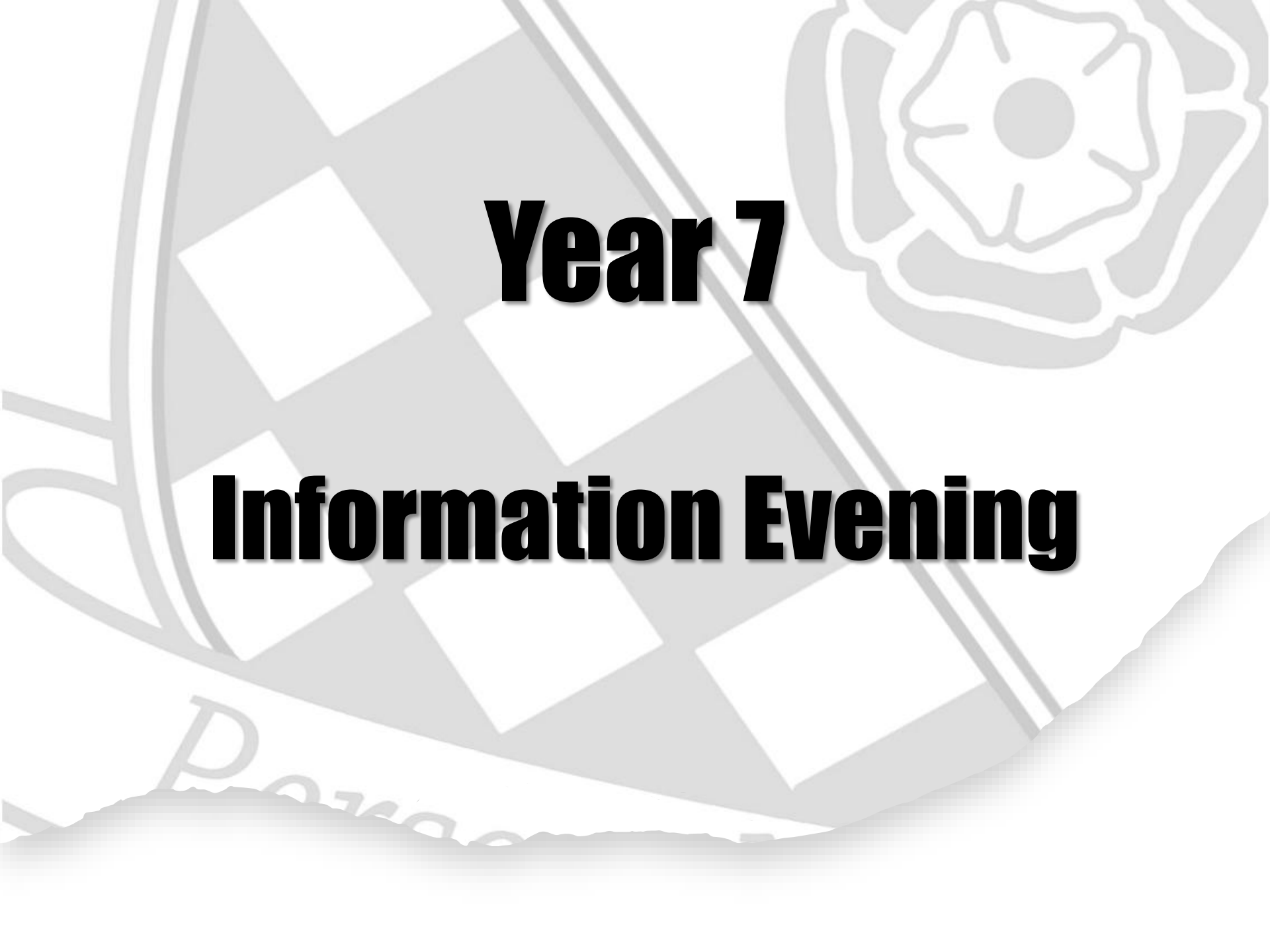




**Year 7**

**Information Evening**



**Mrs Taylor**

**Assistant Headteacher**

# TOYNBEE SCHOOL

*A Culture of Respect & Belonging*

## Guiding Principles for Parents



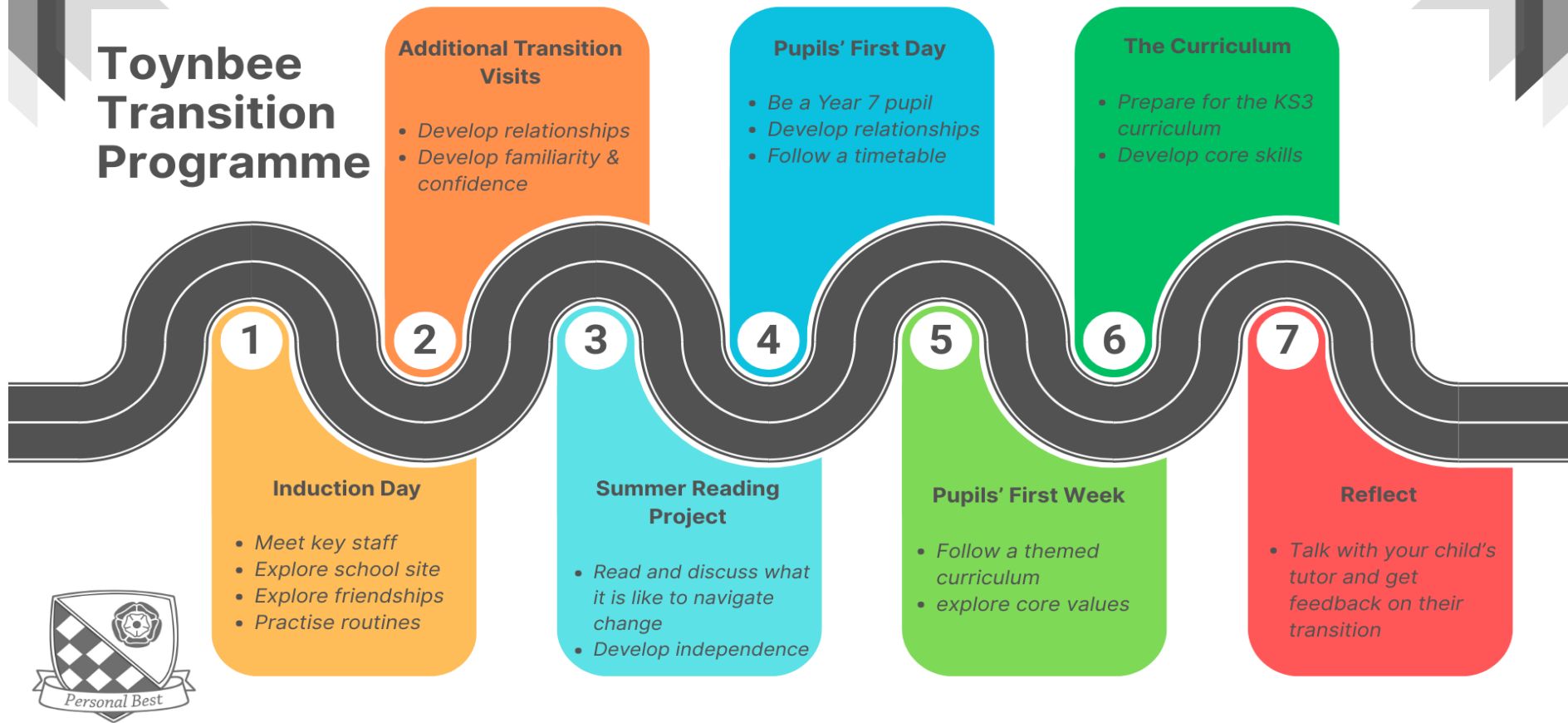
### PARENTS OF PUPILS AT TOYNBEE WILL BE ENCOURAGED TO :

- 1** Believe that education is a shared responsibility between home and school, and will therefore work collaboratively with all staff to support their child's academic progress and personal development
- 2** Reinforce the school's expectations and values, supporting their child in demonstrating respect for themselves, respect for others, and respect for their learning
- 3** Take an active interest in their child's education, progress and achievement, engaging with communication from the school and attending parents' evenings and information evenings where possible
- 4** Share any relevant information with the school where there are concerns about any child's safety or wellbeing
- 5** Share information with the school regarding any circumstances that may affect their child's wellbeing, learning or behaviour
- 6** Engage constructively with the school if any problems arise, communicating with all staff politely and with respect for the demands of their role, their working hours and a reasonable response time (please see our Communications Guide for further details)



# **Transition Update**

## Toynbee Transition Programme



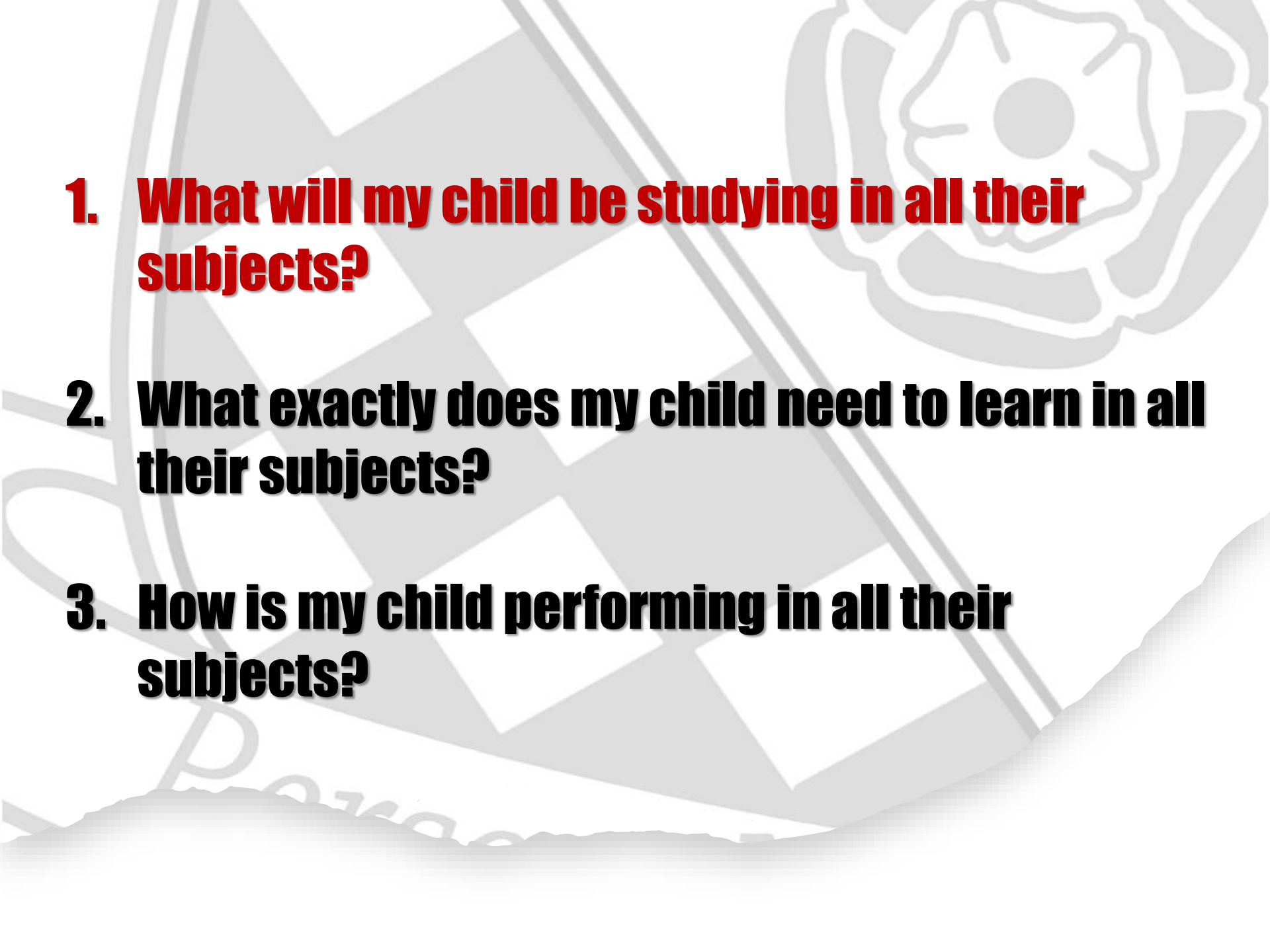
### Summer Reading Project- Update

- Please ensure any booklets are passed to your child's tutor or Mrs Nichols in the LRC by Friday 11<sup>th</sup> September
- Any projects for the competition are to be handed to Mrs Nicholls in the LRC by Friday 18<sup>h</sup> September
- Ele Fountain will be visiting pupils on Thursday 24<sup>th</sup> September

# **The Curriculum**

***What is my child learning?***

***How can I support them with this?***



**1. What will my child be studying in all their subjects?**

**2. What exactly does my child need to learn in all their subjects?**

**3. How is my child performing in all their subjects?**

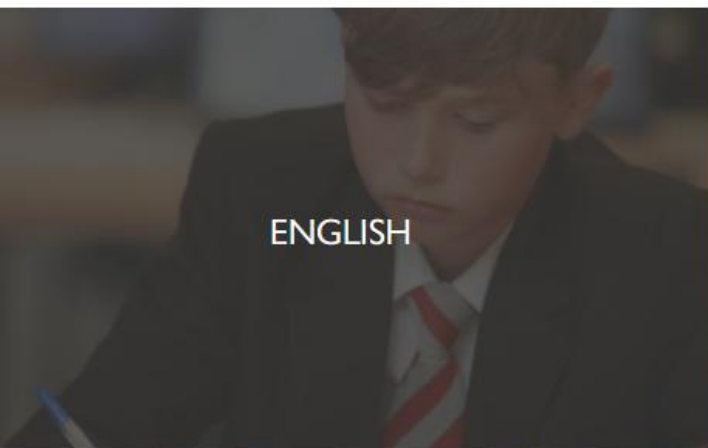
What will I learn this year in...

