

**English**

Long term plan Year 7 2021-22

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	induction week for students	Getting to know you and baseline assessments	Lord of the Flies (LOTF)	LOTF	LOTF	LOTF	LOTF	LOTF	LOTF	LOTF	LOTF	LOTF
	Common Assessment points	Baseline Assessments Y7 EN/MA/Sci			Whole class feedback window							
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	LOTF	LOTF	Growing up poetry	Growing up poetry	Growing up poetry	Growing up poetry	Growing up poetry	Introduction to Shakespeare	Introduction to Shakespeare	Introduction to Shakespeare	Introduction to Shakespeare	Introduction to Shakespeare
	LOTF Formal assessment				Whole class feedback window					Whole class feedback window		
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Introduction to Shakespeare	War and conflict	War and conflict	War and conflict	War and conflict	War and conflict	Life is so unfair	Life is so unfair	Life is so unfair	Life is so unfair	Life is so unfair	
					Y7 Assessment window				Whole class feedback window			

**Maths Year 7 Long Term Plan**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days <b>Sequences</b>		<b>Understand and use algebraic notation</b>		<b>Equality and equivalence</b>		<b>Place value and ordering integers and decimals</b>			<b>Fraction, decimal and percentage equivalence</b>		
	<ul style="list-style-type: none"><li>Describe and continue a sequence given diagrammatically</li><li>Predict &amp; chek the next term of a sequence</li><li>Represent sequences in tabular and graphical forms</li><li>Recognise the difference between linear and non-linear sequences</li><li>Continue numerical non-linear sequences</li><li>Explaing the term to term rule of numerical sequences in words</li><li><b>Find missing numbers within sequences</b></li></ul>		<ul style="list-style-type: none"><li>Given a numerical input, find the output of a single function machine</li><li>Use inverse operations to find the input given the output</li><li>Use diagrams and letters to generalise number operations</li><li>Use diagrams and letters with single function machines</li><li>Find the function machine given a simple expression</li><li>Substitute values into single operation expressions</li><li>Find numerical inputs and outputs for a series of two function machines</li><li>Use diagrams and letters with a series of two function machines</li><li>Find the function machines given a two-step expression</li><li>Substitute values into two-step expressions</li><li>Generate sequences given an algebraic rule</li><li>Represent one and two step functions graphically</li></ul>		<ul style="list-style-type: none"><li>Understand the meaning of equality</li><li>Understand and use fact families, numerically and algebraically</li><li>Solve one step linear equations involving +/- using inverse operations</li><li>Solve one step linear equations involving x/÷ using inverse operations</li><li>Understand the meaning of like and unlike terms</li><li>Understand the meaning of equivalence</li><li>Simplify algebraic expressions by collecting like terms, using the <math>\equiv</math> symbol</li></ul>		<ul style="list-style-type: none"><li>Recognise the place value of any number in an integer up to one billion</li><li>Understand and write integers up to one billion in words and figures</li><li>Work out intervals on a number line</li><li>Position integers on a number line</li><li>Round integers to the nearest power of ten</li><li>Compare two numbers using =, <math>\neq</math>, <math>&lt;</math>, <math>&gt;</math>, <math>\leq</math>, <math>\geq</math></li><li>Order a list of integers</li><li>Find the range of a set of numbers</li><li>Understand place value for decimals</li><li>Position decimals on a number line</li><li>Compare and order any number up to one billion</li><li>Round a number to 1 significant figure</li><li><b>Write 10, 100, 1000 etc. as powers of 10</b></li><li><b>Write positive integers in the form <math>A \times 10^n</math></b></li><li><b>Investigate negative powers of ten</b></li><li><b>Write decimals in the form <math>A \times 10^n</math></b></li></ul>			<ul style="list-style-type: none"><li>Represent tenths and hundredths as diagrams</li><li>Represent tenths and hundredths on number lines</li><li>Interchange between fractional and decimal number lines</li><li>Convert between fractions and decimals – tenths and hundredth</li><li>Convert between fraction and decimals – fifths and quarters</li><li><b>Convert between fractions and decimals – eighths and thousandths</b></li><li>Understand the meaning of percentage using a hundred square</li><li>Convert fluently between simple fraction, decimals and percentages</li><li>Use and interpret pie charts</li><li>Represent any fraction as a diagram</li><li>Represent fractions on number lines</li><li>Identify and use simple equivalent fractions</li><li>Understand fractions as division</li><li>Convert fluently between fractions, decimals and percentages</li><li><b>Explore fractions above one, decimals and percentages</b></li></ul>		
			Baseline Assessments Y7 EN/MA/Sci									
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
	<b>Solving problems with addition and subtraction</b>		3/1/22 Bank Hol <b>Solving problems with multiplication and division</b>			<b>Fractions &amp; percentages of amounts</b>	<b>Operations and equations with directed number</b>			<b>Addition and subtraction of fractions</b>		
	<ul style="list-style-type: none"><li>Properties of addition and subtraction</li><li>Mental strategies for addition and subtraction</li><li>Use formal methods for addition of integers</li><li>Use formal methods for addition of decimals</li><li>Use formal methods for subtraction of integers</li><li>Use formal methods for subtraction of decimals</li><li>Choose the most appropriate method: mental strategies, formal written or calculator</li><li>Solve problems on the context of perimeter</li></ul>		<ul style="list-style-type: none"><li>Properties of multiplication and division</li><li>Understand and use factors</li><li>Understand and use multiples</li><li>Multiply and divide integers and decimals by powers of 10</li><li><b>Multiply by 0.1 and 0.01</b></li><li>Convert metric units</li><li>Use formal methods to multiply integers</li><li>Use formal methods to multiply decimals</li><li>Use formal methods to divide integers</li><li>Use formal methods to divide decimals</li><li>Understand and use order of operations</li><li>Solve problems using the area of rectangles and parallelograms</li><li>Solve problems using the area of triangles</li><li><b>Solve problems using the area of trapezia</b></li><li>Solve problems using the mean</li></ul>			<ul style="list-style-type: none"><li>Find a fraction of a given amount</li><li>Use a given fraction to find the whole and/or other fractions</li><li>Find a percentage of a given amount using a calculator</li><li><b>Solve problems with fractions</b></li></ul>	<ul style="list-style-type: none"><li>Understand and use representations of directed numbers</li><li>Order directed numbers using lines and appropriate symbols</li><li>Perform calculations that cross zero</li><li>Add directed numbers</li><li>Subtract directed numbers</li><li>Multiplication of directed numbers</li><li>Multiplication and division of directed numbers</li><li>Use a calculator for directed number calculations</li><li>Evaluate algebraic expressions with directed number</li><li>Introduction to two-step equations</li><li>Solve two-step equations</li><li>Use order of operations with directed numbers</li><li><b>Understand that positive numbers have more than one square root</b></li><li><b>Explore higher powers and roots</b></li></ul>			<ul style="list-style-type: none"><li>Understand representations of fractions</li><li>Convert between mixed numbers and fractions</li><li>Add and subtract unit fractions with the same denominator</li><li>Add and subtract fractions from integers expressing the answer as a single fraction</li><li>Understand and use equivalent fractions</li><li>Add and subtract fractions where denominators share a simple common multiple</li><li>Add and subtract fractions with any denominator add and subtract improper fractions and mixed numbers</li><li>Use fractions in algebraic contexts</li><li>Use equivalence to add and subtract decimals and fractions</li><li><b>Add and subtract simple algebraic fractions</b></li></ul>		

