



Year 7 Parent and Carer Bulletin – April 2025

Dear Parents and Carers,

Please find below the Easter bulletin for Year 7 as we are now 2/3 through the year. The Year7s are very well established with our routines and procedures around school and so many of our youngest members of Poynton High School community are getting involved with all aspects of school life. We have seen an increase of students attending extra-curricular clubs and we have celebrated students who are achieving the top house points in the school. Students need to maintain the high expectations which we started off with in September to see through our last term into Year 8.

We are looking forward to seeing you in person at parents evening after the Easter break.

Please note: School closes at 3.15pm on Friday 4<sup>th</sup> April

School reopens on Wednesday 23<sup>rd</sup> April on week 2 of the timetable

What to expect to find in the bulletin?

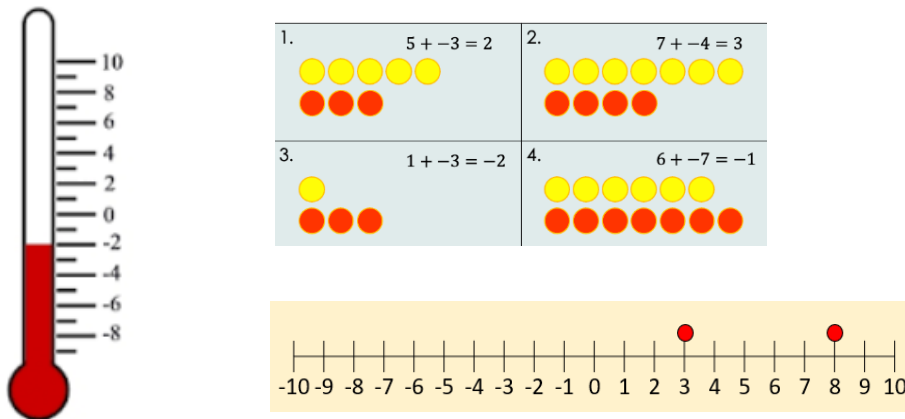
- Subject updates
  - What is coming up?
  - How can you support specifically in each subject?
  - Challenge activities to stretch your young person
- How to support your young person in preparation for their exams
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## Subject updates...

### MATHS

Year 7 have been studying fractions, decimals, percentages and directed number (negative & positive numbers). We use different representations for negative numbers to allow everyone to understand how to work with them.

Here are some of the different representations.



When we've mastered the basics, we move onto algebra with negative numbers.

After Easter, year 7 will move onto geometry. We will review their knowledge of angle facts, measuring and drawing angles and constructing shapes. It is important they have their full maths equipment including a pencil, ruler, compass and protractor.

### Pi Day

Did you know the 14<sup>th</sup> March is known as Pi Day? Pi is a special variable used in calculations relating to circles. The digits of pi begin 3.14, hence the date! On this date all year 7 students explored properties of circles and were challenged to figure out dingbats relating to pi. All students were invited to compete in a competition reciting as many digits of Pi that they could remember. Well done to the students who took part; the winner correctly recalled the first 219 digits!

### Easter Maths Challenge

Bring the values of the bunny, chick and bell to your maths teacher for extra house points.

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## ENGLISH

We are wrapping up our learning about the various forms of literature: poetry, plays and narrative fiction. Students will now have a more explicit understanding about how each of these forms works, consolidated by a project that involved creating a literary guide. Looking ahead, in the summer term we will study the most iconic and influential writer in English Literature: William Shakespeare. His works remain immensely popular and are seen by many as timeless classics that explore universal themes such as love, jealousy, power, and betrayal. In This summer we will study his play 'As You Like It'.

### Stretch and challenge...

Encourage your young person to research Shakespeare online ahead of Term 3.

## SCIENCE

This half term, as part of Science week, the Y7 students have worked as a form to compete against the other forms in the school on a science themed quiz. They have completed a multiple-choice science quiz, this included general knowledge questions from Biology, Chemistry and Physics topics.

To celebrate Science week students have also had the opportunity to compete in the House Science competition. They had to design a poster on the theme of 'Change and Adapt'. This could be on anything, but suggestions included; could they help the Scientist from UCL by coming up with a new idea or invention to improve the health of the air in our buildings?