# Science?

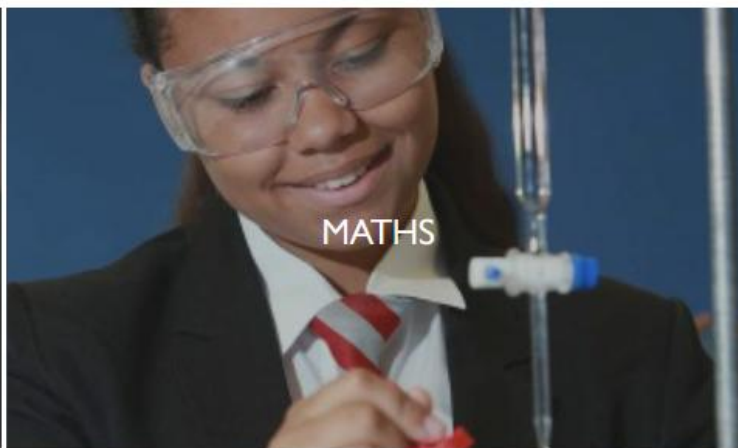


| Order | Topic                               | Details                                                                                                                            | Assessment Mark |
|-------|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| 1     | Lab Skills                          | You will learn how to carry out practicals safely in the science lab.                                                              |                 |
| 2     | Particles and Separation Techniques | You will learn about particles & states of matter.                                                                                 |                 |
| 3     | Forces                              | You will explore how & why objects behave in certain ways in the world around them.                                                |                 |
| 4     | Cells and Organisation              | You will learn how to use a microscope & explore the different types of cells & their functions.                                   |                 |
| 5     | Elements and the Periodic Table     | You will learn about the Periodic Table & identify the differences in elements, compounds & mixtures.                              |                 |
| 6     | Energy                              | You will learn about energy as a mathematical concept & the idea that energy allows us to work out if something could happen.      |                 |
| 7     | Health and the Human Body           | You will learn about the respiratory system & the parts & functions of different organs.                                           |                 |
| 8     | Chemical Reactions                  | You will learn about physical and chemical changes, including word & chemical equations & a range of different chemical reactions. |                 |
| 9     | Electricity and Magnetism           | You will explore electricity, magnetism & electromagnetism.                                                                        |                 |
| 10    | Reproduction                        | You will learn about reproduction in humans & plants.                                                                              |                 |

# CURRICULUM



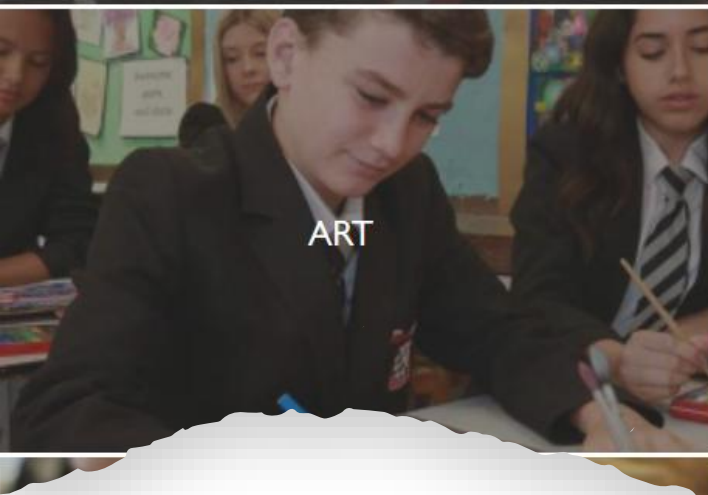
ENGLISH



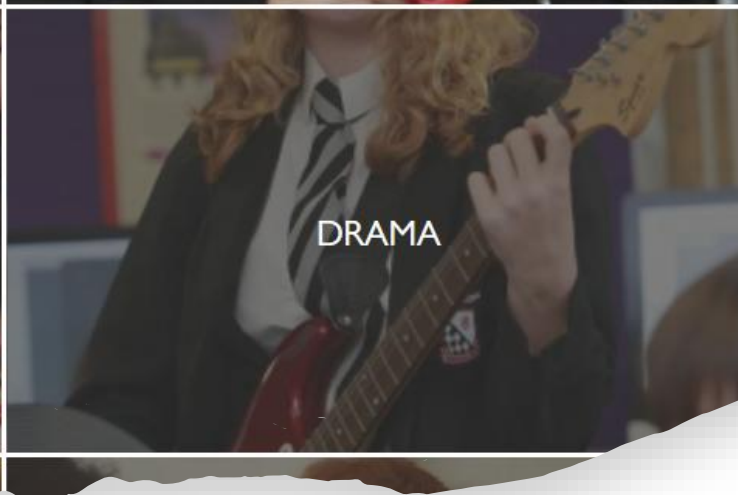
MATHS



SCIENCE



ART



DRAMA



# GEOGRAPHY

KS3 Topic Summaries Geography



KS3 Knowledge Maps Geography



KS4 Topic Summaries Geography



KS4 Knowledge Maps Geography



## YEAR 7

| Topics Studied | Topic Summary | Knowledge |
|----------------|---------------|-----------|
|----------------|---------------|-----------|

**YEAR 7**

| Topics Studied                  | Topic Summary                                                                                                                             | Knowledge Map                                                                                                                             |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Geography of Me                 | <div><div></div><div>Click Here</div><div></div></div> | <div><div></div><div>Click Here</div><div></div></div> |
| Wild Weather and Climate Change | <div><div></div><div>Click Here</div><div></div></div> | <div><div></div><div>Click Here</div><div></div></div> |
| Energy and Resources            | <div><div></div><div>Click Here</div><div></div></div> | <div><div></div><div>Click Here</div><div></div></div> |

**YEAR 8**

|  | Topic Summary |  |
|--|---------------|--|
|--|---------------|--|

# Topic Summaries

## Scheme of Learning: Gods and Goddesses

### Topic Sequence:

| 1                  | 2                        | 3                    | 4                 | 5         | 6                          | 7                | 8                         |
|--------------------|--------------------------|----------------------|-------------------|-----------|----------------------------|------------------|---------------------------|
| Gods and Goddesses | Heracles: Universal Hero | Religion in the City | Myth and the City | Festivals | Myths and Symbols of Power | Death and Burial | Journey to the Underworld |

### Topic Overview:

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### Lesson Sequence:

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### Sequence of Lessons:

|   |                                           |
|---|-------------------------------------------|
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| 4 | Story of Gaia                             |
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### Topic Resources:

|                       |                                      |                            |      |
|-----------------------|--------------------------------------|----------------------------|------|
| <b>Knowledge Map:</b> | 1. Knowledge Map: Gods and Goddesses | <b>Prescribed Sources:</b> | None |
|-----------------------|--------------------------------------|----------------------------|------|

### Assessment:

|                   |                            |
|-------------------|----------------------------|
| <b>Knowledge:</b> | 19 question knowledge test |
|-------------------|----------------------------|

### Application of

5 question application test to identify

# Topic Summaries

## Outlines where the topic fits in a sequence

### Scheme of Learning: Gods and Goddesses

#### Topic Sequence:

| 1                  | 2                        | 3                    | 4                 | 5         | 6                          | 7                | 8                         |
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#### Topic Resources:

|                |                                      |                     |      |
|----------------|--------------------------------------|---------------------|------|
| Knowledge Map: | 1. Knowledge Map: Gods and Goddesses | Prescribed Sources: | None |
|----------------|--------------------------------------|---------------------|------|

#### Assessment:

|            |                            |
|------------|----------------------------|
| Knowledge: | 19 question knowledge test |
|------------|----------------------------|

# Topic Summaries

**Gives an overview of the topic, explaining further how it fits into the wider learning**

## Scheme of Learning: Gods and Goddesses

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### Topic Resources:

|                |                                      |                     |      |
|----------------|--------------------------------------|---------------------|------|
| Knowledge Map: | 1. Knowledge Map: Gods and Goddesses | Prescribed Sources: | None |
|----------------|--------------------------------------|---------------------|------|

### Assessment:

|                |                             |
|----------------|-----------------------------|
| Knowledge:     | 19 question knowledge test  |
| Application of | 5 question application test |

# Topic Summaries

**Gives an overview of the topic, explaining further how it fits into the wider learning**

## Scheme of Learning: Gods and Goddesses

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### Topic Resources:

|                |                                      |                     |      |
|----------------|--------------------------------------|---------------------|------|
| Knowledge Map: | 1. Knowledge Map: Gods and Goddesses | Prescribed Sources: | None |
|----------------|--------------------------------------|---------------------|------|

### Assessment:

|                |                             |
|----------------|-----------------------------|
| Knowledge:     | 19 question knowledge test  |
| Application of | 5 question application test |

# Topic Summaries

**Outlines additional information such as the number of lessons, accompanying resources such as knowledge maps, how it will be assessed, and how reading has been incorporated into the topic**

## Scheme of Learning: Gods and Goddesses

### Topic Sequence:

| 1                  | 2                        | 3                    | 4                 | 5         | 6                          | 7                | 8                         |
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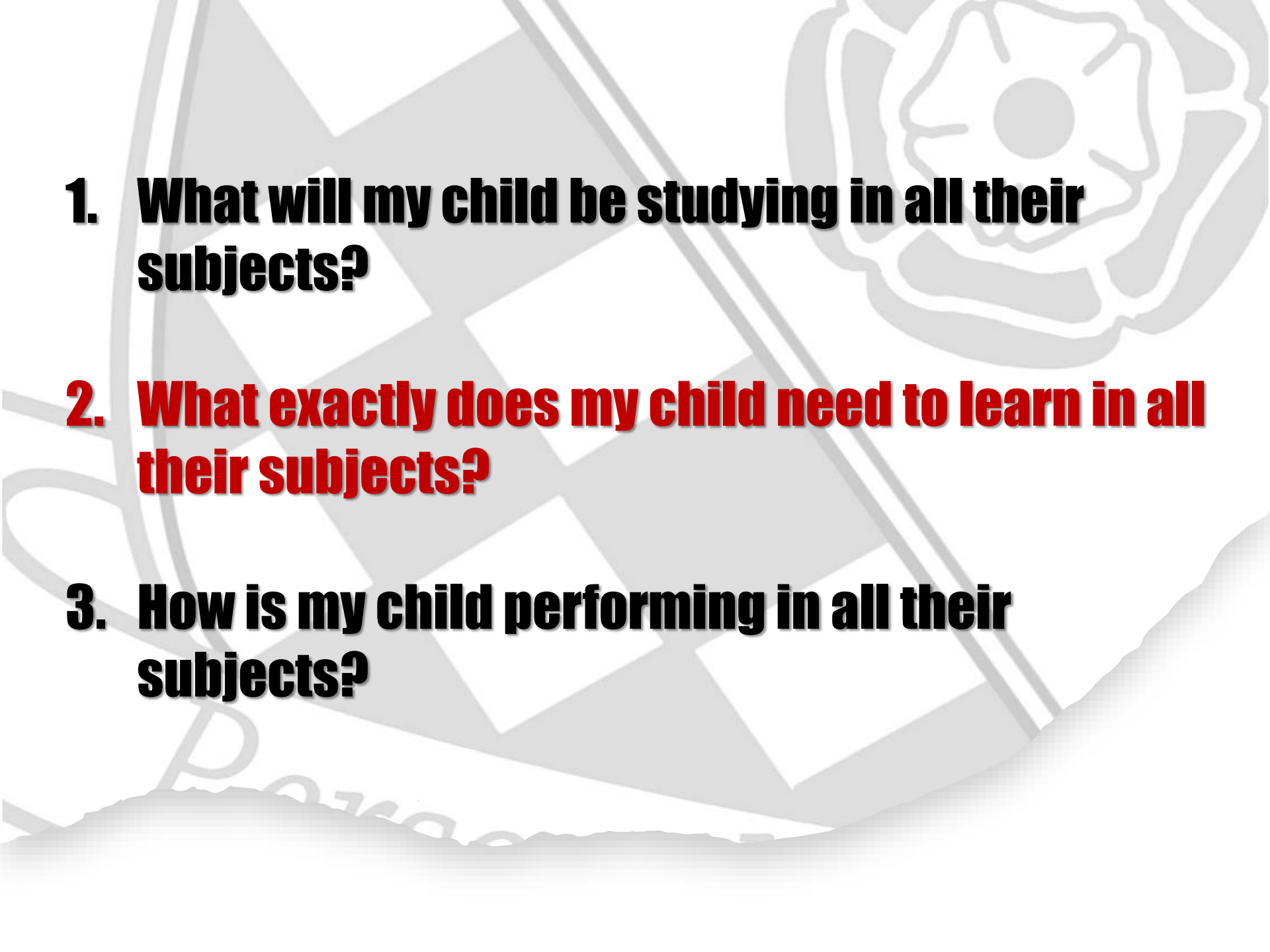
### Topic Resources:

|                       |                                      |                            |      |
|-----------------------|--------------------------------------|----------------------------|------|
| <b>Knowledge Map:</b> | 1. Knowledge Map: Gods and Goddesses | <b>Prescribed Sources:</b> | None |
|-----------------------|--------------------------------------|----------------------------|------|

### Assessment:

|                   |                            |
|-------------------|----------------------------|
| <b>Knowledge:</b> | 19 question knowledge test |
|-------------------|----------------------------|

|                       |                           |
|-----------------------|---------------------------|
| <b>Application of</b> | 5 question knowledge test |
|-----------------------|---------------------------|



**1. What will my child be studying in all their subjects?**

**2. What exactly does my child need to learn in all their subjects?**

**3. How is my child performing in all their subjects?**

# Knowledge Maps

Outlines an overview of the topic and what will be learnt in an A4 summary

1

## Knowledge Map: Myth and Religion: Gods and Goddesses

This topic focuses on the wonderful world of Greek Myth. Greek mythology is a complex and intricately connected series of stories that explain how the world was founded and operated. It is also so much more. It is a study of humankind and the complex lives of human beings. The Ancient Greeks created their Gods in their own image and with human characteristics. We will study these Gods, the myths surrounding them and how each of these Gods is represented in art and architecture, as well as literature.

