

# Colchester County High School for Girls

## Year 7 Essential Information

2021-22

Please be aware all information in this booklet is subject to change in accordance with government guidance and school policy.



## Colchester County High School for Girls - Year 7 Information

### Contacting Us

#### **The Year 7 Tutor Team:**

7C- Mr Kidby	<a href="mailto:kkidby@cchsg.com">kkidby@cchsg.com</a>
7O- Miss Cass	<a href="mailto:pcass@cchsg.com">pcass@cchsg.com</a>
7L- Miss Grandi	<a href="mailto:vgrandi@cchsg.com">vgrandi@cchsg.com</a>
7H- Mr Walsh	<a href="mailto:jwalsh@cchsg.com">jwalsh@cchsg.com</a>
7E- Mr Adamson	<a href="mailto:tadamson@cchsg.com">tadamson@cchsg.com</a>
7S- Miss Wilson	<a href="mailto:vwilson@cchsg.com">vwilson@cchsg.com</a>
Miss Seager, Year 7 Year Leader	<a href="mailto:mseager@cchsg.com">mseager@cchsg.com</a>
Mrs Stinson, Pastoral Assistant	<a href="mailto:sstinson@cchsg.com">sstinson@cchsg.com</a>
Dr Parrott, Vice Principal	<a href="mailto:sparrott@cchsg.com">sparrott@cchsg.com</a>
Mrs Jackson, Associate to the Principal & CEO	<a href="mailto:wjackson@cchsg.com">wjackson@cchsg.com</a>

### Dates for your diary

20 September	Baseline testing begins
18 October	Y7 Target grades issued
8 November	Progress Check 1 issued (AtL only)
18 November	Y7 Tutor Parent Consultation meeting (virtual)
21 February	Progress Check 2 issued
24 February	Y7 Teacher Parent Consultation Evening (COL) (virtual TBC)
3 March	Y7 Teacher Parent Consultation Evening (HES) (virtual TBC)
9-13 May	Y7 Exam Week
25-27 May	Y7 Residential Bushcraft Trip
13 June	Examination results issued
16-17 June	Y7 Programming day (half year on each day)
4 July	Y7 Reports issued
14 July	Sports day
18 July	Activities Day
TBC	Y7 PTFA Welcome party

## **Term Dates for Students 2021/2022**

### **Autumn Term**

Friday 3 September 2021  
Thursday 17 December 2021

### **Half Term**

Thursday 21 October 2021  
Friday 29 October 2021

### **Spring Term**

Thursday 5 January 2022  
Friday 1 April 2022

### **Half Term**

Monday 14 February 2022  
Friday 18 February 2022

### **Summer Term**

Tuesday 19 April 2022  
Monday 18 July 2021

### **Half Term**

Monday 30 May 2022  
Friday 3 June 2022

### **Bank Holidays**

Easter Monday 18 April 2022  
Monday 2 May 2022

## Trips, visits and co-curricular

### Year 7 PTFA Party and Parent Reception (Date TBC)

A chance for the Year 7s to let their hair down and have fun with their new found friends! A separate information letter will be sent with details of the evening.

### Maximize Your Potential (April)

Year 7 take part in a study skills seminar lead by the Maximize Group. They learn coping skills, revision techniques and practical tips they can apply immediately to their learning. This takes place ahead of the internal examinations in May.

### Bushcraft Trip (25-27 May)

We hope all Year 7 will have the opportunity to go on 3 day (2 night) trip with the Bushcraft Company on 25 to 27 May 2022. This course offers students the chance to excel away from the conventional classroom setting, build important life skills and gets them back to basics and nature, their experiences will also enhance some of the curriculum work in subjects across the curriculum including Art, Biology, PE and Geography. Based in the Boughton Woods, the course is structured with activities that alternate between group workshops and critical activities, students are then able to put the skills they are taught into immediate use. They will work in small groups of between ten and fifteen, each of which will be assigned a specialist group leader, allowing every student the opportunity to really contribute to the collaborative effort required. The trip will be led by Miss Seager with other staff accompanying the students. Students will be under direct supervision of staff at all times during the trip. The cost of the three day experience will be approximately £200 including transport and meals. An information presentation on this event will follow.

For more information on the Bushcraft Company see [www.thebushcraftcompany.com/home](http://www.thebushcraftcompany.com/home)

### Programming Day (16/17 June)

All Year 7 students take part in a co-curricular day in the summer term where the focus will be learning and developing text based programming skills using the Python programming language. They will learn how to create programs using data types: numbers, strings, Boolean logic, sequencing, variables, selection, loops and more.

### Activities Day (18 July)

All Year 7 students take part in a co-curricular Themed Creative Arts and Enterprise Activities Day at CCHSG. They experience a unique event which aims to challenge students' thinking and logical reasoning, team work and communication skills as well as promote their interest in creative and performing arts. It is hoped that through participation in various workshops, students will be given the opportunity to learn through an exciting and positive experience which will aim to stimulate their imagination and higher order problem solving.

### Healthy Living Lessons (Rotational)

Students in Year 7 and 8 receive 3 Healthy Living lessons where they learn the importance of eating well and how to prepare simple yet delicious meals such as a vegetable stir fry. Students and parents will be notified by email when the allocated session is coming up and students will be required to bring in the correct ingredients. Any concerns regarding allergies etc should be emailed in to [office@cchsg.com](mailto:office@cchsg.com) requesting the message be passed to Mrs Webb.

