

# CURRICULUM HANDBOOK – Year 7



## INTRODUCTION

This guide gives students, parents and carers a summary of the curriculum content that students will be covering each term in each subject and outlines the key learning objectives throughout Year 7. It also provides you with information on the structure of homework, and what enrichment opportunities will be provided by the school in each subject. Finally, it provides suggestions, related to each subject area, for further study or enrichment you may wish your child to do at home.

If you require any further information or suggestions, please contact your child's subject teacher, who will be happy to help.

### Contents:

- GELS.
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- Design & Technology.
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- English.
- Enterprise.
- French.
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- ICT and Computer Science.
- Maths.
- Music.
- Physical Education.
- PSHCE.
- Religious Studies.
- Science.
- Spanish.
- Urdu.



## **GRANGE ENTERPRISE AND LEARNING SKILLS - GELS**

As well as helping our students acquire subject-specific knowledge and skills, we also consider it vital that they develop their knowledge and understanding of the learning process itself, so that they can become better learners, both at school and in the future. Also, we recognise that enterprise skills are key to students' success, both at school, and in the wider world. We have identified eight key enterprise and learning skills which we aim to help students develop:

- Creativity.
- Independence.
- Reflectiveness.
- Self-management.
- Leadership.
- Teamwork.
- Communication.
- A can-do attitude.

These skills are taught explicitly during Enterprise Lessons, and will also be developed in all other subjects, and through Theme Days.

## Subject: Art

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To strengthen your knowledge and existing skill of drawing, looking at shape, line, proportion, tone and shading.</li> <li>To gain knowledge and understanding of differing art techniques and processes.</li> <li>To explore a variety of starting points for creative work (cultures, observation).</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<p>Brainstorming under the sea. Skills test assessment on ability to draw a fish. Homework task on researching fish forms and colours (focus on presentation and analysis skills). Designing their own fishes using collage techniques responding to Peter Clark. Creating 3D wire drawings in response to Tim Hill.</p> <p>RAG lessons to improve students' sketchbooks and get them used to reflecting and making progress on previous tasks, to help students understand that every lesson connects to the next.</p>	<b>Reflectiveness. Independence. Creativity.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p>Students will be carrying out 3D construction and creating a wire and paper tissue fish, which they have designed directly from homework research and class drawings they have carried out in previous tasks.</p>	<b>Independence. Creativity. Reflectiveness. Communication. Self-Management.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<p>Introduction to the second project on <b>Portraits</b> and how to draw faces. Discussion of images of faces and facial expressions. Students will investigate facial expressions: oil pastels and line drawing of a face with a chosen expression. Skills in recording observation of line, proportion, form and tone. How to draw using pencil and oil pastel.</p> <p>How to make careful observations about the human face and expression. How colour can express emotions on the human face. How form, shape, and tone all play a role in drawing the human face.</p> <p>Overall students will explore and use colour and shape to create emotion in a face. Blending and gradations. Explore and use colour and shape to create background. Blending and gradations, using tones of colour.</p> <p>Completing oil pastels self-portraits final pieces which express their emotions. Students will be studying a range of artists from Otto Dix, Max Beckman, Frida Kahlo to Charley Toorop.</p>	<b>Independence. Creativity. Reflectiveness. Can-do. Teamwork.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<p>Discussion of Egyptian poses and use of the mirror to create a self-portrait in the form of a chosen Egyptian god-goddess. Investigate and discuss how painters and artists have produced portraits, analyse colour and symbolism within the portrait. Painting of the face and shoulders using primaries, secondaries and tertiaries. Using tones of flesh colours for the face, neck, arms. Painting clothing, jewellery. Painting of background of the tomb using tones of colour and painting hieroglyphs onto the background walls.</p>	<b>Independence. Creativity. Reflectiveness. Can-do. Communication.</b>
<b>Summer term</b>	Reviewing content.	

<b>1<sup>st</sup> Half</b>	
<b>Assessments</b>	One skills test and two hour homeworks assessed every half-term. Students are provided with Personal Learning Checklist Trackers to review and assess their progress. Students are given Teachers' schemes of work and also the KS3 Copy of GCSE Assessment Grid to be referred to during assessments.
<b>Homework Structure</b>	Homework is set once a half-term but students expected to spend two hours on homework. This is to enable quality of homework submissions. Homework is linked to the project of study.
<b>School-based enrichment opportunities</b>	KS3 Art club runs every lunchtime in D2 to support students with extra-curricular art and design interests but also as a resource to support students with homework.
<b>Resources available for home-based study</b>	Regular practising of drawing real objects – to help improve recording skills. Research into relevant artists using websites such as <a href="http://www.artchive.com">www.artchive.com</a> . Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork. Use of VLE to refer to good standards for work. Production of a visual diary – scrapbook of photos, images, artist images which inspire or interest your child.