### First Generation: The Primordial Gods

|   |                                     |                                                                                                                                                                                                                                                                                                    |                                                                                     |
|---|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1 | Chaos - The Void                    | Chaos is the God referred to at the point where it all began. It is the moment when Heaven and Earth separate. From Chaos came the Primordial Gods.                                                                                                                                                |  |
| 2 | Tartarus - The Underworld           | The Primordial God of the great stormy pit which lay beneath the roots of the earth. He was the anti-heaven; just as the dome of heaven arched high above the earth, Tartarus arched beneath her. The Titans were eventually imprisoned in his depths.                                             |  |
| 3 | Gaia - Mother Earth                 | Gaia was the great mother of all creation. The heavenly gods were descended from her through her union with Uranus (Sky), the sea-gods from her union with Pontus (Sea), the Gigantes (Giants) from her mating with Tartarus (the Pit), and mortal creatures born directly from her earthly flesh. |  |
| 4 | Uranus - The Sky                    | Uranus was the primordial god of the sky. The Greeks imagined the sky as a solid dome of brass, decorated with stars, whose edges descended to rest upon the outermost limits of the flat earth. Uranus was the literal sky, just as his consort Gaia (Gaea) was the earth.                        |  |
| 5 | Pontus - The Sea                    | Pontus was the primordial god of the sea. He was the sea itself, not merely its resident deity, who was born from earth at the dawn of creation. Pontus and Gaia were parents of the ancient deities known as the Old Men of the Sea.                                                              |  |
| 6 | Erebus and Nyx - Darkness and Night | The Primordial God of night, Nyx drew the dark mists of her consort, Erebus, across the heavens at night, cloaking the bright light of the heavenly aether.                                                                                                                                        |  |

### Second Generation: The Titans

|    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                       |
|----|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 7  | Chronos            | The King of the Titans, and the god of immortality. He led his brothers in the ambush and castration of their father Uranus, but was himself deposed and cast into the pit of Tartarus by his own son Zeus. He was the father to the first six Olympian Gods, of which he originally ate five!                                                                                                                    |   |
| 8  | Rhea               | The Queen of the Titans and goddess of female fertility. She saved her son Zeus from Cronus by substituting the child for a stone wrapped in swaddling cloth. The Titan had devoured her other five children, but these were later freed by Zeus.                                                                                                                                                                 |  |
| 9  | Oceanus and Tethys | Oceanus: The Titan god of earth-encircling water river. As a Titan god he presided over the rising and setting of the heavenly bodies; the sun, the moon, the stars, and the dawn. His ever-flowing waters, encircling the edges of the cosmos were associated with the never-ending flow of time. Tethys: The elder Titan-goddess of the sources of fresh-water and would create the Rivers, Clouds and Springs. |  |
| 10 | Iapetus            | The Titan god of mortality and the allotment of the mortal life-span. His sons Prometheus and Epimetheus were the creators of animals and men. Iapetus was one of the four brother-Titans who held Uranus fast while Cronus castrated him with the sickle. As punishment he was cast into the Tartarean pit by Zeus at the end of the Titan War.                                                                  |  |
|    |                    | The creator of humankind. He defied Zeus on several occasions, including stealing fire from heaven for the benefit of humankind.                                                                                                                                                                                                                                                                                  |  |

### Third Generation: The Olympians

|    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                       |
|----|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 15 | Zeus       | Zeus was the King of the Gods and the god of the sky, weather, law and order, destiny and fate, and kingship. He was depicted as a regal, mature man with a sturdy figure and dark beard. His usual attributes were a lightning bolt, a royal sceptre and an eagle.                                                                                                                                                                                          |    |
| 16 | Hera       | Hera was the Olympian queen of the gods, and the goddess of marriage, women, the sky and the stars of heaven. She was usually depicted as a beautiful woman wearing a crown and holding a royal, lotus-tipped sceptre, and sometimes accompanied by a lion, cuckoo or hawk.                                                                                                                                                                                  |    |
| 17 | Poseidon   | Poseidon was the Olympian god of the sea, earthquakes, floods, drought and horses. He was depicted as a mature man with a sturdy build and dark beard holding a trident (a three-pronged fisherman's spear).                                                                                                                                                                                                                                                 |    |
| 18 | Demeter    | Demeter was the Olympian goddess of agriculture, grain and bread who sustained humankind with the earth's rich bounty. Demeter was depicted as a mature woman, often wearing a crown and bearing sheaves of wheat or a cornucopia (horn of plenty), and a torch.                                                                                                                                                                                             |    |
| 19 | Hestia     | Hestia was the virgin goddess of the hearth and the home. As the goddess of the family hearth she also presided over the cooking of bread and the preparation of the family meal.                                                                                                                                                                                                                                                                            |    |
| 20 | Athena     | Athena was the Olympian goddess of wisdom and good counsel, war, the defence of towns, heroic endeavour, weaving, pottery and various other crafts. She was depicted as a stately woman armed with a shield and spear, and wearing a long robe, crested helm, and the famed aegis (a snake-trimmed cape adorned with the monstrous visage of Medusa).                                                                                                        |    |
| 21 | Hephaestus | Hephaestus was the Olympian god of fire, smiths, craftsmen, metalworking, stonemasonry and sculpture. He was depicted as a bearded man holding a hammer and tongs - the tools of a smith - and sometimes riding a donkey.                                                                                                                                                                                                                                    |   |
| 22 | Ares       | Ares was the Olympian god of war, battle, courage and civil order. In ancient Greek art he was depicted as either a mature, bearded warrior armed for battle, or a nude, beardless youth with a helm and spear.                                                                                                                                                                                                                                              |  |
| 23 | Aphrodite  | Aphrodite was the Olympian goddess of love, beauty, pleasure and procreation. She was depicted as a beautiful woman often accompanied by the winged god Eros (Love). Her attributes included a dove, apple, scallop shell and mirror. In classical sculpture and fresco, she was usually depicted nude.                                                                                                                                                      |  |
| 24 | Hermes     | Hermes was the Olympian god of herds and flocks, travellers and hospitality, roads and trade, thievery and cunning, heralds and diplomacy, language and writing, athletic contests and gymnasiums, astronomy and astrology. He was the herald and personal messenger of Zeus, King of the Gods, and also the guide of the dead who led souls down into the underworld. Hermes was depicted as either a handsome and athletic, beardless youth or as an older |  |

# Knowledge Maps

Outlines an overview of the topic and what will be learnt in an A4 summary

1

## Knowledge Map: Myth and Religion: Gods and Goddesses

This topic focuses on the wonderful world of Greek Myth. Greek mythology is a complex and intricately connected series of stories that explain how the world was founded and operated. It is also so much more. It is a study of humankind and the complex lives of human beings. The Ancient Greeks created their Gods in their own image and with human characteristics. We will study these Gods, the myths surrounding them and how each of these Gods is represented in art and architecture, as well as literature.

### First Generation: The Primordial Gods

|   |                                     |                                                                                                                                                                                                                                                                                                    |  |
|---|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1 | Chaos - The Void                    | Chaos is the God referred to at the point where it all began. It is the moment when Heaven and Earth separate. From Chaos came the Primordial Gods.                                                                                                                                                |  |
| 2 | Tartarus - The Underworld           | The Primordial God of the great stormy pit which lay beneath the roots of the earth. He was the anti-heaven; just as the dome of heaven arched high above the earth, Tartarus arched beneath her. The Titans were eventually imprisoned in his depths.                                             |  |
| 3 | Gaia - Mother Earth                 | Gaia was the great mother of all creation. The heavenly gods were descended from her through her union with Uranus (Sky), the sea-gods from her union with Pontus (Sea), the Gigantes (Giants) from her mating with Tartarus (the Pit), and mortal creatures born directly from her earthly flesh. |  |
| 4 | Uranus - The Sky                    | Uranus was the primordial god of the sky. The Greeks imagined the sky as a solid dome of brass, decorated with stars, whose edges descended to rest upon the outermost limits of the flat earth. Uranus was the literal sky, just as his consort Gaia (Gaea) was the earth.                        |  |
| 5 | Pontus - The Sea                    | Pontus was the primordial god of the sea. He was the sea itself, not merely its resident deity, who was born from earth at the dawn of creation. Pontus and Gaia were parents of the ancient deities known as the Old Men of the Sea.                                                              |  |
| 6 | Erebus and Nyx - Darkness and Night | The Primordial God of night, Nyx drew the dark mists of her consort, Erebus, across the heavens at night, cloaking the bright light of the heavenly aether.                                                                                                                                        |  |

### Second Generation: The Titans

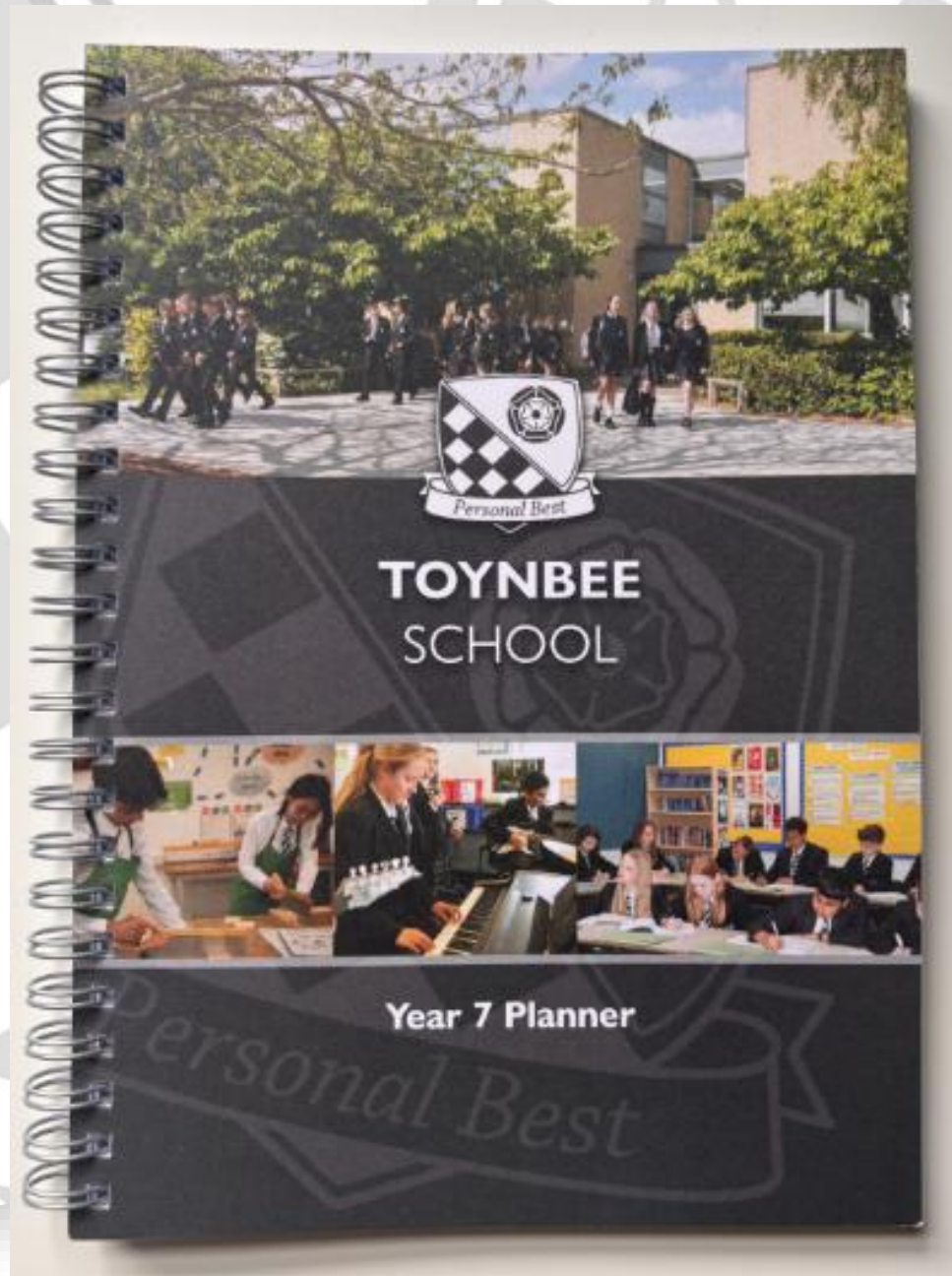
|    |                    |                                                                                                                                                                                                                                                                                                                                                                                                                    |  |
|----|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 7  | Chronos            | The King of the Titans, and the god of immortality. He led his brothers in the ambush and castration of their father Uranus, but was himself deposed and cast into the pit of Tartarus by his own son Zeus. He was the father to the first six Olympian Gods, of which he originally ate five!                                                                                                                     |  |
| 8  | Rhea               | The Queen of the Titans and goddess of female fertility. She saved her son Zeus from Cronus by substituting the child for a stone wrapped in swaddling cloth. The Titan had devoured her other five children, but these were later freed by Zeus.                                                                                                                                                                  |  |
| 9  | Oceanus and Tethys | Oceanus: The Titan god of earth-encircling water river. As a Titan god he presided over the rising and setting of the heavenly bodies: the sun, the moon, the stars, and the dawn. His ever-flowing waters, encircling the edges of the cosmos, were associated with the never-ending flow of time. Tethys: The elder Titan goddess of the sources of fresh water and would create the Rivers, Clouds and Springs. |  |
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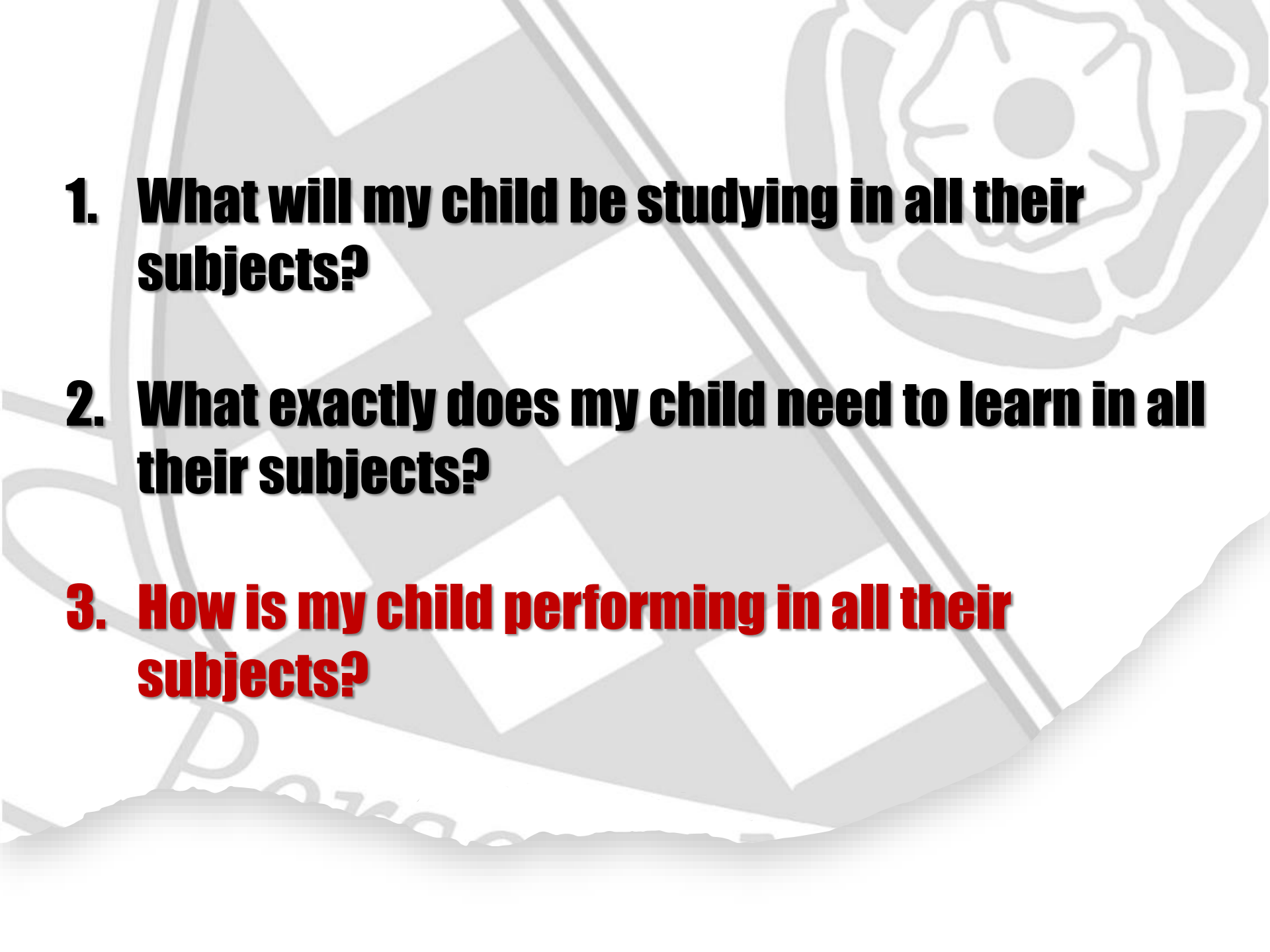
### Third Generation: The Olympians

