



مدرسة الإبداع
العلمي الدولية
INTERNATIONAL SCHOOL
OF CREATIVE SCIENCE
BAHRAIN | البحرين

SCHOOL READINESS PACK

Year 7



STARTING YEAR 7 – A NEW CHAPTER BEGINS

Finishing Year 6 and moving on to secondary school is an exciting and important milestone. Year 7 is a fresh start, full of new experiences—new subjects to explore, new teachers to learn from, and new friendships to build. It's a time when children begin to develop more independence and take on greater responsibility for their learning. While the change can feel a bit unfamiliar at first, it's also the beginning of an exciting journey where they will grow in confidence, build new skills, and discover what they enjoy most in school.

What will my child do in Year 7?

Year 7 is the first year of secondary school and the beginning of Key Stage 3. It is a time for children to settle into new routines, meet new teachers, and start learning a wider range of subjects. Your child will build on what they learned in primary school and start to explore topics in more depth.

In English, your child will read and discuss different types of texts, including stories, plays, poems, and non-fiction. They will improve their writing, spelling, punctuation, and grammar, and learn how to write clearly for different purposes.






In mathematics, they will continue to work with numbers, fractions, decimals, and percentages. They will also start using algebra, learn more about shapes and angles, and solve problems using data and graphs.

Your child will also study other subjects, such as Quran, Islamic Studies, Arabic, Science, Humanities, Bahraini Citizenship, Computing, PSHE, Art Tech, Design & Technology and Physical Education (PE).

As they settle into Year 7, children are encouraged to become more independent, organised, and confident in their learning. They will also develop important skills like teamwork, thinking carefully, and solving problems.

How can I help my child during this transition?

The move from primary to secondary school is a big step, and your support can make a real difference. Children may feel excited, nervous, or unsure—and that's completely normal. Here are some helpful ways you can support your child during this time:







-  **Talk about what to expect** – Have regular chats about what secondary school might be like. Talk positively about the new routines, teachers, subjects, and opportunities they will have.
-  **Listen and reassure** – Encourage your child to share how they're feeling. If they are worried or unsure, listen calmly and let them know it's okay to feel that way. Remind them that many other children feel the same.
-  **Help them get organised** – Support your child in learning to pack their own bag, keep track of homework, and plan their week. These small habits will help build confidence and independence.
-  **Encourage healthy routines** – Getting enough sleep, eating well, and having time to relax and play will all help your child feel ready to learn and cope with change.
-  **Stay connected with school** – Read any information sent by the new school, attend meetings or events when possible, and don't hesitate to ask questions if you're unsure about anything.

With your encouragement and support, your child can feel more confident, calm, and ready to enjoy this exciting new stage in their education.

ENGLISH

What students will learn in year 7






As per the England National Curriculum for year 7, students focus on the following:

-  **Reading Comprehension and Analysis:** understanding themes, characters, and language in a range of texts.
-  **Writing for a Range of Purposes:** crafting narratives, arguments, descriptions, and informative pieces with accurate grammar and structure.
-  **Grammar and Vocabulary Development:** using a wide range of vocabulary and mastering sentence structures, punctuation, and cohesive devices.
-  **Spoken English and Presentation Skills:** participating in discussions, debates, and formal presentations with clarity and appropriate vocabulary.
-  **Appreciation of Literary Heritage:** studying poetry and plays, to build literary knowledge.
-  **Critical Thinking and Inference:** making inferences and supporting them with evidence from texts; evaluating how authors use language to impact readers.






Expected Year 6 Standards Before Entering Year 7

By the end of Year 6, students should have achieved the following competencies as per the National Curriculum:





Reading

-  Read a wide range of books, including stories, non-fiction and poetry.
-  Understand what they read and explain the meaning in their own words.
-  Talk about the language, characters, and structure used in a text.
-  Make predictions and inferences using evidence from the text.
-  Read aloud clearly, with good pace, expression, and understanding.

