



## Poynton High School



### Year 7 Parent and Carer Bulletin – May 2025

Dear Parents and Carers,

It has been a short half term and students have been fully prepared in preparation for their exams after the holidays. This bulletin will give you further information about the exams including topic lists and how to support your young person revise.

The final term is approaching and before we know it our Year 7s will be moving on up into Year 8. Students have integrated into Poynton High School community well; however, we are seeing an increase in poor uniform and behaviour during social time. Our standards and expectations have been made clear to Year 7 as they have not changed from when they started back in September and as they approach teenage years we appreciate your support and cooperation to maintain high standards.

**Please note: School closes at 3.15pm on Friday 23<sup>rd</sup> May**  
**School reopens on Monday 2<sup>nd</sup> June on a week 1 timetable**

What to expect to find in the bulletin?

- Important dates
- Exam information
  - Exam timetable
  - Exam rules
  - Exam equipment
- Subject specific exam support and topic lists

#### **Important dates**

School reopens – Monday 2<sup>nd</sup> June

Yr7 exams – Wednesday 4<sup>th</sup> June, Thursday 5<sup>th</sup> June & Friday 6<sup>th</sup> June

School closes for Summer – Friday 18<sup>th</sup> July 12.30pm finish

Yr7 reports issued – Tuesday 1<sup>st</sup> July

*Student Development Day – Tuesday 15<sup>th</sup> July*

## Exam timetable

	Wednesday 4 <sup>th</sup> June	Thursday 5 <sup>th</sup> June	Friday 6 <sup>th</sup> June
8.45-9.00	Form	Form	Form
9.00 – 9.05	Movement time	Movement time	Movement time
9.05-10.05	Lesson 1	Lesson 1	Lesson 1
10.05 -10.10	Movement time	Movement time	Movement time
10.10-11.10	MFL	Lesson 2	Geography
11.10-11.30	Break	Break	Break
11.30-12.30	English	RS	Science
12.30-1.10	Lunch	Lunch	Lunch
1.10-2.10	Maths	History	Lesson 4
2.10-2.15	Movement time	Movement time	Movement time
2.15-3.15	Lesson 5	Lesson 5	Lesson 5

## Exam rules

The expectations we have shared with Year 7 are...

- Our expectations of you during the Year 7 exams will be the same as for the GCSE exams
- You will have a seating plan for the exam room and must sit in your allocated seat
- Your phone must be switched off and in your bag. Your pockets must be empty and you cannot wear a smart watch
- You must be silent as soon as you enter the exam room
- Your pencil case must be clear or a clear plastic wallet and any water bottles must be clear with no labels
- You must follow all instructions from the invigilators or members of staff leading the exam.
- You must adhere to the guidelines
- You will sit in the same seat for each exam, as per the seating plan.
- Once you have finished your exam you must sit quietly, face forward and do not communicate with anyone until you are told to leave the room.

## Exam equipment

- You will need a black pen, pencil, ruler, rubber, maths set, calculator (we do not have enough to lend out calculators)
- You need to bring a reading book to each of your exams.

## Subject specific exam support and topic lists

## Maths

Using the programme SPARX here is a list of topics including the codes where students can practice in preparation for their exam

Topic	Sparx Codes
Adding and subtracting fractions	M835
Adding and subtracting with negative numbers	M106
Adding and subtracting with negative numbers	M106
Adding decimals	M429
Angles in triangles	M351
Calculating the mean	M940
Calculating the median	M934
Calculating with roots and powers	M135
Calculating with time	M627
Converting between mixed numbers and improper fractions	M601
Converting units of length, mass and capacity	M774
Estimating and measuring length, mass and capacity	M828
Finding factors and using divisibility tests	M823
Finding prime numbers	M322
Finding the area of compound shapes, Finding the area of rectangles	M269, M390
Finding the area of compound shapes, Finding the area of triangles	M269, M610
Finding the lowest common multiple (LCM)	M227
Finding the perimeter of compound shapes	M690
Interpreting bar charts	M738
Interpreting frequency tables and two-way tables	M899
Interpreting pie charts	M165
Interpreting pie charts	M165
Interpreting pie charts	M165
Measuring angles	M780
Ordering fractions	M335
Ordering fractions, Calculating the range	M335, M328
Rounding decimals	M431
Rounding integers	M111
Shape properties	M276
Simplifying expressions containing a single variable	M795
Simplifying fractions	M671
Solving equations of the form $ax+b=c$	M634
Solving equations with one step	M707
Solving proportion problems	M478

