

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 7 Curriculum 2020-21

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Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: English Language	Year 7	Teacher: Ms Wilde and Mr Burrow
No. of lessons per week: 5	Date:	2020-21

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/projects etc.
Approx. 2 or 3 chapters per month			Teaching & Learning Styles (VARK): Visual: Auditory: Read/Write: Kinaesthetic:	
Sept	1A Horror and suspense Sentence structure & punctuation skills; use of adjectives/verbs/adverbs, fronted adverbials; structural/narrative/genre/literary and	Unit 1A begins with a focus on learners' writing skills - punctuation, sentence structure, type and length. There is then an investigation of the genre, narrative, literary and linguistic features of horror and suspense texts. Learners will then write their own horror/suspense extract, using a 'toolbox' of techniques. As is the cases with all Units, a range of activities have been put forward, offering teachers a choice from	Visual: Reading of texts/ PowerPoint activities, animated story 'Francis'. Auditory: Listening to the reading of texts by others. Read/ Write: Exercises from Cambridge Checkpoint and stages textbooks. Write own horror extract. Kinaesthetic: Building and	Sentence structure and punctuation; stylistic, linguistic and rhetorical features of the horror/suspense genre across both reading and writing; narrative structure of horror/suspense texts; precise vocabulary use; speaking and listening skills

	grammatical features of horror and suspense texts.	which to select.	presenting Power Points, grammar games.	of discussion, reflection and evaluation; strategies for correct spelling. Learners to write horror/suspense extract, using conventions and features, which will be self/peer assessed.
Oct	1B Poetry - narrative and non-narrative Structural/ thematic/stylistic/ literary features of narrative poems; drama and role play; character diary entries and structural/literary features of non-narrative poems; written responses to poems.	Unit 1B begins with a focus on the poem, 'The Highwayman', and its thematic/narrative/ballad features - and this is then followed by an in-depth exploration of linguistic and rhetorical devices. The differences between narrative and non-narrative poems are managed through a comparative task.	Visual: Reading of exemplar stories/ PowerPoint activities that peer assess. Pictures. Auditory: Listening to the recordings of texts from the Cambridge Textbooks for Stage 7. Read/ Write: Worksheets and self assessment target setting. Kinaesthetic: Presenting ideas in discussions, challenging others with intellectual intentions.	Features of narrative and non-narrative poems; analysis/comment on poets' manipulation of literary, rhetorical and grammatical features; reading skills of inference and deduction, textual evidence; issues of plot, character and theme; linguistic; note-taking; speaking and listening skills of discussion, collaboration, presentation; key sentence structure and punctuation skills. Students to write short poem of their own.

Nov	<p>3A Exploring pre-20th century fiction Narrative structure/themes/ literary/rhetorical and grammatical features; social, cultural and historical contexts.</p>	<p>Unit 3A begins with reading a novel and includes an analysis of the front cover/opening chapter, characters and plot. This is followed by an investigation of the features of blogs and diaries which are then used by students to write their own diary entry in a particular style. Biography and autobiography are explored through research, speaking and listening.</p>	<p>Visual: Reading original material/ novels/ worksheets Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Responsive writing tasks. Kinaesthetic: Group work, designing class-room, role play.</p>	<p>Mixed exercises (for each theme- e.g. blogs/diaries, newspaper articles)</p> <p>Written response to a text extract, focusing on essential reading skills</p> <p>Feb/ March: Topic test on year topics so far</p>
Dec	<p>1C Getting to grips with genre Genre features of science fiction, fantasy, contemporary folk and fairy tales; narrative features of short stories; personal reading</p>	<p>Unit 1C takes learners through an exploration of genre and the ways in which it impacts on what writers write about and how. The genres of science fiction, fantasy, folk/fairy tales are explored through reading, writing, speaking and listening. Learners' reading preferences are explored and targets suggested.</p>	<p>Visual: Flashcards/grammar games Auditory: Listening to the questions of tasks and games online. Read/ Write: creative writing tasks. Worksheets and self assessment target setting. Kinaesthetic:</p>	<p>Mixed exercise with exam type questions. Students write a short extract in a genre of their choice. Self/peer assessment</p> <p>Genre features (including literary and linguistic techniques) across both reading and writing;</p>

	<p>preferences/habits; book reviews; individual presentations.</p>		<p>Presentations/chromebooks. Presenting ideas in discussions and presenting a book review.</p>	<p>inference and deduction; key sentence and punctuation skills; note taking; the speaking and listening skills of discussion, collaboration, explanation, persuasion, description</p>
Jan	<p>2B An introduction to journalistic writing Issues of bias and viewpoint in journalistic writing/ news websites; oral and written work covering features of journalistic commentary and interviews.</p>	<p>Unit 2B begins with an investigation of the structural and linguistic features of newspaper reports, and corresponding rationale for these, with students then able to incorporate these in a newspaper report of their own. An exploration of bias and viewpoint follows, with students writing a report from two different points of view.</p>	<p>Visual: Newspaper articles, physical and online material. Auditory: Listening to journalists. Responding to direct questioning of key journalistic features. Responding to set questions that aren't written on the board or typed already for students. Read/ Write: Informative writing. Responding to tasks of auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>Structural features and linguistic features of newspaper reports; paragraphing; topic sentences; cohesive devices; key sentence and punctuation skills including the noun phrase in apposition and direct speech; literary features e.g. simile, metaphor, pun, hyperbole, alliteration, and their effect on meaning; presentational features of reports and web sites in relation to audience and purpose; key skills of discussion, collaboration</p>
Feb	<p>2C Contemporary non-fiction: expressing the self Straightforward thematic/structural/ linguistic features of</p>	<p>Unit 2C begins with an investigation of the features of blogs and diaries with these then used by students to write their own diary entry in a particular style. Biography and autobiography are explored through research, speaking and listening.</p>	<p>Visual: researching online blogs and diaries, creating own. Auditory: Listening to recordings and to members of the class. Responding to</p>	<p>Key sentence structure and punctuation skills, included fronted and embedded clauses; paragraphing; topic sentences; cohesive devices; organisational, linguistic,</p>

	<p>biography, autobiography, letters and diaries; written and oral work.</p>		<p>direct questioning. Read/ Write: Personal writing. Creative writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>literary features of blogs/diaries; features of oral recount; collaboration and discussion.</p>
<p>March</p>	<p>2A Non-fiction types Sentence structure & punctuation skills; structural/ presentational/ linguistic features and conventions of a range of non-fiction text types - to inform, explain, argue, persuade, comment; note taking; write own non-fiction text type using conventions.</p>	<p>Students first explore the features of information/advice texts, then apply the knowledge and understanding to the writing of their own advice text for new students to the school. The features of effective description and comment are then covered through a speaking and listening activity. Students also investigate the features of argue and persuade texts, and then incorporate these in the writing of their own non-fiction text, using ICT.</p>	<p>Visual: Newspaper articles, physical and online material. Auditory: Listening to the readings of non fiction texts. Responding to set questions that aren't written on the board or typed already for students. Read/ Write: Discursive writing. Responding to tasks of auditory setting. Creative writing tasks. Kinaesthetic: Group work, designing class-room.</p>	<p>Across reading and writing, the presentational, organisational, linguistic and literary features of the non-fiction texts/purposes - to inform, explain, describe, argue, persuade, and comment ; inference and deduction; writer's techniques and their impact on meaning; key presentational features of speaking and listening; collaboration, discussion, participation skills; key writing and punctuation skills.</p>
<p>April</p>	<p>3B Exploring pre-20th century drama Dramatic structure/themes/literary, rhetorical and grammatical features; social,</p>	<p>Unit 3B begins with a focus on the conventions of drama, and consideration of key aspects of performance. Exploration of a play by Bernard Shaw provides students with opportunities to further consider how character, plot and theme can be presented and developed. There is coverage of</p>	<p>Visual: Reading original material/ plays/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning.</p>	<p>Conventions of drama; note taking ; features of fluent and engaging oral delivery; collaboration and discussion; reading skills - retrieval/location, inference, use of appropriate evidence,</p>