## Subject: Design and Technology

<b>Key Learning Objectives</b>	<p>In Design and Technology, students work closely with the GELS skills in order to investigate, design, make and evaluate several projects throughout Year 7. They will become independent thinkers and problem solvers whilst gaining knowledge of materials, ingredients, processes, and techniques used in different topics. Design and Technology also enables students to understand how Mathematics and Science can be applied in practical scenarios. All projects are designed in order for students to continue to succeed if they choose Design and Technology as a GCSE choice.</p>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Design and Technology: Product Design</b>	<p>In this project, students will work on their skills in Product Design based in the workshop. Students will take on several smaller projects based around improving their practical skills and use of hand tools and machinery. Students will also learn how to research, design, make and evaluate during their projects. There will also be a greater focus in this module on Health and Safety when working in Design and Technology.</p> <p><b>Overview of skills taught in this module:</b></p> <ul style="list-style-type: none"> <li>• Use of hand tools in the workshop.</li> <li>• Use of machinery in the workshop.</li> <li>• Health and safety in the workshop.</li> <li>• Expectations and workshop rules.</li> <li>• Materials and their properties.</li> <li>• Following a design brief in Design and Technology.</li> <li>• Types of force and motion.</li> </ul>	<b>Can do attitude.</b> <b>Communication.</b> <b>Creativity.</b> <b>Independence.</b> <b>Self-Management.</b> <b>Teamwork.</b>
<b>Design and Technology: Compliant Materials</b>	<p>In <b>Compliant materials</b>, students will be based in classrooms where they will take on several smaller projects to build their skills when working with cards, papers, and textiles. The focus will be on hand sewing skills and innovation. They will also learn a range of presentation techniques including perspective drawing, rendering and creative font design.</p> <p><b>Overview of skills taught in this module:</b></p> <ul style="list-style-type: none"> <li>• Drawing and rendering techniques.</li> <li>• Advertisement and logo design.</li> <li>• Basic manufacturing processes in graphics and textiles.</li> <li>• Exploring and understanding textiles equipment and materials.</li> <li>• Product analysis techniques.</li> <li>• Working to a design brief.</li> <li>• Fonts and type face.</li> </ul>	<b>Can do attitude.</b> <b>Communication.</b> <b>Creativity.</b> <b>Reflectiveness.</b> <b>Self-Management.</b>
<b>Food Preparation and Nutrition</b>	<p>All students will participate in <b>Food Preparation and Nutrition</b>. In Year 7, students will begin at a basic level whereby they will focus on how to make proper use of the equipment in cookery. Students will also gain a knowledge of the different ingredients and their purpose</p>	<b>Can do attitude.</b> <b>Communication.</b> <b>Creativity.</b> <b>Independence.</b> <b>Leadership.</b>

	<p>in basic level recipes. Furthermore, students will learn the roles of the different nutrients and how they can contribute towards a balanced diet.</p> <p><b>Overview of skills taught in this module:</b></p> <ul style="list-style-type: none"> <li>• Knife skills.</li> <li>• Learning how to use hobs, grill and oven.</li> <li>• How to adapt recipes to reduce sugar.</li> <li>• How to cook dishes that contribute to a balanced diet.</li> <li>• Mini science investigation into enzymic browning.</li> </ul>	<p><b>Reflectiveness.</b>  <b>Self-Management.</b>  <b>Teamwork.</b></p>
<b>Assessments</b>	<p>Students' work is assessed throughout the project that they take on in each module area.</p> <p>Students are assessed in 4 areas:</p> <ul style="list-style-type: none"> <li>• Investigation and Research.</li> <li>• Design and Development.</li> <li>• Manufacture.</li> <li>• Evaluation and Analysis.</li> </ul> <p>For each of these areas, students will gain a mark from T5, T6, 1, 2, 3, 4, 5, and 6. An average is then taken to determine their overall grade for Design and Technology. In this case, students need to focus hard on all areas of the assessment in order to gain a great mark overall.</p> <p>As well as marking and feedback in books, students will also have a formative assessment halfway through the module to monitor their progress. At the end of the project they will be given a final grade based on their success in the 4 Design and Technology areas.</p>	
<b>Homework Structure</b>	<p>Students should receive homework once every two weeks. Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas.</p> <p>It can be the case that a student chooses to do extra homework towards a project independently in order to improve their level.</p>	
<b>School-based enrichment opportunities</b>	<p>3D Printer club – This is an opportunity for students to strengthen their understanding of CAD/CAM. Students work afterschool on a weekly basis to create mini robots using our 3D printer.</p>	
<b>Resources available for home-based study</b>	<p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p>	

## Subject: Drama

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>Establish ground rules and expectations, including the use of the Drama spaces.</li> <li>Introduce and instil the basic skills necessary for drama to take place.</li> <li>Provide opportunities for discussion work and self-assessment of individual and group strengths and weaknesses.</li> <li>Introduce students to basic performance skills.</li> <li>Introduce students to the structure of drama making, performing, and evaluating.</li> <li>Introduce students to the concepts of evaluation and target setting.</li> </ul> <p><b>By the end of the year students will have:</b></p> <ul style="list-style-type: none"> <li>Identified and been able to demonstrate some of the basic social and group skills necessary for effective drama to take place.</li> <li>Used basic performance skills i.e. audience awareness, spatial awareness, gesture, facial expressions and voice projection, mime and movement.</li> <li>Made, performed and evaluated many different performances in drama.</li> <li>Learnt to reflect on individual and collective strengths and weaknesses.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Drama is Serious Fun:</b> Introducing basic Drama skills through games and practical exercises.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>Ernie's Incredible Illucinations:</b> Using poetry, text and storytelling to explore the use of voice in performance.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<b>Bullying:</b> Using Discussion and performance work to explore the issues surrounding bullying.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Evacuation:</b> This topic explores the process of evacuation in a historical and modern sense of the word building on their empathy skills.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<b>Commedia Dell'Arte:</b> Learning about the use of masks and demonstrating archetypal characters in performance.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Assessments</b>	Students will be assessed once every term in lessons particularly assessing the skills that they have been developing over each topic and using the previous topic feedback to show progress over time. The assessments will incorporate the KS3 Drama passports that were issued at the beginning of Year 7 and follow the system of self, peer and teacher assessment on rotation.	
<b>Homework Structure</b>	Homework will consist of research tasks, and some short written tasks set when appropriate (usually once per term). Each student will be issued a KS3 Drama Passport at the beginning of the year in order to complete termly tasks.	