## Careers (delivered through PSHCE)

There is an extensive careers programme that spans the Y7-13 PSHCE curriculum as well as careers information being incorporated into subject lessons. Year 7 start their careers journey with a session lead by our independent careers advisor, Mrs Kee which will provide an overview of the opportunities that lie ahead - 14+, 16+, 18+ and Post Degree.

Students are also introduced to the world of employment to include key employability skills and building a career portfolio.

Students also receive careers information from guest speakers throughout the year

## PSHCE

The PSHCE curriculum at Colchester County High School for Girls is designed to:

- equip students with knowledge and skills that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy
- develop student's capacity to make sound decisions when facing risks
- support students to develop resilience, to know how and when to ask for help, and to know where to access support.

Topics that are covered in Year 7 include:

- Research skills and online learning
- Bullying, peer pressure and cyber-bullying
- Family, friends and well-being
- Finance – including how to budget and ethical shopping
- Relationship and Sex Education including FGM

If you would like to discuss the content of the PSHCE lessons please contact your child's form tutor.

## **E-Safety - Who you can turn to:**

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their child's online activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. We intend to run parent e-Safety sessions in the spring term.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.common sense media.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

E-safety advice is also given each week in the Parent Weekly Bulletin

## **Safeguarding at CCHSG**

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them. The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Team work with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG have introduced an online reporting system in 2021-22 to enable students to report more freely; this can be accessed through the "Never Acceptable" link on the school website.

### **The Safeguarding Team**

**Designated Safeguarding Lead (DSL):** Mrs W Jackson [wjackson@cchsg.com](mailto:wjackson@cchsg.com) (Mrs K Daniels from January 2022)

Deputy DSLs:

Mrs K Daniels [kdaniels@cchsg.com](mailto:kdaniels@cchsg.com)

Mrs D Frost [dfrost@cchsg.com](mailto:dfrost@cchsg.com)

Dr S Parrott [sparrott@cchsg.com](mailto:sparrott@cchsg.com)

Mrs S Hughes [shughes@cchsg.com](mailto:shughes@cchsg.com)

## School Procedures

1. Students in Years 7 – 11 should not arrive before 08.30. Students who arrive before 08.30 may purchase breakfast “to go” in the Dining Hall from 08.00 or wait outside the school building. If students are unsupervised in teaching/form rooms they will be instructed to go outside.
2. School Reception is staffed from 08:00 until 16:00. This is the first point of contact for general school enquiries.
3. If students are late for morning (08:45) registration, they must sign in at Reception. Persistent lateness will result in school sanctions.
4. If students are absent the school attendance line (01206 576973) should be contacted by 08:45 by parents giving the student name, specific reason for absence and expected duration of absence. This should be followed up with a written note or School Gateway confirmation on their return.
5. If students need to leave the premises during the school day a note must be given, in advance, to the Form Tutor. Before leaving students must sign out at Reception.
6. If students feel ill or have an accident during the day students should inform a member of staff **immediately**. A First Aider will then be contacted to deal with the situation and contact parents if necessary. **Students must not contact parents directly themselves before going to Reception.**
7. **Students must leave the building by 16:00 at the end of the day.** Students may only remain in school if they are in a supervised after school club or activity with a designated member of staff.
8. All students’ belongings should be named. Valuable items should not be brought to school. Students who lose an item should retrace their steps, and then report the loss to Reception. If for any reason they have to bring a large sum of money to school (this should be pre-arranged), they must give it to Reception for safe keeping.
9. We operate a cashless catering system in the Dining Hall. Parents can top up their child’s credit via Parent Pay and there is a cash payment machine for student use on the ground floor corridor. All trips and visit payments should be made via Parent Pay and accompanied by a signed written consent slip.
10. For safety reasons no student may bring an aerosol to school. Cigarettes and associated items, e-cigarettes, alcohol, illegal substances, sharp items and offensive weapons are strictly forbidden.
11. **Mobile phones.** Many students have long journeys to school that are made safer by the possession of a mobile phone. For this reason only, mobile phones may be brought to school. **They must be switched off and out of sight during the school day.** ie in a locked locker. If phones are used in school they will be confiscated until the end of the day when they may be collected from the School Reception. Parents will be contacted if phones have to be confiscated for a third time. Additional school sanctions may also be applied for example handing in the phone each day to Reception. Mobile phones are brought into school at students’ own risk.
12. In an emergency, a brief telephone call may be made from Reception. All emergency calls from parents to a student during the school day must go via Reception.

## School Uniform and Equipment

### School Uniform

You have already received details of our School Uniform in the information you received when you were notified of your place. It is important for students to wear their uniform in the correct manner and to keep it looking smart, even when you are on your way to or from school. As a member of Colchester County High School for Girls your uniform will say a great deal about you to visitors, members of the public and other members of the school and you should be proud to wear it. You will need to wear your blazer at all times, and ask permission in class to remove it.

