



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 phonics programme and reading/literacy sessions 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: Short text</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	<u>Learning objectives:</u> <ul style="list-style-type: none"> Place value and ordering Addition and subtraction Properties of 2D/3D shape Angles, turns and direction Shapes, patterns and sequences Symmetry Mass and weight. 		<u>Learning objectives:</u> <ul style="list-style-type: none"> Multiplication and division Length and height Area and perimeter Rounding and estimating Money Fractions Statistics and data collection. 		<u>Learning objectives:</u> <ul style="list-style-type: none"> Addition, subtraction and algebra Time and roman numerals Capacity Decimals and percentages Problem solving Problem solving (number, measurement and money). 	
Science	Focus: Hazards <ul style="list-style-type: none"> <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. 	Focus: States of matter and change of states <ul style="list-style-type: none"> <u>Learning Objectives:</u> <ul style="list-style-type: none"> 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. 	Focus: Electricity and electromagnetism <ul style="list-style-type: none"> <u>Learning Objectives:</u> <ul style="list-style-type: none"> 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. 	Focus: Classification of organisms <ul style="list-style-type: none"> <u>Learning Objectives:</u> <ul style="list-style-type: none"> 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. 	Focus: Energy and energy resources <ul style="list-style-type: none"> <u>Learning Objectives:</u> <ul style="list-style-type: none"> Identify types of energy and energy resources Develop pupils' practical skills Identify transfer of energy Understand the choice of energy resources in making electricity relate to green energy sources (renewable) and global warming. 	Focus: Earth's Resources and sustainability. <ul style="list-style-type: none"> <u>Learning Objectives:</u> <ul style="list-style-type: none"> To explore resources of the earth within a practical context Identify finite and infinite raw materials and relate this to sustainability To explore separation techniques within practical context: Filtration, Distillation, Evaporation and Paper Chromatography.



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Art	<p>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>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>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"> • imaginative skills • ability to create a composition • ability to use mix media • ability to appreciate and comment on the work of artists. 	
Drama	<p>Intro to Drama Focus: Presentation skills and social interaction</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To develop familiar routines and expectations • improved ability to work appropriately with others • ability to show work and watch work. 		<p>Improvisation Focus: Presentation skills and creative thinking</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To develop the ability to respond to a selection of stimuli creatively • to be able to pretend with another. 		<p>Planning, rehearsing and Performing Focus: Creative thinking and social interaction</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none"> • To begin to develop performance skills through feedback • increase independence • to develop opinion. 	



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Music	<p><u>Focus: Exploring Descriptive Sounds</u></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> 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><u>Focus: Performing</u></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> Developing pupil's ability take part in class performances with confidence, expression and control Opportunity to perform at Festive Gathering and/or in the Performing Arts Assembly. 	<p><u>Focus: Exploring Arrangements</u></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> 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><u>Focus: Pentatonic Pop Songs</u></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To recognise and use pentatonic scales, short melodies, drones and accompaniments. 	<p><u>Focus: Composition and Performance</u></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To select instruments and compose music for different scenes of a pirate sound story To explore rhythmic patterns, texture, mood and emotion. 	<p><u>Focus: Exploring Singing Games</u></p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To recognise and explore characteristics of singing games To develop pupils' sense of pulse and ability to perform with others.
	History	<p><u>Focus: History Skills</u></p> <p>Timelines, Evidence, Terms</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To learn about chronology and how to sequence events Interpretation of Historical sources and evidence Terms: The past, present and future. 	<p><u>Focus: The Roman Conquest of Britain</u></p> <p>The Romans</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> To learn about the Roman Empire including its army, gladiators, slavery and lifestyle. 	<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> <ul style="list-style-type: none"> 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><u>Focus: The Feudal Society</u></p> <p>The Middle Ages, 'Villeins' and the Black Death</p> <p><u>Learning objectives:</u></p> <ul style="list-style-type: none"> 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. 	