After Easter students will complete the remaining lessons of their topics then they will start their final 3 topics of the year. These are:

7B4- Environment

7C3 Acids & Alkalis

7P4 Space

In preparation for their end of year exams in June we will complete 6 revision lessons with each class. We will provide students with different revision materials to help teach them different ways to revise. These will include mind maps/points tests/ Q&A/ Que cards etc. More information will follow on this before May half term.

Students should have purchased a revision guide at the start of Y7. If students have still not purchased one from us they can online using this link:

<https://www.cgpbooks.co.uk/secondary-books/ks3/science/shs35-new-ks3-science-complete-revision>

### Extra reading:

Students could watch these videos on material they are covering in their current science topics:

7B3: Variation: <https://www.youtube.com/watch?v=3bAfEfwI3xM>

7C2- Solubility and separation techniques:

<https://www.youtube.com/watch?v=D3CoWjLfw0M> and

<https://www.youtube.com/watch?v=4YBVkRWznRE> and

<https://www.youtube.com/watch?v=MCU4NrnLOG8>

7P3 Forces: <https://www.youtube.com/watch?v=9kMNtZvYmqQ>

## MFL

In Spanish and French students have started the topic of school, giving opinions on subjects and teachers, describing their school day and their uniform.

### How you can support your young person...

These websites are good to support your young person with their chosen language; [www.memrise.com](http://www.memrise.com), [www.quizlet.com](http://www.quizlet.com) or [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com). Any student can join by using their google account and individual teachers have set classes and home learning tasks.

Username and passwords for [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com) have been given out and students should have written their usernames and passwords for the different websites on the first page of their vocab booklets. If your child hasn't had access to this website, ask them to check with their teachers on Google Classroom.

## GEOGRAPHY

This term our geography students have been studying our Pole to Pole Unit of work where processes and landforms of glaciation have been studied as well as the challenges and opportunities of living in Alaska and issues in Antarctica.

Next half term we will be studying the great continent of Africa, where students will be challenging any misconceptions that they might have about the continent of Africa as well as learning about the many biomes and varied climates found there. We will also study issues facing regions of Africa in terms of uneven development and learning about development indicators which are a key concept in studying places in geography

Year 7 have recently completed a map skills-based assessment with questions about Svalbard and in preparation for that we have looked at tasks to 'Geog Your Memory' as well as revision clocks and creating revision cards of key terms where needed.

### How you can support your young person...

There is always something exciting to watch and read to enhance our student's geography knowledge and understanding. We always recommend that our students watch BBC Newsround if they miss it in school but there are also programmes looking at our great world from David Attenborough documentaries to 'Race Across the World'. The BBC Bitesize

website is a really useful location to find all sorts of revision topics and questions to try. This link to the Rivers topic is especially useful as we will be working on this topic later in the year <https://www.bbc.co.uk/bitesize/topics/zs92tfr> .

If your young person is a fan of Deadly 60 then this programme <https://www.bbc.co.uk/iplayer/episode/m000ftbx/deadly-60-series-4-5-south-africa> about the animals that coexist alongside the people of South Africa is an interesting watch.

### Stretch and challenge...

The Seterra website is great for geography based online games such as this one on African countries <https://www.geoguessr.com/vgp/3163>

## HISTORY

Year 7 have successfully completed their unit on Why religion was a matter of life and death in the Tudor period which included writing an assessment on religious change in the Tudor period. Students showed a good understanding of the topic, prepared well for the assessment and demonstrated that they are developing their essay writing skills. Students will continue to learn about our new topic on whether the Industrial Revolution improved lives by looking at the development of industry, life in the mills of the North West and new inventions during the 1800s.

### How you can support your young person

Students and parents should also be aware that the Year 7 summer examination will be taking place in the summer term and the History exam will cover all of the topics studied this year. Students will be completing some revision in class but they should also be revising at home. Please encourage your young person to get an early start on revision, they could create spider diagrams or flash cards on our first topics, the Roman Empire and why people died so young in the Middle Ages using their exercise books to help.