### **School Uniform Year 7 September 2021**

1. **BLAZER** is a navy blue jacket with school logo on pocket, only available **from Coes**.
2. **BLOUSES** are pale blue and of cotton or polyester/cotton; they are plain, V-necked, reverse collar style with long or short sleeves. These are available **from Coes** or they may be purchased from any appropriate retailer.
3. **TROUSERS** are plain dark navy and of classic, straight leg style. These are available **from Coes** or they may be purchased from any retailer, but must be of the appropriate style. Fashion styles, for example, low-waisted trousers or tapered legs, are not acceptable.
4. **SKIRTS** are kilt-style, navy, grey and white tartan and must be of a length that is worn **on the knee (ie to at least the middle of the knee)**. The skirt is only available **from Coes**.
5. **CARDIGAN** is navy blue with pale blue stripes at the cuff and only available from **Coes**, however a plain navy V necked cardigan with plain navy buttons may be purchased from other retailers. The cardigan is an optional item of uniform.
6. **SHOES must be leather or leather look, flat heeled in plain black**. Fabric or canvas shoes, converse shoes, trainers, sling-back and backless/toeless shoes are not acceptable. Boots or ankle boots are not to be worn in school. If boots or trainers are worn on the way to school, a change of shoes must be brought to wear in school.
7. **TIGHTS** should be plain navy, black or natural **not** patterned. Plain white, navy or black **ANKLE SOCKS** only may be worn. Bare legs without socks or knee high/over the knee socks are not acceptable.
8. **COATS** and scarves may **not** be worn in school. A **CCHSG School Scarf** is available from **Coes** as an optional item of school uniform. Hoodies are not acceptable.
9. **OVERALLS** are worn for Science and Art. They are dark blue and long-sleeved and must be embroidered with your daughter's first name (approximately 5-10cm high) on the left front and left back shoulder. **This must be purchased from Coes**. From Year 10 a long-sleeved white overall may be worn for Science, which may be purchased from a range of suppliers.
10. **HAIR** of shoulder length or longer should be tied back for safety in all practical subjects with navy, black or natural hair colour bands or slides. Hair which goes beyond natural colour tones in natural combinations or is extreme in style is not acceptable. Headcoverings worn for religious reasons e.g. headscarf, must be plain navy or black and of a short style.
11. **JEWELLERY** – no jewellery or badges (except badges connected with school) may be worn with school uniform. Only small gold or silver plain studs may be worn in pierced ears; only one ear stud may be worn in each earlobe. No other piercings including ear stretchers are



acceptable. A watch may be worn; watches or similar are not permitted. Jewellery which is not permitted must be removed and will be confiscated.

12. Make-up, nail varnish or false nails **must not** be worn with school uniform.
13. Water-proof jacket and trousers and a base layer (vest) are recommended as students will be spending time outside during break and lunch time. A foldable waterproof mat to sit on may also be useful.
14. **SCHOOL BAG** should be of a style suitable for carrying to, from and around the school. Bags with wheels or a trolley-type attachment are not acceptable for health and safety reasons.



A navy jacket  
available from  
Coes



Blue school blouse with  
reverse (v-necked) collar



Kilt style skirt worn to  
at least the middle of  
the knee from Coes.



Navy blue trousers of a classic  
straight leg style (if purchasing from  
a store other than Coes please do  
not remove labels without checking  
with the school that they are of the  
appropriate style)

### Kit for Physical Education

Advice on specific activities and kit requirements will be given by your PE teachers.

#### **Basic PE Kit**

- Navy blue shorts embroidered with the school logo only available from Coes
- Sky blue polo shirt - only available from Coes
- Navy long sleeved top with the school logo - only available from Coes
- Plain navy tracksuit trousers - **available from Coes or other retailers. Please check with PE Department regarding acceptable styles.**
- White short socks
- Mainly white trainers (coloured stripe or logo is acceptable) for indoor PE and on netball courts.
- A white, navy or black base layer may be worn under PE kit in colder weather (white only for school team matches)
- PE bags should be of a style suitable for carrying to, from and around the school. A draw string PE bag will fit into a locker more easily.

## Items required for Specific PE Activities

- **Netball/Tennis/ Rounders (Autumn & Summer term)**

An optional navy skort with the school logo is available from Coes (shorts as above are acceptable)

- **Cross Country/Football/Rugby (Spring term for all years)**

Long navy blue football socks with school logo only available from Coes

Outdoor trainers (mainly white) or astro boots for outdoor PE activities, shin pads for football.

- **Swimming (Summer term unless attending extra-curricular swimming activities)**

A one piece plain black or navy swimsuit (not halter-neck, with white strip is acceptable), swimming cap, towel and flip-flops. (Advised not to purchase until swimming is on the PE Timetable for Year 7).

**It is recommended that the basic kit and autumn term items are purchased initially.**

### **ALL CLOTHING & PROPERTY MUST BE CLEARLY NAMED INCLUDING SOCKS & TRAINERS**

All property is brought into the school at the owners risk and the school cannot be held responsible for theft, loss or damage. Expensive electronic items should not be brought into school. Students should use their locker and padlock for storage of possessions including their mobile phone during the day.

Parents should be aware that the School's contents and insurance cover does not extend to students' property. Parents should include their child's belongings within their domestic insurance policies if required. **Marking of clothes and other property with the owner's name is required.**

### **Stationary Equipment**

Students are requested to bring with them to every lesson:

- A blue/black ball point or fountain pen
- A green pen for self assessment
- A purple pen for progress
- A pencil, ruler, rubber and sharpener
- A glue stick
- A whiteboard marker
- A mathematical calculator
- A reading book
- A set of drawing pencils from B to 6B (Art)
- A compass and protractor (Mathematics)

### **Optional:**

- Colouring pens/pencils
- Highlighters

Students should NOT bring their own scissors into school.

Students should NOT bring any form of correction fluid (e.g. Tipp-Ex) into school.