	cultural and historical contexts; basic performance/conventions of gesture, movement, delivery, pace.	Elizabethan theatre and the work of Shakespeare.	Read/ Write: Creative writing skills. Kinaesthetic: Group presentations. Role play.	understanding character, theme and viewpoint; key sentence and punctuation skills Writing - short drama script/extract
May	3C Exploring pre-20th century poetry Themes/poetic and linguistic devices; social, cultural and historical contexts; comparison of contemporary and pre-20 th century poems; written comparative response done in groups.	Unit 3C begins with a focus on what students know on some key terms/ conventions. From this, teachers are then able to build a unit of work around students' needs.	Visual: Reading original material/ poetry/ worksheets etcetera. Auditory: Listening to recordings and to members of the class. Responding to direct questioning. Read/ Write: Creative writing skills- poetry literary techniques. Kinaesthetic: Group presentations. Role Play.	Poetic and linguistic devices; poetic form; themes, ideas, viewpoints; socio cultural context; reading skills - retrieval/ location, inference, use of appropriate evidence; key sentence and punctuation skills; collaboration, discussion and presentation
June	Year 7 end of year assessments			

Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Mathematics	Year 7	Teacher: Gemma Flint and Isaac Muñoz
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September	<p><u>Chapter 1: Algebra 1</u></p> <p><u>Chapter 2: Number 1</u></p>	<p>Continue sequences and find any term of the sequence. Calculate and use the nth term of simple sequences. Use mapping and functions. Substitute values into simple algebraic expressions.</p> <hr/> <p>Work with decimals and whole numbers. Use estimation to check answers. Solve problems using decimals and whole numbers, with and without a calculator.</p>	<p>Visual: Using function machines. Auditory: Explanation of operations of decimal numbers in the whiteboard. Read/Write: Exercise from chapter 1, 2. Kinaesthetic: Using the calculator for different operations.</p>	<p>Self marking of day to day exercises from textbook</p> <p>Peer marking of specific exercises</p> <p>Books will be teacher marked to check for layout of answers and detail in answering, along with detailed marking of the controlled assessments of</p>

<p>October</p>	<p><u>Chapter 3: Geometry and Measures 1</u></p>	<p>Estimate and calculate perimeters and areas of 2-D shapes. Calculate the area of a rectangle and square. Draw 3-D shapes using isometric grids. Calculate the surface area of a cuboid.</p>	<p>Visual: Recognising all different 2-D shapes. Auditory: Explanation in the whiteboard of the formula to calculate area. Read/Write: Examples and exercises of the textbook. Kinaesthetic: Using rulers to draw shapes.</p>	<p>exam paper once every 2-3 weeks</p> <p>Exercises in class and homework</p> <p>Worksheet</p> <p>Exam</p>
<p>October/ November</p>	<p><u>Chapter 4: Number 2</u></p>	<p>Extend the previous knowledge of fractions and percentages. Add simple fractions. Find equivalent fractions, percentages and decimals.</p>	<p>Visual: Recognising fractions from shaded part of a pie. Auditory: Listen how to add and subtract fractions Read/Write: Exercise from chapter 4.</p>	<p>Exercises in class and homework</p> <p>Exam</p>
<p>November/ December</p>	<p><u>Chapter 5: Statistics 1</u></p>	<p>Calculate the mode, the median, the mean and the range for a set of data. Interpret statistical diagrams and charts. Use the probability scale. Collect data from experiments and calculate probabilities.</p>	<p>Visual: Using different kind of statistical diagrams such as tables or pie charts. Auditory: Explanation of theoretical concepts of statistic Read/Write: Exercise and examples of the textbook. Kinaesthetic: Using rulers to draw table and graphs..</p>	<p>Exercises in class and homework</p> <p>Exam</p>
<p>January</p>	<p><u>Chapter 6: Algebra 2</u></p>	<p>Use letters in place of numbers. Use the rules (conventions) of algebra. Solve puzzles called equations.</p>	<p>Visual: Recognising different part of angles and lines. Auditory: Listen the explanation of the</p>	<p>Exercises in class and homework</p>

February	<u>Chapter 7: Geometry and measures 2</u>	Solve problems using algebra.	teacher Read/Write: Examples and exercises of the textbook. Kinaesthetic: Using rulers and protractors to draw angles.	Worksheet Exam
	<u>Chapter 8: Statistics 2</u>	Vocabulary and notation for lines angles. Use angles at a point, angles on a straight line, angles in a triangle and vertically opposite angles. Use coordinates in all four quadrants.	Visual: Using tally charts and tables Auditory: Listening all the description about collecting data. Read/Write: Reading the process to collect data. Kinaesthetic: Drawing tables and tally charts.	Exercises in class and homework Data collection project.
February/ March	<u>Chapter 9: Numbers and measures 2</u>	Round off positive whole numbers and decimals Order of operations Multiply and divide a three-digit whole number by a two-digit whole number without a calculator Use a calculator efficiently	Visual: Reading different measures of rulers. Auditory: Listening how to use the calculator Read/Write: Exercise from textbook.	Exercises in class and homework Exam
March	<u>Chapter 11: Geometry and measures 3</u>	Measures and draw angles. Construct triangles and other shapes.	Visual: Geometrical problems. Auditory: Explanation of constructing	Exercises in class and homework

		Geometrical properties of triangles and quadrilaterals.	shapes. Read/Write: Reading the process to construct triangles. Kinaesthetic: Using rulers and compasses to construct triangles.	Worksheet Exam
April	<u>Chapter 10: Algebra 3</u>	Square numbers and triangle. Draw graphs from functions. Use algebra to solve problems. Use a calculator to find square roots.	Visual: Recognising ratio and proportion in different pictures. Auditory: Whiteboard explanation of square numbers. Read/Write: Exercises from the textbook Kinaesthetic: Using the rulers and calculators	Exercises in class and homework Exam
May	<u>Chapter 12: Number 4</u>	Find simple percentages and use them to compare proportions. Work out ratio, leading into simple direct proportion Solve problems using ratio		
	<u>Chapter 13: Algebra 4</u>	Solve different types of problem using algebra.		
June	<u>Chapter 15: Statistics 3</u>	Draw a pie chart where the data is given as percentages. Compare distributions using range and mean.	Visual: Reading pie charts. Auditory: Examples in the whiteboard Read/Write: Exercises from the textbook Kinaesthetic: Using compass, protractors and rulers to draw pie charts.	Homework. End of year exam.