Substituting into real-life formulae	M979
Using a written method to divide by integers to get a decimal answer	M262
Using a written method to multiply decimals, Adding decimals	M803, M429
Using the correct order of operations	M521
Vertically opposite angles, Angles on a line and about a point	M163, M818

## English

Year 7 English, term 1: Stories through time			
Key learning	Key skills	Concepts and vocabulary	Reading strategies
<ul style="list-style-type: none"> <li>Learning routines for English lessons, <u>including</u>: private reading, Do Now, book organisation, class discussion.</li> <li>The purpose and features of myths.</li> <li>The purpose and features of fairy tales.</li> <li>The purpose and features of oral storytelling.</li> <li>The significance of <i>Beowulf</i>.</li> <li>Securing KS2 knowledge, <u>including</u>: prefixes and suffixes (e.g. re-, sub-, super-), apostrophe use of elision and possession, homophones, the spelling and meaning of words on the KS2 words lists for Years 3-6.</li> </ul>	<ul style="list-style-type: none"> <li>Note making and annotation.</li> <li>Planning, drafting, and re-drafting.</li> <li>Analytical writing, including the P.E.E chain.</li> <li>Identifying and commenting on the effect of literary methods.</li> <li>Using literary methods.</li> <li>Securing KS2 skills, <u>including</u>: Drawing inferences and justifying them with evidence.. Using a dictionary and thesaurus, writing legibly, fluently, and with increasing speed. Using commas to clarify meaning,</li> </ul>	<ul style="list-style-type: none"> <li>Literary methods <u>including</u>: metaphor, alliteration, sibilance, onomatopoeia.</li> <li>The concept of literary forms and terms linked to specific forms, <u>including</u>: stanza</li> <li>The concept of structure, including the terms: exposition, inciting incident, dramatic climax, resolution.</li> <li>Narrative perspectives: first- and third-person.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading.</li> <li>The guided reading sequence (Teacher modelled, student led, individual)</li> </ul> <p>Securing KS2 practice, <u>including</u>: using intonation, tone, and volume when reading aloud to make meaning clear. Using prediction and summary to aid comprehension</p>

Year 7 English, term 2: People and Literary forms			
Key learning	Key skills	Concepts and vocabulary	Reading strategies
<p>Learning routines for English lessons, <u>including</u>: private reading, Do Now, book organisation, class discussion.</p> <p>The significance of:</p> <ul style="list-style-type: none"> <li>Sonnet 18 by William Shakespeare</li> <li>Songs of Innocence and Experience/The Nurse's song by William Blake</li> </ul> <p>Securing KS2 knowledge, <u>including</u>: prefixes and suffixes (e.g. re-, sub-, super-), apostrophe use of elision and possession, homophones, the spelling and meaning of words on the KS2 words lists for Years 3-6.</p>	<ul style="list-style-type: none"> <li>Note making and annotation.</li> <li>Planning, drafting, and re-drafting.</li> <li>Analytical writing, including the P.E.E chain.</li> <li>Identifying and commenting on the effect of literary methods.</li> <li>Using literary methods.</li> <li>Securing KS2 skills, <u>including</u>: Drawing inferences and justifying them with evidence.. Using a dictionary and thesaurus, writing legibly, fluently, and with increasing speed. Using commas to clarify meaning,</li> </ul>	<ul style="list-style-type: none"> <li>Literary methods <u>including</u>: metaphor, alliteration, sibilance, onomatopoeia.</li> <li>Poetry terminology: meter, rhyme, stanza, haiku, sonnet.</li> <li>Drama terminology: stage directions, dialogue, monologue, formatting.</li> <li>Narrative fiction terminology: short story, novella, novel, description, dialogue, dialogue tags.</li> <li>The concept of structure, including the terms: exposition, inciting incident, dramatic climax, resolution.</li> <li>Narrative perspectives: first- and third-person.</li> </ul>	<ul style="list-style-type: none"> <li>Pre-reading.</li> <li>The guided reading sequence (Teacher modelled, student led, individual)</li> </ul> <p>Securing KS2 practice, <u>including</u>: using intonation, tone, and volume when reading aloud to make meaning clear. Using prediction and summary to aid comprehension</p>

## Science

For each Science subject you have been set some topics to revise and a Seneca quiz. These have been chunked up to help you focus your revision and these are on google classroom

For each chunk your revision should consist of 3 steps:

- Preparation:** Use the checklist below for each subject and use your revision guide to read up on those topic areas, make a mind map or cue cards summarising your revision (30 mins)
- Performance:** Cover up your mind map and see what you can remember, try the revision questions in your revision guide (20 mins)
- Progress:** To check progress with your revision, spend time reading over your revision activity and complete the quiz on Seneca (10-20 minutes).