<ul style="list-style-type: none"><li>Solve financial maths problems</li><li>Solve problems involving tables and timetables</li><li>Solve problems with frequency trees</li><li>Solve problems with bar charts and line charts</li><li><b>Add and subtract numbers given in standard form</b></li></ul>		<ul style="list-style-type: none"><li><b>Explore multiplication and division in algebraic expressions</b></li></ul>		greater than 1 and percentages greater than 100%							
											Assessment 2
Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
Constructing, measuring and using geometric notation			2/5 May bank holiday Develop geometric reasoning (reduced from 3 to 2 wks)		Assessment Week	Developing number sense		Sets and probability		Prime numbers and proof (reduced from 2 to 1 wk)	J2J starts 3 weeks + enrichment week
<ul style="list-style-type: none"><li>Understand and use letter and labelling conventions including those for geometric figures</li><li>Draw and measure line segments including geometric figures</li><li>Understand angles as a measure of a turn</li><li>Classify angles</li><li>Measure angles up to 180°</li><li>Draw angles up to 180°</li><li>Draw and measure angles between 180° and 360°</li><li>Identify perpendicular and parallel lines</li><li>Recognise types of triangle</li><li>Recognise types of quadrilateral</li><li>Identify polygons up to a decagon</li><li>Construct triangles using SSS</li><li>Construct triangles using SSS, SAS and ASA</li><li>Construct more complex polygons</li><li>Interpret simple pie charts using proportion</li><li>Interpret pie charts using a protractor</li><li>Draw pie charts</li></ul>			<ul style="list-style-type: none"><li>Understand and use the sum of angles at a point</li><li>Understand and use the sum of angles on a straight line</li><li>Understand and use the equality of vertically opposite angles</li><li>Know and apply the sum of angles in a triangle</li><li>Know and apply the sum of angles in a quadrilateral</li><li>Solve angle problems using properties of triangles and quadrilaterals</li><li>Solve complex angle problems</li><li>Find and use the angle sum of any polygon</li><li><b>Investigate angles in parallel lines</b></li><li><b>Understand and use parallel line angle rules</b></li><li><b>Use known facts to obtain simple proofs</b></li></ul>			<ul style="list-style-type: none"><li>Know and use mental addition and subtraction for integers</li><li>Know and use mental multiplication and division strategies for integers</li><li>Know and use mental arithmetic strategies for decimals</li><li>Know and use mental arithmetic strategies for fractions</li><li>Use factors to simplify calculations</li><li>Use estimation as a method for checking mental calculations</li><li>Use known number facts to derive other facts</li><li>Use known algebraic facts to derive other facts</li><li>Know when to use a mental strategy, formal written method or a calculator</li></ul>		<ul style="list-style-type: none"><li>Identify and represent sets</li><li>Interpret and create Venn diagrams</li><li>Understand and use intersection of sets</li><li>Understand and use the union of sets</li><li><b>Understand and use the complement of a set</b></li><li>Know and use the vocabulary of probability</li><li>Generate sample spaces for single events</li><li>Calculate the probability of a single event</li><li>Know that the sum of probabilities of all possible outcomes is 1</li></ul>		<ul style="list-style-type: none"><li>Find and use multiples</li><li>Identify factors of numbers and expression</li><li>Recognise and identify prime numbers</li><li>Recognise square and triangular numbers</li><li>Find common factors of a set of numbers including the HCF</li><li>Find common multiples of a set of numbers including the LCM</li><li>Write a number as a product of its prime factors</li><li><b>Use a Venn diagram to calculate HCF and LCM</b></li><li>Make and test conjectures</li><li>Use counter examples to disprove a conjecture</li></ul>	
				Y7 Assessment window	EOY Assessment	Y7 Assessment window					