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Subject: Science	Year 7	Teacher: Shereeze Gaskin C Thomas
No. of lessons per week: 4	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Plants and humans as organisms	Identifying organs and organ systems in plants and humans. Understanding how bone structure determines strength. The structure of a synovial joint. Lab Safety Scientific Apparatus	Examine plant and model torso V Examine bones and joints. V Test hollow and solid glass rods K Read and answer questions in textbook R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Sept Oct	Cells and organisms	Characteristics of living things. Types of microbes and their effects. Microbes in decay, food production and in disease. The structure of plant and animal cells. How to use a microscope.	Discuss how to recognize if an object is alive. A Read and answer questions in textbook R/W Growing microbes on agar plates V Researching the work of Louis Pasteur. R/W	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

			Making slides of cells and viewing them under the microscope. K, V	
Nov	Living things in their environment	Adaptations The structure of a food chain and the functions of each link. Types and causes of pollution. Conservation	Read and answer questions in textbook R/W identify adaptations of different shown animals and plants V	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Dec	Variation and classification	What is a species Definition and types of variation Classifying plants and animals	Read and answer questions in textbook R/W Use keys to identify plants and animals V/K	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	States of Matter	Properties of solids, liquids and gases. Particle theory to explain properties. Changing state. Using data to make conclusions.	Read and answer questions in textbook R/W Identify state of matter in a display of objects V Describe how to recognize a solid , liquid and a gas A Use of a number of models to explain states of matter V, K	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
Jan	Material properties	Properties of metals and nonmetals and their uses. The Periodic Table. Relating the properties of everyday materials to their uses.	Read and answer questions in textbook R/W Identifying useful properties in a range of objects. V Testing for electrical conductivity using a simple circuit.	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

Feb	Material changes	Common acids and alkalis and their safe handling. Neutralisation of an acid with an alkali	Read and answer questions in textbook R/W Testing common materials to find their pH. K Making an indicator using red cabbage. K Comparing the effectiveness of antacid stomach remedies, and discussing results K, A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
March	The Earth	Types of rocks, minerals and soils Describe weathering and its effects Fossils, the fossil record and the age of the Earth The geological time scale	Read and answer questions in textbook R/W Identifying types of rocks and fossils. K Build a geological time scale project and discuss the relationship between it and the fossil record K/A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
April	Forces and motion	Types of forces and their effects. Representing forces. Gravity, mass and weight. Good and bad effects of friction. Air resistance.	Read and answer questions in textbook R/W Measuring forces. K Investigating friction K Writing about a world without friction W Designing a seed or helicopter K Discuss after tests, the factors affecting the speed at which objects fall. A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test

April	Energy	Using energy Stores of energy Forms of energy and their uses. Energy conservation	Read and answer questions in textbook R/W Investigating different types of energy K Discuss, based on solved problems, the law of energy conservation A	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
May	The Earth and beyond	Day and night The moving stars and planets The moon and its phases Revolution in astronomy	Read and answer questions in textbook R/W Build a moon model and investigate the formation of moon phases K	Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of unit test
June	Revision			End of year test

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Subject: Computing	Year 7	Teacher: P Reichenbach
No. of lessons per week: 2	Date: 2020-21	

Week	Topic	Activities	Assessment
1-6	<p><i>1. The nature of technology - storing digital data</i></p> <p>1.1 Digital data 1.2 Reading binary numbers 1.3 Adding in binary 1.4 Decimal to binary 1.5 Digital text and numbers 1.6 Sound and vision</p>	<p>Students will study how text, audio and images can be stored as digital data by a computer. They will study how to convert between binary and decimal numbers. Students will learn how to add binary numbers.</p>	<p>Students will be tested on their knowledge of binary and converting, and make a presentation explaining how digital files are stored. Students will self-evaluate their progress.</p>
7-12	<p><i>2. Digital literacy: Staying safe online</i></p> <p>2.1 Collecting data online 2.2 Danger online 2.3 Protect your computer 2.4 Cyberbullying 2.5 Use content responsibly 2.6 Giving credit</p>	<p>Students will learn how to recognise the risks and dangers on the internet. Students will learn how to avoid risks and dangers on the internet. Students will learn how to use the internet responsibly.</p>	<p>Students will be tested on their knowledge of websites and how they work, and make a guide explaining how to stay safe online. Students will self-evaluate their progress.</p>
13-18	<p><i>3. Computational thinking: Programming languages</i></p> <p>3.1 Make a simple calculator 3.2 Input and output in Python 3.3 Make a Python program 3.4 Add two numbers 3.5 Choose a language</p>	<p>Students will learn how to make programs with Scratch and Python, and how to save commands as program files. Students will study the differences between programming languages, and learn what happens when the</p>	<p>Students will be tested on their knowledge of computer programs and how they work. Students will create computer programs which create passwords. Students will self-evaluate their progress.</p>

	3.6 Source code and machine code	computer runs a program.	
19-24	<p><i>4. Programming: It all adds up</i></p> <p>4.1 Logical tests and choice</p> <p>4.2 Add up a total</p> <p>4.3 Conditional loop</p> <p>4.4 A class project</p> <p>4.5 Extend the project</p> <p>4.6 Readable and user friendly</p>	<p>Students will learn how to use conditional structures in Python. They will learn how to make Python programs with loops. Students will learn how to find and fix errors in programs.</p> <p>Students will study how to make programs user friendly and readable.</p>	<p>Students will be tested on their knowledge of programming and asked to debug a program. Students will create a program which checks passwords and contains conditions and loops. Students will self-evaluate their progress.</p>
25-30	<p><i>5. Multimedia: Make a podcast</i></p> <p>5.1 Plan a podcast</p> <p>5.2 Digital audio recording</p> <p>5.3 Record your podcast</p> <p>5.4 Finish your podcast</p> <p>5.5 Share your podcast</p> <p>5.6 Improve your podcast</p>	<p>Students will learn how to plan a podcast by creating and outline and script. They will learn how to record digital audio using a computer. Students will learn how to edit and improve digital audio recordings using digital audio workstation software. Students will learn how to use feedback to improve their podcasts.</p>	<p>Students will be tested on their knowledge of digital audio workstation software and planning a podcast. They will also make a podcast using pre-recorded files. Students will self-evaluate their progress.</p>
31-36	<p><i>6. Numbers and data: Business data table</i></p> <p>6.1 Collect product data</p> <p>6.2 Records and fields</p> <p>6.3 Data types and formats</p> <p>6.4 Calculations</p> <p>6.5 Show bad data</p> <p>6.6 Block bad data</p>	<p>Students will learn how to store data in a data table so people can access and use the data.</p> <p>Students will learn how to generate useful business information from a computer data table.</p> <p>Students will learn how to use error checks and error messages to block bad data.</p>	<p>Students will be tested on their knowledge of data tables and error checking. They will also create a data table..</p> <p>Students will self-evaluate their progress.</p>

Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Global Minds	Year 7	Teacher: J Buckley
No. of lessons per week: 3	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Journeys 1	Who we are Where we are in time and place How we move around our world Timelines Timetables Maps Planning Learning skills Managing situations Managing information	Teaching & Learning Styles (VARK): Expressing ourselves in a variety of ways Creatively poetry Drama Reading for information Pair share Planning	Life journeys Planning a journey Historical journeys <u>Art in Opening Minds</u> <ul style="list-style-type: none"> • maps • landscapes from around the world • poster of favourite time or place
Autumn term 2	Stories to Tell	How we express ourselves Where we are in time and place Medieval times Festivals How we organise ourselves Citizenship Learning to learn Managing information Managing situations Managing self Using evidence	Creative story telling Speaking and listening Pair and share IT skills Blogging and school web pages Enquiry based learning Explaining Illustrating information artistically Using technology responsibilities Target setting Co operation	Own story Myths and legends Time lines Mid winter Festivals around the world Web pages Medieval Europe The growth of towns Plague and black death Research and make traditional food for a party <u>Art in Opening Minds</u> <ul style="list-style-type: none"> • myths & legends • christmas around the world