You can repeat the progress stage as the Seneca post will still be active if you want to try and improve your score or check that you still remember things. You could also practice by taking your mind map and trying to recreate it from memory!

### Biology

- Cells (Topic 7B1)
- Reproduction (Topic 7B2)
- Variation (Topic 7B3)

### Chemistry

- Particles (Topic 7C1)
- Atoms and Elements, Compounds and Mixtures (Topic 7C4)
- Solubility and separation techniques (Topic 7C2)

### Physics

- Energy (Topic 7P2)
- Magnets (Topic 7P1)
- Forces (Topic 7P3)

## Geography

### Section 1: Fantastic Places

- What are Fantastic Places?
- Continents and Oceans
- Latitude and Longitude
- 4 and 6 Figure Grid References
- Flooding on the River Ganges

### Section 2: Pole to Pole

- Snowball Earth
- How do glaciers form?
- Glacial processes – erosion, weathering, transportation, deposition
- Landforms – aretes, corries, pyramidal peaks, erratics, moraines
- Antarctica
- Antarctic Treaty

### Section 3: Africa

- Regions of Africa
- Climates of Africa
- Climate Graphs
- Measuring Development
- Comparing Development

## History

<b>Topics on the exam</b>	<p>The Roman Empire</p> <ul style="list-style-type: none"><li>- Romulus and Remus</li><li>- How did Rome get its first emperor?</li><li>- The Roman Army</li><li>- Roman Britain</li><li>- Roman Gods</li><li>- Life in Rome</li><li>- Pompeii</li></ul> <p>Why did people die young in the middle ages?</p> <ul style="list-style-type: none"><li>- Towns in Middle Ages</li><li>- Black Death</li><li>- Medieval Medicine</li><li>- Crusades</li><li>- Medieval Warfare</li></ul> <p>Why was religion so important in Tudor times?</p> <ul style="list-style-type: none"><li>- Reformation in Europe</li><li>- Henry VIII and break from Rome</li><li>- Edward VI and Protestant Church</li></ul>
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	<ul style="list-style-type: none"> <li>- Was Mary I really bloody?</li> <li>- Elizabeth I and religion</li> </ul> <p>Did the Industrial Revolution improve lives?</p> <ul style="list-style-type: none"> <li>- What caused the Industrial Revolution?</li> <li>- Working in factories and mills for children</li> <li>- Life in Industrial England</li> <li>- Changes to farming</li> </ul>
<b>Preparation tasks</b>	<p>Revision clock on each topic</p> <p>Cue cards for each sub-topic</p> <p>Mind maps on each topic</p>
<b>Website links</b>	<p>The Romans: <a href="https://www.bbc.co.uk/bitesize/topics/zhxmn39">https://www.bbc.co.uk/bitesize/topics/zhxmn39</a></p> <p>The Middle Ages: <a href="https://www.bbc.co.uk/bitesize/topics/zbn7jsg">https://www.bbc.co.uk/bitesize/topics/zbn7jsg</a></p> <p>The Tudors: <a href="https://www.bbc.co.uk/bitesize/topics/zwcsp4j">https://www.bbc.co.uk/bitesize/topics/zwcsp4j</a></p> <p>Industrial Revolution: <a href="https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6">https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6</a></p>

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## Topic Lists

### ***Search for Meaning***

- 7 days of creation
- What is evolution
- The story of Noah
- Adam and Eve

### ***Religion and the community***

- Theseus and the Minotaur
- Diwali
- Obon and/or Day of the Dead
- How religion helps the community/Poynton Fest

### ***Religion and Equality***

- What Equality means
- Religious teachings that support equality
- Someone who has fought for equality (e.g. Martin Luther King, Rosa Parks, Emmeline Pankhurst)
- Think about what Poynton High School could do to be more equal and fairer.

### ***Jesus' Last Week***

- Jesus' entry to Jerusalem
- The Last supper
- Jesus getting angry in the temple
- Arguments he did resurrect.
- Arguments he didn't resurrect.

## MFL

### Spanish

#### Revision Checklist

There will be questions on:

- a translation from Spanish into English
- a translation from English into Spanish
- a grammar-based activity (gap fill)
- a short writing task in Spanish.