<b>School-based enrichment opportunities</b>	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their understanding of drama and performance. At least once every two years there will be a whole school production where all students are welcome to audition for a part.
<b>Resources available for home-based study</b>	All students are encouraged to go on theatre and cinema visits, take part in backstage tours where possible and read plays by a variety of playwrights and covering a variety of genres. To develop performance skills further, students are also encouraged to join local youth theatre companies.

## Subject: English

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Improve spelling, punctuation and grammar skills.</li> <li>• Develop ability to read texts for understanding, and to analyse the techniques writers use, and their effects on the reader.</li> <li>• Develop ability to write different text types for a range of purposes and audiences.</li> <li>• Develop ability to speak confidently and effectively in a range of situations, formal and informal.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<b>A Midsummer Night's Dream:</b> Studying a Shakespeare play through key scene analysis; understanding the writer's use of language and characterisation.
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>Imaginative writing:</b> Communicating clearly, effectively and imaginatively; selecting and adapting tone, style and register for a specific form and purpose.
<b>Spring term 1<sup>st</sup> Half</b>	<b>Boy:</b> Understanding autobiographical writing and the narrative techniques that writers use. Developing analytical skills through exploring and evaluating the writer's craft.
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Poetry from other cultures:</b> Exploring how ideas, experiences, and language are portrayed in different poems.
<b>Summer term 1<sup>st</sup> Half</b>	<b>Skellig:</b> Understanding the techniques used in the novel. Developing analytical skills through exploring and evaluating the writer's craft.
<b>Assessments</b>	One end-of-half-term assessment either on reading or writing as per Scheme of Learning. Assessments are in the format of the new GCSE exams and students are graded from 1-9. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.
<b>Homework Structure</b>	Students to complete homework once a week. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Show My Homework) or a variety of quizzes designed to improve vocabulary and spelling (on Show My Homework).
<b>School-based enrichment opportunities</b>	Book club, writing group, activities for World Book Day.
<b>Resources available for home-based study</b>	Resources on VLE

## Subject: Enterprise

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"><li>• Understand and develop a wide range of enterprise and learning skills (GELS).</li><li>• Develop independent learning skills and skills of learning with others.</li></ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on: <ul style="list-style-type: none"><li>• Creativity.</li><li>• Independence.</li></ul>
<b>Autumn term 2<sup>nd</sup> Half</b>	Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on: <ul style="list-style-type: none"><li>• Leadership.</li><li>• Self-Management.</li></ul>
<b>Spring term 1<sup>st</sup> Half</b>	Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on: <ul style="list-style-type: none"><li>• Reflectiveness.</li><li>• Can Do Attitude.</li></ul>
<b>Spring term 2<sup>nd</sup> Half</b>	Learn about the different GELS in turn, developing understanding of enterprise and learning focusing on: <ul style="list-style-type: none"><li>• Communication.</li><li>• Teamwork.</li></ul>
<b>Summer term 1<sup>st</sup> Half</b>	Students complete a project to design a pop group or musical act.  The idea behind the project is for students to demonstrate that they successfully understand GELS.
<b>Assessments</b>	There are no formal assessments but the GELS will be assessed via discussion and work in class.
<b>Homework Structure</b>	None set – although teachers may ask students to complete some relevant research at home.

## Subject: French

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To be able to greet people and give them basic personal information.</li> <li>To learn school vocabulary and colours.</li> <li>To use cognates and recognise their importance in languages.</li> <li>To talk about and describe yourself, pets and family.</li> <li>To describe where you live, your house and your bedroom.</li> <li>To talk about your town and ask for directions.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To meet and greet people, to describe school objects, to count to 20.</li> <li>To learn the months of the year and say when your birthday is.</li> <li>To talk about your classroom and use adjectives of colour.</li> </ul>	
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To describe your family using “my” to talk about your pets.</li> <li>To learn to describe yourself and your family, to use adjectival agreements.</li> <li>To learn about the Christmas cultural traditions of France.</li> </ul>	<b>Independence.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about where you live and use regular “-er” verbs.</li> <li>To describe your home, to use prepositions to describe your bedroom.</li> <li>To talk about what you do in the evening.</li> </ul>	<b>Teamwork.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To describe your home, to use prepositions to describe your bedroom.</li> <li>To talk about what you do in the evening.</li> </ul>	<b>Independence.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To tell the time, to learn vocabulary for places around the town.</li> <li>To ask for directions using question forms and give instructions.</li> <li>To order drinks and snacks and practise higher numbers.</li> </ul>	<b>Creativity.</b>
<b>Assessments</b>	There will be Reading, Listening, Writing and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.	
<b>Homework Structure</b>	Tasks will be set on a weekly basis and details will be available on Show my Homework. Homework should be clearly labelled in exercise books and handed in on time. Parental support with this would be greatly appreciated.	
<b>School-based enrichment opportunities</b>	French Club (day to be confirmed) in L2.	
<b>Resources available for home-based study</b>	Students may wish to purchase their own copies of the textbook – ‘Expo 1’ – to support learning. Regular revision of vocabulary. <a href="http://www.bbc.co.uk/languageszone">www.bbc.co.uk/languageszone</a> class clips for listening practice.	

