



Curriculum Provision

Year 7

2022-2023

| Subject | Autumn | | Spring | | Summer | |
|---|---|----------|--|----------|---|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>English</p> <p>*Please note in addition to topics outlined, Year 7 will access a speech and language programme and individual reading/literacy session as part of their weekly English lessons.</p> | <p>Topic Focus: Autumn Poetry</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Experience multisensory introduction to poetry • Explore 'Autumn' as a theme through various mediums • Develop an enjoyment and appreciation of poetic forms • Read independently, within small groups and as a whole class • Develop basic speaking and listening skills • Identify rhythms, sounds and rhyme in poems studied • Explore a range of poetic devices • Write their own poems using lists, shapes, metaphors, haiku, similes, alliteration, and onomatopoeia | | <p>Topic Focus: Iron Man</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • Study the plot, character and setting in a novel/short story • Enhance listening and group work skills • Explore the theme of a story through speaking and listening and drama tasks • Develop literacy skills through reading and writing tasks • Make predictions about the story • Write imaginatively in response to the themes/events in a story • Develop independent reading skills and reading for pleasure | | <p>Topic Focus: Become an Author</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> • To develop an understanding of an author's craft • Recognise and use core vocabulary in relation to the topic • To identify the key components of a children's story and use these in own stories • Use ICT and reading skills to research an author • Develop written and presentational skills in creating own stories • Build on speaking and listening/presentation skills to share own stories with an audience • Continue to build on independent reading skills | |



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| Maths | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Place value, ordering and negative numbers Addition and subtraction Properties of 2D/3D shape Angles, turns and direction Multiplication and division Length and height Area and perimeter | | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Rounding, estimating and comparing Money, coins, shopping Fractions, decimals and percentages Pictograms, tally and bar charts Shape, pattern and sequences Symmetry Mass and weight | | <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Addition, subtraction and algebra Time and roman numerals Problem solving (number, measurement and money) Coordinates Fractions, decimals, and percentages Capacity and volume | |
| Science | <p>Focus: Hazards</p> <p><u>Learning Objectives:</u> Create awareness for safety within the lab and at home Identify hazards and hazard symbols on substances. Understand hazards and risk control during a practical activity/experiment.</p> | <p>Focus: States of matter and change of states</p> <p><u>Learning Objectives:</u> Develop pupils' practical skills. Identify substances that exist as solid, liquid and gas. Identify that the states are dependable on temperature difference Understand the particle model in describing states of matter and change of state.</p> | <p>Focus: Electricity and electromagnetism</p> <p><u>Learning Objectives:</u> Identify simple components used in making electric circuit. Develop pupils' practical skills. Make working series and parallel circuits. Identify stages in making electricity at the power station. Identify properties of magnet and application of electromagnetism.</p> | <p>Focus: Classification of organisms</p> <p><u>Learning Objectives:</u> Identify the classification of organisms as plant and animal Classify vertebrates and identify their features. Identify parts of plant and stages in flowering plant reproduction.</p> | <p>Focus: Energy and energy resources</p> <p><u>Learning Objectives:</u> Identify types of energy and energy resources. Develop pupils' practical skills. Identify transfer of energy. Understand the choice of energy resources in making electricity.</p> | <p>Focus: Earth's Resources and sustainability.</p> <p><u>Learning Objectives:</u> To explore resources of the earth within a practical context, Identify finite and infinite raw materials To explore separation techniques within practical context: Filtration, Distillation, Evaporation and Paper Chromatography.</p> |