• Points in bold denotes greater depth

**SCIENCE**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Introduction	Base line assessments  Intro to science and lab rules Organisms: cells	Organisms: cells	Organisms: cells	Organisms: cells CMP and DIRT	Forces: Contact Forces	Forces: Contact Forces CMP/ DIRT  Matter: Particles	Matter: Particles	Matter: Particles CMP/DIRT	Organisms: Movement	Organisms: Movement CMP/DIRT	Electromagnets:: Current
		Baseline Assessments Y7 EN/MA/Sci						Assessment: Forces ./ Cells				
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Electromagnets: Current CMP /DIRT	Revision for assessment	Matter: Separating Mixtures	Matter: Separating Mixtures	Matter: Separating Mixtures CMP/DIRT	Genes: Variation	Genes: Variation	Energy: Energy Transfers	Energy: Energy Transfers	Energy: Energy transfers and CMP/DIRT  Reactions: Acids and Alkalis	Reactions: Acids and Alkalis	Reactions: Acids and Alkalis  Revision / DIRT
		Assessment Cell Forces particles Movement Current										
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Forces: Gravity	Forces: Gravity CMP /DIRT	Revision for assessments / skills	Revision for assessments / skills	Assessments	Earth: earth structure	Earth: earth structure	Reactions: Metals and Non Metals	Reactions: Metals and Non Metals	Assessment DIRT	Catch up / Practical skills ready for Yr 8	Organisms: Human Reproduction
					Y7 Assessment window	Y7 Assessment window	Y7 Assessment window					

**Design Technology**

Long term plan Year 7 2021-22 – Design Technology is taught in 3 rotations – Textiles – Materials – Food. Each rotation is 12 weeks and 24 hours learning time.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Materials – Cultural Pendant</b>	<u>Research and Evaluate</u>  Research cultural Body adornment	<u>Technical Knowledge</u>  Mood board Primary research of pendants Product analysis	<u>Technical Knowledge</u>  Life Cycle process Pewter	<u>Technical Knowledge/Design</u>  Pendant design Orthographic and Isometric drawings	<u>Design/Make</u>  Creating mould for pendant	<u>Technical Knowledge/Make</u>  Melting and pouring pewter	<u>Technical Knowledge/Make</u>  Sanding and finishing	<u>Research and Evaluate</u>  Research existing jewellery companies Typography	<u>Technical Knowledge/Design</u>  2D designs and rendering techniques	<u>Technical Knowledge/Design</u>  2D Design CAD/CAM	<u>Technical Knowledge/Make</u>  Assemble box	<u>Evaluate</u>  End of Project Test Feedback and completion.
						Mid project assessment						End of project assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Textiles – Pencil Case</b>	<u>Research/ Technical Knowledge</u>  Explore the theme—Group Task Research and present - Endangered animals.	<u>Analysis/ Evaluate/ Technical Knowledge</u>  Artist analysis—Dieter Braun. Fabric crayon sample.	<u>Technical Knowledge</u>  Basic embroidery stitches. Embroidery self-Assessment sheets	<u>Design</u>  Mood board of simple animal shapes. Design Ideas	<u>Make/ Final Design</u>  Sewing Machine Driving Test	<u>Evaluate/Technical Knowledge</u>  Feedback and Improvement Time  Fibres and Fabrics Sewing Machine Driving Test	<u>Technical Knowledge/skill</u>  Carrier bag weaving. Polyfusion worksheet. / DIRT Time.	<u>Technical Knowledge/skill</u>  Create template for applique. Cut out felt pieces and pin to outer fabric.	<u>Technical knowledge/skill/Make</u>  Embroidery Stitches to complete felt pieces.	<u>Technical knowledge/skill/Make</u>  Pin and Tack Zip. Machine re-cap – Attach zip.	<u>Make</u>  Practical completion of pencil case. Evaluation.	<u>Evaluate</u>  End of Project Test Feedback and completion.
						Mid project assessment						End of project assessment

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Food – Health Eating</b>	<u>Theory</u> Introduction to learning journey and kitchen crews. Hygiene and safety. Weighing and measuring exercise.	<u>Theory</u> Intro to sensory analysis.  Demo flapjacks.	<u>Theory</u> Weighing and measuring  <u>Practical</u> Flapjack practical.  Demo fruit salad / Food as fuel & Five-A-Day.	<u>Theory</u> Seasonal Ingredients—My celebrity menu.  <u>Practical</u> Fruit salad.	<u>Theory</u> Eatwell plate Introduction  <u>Practical</u> Introduction to nutrients.	<u>Theory</u> Pizza design linked to Eatwell Plate  <u>Practical</u> Pizza	<u>Theory</u> Mid Term Assessment—DIRT  Fajita demonstration	<u>Theory</u> Pasta Salad planning—Eatwell  <u>Practical</u> Fajita Practical	<u>Theory</u> Introduction to cake-making methods & demonstration  <u>Practical</u> Pasta Salad Practical	<u>Theory</u> Completion of booklet & revision of theory  <u>Practical</u> Buns and cake making	<u>Theory</u> Completion of booklet & revision of theory  <b>Final assessed practical</b> Teacher choice	<u>Evaluate</u>  End of Project Test Feedback and completion
						Mid project assessment						End of project assessment