## **School Day Timings for Year 7**

08:00 – 08:40 Wait at allocated outside area. Pre-ordered breakfast can be collected from the canteen to be eaten outside

08:40-08:45 (*bell at 08:43*) – Go to form room

08:45-09:05 – AM Registration and form time

09:05-09:10 – Movement time

09:10-10:10 – P1 lesson

10:10-10:30 (*bell at 10:27*) – Break time to be spent outside if fine

10:30-11:30 – P2

11:30-11:35 – Movement time

11:35-12:35 – P3

12:35-13:15 – Lunch time. Hot lunch to be eaten in the Dining Hall extension from 13:00 for Year 7. Packed lunches to be eaten in the allocated outside area. Student may go on to the field from 12:50. Lunch time can be spent inside in form rooms if a 'wet break' is declared.

13:15-13:25 – Movement time

13:25-14:30 – PM Registration and P4

14:30-14:35 – Movement time

14:35-15:35 – P5

15:35 – End of School Day

## Attendance and Punctuality

### Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ The school expects students to attend every day that the school is open.
- ▶ Attendance for most students is actually between 98% -100%
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

### Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your daughter is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf)
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for non-attendance is important.
- ▶ Help your daughter to catch up with missed work

Please note that holidays taken in term time cannot be authorised.

### Punctuality

Daily lateness adds up:

- ▶ 5 minutes late      3 days lost per school year
- ▶ 10 minutes late    6.5 days lost per school year
- ▶ 15 minutes late    10 days lost per school year
- ▶ 20 minutes late    13 days lost per school year
- ▶ 30 minutes late    19 days lost per school year

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with planned activities. Students might also miss any announcements which are important.

## What to do

NHS Advice on childhood illnesses

Go to school; get treatment if needed

Can be catching; some restrictions for school attendance

Don't go to school; see the GP

What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters	Yellow	Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat	Green	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat	Yellow	Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	Red	GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands	Green	GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)	Green	GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)	Green	Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.	Red	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.	Red	GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.	Green	GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.	Green	GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash	Yellow	GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.	Yellow	Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.	Green	Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat	Green	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.	Red	GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See [www.patient.co.uk](http://www.patient.co.uk) for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

## Student Illness and Absence

The school is following government guidelines with regards to student illness and potential Covid-19 symptoms. If your child is unwell for any reason please do not send them in to school. Please contact the school via the school absence line, be specific about the nature of the illness, give the symptoms rather than just saying 'unwell', and state when the symptoms started if Covid related.

If your child has Covid-19 symptoms: high temperature and a new continuous cough and loss of smell/taste, please keep them at home. Students should take a PCR test and self-isolate for at least 10 days if the test is positive.

Other members of the household do not need to self-isolate if they are double vaccinated or under 18 years 6 months. All household members should take a PCR test if a student/family member tests positive.

Please inform us if your child and other members of the family are self-isolating, and when from. Please keep in touch regarding testing and let us know the results even if they are negative. Should any test be positive we will follow government and NHS Test and Trace advice, and only contact parents when advised to do so.

Link for further information and advice: <https://www.gov.uk/coronavirus>

Teachers are placing work for students who are self-isolating on Sharepoint, and where possible and practical are inviting students in examination classes to join them for the lesson via Microsoft Teams. Students who are unwell are not expected to join lessons. They should focus on recovering and catch up with work upon their return to school.

Students are issued with at home Lateral Flow Tests which we recommend are completed twice per week and results reported via TestRegister.

## Medication

Students are not permitted to carry **ANY** medication on their person (unless emergency medication such as an EpiPen or asthma inhaler has been previously arranged with the Year Leader). In order to bring in medication your parent needs to complete a **Medical Consent Form**. The medication can then be brought into school and kept in the office where you will be able to take it under supervision. This includes medication such as paracetamol and ibuprofen.

Please keep the school informed of any medical conditions that may impact a student's ability to access the curriculum (e.g. broken fingers, using of crutches, asthma).

## Sickness

We ask that students who have been physically sick at school are collected within the hour to reduce the spread of infection. If your residence is further than one hour by car, we suggest someone closer to the school is nominated to collect the student.

The school will not routinely allow students to travel home via public transport/school bus if they are ill, therefore parents/carers will need to make arrangements for their child to be collected.

It is also important that students who have been physically sick do not return to school until at least 24 hours since the last bout of vomiting has passed.

## Recording Progress in Year 7 2021-22

Your child's attainment and progress in her subjects will be measured using **Steps** which are based on the Reformed Curriculum Assessment requirements linking to GCSE grades (9-1). Most students will enter on Step 4 and progress to Step 5/6 by the end of Year 8.

The Steps are sub-divided as follows:

- .9 is working at the top of the step
- .6 is working in the middle of the step
- .3 is working at the bottom of the step

<b>Subject</b>	<b>Progress Measure</b>	<b>Length of Key Stage 3</b>
Art	Steps	2
Biology	Steps	2
Chemistry	Steps	2
Computing	Steps	2
Creative Critical Thinking	Pass/ Merit/ Distinction	
Drama	Steps	1 (not Year 8)
English Reading	Steps	2
English Writing	Steps	2
French	Steps	2
Geography	Steps	2
German	Steps	2
History	Steps	2
Latin	Below/ At /Above	1 (not Year 7)
Mathematics	Steps	2
Music	Steps	2
PE	Steps	2
Physics	Steps	2
RE	Steps	2

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data, CAT test results, Fischer Family Trust Aspire estimates from KS2 and teacher assessment.