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| Art | <p style="text-align: center;">Colour</p> <p>Focus - Imagination / Painting Wassily Kandinsky Henri Matisse</p> <p><u>Learning Objectives:</u> To develop pupils:</p> <ul style="list-style-type: none"> • independent skills • ability to mix a range of colours • ability to appreciate and comment on the work of others. | | <p style="text-align: center;">Cultural</p> <p>Focus - Observation/Imagination Painting / 3D Aboriginal Art</p> <p><u>Learning objectives:</u> To develop pupils:</p> <ul style="list-style-type: none"> • painting techniques and skills. • to appreciate and comment on the work of others. • ability to work in a variety of media. | | <p style="text-align: center;">Our City</p> <p>Focus - Observation/Imagination Drawing/Painting Marc Chagall John Piper Frederick Hundertwasser</p> <p><u>Learning Objectives:</u> To develop pupils:</p> <ul style="list-style-type: none"> • pupils imaginative skills. • ability to create a composition. • ability to use mix media • ability to appreciate and comment on the work of artists. | |
| Drama | <p style="text-align: center;">Intro to Drama</p> <p>Focus: Presentation skills and social interaction</p> <p><u>Learning Objectives:</u> To develop familiar routines and expectations, improved ability to work appropriately with others, an ability to show work and watch work.</p> | | <p style="text-align: center;">Improvisation</p> <p>Focus: Presentation skills and creative thinking</p> <p><u>Learning Objectives:</u> To develop the ability to respond to a selection of stimuli creatively, to be able to pretend with another</p> | | <p style="text-align: center;">Planning, rehearsing and Performing</p> <p>Focus: Creative thinking and social interaction</p> <p><u>Learning Objectives:</u> To begin to develop performance skills through feedback. To increase independence. To develop opinion</p> | |



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| Music | <p>Exploring Descriptive Sounds. Music and animals</p> <p><u>Learning objectives</u></p> <p>To create, perform and analyse a range of music that combine sounds, movements and words. (Includes Carnival Of The Animals, Indian Hasthas and Raga).</p> | <p>Performance Work</p> <p><u>Learning objectives</u></p> <p>Developing pupil's ability take part in class performances with confidence, expression and control. Based around Festive Soiree performance.</p> | <p>Exploring Arrangements</p> <p><u>Learning objectives</u></p> <p>To develop the ability to create, combine, and perform rhythmic and melodic material as part of a class performance or song. To explore 'Call and Response' songs.</p> | <p>Pentatonic Pop Songs</p> <p><u>Learning objectives</u></p> <p>To recognise and use pentatonic scales, short melodies, drones and accompaniments.</p> | <p>Pirates! Composition and Performance</p> <p><u>Learning objectives</u></p> <p>To select instruments and compose music for different scenes of a pirate sound story. To explore rhythmic patterns, texture, mood and emotion.</p> | <p>Exploring Singing Games</p> <p><u>Learning objectives</u></p> <p>To recognise and explore characteristics of singing games. To develop pupils' sense of pulse and ability to perform with others.</p> |
| History | <p><u>Focus: History Skills</u></p> <p>Timelines, Evidence, Terms</p> <p><u>Learning Objectives:</u></p> <p>To learn about chronology and how to sequence events. Interpretation of Historical sources and evidence. Terms: The past, present and the future.</p> | <p><u>Focus: The Roman Conquest of Britain</u></p> <p>The Romans</p> <p><u>Learning Objectives:</u></p> <p>To learn about the Roman Empire including its army, gladiators, slavery and lifestyle.</p> | <p><u>Focus: The Norman Conquest of Britain and its effects</u></p> <p>The Battle of Hastings, The Bayeux Tapestry, Castles</p> <p><u>Learning Objectives:</u></p> <p>To learn about The Battle of Hastings, the outcome and the long term effects for England. Norman castles in England, the development of castles from Motte and Bailey to Square Keep.</p> | <p><u>Focus: The Feudal Society</u></p> <p>The Middle Ages, 'Villeins' and the Black Death</p> <p><u>Learning Objectives:</u></p> <p>To learn about The Feudal System. To learn about the 'villeins' and their role in the medieval period, what they looked like, where they lived and what they farmed. Pupils study the Black Death and consider its cause it and look at reasons for its rapid spread.</p> | | |