|    |            |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
|----|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 15 | Zeus       | Zeus was the King of the Gods and the god of the sky, weather, law and order, destiny and fate, and kingship. He was depicted as a regal, mature man with a sturdy figure and dark beard. His usual attributes were a lightning bolt, a royal sceptre and an eagle.                                                                                                                                                                                          |  |
| 16 | Hera       | Hera was the Olympian queen of the gods, and the goddess of marriage, women, the sky and the stars of heaven. She was usually depicted as a beautiful woman wearing a crown and holding a royal, lotus-tipped sceptre, and sometimes accompanied by a lion, cuckoo or hawk.                                                                                                                                                                                  |  |
| 17 | Poseidon   | Poseidon was the Olympian god of the sea, earthquakes, floods, drought and horses. He was depicted as a mature man with a sturdy build and dark beard holding a trident (a three-pronged fisherman's spear).                                                                                                                                                                                                                                                 |  |
| 18 | Demeter    | Demeter was the Olympian goddess of agriculture, grain and bread who sustained humankind with the earth's rich bounty. Demeter was depicted as a mature woman often wearing a crown and bearing sheaves of wheat or a cornucopia (horn of plenty), and a torch.                                                                                                                                                                                              |  |
| 19 | Hestia     | Hestia was the virgin goddess of the hearth and the home. As the goddess of the family hearth she also presided over the cooking of bread and the preparation of the family meal.                                                                                                                                                                                                                                                                            |  |
| 20 | Athena     | Athena was the Olympian goddess of wisdom and good counsel, war, the defence of towns, heroic endeavour, weaving, pottery and various other crafts. She was depicted as a stately woman armed with a shield and spear, and wearing a long robe, crested helm, and the famed aegis (a snake-framed cape adorned with the monstrous visage of Medusa).                                                                                                         |  |
| 21 | Hephaestus | Hephaestus was the Olympian god of fire, smiths, craftsmen, metalworking, stonemasonry and sculpture. He was depicted as a bearded man holding a hammer and tongs. The tools of a smith - and sometimes riding a donkey.                                                                                                                                                                                                                                     |  |
| 22 | Ares       | Ares was the Olympian god of war, battle, courage and civil order. In ancient Greek art he was depicted as either a mature, bearded warrior armed for battle, or a nude, beardless youth with a helm and spear.                                                                                                                                                                                                                                              |  |
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| 24 | Hermes     | Hermes was the Olympian god of herds and flocks, travellers and hospitality, roads and trade, thievery and cunning, heralds and diplomacy, language and writing, athletic contests and gymnasiums, astronomy and astrology. He was the herald and personal messenger of Zeus, King of the Gods, and also the guide of the dead who led souls down into the underworld. Hermes was depicted as either a handsome and athletic, beardless youth or as an older |  |

# **Year 7 Pupil Planners**

**Contains  
Knowledge Maps  
for English, Maths  
and Science**





**1. What will my child be studying in all their subjects?**

**2. What exactly does my child need to learn in all their subjects?**

**3. How is my child performing in all their subjects?**

## Scheme of Learning: Gods and Goddesses

### Topic Sequence:

| 1                  | 2                        | 3                    | 4                 | 5         | 6                          | 7                | 8                         |
|--------------------|--------------------------|----------------------|-------------------|-----------|----------------------------|------------------|---------------------------|
| Gods and Goddesses | Heracles: Universal Hero | Religion in the City | Myth and the City | Festivals | Myths and Symbols of Power | Death and Burial | Journey to the Underworld |

### Topic

| Name    | Au(1) | Au(2) | Sp(1) | Sp(2) | Su(1) | Su(2) |
|---------|-------|-------|-------|-------|-------|-------|
| Pupil X | 5     | 5     | 5     | 5     | 5     | 5     |

This is a greater understanding of the Olympian gods by placing them within a wider context, and to then take these Olympians and place them in mythological contexts. Hopefully, by exploring the wider context of the Olympians, pupils will have a greater understanding of the key components of this topic.

### Lesson Sequence:

The lessons have been sequenced to purposely build pupils' understanding and knowledge of how the Greek gods and goddesses are structured before exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in the context of some key myths that underpin the whole course.

The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical landscape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to provide pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of what it was like to live there, pupils will better be able to understand the information later in the course.

The first series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world were created. The aim is to provide pupils with an understanding of the origins of the earth by studying Chaos, before moving to the stories of the Titans. What is important in these early lessons is for pupils to understand the role of the gods and goddesses in the next stages of the course.

# Scheme of Learning: Gods and Goddesses

Topic Sequence:

|                    |                          |                      |                   |           |                            |                  |                           |
|--------------------|--------------------------|----------------------|-------------------|-----------|----------------------------|------------------|---------------------------|
| 1                  | 2                        | 3                    | 4                 | 5         | 6                          | 7                | 8                         |
| Gods and Goddesses | Heracles: Universal Hero | Religion in the City | Myth and the City | Festivals | Myths and Symbols of Power | Death and Burial | Journey to the Underworld |

Topic

| Name    | Au(1) | Au(2) | Sp(1) | Sp(2) | Su(1) | Su(2) |
|---------|-------|-------|-------|-------|-------|-------|
| Pupil X | 5     | 5     | 5     | 5     | 5     | 5     |

This is

The sp

espec

a greater understanding of the Olympian gods by placing them within a wider context, and to then take these Olympians and place them in mythological contexts. Hopefully, by exploring the wider context of the Olympians, pupils will have a greater understanding of the key components of this topic.

Lesson

| Name    | Addition and Subtraction | Multiplication and Division | Sequencing | Place Value | Fractions | Probability |
|---------|--------------------------|-----------------------------|------------|-------------|-----------|-------------|
| Pupil X | 76%                      | 78%                         | 69%        | 85%         | 80%       | 54%         |

The le

before exploring the stories and myths that explain how these gods and goddesses came to be, and then explore these gods and goddesses in the context of some key myths that underpin the whole course.

The topic starts with an initial lesson that gives pupils an understanding of Ancient Greece on a macro level. It explores the geographical landscape of Ancient Greece, the key cities and places, and the key people that they will encounter later in the course. The aim is to provide pupils with an anchor on which to base all their further understanding on. By providing pupils with a wider view of what it was like to live there, pupils will better be able to understand the information later in the course.

The first series of lessons explore the Primordial gods of Ancient Greece and explain how the earth and world were created. The aim of these lessons is to provide pupils with the origins of the earth by studying Chaos, before moving to the stories of the Titans. What is important in these early lessons is for pupils to understand the importance of the gods and goddesses and how they will play a role in the next stages of the course.

## Approach to Learning Grades – Descriptors

|                          | Outstanding                                                                                                                                                                                                   | Good                                                                                                                                                                                         | Developing                                                                                                                                                                                                           | Unsatisfactory                                                                                                                                                                                                                                              |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Preparation for Learning | This pupil brings more than the required equipment to lessons and therefore their preparation for learning is outstanding.                                                                                    | This pupil brings the required equipment to lessons and therefore their preparation for learning is good.                                                                                    | This pupil does not always bring the required equipment to their lessons and therefore their preparation for learning is inconsistent.                                                                               | This pupil rarely brings the required equipment for lessons and therefore their preparation for learning is unsatisfactory.                                                                                                                                 |
| Commitment to Learning   | This pupil puts in the maximum amount of effort into their lessons and classwork, taking every opportunity to further their learning, and therefore demonstrates an outstanding commitment to their learning. | This pupil puts in a good amount of effort into their lessons and classwork, taking opportunities to further their learning, and therefore demonstrates a good commitment to their learning. | This pupil does not always put in the expected effort into their lessons and classwork, and misses opportunities to further their learning, and therefore demonstrates an inconsistent commitment to their learning. | This pupil shows a lack of commitment to their learning by putting in minimal effort to their lessons and class work, and rarely takes an opportunity to further their learning, and therefore demonstrates an unsatisfactory commitment to their learning. |
| Involvement in Learning  | This pupil consistently contributes to class discussions and regularly offers verbal answers in lessons, and therefore demonstrates an outstanding involvement in their learning.                             | This pupil contributes to class discussions and offers verbal answers in lessons, and therefore demonstrates a good involvement in their learning.                                           | This pupil can contribute to class discussions and offer verbal answers when prompted to in lesson, and therefore demonstrates a developing involvement in their lessons.                                            | This pupil refuses to contribute to class discussions or offer verbal answers even when asked, and therefore demonstrates an unsatisfactory involvement in their lessons.                                                                                   |



## Pupil X Year 7 - Spring Term - Report

The Toynbee School

Year group

Year 7

Form

7SL

Head of Year

Miss E Butler and Miss B Sherrell

Form tutor

Mrs R Still



Attendance\*

99.2%

Unauthorised Absences

0

Authorised Absences

2

Achievement Points

107

Proud Points

12

Report date

26 Mar 2024

### Year 7 Reports

**Approach to Learning Grades:** The first section of the report is focused on how your child approaches their learning; these are called our **Approach to Learning Grades**. They cover five key areas needed to be an effective learner, and these are:

- **Preparation for Learning:** A focus on how well prepared your child is for learning by bringing the right equipment to lesson;
- **Commitment to Learning:** A focus on how committed your child is to their learning by how much effort is put into classwork;
- **Involvement in Learning:** A focus on how involved your child is in the lesson by how much they contribute verbally to lessons;
- **Behaviours for Learning:** A focus on how your child's behaviour contributes to their learning and the learning of others;
- **Learning at Home:** A focus on how your child is doing with their home learning.

The aim is to provide you with a greater understanding of how your child is approaching their lessons. We would expect the vast majority of pupils to be classified as **good** in each category. For greater descriptions of each category, please click [here](#) where there is a breakdown of each approach to Learning category.