Writing

-  Write for different purposes (stories, letters, reports, instructions, etc.).
-  Use correct grammar, punctuation, and spelling.
-  Organise writing into clear paragraphs with a beginning, middle, and end.
-  Use descriptive vocabulary, a range of sentence types, and connectives to improve their writing.
-  Edit and improve their work to make it clearer and more interesting.

Speaking and Listening

-  Speak clearly and confidently in different situations.
-  Take part in discussions, listen to others, and build on what others say.
-  Ask and answer questions to show understanding.
-  Use formal and informal language when appropriate.

Ways to support your child

Encourage Regular Reading

Help your child read a little each day. This could be story books, magazines, news articles or even recipes! Talk about what they read to check understanding and build vocabulary.

Have Conversations

Talk with your child about their day, ideas, or topics from books or TV. This builds confidence in speaking and helps them learn how to explain and describe clearly.

Practise Writing Together

Invite your child to write short stories, letters, or keep a diary. You could also write shopping lists, emails, or instructions together. Focus on neat handwriting, spelling, and full sentences.

Play Word Games

Try word searches, crosswords, or games like Scrabble. These help improve spelling, vocabulary, and quick thinking in a fun way.

Revise Grammar and Punctuation

Review key grammar rules such as using capital letters, full stops, question marks, and commas. Encourage your child to check their own writing for mistakes.

Explore Stories and Characters

Watch films or plays based on books (like *Matilda* or *Harry Potter*), and talk about the characters, plot, and setting. This helps build the same skills used in English lessons.

Practise Reading Comprehension

Use short texts or reading comprehension booklets. After reading, ask your child to explain what happened, how a character felt, or why something happened.

Here are some activities for your child to complete before starting Year 7:

Activity 1: Fiction text

Extract from: *George's Marvellous Medicine* by Roald Dahl

George sat himself down at the table in the kitchen. He was shaking a little. Oh, how he hated Grandma! He really hated that horrid old witchy woman. And all of a sudden he had a tremendous urge to do something about her. Something whooping. Something absolutely terrific. A real shocker. A sort of explosion. He wanted to blow away the witchy smell that hung about her in the next room. He may have been only eight years old but he was a brave little boy. He was ready to take this old woman on.

'I'm not going to be frightened by her,' he said softly to himself. But he was frightened. And that's why he wanted suddenly to explode her away.

Well ... not quite away. But he did want to shake the old woman up a bit.

Very well, then. What should it be, this whooping terrific exploding shocker for Grandma?

He would have liked to put a firework banger under her chair but he didn't have one. He would have liked to put a long green snake down the back of her dress but he didn't have a long green snake. He would have liked to put six big black rats in the room with her and lock the door but he didn't have six black rats.

As George sat there pondering this interesting problem, his eye fell upon the bottle of Grandma's brown medicine standing on the sideboard. Rotten stuff it seemed to be. Four times a day a large spoonful of it shovelled into her mouth and it didn't do her the slightest bit of good. She was always just as horrid after she'd had it as she'd been before. The whole point of medicine, surely, was to make a person better. If it didn't do that, then it was quite useless.

So-ho! thought George suddenly. Ah-ha! Ho-hum! I know exactly what I'll do. I shall make her a new medicine, one that is so strong and so fierce and so fantastic it will either cure her completely or blow off the top of her



head. I'll make her a magic medicine, a medicine no doctor in the world has ever made before.

George looked at the kitchen clock. It said five past ten. There was nearly an hour left before Grandma's next dose was due at eleven. 'Here we go, then!' cried George, jumping up from the table. 'A magic medicine it shall be!'

Comprehension and Vocabulary Questions:

1. How old is George in the story?

2. Find and copy the phrase that shows how often Grandma takes her medicine.

3. Why does George believe his Grandma's medicine doesn't work?

4. Do you think George has a good relationship with his Grandma? Give a full explanation, using at least two pieces of evidence from the text to support your answer.

Techniques and Their Effects

1. In the first paragraph, Roald Dahl uses several short, punchy sentences. Why do you think he chose to write this way? What effect does it create for the reader?