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| Geography | <p>Exploring Britain Focus : Human and Physical Geography</p> <p><u>Learning objective:</u></p> <p>To know Countries that make up Britain, recognise where they are and where UK is in Europe. Know flags of Europe and recognise continents. Pupils to know key features of UK – longest river, highest mountains biggest city.</p> | | <p>Map Skills Focus : Geography Skills and Fieldwork</p> <p><u>Learning objectives:</u></p> <p>To plan view, using a key and different symbols, understanding grid references, contour lines and direction. Using maps of different scales, and drawing own map using the skills according to own level of ability.</p> | | <p>Settlements Focus: Human Geography and social interaction</p> <p><u>Learning objectives:</u></p> <p>Settlements – what they are, how they develop and change and why, to locate services within their own locality and to understand the difference between high and low order goods.</p> | |
| RE | <p><u>Focus:</u> <u>All about you</u></p> <p><u>Learning Objective:</u></p> <p>Learn how everybody is different and how we need to embrace this. Learning through talk time, art and film.</p> | <p><u>Focus:</u> <u>Celebrations</u></p> <p><u>Learning Objective:</u></p> <p>Learn how and why we celebrate around the world. Looking at many different religions from around the world.</p> | <p><u>Focus:</u> <u>Jesus' Life</u></p> <p><u>Learning Objective:</u></p> <p>Learn about the stories Jesus told and the life Christians believe he led including aspects of the Easter Story.</p> <p>Learn about where Jesus was born and some of the stories that are told about him.</p> | | <p><u>Focus:</u> <u>Art and Religions</u></p> <p><u>Learning Objective:</u></p> <p>Exploring faith through Art, with a focus on the 5 main religions. Christianity, Judaism, Hinduism, Islam, Buddhism.</p> | <p><u>Focus:</u> <u>Stories from the Bible</u></p> <p><u>Learning Objective:</u></p> <p>Learn about key characters from the Old and New testament with their stories told through a variety of mediums.</p> |
| Computing | <p>Focus: Using the computer to communicate</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn to use the features of a range of software for developing ideas and communicating information – Word Processing, DTP, Presentation and email. They also learn about ways to ensure their safety when using the Internet.</p> | | <p>Focus: Computer Science</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn basic programming language and how to give instructions to program devices (PurpleMash, BeeBot), building a game using coding blocks, exploring a simulation (Crystal Rainforest)</p> | | <p>Focus: Using the computer to handle data</p> <p><u>Learning Objectives:</u></p> <p>Pupils learn about how computers were originally developed to handle data. They use spreadsheets and databases to store, organise and analyse data for specific purposes. They model situations to find solutions to problems.</p> | |



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| Food Technology | <p>Cooking with seasonal fruit & vegetables</p> <p>Focus: Food safety & hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</p> | <p>Cooking with seasonal fruit & vegetables</p> <p>Focus: Food safety & hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</p> <p>Christmas baking</p> <p>Focus: Consumer awareness - Know some special foods that are eaten on special occasions. Weighing, measuring and shaping ingredients.</p> | <p>Cooking with seasonal fruit & vegetables</p> <p>Focus: Food safety & hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</p> <p>Shrove Tuesday Pancake day</p> <p>Focus: Consumer awareness Know some special foods that are eaten on special occasions. Weighing and measuring.</p> | <p>Cooking with seasonal fruit & vegetables</p> <p>The kitchen garden</p> <p>Focus: Food safety & hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</p> | <p>Sandwiches & healthy snacks</p> <p>Focus: Food safety & hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate.</p> | <p>Sandwiches & healthy snacks</p> <p>Focus: Food safety & hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate, serving and garnish.</p> |
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| P E | <p>Focus: Independent changing, OT skills, OAA challenges and Boccia</p> <p><u>Learning Objectives:</u></p> <p>OT Skills – Introduction and practice of occupational therapy skills such as co-ordination, balance, fine motor/gross skills.</p> <p>OAA - To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships.</p> <p>Boccia - To understand what Boccia is. Breakdown of basic skills required for the game such as the stance and release of the ball. Taking part in the School Sports Games Level 1.</p> | <p>Focus: Independent changing, OT skills, OAA challenges and Kurling</p> <p><u>Learning Objectives:</u></p> <p>OT Skills – Introduction and practice of occupational therapy skills such as co-ordination, balance, fine motor/gross skills.</p> <p>OAA - To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships.</p> <p>Kurling - To understand what Kurling is. Breakdown of basic skills required for the game such as the stance and release of the stone. Taking part in the School Sports Games Level 1.</p> | <p>Focus: Rebound trampolining and Swimming</p> <p><u>Learning Objectives:</u></p> <p>Swim - Introduction of water skills & safety issues when in the pool area. Using the water for sensory approach and to increase confidence and experiences in/with water.</p> <p>Trampolining - To introduce Trampolining, safety and basic jumping and stopping technique. To look at the 7 basic shapes and their terminology. To follow the rebound challenges. Using the trampoline for sensory approach through games and challenges which increase confidence.</p> | <p>Focus: Fitness and OAA/Boulder-Climb</p> <p><u>Learning Objectives:</u></p> <p>Climb/Boulder - Introduction to climbing and bouldering. Introduction to climbing/bouldering terminology and beginning to make contact with the wall.</p> <p>OAA - To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships.</p> <p>Fitness - To understand that keeping fit is important to our life and that we can keep fit in fun ways. Looking at components of fitness and the various way to look after our bodies (circuits, yoga etc.).</p> | <p>Focus: Indoor Athletics/Athletics and Rounders</p> <p><u>Learning Objectives:</u></p> <p>Athletics – Introduction to Athletics. Breakdown of track and field events and techniques related to each sporting event/area.</p> <p>Rounders – Introduction to Rounders and the basic skills associated with batting and fielding. Practice batting and fielding skills/hand eye co-ordination. Introduction of some basic rules.</p> | <p>Focus: Cricket and Swimming</p> <p><u>Learning Objectives:</u></p> <p>Swim - Introduction of water skills & safety issues when in the pool area. Development of pupils stroke actions and techniques. Introduction of Level 1 School Sports Games.</p> <p>Cricket - Introduction to Cricket. Breakdown of basic skills associated with batting and fielding. Practice batting and fielding skills/hand eye co-ordination. Introduction of some basic rules.</p> |