<p>Spring term 1</p>	<p>Our Natural World</p>	<p>The physical world Earth study Mountains Volcanoes and earthquakes Natural disasters and human disasters Now and through history Citizen ship Environmental awareness Managing situations Relating to people Managing information Learning to learn How we organise ourselves Sharing the planet Learning to learn</p>	<p>Mind mapping Learning from the media Model making Introducing group work Jigsaw approach within a group putting it all together Explaining using models Music and mood Group cooperation games</p>	<p>Volcanoes and Earthquakes group project</p> <p>TV news presentation Disasters Group project A learning diary</p> <p><u>Art in Opening Minds</u></p> <ul style="list-style-type: none"> models of volcanoes, earthquakes & plates natural disasters
<p>Spring term 2</p>	<p>Wet and Wild</p>	<p>Understanding our oceans Waves and tides Coasts Defence of the coast The water cycle Rivers and floods Weather and climate Managing information Managing self Sharing the planet Where we are in place and time</p>	<p>Mind mapping TV documentaries Wet and wild Trip to sea life centre Using charts and diagrams ICT games Physical activity to learn key words Group roles and responsibilities Target setting Cooperation</p>	<p>Ocean study power point presentation Artists study paintings of the sea Weather and climate the Water cycle poster</p> <p>Naming quiz</p> <p><u>Art in Opening Minds</u></p> <ul style="list-style-type: none"> oceans weather & climate looking after the planet
<p>Summer term 1</p>	<p>The World of the Child</p>	<p>History of child labour responsibility of adults to the child History of child Education How we organise ourselves Managing self and situations Citizenship Where we are in place and time Writing to inform Speaking and listening</p>	<p>Internet research Cyber safety The big picture Module maps and flow charts Learning to learn How to remember facts Walking the thought Active listening Debating and public speaking Using persuasive language</p>	<p>Essay writing Child labour past present and future</p> <p>Group debate on the right to education <u>Art in Opening Minds</u></p> <ul style="list-style-type: none"> children working through history compare past and present photography making photos older using computer software

<p>Summer term 2</p>	<p>All Creatures Great and Small</p>	<p>Living creatures in our world Animal environments geographical features of a continent Extinction and bio diversity How animals help us Where we are in place and time Managing self Language development Relating to people Managing information Learning How we organise Sharing the planet ourselves</p>	<p>Extracting Information from films Drama and role play Group jigsaw Trip to Bio park Problem solving activities Mind mapping Thinking hats Learning to learn revision skills</p>	<p>An interview with David Attenborough Individual research project The great geography quiz End of year test <u>Art in Opening Minds</u></p> <ul style="list-style-type: none"> • animals that are extinct • endangered animals • campaign to save animals
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Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Spanish Lengua	Year 7	Teacher: Srta. Peral
No. of lessons per week: 4	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
1º TRIMESTRE	1) La infancia. 2) La amistad. 3) Las normas. 4) Los libros.	<p>COMPETENCIA LECTORA: Érase una vez... ¡el juguete! Un trabajo envidiable. Todo por la infancia. Una gran bibliotecaria.</p> <p>VOCABULARIO: Prefijos y sufijos. Prefijos y sufijos intensivos. Prefijos de negación y oposición. Prefijos de situación.</p> <p>GRAMÁTICA: Repaso: sustantivos, adjetivos y artículos. Repaso: demostrativos, posesivos, numerales e indefinidos. Repaso: pronombres personales y verbos.</p>	Visual. Auditivo. Lector. Escritor. Cenestésico.	Pruebas orales y/o escritas. Trabajo diario. Nivel de lectura. Faltas en los dictados. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.

		<p>Repaso: adverbios, preposiciones, conjunciones e interjecciones.</p> <p>ORTOGRAFÍA: Principios de acentuación. Acentuación de monosílabos. Otras palabras con tilde. Uso de la letra b y de la letra v.</p> <p>LITERATURA: Los géneros literarios. La lírica. La medida y la rima de los versos.</p>		
<p>2º TRIMESTRE</p>	<p>5) La ciencia. 6) Otras culturas. 7) El arte. 8) Las máquinas.</p>	<p>COMPETENCIA LECTORA: La cara oculta de la ciencia. Los sueños del sultán. Todo un arte. Amelia Earhart.</p> <p>VOCABULARIO: Formación de sustantivos. Formación de adjetivos. Formación de verbos. Palabras onomatopéyicas.</p> <p>GRAMÁTICA: La oración. El sujeto. Clases de predicados. El predicado nominal. Complemento directo e indirecto. Complemento circunstancial.</p> <p>ORTOGRAFÍA: Uso de la letra g y de la letra j.</p>	<p>Visual. Auditivo. Lector. Escritor. Cenestésico.</p>	<p>Pruebas orales y/o escritas. Trabajo diario. Nivel de lectura. Faltas en los dictados. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.</p>

		<p>Uso de la letra ll y de la letra y. Uso de la letra h. Uso de la letra x.</p> <p>LITERATURA: Estrofas y poemas. La narrativa. El cuento y la leyenda.</p>		
<p>3º TRIMESTRE</p>	<p>9) La ecología. 10) El clima. 11) Mitos y leyendas. 12) Los viajes.</p>	<p>COMPETENCIA LECTORA: El glaciar de Monte Perdido. Lluvia de sombreros. El Partenón. A la aventura.</p> <p>VOCABULARIO: Las siglas y las abreviaturas. Frasas hechas. Palabras coloquiales. Extranjerismos, arcaísmo y neologismos.</p> <p>GRAMÁTICA: Oraciones activas y pasivas. Clases de oraciones. Análisis sintáctico. Las lenguas de España. La modalidad andaluza.</p> <p>ORTOGRAFÍA: Signos que indican pausa interna. Los dos puntos. Los puntos suspensivos. Otros signos ortográficos.</p>	<p>Visual. Auditivo. Lector. Escritor. Cenestésico.</p>	<p>Pruebas orales y/o escritas. Trabajo diario. Nivel de lectura. Faltas en los dictados. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.</p>

		LITERATURA: La novela. Clases de novelas. El teatro. La tragedia y la comedia.		
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Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Spanish Culture	Year 7	Teacher: Srta. Peral
No. of lessons per week: 2	Date:	2020-21

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
1º TRIMESTRE	1) Recorremos el medio físico de España. 2) Conocemos el medio físico de Europa. 3) Nuestro impacto en el medioambiente.	CONCEPTOS: El relieve de la península ibérica. El relieve de las islas. ¿Cómo son las costas? ¿Cómo son las aguas? ¿Cómo son el clima y la vegetación? Recorremos los paisajes españoles. Descubrimos el relieve de Europa. Recorremos las costas europeas. ¿Cómo son las aguas? Los climas y la vegetación. Los paisajes humanizados. El medioambiente y las personas. Detectamos problemas medioambientales. Nos preocupa el cambio climático. Nos implicamos en el desarrollo sostenible. Protegemos los paisajes.	Visual. Auditivo. Lector. Escritor. Cenéstésico.	Pruebas orales y/o escritas. Trabajo diario. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.
		COMPETENCIAS: Competencia matemática, científica y tecnológica.		

		<p>Comunicación lingüística. Competencia social y cívica. Competencia digital. Conciencia y expresión cultural. Aprender a aprender. Iniciativa y emprendimiento.</p>		
2º TRIMESTRE	<p>4) El mundo de la empresa. 5) Las actividades económicas de Europa y España. 6) Así es la Unión Europea.</p>	<p>CONCEPTOS: Conocemos las empresas. La publicidad. Aprendemos a utilizar el dinero. Ahorrar, consumir, invertir. ¿En qué trabajan las personas? El sector primario en Europa y España. El sector secundario en Europa y España. El comercio en Europa y España. Los transportes y el turismo en Europa y España. ¿Qué es la Unión Europea? Una historia de cooperación. Las instituciones de la Unión Europea. Logros y retos de la Unión Europea. España en la Unión Europea.</p> <p>COMPETENCIAS: Competencia matemática, científica y tecnológica. Comunicación lingüística. Competencia social y cívica. Competencia digital. Conciencia y expresión cultural. Aprender a aprender. Iniciativa y emprendimiento.</p>	<p>Visual. Auditivo. Lector. Escritor. Cenestésico.</p>	<p>Pruebas orales y/o escritas. Trabajo diario. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos. Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.</p>
3º TRIMESTRE	<p>7) Descubrimos la España del siglo XIX.</p>	<p>CONCEPTOS: ¿Cómo comenzó el siglo XIX en España? ¿Qué sucedió tras el reinado de Fernando VII? La Revolución industrial en España. La sociedad del siglo XIX.</p>	<p>Visual. Auditivo. Lector. Escritor. Cenestésico.</p>	<p>Pruebas orales y/o escritas. Trabajo diario. Terminar las tareas a tiempo. Orden, limpieza y presentación de los cuadernos.</p>