2. Look at the paragraph that begins with "He would have liked to...". In this paragraph, Dahl repeats the same sentence structure. Why do you think he uses repetition here? What effect does it have on the reader or the mood of the story?

Extended Writing Task

Imagine you could invent your own magical “medicine” to solve a specific problem. What would your medicine do, and who would it help? Describe how you would make it, what strange or exciting ingredients you'd include, and how it should be used. Be as creative and descriptive as possible in your writing.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

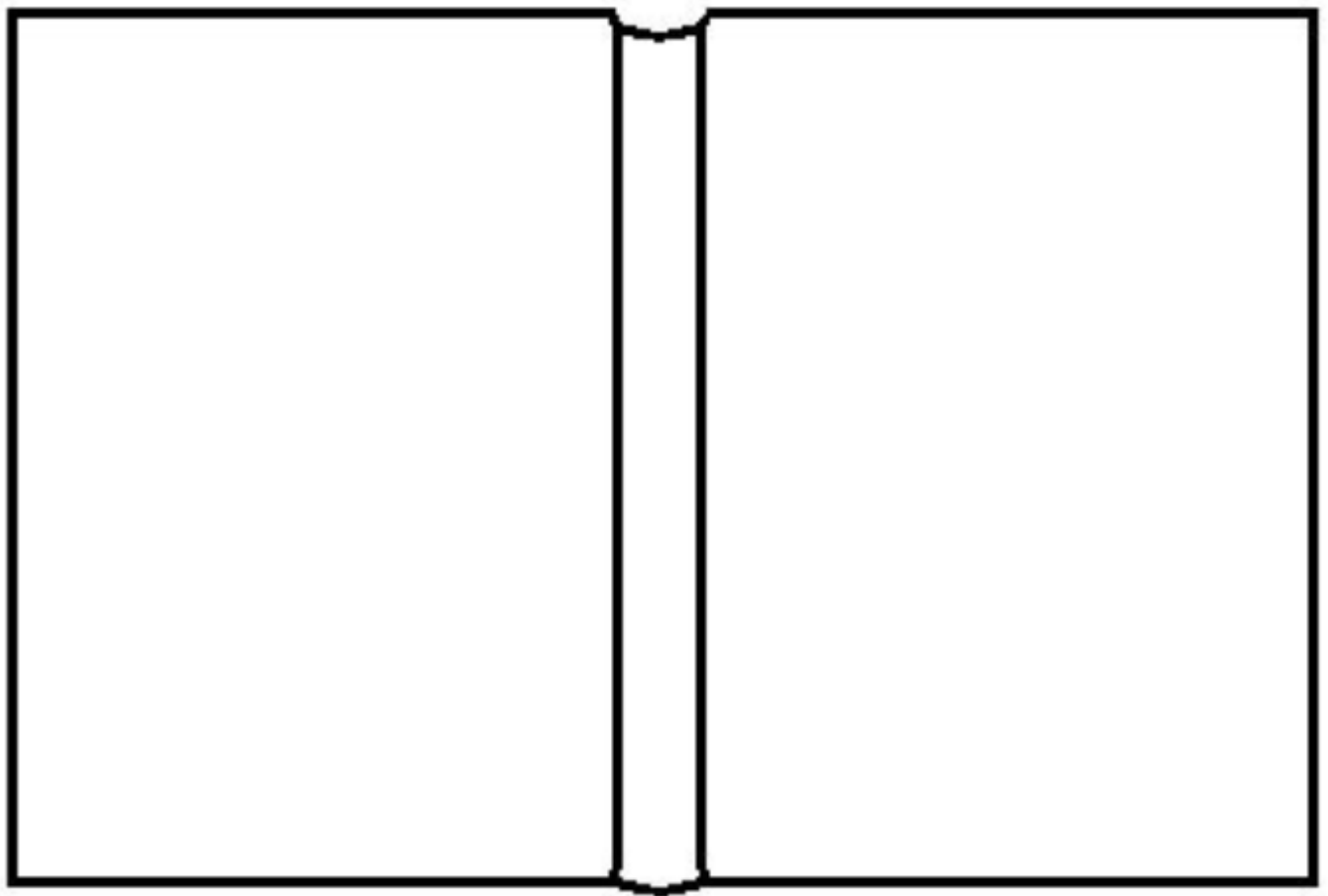
Activity 2: Design a new cover for your favourite book

