



Welcome to Year 7: Five Weeks In

Wednesday 7th October 2026



Five Weeks to Be Proud Of!

Settled.

Learning.

Belonging.



Five Weeks to Be Proud Of!

**Settled.
Learning.
Belonging.**

Look how far they've come...

- New school
- New routines
- New teachers
- New friendships
- New opportunities

They have become Sharnbrook students.



Our goal this year

Known – Someone knows me

Valued – My contribution matters

Supported – Someone notices when I need help

Successful – I can achieve and make progress



“Mattering matters”

What Does a Great Sharnbrook Student Look Like?

- ✓ **Ready** On time – correct uniform – right equipment
- ✓ **Respectful** Kind – considerate – listen to others
- ✓ **Responsible** Make good choices – follow routines – ask for help
- ✓ **Recognised** Effort – achievement – contribution – improvement



Learning in Year 7

A broad and ambitious curriculum.

- English
- Maths
- Science
- History
- Geography
- Religious Studies
- PSHE
- IT
- PE
- Dance
- Drama
- Music
- Art
- Media
- Design Tech / Food
- French / Spanish

KS3 Curriculum

Maths



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Students will extend their knowledge of place value to include rounding to significant figures. Students will review and extend their knowledge of basic arithmetic and build upon this by introducing bar modelling and generalisation. Students will study the laws of arithmetic to help them build early algebra skills. Students will study powers, roots and the order of operations .	Students will look at substitution and key operation using algebra notation, building upon their knowledge of function machines. Students will work on their calculation of negative integers , which is a skill that underpins many key mathematical ideas. Students will calculate with fractions using the four operations, incorporating visual representation to understand the calculations.	Students will look at mixed number and reciprocal fraction calculations . Students will convert fractions into decimal form and use their skills in practical contexts. Students will review their number skills and learning will be personalised to close any gaps in knowledge with regard to key areas of mathematical calculations.	Students will understand the connection between percentages , decimals and fractions and convert between the three. Students will build upon their fraction knowledge and understand the relationship between fraction and ratio . Students will construct axes and plot co-ordinates , and will be able to write co-ordinates using the correct notation.	Students will explore and look at line and rotational symmetry along with shape notations. Students will use protractors to construct and measure angles and polygons . Students will look at patterns and tessellations constructing and investigating their own constructions.	Students will further investigate the properties of quadrilaterals and circles using their angle knowledge and developing shape classifications . Students will begin to look at calculating with fractional and indic notation, with the aim of building and solving algebraic problems . Students conclude their year by participating in a project bringing together their learning from Year 7 along with developing their knowledge around calculation and problem solving.
Year 8	Students will be re-introduced to algebra , with a focus on expanding and simplifying single and double brackets, with a view to eventually to moving onto factorising.	Students will begin reviewing their existing knowledge of angle facts, advancing this into further knowledge of interior and exterior angles of polygons, and developing mathematical language and naming polygons. Students will calculate the surface area of shapes and compound shapes looking specifically at formulas.	Students will name the parts of a circle and use pi to calculate the area and circumference, leading to calculations and adapting to parts of the circle with compound shapes. Students will use formulas to calculate the volume of prisms and understand the measurement for volume.	Students will begin to solve equations using both positive and negative integers along with fractional equations. Students will investigate how equations can be rearranged to change the subject, and how this can be adapted to solve formulas within shape problems.	Students will investigate term-to-term rules and nth-term rules, which they will use these to generate their own linear sequences by substitution. Students will look at collecting probability data, notation and language, and they will investigate the use of two-way tables and probability trees.	Students will look at different types of data and the specific language associated to different categories. There will also be time to review the work completed over the year and to return to key concepts, which will lead into the programme of study for Year 9.