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Geography	Exploring Britain Focus: Human and Physical Geography <u>Learning objective:</u> <ul style="list-style-type: none"> To know Countries that make up Britain, recognise where they are and where UK is in Europe Know flags of Europe and recognise continents Know key features of UK – longest river, highest mountains biggest city. 		Map Skills Focus: Geography Skills and Fieldwork <u>Learning objectives:</u> <ul style="list-style-type: none"> 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. 		Settlements Focus: Human Geography and social interaction <u>Learning objectives:</u> <ul style="list-style-type: none"> 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. 	
	RE	<u>Focus: All about you</u> <u>Learning Objective:</u> <ul style="list-style-type: none"> Learn how everybody is different and how we need to embrace this Learn through talk time, art and film. 	<u>Focus: Celebrations</u> <u>Learning Objective:</u> <ul style="list-style-type: none"> Learn how and why we celebrate around the world Look at many different religions from around the world. 	<u>Focus: Jesus' Life</u> <u>Learning Objective:</u> <ul style="list-style-type: none"> Learn about the stories Jesus told and the life Christians believe he led including aspects of the Easter Story Learn about where Jesus was born and some of the stories that are told about him. 		<u>Focus: Art and Religions</u> <u>Learning Objective:</u> <ul style="list-style-type: none"> Explore faith through Art, with a focus on the 5 main religions - Christianity, Judaism, Hinduism, Islam, Buddhism.
Computing		Focus: Using the computer to communicate <u>Learning Objectives:</u> <ul style="list-style-type: none"> 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. 		Focus: Computer Science <u>Learning Objectives:</u> <ul style="list-style-type: none"> Pupils learn basic programming language and how to give instructions to program devices (PurpleMash, BeeBot), building a game using coding blocks and exploring a simulation (Crystal Rainforest). 		Focus: Using the computer to handle data <u>Learning Objectives:</u> <ul style="list-style-type: none"> 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.



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Food Technology	<p>Cooking with seasonal fruit and vegetables</p> <p>Focus:</p> <ul style="list-style-type: none"> Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate. 	<p>Cooking with seasonal fruit and vegetables</p> <p>Focus:</p> <ul style="list-style-type: none"> Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate. <p>Christmas baking</p> <p>Focus:</p> <ul style="list-style-type: none"> Consumer awareness - know some special foods that are eaten on special occasions Weighing, measuring and shaping ingredients. 	<p>Cooking with seasonal fruit and vegetables</p> <p>Focus:</p> <ul style="list-style-type: none"> Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate. <p>Shrove Tuesday Pancake day</p> <p>Focus:</p> <ul style="list-style-type: none"> Consumer awareness - know some special foods that are eaten on special occasions Weighing and measuring. 	<p>Cooking with seasonal fruit and vegetables</p> <p>The kitchen garden</p> <p>Focus:</p> <ul style="list-style-type: none"> Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate. 	<p>Sandwiches and healthy snacks</p> <p>Focus:</p> <ul style="list-style-type: none"> Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate. 	<p>Sandwiches and healthy snacks</p> <p>Focus:</p> <ul style="list-style-type: none"> Food safety and hygiene, knife and cutting skills and healthy eating through use of the Eat Well Plate, serving and garnish.



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P E	<p>Focus: Independent changing, OAA, Swimming, Boccia and Kurling</p> <p><u>Learning Objectives:</u></p> <p>OAA</p> <ul style="list-style-type: none"> To develop teamwork skills, working as part of a team with peers/staff, to enhance communication and relationships. <p>Swimming</p> <ul style="list-style-type: none"> Introduction of water skills and safety issues when in the pool area Using the water for sensory approach and to increase confidence and experiences in/with water. <p>Boccia</p> <ul style="list-style-type: none"> To understand what Boccia is Breakdown of basic skills required for the 	<p>Focus: Independent changing, OAA, Swimming, Boccia and Kurling</p> <p><u>Learning Objectives:</u></p> <p>Athletics</p> <ul style="list-style-type: none"> Introduction to Athletics Breakdown of field events and techniques related to each sporting event/area. <p>Swimming</p> <ul style="list-style-type: none"> Introduction of water skills and safety issues when in the pool area Using the water for sensory approach and to increase confidence and experiences in/with water. <p>Boccia</p> <ul style="list-style-type: none"> To understand what Boccia is Breakdown of basic skills required for the game such as the 	<p>Focus: Rebound, Trampoline and Swimming</p> <p><u>Learning Objectives:</u></p> <p>Trampoline</p> <ul style="list-style-type: none"> To introduce Trampoline, 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>Swimming</p> <ul style="list-style-type: none"> Introduction of water skills and safety issues when in the pool area Using the water for sensory approach and to increase confidence and 	<p>Focus: Rebound, Trampoline and Swimming</p> <p><u>Learning Objectives:</u></p> <p>Trampoline</p> <ul style="list-style-type: none"> To introduce Trampoline, 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>Swimming</p> <ul style="list-style-type: none"> Introduction of water skills and safety issues when in the pool area Using the water for sensory approach and to increase confidence and 	<p>Focus: Indoor Athletics/Athletics,</p> <p><u>Learning Objectives:</u></p> <p>Athletics</p> <ul style="list-style-type: none"> Introduction to Athletics Breakdown of track and field events and techniques related to each sporting event/area. 	<p>Focus: Striking Themed (Cricket and Rounders)</p> <p><u>Learning Objectives:</u></p> <p>Cricket</p> <ul style="list-style-type: none"> 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>Rounders</p> <ul style="list-style-type: none"> 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.