**Subject Topic Assessments:** The second section of the report is focused on providing you with information on how your child is performing in each subject. Under each subject heading, you will find the titles of each topic your child has been studying for each subject, alongside how they performed in the assessment for each of those topics. Each topic assesses two key areas required to be successful: the knowledge or content of the topic studied, and the application of this knowledge to assessment questions. The outcome to each assessment is always reported as an overall factual percentage. Please be aware that the number of topics will vary from subject to subject.

| Course                | Preparation for Learning (KS3) | Commitment to Learning (KS3) | Involvement in Learning (KS3) | Behaviours for Learning (KS3) | Learning at Home (KS3) |
|-----------------------|--------------------------------|------------------------------|-------------------------------|-------------------------------|------------------------|
| Art and Design        | Good                           | Outstanding                  | Outstanding                   | Outstanding                   | Good                   |
| Design and Technology | Good                           | Good                         | Good                          | Good                          | Not required           |
| Drama                 | Not required                   | Good                         | Good                          | Good                          | Outstanding            |
| English               | Outstanding                    | Outstanding                  | Outstanding                   | Outstanding                   | Good                   |
| Geography             | Good                           | Good                         | Outstanding                   | Outstanding                   | Good                   |
| History               | Good                           | Outstanding                  | Outstanding                   | Outstanding                   | Good                   |
| Computing             | Good                           | Outstanding                  | Outstanding                   | Outstanding                   | Good                   |
| Maths                 | Good                           | Outstanding                  | Outstanding                   | Good                          | Outstanding            |
| Music                 | Good                           | Good                         | Good                          | Good                          | Not required           |
| PE                    | Good                           | Good                         | Good                          | Outstanding                   | Not required           |
| PSHCE                 | Good                           | Good                         | Good                          | Good                          | Not required           |
| RS                    | Good                           | Good                         | Good                          | Good                          | Good                   |
| Science               | Outstanding                    | Outstanding                  | Outstanding                   | Outstanding                   | Outstanding            |
| Spanish               | Good                           | Outstanding                  | Outstanding                   | Outstanding                   | Outstanding            |

## History Topic Assessments

| Statement       | Current mark |
|-----------------|--------------|
| Norman Conquest | 88%          |
| Silk Roads      | 80%          |

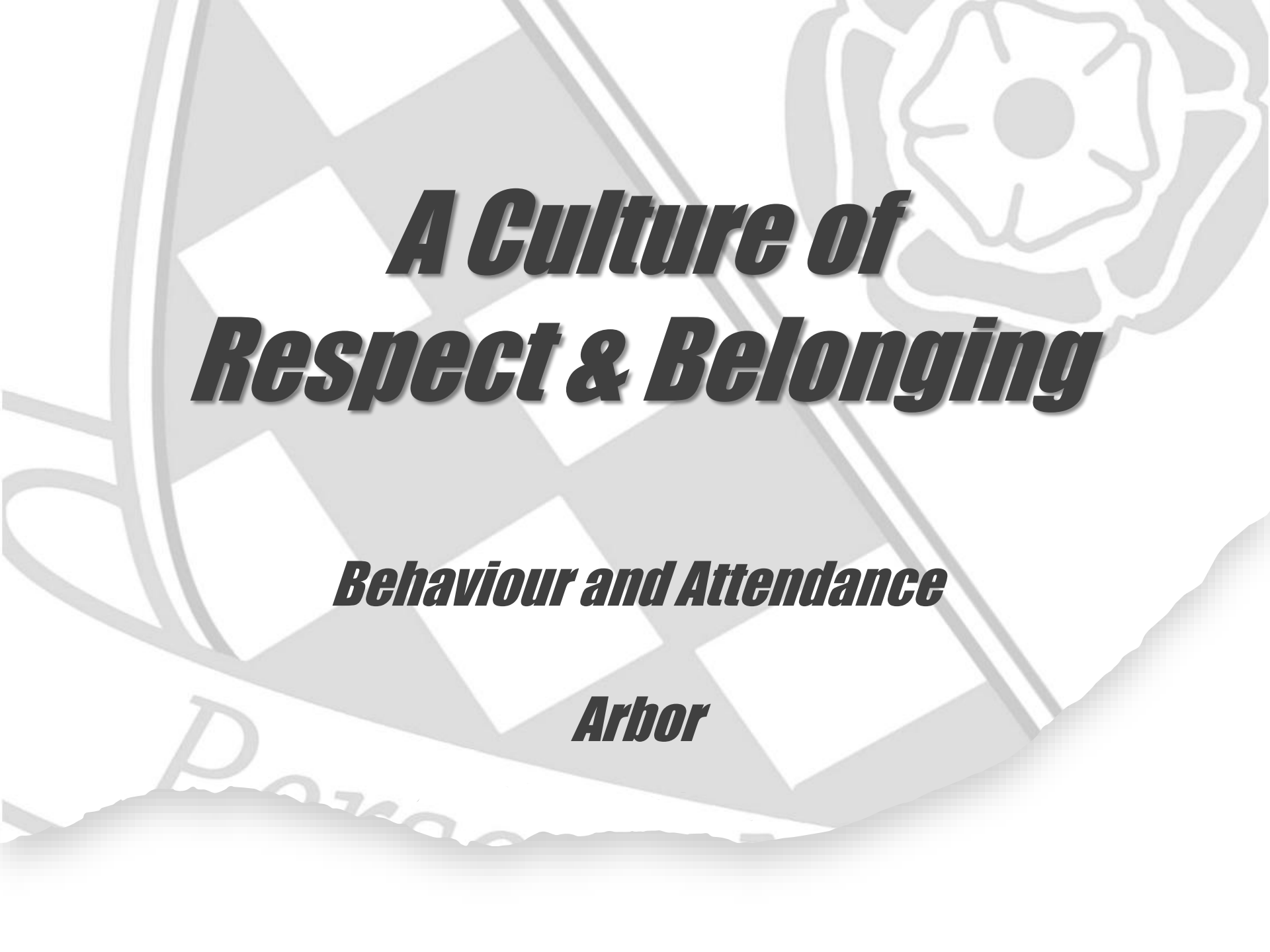
## Maths Topic Assessments

| Statement                   | Current mark |
|-----------------------------|--------------|
| Addition and Subtraction    | 95%          |
| Algebraic Notation          | 95%          |
| Equality and Equivalence    | 100%         |
| Multiplication and Division | 90%          |
| Place Value                 | 98%          |
| Sequences                   | 85%          |

## Music Topic Assessments

| Statement          | Current mark |
|--------------------|--------------|
| Beats and Rhythms  | 65%          |
| Pitch and Notation | 75%          |
| The 4-Chord Song   | 75%          |

## Religious Studies Topic Assessments

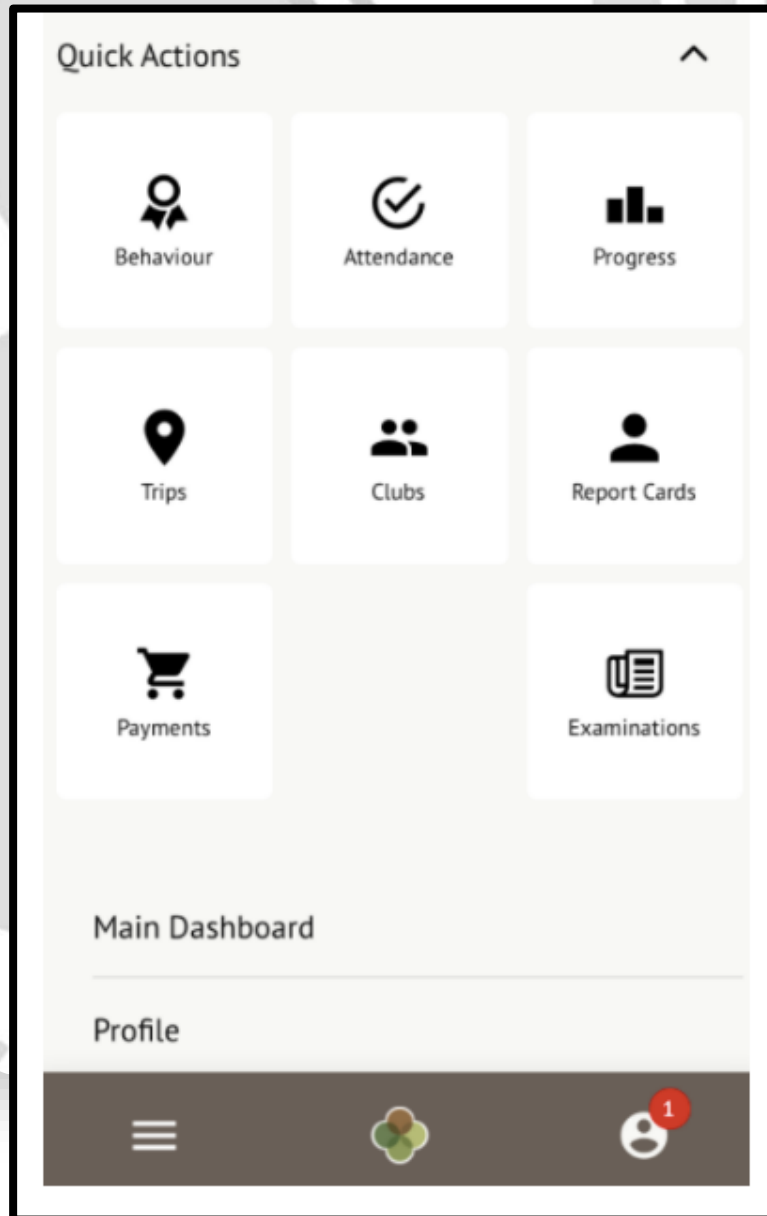


# ***A Culture of Respect & Belonging***

***Behaviour and Attendance***

***Arbor***

# Arbor Parent Portal/App



## Logging In to the Parent Portal & Parent App

Follow



Gwyn Mabo

March 24, 2026 at 2:46 PM

The Arbor Parent Portal and Parent App are designed to help you stay connected with your child's school life. You can use them to:

- Sign your child up for clubs and trips
- Book parent's evening appointments
- Manage payments for school activities
- Monitor your child's attendance, behaviour, and academic progress

**Important:** You can only use the Arbor Parent Portal and App if your child's school uses the Arbor Management Information System (MIS) and has enabled this service for parents. If you are unsure, please contact your school office directly.



### Table of contents

#### Understanding the difference: Portal vs App

1. Downloading the Parent App
2. Logging into the Parent Portal or App
  - A. First-Time Login (Setting Your Password)
  - B. Logging in with an Existing Account
  - C. Forgot Your Password?

#### Logging in on the Parent App

#### Logging in for the first time

#### Returning to log in again

#### Logging out

#### From Parent Portal

#### From the Parent App

#### Closing the Parent App

#### Resetting my password

#### From within the Arbor Parent Portal

## Calendar - Mon, 18 Dec 2023

Prev. Day

Today

Next Day

07:00 - 09:00

Wraparound

08:45 - 09:00

Year 7: Form 7BG

09:50 - 10:40

KS3 French: Year 7: 7Fr/1

L9

09:50 - 10:40

KS3 Music: Year 7: 7Mu/1

L29

11:00 - 11:40

KS3 Geography: Year 7: 7Ge/1

11:40 - 12:20

KS3 History: Year 7: 7Hi/1

13:15 - 15:30

Year 7: Form 7BG

13:50 - 14:30

KS3 Science: Year 7: 7Sc/1

14:30 - 15:10

KS3 English: Year 7: 7En/1

Main Dashboard

Profile

Printable Timetable



## Statistics

### Attendance (2018/2019)

87.2%

Year

52.9%

Last 4 weeks

### Recent Attendance for Evie Davies

#### Statistics for Academic Year 2018/2019

##### Possible sessions

359

##### Present

313 sessions (87.19%)

##### Late

8 sessions (2.56%)

##### Authorised absent

46 sessions (12.81%)

##### Unauthorised absent

0 sessions (0.00%)

#### Recent Attendance (13 May 2019 - 20 May 2019)

##### Present

0 sessions (0.00%)

Page

1 of 1

Page 1 of 1

## Attendance Certificate

Fiona Johnson (7BG)

#### Summary (01 Sep 2023 - 31 Aug 2024)

|                       |   |      |
|-----------------------|---|------|
| Attendances           | 0 | 0.0% |
| Authorised absences   | 0 | 0.0% |
| Unauthorised absences | 0 | 0.0% |
| Possible attendances  | 0 |      |