	<p>8) Desde el siglo XX hasta nuestros días.</p>	<p>Un recorrido por la cultura del siglo XIX. El reinado de Alfonso XIII. La Segunda República y la Guerra Civil. La dictadura franquista. La transición y los gobiernos democráticos. España en nuestros días. Un recorrido por la cultura y el arte.</p> <p>COMPETENCIAS: Competencia matemática, científica y tecnológica. Comunicación lingüística. Competencia social y cívica. Competencia digital. Conciencia y expresión cultural. Aprender a aprender. Iniciativa y</p>		<p>Comprensión del trabajo. Hacer los deberes en casa. Trabajos extra propuestos o por iniciativa propia. Esfuerzo. Participación en clase. Asistencia. Traer el material adecuado para cada asignatura. Comportamiento.</p>
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Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Spanish 2nd Language	Year 7- elementary	Teacher: Carmen F. Jiménez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Nos Presentamos	<p>1-Son muy famosos: Talking about yourself: Giving your name. Saying how old you are. Giving your nationality. Saying where you live. Describing yourself. Talking about other people: Asking them what their name is. Asking how old they are. Asking where they come from. Asking what they look like.</p> <p>2-Soy el más inteligente de la clase: Making comparisons.</p> <p>3-Mucho gusto: Introducing yourself. Introducing your family and friends.</p> <p>4-Estás en tu casa: Asking for what you need. Saying what you need.</p> <p>5- Unos regalos: Buying gifts for someone. Describing someone's personality.</p> <p>6-Muchas gracias por el regalo: Writing a thank you letter. Choosing an introduction. Giving your thanks. Saying what you like/don't like about the present.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props. Presentations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>

		Choosing an ending.		
Autumn term 2	La Comida	<p>1-¿Qué Comes?: Saying what you have to eat. Talking about meal times in Spain and the UK. Talking about likes and dislikes.</p> <p>2-¿Qué te gusta comer?: Saying what type of food you like. Saying why you like it.</p> <p>3- De compras: Buying fruits and vegetables. Finding out how much things cost.</p> <p>4-Cien gramos de jamón y una barra de pan: Buying food and drinks in a shop. Numbers 31-100. Quantities.</p> <p>5-¡Qué Aprovechel: Saying that you are hungry and thirsty. Ordering for a menu.</p> <p>6-La comida sana: Talking about healthy eating.</p>	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 1	De Compras	<p>1-¿Qué ropa llevan?: Talking about clothes. Comparing prices.</p> <p>2-Me gusta aquella camiseta roja: Talking about clothes you like. Talking about clothes you dislike. Colours.</p> <p>3-¿Me lo puedo probar?: Shopping for clothes. Asking if you can try them on. Asking how much they cost.</p> <p>4-¿Qué vas a llevar para ir a la fiesta?: Describing clothes.</p>	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions.</p>

		<p>Asking about clothes. Saying what you are wearing. 5-¿Llevas uniforme?: Talking about your school uniform. Colours. 6-En la calle principal: Talking about types of shops. Saying where you can buy things.</p>		<p>Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 2	El Turismo	<p>1-¿Qué hay de interés?: Asking what there is to see in a place. Naming places of interest. Talking about the weather. 2-Tus vacaciones: Saying where you go on holidays. How you go. Who you go with. 3-¿Qué haces?: Talking about where you go and what you do on holidays. Saying how you get there. 4-Fuimos al parque temático: Saying where you and your friends went. Saying what day you went and time of day. 5-Mis vacaciones del año pasado: Saying what you did on holidays.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Summer term 1	¡Diviértete!	<p>1-¿Quieres ir al cine?: Arranging to go out with a friend. Arranging a type and a place. Time of day. 2-¿Qué tipo de películas te gustan?: Saying what types of films you like/dislike. Saying why you like them. 3.Dos entradas, por favor:</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom</p>

		<p>Buying tickets at the cinema. Asking about film times. Discussing film categories. 4-¡Es genial! Describing an event in the present tense. 5-¿Qué hiciste el sábado?: Using the preterite to describe an event in the past.</p>		<p>observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
<p>Summer term 2</p>	<p>La Salud</p>	<p>1-¿Qué te duele?: Saying what is wrong with you. 2-¿Qué te pasa? Saying what is wrong with you. Asking others what is wrong with them. 3-En la farmacia: Asking for things at the chemist. Understanding pharmacist's recommendations. 4-Hace dos años que estudio español: Talking about how long you have been doing something. 5-No hay que comer chocolate todos los días: Talking about a healthy lifestyle. Saying what you should, shouldn't do.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.</p>

Subject: Spanish 2nd Language	Year 7-intermediate	Teacher: Carmen F. Jiménez
No. of lessons per week: 5	Date: 2020-21	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	Me Presento	<p>Me Presento</p> <p>1-Repaso 1: -Introducing yourself and giving family information.</p> <p>1-Repaso 2: -Describing people.</p> <p>1.1-Te presento a mi familia: -Marital status, children... -Nationalities. -Introducing people.</p> <p>1.2-Mi casa: -Describing where you live. -Describing your house/flat and its context.</p> <p>1.3-El pueblo donde vivo: Describing the town/area where yur live.</p> <p>1.4-Lo bueno y lo malo: -Expressing opinions about place. -Making comparisons between places. -Describing weather and climate.</p> <p>-Culture: -Finding out facts about Andalusia and the place we live. -Designing an advert to promote Andalusia around the world.</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>

		<p>-Understanding descriptions of Spanish festivals.</p> <p>3.3-En el restaurante: -Booking a table and ordering a meal.</p> <p>3.4-¿Qué tal las vacaciones?: -Reading about holidays.</p> <p>3.5-¿Qué hiciste?: -Describing what you did on holiday.</p> <p>-Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the students' area.</p>	<p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Spring term 2	En Ruta	<p>4.En Ruta 4-Repaso: -Asking the way and giving directions in town.</p> <p>4.1-En camino: -Asking for and giving travel information.</p> <p>4.2-En la estación: -Finding your way around a railway station. -Buying train and underground tickets. -Asking for information about going around.</p> <p>-Culture: -Finding out cultural aspects about different communities around Spain. -Designing a diary about a route around Spain. Gastronomy and geographical facts need to be included.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests.</p>
Summer term 1	¿Qué te ha pasado?	<p>5.¿Qué te ha pasado? 5-Repaso: -Describing symptoms.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p>	<p><i>End of the unit test:</i></p>

		<ul style="list-style-type: none"> -Asking for advice. 5.1-Me siento mal: -Saying why you feel ill. -Saying how you have hurt yourself. 5.2-Reservas y llegadas: -Booking hotel accommodation. -Arriving at campsite. 5.3-En la recepción: -Checking into a hotel or campsite. 5.4-He perdido... -Describing lost property. 5.5-Quejas: -Making complains in a hotel. -Culture: -Finding out information about different accommodation places in Spain. -Designing an accommodation guide. -Comparing accommodation services in different countries. 	<p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i></p> <p>Teaching guide at the end of each unit. Classroom observations.</p> <p>Homework marks.</p> <p>Class work.</p> <p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Teacher discussions.</p> <p>Dispositions and attitudes.</p> <p>Projects and portfolios.</p> <p>End of unit tests.</p>
<p>Summer term 2</p>	<p>En Casa Y En El Trabajo</p>	<p>6.En Casa Y En El Trabajo</p> <p>6-Repaso:</p> <ul style="list-style-type: none"> -Describing food, meals and mealtimes. -Revising numbers and time. <p>6.1-Ayudando en casa:</p> <ul style="list-style-type: none"> -Saying what household chores you do, why and how often. <p>6.2-Un trabajo a tiempo parcial:</p> <ul style="list-style-type: none"> -Describing part-time jobs. -Saying how you spend your time. <p>-Culture:</p> <ul style="list-style-type: none"> -Designing a leaflet about free time activities around our area. Describing with details in which they consists. Researching and providing real information. 	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i></p> <p>Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i></p> <p>Teaching guide at the end of each unit. Classroom observations.</p> <p>Homework marks.</p> <p>Class work.</p> <p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Teacher discussions.</p> <p>Dispositions and attitudes.</p> <p>Projects and portfolios.</p> <p>End of unit tests.</p> <p>End of the year exam.</p>

Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: German	Year 7	Teacher: Aidan McGarry
No. of lessons per week: 2	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept - Nov	Echo 1: Chapter 4 : Leisure activities	Talking and writing about free time activities, likes and dislikes and how often you do things; Arranging to go out and when to meet (writing and performing a role play); Use of regular, irregular and modal verbs; Comprehension of different sorts of texts;	Listening, reading, speaking and writing exercises; Writing, learning and performing a role play; Surveys and dialogues in the class group; Writing about one's own and other people's preferences; Posters combining pictures and writing.	Mini-Tests and End of Unit Assessments; Exercise books; Role plays.
Dec Feb	Echo 1: Chapter 5: My home	Talking and writing about where you live (area, house, room); Describing where and how you live with detail using the dative to indicate where things are;	Listening, reading, speaking and writing exercises;	Mini -Tests and End of Unit Assessments; Exercise books;

		Free presentations of the plans of their houses;	Drawing plans of houses and rooms and presenting them to the class; Describing in written and spoken form where and how you live;	Descriptions and presentations of their homes.
March-May	Echo 1: Chapter 6: Travelling to German speaking countries	Basic knowledge of German geography; Describing where a town is, what there is in a town and how to find the way; Speaking skills: asking for and giving directions; ordering food and drinks at a snack stand.	Listening, reading, speaking and writing exercises; Dialogues asking for and giving directions and ordering food and drinks; Drawing posters with their imaginary towns, presenting them and playing "finding the way" on them; Board game; Singing.	Mini-Test; Drawing and imaginary town and presenting it to the class (group work); Role plays: At a snack stand; Exercise books.
June	Chapter 6, Unit 6: Talking about your plans for the summer holidays; Revisions.	Talking about the future; Revising vocabulary and grammar structures when talking about plans for the summer	Listening, reading, speaking and writing exercises; Revision sheets and games.	End of Year Assessment

Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: French	Year 7	Teacher: Virginie Bernard
No. of lessons per week: 2	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
September	Revision	Greetings, Classroom instruction, animals, numbers from 1 to 100, Alphabet, verb to be	Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Opinion miming, drama	Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test
October	Coming back to school	Brothers and sisters: Talking about brothers and sisters and age Using the verb avoir My classroom Describing your classroom Definite/indefinite articles Do you like it? Talking about likes and dislikes Aimer+ definite article What are you like? Describing yourself and others Using adjective agreement What are you doing? Saying what you do		

		<p>My video Creating a video about yourself Infinitives and -er verbs</p>		
November	<p>Revision At school</p>	<p>Colours and telling the time, school subjects</p> <p>Opinions on subjects Saying what you think of your school subjects and why Talking about likes and dislikes using-er verbs</p> <p>What do you wear? Talking about what you wear to school Using adjectives after nouns</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Opinion miming, drama</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
December		<p>How is your school day? Talking about your school day Using new -er verbs</p> <p>What does a French school look like? Learning about a typical French school Reading and listening for gist</p> <p>Christmas To know about French traditions in French</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Opinion miming, drama on buying on a snack</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
January		<p>A cool school!</p>		

	<p>Revision</p> <p>My free time</p>	<p>Describing your school Agreeing and disagreeing</p> <p>Talking about weather and seasons Learning more Key French sounds</p> <p>Are you sporty? Talking about activities you do Using jouer à</p>		
February/ March	<p>Revision</p> <p>My family life</p>	<p>What do you do? Talking about activities you do Using the verb faire Sport in French speaking countries Discovering sport in French speaking countries Using cognates and context Do you like doing this? Talking about what you like doing Using aimer+infinitive</p> <p>Question time Forming and answering questions Creating an interview with a celebrity</p> <p>Animals, Family members</p> <p>My family Describing your family Possessive adjectives</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: Opinion miming, drama on meeting people or famous people interview</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>
April/	<p>In town</p>	<p>Where do you live? Describing where you live Using the nous form of -er verbs</p> <p>Breakfast</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

<p>May</p>		<p>Describing what you have for breakfast Learning about Bastille Day Creating a cartoon family Substituting words to make texts your own</p> <p>Talking about places in a town or village Understanding prices in French Saying where you go at the weekend Using the verb to go Inviting someone out Using the verb vouloir Ordering drinks and cafes Using tu and vous</p>	<p>chapter, drilling from teacher Read/Write: Exercises from this chapter Family tree and description Kinaesthetic: bring in real life object with instant description, body display human size</p>	
<p>June</p>	<p>In town</p> <p>Revision</p> <p>End of year activities</p>	<p>Saying what you are going to do Using the near future Talking about plans for a special weekend</p> <p>Catch up time</p> <p>End of year assessment</p>	<p>Visual: Powerpoint presentation/flashcards for new vocabulary Auditory: : Listening exercises from the chapter, drilling from teacher Read/Write: Exercises from this chapter Kinaesthetic: miming, acting on transactional language</p>	<p>Punctual vocabulary tests and oral recordings End of Unit tests on the four main skills, i.e Listening, Reading, Writing and Speaking and grammar test</p>

Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: PE	Year 7	Teacher: Nick Lavin
No. of lessons per week: 2	Date: 2020-21	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept	Fitness Testing/ Outdoor and adventure/ Rounders	Perform at maximum levels. Develop an understanding of different fitness concepts. How to test fitness. How to improve your different fitness types. Performing in teams, communication skills. Developing throwing and striking skills	Visual: All PE subjects will provide visual learners with practical demos.	End of unit practical assessment. Peer evaluations
Oct Nov	Fitness test evaluations/Football/Netball	Developing skills in understanding how to evaluate training and fitness development. Performing in team play, invasion games developing passing skills, team work, positioning, support play.	Auditory: Opportunities to listen to feedback Read/Write: Opportunities to provide written analysis of their own and others performances.	End of unit practical assessment. Peer evaluations
Dec	Cross Country	Performing at maximal levels. Develop an understanding of competition, pacing, running on different terrains, tactics of a race.	Opportunities to provide written analysis of their own and others performances.	Times recorded for set distances.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills.	Kinaesthetic: Performance of practicals. This breakdown of learner types applies to all	End of unit practical assessment. Peer evaluations.
Feb	Dance/ Gymnastics	Developing a performance with an understanding		End of unit practical assessment. Peer evaluations.

		of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills.	activities across the year.	
Mar	Hockey / Cricket	Development of hockey skills related to stick management and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket.		End of unit practical assessment. Peer evaluations.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing.		Recorded timings and distances. Peer evaluations of technical performance
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay.		End of unit practical assessment. Peer evaluations.
June	Tennis/Padel/Badminton	Development of racket skills, different shot development, End of unit practical assessment. Peer positioning on the court, development of rule knowledge. Singles and doubles play and tactics.		End of unit practical assessment. Peer positioning on the court, development of rule knowledge. Singles and doubles play and tactics. evaluations. Ranked competition.

Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Creative and Performance	Year 7	Teacher: Nick Lavin, Marie Carmen Diaz, Begoña Folgueiras, Carmen Francis Jimenez, Aidan McGarry
No. of lessons per week: 2	Date:	2020-21

Time scale (approx)	Topics
	Students will choose an option
	<p><u>DRAMA & Music</u></p> <p>The purpose of this workshop is to develop basic communication skills and creative thinking through play and drama activities. This workshop will aim that students:</p> <ul style="list-style-type: none"> • Develop basic communication skills through dramatic play. • Boost disinhibition and taste for drama . • Learn , through play , various theatrical and musical techniques. • Develop social skills through cooperative games and theatrical activities. • Represent theatrical compositions made in groups. • Develop creativity through improvisation and expression. • Boost psychomotor development through dance and theatre. • Perform activities that contribute to the perceptive and expressive development. • Develop memory through simple theatrical scripts. <p style="text-align: right;">*In June, the students put into practise all the knowledge they have acquired throughout the year when they represent a play. This year the play is <u>ALADDIN</u></p>
	<p>Sports Leaders UK Level 1 award:</p> <p>Level 1 Award in Sports Leadership</p> <p>The Level 1 Award in Sports Leadership provides the ideal starting point for learners aged 12 years and over who wish to develop their leadership skills, whilst under the direct supervision of their Tutor/Assessor.</p> <p>The syllabus is designed to develop generic leadership skills that can be applied to a variety of sports and/or recreational situations as well as contributing to the personal development of the learner. They will need to complete at least 10 hours of leading other groups in</p>

sports and play activities (younger primary children) completed at break times and in organised sports events. This is a recognised qualification on the UK Qualifications and curriculum framework at level 1.

Environmental Science Club (The Green Team):

We focus the club towards several objectives:

- * In the garden we learn about plants, animals that visit it, very little animals who live in the water,...
- * We learn to make "compost" for our garden
- * We learn about orientation, fine psychomotricity, senses,...
- * We develop investigation strategies to study living beings of our garden
- * We learn to cultivate ecological products that we will eat at the end.
- * We use the ICT for studying our cultivated plants from other cultures
- * We use Mathematics to study the cultivated area, the weight of the harvest,...
- * We develop in every moment the social and team work development to stimulate the creator spirit,...
- * We develop the responsibility, the respect towards our mates and the plants, animals,...

Design the map of the garden for planting later.

- To look for some information about the plants we are going to grow in the garden: need of water and compatibility or non-compatibility with the others. With this information we will prepare a scheme for planting.
- When the weather allows it, we will start planting and sowing.
- We will build a composting place in the garden to transform the organic waste into compost for our plants.
- We need to take care of the plants with a timetable for irrigation and control of plagues,...., working together with other groups.

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Subject: ART	Year 7	Teacher: Teresa Alvarez
No. of lessons per week: 2	Date: 2020-21	

Time scale	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u>	<p style="text-align: center;">THE BASICS</p> <ul style="list-style-type: none"> ● TONE ● TEXTURE ● COLOR ● VIEWPOINTS <p>To promote awareness of the basic elements of making art. Increased mastery of basic skills in line, tone & paint (monochrome Still Life basic shapes). Learning names of shapes and colors and geometric forms.</p>	<ul style="list-style-type: none"> ● Introduction to the subject. ● Information given outlining what students will learn during the year, how they will be assessed & topics that will be covered. ● Tonal exercises including tonal chart using pencil. ● Use of pencils/pencil grades. ● Week 1 Monochromatic tonal chart using pencil, complete the other half of a photocopy in tone (pencil) ● Week 2 Focus on the other half of an image in paint (Tone) ● Mc Escher ● Drawing basic. ● Foci is texture, real texture and synthesised. ● Wax crayons, pencils. Frottage. ● Henry Moore ● Introduction of color theory. Color wheel ● Abstract art. ● Matisse, Picasso. 	<p>Teaching & Learning Styles</p> <p>Visual: Suggested Artists: Giorgio Morandi, Vermeer, Frida Khalo, Lucian Freud, Leonardo da Vinci, Raphael.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: Names of shapes and forms and colors etc. Use of keywords. Writing out information (with question and answer sessions) on the use of pencils etc. Key Vocabulary: face, features, color, tone, form, ellipse, angle, monochromatic, complementary, primary, secondary, foreshortening, grade/gradation, shade.</p> <p>Kinaesthetic: montage,</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>

	<p>Understanding Color theory (basics). Understanding the form and proportions.</p>	<ul style="list-style-type: none"> Worm's eye. Birds eye (Google Earth) Normal viewpoint 	<p>frottage, collage, drawing, painting, relief, work on the artists' pictures.</p>	
<p><u>Nov-Dec</u></p>	<p>SHOES</p> <p>Learn about using construction lines to draw a shoe from observation. Use different media (mixed). Design a comedy or themed shoe. Clay model of a shoe.</p>	<ul style="list-style-type: none"> Learn about using construction lines to draw a shoe from observation. Draw own shoe from 3 different angles using construction lines. Complete as homework. Chalk and charcoal studies. Students to work over photocopies of their drawings using mixed media combinations of collage, ink, felts, chalks, paints. Complete for homework. Produce a graphic design sheet for a presentation for a themed shoe. Students to make connections with the natural world and man made. Look at cars, animals, insects for inspiration. Designs completed for homework. (Students to look at the work of other shoe designers). How to construct a shoe out of clay, using simple tools for shaping and marking. Students to collect glitter, sequins, accessories for their shoes as homework. Students to add creative touches to their shoes looking at the work of other artist/designers for inspiration. Shoes packaging to be looked at for presentation. 	<p>Visual: Suggested artists: Van Gogh. Fashion Designers. www.punkyourchucks.com</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: the styles and impact on the art. Key Vocabulary: Perspective. Renaissance. Building. Interior. Exterior. Ellipse. Cube. Foreshortening. Cone. Sphere. Form. Vanishing point. Architectural/architecture. Sources. Eye level. Construction. Horizon. Media.</p> <p>Kinaesthetic: model constructions based on man made forms and its interpretation by the artists. Drawing, painting, printmaking, sculpture.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>
<p><u>Jan-Feb-Mar.</u></p>	<p>ABORIGINAL ART</p> <p>Learn about art in other cultures. Look at the use of symbols</p>	<ul style="list-style-type: none"> Design a title page in sketchbooks using symbols in place of words (some may be adapted or invented, key must be shown) Examples of Aboriginal work and symbols meanings to be displayed. 	<p>Visual: Suggested artists: Albert Namatjira. Martha McDonald. Beyula Puntungka. Doris Bush. Isobel Gorey. Candy Nelson. Maureen Poulson. Tilau Nangala.</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written</p>

	<p>in art, discover meanings and how they can be the basis of a design that has a narrative. Understand natural pigments and where they come from.</p>	<ul style="list-style-type: none"> • Work on a story using symbols and dots (dot paintings). • Draw and paint the design using symbols. • Class interim evaluation sheets handed out. Group discussion about points for improvement. • Completion of paintings and final evaluation/ grading to take place. Students to start planning boomerang designs using sgraffiato. • Make boomerangs out of clay. Use paint to synthesise a wooden effect. Decorate with markings and symbols. • Contemporary aboriginal art painting. Look at the work of modern Aboriginal artists and try to emulate. Make an artist study. Use a writing frame to glean relevant information and facts about artists. 	<p>Auditory: material and documentary films.</p> <p>Read/Write: about--> Key Vocabulary: Design, paint, delicacy, subtle, pretty, shape, interesting, Venetian, Italian, Mask, Features, Mouth, Nose, Ears, Eyes, Decoration, Sensitivity, Expression.</p> <p>Kinaesthetic: Paintings using texture and symbols that have a narrative. Boomerang and didgeridoo models decorated in the style of aboriginal art.</p>	<p>notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>
<p><u>April-May-June</u></p>	<p>COLOUR-TREE STUDIES</p> <p>To learn about design and composition. Abstracting an image (transforming). Learn about negative space. How to print in 3 colours. Use of flat colour.</p>	<ul style="list-style-type: none"> • Make studies of branches, note how branches overlap to create interesting negative and positive shapes. • Working from the drawing made previously students are to block in all the negative space in a drawing leaving all other detail blank (white). • Students to make different viewfinders, keyholes cracks, torn, windows, shapes, etc and to make a selection of an area of their painting/drawing enlarged to A3 (show how to scale up Grid method.) • Using bright unnatural colours (flat) paint in the design. • Using a selection of the image engrave a small sheet of t press-print and make a 3 coloured print. • Make a drawing of a tree using a mouse and flood-fill with a bright palette. Using an evaluation sheet describes the differences of working digitally compared 	<p>Visual: Suggested artists: Piet Mondrian, Kandinsky, Malevich, Mark Rothko, Constable, Corot, Howard Hodgkin, Picasso, Kirchner.</p> <p>Auditory: material and documentary films.</p> <p>Read/Write: about--> Key Vocabulary: circumference, radius, diameter, segment, secondary, complementary, primary, warm & cool, light & dark, adjacent, tree, distortion, growth, palette, compass.</p> <p>Kinaesthetic: montage, frottage, collage, drawing, painting, relief, work on the artists' pictures. Drawing,</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research.</p> <p>Assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant teacher / student dialogue.</p>

