time stated.





WELCOME
To
YEAR 7 ART
at
SNS!



In Year 7 students have TWO hours of art per fortnight.

During the course of the year students will complete projects in **PRINTMAKING, PAINTING and SCULPTURE.**



The first project for the year is a Mark Making project which will lead into a **PRINT** project on the theme of Identity, looking at the work of Yinka Shonibare and African textile designs.

Next students will construct a shoe from cardboard – looking at the artist Mike Leavitt. Their prints will be collaged onto the shoe **SCULPTURE.**



In the third term students will complete a **PAINTING** project, looking at Lisa Milroy and experimenting with mixing colour

All the work completed in Art is based on the four Assessment Objectives for GCSE which are:

AO1 - Analyse context

AO2 - Develop Ideas

AO3 - Record through drawing and photography

AO4 - Produce a Final Outcome



Homework is usually set every two weeks and is usually a drawing or research homework. It is important that homework is completed on time and to the best of your child's ability. We don't expect everyone to be Picasso but we DO expect everyone To try their best!

This helps students to learn how and why artists work, how we can use different materials and media to develop our ideas, how we can record accurately with observation and how we can draw our ideas together to create a final piece.



Year 7 History

3 x One Hour lessons a fortnight One homework a fortnight

6 enquiries
developing key skills such as using
sources, and identifying causes
and consequence enquiries



The Mystery of the Skeletons



The Norman Conquest



The Black Death



Medieval cities - Comparing London and Baghdad



Aztecs The impact of Cortes upon the Aztecs



Tudor life

Parents can help too!!



- Encourage your son/daughter to compete the fortnightly quizzes on SMH which will test knowledge recall and promote literacy.
- Be a reading role model
- Share your family history
- Watch historical movies or programmes on TV together
- Consider a family outing to a museum/place of historical interest
- Ask questions!! Be enthusiastic!



Any queries contact your son/daughters History teacher or

ann.prs@sns.hackney.sch.uk

Year 7 Geography

-3 x One Hour lessons a fortnight
-One homework a fortnight



6 Topics in Year 7
teaching students
geographical skills
such as map
reading, knowledge
of their local area
and the wider
world and
understanding
geographical
processes

What is Geography?

Geographical Skills

Africa

Rivers

Weather and Climate

My Local Area

What you can do to help:



- Encourage students to keep up to date with the news
- Ask questions about what students have been learning
- Encourage students to find out about their local area
- Watch geographical documentaries/nature programmes
- Be a reading role model

Any queries please contact your son/daughter's geography teacher or adr.har@sns.hackney.sch.uk (Head of Geography)