ArtLong term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	<b>Topic:</b> What is Art?  <b>Focus:</b> Art as expression, representation and form. <b>Activity:</b> Discussion/written piece about the different types of Art and what Art is to different people.	<b>Topic:</b> What is Art?  <b>Focus:</b> Art as expression, representation and form. <b>Activity:</b> Discussion/written piece about the different types of Art and what Art is to different people.	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour theory  <b>Activity:</b> Make notes about colour theory in relation to primary, secondary and complementary colours and the colour wheel	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour theory  <b>Activity:</b> Paint a section of the colour wheel.	<b>Topic:</b> Formal Elements  <b>Focus:</b> Tone  <b>Activity:</b> Complete simple shading exercises and create a doodle drawing. Shade in a balanced selection of sections.	<b>Topic:</b> Formal Elements  <b>Focus:</b> Line and texture  <b>Activity:</b> Complete simple linear exercises and add marks into a balanced selection of sections of the doodle drawing. <b>Artist link:</b> Cheeming Boey	<b>Topic:</b> Formal Elements  <b>Focus:</b> Pattern and shape  <b>Activity:</b> Complete simple pattern exercises and create add marks in a balanced selection of sections of the doodle drawing. <b>Artist link:</b> Vincent Scarpace	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour blending  <b>Activity:</b> Complete pencil – crayon blending exercises and use in a selection of sections of the doodle drawing. <b>Artist link:</b> Alma Lee	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Written summary about L.S Lowry's work in relation to perspective, depth and distance. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Create a tonal landscape using different pencil pressures to graduate from light to dark tones. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Complete the tonal landscape using different pencil pressures to graduate from light to dark tones. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Create a grid of tints and shades. Label.
		Baseline Assessments Y7 EN/MA/Sci		Assessment Point 1 Colour Wheel All strands				Assessment Point 2 Doodle drawing Strands 1/3				
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Create a monochrome landscape using tints and shades to graduate from light to dark tones. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Complete the monochrome landscape using tints and shades to graduate from light to dark tones. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> One Point Perspective  <b>Activity:</b> Complete guided 1 point perspective exercises and create a street scene using 1 point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> One/Two Point Perspective <b>Activity:</b> Complete the street scene and guided 2 point perspective exercises and create a building/street scene using 2 point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Two Point Perspective  <b>Activity:</b> Create a street scene/building independently under test conditions using either 1 or 2 point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Linear Perspective  <b>Activity:</b> Create a street scene/building independently under test conditions using either 1 or 2 point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Linear/Tonal Perspective  <b>Activity:</b> To work collaboratively in groups of 3 to create a large-scale street scene using the 2-point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Linear/Tonal Perspective  <b>Activity:</b> To work collaboratively in groups of 3 to create a large-scale street scene using the 2-point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Linear/Tonal Perspective  <b>Activity:</b> To work collaboratively in groups of 3 to create a large-scale street scene using the 2-point perspective. <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Landscape Painting/ Impressionism  <b>Activity:</b> Mark making in paint in the styles of Monet, Van Gogh and Seurat. <b>Artist link:</b> Monet, Seurat, Van Gogh	<b>Topic:</b> Landscape  <b>Focus:</b> Post Impressionism  <b>Activity:</b> Reciprocal reading task about Van Gogh. Small copy of Starry Starry Night section in paint. <b>Artist link:</b> Van Gogh.	<b>Topic:</b> Landscape  <b>Focus:</b> Post Impressionism  <b>Activity:</b> Complete reciprocal reading task about Van Gogh. Small copy of Starry Starry Night section in paint. <b>Artist link:</b> Van Gogh
						Assessment Point 3 Test Strands 1/3						Assessment Point 4 Written work and samples. All strands.
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May Bank holiday							J2J starts 3 weeks + enrichment week
	<b>Topic:</b> Landscape  <b>Focus:</b> Post Impressionism  <b>Activity:</b> Work collaboratively in groups of three to create a sky in the style of Van Gogh. <b>Artist link:</b> Van Gogh.	<b>Topic:</b> Landscape  <b>Focus:</b> David Hockney  <b>Activity:</b> Reciprocal reading activity based upon Hockney. Focus on Garrowby Hill piece. <b>Artist link:</b> Hockney	<b>Topic:</b> Landscape  <b>Focus:</b> David Hockney  <b>Activity:</b> Mark making task in paint in the style of David Hockney. <b>Artist link:</b> Hockney	<b>Topic:</b> Landscape  <b>Focus:</b> David Hockney <b>Activity:</b> In groups, draw a simple landscape of fields in the style of Hockney. Identify two sections and paint in his style. <b>Artist link:</b> Hockney	<b>Topic:</b> Landscape  <b>Focus:</b> David Hockney  <b>Activity:</b> Re-cap the styles of Hockney and identify 3 more sections to paint in his styles. <b>Artist link:</b> Hockney	<b>Topic:</b> Landscape  <b>Focus:</b> Landscape Artists <b>Activity:</b> Re-cap the styles of Monet and Seurat and identify 3 more sections to paint in these styles. <b>Artist link:</b> Seurat, Monet, Hockney	<b>Topic:</b> Landscape  <b>Focus:</b> Landscape Artists <b>Activity:</b> Re-cap the styles of all the artists studied and complete the remaining sections in these styles. <b>Artist link:</b> Seurat, Monet, Hockney	<b>Topic:</b> Portraiture  <b>Focus:</b> Facial features  <b>Activity:</b> Discussion about portraiture. Tonal studies of features. <b>Artist link:</b> da Vinci	<b>Topic:</b> Portraiture  <b>Focus:</b> Proportion  <b>Activity:</b> Proportions of the face. Tonal drawing with accurate proportions. <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Proportion and features  <b>Activity:</b> Add tonal features to the tonal portrait.	<b>Topic:</b> Portraiture  <b>Focus:</b> Proportion and features  <b>Activity:</b> Crime Scene investigation. Independent portrait drawing. <b>Artist link:</b> Facial composites	<b>Topic:</b> Portraiture  <b>Focus:</b> Skin tones  <b>Activities:</b> Research project about portraiture and Chuck Close. Samples of skin colour in paint. Chuck Close style portrait
					Y7 Assessment window	Y7 Assessment window	Y7 Assessment window Point 5 Final landscape painting All strands			Assessment Point		