#### Including

|                               |   |      |
|-------------------------------|---|------|
| Approved educational activity | 0 | 0.0% |
| Late before register closes   | 0 | 0.0% |
| Late after register closes    | 0 | 0.0% |
| No reason given               | 0 | 0.0% |

| w/c         | Mo | Tu | We | Th | Fr |
|-------------|----|----|----|----|----|
| 04 Sep 2023 | -- | -- | -- | -- | -- |
| 11 Sep 2023 | -- | -- | -- | -- | -- |
| 18 Sep 2023 | -- | -- | -- | -- | -- |
| 25 Sep 2023 | -- | -- | -- | -- | -- |
| 02 Oct 2023 | -- | -- | -- | -- | -- |
| 09 Oct 2023 | -- | -- | -- | -- | -- |
| 16 Oct 2023 | -- | -- | -- | -- | -- |
| 23 Oct 2023 | ## | ## | ## | ## | ## |
| 30 Oct 2023 | ## | -- | -- | -- | -- |
| 06 Nov 2023 | -- | -- | -- | -- | -- |
| 13 Nov 2023 | -- | -- | -- | -- | -- |
| 20 Nov 2023 | -- | -- | -- | -- | -- |
| 27 Nov 2023 | -- | -- | -- | -- | -- |
| 04 Dec 2023 | -- | -- | -- | -- | -- |
| 11 Dec 2023 | -- | -- | -- | -- | -- |
| 18 Dec 2023 | ## | ## | ## | ## | ## |
| 25 Dec 2023 | ## | ## | ## | ## | ## |
| 01 Jan 2024 | ## | -- | -- | -- | -- |
| 08 Jan 2024 | -- | -- | -- | -- | -- |
| 15 Jan 2024 | -- | -- | -- | -- | -- |
| 22 Jan 2024 | -- | -- | -- | -- | -- |
| 29 Jan 2024 | -- | -- | -- | -- | -- |
| 05 Feb 2024 | -- | -- | -- | -- | -- |
| 12 Feb 2024 | ## | ## | ## | ## | ## |
| 19 Feb 2024 | -- | -- | -- | -- | -- |
| 26 Feb 2024 | -- | -- | -- | -- | -- |

| w/c         | Mo | Tu | We | Th | Fr |
|-------------|----|----|----|----|----|
| 04 Mar 2024 | -- | -- | -- | -- | -- |
| 11 Mar 2024 | -- | -- | -- | -- | -- |
| 18 Mar 2024 | -- | -- | -- | -- | -- |
| 25 Mar 2024 | -- | -- | -- | -- | -- |
| 01 Apr 2024 | ## | ## | ## | ## | ## |
| 08 Apr 2024 | ## | ## | ## | ## | ## |
| 15 Apr 2024 | -- | -- | -- | -- | -- |
| 22 Apr 2024 | -- | -- | -- | -- | -- |
| 29 Apr 2024 | -- | -- | -- | -- | -- |
| 06 May 2024 | -- | -- | -- | -- | -- |
| 13 May 2024 | -- | -- | -- | -- | -- |
| 20 May 2024 | -- | -- | -- | -- | -- |
| 27 May 2024 | ## | ## | ## | ## | ## |
| 03 Jun 2024 | -- | -- | -- | -- | -- |
| 10 Jun 2024 | -- | -- | -- | -- | -- |
| 17 Jun 2024 | -- | -- | -- | -- | -- |
| 24 Jun 2024 | -- | -- | -- | -- | -- |
| 01 Jul 2024 | -- | -- | -- | -- | -- |
| 08 Jul 2024 | -- | -- | -- | -- | -- |
| 15 Jul 2024 | -- | -- | -- | -- | -- |
| 22 Jul 2024 | -- | -- | -- | -- | -- |
| 29 Jul 2024 | -- | -- | -- | ## | ## |
| 05 Aug 2024 | ## | ## | ## | ## | ## |
| 12 Aug 2024 | ## | ## | ## | ## | ## |
| 19 Aug 2024 | ## | ## | ## | ## | ## |
| 26 Aug 2024 | ## | ## | ## | ## | ## |

#### Key

- No Mark Recorded

## School Closed To Pupils



Sunnyville School of Product Management



# EXCELLENT ATTENDANCE STARTS WITH YOU

You can support your child to have excellent attendance by taking these steps:

## 1 ARRIVE ON TIME, EVERY DAY



Please ensure your child arrives on time for school **every day** and is ready to learn.



Pupils must be in their Tutor room by **8.30am** each day.

## 2 ATTEND WHEN SLIGHTLY UNWELL



If your child appears to be only slightly unwell, please encourage them in to school anyway and complete our new **'Under the Weather'** form.

## 3 BOOK APPOINTMENTS OUTSIDE SCHOOL HOURS



Please book any medical appointments **outside of school hours**.



If this is unavoidable, please book for as late in the afternoon as possible.

# Attendance

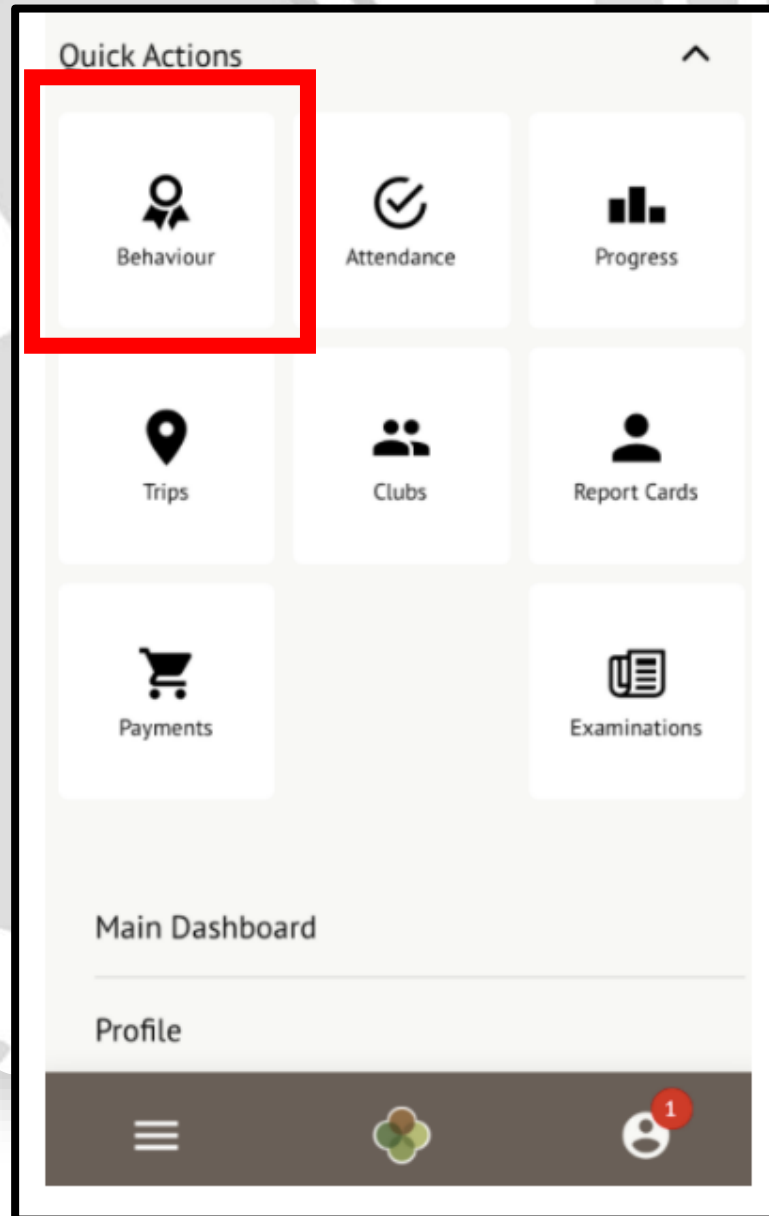
## **Illness**

If your child is too ill to attend school, parents/carers are requested to use the Arbor Parent Portal/ Arbor App to notify the school. Adding the absence on Arbor means this is automatically visible to school staff who can accept the absence. All absences must be reported to the school no later than 08:30 each day and for safeguarding purposes, you must contact the school each day that your child is absent. The school cannot assume ongoing illness without daily confirmation.

## **Medical Appointments**

Parental co-operation is requested in restricting, as far as possible, dental, and medical appointments to out of school hours. If a pupil needs to arrive late or leave early for a medical appointment, you should use the Parent Portal/ Arbor app to notify us in advance. This ensures that staff are aware and that the student can be signed in or out promptly. We will not release your child without this notification.

# Arbor Parent Portal/App



# What do we expect of our pupils?

## Toynbee Expectations



| RESPECT YOU                                                        | RESPECT OTHERS                                                                          | RESPECT LEARNING                                                             |
|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Aim high and challenge yourself                                    | Respect each other                                                                      | Take responsibility for learning by always striving for your Personal Best   |
| Take responsibility for your actions and model expected behaviours | Listen carefully and follow instructions                                                | Respect that we are all here to learn                                        |
| Be on time to school and to every lesson                           | Be supportive and encouraging to others                                                 | Approach learning with a growth mindset – don't give up!                     |
| Be prepared for all lessons with the correct equipment             | Do not distract other pupils from their work                                            | Be prepared to take part in class activities and discussions                 |
| Always wear the correct uniform                                    | Be considerate of others by using respectful and inclusive language                     | Participate in extra-curricular activities to widen your learning experience |
| Be ready to learn by ensuring your mobile phone is off and away    | Avoid excessive or aggressive physical contact or intimidatory behaviour towards others | Respect the learning environment in and outside of the classroom             |

### KEEPING SAFE

Do not engage in any form of bullying, verbally abusive, sexualised or discriminatory name-calling.

Do not bring banned items into school.

Report any incidents to a member of staff straight away

## Toynbee School

### How to be prepared for all your lessons

- ✓ Arrive to class on time and line up outside your classroom
- ✓ Enter the room quietly, calmly and greet your teacher
- ✓ Get your equipment out onto your desk
- ✓ Take off your coat and put it on the back of your chair
- ✓ Participate in the 'Do Now' activity straight away



### Equipment List:



Pens



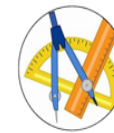
Pencils



Ruler



Scientific Calculator



Mathematical Equipment



Highlighters



Glue



PE Kit



Any other equipment your teacher has asked you to bring

# What do we expect of our pupils?

## Achieve your Personal Best at Toynbee



**Participation:** Get involved, make friends, discover a talent or interest and be a part of the school community



**Respect:** Accept everyone for who they are, their ideas, faiths and beliefs



**Opportunity:** Experience as much as you can to enrich your school experience



**Unique:** Be yourself; we celebrate everyone for doing their best and giving their all



**Determination:** Strive to achieve the best in all you do





## Celebrating Success at Toynbee School

At Toynbee we celebrate the positive achievements of our pupils whether that be in their academic success, their extracurricular talents or their personal development of character.



### PROUD POINTS:

Awarded for celebrating Personal Development.  
The 5 Core Values are: Participating, Respect, Opportunity, Unique and Determination

### SUBJECT STARS



### MODEL PUPIL AWARD



### ATTENDANCE AWARDS

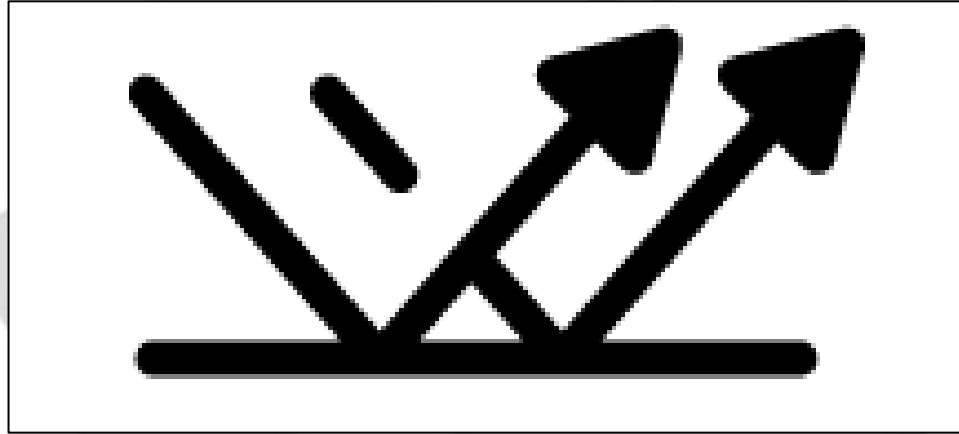
### HEADTEACHER AWARD



Successes are celebrated publicly:

- Assemblies
- Celebration Breakfasts/Afternoon Teas
- Awards Evenings
- Celebration Trips

# How do we support pupils if they make a mistake?



**The Restorative Conversation**

# What is a Restorative Conversation?

- If something happens at school that does not meet the Toynbee Expectations, a member of staff will arrange to meet a pupil at breaktime or after school to have a **Restorative Conversation**
- Staff will contact you if this is after school
- You are also able to see this on your child's Arbor timetable, as well as being notified via a Behaviour Point
- Dependent on what happened, or if something similar has happened before, the member of staff may ask another member of staff to join them for the Restorative Conversation; this could be a Guidance Manager, a Head of Department, parents or a member of the Senior Leadership Team

|                |                                                                                     |                   |                                                                                      |                     |                                                                                       |
|----------------|-------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------|
| RESPECT<br>YOU |  | RESPECT<br>OTHERS |  | RESPECT<br>LEARNING |  |
|----------------|-------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------|

# What is a Restorative Conversation?

What happens in a *Restorative Conversation*?



**1**

The member of staff will explain what happened, and will explain why it did not meet the Toynbee Expectations.

**2**

You will be asked to share your point of view on what happened.

**3**

You and the member of staff will talk about any support you may need to make sure you are successful in meeting the Toynbee Expectations moving forward.

# How does this work in the classroom?

## The Classroom Behaviour Stages



It is the responsibility of everyone to ensure classrooms are respectful places where:

**Teachers can teach**

**Pupils can learn**

**Everyone feels safe**

Teachers will create a welcoming and positive environment, where pupils are acknowledged, praised, supported and made to feel like they matter.

Pupils will be respectful to all and will follow the Toynbee Expectations at all times.

**The stages below indicate teachers' & pupils' actions, should further steps be required:**

# How does this work in the classroom?

Your teachers will do all that they can to support you in meeting the Toynbee Expectations.

For example, they will:



Use seating plans to ensure you are grouped in the best way to support your learning



Learn about the best way to support you, your learning and any challenges you may face



Use the 3,2,1 countdown so you know when you are expected to be silent and attentive



Talk to you or the class if changes need to be made to achieve disruption free learning for everyone



Welcome you to the lesson and ensure you are registered



Praise you when you get it spot on



Remind you what you need to do throughout the lesson



Design their lessons so that you can participate and progress

# How does this work in the classroom?

**1**

The teacher communicates a '*Final Reminder*' to the pupil

The teacher will remind the pupil of the behaviour that is expected of them and how they can achieve this.

**2**

The teacher will direct the pupil to work in another room

The pupil will complete their work in the room indicated by the teacher and the teacher will arrange a *Restorative Conversation* with the pupil.