## Subject: Geography

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future.</li> <li>Our aim is to encourage students to investigate and interpret the world around them.</li> <li>We intend to provide them with the skills necessary to do so.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	Introduction to Geography. Map Skills 1 – Direction, compass points, and four figure grid references.	<b>Creativity.</b> <b>Communication.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	Map Skills 2 – six figure grid references, scale, distance and map symbols. “My Patch” two-week levelled homework assessment.	<b>Self-management.</b>
<b>Spring term 1<sup>st</sup> Half</b>	Passport to the World: A journey around the globe visiting a range of different nations and environments. This unit is designed to build the students awareness of the world around them.	<b>Reflectiveness.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	Passport to the World (part 2).	<b>Can-do.</b> <b>Teamwork.</b>
<b>Summer term 1<sup>st</sup> Half</b>	Antarctica project: size, climate, under threat, species. Produce a PowerPoint presentation on what you have learnt in groups of 2.	<b>Independence.</b>
<b>Assessments</b>	Baseline Test. Map Skills Assessment. My World Assessment. Antarctica Project.	
<b>Homework Structure</b>	Set fortnightly. Homework will be set using Show My Homework.	
<b>School-based enrichment opportunities</b>	Eco-club. Location study.	
<b>Resources available for home-based study</b>	Reading widely improves the level and depth of understanding. Conducting independent research. Using websites like <a href="http://www.bcbitesize.co.uk">www.bcbitesize.co.uk</a> to aid learning along with class notes. Encouraging an interest in the environment.	

## Subject: History

<b>Key Learning Objectives</b>	The department aims to deliver a comprehensive history curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the students to achieve success and to develop an enquiring mind which seeks to delve further into history on a lifelong basis.
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<p><b>What is History?</b> Developing the skills to interpret the past – Chronology, Bias, Reliability, Primary and Secondary sources.</p> <p><b>Norman Conquest:</b> The Battle of Hastings (1066).</p> <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p><b>Keeping Control:</b> Castle Building, Feudal system and taxation.</p> <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Spring term 1<sup>st</sup> Half</b>	<p><b>Church and State:</b> Challenges to the authority of the King. Thomas Becket, Peasants’ Revolt.</p> <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Spring term 2<sup>nd</sup> Half</b>	<p><b>Black Death:</b> Causes and Consequences of the Black Death.</p> <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Summer term 1<sup>st</sup> Half</b>	<p><b>The origins of the Tudor family:</b> The War of the Roses.</p> <ul style="list-style-type: none"> <li>• Make substantiated judgements about interpretations.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Assessments</b>	Baseline Test. Norman Test. War of Roses Test.
<b>Homework Structure</b>	Set fortnightly. Stretch and Challenge weekly optional Homework.
<b>School-based enrichment opportunities</b>	Project on family history. Visit to Warwick castle. Active History Club.

	Membership of Historical Society.
<b>Resources available for home-based study</b>	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in Historical events.

## Subject: ICT and Computer Science

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To develop understanding of the use of ICT and the use of different applications to create and evaluate products.</li> <li>Introduction to ICT and the use of SMH, Doodle and the VLE.</li> <li>An introduction to Computer Science and the development of programming skills using Python.</li> <li>Introduction to E-safety.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li><b>Introduction to ICT.</b></li> <li><b>Using e-mails.</b></li> <li><b>Health and safety in ICT.</b></li> <li><b>Digital Footprint.</b></li> <li><b>E-safety (staying safe online).</b></li> </ul> <p>This unit introduces the topics listed above allowing the learner to gain an insight into each topic. This topic introduces the important issue of staying safe online.</p>
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li><b>Spreadsheets.</b></li> <li><b>Graphs in spreadsheets.</b></li> <li><b>Manipulating data.</b></li> </ul> <p>This unit introduces the use of spreadsheets and looks at the manipulation of data within a model.</p>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li><b>Introduction to algorithms.</b></li> </ul> <p>This unit introduces algorithms and uses flowcharts to show the flow of data and use of algorithms to solve problems. Simple programming is introduced using Python programming.</p>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li><b>Python.</b></li> </ul> <p>This topic introduces the use of Python by looking at the creating simple programs to draw images within the Turtle aspect of Python.</p>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li><b>Understanding Computers.</b></li> </ul> <p>This topic looks at the use of Binary numbers, what makes up a computer and the development of computers over the years.</p>
<b>Assessments</b>	<p>Each of the practical units of work will have some assessment. Some units will have small individual assessments in them, others will work towards creating one final piece of assessed work.</p> <p>The theory units of work will be assessed by a test at the end of the unit of work.</p>
<b>Homework Structure</b>	<p>Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work e.g. on Doodle. All of the homework will be recorded on Show My Homework.</p>
<b>School-based enrichment opportunities</b>	<p>Students have access to computers and printers in the lunchtime Homework club and also in the afterschool homework club. These operate every day.</p>