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| <p>Personal and Social Development</p> | <p>Focus 1: All about me and my emotions</p> <p><u>Learning Objectives:</u></p> <p>How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing Simple strategies to help build resilience to negative opinions, judgements and comments How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary About the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation including LGBTQ+</p> <p>To clarify and develop personal values in friendships, The importance of trust in relationships and the behaviours that can undermine or build trust</p> <p>Focus 2: Learning to be together</p> <p><u>Learning Objectives:</u></p> <p>How to safely and responsibly form, maintain and manage positive relationships, including online. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, and online). To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied. Understand values of friendships.</p> | <p>Focus: Looking after our bodies</p> <p><u>Learning Objectives:</u></p> <p>The benefits of physical activity and exercise for physical and mental health and wellbeing. The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. What might influence decisions about eating a balanced diet and strategies to manage eating choices The importance of taking increased responsibility for their own physical health including dental check-ups, Strategies for maintaining personal hygiene, including oral health, and prevention of infection. The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</p> | <p>Focus 1: Keeping Safe</p> <p><u>Learning Objectives:</u></p> <p>Make safe choices e.g. on the roads; in the water; and with fireworks. How to identify risk and manage personal safety in increasingly independent situations, including online. Ways of assessing and reducing risk in relation to health, wellbeing and personal safety. How to get help in an emergency and perform basic first aid.</p> <p>Focus 2: Money and Enterprise</p> <p><u>Learning Objectives:</u></p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices. To manage emotions in relation to money. To assess and manage risk in relation to financial decisions that young people might make. About values and attitudes relating to finance, including debt.</p> |



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| French | <p>Focus: Classroom Objects, Greetings, 6 Colours, Numbers 1-16</p> <p><u>Learning Objectives:</u></p> <p>Pupils can name common objects in the classroom. They build simple sentences that include quantity and colour of objects.</p> | <p>Focus: Hobbies and Pastimes, Days of the week, Numbers – 20</p> <p><u>Learning Objectives:</u></p> <p>Pupils can talk about their hobbies saying which day they do it, asking questions and stating personal preferences.</p> | <p>Focus: Food and Drink, 11 Colours, Numbers – 30</p> <p><u>Learning Objectives:</u></p> <p>Pupils are able to order a simple snack and drink in a café and can say what they like/dislike. They are able to respond to prices.</p> |