Choose a book you really enjoy and design a brand-new front cover for it. Your cover should be colourful and creative, and it should show key moments or important ideas from the story.

You can include:

- 🏆 The title and author's name
- 🏆 A picture or design that shows what the book is about
- 🏆 Key characters, themes, or scenes from the story
- 🏆 Colours and style that match the mood or genre of the book
- 🏆 A short blurb on the back – this is a quick summary that grabs the reader's interest without giving away the ending

Have fun and let your cover show why this book is special to you!




Activity 3: My perfect story ending


Choose a Story: Pick a book, short story, or film that you've enjoyed recently. Think about how the story ended. Was the ending happy, sad, or surprising?

Imagine a Different Ending: Imagine you are the author of the story. How would you change the ending? You can write a **happy** ending, **unexpected twist**, or a **sad conclusion**—it's up to you!

1. **Briefly explain the original ending.** What happened at the end of the story you picked?





















2. **Write your new ending.** Try to make it as exciting or surprising as you can. Think about how the characters would react and how the ending fits the story. Include Theme and Characters:

 What theme is your story about? (e.g. friendship, courage, adventure, mystery)

 How do the characters help lead to your new ending? Do their actions change the outcome of the story?

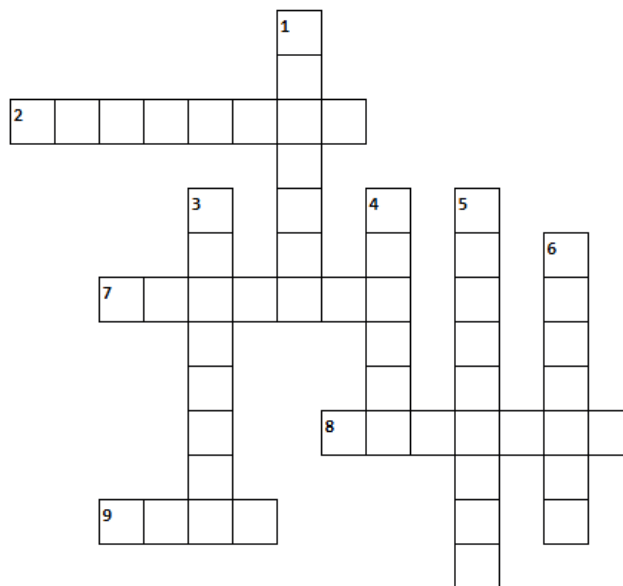
3. **Reflect on the Impact:** After writing your ending, answer these questions: How did your new ending change the meaning of the story? Did your ending still make sense with the theme of the story? How would the characters feel if your new ending was the real one?

Activity 4: Wordsearch

-  NOUN
-  VERB
-  ADJECTIVE
-  ADVERB
-  SYNONYM
-  ANTONYM
-  PARAGRAPH
-  PUNCTUATION
-  SENTENCE
-  GRAMMAR
-  READING
-  WRITING
-  SIMILE
-  METAPHOR
-  CHARACTER
-  PLOT
-  THEME
-  DIALOGUE
-  AUTHOR
-  EDIT



Activity 5: Crossword



Across

2. The person who tells the story.
7. A word that means the opposite of another word.
8. The time and place where a story happens.
9. A word that shows an action.







Down

1. A word that replaces a noun (e.g., he, she, it).
3. A comparison saying something is something else.
4. A comparison using 'like' or 'as'.
5. A word that describes a noun.
6. A word that has the same or similar meaning as another word.