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Art

Long term plan Year 7 Nurture 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
		<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour theory  <b>Activity:</b> Make notes about colour theory in relation to primary, secondary and complementary colours and the colour wheel	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour theory  <b>Activity:</b> Paint a section of the colour wheel with just three harmonious colours.	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour theory  <b>Activity:</b> Create a collage section of the colour wheel based on the work of John Dahlsen.  <b>Artist link:</b> John Dahlsen	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour blending  <b>Activity:</b> Complete pencil – crayon blending exercises and use in a selection of sections of an Alma Lee style cat/frog.  <b>Artist link:</b> Alma Lee	<b>Topic:</b> Formal Elements  <b>Focus:</b> Colour blending  <b>Activity:</b> Add harmonious colours to an Alma Lee picture.  <b>Artist link:</b> Alma Lee	<b>Topic:</b> Formal Elements  <b>Focus:</b> Pattern and shape  <b>Activity:</b> Complete simple pattern exercises and add marks in a selection of sections of the cat/frog.  <b>Artist link:</b> Vincent Scarpace	<b>Topic:</b> Formal Elements  <b>Focus:</b> Tone  <b>Activity:</b> Complete simple shading exercises and create a doodle drawing. Shade in a balanced selection of sections in the cat/frog.	<b>Focus:</b> Line and texture  <b>Activity:</b> Complete simple linear exercises and add marks like hairs and spikes into a balanced selection of sections of the cat/frog drawing.  <b>Artist link:</b> Cheeming Boey	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Shade in a pre-drawn tonal landscape using different pencil pressures to graduate from light to dark tones.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Complete the tonal landscape using different pencil pressures to graduate from light to dark tones.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Paint in a simple grid of tints and shades.  <b>Artist link:</b> L.S.Lowry
		Baseline Assessments Y7 EN/MA/Sci		Assessment Point 1 Colour Wheel All strands					Assessment Point 2 Cat/frog drawing Strands 1/3			
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> In groups create a monochrome landscape using tints and shades in a pre-drawn landscape, graduating from light to dark tones.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Tonal Perspective  <b>Activity:</b> Complete the monochrome group landscape using tints and shades to graduate from light to dark tones.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> One Point Perspective  <b>Activity:</b> Complete guided 1 point perspective exercises and create a using 1 point perspective.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> One Point Perspective  <b>Activity:</b> A guided 1 point perspective exercise to and create a 3D version of their name using 1 point perspective.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> One Point Perspective  <b>Activity:</b> Complete the colour in the 3D version of their name using 1 point perspective.  <b>Artist link:</b> L.S.Lowry	<b>Topic:</b> Landscape  <b>Focus:</b> Linear Perspective  <b>Activity:</b> A guided 1 point perspective exercise to create a worms eye view of a city.	<b>Topic:</b> Landscape  <b>Focus:</b> Linear/Tonal Perspective  <b>Activity:</b> Complete the A guided 1 point perspective exercise to create a worms eye view of a city.	<b>Topic:</b> Landscape  <b>Focus:</b> Landscape Painting Post Impressionism  <b>Activity:</b> Mark making in the style of van Gogh. Complete a section of a worksheet with simple information about van Gogh's style.  <b>Artist link:</b> Van Gogh	<b>Topic:</b> Landscape  <b>Focus:</b> Landscape Painting Post Impressionism  <b>Activity:</b> Onto a simple landscape picture add van Gogh style marks into the sky.  <b>Artist link:</b> Van Gogh	<b>Topic:</b> Landscape  <b>Focus:</b> Landscape Painting/ Impressionism  <b>Activity:</b> Mark making in the style of van Gogh. Complete a section of a worksheet with simple information about Monet's style.  <b>Artist link:</b> Monet	<b>Topic:</b> Landscape  <b>Focus:</b> Impressionism  <b>Activity:</b> Onto the simple landscape picture add Monet style marks into some of the fields.  <b>Artist link:</b> Monet	<b>Topic:</b> Landscape  <b>Focus:</b> Impressionism  <b>Activity:</b> Mark making in the style of Seurat. Complete a section of a worksheet with simple information about Seurat's style.  <b>Artist link:</b> Seurat
		Assessment Point 3 Test Strands 1/3					Assessment Point 4 Test Strands 1/3					.
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May Bank holiday							J2J starts 3 weeks + enrichment week
	<b>Topic:</b> Landscape  <b>Focus:</b> Impressionism  <b>Activity:</b> Onto the simple landscape picture add Seurat style dots into some of the fields.  <b>Artist link:</b> Seurat	<b>Topic:</b> Landscape  <b>Focus:</b> David Hockney <b>Activity:</b> Mark making in the style of Hockney. Complete a section of a worksheet with simple information about Hockney's style  <b>Artist link:</b> Hockney	<b>Topic:</b> Landscape  <b>Focus:</b> David Hockney <b>Activity:</b> Onto the simple landscape picture add Hockney style stripes into some of the fields.  <b>Artist link:</b> Hockney	<b>Topic:</b> Portraiture  <b>Focus:</b> Facial features  <b>Activity:</b> Shade in line drawings of features.	<b>Topic:</b> Portraiture  <b>Focus:</b> Facial features  <b>Activity:</b> Draw Manga features.	<b>Topic:</b> Portraiture  <b>Focus:</b> Proportion  <b>Activity:</b> Proportions of the face. Tonal drawing with accurate proportions onto a printed outline.  <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Proportion and features  <b>Activity:</b> Add tonal features to the tonal portrait.  <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Skin tones  <b>Activity:</b> Simple grid of skin tones in paint.  <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Skin tones  <b>Activity:</b> Paint a photocopied face with skin tones.  <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Skin tones  <b>Activity:</b> Add hair to painting of the face.  <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Skin tones  <b>Activity:</b> Complete the painting of the face.  <b>Artist link:</b> Modigliani	<b>Topic:</b> Portraiture  <b>Focus:</b> Skin tones  <b>Activities:</b> Research project about portraiture and Chuck Close. Samples of skin colour in paint. Chuck Close style portrait
			Assessment Point 5 Written work and final landscape painting All strands.		Y7 Assessment window	Y7 Assessment window	Y7 Assessment window Point 6Tonal features Strands 1/3					