#### Topics to revise

**Module 1 – Introducing Yourself:** birthday (numbers and months), personality, siblings and pets.

**Module 2 – Free Time:** likes and dislikes, present tense, weather and cuando, sports.

**Module 3 – School:** school subjects, opinions about school subjects, what there is in your school, break time.

**Module 4 – My family and friends:** describing your family, your and other people's hair and eye colour, physical description.

#### Vocabulary Booklets

Use these as your main resource for practising vocabulary and sentences. You should test or ask someone to test you on the vocabulary / sentences for each module. Aim to be able to write at least one sentence for each mini unit.

#### Activities you can do

Use your **vocabulary booklet** to make a mind map on the different topics. You could make flashcards with sentences you want to say about yourself. Test yourself, or get someone else to test you. Regular short burst [20 minutes] of practice are best.

#### Websites

Memrise is a useful website for learning vocabulary. You can click sign in with google and then use your school google classroom details.

<https://community-courses.memrise.com/group/564951/>

You can also use BBC bitesize to revise grammar.

<https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z63n7nb>

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/z6vpqp3>

<https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zkmwgowx>

## French

There will be questions on:

- a translation from French into English
- a translation from English into French
- a grammar-based activity (gap fill)
- a short writing task in French.

### Topics to revise

**Unit 1:** asking and giving personal information (your name, age, birthday, numbers 1-100, physical descriptions), describing your family (family members and their age, describing appearance), how you get on with other people and their personality.

**Unit 2:** Free time - sports, likes and dislikes, leisure activities, how often you do things, and future plans. Sentence Builders booklets Use these as your main resource for practising vocabulary and sentences. Complete any activities you haven't done yet in them. See your teacher if you need to get a new booklet for 50p.

### Activities you can do

Use your Sentence Builder booklet to make a mind map on the different topics.

Focus on vocabulary we have looked at since September.

You could make flashcards with harder words you struggle to remember.

Test yourself or get someone else to test you.

Regular short burst [20 minutes] of practice are best.

Websites

There are activities you can complete on <https://uk.language-gym.com/> (remember to check you are using the UK and Europe server!) and on [www.sentencebuilders.com](http://www.sentencebuilders.com).

Your teacher will give you links to use Exercise book Look back through your exercise book at your work. Be active in your revision and note down words and phrases you have forgotten. Are there any worksheets that need finishing for extra practice?

Unit 1. My name and age: VOCABULARY BUILDING

1. Match Up

- 1. je m'appelle *a. ten*
- 2. dix *b. four*
- 3. trois *c. two*
- 4. quatre *d. five*
- 5. deux *e. my name is*
- 6. huit *f. seven*
- 7. onze *g. three*
- 8. ans *h. eight*
- 9. cinq *i. years*
- 10. sept *j. eleven*

1	
2	
3	
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5	
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7	
8	
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2. Broken Words



- a. j'\_\_\_\_\_ *I have*
- b. hu\_\_\_\_\_ *eight*
- c. s\_\_\_\_\_ *six*
- d. a\_\_\_\_\_ *years*
- e. je m'app\_\_\_\_\_ *my name is*
- f. dou\_\_\_\_\_ *twelve*
- g. u\_\_\_\_\_ *one*
- h. se\_\_\_\_\_ *seven*
- i. ne\_\_\_\_\_ *nine*
- j. di\_\_\_\_\_ *ten*

3. Complete the sentences with the missing words below.

- a. J'ai \_\_\_\_\_ ans. *I am seven years old.*
- b. Je m' \_\_\_\_\_ Dylan. *My name is Dylan.*
- c. J'ai \_\_\_\_\_ ans. *I am eleven years old.*
- d. Comment tu \_\_\_\_\_'appelles? *What is your name?*
- e. Quel âge \_\_\_\_\_? *How old are you?*
- f. \_\_\_\_\_, je m'appelle Anne. *Hello, my name is Anne.*
- g. J'ai \_\_\_\_\_ ans. *I am twelve years old.*
- h. Je m'appelle Pat et \_\_\_\_\_ treize ans. *My name is Pat and I am 13.*

as-tu appelle douze sept t salut onze j'ai

2. Read the sentences and complete the grid below in English.



e.g. Salut! Je m'appelle Franck. J'ai huit ans. Ça va très bien parce que je suis heureux.

c. Bonjour! Je m'appelle Lola. J'ai six ans. Ça va mal parce que je suis fatiguée.



a. Salut! Je m'appelle Houda. J'ai onze ans. Ça va super bien parce que je suis heureuse.

d. Salut! Je m'appelle Simone. J'ai neuf ans. Ça va bien parce que je suis calme.



b. Bonjour! Je m'appelle Théo. J'ai dix ans. Ça va bien parce que je suis détendu.

e. Salut! Je m'appelle Damien. J'ai douze ans. Ça va mal parce que je suis nerveux.