Key Stage Three (Years 7&8) | Sharnbrook Academy



Homework: Building Independence

**The goal isn't simply completing homework.
It's learning how to learn independently.**

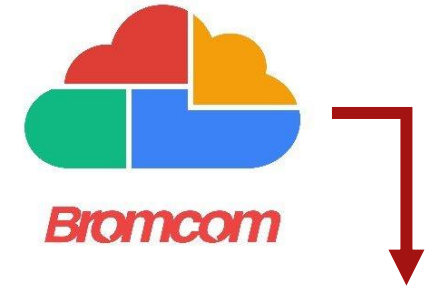
Parents : provide routine, time and encouragement

Students : increasingly take responsibility

Every Day → reading

Every Week → English & maths

Every Fortnight → Other subjects



Homework			More
Does [redacted] have homework?			
DueDate	Name	Status	
07/10/2026 08:00:00	Homework	Submitted	
09/10/2026 08:00:00	7.1 - Principles of Online Safety - Homework k 1 - (Lessons 1-3)	Submitted	
11/10/2026 23:59:00	Tassomai Daily Tasks	Created	
16/10/2026 08:00:00	Y7 History: Timeline	Created	
23/10/2026 23:59:00	English - Weekly spelling and reading log	Created	
01/11/2026 23:59:00	Cover your exercise book	Submitted	



Microsoft Teams

Sparx Maths



TASSOMAI
The Learning Program



AcceleratedTM
Reader



How Will I Know How My Child Is Doing?

We build a picture over time.

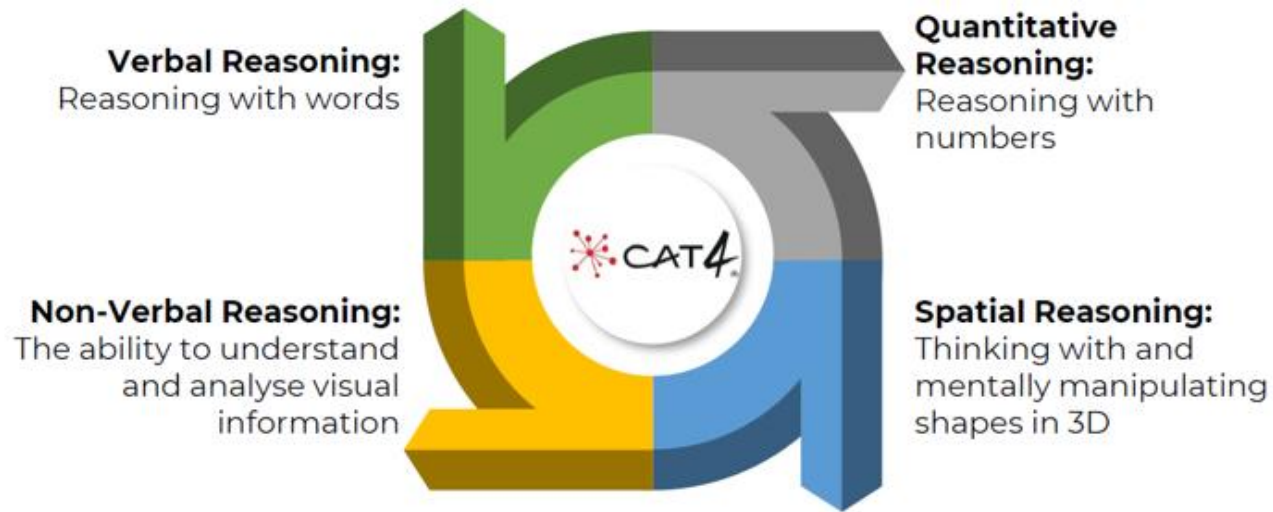
- **Classroom Learning** : what teachers see every day
- **Assessment** : what students know and can do
- **Reading** : a foundation for learning across subjects
- **CAT4s** : information that helps us understand learning potential
- **Progress Reports** : keeping families informed

No single score tells us everything about a child.



GL Assessment CAT4 – July 2026

Baseline point providing a view of both current skills as well as **hidden potential**.



Provides a **unique profile of strengths and weaknesses** across four areas known to make a difference to learning and achievement, allowing us to **target support**, provide an appropriate level of challenge and make **informed decisions** about a student's progress.

<https://www.gl-assessment.co.uk/>



FFT Reading Assessment – Sept 2026

Online reading assessment designed to assess:

- ❑ decoding skills (word reading),
- ❑ reading fluency (Words Correct per Minute),
- ❑ reading comprehension.