**Drama**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Greek Theatre.  Task: Rehearsing and performing a Greek Chorus.	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Greek Theatre.  Task: Rehearsing and performing a Greek Myth	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Greek Theatre.  Task: Rehearsing and performing a Greek Myth	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Slapstick  Task: Rehearsing and performing a Slapstick performance	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Melodrama  Task: Rehearsing and performing a Melodrama.	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Melodrama  Task: Rehearsing and performing a Melodrama.	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a reduced pantomime.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing the opening of a pantomime.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a 'problem scene'.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a 'rescue scene'.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a 'happy ending'.
		Baseline Assessments Y7 EN/MA/Sci				Teacher updates ARE and provides individual student feedback based on evidence provided by students e.g., practical sharing of melodrama and slapstick performance and homework tasks from throughout this term.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE						
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Performing a complete pantomime.	Topic: Pantomime  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Romeo and Juliet  Focus: Modern Day Conflict  Task: Rehearsing and performing a scene based on conflict	Topic: Romeo and Juliet  Focus: Shakespearean insults  Task: Rehearsing and performing a scene based on Shakespearean insults.	Topic: Romeo and Juliet  Focus: Arranged marriage  Task: Rehearsing and performing a scene based on arranged marriage.	Topic: Romeo and Juliet  Focus: Romeo and Juliet – script.  Task: Rehearsing a scene from Romeo and Juliet.	Topic: Romeo and Juliet  Focus: Romeo and Juliet – script.  Task: Rehearsing a scene from Romeo and Juliet.	Topic: Romeo and Juliet  Focus: Romeo and Juliet – script.  Task: Performing a scene from Romeo and Juliet.	Topic: Romeo and Juliet  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Injustice in History  Focus: Segregation  Task: Rehearsing and performing a scene based on segregation.	Topic: Injustice in History  Focus: Rosa Parks  Task: Rehearsing and performing a scene based on Rosa Parks.	Topic: Injustice in History  Focus: Rosa Parks  Task: Rehearsing and performing a scene based on Rosa Parks.

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	Teacher updates ARE and provides individual student feedback based on final pantomime performance.  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE							Teacher updates ARE and provides individual student feedback based on scripted Romeo and Juliet.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Topic: Injustice in History  Focus: Martin Luther King.  Task: Rehearsing and performing ‘I have a Dream’.	Topic: Injustice in History  Focus: Hillsborough  Task: Rehearsing and performing a scene based on Hillsborough.	Topic: Injustice in History  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	2/5 May bank holiday Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	Topic: Roald Dahl Scripts  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Appreciation – analysing a performance.  Focus: Physical setting. Task: Identify and analyse the physical setting of a performance work.	Topic: Appreciation – analysing a performance.  Focus: Aural Setting Task: Identify and analyse the Aural setting of a performance work.	Topic: Appreciation – analysing a performance.  Focus: Comparing two performance works.  Task: Comparing and contrasting two performance works.	J2J starts 3 weeks + enrichment week
		Teacher updates ARE and provides individual student feedback based on their Rosa Parks performance(s).  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE			Y7 Assessment window	Y7 Assessment window	Y7 Assessment window  Teacher updates ARE and provides individual student feedback based on scripted Matilda performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				Teacher updates ARE and provides individual student feedback based on comparison.  Strand: APPLICATION OF EVALUATIVE & APPRECIATION SKILLS & KNOWLEDGE	

**Drama – Nurture**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic: Boy in The Stripped Pyjamas.  Focus: Boy in The Striped Pyjamas play.  Task: Rehearsing and performing a scene.	Topic: Boy in The Stripped Pyjamas.  Focus: Boy in The Striped Pyjamas play.  Task: Rehearsing and performing a scene.	Topic: Boy in The Stripped Pyjamas.  Focus: Boy in The Striped Pyjamas play.  Task: Rehearsing and performing a scene.	Topic: Boy in The Stripped Pyjamas.  Focus: Boy in The Striped Pyjamas play.  Task: Rehearsing and performing a scene.	Topic: Boy in The Stripped Pyjamas.  Focus: Boy in The Striped Pyjamas play.  Task: Rehearsing and performing a scene.	Topic: Boy in The Stripped Pyjamas.  Focus: Boy in The Striped Pyjamas play.  Task: Rehearsing and performing a scene.	Topic: Boy in The Stripped Pyjamas.  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Greek Theatre.  Task: Rehearsing and performing a Greek Chorus.	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Greek Theatre.  Task: Rehearsing and performing a Greek Myth	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Greek Theatre.  Task: Rehearsing and performing a Greek Myth	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Slapstick  Task: Rehearsing and performing a Slapstick performance	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Melodrama  Task: Rehearsing and performing a Melodrama.
		Baseline Assessments Y7 EN/MA/Sci				Teacher updates ARE and provides individual student feedback based on performance of scenes explored.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE						
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Melodrama  Task: Rehearsing and performing a Melodrama.	Topic: Evolution of Theatre - Introduction to Theatre styles.  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a reduced pantomime.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing the opening of a pantomime.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a 'problem scene'.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a 'rescue scene'.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Rehearsing and performing a 'happy ending'.	Topic: Pantomime.  Focus: the features of a pantomime.  Task: Performing a complete pantomime.	Topic: Pantomime  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Romeo and Juliet  Focus: Modern Day Conflict  Task: Rehearsing and performing a scene based on conflict	Topic: Romeo and Juliet  Focus: Shakespearean insults  Task: Rehearsing and performing a scene based on Shakespearean insults.	Topic: Romeo and Juliet  Focus: Arranged marriage  Task: Rehearsing and performing a scene based on arranged marriage.
	Teacher updates ARE and provides individual student feedback based on evidence provided by students e.g., practical sharing of melodrama and slapstick performance and											

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	homework tasks from throughout this term.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE											
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Romeo and Juliet  Focus: Romeo and Juliet – script.  Task: Rehearsing a scene from Romeo and Juliet.	Topic: Romeo and Juliet  Focus: Romeo and Juliet – script.  Task: Rehearsing a scene from Romeo and Juliet.	Topic: Romeo and Juliet  Focus: Romeo and Juliet – script.  Task: Performing a scene from Romeo and Juliet.	Topic: Romeo and Juliet  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	Topic: Roald Dahl Scripts  Focus: Matilda  Task: Rehearsing and performing a scene from Matilda.	Topic: Roald Dahl Scripts  Focus: Reflection lesson.  Task: Read and respond to teacher feedback.	Topic: Appreciation  Focus: Teacher selected play.  Task: Students to analyse and recreate key scenes.	Topic: Appreciation  Focus: Teacher selected play.  Task: Students to analyse and recreate key scenes.	Topic: Appreciation  Focus: Teacher selected play.  Task: Students to analyse and recreate key scenes.	
			Teacher updates ARE and provides individual student feedback based on scripted Romeo and Juliet.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE		Y7 Assessment window	Y7 Assessment window	Teacher updates ARE and provides individual student feedback based on scripted Matilda performance.  Strand: APPLICATION OF REHEARSAL & CREATIVE SKILLS & KNOWLEDGE  And  Strand: APPLICATION OF PERFORMANCE SKILLS & KNOWLEDGE				Teacher updates ARE and provides individual student feedback based on analysis table.  Strand: APPLICATION OF EVALUATIVE & APPRECIATION SKILLS & KNOWLEDGE	

