

<b>Subject</b>	<b>Year 7</b>
<b>Art</b>	Pupils will be creating their final shrine that is linked to their school form patron. They will use a range of drawing, mixed media and constructing nets to create their final piece.
<b>D&amp;T Food</b>	Pupils will work through the theory element of the usual unit of work. This covers health, safety and hygiene in the Food room, the Eatwell guide and healthy diets and the commodity of dairy. During the unit, pupils will complete the 2 written assessments to demonstrate their K&U of the topics covered.
<b>D &amp; T Graphics</b>	Pupils will be working through the robot me unit with focus on research, design, sketching of different robot features, branding and theory based graphic work. I am looking at completing some basic design work using photopoea.
<b>D&amp;T RM</b>	Pupils will work through the written and design elements of the usual module of work. This involves analysing the task they are undertaking building their knowledge and understanding of D&T keywords. They will progress to analysing existing products, writing their own design criteria for a successful product, designing their product ensuring they work to set criteria before progressing to creating card prototypes. This project based work will be underpinned by a development of the theoretical knowledge associated with their projects.
<b>D&amp;T Textiles</b>	Pupils will be introduced to the usual project that follows the original SOW, however, they will focus more on the research and design elements. They will begin by analysing the task, understanding any subject specific terms. They will research any existing products and a possible theme that may be required within the design. Pupils will narrow down their design criteria by thinking about who their target audience is, their interests, the colour scheme, the purpose of the product, material choices etc. They will then use this to help their design ideas before they go on to making the product. The project will be supported by the pupils' progression in theoretical understanding, which is a fundamental element of both the project and subject.
<b>Drama</b>	Physical Theatre - To understand that there are different performance styles. To develop skills for performance. To be able to understand the key tools used in Physical theatre and why it might be used.
<b>English</b>	Gothic - Narrative Writing and 19th Century Gothic Fiction.
<b>French</b>	Pupils will completing the work for Unit 1 - All about themselves and their family (we have personality/physical descriptions of self & others; family and pets still to cover).
<b>Geography</b>	Weather and Climate.
<b>History</b>	The Norman Conquest.
<b>IT</b>	Spreadsheets - Excel.
<b>Maths</b>	Addition and Subtraction (and its applications in finance, data collection, frequency trees and standard form). Multiplication and Division (and its applications in decimals, area, mean calculations and algebra). Fractions and Percentages of amounts.
<b>Music</b>	Ukulele and ensemble skills. Outcomes: To be able to identify different ukulele chord charts and label the correct parts of the instrument. To develop my understanding of music theory and terminology through listening tasks and key word tasks. To develop my performance practice. To explore different musical styles through appraisal of artists and research tasks.
<b>PE</b>	Work on physical fitness and mental wellbeing over the course of this half term/fitness challenges.
<b>RE</b>	Life of Jesus - Annunciation, Baptism, Miracles, Teachings 7 Parables: Good Samaritan; Sheep and Goats; Talents.
<b>Science</b>	Waves (sound) and Ecology.
<b>Spanish</b>	Completing work on Free-Time topic; (we have already covered opinions + Infinitives + activities; frequency; weather and when) and are also including conjugation of present tense verbs; THEN moving on to My School & My Studies topic (starting with expressing and explaining opinions of school subjects; discussing timetable - telling the time).