Comprehension

New

Get a clear, reliable picture of each pupil's reading comprehension — how they identify key ideas, draw inferences, and interpret meaning. Helping teachers track progress, spot gaps early, and direct their teaching where it counts.

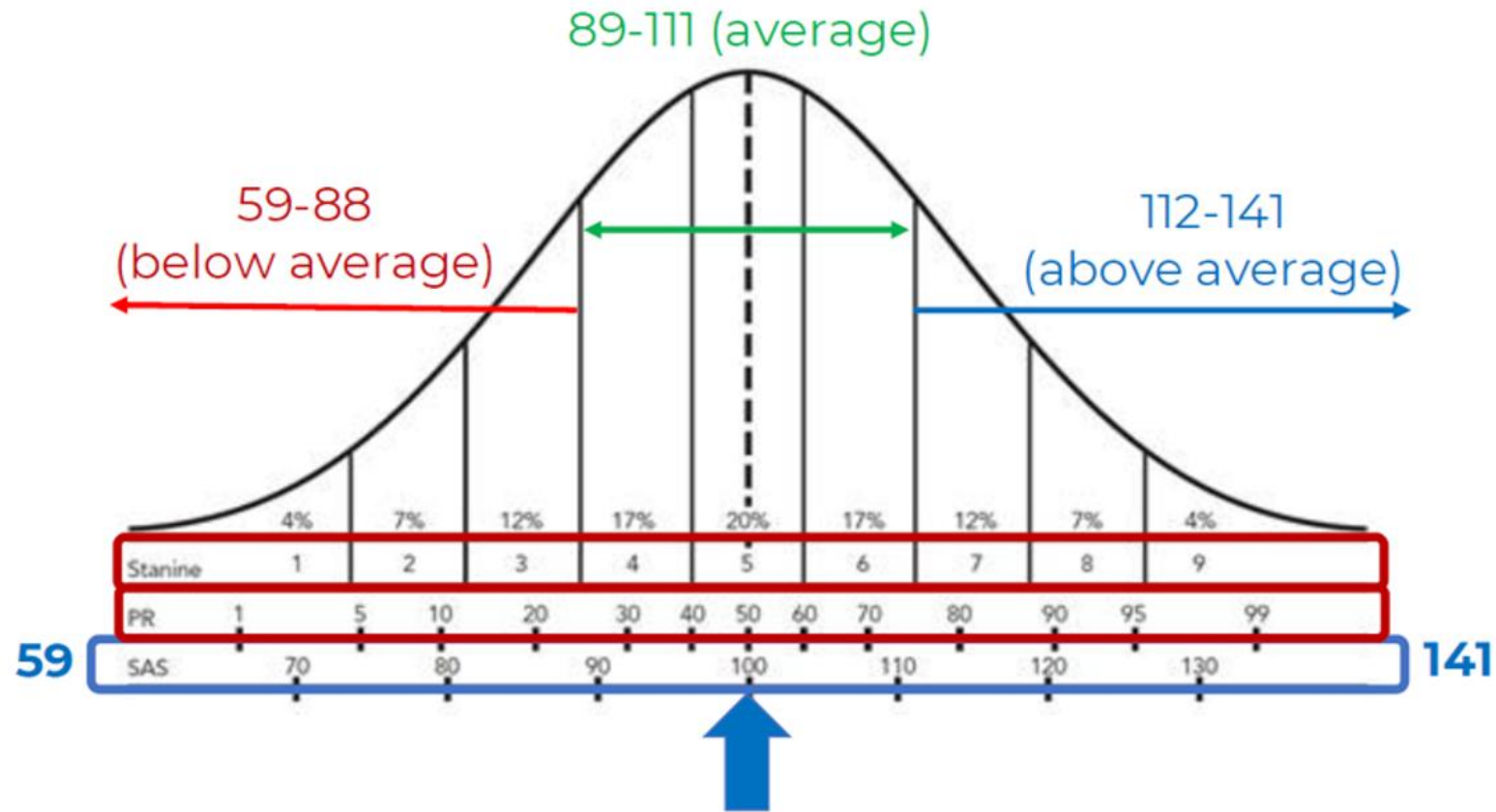
Decoding

For struggling readers, the Decoding Check assesses how accurately pupils can decode and read words, helping to identify any gaps in phonics or word reading skills.