**Resources  
available for  
home-based  
study**

Resources from the lesson can be found on the Grange VLE:  
<http://learning.grange.bucks.sch.uk/>

Video Tutorials to support some practical work can be found at:  
<http://teach-ict.com/videohome.htm>

Resources and support to help with learning Python:  
<https://www.python.org/>

## Subject: Mathematics

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Student should build skills related to mathematical reasoning and problem solving.</li> <li>• Students should consolidate and increase their mathematical knowledge from Key Stage 2, ensuring a solid, in-depth mathematical understanding of fundamental numeracy and algebra.</li> <li>• Students will learn and practise their times tables to facilitate easier access to all future areas of mathematics.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Positive integers.</li> <li>• Squares, cubes, roots, factors and multiples.</li> <li>• Negative integers.</li> <li>• Times Tables Rock Stars.</li> </ul>	<b>Can Do (perseverance).</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Calculations, approximation &amp; estimation.</li> <li>• Introduction to algebra.</li> <li>• Simple equations.</li> </ul>	<b>Reflectiveness, Self-Management, Independence.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Fractions.</li> <li>• Decimals.</li> <li>• Percentages.</li> </ul>	<b>Communication (of mathematics).</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Ratio, rate and speed.</li> <li>• Problem-solving processes.</li> <li>• Revision.</li> </ul>	<b>Reflectiveness, Self-Management, Independence.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Measure, angles &amp; parallel lines.</li> <li>• Triangles &amp; quadrilaterals.</li> <li>• Circles (set 1).</li> </ul>	<b>Creativity (gaining insight into links between topics).</b>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Year 7 baseline assessment in first two lessons in September, to enable setting after two weeks.</li> <li>• Year 7 midterm exams in December.</li> <li>• Year 7 end of year exams in March.</li> <li>• Assessments will be carried out at the end of chapters to inform working at grades.</li> </ul>	
<b>Homework Structure</b>	Homework will be set weekly via an online platform (which is currently under review). This will be set to review the objectives/skills studied in KS2 and in class to inform student ability levels.	
<b>School-based enrichment opportunities</b>	<ul style="list-style-type: none"> <li>• Maths drop-in sessions on Tues and Thurs lunchtime.</li> <li>• Opportunity to participate in the UK Maths challenge.</li> <li>• Opportunity to play Times Tables Rock Stars against other peers in same class and other classes.</li> </ul>	
<b>Resources available for home-based study</b>	<p>Students have online access to Kerboodle and My Maths, and Mathswatch, which may also be used as a teaching/revision resource.</p> <p>The maths department also share useful consolidation/revision websites with students and parents throughout the course.</p>	

## Subject: Music

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To understand significance of the Elements of Music: pitch, dynamics, timbre, duration, tempo, texture.</li> <li>To develop the skills to perform music with others.</li> <li>To be able to create original music that communicates ideas and/or feelings.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Key Skills:</b> Understanding the key words we use to describe music and how they are used in performance and composition. Exploring how we can use the elements to develop our own music.	<b>Can-do. Creativity. Independence.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>Musicians Toolkit:</b> Learning how we write down and read music notation through pitch and rhythm. Learning basic keyboard skills and playing melodies on the keyboard.	<b>Can-do. Creativity. Independence. Self-Management.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<b>Pictures at an Exhibition:</b> Exploring the instruments of the orchestra and families of instruments through listening to orchestral works. Composing using paintings as inspiration.	<b>Teamwork. Self-management. Creativity. Can-do.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Gamelan Music:</b> Building on keyboard skills whilst performing and composing in the style of Indonesian Gamelan music. Exploring other forms of notation.	<b>Can-do. Teamwork. Creativity.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<b>Song Writing:</b> Composing and performing songs, based on issues relevant to Year 7 pupils (e.g. new friends, bullying, family, homework) working in teams. The main focus is on lyrics; communicating ideas and feelings; and understanding syllables and rhyming schemes.	<b>Creativity. Leadership. Reflectiveness. Communication.</b>
<b>Assessments</b>	Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.	
<b>Homework Structure</b>	Appropriate tasks relating to each topic will be completed during the unit. These may be research, practice, or listening to given extracts of music.	
<b>School-based enrichment opportunities</b>	School choir, Junior ensemble, Christmas concert, Lunchtime music club. Instrumental and vocal lessons are also available through the Aylesbury Music Service.	
<b>Resources available for home-based study</b>		