The School Target Measure provides an indication of the most likely Level or Step the student should achieve by the end of the current school year in that subject.

There is an expectation that students will make a minimum of two steps of progress from entry at the end of KS2 to the end of KS3. A progress pathway is generated with intermediate targets for the end of each academic year.

N.B. Creative and Critical Thinking is a non-National Curriculum subject and uses a Progress Measure of Pass/ Merit/ Distinction. Latin, started in Year 8, uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for each year group.

Progress Checks will provide three pieces of key information to both the parent and the student:

- a Working at Measure (Step or Grade) (WAS)
- an Attitude to Learning grade (AtL)
- a school Target Measure (Step or Grade)

Progress Check 1 will contain only AtL for Year 7.

The Attitude to Learning grade will appear on the progress check for all year groups:

**The Attitude to Learning descriptors are as follows:**

<p><u>Outstanding</u></p> <p><b>1</b></p>	<p>The student shows very high levels of engagement, courtesy, collaboration and cooperation in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, all deadlines are met and the correct equipment and books/folders are always brought to lessons.</p>
<p><u>Good</u></p> <p><b>2</b></p>	<p>The student is typically considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment and books/folders brought to lessons.</p>
<p><u>Requires improvement</u></p> <p><b>3</b></p>	<p>The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders sometimes not brought to lessons.</p>
<p><u>Poor</u></p> <p><b>4</b></p>	<p>The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders not brought to lessons.</p>

The End of Year Report at the end of the year will contain a WAS, AtL, Target Step and specific targets for each subject. These targets aim to allow students to focus on particular areas in order to improve.

The End of Year Reports also contain information from the Form Tutor regarding attendance, uniform etc along with a Form Tutor comment.



## **Accessing work via Sharepoint from home:**

In order to access work via Sharepoint and Teams please follow the relevant links on the school's website: [www.cchsg.com](http://www.cchsg.com)

Student username is: 20SurnameFirstnameinitial e.g. 20JonesA

Short Email: [20JonesA@cchsg.com](mailto:20JonesA@cchsg.com)

Longer email: [20JonesA@colchestergirls.essex.sch.uk](mailto:20JonesA@colchestergirls.essex.sch.uk)

School domain: cchs\

When logging-in to use the school remote systems (Student email, Sharepoint and Teams, all accessed through the school website cchsg.com) depending on your platform you may be required to use one of the following:

1. Just the student user name e.g 20JonesA
2. The domain followed by the username e.g. cchs\20JonesA
3. The short email e.g. [20JonesA@cchsg.com](mailto:20JonesA@cchsg.com)
4. The Long email e.g. [20JonesA@colchestergirls.essex.sch.uk](mailto:20JonesA@colchestergirls.essex.sch.uk)

All of the above should be attempted using the student's standard school password.

If issues continue to arise please contact the IT helpdesk:

[ITHelpDesk@colchestergirls.essex.sch.uk](mailto:ITHelpDesk@colchestergirls.essex.sch.uk)

**01206 576973**

## **Year 7 2021-22 Homework Timetable**

Year 7 will have a staggered start to the full homework timetable.

The following subjects can set homework during the stated weeks but MUST only set on their allocated day:

**Week beginning 6<sup>th</sup> September:** English, Mathematics, Biology, Chemistry, Physics

**Week beginning 13<sup>th</sup> September:** English, Mathematics, Biology, Chemistry, Physics, History, Geography, Religious Studies, French, German

**Week beginning 20<sup>th</sup> September:** English, Mathematics, Biology, Chemistry, Physics, History, Geography, Religious Studies, French, German, Computing, CCT

**Week beginning 27<sup>th</sup> September:** Full homework timetable in place, all subjects may set homework

### **Homework setting:**

English = 1 reading per week (20 mins) and 1 writing per week (20 mins)

Mathematics = 2 per week (20 mins each)

French and German = a written homework one week (25 mins) and vocabulary the next week (15 mins)

All other subjects are once per fortnight (20 mins each)

**You do not receive more than 3 pieces of homework per night. Therefore you should not be spending more than the maximum of 1.5 hours on homework each day.**

**We recommend you complete your homework the day it is set or as soon as possible so the information is fresh in your minds and this allows enough time to seek help from peers or the teacher before it is due in.**

## 7C Homework Timetable

### Week A

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Computing	Music	French	English (writing)	English (reading)
Chemistry	Mathematics	RS	Mathematics	German
				Geography

### Week B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Mathematics	English (writing)	English (reading)	Drama	Mathematics
Biology	Physics	Art	French	German
		History		CCT

## 7O Homework Timetable

### Week A

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English (reading)	Mathematics	Biology	English (writing)	CCT
Chemistry	French	History	Mathematics	Physics
	Computing		German	

### Week B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Mathematics	English (reading)	German	English (writing)	Mathematics
RS	Music	Drama	Art	French
				Geography

## 7L Homework Timetable

### Week A

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English (reading)	Mathematics	Computing	English (writing)	Drama
German	French	Art	Mathematics	RS
Biology	Music			

### Week B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Mathematics	English (reading)	French	English (writing)	Mathematics
Physics	German	CCT	Chemistry	Geography
		History		

## 7H Homework Timetable

### Week A

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
RS	Mathematics	French	English (writing)	CCT
Music	English (reading)	Computing	German	Mathematics
	Chemistry			Biology

### Week B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English (reading)	Art	Mathematics	Mathematics	English (writing)
German	French	History	Physics	Geography
Drama				