		to traditional drawing. Use photo manipulation of a tree.	painting, modelling.	
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Scheme of Work and Assessment Year 7 2020-21 [Contents](#)

Subject: Music	Year 7	Teacher: Alison Leveridge
No. of lessons per week: 1	Date:	2020-21

Time scale	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic	
Sept. to Oct.	BUILDING BRICKS: Recognising and using the elements of music	<p>This unit will enable students to:</p> <ul style="list-style-type: none"> • understand and recognise the Elements of Music (PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE, TIMBRE or SONORITY, ARTICULATION, SILENCE) • draw on the Elements of Music as a resource when composing, creating and improvising and use the Elements of Music effectively when performing and singing. • recognise the Elements of Music when listening to and appraising music from different times and different places. • read and invent graphic notation and graphic scores. • develop a foundation of musical vocabulary for use throughout Key Stage 3. 	<p>Visual: graphic scores, posters, powerpoints</p> <p>Auditory: listening to and evaluating a range of music to identify musical elements</p> <p>Read/Write: Five minute silent reading to start every lesson. Descriptive words and adjectives to be used when listening and identifying different sounds; reading a graphic score from left to right; technical vocabulary and Italian musical terms. Shapes and symbols used to represent sound. Expressing opinions to evaluate music listened to.</p>	<p>Baseline assessment and end of unit assessment on sounds and the elements of music.</p> <p>Worksheets for some listening activities.</p> <p>Continual peer assessment and discussion in lessons and self evaluation to be recorded in exercise books throughout the unit.</p> <p>Questioning during starter reading activity will indicate understanding individual students have of the topic.</p>

		Students will also learn Italian terms and symbols relating to tempo,dynamics and articulation.	Kinaesthetic: Pupils participate in a variety of singing, performing and composing, activities and games with awareness of the elements of music .	
Nov - Dec	EXPLORING MUSICAL STRUCTURES: Binary, ternary and rondo form	<p>In this unit students will:</p> <ul style="list-style-type: none"> gain an understanding of the importance of form and structure in music and how this can be considered another of the "elements of music recognise various musical structures and be able to describe these using letters to identify the different sections - A, B, C etc. (question and answer/call and response; binary,ternary, rondo) develop their ability to read, perform and record their ideas using staff notation, focusing on the pitch names of notes in the treble clef develop their melody writing skills 	<p>Visual: various representations of notation - posters, flashcards,charts ,mnemonics.</p> <p>Auditory:listening to and evaluating a range of music to identify musical structures.</p> <p>Read/Write:focus on treble clef notation.</p> <p>Kinaesthetic:Pupils participate in a variety of singing, performing and composing, activities and games.They develop and improve physical coordination when playing glockenspiels.</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary. .Observation during class work. Written compositions.</p> <p>Starter / plenary tasks to revise and assess learning of note names, durations and shapes.</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned. Test on treble clef notation.</p>
Jan - Feb	RHYTHM AND PULSE: Exploring rhythm and note values	<p>This unit will:</p> <ul style="list-style-type: none"> increase students" awareness of the importance of pulse as a fundamental upon which music is built and performed. 	Visual: representation of notation - posters, flashcards.	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary. .Observation during practical tasks.</p>

		<ul style="list-style-type: none"> • develop a feeling for and awareness of a regular pulse • enable students to distinguish between and clearly explain the difference between rhythm and pulse • recap and extend students' knowledge and understanding of note values, bars and notation • develop the use of rhythm grids as a method of recording rhythm patterns. • enable students to perform and compose rhythm patterns of differing complexity including rests, half-beats and accents. 	<p>Auditory:listening to and internalising a regular pulse. Evaluating pulse and rhythm through listening to musical extracts.</p> <p>Read / Write:learn key words relating to pulse and rhythm, following rhythm map from left to right. Italian musical terms and technical musical vocabulary. Rhythm grids.</p> <p>Kinaesthetic:strong cross-curricular links with dance and the way in which metre and time signature affects movement in particular the march and the waltz.Rhythm games - clapping, tapping, playing instruments. Matching movement to pulse and rhythm. Distinguish between 2,3,4 beats in a bar - conduct.</p>	<p>Starter / plenary tasks to assess students' progress in reading notation.</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned. Short test on note values.</p>
<p>March - April</p>	<p>VOICEWORKS*</p> <p><i>*If singing is not possible this year (for reasons of classroom safety), this unit of work will be replaced with extra practical work to extend the previous Rhythm and Pulse Unit</i></p>	<p>This unit:</p> <ul style="list-style-type: none"> • develops students' ability to explore the voice through practising singing music in two (or more) parts. • begins with Call and Response songs to rehearse singing with accurate pitch and good timing as a class and in groups. 	<p>Visual:using musical notation</p> <p>Auditory:listening to a variety of song styles, developing pitch recognition.</p> <p>Read/write:compose lyrics to a song</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary. .Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of vocal techniques and to assess individuals'</p>

	(e.g. Body Percussion / Pencil Case Percussion)	<ul style="list-style-type: none"> explores rounds in which students explore the effect of two or more pitched notes sounding together (harmony) - and the effect this has on the vocal texture of the music. enables students to compose simple melodic phrases that are put together to form a round composition. 	<p>Kinaesthetic: develop singing in harmony, using a steady beat to aid ability to stick to own part.</p>	<p>confidence in maintaining own part in a group performance.</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>
May - June	INTRODUCTION TO THE UKULELE	<p>In this unit students will:</p> <ul style="list-style-type: none"> Learn the history of the ukulele Learn the names of the parts of the ukulele Learn the correct technique for holding and playing the ukulele relate finger positions to note letter names and learn basic hand positions for at least three chords learn common chord progressions in order to accompany a variety of songs Learn different strumming patterns in order to keep a steady beat 	<p>Visual: representation of notation - posters, flashcards and charts to show finger positions and chord construction. Play along video tutorials.</p> <p>Auditory: listening to tuning and identifying the difference between chord sounds . Through careful listening, assess accuracy of timing when accompanying songs.</p> <p>Read/write: use notation and charts representing chords and the position of notes on the stave.</p> <p>Kinaesthetic: Develop timing to play chords to a steady beat to accompany songs. Coordinate both hands - fingering patterns and strumming patterns</p>	<p>On-going: Evaluation of own and others' work justifying opinions with musical vocabulary..Observation during practical tasks.</p> <p>Starter / plenary tasks to revise and assess students' understanding of ukulele techniques and chord structures.</p> <p>End of unit review of unit with a tick list to help students to assess how much they have learned.</p>