## Subject: Physical Education - Boys

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> <li>• Developing skills in physical activity.</li> <li>• Making and applying decisions.</li> <li>• Developing physical and mental capacity.</li> <li>• Evaluating and improving.</li> <li>• Making informed choices about healthy, active lifestyles.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<b>1<sup>st</sup> four lessons</b> Multi-skills covering: Agility, Speed, Coordination and Balance.  Basketball. Dance.	<b>Self-management. Communication. Creativity.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	Badminton. Football.	<b>Self-management. Teamwork.</b>
<b>Spring term 1<sup>st</sup> Half</b>	Gym. Rugby.	<b>Creativity. Leadership.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	Hockey. Fitness.	<b>Teamwork. Independence.</b>
<b>Summer term 1<sup>st</sup> Half</b>	Athletics.	<b>Self-management.</b>
<b>Assessments</b>	<p>Pupils are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>	
<b>Homework Structure</b>	<p>Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 2: Practical sports performance. Homework should be completed within Show My Homework.</p>	
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>	
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>	

## Subject: Physical Education - Girls

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> <li>• Developing skills in physical activity.</li> <li>• Making and applying decisions.</li> <li>• Developing physical and mental capacity.</li> <li>• Evaluating and improving.</li> <li>• Making informed choices about healthy, active lifestyles.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<p><b>1<sup>st</sup> four lessons</b> Multi-skills covering: Agility, Speed, Coordination and Balance.</p> <p>Hockey. Netball.</p>	<p><b>Self-management. Communication. Creativity.</b></p>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p>Football. Dance.</p>	<p><b>Self-management. Can-do.</b></p>
<b>Spring term 1<sup>st</sup> Half</b>	<p>Badminton. Fitness.</p>	<p><b>Creativity. Leadership.</b></p>
<b>Spring term 2<sup>nd</sup> Half</b>	<p>Netball. Gym.</p>	<p><b>Teamwork. Independence.</b></p>
<b>Summer term 1<sup>st</sup> Half</b>	<p>Athletics.</p>	<p><b>Self-management.</b></p>
<b>Assessments</b>	<p>Pupils are assessed each half-term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>	
<b>Homework Structure</b>	<p>Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 2: Practical sports performance. Homework should be completed within Show My Homework.</p>	
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter-form competitions.</p>	
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>	

## Subject: PSHCE

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To understand the challenges faced through transition.</li> <li>• To share our thoughts and feelings in a range of personal issues.</li> <li>• To understand how our society works, especially with regards to politics.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<p>What is PSHCE?</p> <ul style="list-style-type: none"> <li>• Baseline assessment (an extended piece of writing where they write about themselves as an alien).</li> <li>• Your new community (pupils to plan and make their own ideal community). Include peer and self-assessment.</li> </ul> <p><b>PENN Resilience Programme</b> – this will be a new 19-week programme that will be delivered to students to help their transition to secondary school and give students strategies to deal with personal and social issues that they may find.</p>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p>Continuation of the PENN Resilience Programme.</p> <p>Some of the skills that students will learn during this programme are:</p> <ul style="list-style-type: none"> <li>• Putting it into perspective.</li> <li>• Deflecting negative thoughts.</li> </ul>
<b>Spring term 1<sup>st</sup> Half</b>	<p>PENN Resilience Programme continues. Topics to include:</p> <ul style="list-style-type: none"> <li>• Assertiveness.</li> <li>• Negotiation.</li> <li>• Coping Strategies.</li> <li>• Solving dilemmas and visualised relaxation.</li> <li>• Decision Making.</li> <li>• Problem Solving.</li> </ul>
<b>Spring term 2<sup>nd</sup> Half</b>	<p>A series of relevant one-off lessons covering the key</p> <ul style="list-style-type: none"> <li>• The effect of drugs.</li> <li>• The effects of alcohol.</li> <li>• The effects of smoking.</li> <li>• Alien obesity (healthy eating).</li> </ul>
<b>Summer term 1<sup>st</sup> Half</b>	<p>Social Media Navigator.</p> <p>Building on the PENN Resilience module, students will use the skills they have learnt to understand the difficulties they may face online. Topics to include:</p> <ul style="list-style-type: none"> <li>• What is the truth online (fake news)?</li> <li>• Being assertive.</li> <li>• Seeking help.</li> <li>• Making compromise on the internet.</li> <li>• Keeping Safe.</li> </ul>
<b>Assessments</b>	<p>Students will be assessed on their effort in extended pieces of writing and tasks.</p> <p>Assessment will take various forms including self/peer/teacher assessment using What Went Well, Even Better If and Green Pen marking.</p> <p>At the end of each topic students will benchmark their own progress in terms of the knowledge acquired, their effort and their next steps.</p>
<b>Homework Structure</b>	<p>Not set in line with department policy.</p>
<b>School-based enrichment opportunities</b>	<p>Youth Magistrates Competition.</p>