## 7E Homework Timetable

### Week A

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Art	Mathematics	German	English (reading)	Mathematics
Physics	French	History	Geography	English (writing)
	Biology	RS		

### Week B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English (writing)	CCT	Mathematics	Mathematics	English (reading)
Music	French	Drama	German	Computing
				Chemistry

## 7S Homework Timetable

### Week A

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
German	Mathematics	Art	RS	Mathematics
Computing	Biology	History	English (reading)	English (writing)
		French		

### Week B

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
English (writing)	Chemistry	Mathematics	Mathematics	CCT
Drama	Music	Geography	French	English (reading)
	German	Physics		

## Year 7 Curriculum Outline 2021/22

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design	<p><b>TOPIC: PORTRAITURE</b>  <b>Key Skills: painting/drawing /colour theory/ contextual understanding</b></p> <ul style="list-style-type: none"> <li>• line, tone, shape colour and form</li> <li>• objective drawing</li> <li>• human proportion and facial features</li> <li>• colour theory and colour mixing</li> <li>• media control</li> <li>• critical/contextual understanding</li> <li>• Fauvism, Expressionism, Orphism (Portrait challenge task)</li> </ul>	<p><b>TOPIC:LANDSCAPE/ IMPRESSIONISM</b>  <b>Key Skills: composition/mixed media/ digital photography</b>  <i>(Lower School Exam)</i></p> <ul style="list-style-type: none"> <li>• generating ideas through investigations</li> <li>• informed by contextual and other sources</li> <li>• examination preparation and development</li> <li>• light and composition</li> <li>• effective planning/scaling up</li> <li>• atmospheric perspective/liner perspective</li> <li>• photography/recording the effects of light (Photographic challenge task)</li> </ul>	<p><b>TOPIC: FIGURE(S) IN SPACE</b>  <b>Key Skills: perspective/proportion/ distortion/ construction techniques modelling/sculpture</b></p> <ul style="list-style-type: none"> <li>• proportion/distortion and scale</li> <li>• figure drawing/casting/sculpture</li> <li>• thinking in the round</li> <li>• critical reflection and analysis</li> <li>• Henry Moore</li> <li>• Giacometti</li> <li>• constructing an armature/creating maquette (Sculpture challenge task)</li> </ul>
Biology	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Tissues, organs, systems and organisms</li> <li>• Reproduction</li> </ul>	<ul style="list-style-type: none"> <li>• Reproduction (continued)</li> <li>• Plants and photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Flowering plants</li> <li>• Environment and feeding relationships</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• introduction to chemistry</li> <li>• separating mixtures</li> </ul>	<ul style="list-style-type: none"> <li>• acids and alkalis</li> <li>• gases</li> </ul>	<ul style="list-style-type: none"> <li>• crystals which includes:               <ul style="list-style-type: none"> <li>○ the composition of the Earth</li> <li>○ the structure of the Earth</li> <li>○ the rock cycle and the formation of igneous, sedimentary and metamorphic rocks</li> </ul> </li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Baseline assessment – (1 lesson)</li> <li>• Introduction to computing – (1/2 lessons)</li> <li>• Computing with the Raspberry Pi – (9 lessons)</li> <li>• Robot wars – (1 lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Microsoft Office Specialist PowerPoint – (7 lessons)</li> <li>• Mine-Hacker: Programming Minecraft with Python on the Raspberry Pi – (2 lessons)</li> <li>• Murder at the Museum – (1 lesson)</li> </ul>	<ul style="list-style-type: none"> <li>• Computational Thinking – (3 lessons)</li> <li>• E-Safety / Cyber-Security – (6 lessons)</li> <li>• Year 7 Examination process – (2/3 lessons)</li> <li>• 5hrs off-curriculum programming day</li> </ul>

Subject	Autumn Term	Spring Term	Summer Term
Creative and Critical Thinking	<ul style="list-style-type: none"> <li>logical &amp; lateral thinking</li> <li>thinking hats and maps</li> <li>argument writing</li> </ul>	<ul style="list-style-type: none"> <li>assessing credibility using RAVEN</li> <li>hoax cases</li> </ul>	<ul style="list-style-type: none"> <li>murder mystery</li> <li>debating</li> </ul>
Drama	<ul style="list-style-type: none"> <li>introduction to core skills:               <ul style="list-style-type: none"> <li>space</li> <li>form</li> <li>genre</li> <li>general performance skills</li> <li>'AChristmas Carol'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>exploration through role play</li> <li>working within a group</li> <li>create and sustain a character</li> <li>development of skills and exploration of new ones</li> <li>lighting as a drama medium</li> <li>Working from a script</li> <li>10-15 minute performance utilising all the skills learnt and their journey</li> </ul>	<ul style="list-style-type: none"> <li>Shakespeare Unit working towards a public performance</li> </ul>
English	<ul style="list-style-type: none"> <li>Poetry Through Time - Studying a range of both pre and post 1914 poetry including from the Romantic period</li> <li><i>A Christmas Carol</i> by Charles Dickens</li> </ul>	<ul style="list-style-type: none"> <li>Novel Study – novels studied include: <i>The Ruby in the Smoke</i> or <i>Northern Lights</i> by Philip Pullman or <i>The Hunger Games</i> by Suzanne Collins</li> <li>Writing: Fiction – Studying writing across a variety of forms and genres</li> </ul>	<ul style="list-style-type: none"> <li>History of English – A study of the history of English from its early origins to modern day.</li> <li>Reading Non-Fiction – Reading a variety of non-fiction texts and analysing the effect of the writers' methods</li> <li><i>A Midsummer Night's Dream</i> by William Shakespeare</li> </ul>
French (Allez 1) New Course	<ul style="list-style-type: none"> <li>Introduction to basic vocabulary and skills for learning languages (Dictionary Skills)</li> <li>Baseline Assessment</li> <li>Introduction to La Francophonie</li> <li>Introduction to French Literature: Le Petit Nicolas</li> <li>Unit 1-Tout sur moi</li> </ul> <p>(Regular vocabulary tests, translation and speaking practice throughout)</p>	<ul style="list-style-type: none"> <li>Unit 2 – Mon monde perso</li> <li>French Literature: Le Petit Nicolas</li> <li>La Francophonie</li> <li>Consolidation of Year 7 Course for End of Year Exam</li> </ul> <p>(Regular vocabulary tests, translation and speaking practice throughout)</p>	<ul style="list-style-type: none"> <li>Unit 3 – Autour de moi</li> <li>End of Year Activities</li> </ul> <p>(Film, Quizzes, Cultural studies etc...)</p> <p>(Regular vocabulary tests, translation and speaking practice throughout)</p>