### Stretch and challenge...

Students could extend their understanding of this topic by visiting Quarry Bank Mill which was developed during the Industrial Revolution or visiting town centres like Manchester and Stockport to view the buildings that were developed in the period.

## RS

Year 7 have done some excellent work in RS this half term looking at Jesus' Last Week and the events that took place leading up to his crucifixion and will be looking next half term at an introduction to Judaism, including the life of Moses.

## How you can support your young person

Parents/carers can encourage their young person to start thinking about Judaism and what they have already learned about it in primary school.

## Stretch and challenge...

Students can think about their next reading book being something like the Diary of Anne Frank or maybe looking at a film like the prince of Egypt to give a good start to thinking about Judaism.

## FOOD TECHNOLOGY

During this academic term Year 7 have been focusing on key skills in Food. These include, knife skills, using the grill, using the oven, rubbing in method and decorative skills.

Next term we will continue to work on skills through practical lessons. Please can I remind students that they must bring labelled containers big enough to take home their food products at the end of the day. If students have left their containers in the department please can these be collected at the start of term.

## TEXTILES

Recently in Textiles students have been manufacturing their device holder. They have chosen a tie-dye technique suitable for their design and applied this to their polycotton fabric. They have also produced a stencil inspired by their chosen culture and printed this onto their prepared fabric. We are currently working on hand embroidery techniques and experimenting with colour and pattern. After Easter students will be learning about the sewing machine. We will firstly focus on terminology and threading up the machine and then students will complete a 'driving test' to practice their accuracy using the machine. This will prepare them for the construction element for their device holders.

## PRODUCT DESIGN

This half term students have been manufacturing their blockhead. Students have been introduced to a range of tools which they have then applied to the manufacture process. Students have now been introduced to the following:

- Steel ruler
- Tri-square
- Chisel
- Mallet
- Tenon saw
- Marking gauge
- Pillar drill
- Belt sander

Students have been introduced to both hand tools and machine powered tools. This has allowed students to experience a range of skills and the understanding of how both can be used for different aspects of their block head.

As part of this students are required to create a 'Making Diary'. The should include a step by step of how they have made their blockhead. This it to be completed in between each lesson.

## COMPUTING

This half term, students have been introduced to programming through the BBC micro:bit. This pocket-sized computer has introduced the students to how software and hardware work together. They have been using the LED light display, buttons, sensors and input/output features to programme and interact with. Students can continue investigating the capabilities of the micro:bit by visiting [www.microbit.org](http://www.microbit.org) and using the MakeCode editor.

### Stretch and challenge...

Over the half term holidays, students could be encouraged to look at resources on the Internet on Kodu Game Lab. Kodu is a 3D game development environment that is designed to teach students basic programming principles. It can be downloaded <https://www.kodugamelab.com/> Familiarising themselves with this topic, will help to prepare them for the next half term.

The computing overview can be found on the Poynton High website, if you would like to familiarise yourself with it and further support your young person.

## PE

### Next ½ Term

- Students will change the activity that they are on. Activities include Softball, Athletics, Tennis, Cricket and Rounders
- Our extra-curricular activities are as follows:



# PHS PE After School Activities 2025



Summer 2025

All pupils welcome to attend any PE extra-curricular club.

Make sure you have your full PE kit to take part in after-school clubs

Day	Activity	Time	Location
Monday	Boys Cricket (CME)	3.15pm—4.15pm	Field
	Girls Cricket (AKE / JLH)	3.15pm—4.15pm	Field
Tuesday	Year 9 Dance Club (CLH)	3.15pm—4.15pm	Dance Studio
	GCSE PE Revision (MAH / AKE)	3.15pm—4.15pm	Room 7
	CNAT Study Hour (KAS)	3.15pm—4.15pm	Room 7
Wednesday	Year 8 Dance Club	3.15pm—4.15pm	Dance Studio
	Girls Rounders	3.15pm—4.15pm	Field
	Boys Rounders	3.15pm—4.15pm	Field
Thursday	Year 7 Dance Club	3.15pm—4.15pm	Dance Studio
	Athletics (KAS / CEW)	3.15pm—4.15pm	Field
	Tennis	3.15pm—4.15pm	Hard courts

## How you can support your young person

- Encourage them to attend an extra-curricular club
- Encourage them to take part in exercise out of school
- Encourage them to pack PE kit in school bag the night before (and label all items of PE kit)

## Stretch and challenge

Do 30 minutes of exercise per day for example, dog walk, run, football etc.