**GEOGRAPHY**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic 1 Fantastic Places	Topic 1 Fantastic Places	Topic 1 Fantastic Places	Topic 1 Fantastic Places	Topic 1 Fantastic Places	Topic 1 Fantastic Places	Topic 1 Fantastic Places	Topic 2 My Local Area	Topic 2 My Local Area	Topic 2 My Local Area	Topic 2 My Local Area	Topic 2 My Local Area
		Baseline Assessments Y7 EN/MA/Sci		Baseline Geography Assessment Y7							Keighley	
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic 2 My Local Area	Topic 2 My Local Area	Topic 3 What shapes the world?	Topic 3 What shapes the world?	Topic 3 What shapes the world?	Topic 3 What shapes the world?	Topic 3 What shapes the world?	Topic 3 What shapes the world?	Topic 3 What shapes the world?	Topic 4 What is economy and development?	Topic 4 What is economy and development?	Topic 4 What is economy and development?
						Year 7 Mid year assessment						Economy
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	Topic 4 What is economy and development?	Topic 4 What is economy and development?	Topic 4 What is economy and development?	Topic 5 What is weather?	Topic 5 What is weather?	Topic 5 What is weather?	Topic 5 What is weather?	Topic 5 What is weather?	Topic 6 Can we live forever?	Topic 6 Can we live forever?	Topic 6 Can we live forever?	J2J starts 3 weeks + enrichment week
					Y7 Assessment window	Y7 Assessment window	Y7 Assessment window					

**History**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Migration to Britain before 1066	Migration to Britain before 1066	Migration to Britain before 1066	Migration to Britain before 1066	Migration to Britain before 1066	Migration to Britain before 1066	Migration to Britain before 1066	The Norman Conquest	The Norman Conquest	The Norman Conquest	The Norman Conquest	The Norman Conquest
		Baseline Assessments Y7 EN/MA/Sci		History Baseline Assessment					Assessed piece of extended writing on why William won at the Battle of Hastings			
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	The Norman Conquest	The Norman Conquest	Life in Medieval England	Life in Medieval England	Life in Medieval England	Life in Medieval England	Life in Medieval England	Life in Medieval England	Life in Medieval England	Tudor England	Tudor England	Tudor England
									Mid-year assessment-covering first three topics			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Tudor England	Tudor England	Tudor England	Stuart England the Civil War	Stuart England the Civil War	Stuart England the Civil War	Stuart England the Civil War	Stuart England the Civil War	Restoration England	Restoration England	Restoration England	
		Assessed piece of writing on the			Y7 Assessment window	Y7 Assessment window	Y7 Assessment window					



No child left behind

		significance of the Reformation										
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No child left behind

**Music**

Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Topic: Performance 1  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 1  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 1  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 1  Focus: Instrument technique  Task: Individual/Ensemble Rehearsal	Topic: Performance 1  Focus: Performance Focus  Task: Individual/Ensemble Performance Prep	Topic: Performance 1  Focus: Performance Focus  Task: Individual/Ensemble Performance Prep	Topic: Performance 1  Focus: Performance Focus  Task: Individual/Ensemble Performance Prep	Topic: Traditional Music  Focus: Music Theory  Task: Individual Prep	Topic: Traditional Music  Focus: Performance  Task: Individual Prep	Topic: Traditional Music  Focus: Performance  Task: Individual Prep	Topic: Traditional Music  Focus: Composition  Task: Piece development	Topic: Traditional Music  Focus: Composition  Task: Piece development
		Baseline Assessments Y7 EN/MA/Sci		Music Baseline Assessment Strands 3, 5,6			Music Assessment Strands 1,6					
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	Topic: Traditional Music  Focus: Fanfare Composition  Task: Piece development	Topic: Traditional Music  Focus: Fanfare Composition  Task: Piece development	Topic: Music Technology  Focus: Understanding the program  Task: Arranging given blocks	Topic: Music Technology  Focus: Understanding the program  Task: Arranging given blocks	Topic: Music Technology  Focus: Understanding the program  Task: Arranging given blocks	Topic: Music Technology  Focus: Understanding the program  Task: Arranging given blocks	Topic: Music Technology  Focus: Understanding the program  Task: Arranging given blocks	Topic: Music Technology  Focus: Understanding the program  Task: Arranging given blocks	Topic: Performance 2 Focus: Developing instrumental techniques  Task: Indiv/ensemble rehearsal	Topic: Performance 2 Focus: Developing instrumental techniques  Task: Indiv/ensemble rehearsal	Topic: Performance 2 Focus: Developing instrumental techniques  Task: Indiv/ensemble rehearsal	Topic: Performance 2 Focus: Developing instrumental techniques  Task: Indiv/ensemble rehearsal
		Music Assessment Strands 1,2,3					Music Assessment Strands 2,4,7					
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	Topic: Performance 2 Focus: Developing instrumental techniques  Task: Indiv/ensemble rehearsal	Topic: Performance 2 Focus: Developing instrumental techniques  Task: Indiv/ensemble rehearsal	Topic: World Music Focus: Gamelan/Indian/Chinese  Task: Listening / Performing / Composing	Topic: World Music Focus: Gamelan/Indian/Chinese  Task: Listening / Performing / Composing	Topic: World Music Focus: Gamelan/Indian/Chinese  Task: Listening / Performing / Composing	Topic: World Music Focus: Gamelan/Indian/Chinese  Task: Listening / Performing / Composing	Topic: World Music Focus: Gamelan/Indian/Chinese  Task: Listening / Performing / Composing	Topic: Music Tech Focus: Recording MIDI  Task: Sequencing Melody and Chords	Topic: Music Tech Focus: Recording MIDI  Task: Sequencing Melody and Chords	Topic: Music Tech Focus: Recording MIDI  Task: Sequencing Melody and Chords	Topic: Music Tech Focus: Recording MIDI  Task: Sequencing Melody and Chords	
		Music Assessment Strands 1,3,5			Y7 Assessment window	Y7 Assessment window	Y7 Assessment window Summative Music assessment Include previous assessment – all strands				Assessment Strands 1,3,5,7	