MATHEMATICS









What students will learn in Year 7

As per the England National Curriculum for year 7, students focus on the following:

-  **Algebraic Thinking:** Understanding sequences, expressions, and equations.
-  **Place Value and Proportion:** Deepening knowledge of number systems and proportional reasoning.
-  **Applications of Number:** Applying arithmetic skills in various contexts.
-  **Directed Number:** Working with positive and negative numbers.
-  **Fractional Thinking:** Operating with fractions and mixed numbers.
-  **Lines and Angles:** Investigating geometric properties and reasoning.

Expected Year 6 Standards Before Entering Year 7

By the end of Year 6, students should have achieved the following competencies as per the National Curriculum:

-  **Number and Place Value:** Understanding numbers up to 10 million, including negative numbers.
-  **Calculations:** Performing multi-digit arithmetic operations confidently.
-  **Fractions, Decimals, and Percentages:** Simplifying, comparing, and performing operations with fractions; understanding decimal and percentage equivalents.
-  **Ratio and Proportion:** Solving problems involving relative sizes and scaling.
-  **Algebra:** Using simple formulae and generating number sequences.
-  **Measurement:** Converting units and calculating area, volume, and perimeter.
-  **Geometry:** Classifying shapes, understanding angles, and using coordinates.
-  **Statistics:** Interpreting data from various charts and graphs.

Ways to support your child

Practise Times Tables and Mental Maths

Help your child stay confident with their times tables (up to 12×12). Quick mental maths helps with more complex problem-solving later on.

Use Maths in Everyday Life

Involve your child in real-life maths: measuring ingredients when cooking, working out change when shopping, or reading timetables when planning a journey.

Talk About How They Solve Problems

Ask your child to explain how they worked something out. This helps build reasoning skills and confidence when approaching new maths topics.

Play Maths Games

Use card games, board games, or online apps to make maths fun. Games involving numbers, logic, or strategy help keep maths skills sharp.

Explore Shapes and Space

Look at shapes around the house or outside. Talk about their properties (e.g. edges, angles, symmetry). This supports geometry learning in Year 7.

Revise Key Skills from Year 6

Practise written methods for addition, subtraction, multiplication and division. Review fractions, decimals, percentages and place value.

Use Free Online Resources

Websites like BBC Bitesize and White Rose Maths offer free resources to review topics and build confidence before secondary school.

Here are some activities for your child to complete before starting Year 7:

Activity 1: Numbers to 1,000,000

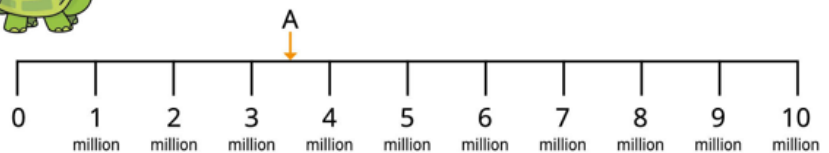
100,000	200,000	300,000	400,000	500,000	600,000	700,000	800,000	900,000
10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9

What number is shown in the Gattegno chart?

Decrease the number shown by 30,000

Increase the number shown by 100,500

Challenge a partner to find other increases and decreases of the number.



Tiny says A is pointing to 3,050,000

Explain the mistake that Tiny has made.

Mo and Rosie are each thinking of a number.



Mo

My number is 1,350,000 when rounded to the nearest ten-thousand.



Rosie

My number is 1,000,000 when rounded to the nearest million.

Both numbers are whole numbers.

What is the greatest possible difference between the two numbers?

Activity 2: Fractions

Tiny wants to convert $\frac{137}{500}$ to a decimal.

I can divide 500 by 5 to get a denominator of 100, but then I cannot divide 137 by 5, so I cannot convert it to a decimal.



Explain a different method that Tiny could use.

Write $\frac{137}{500}$ as a decimal.

1							
$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

To convert $\frac{1}{8}$ to a decimal, would you use an equivalent fraction with a denominator of 10, 100 or 1,000?