### How to support your young person in preparation for their exams...

After May half term from Wednesday 4<sup>th</sup> June until Friday 6<sup>th</sup> June Yr7 will be completing their end of year exams. We do this alongside Yr8 in the same format and it has proven to be a good stepping stone to prepare our young people to experience an exam period. Students will receive an exam timetable and location where they will sit their exams. Those with access arrangements will be catered for and all students will be spoken to about exam protocol.

Next term we will be focusing our form time activities working through revision strategies and how to prepare for exams and in lessons there will be subject specific revision.

We are consistently encouraging practice to embed routines of revising so that students are prepared and well equipped for future examinations.

**How to revise part 1 and How to revise part 2** are currently on the Yr7 google classroom page, which you can look through with your young person to try different techniques and work through strategies to support their revision.

Students are encouraged to work through **3 P's**

**Preparation** – creating a revision resource

**Performance** – testing themselves

**Progress** – did they improve or get better in a test – if not let's look at a different strategy

Creating a revision space, organising equipment and preparing a timetable are things that you can encourage at home over Easter.

### Uniform

Students are well established with our routines and expectations around school but we are aware that boundaries can be pushed by teenagers. Please encourage your young person to wear our uniform with pride and correctly.

In particular, girls' skirts need to be at an appropriate length where the school badge is on show, jewellery is not be worn for school, white socks over tights are not part of the uniform and shirts must be tucked in.

Coats are allowed but must be taken off when they are indoors.

Please note that hoodies are not part of the school uniform and must not be worn under blazers.

We appreciate parents and carers invest a lot of money in school coats and uniform, please make sure that all items are named to make them easier for them to be returned if they are misplaced.

Optimistically, when we approach warmer months there will be a notification sent out about no blazer days.

### **Free school meals info**

Please click the link to see if you qualify for FSM

[https://www.cheshireeast.gov.uk/schools/school-meals/free\\_school\\_meals.aspx](https://www.cheshireeast.gov.uk/schools/school-meals/free_school_meals.aspx)

### **Child and Adolescent Mental Health**

[www.MyMind.org.uk](http://www.MyMind.org.uk)

Cheshire and Wirral Partnership NHS Foundation Trust's (CWP) nationally recognised Child and Adolescent Mental Health website 'MyMind' has been refreshed and relaunched in time for this year's World Mental Health Day.

MyMind is a dedicated website for young people across Cheshire and Wirral experiencing mental health difficulties. With support from local young people from our Child and Adolescent Mental Health Services (CAMHS), MyMind has now been given a modern makeover!

MyMind provides advice and guidance around the key topics identified as most important to young people and their families: how to cope with mental health challenges, how to get help and what to do in a crisis.

The site includes a host of interactive self-help resources for young people, parents/carers and anyone who works with young people around the topics of Mood, Lifestyle and Relationships, as well as details on local mental health services in your area.

### **Important dates**

School closes for Easter – Friday 4<sup>th</sup> April 3.15pm

School re-opens – Wednesday 23<sup>rd</sup> April (week 2 timetable)

Parents Evening (face to face) – Thursday 1<sup>st</sup> May (4-7pm)

### **Travel to and from school...**

A late bus will continue to run at 4:30pm Monday-Thursday to encourage as many students as possible to attend extra-curricular activities after school. Tickets can be purchased from student services and on Evolve at a cost of £3 per ticket. The bus has drop off points in Hazel Grove, High Lane and Disley.

### **Walking and cycling to school**

It is fantastic to see so many students walking and cycling to school. Please remind your young person to make sure they are thinking about other road users and their own safety on their journey in to school.

## Mobile phone and social media safety

# Social Media Age Restrictions



We are noticing an increased number of issues with students use of social media which then filter into school.

Please support us with this by checking your young person's phone and monitoring the things they are watching, using and messaging. With the ever-growing world of technology, it is hard to keep up and we all need to work together to help educate and promote positive usage of mobile phones and social media. Here are some safety tips and websites below.