Subject	Autumn Term	Spring Term	Summer Term
Geography	What is Geography? Geographical Enquiry Types of Geography Geography of the UK <ul style="list-style-type: none"> <li>• Physical landscapes of the UK</li> <li>• Weather and climate</li> <li>• Human Geography of the UK</li> <li>• Map and atlas skills</li> </ul>	Fantastic Places <ul style="list-style-type: none"> <li>• Mt Everest and Cheddar Gorge</li> <li>• Introduction to tectonic, geological, atmospheric and glacial processes</li> <li>• Conflict &amp; tourism</li> </ul> Extension unit - Exploring China & Asia	A Complex World  Geographical Concepts Geological Timescales Globalisation Rise of the Super Powers (NEEs) International Development & Aid <ul style="list-style-type: none"> <li>• School Based Fieldwork</li> </ul>
German (Zoom Deutsch 1)	<b>Introduction to the 4 skills of listening, speaking, reading and writing.</b> <ul style="list-style-type: none"> <li>• introduction to basic German vocabulary and skills for learning languages:</li> <li>• Introducing yourself</li> <li>• Unit 1A Family</li> </ul> (Regular vocabulary tests and translation practice throughout)	<ul style="list-style-type: none"> <li>• Finish Unit 1A Family</li> <li>• Unit 1B School</li> </ul> (Regular vocabulary tests and translation practice throughout)	<ul style="list-style-type: none"> <li>• Finish Unit 1B School</li> <li>• Unit 2A Free time and hobbies</li> <li>• Year 7 exam</li> <li>• Consolidation of Year 7 course</li> </ul> (Regular vocabulary tests and translation practice throughout)
Heathy Living (classes on rotation)	Healthy Living will be delivered through breakout sessions which will take place across the school year.		
History	<b>Origins of Democracy: How has power and leadership developed?</b>		
	<ul style="list-style-type: none"> <li>• What is History? Baseline assessment. Establishment of Power: Democracy and voting rights today. Battle of Hastings</li> <li>• Establishment of Power: Norman Conquest</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges by the People: Life in Medieval England and the Black Death</li> <li>• Challenges by the People: The Peasants' Revolt</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges by the Church: King Henry II and Thomas Becket – clash with the church</li> <li>• Challenge by the Nobility: King John – clash with barons</li> <li>• Challenges by the Church part 2 (the Monarchy strikes back): King Henry VIII and the Break from Rome.</li> </ul>
Mathematics KS3	<ul style="list-style-type: none"> <li>• <b>Baseline Test</b></li> <li>• Number skills (<b>Delta 1 Unit 2</b>)</li> <li>• Analysing and displaying data (<b>Delta 1 Unit 1</b>)</li> <li>• Equations, functions and formulae (<b>Delta 1 Unit 3</b>)</li> <li>• Fractions (<b>Delta 1 Unit 4</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Angles and shapes (<b>Delta 1 Unit 5</b>)</li> <li>• Decimals (<b>Delta 1 Unit 6</b>)</li> <li>• Equations (<b>Delta 1 Unit 7</b>)</li> <li>• Multiplicative reasoning (<b>Delta 1 Unit 8</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplicative reasoning (<b>Delta 1 Unit 8 continued</b>)               <ul style="list-style-type: none"> <li>• Perimeter, area and volume (<b>Delta 1 Unit 9</b>)</li> <li>• Sequences and Graphs (<b>Delta 1 Unit 10</b>)</li> </ul> </li> </ul> <b>Start Delta 2 if time</b>