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	<p>game such as the stance and release of the ball</p> <ul style="list-style-type: none"> Taking part in the School Sports Games Level 1. <p>Kurling</p> <ul style="list-style-type: none"> 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>stance and release of the ball</p> <ul style="list-style-type: none"> Taking part in the School Sports Games Level 1. <p>Kurling</p> <ul style="list-style-type: none"> 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>experiences in/with water.</p>	<p>experiences in/with water.</p>		
Subject	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal and Social Development	<p>Health and Wellbeing All About Me: Understanding Feelings and Emotions</p> <ul style="list-style-type: none"> Learn about a range of feelings and that we often feel more than one feeling at a time Explore how different feelings might feel Develop strategies of ways to 	<p>Growing and Changing How Have We Changed?</p> <ul style="list-style-type: none"> Identify the stages of change as people progress from birth to adulthood (physical, emotional, social) Recognise correct vocabulary for some of the main 	<p>Relationships Learning to be Together Friendship</p> <ul style="list-style-type: none"> Identify what makes positive friendships/relationships Describe ways in which friendships might change over time and demonstrate strategies to manage when 	<p>Health and Wellbeing Looking After Our Bodies Hygiene and Medicine</p> <ul style="list-style-type: none"> Recognise what is meant by a healthy lifestyle Identify different ways that people can live a healthy lifestyle, and the importance of taking responsibility for own physical health 	<p>Living in the Wider World Online and in Our Community</p> <ul style="list-style-type: none"> Know how to make safe choices in the community e.g. on the roads, in the water and with fireworks Know how to make safe choices online e.g. information shared, 	<p>Living in the Wider World Money and Value</p> <ul style="list-style-type: none"> Explore the different roles money plays in our lives Explain the difference between essential and luxury purchases Explain what is meant by the terms 'afford', 'borrow'



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	<p>communicate how they are feeling</p> <ul style="list-style-type: none"> • Explore healthy strategies to manage big feelings safely • Understand that not everyone experiences the same feeling in the same situation • Understand importance of acceptance of others, respecting how others feel even though this might be different to own feelings • Know what is meant by the term mental health • Understand that everyday behaviours can support our own mental health. 	<p>body parts, including genitalia</p> <ul style="list-style-type: none"> • Know correct vocabulary to name male and female reproductive organs • Develop an understanding of why puberty happens, including physical and emotional changes • Describe some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation) • Reflect how emotions may change as we get older and are no longer children • Identify some of the new opportunities and responsibilities we have and will experience as we grow older. 	<p>relationships change</p> <ul style="list-style-type: none"> • Explore when to gain consent i.e. to seek permission before we borrow or take something • Explain what stereotyping means • Demonstrate simple constructive strategies for responding to prejudice and discrimination • Strategies of how to maintain and manage positive relationships, including online • Explore how to manage conflict within relationships • Explore how people can be the same and different • Recognise bullying and its impact in all its forms. Develop strategies to manage bullying. 	<ul style="list-style-type: none"> • Develop strategies for maintaining personal hygiene for prevention of infection • Identify favourite foods and drinks, link these to a balanced diet and describe some of the long-term benefits of a healthy diet • Explain the risks of consuming food and drinks with high sugar or caffeine content • Understand how to take care of dental health • Identify how we can help ourselves to support our mental health • Describe how we can help friends or family who might be feeling stressed or unhappy. 	<p>communicating with others</p> <ul style="list-style-type: none"> • Know what is right and wrong, explore rules and the law in relation to school, in the community and online • Know how to identify risk and manage personal safety in increasingly independent situations, including online • Recognise that not everything we see online is 'real' or 'true' • Know how to get help in an emergency and perform basic first aid • Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution). 	<p>and 'lend' (in the context of money)</p> <ul style="list-style-type: none"> • Recognise that money we get from cash machines or through 'cashback' in the supermarket is our money • Describe some simple examples of what is meant by 'value for money' • Identify what we can do if something we buy is faulty or we want to return it (our legal rights) • Understand what is meant by having a job/career • Develop strategies to manage emotions in relation to money.
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French	<p>Focus: Classroom Objects, Greetings, 6 Colours, Numbers 1-16</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none">• Pupils can name common objects in the classroom• They build simple sentences that include quantity and colour of objects.	<p>Focus: Hobbies and Pastimes, Days of the week, Numbers – 20</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none">• Pupils can talk about their hobbies saying which day they do it, asking questions and stating personal preferences.	<p>Focus: Food and Drink, 11 Colours, Numbers – 30</p> <p><u>Learning Objectives:</u></p> <ul style="list-style-type: none">• 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.