# How does this work in the classroom?

## The Restorative Conversation

3

The *Restorative Conversation* will provide everyone with an opportunity to share their perspective and to agree on a positive way forward, in line with the Toynbee Expectations.

# On Call

- There is always a Guidance Manager and a member of the Senior Leadership Team on call every day to help staff and pupils
- You can go to Guidance at breaktime or lunchtime to discuss any issues

The teacher will contact 'On-Call' to assist in moving a pupil to another space in the following circumstances:

A pupil does not arrive to their lesson or walks out of their lesson without permission

A pupil uses verbally abusive, sexual or discriminatory language or acts in an unsafe, aggressive or intimidatory way

A pupil refuses to follow the teacher's instructions to go to another room, or a pupil disrupts the learning of another room

# Arbor Parent Portal/App

## Positive Behavioural Incidents - this term

2

This year: 46 incidents

27

Last term: 27 incidents

## Negative Behavioural Incidents - this term

3

This year: 8 incidents

3

Last term: 3 incidents

vodafone UK 09:49 85%



Neil Brown

7ZR Year 7 Westbourne

### Behaviour for:

2018/2019

### Behaviour Points

Total Points



Points Breakdown



20 May 2019, 09:45

Points: -2

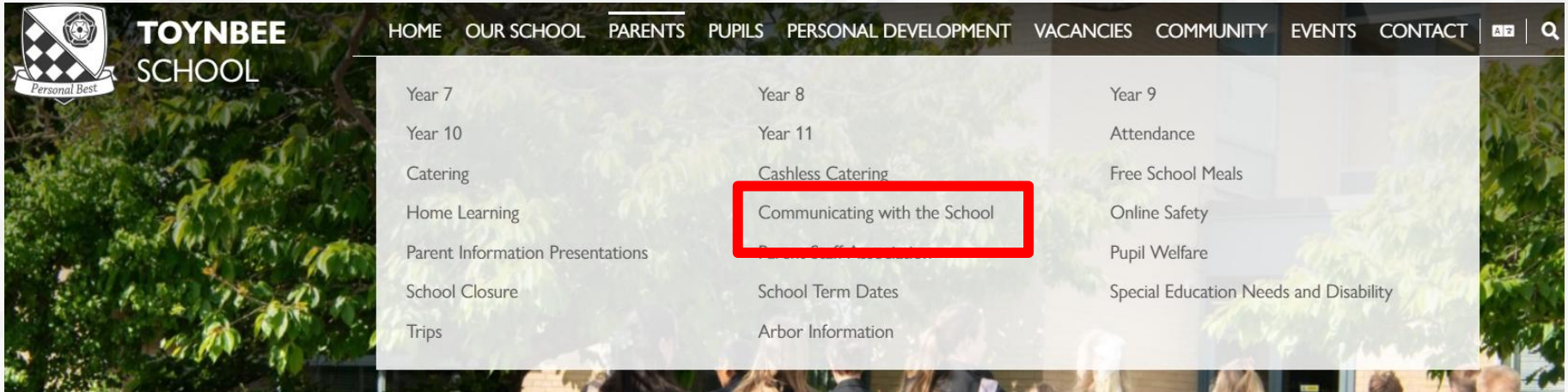
Category: Being Unkind

Recorded by: Bethany Cox

Comment: Neil called another student names



# Communication with the school



# Home Learning

Your child's **Home Learning** will:

- Play a vital role in developing pupils' learning behaviours, independence and self-discipline
- Support the learning of the curriculum: it will build upon what they have been learning in lessons
- Support pupils in becoming accustomed with the routine
- Be set routinely on a two-week timetable to help pupils learn to self-manage their work, and help parents to support their child

# Home Learning

| Week A  |           |         |         |       |
|---------|-----------|---------|---------|-------|
| Mon     | Tues      | Wed     | Thurs   | Fri   |
| Science | Geography | English | History | Maths |
|         | RS        |         | Drama   |       |

| Week B                |      |         |           |       |
|-----------------------|------|---------|-----------|-------|
| Mon                   | Tues | Wed     | Thurs     | Fri   |
| Science               | MFL  | English | Computing | Maths |
| Design and Technology |      | Art     |           | Music |

**From 21st September** - English, Maths and Science only

**From 19th October** - All subjects (this is the week before half term)

# Satchel One



## Logging in as a parent

How to sign up, reset your login details or assist your child with log



Written by Hannah Chapple

Updated over 12 months ago

As a parent or guardian, you can log into Satchel One and have oversight of your child's school life! It's a great way to stay up to date and allows you to keep track via notifications of your choosing, wherever you are.

To create your Satchel One account, you will need a Parent Code. This can be provided by your child's school, or alternatively you can find it inside your child's Satchel One account.

- 
- [Obtaining a Parent Code](#)
    - [Via the mobile app](#)
    - [Via web browser](#)
    - [Request from school](#)

# Satchel One



**TOYNBEE**  
**SCHOOL**

## **Personal Details:**

Name: .....

Tutor: .....

My Username is: .....

My Password is: .....

My School Email Address is: .....

# Satchel One

## What is Satchel One?

Satchel One is a website and an app we use to set home learning and to post links to any resources you may need. You can also view your timetable on Satchel One.



### Logging into Satchel One: Using a computer

- 1 Go to the Satchel One website – [www.satchelone.com](http://www.satchelone.com)
- 2 Select 'Student' Click 'Sign in with Microsoft 365' 
- 3 Sign in using your Toynbee email address and your Toynbee password

### Logging into Satchel One: Using the Satchel One App

- 1 Download the Satchel One App from an App Store
- 2 Search for Toynbee School
- 3 Sign in using your Toynbee email address and your Toynbee password 

### Use Satchel One to:

- Check your timetable
- See what your home learning tasks are
- Read any instructions about your home learning
- Access any resources you may need to be able to complete your home learning
- Ask your teacher any questions about your home learning



Your parents can get access to Satchel One too, which is really handy for helping you with your organisation!

# Home Learning

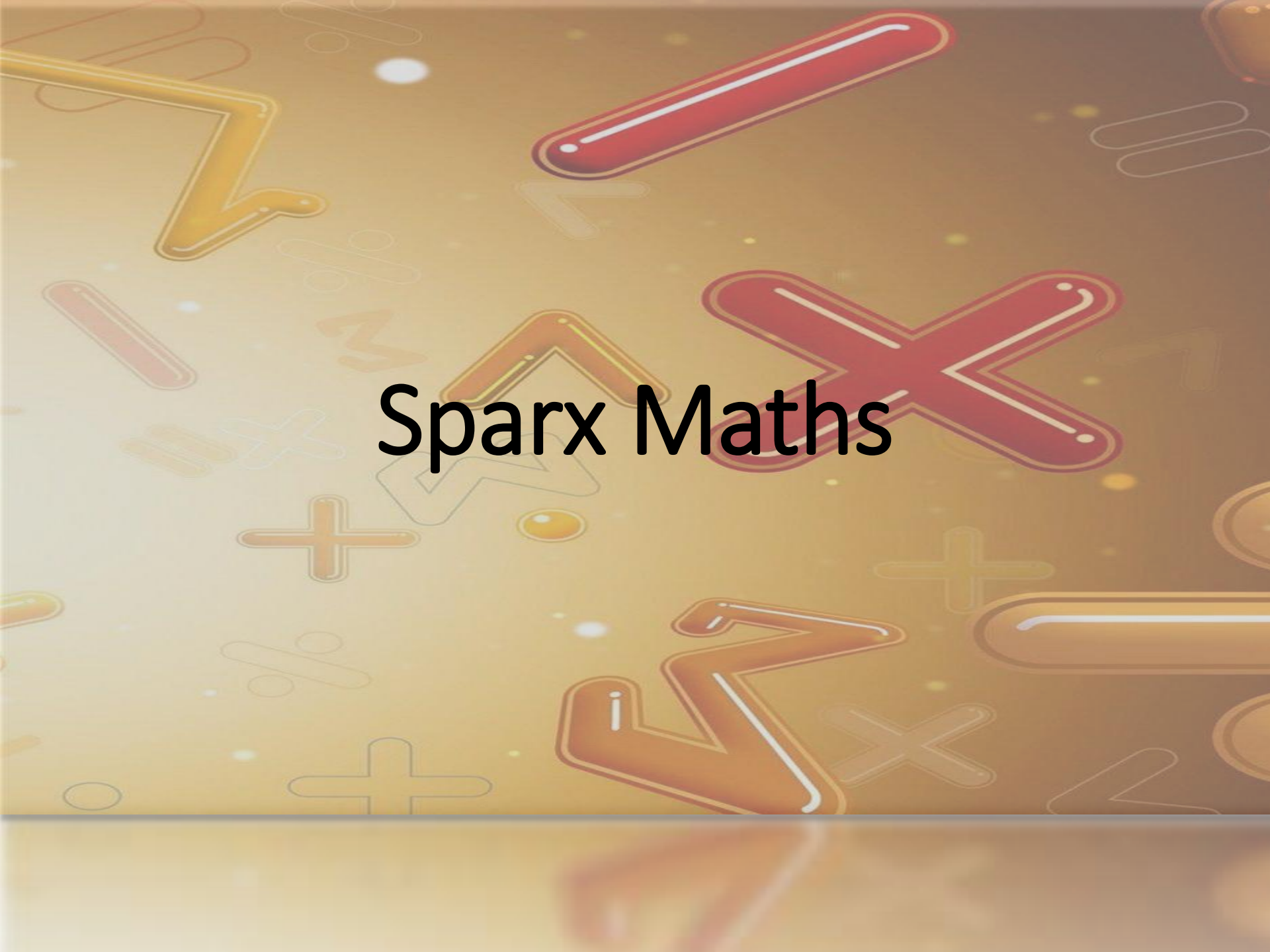
A collection of various mathematical and scientific icons including a pencil, eraser, ruler, compass, protractor, calculator, and graphs, arranged around the text.

**Sparx Maths**

**Sparx Reader**

**Sparx Science**

# Sparx Maths

The background of the slide is a warm, golden-brown gradient. It is decorated with various mathematical symbols and shapes in a 3D, embossed style. These include plus signs, minus signs, multiplication signs, division signs, and percentages, as well as geometric shapes like triangles and rectangles. The symbols are in shades of gold, red, and brown, creating a playful and educational atmosphere.

# What is Sparx Maths?

- Sparx Maths Homework is an online learning platform that creates personalised maths homework for students
- Each week, topics are selected that have been taught in class and the Sparx programme builds a personalised set of questions to match your child's current level of understanding
- In order to build a solid foundation in maths and achieve their full potential, pupils must have 100% completion of homework each week
- It also gives teachers a detailed insight into class and individual understanding



# How does Sparx Maths work?

- Your child needs to access the Sparx website via their **Toynbee Microsoft 365** account. This links them directly to their own Sparx page, without the need for a separate login
- Each week, on Friday, a new homework will appear on their Sparx. This will be linked to the curriculum we are following
- Your child will enter the answers online and receive immediate feedback as to correct or incorrect
- A video is attached to each question, so if your child is stuck, they can watch the video, take notes, and this will help them answer the question



# How does Sparx Maths work?

- In Maths, workings and methods are vital. To encourage pupils to still use correct written methods to work out their answers, Sparx incorporates 'Bookwork checks' to the programme
- These checks remind students to write down the question and their working, which is really helpful if they get stuck as teachers can see where they are going wrong
- If your child is still stuck after watching the video carefully, they may need to ask their teacher for support
- On the Due Date, your child's class teacher receives powerful insights on the class performance as well as being able to dig down into each pupil's personal performance



# How does Sparx Maths work?

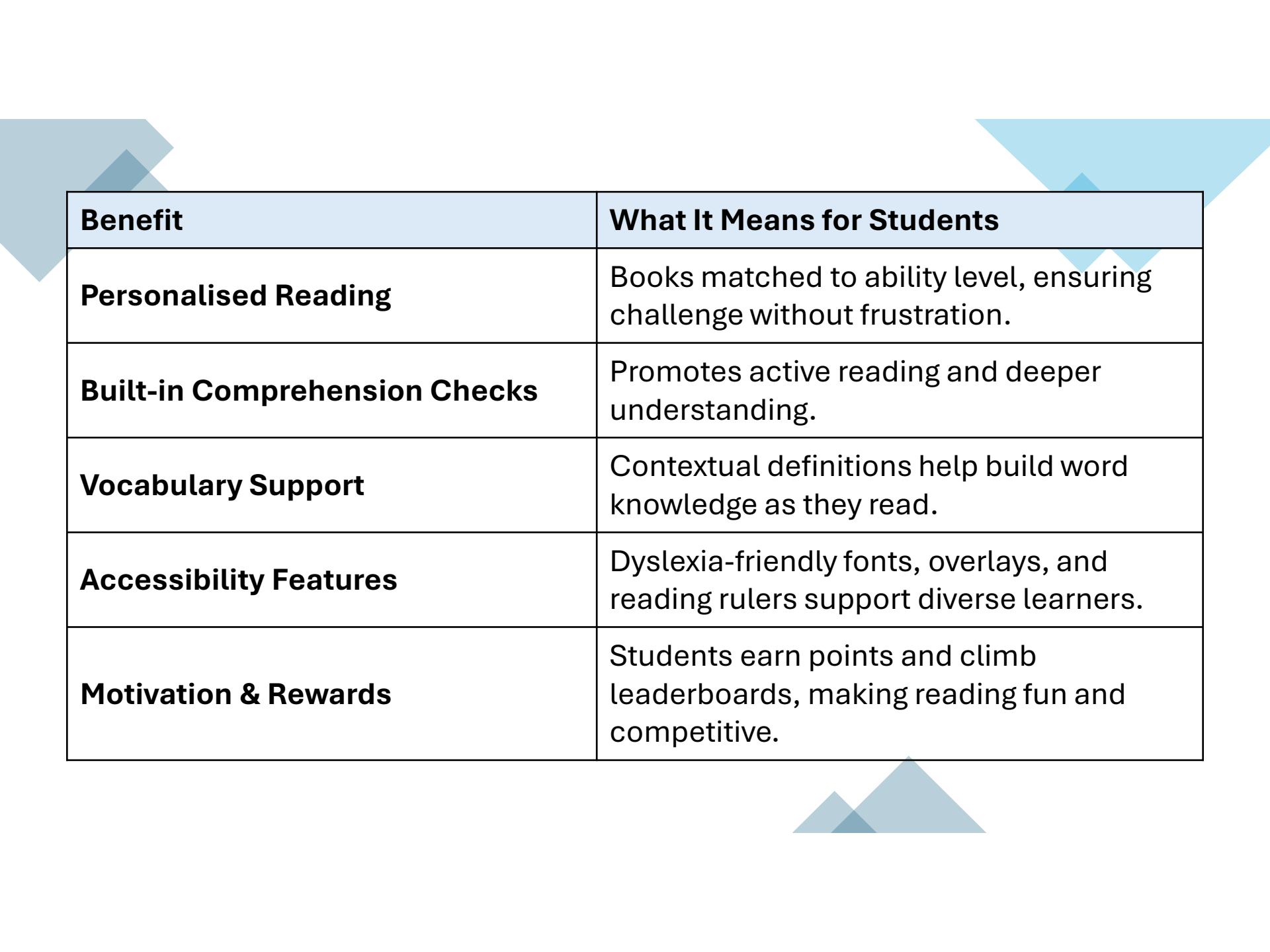
- If your child is completing their homework each week, the programme will adapt to their own level and should provide the support and challenge needed to help them reach their potential
- However, sometimes children will want extra support. **We offer a Homework Support Club every Monday in M4 from 3pm to 4pm**
- This Maths Homework Support Club is manned by maths teachers each week
- Your child can attend the whole session to complete homework, or use it as a drop-in to ask for help on a particular question before heading home