Subject	Autumn Term	Spring Term	Summer Term
Music	<p><b>Instruments of the Orchestra</b></p> <ul style="list-style-type: none"> <li>• An introduction to studying Music</li> <li>• Understanding the Symphony Orchestra</li> <li>• Analysis and exploration of Benjamin Britten's 'A Young Person's Guide to the Orchestra'</li> <li>• Discovering Beethoven through singing and playing 'Ode to Joy'</li> <li>• Writing a programmatic composition</li> <li>• Listening and analysing composers of the Classical and Romantic periods</li> </ul>	<p><b>Folk Music and Pentatonic</b></p> <ul style="list-style-type: none"> <li>• Using the pentatonic scale and the oral tradition for learning music</li> <li>• Understanding structure through folk songs</li> <li>• Exploring harmony and musical accompaniments</li> <li>• Examining the musical traditions and culture of Indonesian music and the Gamelan orchestra</li> <li>• Performing together as a class to make their own Gamelan orchestra and abide by the rules and traditions of playing this music</li> </ul>	<p><b>The Blues and Jazz</b></p> <ul style="list-style-type: none"> <li>• Exploring the history of jazz and the Blues</li> <li>• Composing a 12-bar blues piece using Garage Band</li> <li>• Melody and lyric writing (AAB structure) using the blues scale</li> <li>• Developing keyboard improvisation through melodic and rhythmic structure</li> <li>• Listening to and analysing the performers and composers of jazz and blues music</li> </ul>
Physics	<ul style="list-style-type: none"> <li>• energy</li> <li>• speed/distance and forces</li> </ul>	<ul style="list-style-type: none"> <li>• speed/distance and forces continued</li> <li>• electricity</li> </ul>	<ul style="list-style-type: none"> <li>• the Solar system and beyond</li> </ul>
PSHCE	<ul style="list-style-type: none"> <li>• Introduction to PSHCE</li> <li>• Research Skills and online learning</li> <li>• Fire Safety</li> <li>• Bullying, peer pressure and cyber-bullying</li> <li>• Family, Friends and Well-being</li> <li>• PC1</li> <li>• Creating Success</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour for Learning</li> <li>• Careers</li> <li>• Finance</li> <li>• Thinking for Learning/Thinking for life</li> <li>• PC2</li> <li>• Energy drinks, Smoking and Drugs</li> <li>• E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Revision skills and Maximise workshop</li> <li>• Exam week</li> <li>• Relationships and Sex Education (RSE)</li> <li>• Exam review</li> <li>• Report review</li> <li>• Keeping Safe this Summer</li> </ul>



<p><b>Religion &amp; Worldviews</b></p>	<p><b>Taoic Religions</b></p> <ol style="list-style-type: none"> <li>1. Shenism</li> <li>2. Chinese Folk Religion</li> <li>3. Daoism</li> <li>4. Confucianism</li> <li>5. Zen</li> <li>6. Korean Shamanism</li> <li>7. Muism</li> <li>8. Shinto</li> </ol> <p>Inquiry: Importance of Storytelling.</p>	<p><b>Dharmic Religions (Hindu, Sikh, Buddhist)</b></p> <p>Hinduism</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Teachings</li> <li>• Holy Books</li> <li>• Rites of Passage</li> <li>• Festivals</li> </ul> <p>Inquiry: Importance of Community.</p> <p>Sikhism</p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Teachings</li> <li>• Holy Books</li> <li>• Rites of Passage</li> <li>• Festivals</li> </ul> <p>Inquiry: Importance of Equality.</p>	<p><b>Buddhism</b></p> <ul style="list-style-type: none"> <li>• Beliefs</li> <li>• Teachings</li> <li>• Holy Books</li> <li>• Rites of Passage</li> <li>• Festivals</li> </ul> <p>Inquiry: Importance of Mindfulness.</p> <p><b>Americas Religion</b></p> <ol style="list-style-type: none"> <li>1. Hawaiian</li> <li>2. Native American</li> <li>3. Candomblé</li> <li>4. Mexicayotl</li> <li>5. Mormonism</li> <li>6. Rastafarianism</li> </ol> <p>Importance of Ancestors</p>
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**Year 7 Core PE Programme of Study 2021-2022**

	<b>7COL1</b>	<b>7COL2</b>	<b>7COL3</b>	<b>7HES1</b>	<b>7HES2</b>	<b>7HES3</b>
<b>4 Weeks</b>	Baseline Testing & Trials					
<b>2 Weeks</b>	Netball	Football	Gym/ Dance	Netball	Football	Gym/ Dance
<b><i>Half Term</i></b>						
<b>3 Weeks</b>	Netball	Football	Gym/ Dance	Netball	Football	Gym/ Dance
<b>4 Weeks</b>	Football	Netball	Swimming	Football	Netball	Swimming
<b><i>Christmas Break</i></b>						
<b>3 Weeks</b>	Gym/ Dance	Rugby	Netball	Gym/ Dance	Rugby	Netball
<b>3 Weeks</b>	Rugby	Swimming	Table Tennis	Rugby	Swimming	Table Tennis
<b><i>Half Term</i></b>						
<b>3 Weeks</b>	X-Country	X-Country	X-Country	X-Country	X-Country	X-Country
<b>3 Weeks</b>	Swimming	Gym/ Dance	OAA	Swimming	Gym/ Dance	OAA
<b><i>Easter</i></b>						
<b>4 Weeks</b>	Cricket	Athletics/ Rounders	Athletics/ Rounders	Cricket	Athletics/ Rounders	Athletics/ Rounders
<b>2 Weeks</b>	Athletics/ Rounders	Cricket	Athletics/ Rounders	Athletics/ Rounders	Cricket	Athletics/ Rounders
<b><i>Half Term</i></b>						
<b>2 Weeks</b>	Athletics/ Rounders	Cricket	Athletics/Rounders	Athletics/ Rounders	Cricket	Athletics/Rounders
<b>4 Weeks</b>	Athletics/ Rounders	Athletics/ Rounders	Cricket	Athletics/ Rounders	Athletics/ Rounders	Cricket