Use your choice to convert $\frac{1}{8}$ to a decimal.

Now use your answer to convert $\frac{3}{8}$ to a decimal.

Why is it easy to convert $\frac{4}{8}$ to a decimal?



Eva

I know that 45% is equivalent to $\frac{45}{100}$

I know that 45% is equivalent to $\frac{9}{20}$



Amir

Who do you agree with?

Explain your reasoning.

Which of these pairs are equivalent?

$\frac{11}{25}$ and 44%

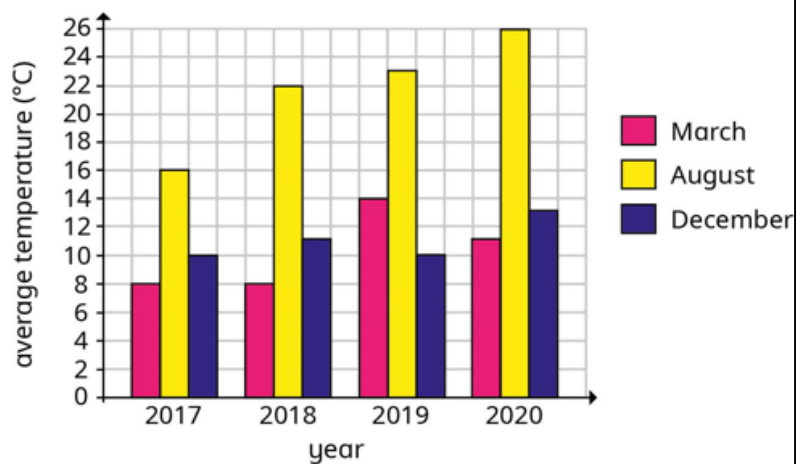
$\frac{23}{50}$ and 23%

$\frac{17}{20}$ and 0.17

$\frac{49}{50}$ and 0.98

Activity 3: Statistics

The bar chart shows the average temperature in a UK city.

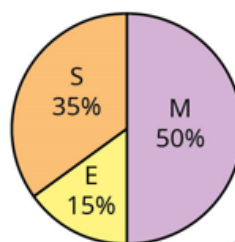


Summarise what the chart tells you.

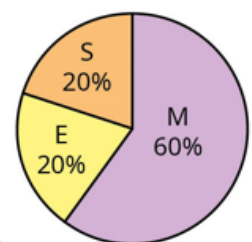
What questions could you ask a partner about this chart?

120 boys and 100 girls were asked to name their favourite subject. The results are shown in the pie charts.

boys' favourite subjects



girls' favourite subjects



More girls prefer maths than boys, because 60% is greater than 50%.



Do you agree with Tiny?

Explain your answer.

Rosie asked the children in Year 6 to name their favourite sport.

The table shows the results.

Complete the table and draw a pie chart to show the information.

Sport	Total	Angle
Football	10	
Tennis	18	
Rugby		$\text{_____} \times 6 = 90^\circ$
Swimming	6	$6 \times 6 = 36^\circ$
Cricket		$\text{_____} \times 6 = 42^\circ$
Golf	4	$4 \times 6 = 24^\circ$
Total	60	360°

Activity 4: Sudoku

						7		
3	9		7		8	5	4	
8	6			5	4			
9		6		4	7			
1	3	4	2				9	
	5	8	1		9			4
5	4		9	2	3			8
				7		9		5
					1		3	

Clues:



Row 4 column 2 can only be 2

Row 6 column 1 can only be 7

Row 8 column 6 can only be 6



Activity 5: Brain teaser

Find the value of each symbol and the “?”

$$\text{Target} + \text{Mustache} + \text{Target} = 240$$

$$270 = \text{Lemon} + \text{Lemon} + \text{Diamond}$$

$$\text{Diamond} = \text{Lemon}$$

$$\text{Diamond} - 50 = \text{Mustache}$$

$$\text{Target} + \text{Mustache} \times \text{Lemon} + \text{Diamond} = ?$$