## Subject: Religious Studies

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• What guides our lives? A comprehensive look at religious founders/key figures.</li> <li>• To look at how others influence our behaviour and how different religions teach morality and ethics.</li> <li>• To consider how we learn about truth and respect in our community.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Christianity:</b> <ul style="list-style-type: none"> <li>• The leadership and teachings of Jesus Christ.</li> <li>• The parables and miracles of Jesus.</li> <li>• Understanding the importance of the example set by Jesus.</li> <li>• Key features of different denominations and their places of worship.</li> <li>• Rites of passage in Christianity.</li> <li>• Evaluation of the relevance of Christian beliefs and teachings.</li> </ul>
<b>Autumn term 2<sup>nd</sup> Half</b>	
<b>Spring term 1<sup>st</sup> Half</b>	
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Buddhism:</b> <ul style="list-style-type: none"> <li>• The teachings and leadership of Buddha Gotama.</li> <li>• The dharma and the Noble 8 Fold Path.</li> <li>• How to find inspiration in the example set by the Buddha.</li> <li>• Key teachings and beliefs including: the Four Noble Truths, the Eightfold Path, the three poisons, how these link to Buddhist ideas of the nature of life and death.</li> <li>• The meaning and purpose of suffering.</li> <li>• Evaluation of the relevance of Buddhist ideas.</li> </ul>
<b>Summer term 1<sup>st</sup> Half</b>	
<b>Assessments</b>	Buddhism Test. Christianity Test.
<b>Homework Structure</b>	A combination of worksheets and research, written tasks and artwork, IT exercises, and project work.
<b>School-based enrichment opportunities</b>	Assemblies, school visits.
<b>Resources available for home-based study</b>	Visiting websites – <a href="http://www.bbc.co.uk/learning/subjects/religious_studies">www.bbc.co.uk/learning/subjects/religious_studies</a> <a href="http://www.world-faiths.com">www.world-faiths.com</a> <a href="http://www.rsweb.org.uk">www.rsweb.org.uk</a> The following books would assist students (all published by Hodder Murray): - The Buddhist Experience. - The Christian Experience. Children’s Bibles. Films: 'Jesus of Nazareth', 'Little Buddha', 'Animated World Faiths', 'The Animated Stories from the New Testament'. Related reading: Buddhist Stories for Children.

## Subject: Science

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Develop scientific thinking and curiosity.</li> <li>• Develop scientific investigation skills to plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.</li> <li>• Apply knowledge and understanding of scientific concepts to unfamiliar and real-life situations.</li> </ul>
<b>Curriculum Content:</b> <b>GELS:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<p>The curriculum of study describes a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. As students build up serious misconceptions of scientific concepts, it's key to understand what they are and develop better higher order thinking skills through the curriculum.</p> <p>Over the year there is a focus on investigation skills. This allows students to ask scientific questions, plan investigations, record data, then analyse and evaluate the data.</p> <p>Year 7 will then study a range of biology, chemistry and physics topics.</p> <p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• Cells.</li> <li>• Structure and function of body systems.</li> </ul>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p>Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary in Reproduction and Particle topics. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, this term we will use different contexts to maximise pupils' engagement with and motivation to study Biology and Chemistry further.</p> <p><b>Reproduction</b></p> <p>Students will be able to name the main structures of the male and female reproductive system and state their functions. Students will extract information from text to state structures and functions of the key parts of the reproductive systems in a table.</p> <p><b>Particles and their behaviour</b></p> <p>Students will identify a substance in its three states; match properties of the three states of matter to the name of the state; and make relevant observations in order to decide if something is a solid, liquid, or gas.</p>
<b>Spring term 1<sup>st</sup> Half</b>	<p><b>Elements, atoms and Compounds</b></p> <p>Students will be able to state that elements and compounds are different; identify elements within compounds; state the differences between iron and sulphur compared with iron sulphide; and know how many different elements are in a compound by looking at a chemical formula.</p> <p><b>Reactions</b></p> <p>Students will conduct investigations to identify a reaction as endothermic or exothermic; record temperature changes during an exothermic and an endothermic change; and make judgements.</p>
<b>Spring term 2<sup>nd</sup> Half</b>	<p><b>Acids and Alkalis</b></p> <p>Students will be able to name some common properties of acids and alkali; describe, in simple terms, what the key words 'concentrated' and 'dilute' mean; label hazard symbols and describe</p>

	<p>the hazards relating to them; describe broad colours of universal indicator for acids, alkalis, and neutral solutions; state that indicators will be different colours in acids, alkalis, and neutral solutions; and categorise substances as acid, alkali, or neutral using experimental observations.</p> <p><b>Forces</b> Students will learn about how forces deforming an object; recognise a support force; use Hooke's Law to identify proportional stretching; and present data in a line graph and identify a pattern.</p>	
<b>Summer term 1<sup>st</sup> Half</b>	<p><b>Sound</b> Students will be able to state some features of waves; describe what happens when waves hit a barrier; state that waves in the same place affect each other; record observations from wave experiment; name some sources of sound and materials that sound can travel through; and state that sound travels more slowly than light. Students will use data to compare the speed of sound in different materials.</p> <p><b>Light</b> In this topic, we will cover the eye and students will be able to name parts of the eye, name parts of the camera, and use suitable materials to make models of the eye and the camera.</p>	
<b>Assessments</b>	<p>Year 7 students will sit a baseline assessment to assess starting point in science (September).</p> <p>There will be an end of topic test for each module. Students will track their tests in class to identify which topics are strengths and weaknesses.</p>	
<b>Homework Structure</b>	<p>Homework is set on Show My Homework. Students are required to log in and follow the instructions.</p> <p>Homework activities can range from building models, research about a topic, doddle quizzes and revision activities.</p>	
<b>School-based enrichment opportunities</b>	<p>Brainiac's club and STEMNET club for targeted students, by invitation only.</p> <p>Science and Technology are linked to provide students with an idea of what Science is like outside of lessons.</p> <p>Science Quiz inter-class activities, Science week activities in class and lunchtime demonstrations, Science Challenge Workshops with other schools.</p>	
<b>Resources available for home-based study</b>	<p><b>Revision guides and books</b></p> <p>CGP KS3 Science Workbook (with answers) <b>ISBN-10:</b> 184146239X <b>ISBN-13:</b> 978-1841462394</p> <p>CGP KS3 Science Complete Study &amp; Practice <b>ISBN-10:</b> 184146385X <b>ISBN-13:</b> 978-1841463858</p> <p>Activate: Student Book 1 (Year 7 topics) <b>ISBN-10:</b> 0198392567 <b>ISBN-13:</b> 978-0198392569</p>	<p>Activate: Student Book 2 (Year 8 topics) <b>ISBN-10:</b> 0198392575 <b>ISBN-13:</b> 978-0198392576</p> <p><b>Useful websites:</b> <a href="http://www.bbc.co.uk/education/subjects/zng4d2p">http://www.bbc.co.uk/education/subjects/zng4d2p</a></p> <p><a href="https://www.cgpbooks.co.uk/Student/books_ks3_science_revision">https://www.cgpbooks.co.uk/Student/books_ks3_science_revision</a></p>