Fluency

A quick, one-minute assessment that measures how fluently pupils read a text. As they read, errors are logged and a Words Correct Per Minute score is calculated — giving teachers a reliable measure of reading fluency.





ST: Stanine
SAS: Standard Age Score
NPR: National Percentile Rank



Designed to help you understand your child's results and the actions you can take to further their learning.

CAT4 Individual report for parents

Name: Connor Gibson

School: Test School

Group: Year 7

Date of test: 13/09/2011

Level: D

Age: 11:11

Sex: Male

What is CAT4?

Your child has taken the *Cognitive Abilities Test Fourth Edition (CAT4)* which assesses how well a student can think about tasks and solve problems using a range of different questions.

Some tasks involved thinking about shapes and patterns (Non-verbal Reasoning), some with words (Verbal Reasoning) or numbers (Quantitative Reasoning) and, finally, some questions were answered by thinking about shape and space together and imagining a shape being changed and moving (Spatial Ability).

Why use CAT4?

- CAT4 is used in many schools across the UK to provide information to teachers, students and parents that, with other information such as results from Key Stage 2 tests, forms the basis for discussion about how best an individual can learn and reach his or her potential in school.
- CAT4 does not require any prior knowledge and you cannot 'learn' how to answer the questions in CAT4. It is therefore a good test because everyone starts at the same place.
- The abilities tested in CAT4, such as spatial ability, may be difficult to demonstrate in the classroom so it is important that teachers know the level of a student's ability in such areas.
- CAT4 contributes to setting targets (for example, levels expected at the end of the next Key Stage or grades at GCSE) and allows an individual's progress to be monitored.
- CAT4 results will help your teachers decide about the pace of learning that is right for an individual and whether additional support or challenge is needed.
- CAT4, unlike an English or maths test, is not a test of what the student has learned. It tests how an individual can think in areas that are known to make a difference to learning and achievement.



Designed to help you understand your child's results and the actions you can take to further their learning.

- **Profile** – An overview of your child's scores for each test, showing your child's performance in each area in relation to the age expected average (=100), enabling you to see where potential strengths and weaknesses lie.
- **Summary** – Suggestions for how to offer support at home, based on an understanding of your child's learning preference or strengths.

Name: Connor Gibson			
School: Test School			
Group: Year 7			
Date of test: 13/09/2011	Level: D	Age: 11:11	Sex: Male

Profile

Verbal	
Quantitative	
Non-verbal	
Spatial	

Summary

Connor's profile of scores from CAT4 shows he has a clear preference for learning that uses visual images – pictures, diagrams, moving images, etc. rather than learning by reading, writing and talking about topics.

- Connor should use online resources, videos and books with plenty of pictures to help remember key facts and information.
- Connor's good spatial skills can be used across the range of subjects and can help support relatively weaker verbal skills in subjects such as English and history.
- However, Connor may find some of his schoolwork difficult, particularly where a high level of reading and writing is required.
- Does Connor find reading difficult? If so, he may need some extra help at home with guidance from school.
- When you are helping with homework, make sure that Connor understands each step of the task before moving on. It is important that Connor learns at a pace that is right for him.
- Tell Connor to ask the teacher to explain anything that is not clear.



The Most Powerful Things You Can Do

1. **Ask about learning –**

“What have you understood better this week”?

2. **Encourage reading –**

Little and often.

3. **Protect routines –**

Sleep , organisation , homework.

4. **Encourage independence –**

Help them solve problems rather than solving everything for them.

5. **Tell us when something isn't right –**

Communication matters.



What Makes Sharnbrook Great?



Where To Next?

Five weeks down.

A whole Year 7 journey ahead.

Thank you for everything you are doing to support them and us.

Tutor presentations will begin at 6.10pm in Tutor Bases.