	Name	Age	Feeling	Reason
e.g.	Franck	8	very well	happy
a.				
b.				
c.				
d.				
e.				

## Unit 1. I can say who is in my family: READING

### 1. Sylla-Moles

Read and put the syllables in the cells in the correct order



pel	mè	le	Ma	An	s'ap	re	ne
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a. My mother is called Anne: M\_\_ m\_\_\_\_\_ s'a\_\_\_\_\_ A\_\_n\_\_.



ans	Mon	re	quan	cin	a	te	pè
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b. My father is 50 years old: M\_\_ p\_\_\_\_\_ c\_\_\_\_\_ a\_\_\_\_\_.



pel	quin	Mon	Jean	le	sin	il	cou	a	et	s'ap	ans	ze
-----	------	-----	------	----	-----	----	-----	---	----	------	-----	----

c. My cousin is called Jean and he is 15 years old: M\_\_ c\_\_\_\_\_ s'\_\_\_\_\_ J\_\_\_\_\_ e\_\_ i\_\_ q\_\_\_\_\_ a\_\_\_\_\_.



a	le	bien	y	mil	com	Il	per	dans	son	ta	nes	fa	de
---	----	------	---	-----	-----	----	-----	------	-----	----	-----	----	----



d. How many people are in your family?: I\_\_ c\_\_\_\_\_ d\_\_ p\_\_\_\_\_ d\_\_\_\_\_ t\_\_ f\_\_\_\_\_?

a	qua	Ma	re	grand	vingts	mè	tre	ans
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e. My grandmother is 80 years old: M\_\_ g\_\_\_\_\_ -m\_\_\_\_\_ q\_\_\_\_\_ -v\_\_\_\_\_ a\_\_\_\_\_.



### 2. Read the paragraphs and complete the tasks below



1. J'habite à Nantes avec mon père, ma mère et ma grand-mère. En général, je m'entends bien avec ma mère car elle est généreuse et très gentille, mais quelquefois elle est sévère. Ma grand-mère s'appelle Anne et elle a soixante-huit ans. Elle est très sympathique et bavarde. Je ne m'entends pas bien avec mon père car il est un peu têtu. Il a quarante-huit ans. (Philippe)



2. Salut, en général je suis assez drôle et optimiste. Dans ma famille il y a quatre personnes. Je m'entends bien avec mon père car il est patient et actif, mais quelquefois il est paresseux. Ma sœur a quatorze ans et elle est un peu paresseuse. Je ne m'entends pas bien avec mon frère car il est timide. Cependant, il est intelligent. Et toi, comment es-tu? (Margot)

A. For each sentence tick one box	True	False	B. Find the French for:
a. Philippe gets on well with his mum.			a. She is very nice
b. His mum is generous, but strict.			b. She is strict
c. His gran is mean and lazy.			c. She is 68
d. Philippe's dad is very stubborn.			d. I don't get on well with...
e. Margot, in general, is kind and funny.			e. In general
f. Her dad is patient and active.			f. He is a little stubborn
g. Her sister is 15 and she is shy.			g. She is a little lazy
h. She doesn't get on well with her brother because he is chatty.			h. In my family there are...
			i. However, he is intelligent
			j. What are you like?
			k. I am quite funny
			l. Sometimes he is lazy

### C. Read the sentences again and decide if they refer to Philippe or Margot

- |                            |                              |
|----------------------------|------------------------------|
| a. Dad is 48 years old.    | e. Mum is very kind.         |
| b. Gets on well with mum.  | f. Brother is shy.           |
| c. Sister is 14 years old. | g. Grandmother is chatty.    |
| d. Is optimistic.          | h. Has a family of 4 people. |

Students have been showed various ways to make resources in form time and in their subject lessons. These methods and blank templates are also shared on the Yr7 google classroom page.

The exam period can be stressful for some young people, so we have encouraged students to make time for themselves as well as revising. This has been done through a revision timetable.

We have traditionally followed the format of exams starting from Year 7 as it does prepare them well for when they sit GCSE exams at the end of Year 11. It is a process rather than something they complete at the end of high school.

We hope you find this information useful, and we look forward to seeing students back in school on Monday 2<sup>nd</sup> June ready for their final term of Year 7.

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