## Subject: Spanish

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To be able to introduce yourself.</li> <li>To learn numbers and the alphabet sounds.</li> <li>To say what subjects and activities you do at school.</li> <li>To describe yourself and your family.</li> <li>To talk about where you live, your house, and your room.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Introducing yourself.</li> <li>To count up to 31.</li> <li>To learn months of the year and to say when your birthday is.</li> <li>To learn the alphabet.</li> </ul>	<b>Communication.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about your school subjects using regular verbs.</li> <li>To describe your teachers and give opinions.</li> <li>To talk about snacks and drinks.</li> </ul>	<b>Independence.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about your family</li> <li>To count to 100.</li> <li>To learn about adjectives in Spanish and use them.</li> </ul>	<b>Teamwork.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about and describe your pets</li> <li>To use the verb <i>ser</i>.</li> <li>To talk about where you live and learn vocabulary about countries in Europe.</li> </ul>	<b>Teamwork.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To use the verb <i>vivir</i> to describe where you and others live.</li> <li>To talk about your house and learn about different types of housing in Spanish speaking countries.</li> </ul>	<b>Communication.</b>
<b>Assessments</b>	There will be Reading, Listening, Writing, and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.	
<b>Homework Structure</b>	Tasks will be set on a weekly basis and details will be available on Show my Homework. Homework should be clearly labelled in exercise books and handed in on time. Parental support with this would be greatly appreciated.	
<b>School-based enrichment opportunities</b>	See tutor group notice board.	
<b>Resources available for home-based study</b>	Students may wish to purchase their own copies of textbook – ‘Mira 1’ – to support learning. Regular revision of vocabulary. <a href="http://www.bbc.co.uk/learningzone">www.bbc.co.uk/learningzone</a> for class clips to practise learning. <a href="http://www.hellomylo.com">www.hellomylo.com</a>	

## Subject: Urdu

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To be able to talk about yourself, your family and where you live.</li> <li>To spell words and make sound/spelling links.</li> <li>To be able to talk about your school.</li> <li>To be able to name fruits and vegetables and items of clothing.</li> </ul>	
<b>Curriculum Content:</b>	<b>GELS:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>The alphabet.</li> <li>To make words starting with a letter from the alphabet.</li> <li>Days of the week.</li> <li>Counting (1 - 20).</li> </ul>	<b>Communication</b> – presentation – survey on class birthday.
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>Names of animals, fruits, vegetables, clothes and drinks.</li> <li>Describing weather.</li> </ul>	<b>Independence</b> – holds opinions.
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>School subjects.</li> <li>Likes and dislikes, opinions.</li> <li>Construction of sentences.</li> <li>Describing yourself.</li> </ul>	<b>Teamwork.</b> <b>Communication.</b> <b>Independence.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>Describing your school.</li> <li>Describing your family.</li> </ul>	<b>Teamwork.</b> <b>Communication.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Your home and location.</li> <li>Describing your home.</li> <li>The rooms in the house and your bedroom.</li> </ul>	<b>Independence</b> – plan research and describe your house.
<b>Assessments</b>	Vocabulary tests will be set as homework and end-of-unit tests will be also be conducted in all skills areas.	
<b>Homework Structure</b>	Tasks will be set on a weekly basis and details will be available on Show my Homework or in your child's planner. Homework should be clearly labelled in exercise books and handed in on time. Parental support with this would be greatly appreciated.	
<b>School-based enrichment opportunities</b>	Urdu club on Monday and Tuesday after school.	
<b>Resources available for home-based study</b>	<p>Students may wish to purchase their own copies of textbook – <i>Workbook one and two</i> – 'Hassan RQ'.</p> <p>Also students may wish to purchase a dictionary.</p> <p><a href="http://www.bbc.co.uk/urdu">www.bbc.co.uk/urdu</a></p> <p><a href="http://www.jung.com.pk">www.jung.com.pk</a></p> <p><a href="http://www.urdufun.com">www.urdufun.com</a></p>	