# What is Sparx Reader?

**Sparx Reader is a personalised digital reading platform designed to:**

- Offer students age-appropriate books tailored to their reading level
- Embed comprehension questions throughout the text to ensure active engagement
- Track progress in real time, giving teachers—and you as parents—clear visibility into your child's reading habit.
- Support pupils in developing strong reading habits



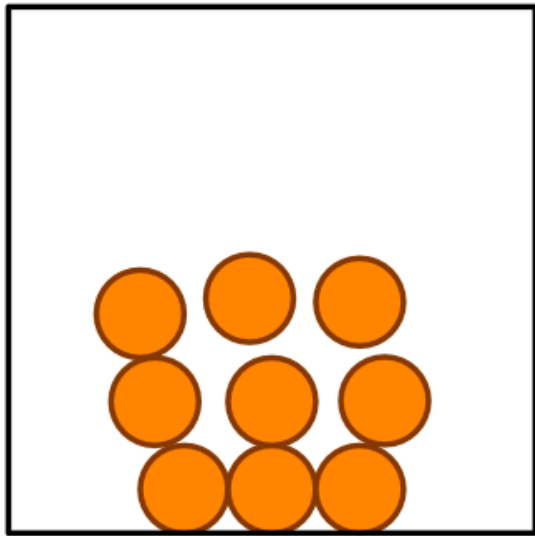
| <b>Benefit</b>                       | <b>What It Means for Students</b>                                                |
|--------------------------------------|----------------------------------------------------------------------------------|
| <b>Personalised Reading</b>          | Books matched to ability level, ensuring challenge without frustration.          |
| <b>Built-in Comprehension Checks</b> | Promotes active reading and deeper understanding.                                |
| <b>Vocabulary Support</b>            | Contextual definitions help build word knowledge as they read.                   |
| <b>Accessibility Features</b>        | Dyslexia-friendly fonts, overlays, and reading rulers support diverse learners.  |
| <b>Motivation &amp; Rewards</b>      | Students earn points and climb leaderboards, making reading fun and competitive. |

- Set every Monday & due the following Monday (except holidays)
- Takes 30 minutes
- Questions based on previous learning in class



**Sparx Science**

Year 7 Science Home Learning



 Zoom

Level 4  
(high  
demand  
)

A student has tried to draw a particle diagram of a solid.

Why is this diagram **not** correct?

The particles are the same sizes

There are not enough particles

The particles are not moving

Some particles are not touching

Sparx will (after  
some use) find  
each pupil's  
level and give  
questions of  
suitable  
challenge



Check your learning

Which label shows the nucleus in this cell?

A

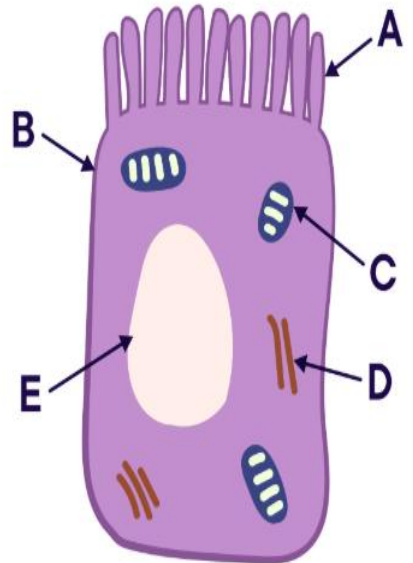
B

C

D

E

Get the answer incorrect? Then have another go.



Zoom



Incorrect

[Report a problem](#)

[Skip](#)

[Try again](#)



## Sparx Science



Homework



Independent  
Learning

Want more practice,  
or just can't get  
enough science?

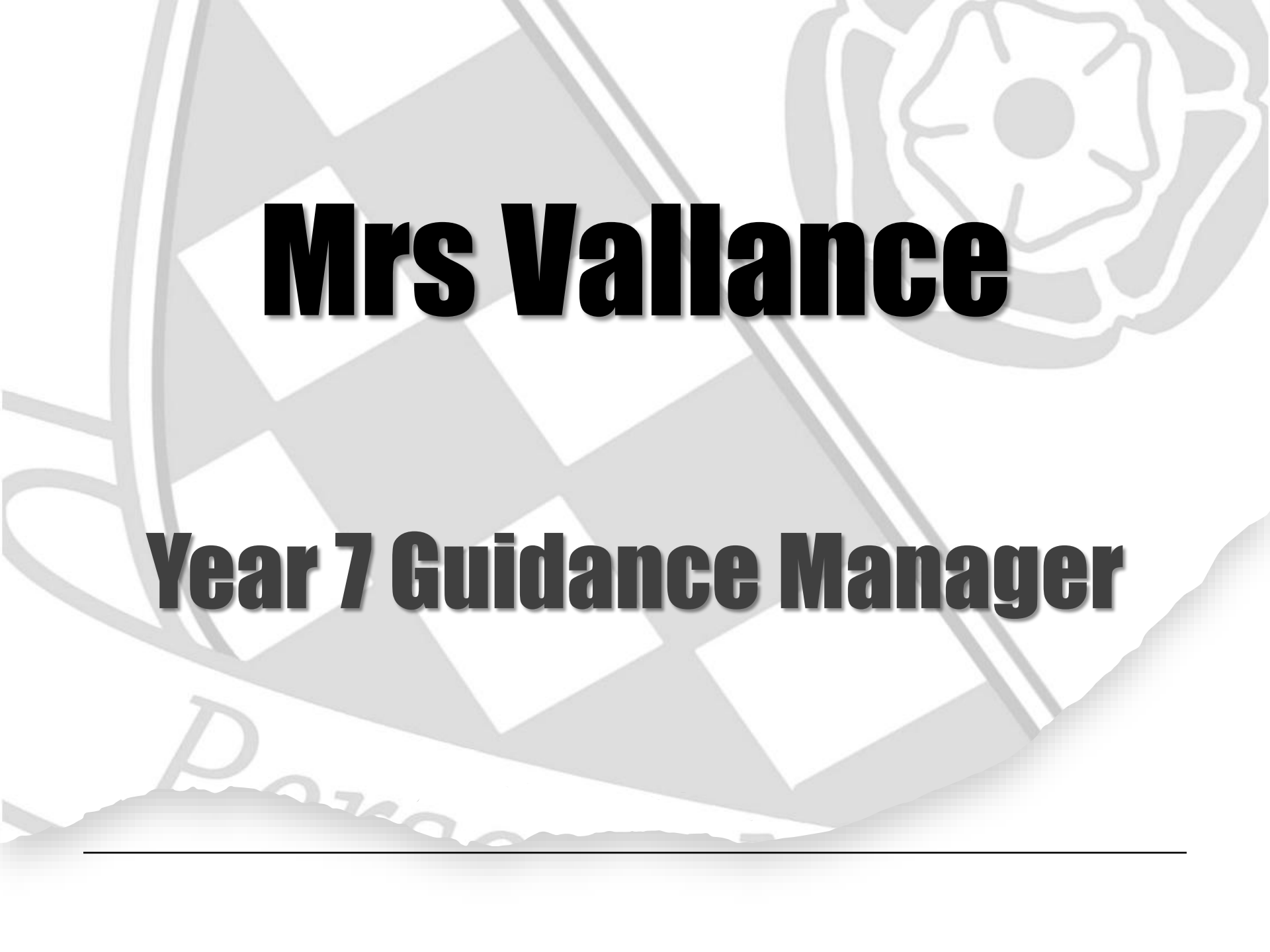
...independent  
learning provides  
even more science!



We want Sparx to help your child and not be a cause of stress for them.

We hope there is enough in-built support to make it accessible for all, but if not, let us know and we can set your child a reduced demand task.





**Mrs Vallance**

**Year 7 Guidance Manager**

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# ROLE OF A GUIDANCE MANAGER

- To coordinate any support that your child might need at some point during their 5 years at Toynbee.
  - Any concerns regarding your child's emotional wellbeing, or physical or mental health
  - Significant friendship issues that they made need support with
  - Any updates to family circumstances that impact on the child
  - **Oversee Behaviour and Attendance – communication with parents/carers is important**
-

---

# ROLE OF A GUIDANCE MANAGER

What I encourage within the first few weeks:

- Resilience
  - Respect
  - Kindness
-

---

**Positive relationships with parents and carers is very important to me**



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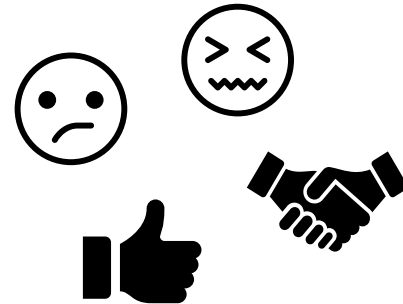
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# GUIDANCE MANAGER MENTORING PROGRAMME

We have introduced a Guidance Manager Mentoring Programme this year to help support students in various pastoral areas:

- Worries
- Self Esteem
- Anger Management
- Friendships
- Exam Stress



We will carefully consider when these interventions might be helpful and will then communicate with parents.

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# SOCIAL MEDIA

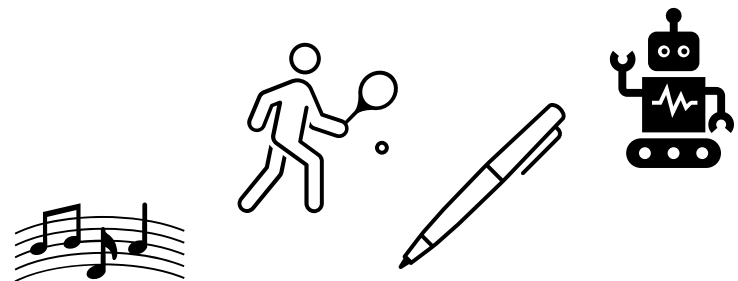
- WhatsApp has recently emerged as a go-to platform for creating groups for communication, but it also comes with significant risks
- It is very easy for anybody to set up a WhatsApp group, call it anything they like and add anybody they like
- You can have up to 1024 people in one group chat regardless of if they are one of your contacts or not.
- At school we see disagreements being taken outside school and exaggerated over WhatsApp via groups



---

# EXTRA CURRICULAR CLUBS

- Our finalised extra-curricular club offer will be published soon
- Please encourage pupils to come and attend a club as it is a great way to meet new people who have similar interests.
- There are a really wide range of clubs including sport and music, and everything from creative writing club to Dungeons and Dragons and History club to Robotics.



---

# POSTIVE OPPORTUNITIES

At Toynbee we celebrate the positive achievements of our pupils whether that be in their academic success, their extracurricular talents or their personal developments of character.



## **PROUD POINTS:**

Awarded for celebrating Personal Development. The 5 Core Values are: Participating, Respect, Opportunity, Unique and Determination



**MODEL PUPIL  
AWARD**

**SUBJECT  
STARS**



**ATTENDANCE  
AWARDS**



***HEADTEACHER  
AWARD***



Successes are celebrated publicly:

- Assemblies
- Celebration Breakfasts/Afternoon Teas
- Awards Evenings
- Celebration Trips

---

POSTIVE OPPORTUNITIES

OUR PROUD POINTS CUP!



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# POSTIVE OPPORTUNITIES

At the end of the academic year, we have a celebration trip to Paulton's Park where we take the whole year group to enjoy the rides with their friends.

More information will be sent out about this trip and our criteria for attending.



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## KEY DATES

- Thursday 22nd October – Year 7 Tutor Evening
- Wednesday 9<sup>th</sup> June – Year 7 Parent's Evening
- Tuesday 13<sup>th</sup> July– Year 7 Celebration Trip to Paulton's Park

## **INSET DAYS – AUTUMN TERM**

- Friday 2<sup>nd</sup> October
  - Wednesday 25<sup>th</sup> November
-



**Thank you for listening**

**This presentation will be uploaded  
to the website for your reference**

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