### Risks of Social Media

- **Inappropriate content** – social media may expose children to content that is not appropriate for their age, including sexually explicit content or content that promotes harmful behaviours such as self-harm.
- **Cyberbullying** – this can take many forms, including sending nasty or hurtful messages, leaving unkind comments, sharing photographs of somebody else without their permission or impersonating somebody with a fake account.
- **Excessive Screen time/Addiction** – too much time online can affect mental health and disrupt sleep patterns.
- **Contact from strangers** – there is a risk of stranger contact, which can lead to an increased risk of grooming.
- **Challenges** - children may not have developed the skills and ability to critically analyse what they see online. Whilst some challenges are fun and provide no risk, there will be challenges online that are risky/dangerous.
- **Sharing too much information** – children may share personal information e.g. their phone number, school name or inappropriate photos of themselves.

**Algorithms** – algorithms influence what we see on social media platforms to keep us engaged on the platform. This can lead to ‘echo chambers’ where users are only seeing content that relates to their opinion rather than seeing a balanced viewpoint. It can also lead to a user being exposed to large amounts of content about one topic/theme, which may not be helpful if it is negative.

### How can I help make it a safer environment?

- Check the age rating of each app and restrict access until they reach that age.
- Set up age-appropriate parental controls, for example set content restrictions and screen time limits.
- Chat to your child about what they are doing online, including who they are following and interacting with online.
- Restrict devices in their bedrooms.
- Show your child how to use any reporting and blocking tools.

### Is your child part of any group chats?

This could be on social media, for example on WhatsApp or within games such as Fortnite. If so, it is important that you are aware of the potential risks, which include:

- **Inappropriate content** – there is often a lack of moderation within chat facilities so users could be exposed to content/language that is not suitable for their age.
- **Bullying** – there are many instances where inappropriate/hurtful comments are shared within groups, this could take the form of name calling or body shaming. Bullying can also be in the form of excluding others from the group. These issues often overspill into ‘real life’.
- **Strangers** – your child could be added to groups with people they do not know or even with someone that they have previously blocked.
- **Conversations can be shared/screen shot** – make sure your child is aware that anything they share within a group can be shared with others outside the group.
- **Sharing personal information** – remind your child to be aware of the information they share with others including images and location.

### How can I help make group chats safer?

- Check the recommended age rating and adhere to them. If we all did this, peer pressure would be reduced.
- Set up age-appropriate parental controls and set screen time limits.
- Show your child how to use any reporting and blocking tools.

### What else can I do?

- It is crucial to have regular conversations with your child about the risks outlined above and about what they are doing online.
- Talk about who they are chatting with, encourage them to think carefully about the messages they send and how they might be perceived by others. Talk about positivity and not saying anything hurtful. Ask them to think about whether they would say what they are messaging, face to face.
- Devices should be used in family rooms so you can monitor what they are doing and who they are interacting with.
- Finally, make sure to model good digital behaviour yourself, as children often learn by observing the adults around them.

### Did you know some Emojis have a double meaning?

For those that have watched Adolescence, you will know children and young people may be using emojis to mean something completely different. For example, the kidney bean emoji may be used to identify as an incel. It is important that you are aware of how emojis can be used and keep up to date with the way in which they can be used as their meanings are changeable. You can find out further information here:

<https://www.bark.us/blog/emojislanguide/>

Vodafone released a short video last year, titled 'The Rise of the Aggrorithm'. It highlights the harmful algorithms targeting young boys. It's certainly worth a watch as well as learning about the terrifying statistics accompanying it:

<https://www.vodafone.co.uk/newscentre/press-release/ai-aggro-rithms/>

For further advice and support please see our website.

We hope you all have a restful break and we look forward to seeing you back in school on Wednesday 23rd April on a week 2 timetable.



**Annie Kennedy**

Director of Learning: Year 7 & Transition  
[akennedy@poyntonhigh.org.uk](mailto:akennedy@poyntonhigh.org.uk)



**Alistair Hunter**

Head of Year: Year 7 & Transition  
[ahunter@poyntonhigh.org.uk](mailto:ahunter@poyntonhigh.org.uk)