No child left behind

**SUBJECT OPEN MINDS Y7**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	Intro to Open Minds lesson	<b>Unit 7.1 What does a world of belief look life?</b> L1 What is religion and worldviews?	<b>Unit 7.1 What does a world of belief look life?</b> L2 What are our beliefs?	<b>Unit 7.1 What does a world of belief look life?</b> L3 How do we celebrate different festivals?	<b>Unit 7.1 What does a world of belief look life?</b> L4 Who is the person of Jesus?	<b>Unit 7.1 What does a world of belief look life?</b> L5 What was the impact of Jesus?	<b>Unit 7.1 What does a world of belief look life?</b> L6 What are the Ten Commandments?	<b>Unit 7.1 What does a world of belief look life?</b> L7 What are the 5 Pillars?	<b>Unit 7.1 What does a world of belief look life?</b> L8 What is pilgrimage: Hajj?	<b>Unit 7.1 What does a world of belief look life?</b> L9 What is pilgrimage: Hajj?	<b>Unit 7.1 What does a world of belief look life?</b> L10 What were the origins of Sikhi?	<b>Unit 7.1 What does a world of belief look life?</b> L11 Who were the Ten Gurus?
		Baseline Assessments Y7 EN/MA/Sci		Baseline assessment								Explain: Who is the most important Guru?
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	<b>Unit 7.1 What does a world of belief look life?</b> L12 How do Christians live?	<b>Unit 7.1 What does a world of belief look life?</b> L13 Christmas lesson	<b>Unit 7.1 What does a world of belief look life?</b> L13 What is the Guru Granth Sahib and where does it live?	<b>Unit 7.1 What does a world of belief look life?</b> L14 What is the Khalsa?	<b>Unit 7.2 How can we address some of the inequalities in the UK?</b> L1 How do we help those in poverty?	<b>Unit 7.2 How can we address some of the inequalities in the UK?</b> L2 What is the Big Issue?	<b>Unit 7.2 How can we address some of the inequalities in the UK?</b> L3 Is money bad?	<b>Unit 7.2 How can we address some of the inequalities in the UK?</b> L4 What are the global inequalities?	<b>Unit 7.3 Why should we follow rules?</b> L1 What are unfair school rules?	<b>Unit 7.3 Why should we follow rules?</b> L2 What happens if someone breaks the law?	<b>Unit 7.3 Why should we follow rules?</b> L3 Why do we need laws?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L1 What are good friendships?
						Explain the impact of the Big Issue						
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L2 What are different relationships?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L3 What do modern families look like?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L4 What are the role of parents?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L5 what happens during puberty?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L6 What is reproduction?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L7 What does it mean to be trans?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L8 How do we have healthier bodies?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L9 What is healthy eating?	<b>Unit 7.4 How do we keep ourselves happy and healthy?</b> L10 what is good mental health?	<b>Unit 7.5 How much money?</b> L1 What is good financial sense?	<b>Unit 7.5 How much money?</b> L2 What is money-handling?	J2J starts 3 weeks + enrichment week
					Y7 Assessment window	Y7 Assessment window	Y7 Assessment window					

SUBJECT PE

Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12														
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11														
6 <sup>th</sup> /7 <sup>th</sup> Inset days																										
	Cycle 1: September-October Half Term							Cycle 2: October Half term - Christmas																		
	<table><tr><td>Lesson 1</td><td>Lesson 2</td></tr><tr><td>Rounders</td><td>Fitness Suite</td></tr><tr><td>Rugby</td><td>Rounders</td></tr><tr><td>Badminton</td><td>Netball (Outdoors)</td></tr><tr><td>Netball (outdoors)</td><td>Basketball</td></tr><tr><td>Rounders</td><td>Fitness</td></tr><tr><td>Fitness</td><td>Netball (Outdoors)</td></tr></table>		Lesson 1	Lesson 2	Rounders	Fitness Suite	Rugby	Rounders	Badminton	Netball (Outdoors)	Netball (outdoors)	Basketball	Rounders	Fitness	Fitness	Netball (Outdoors)										
	Lesson 1	Lesson 2																								
	Rounders	Fitness Suite																								
	Rugby	Rounders																								
	Badminton	Netball (Outdoors)																								
	Netball (outdoors)	Basketball																								
	Rounders	Fitness																								
	Fitness	Netball (Outdoors)																								
<ul style="list-style-type: none"><li>Black = Age related expectations</li><li>Green = Exceeding age related expectations</li><li>Identify the 3 parts to a <b>warm up</b> and name some specific muscles</li><li>Demonstrate some <b>core skills</b> in isolation with some success</li><li>Identify some <b>components of fitness</b></li><li>Understand the <b>rules</b> within a game and identify when they have been broken</li><li>Identify <b>strengths</b> and <b>weaknesses</b> within yours and your peers’ performance</li><li>Locate major muscles</li><li>Identify muscles used in specific stretches</li><li>Demonstrate correct stretching technique</li><li>Link components of fitness to specific sports and state why they are required.</li><li>Demonstrate the confidence to pause the game and apply the rules correctly</li></ul>																										
		Baseline Assessments Y7 EN/MA/Sci																								
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3														
			3/1/22 Bank hol																							

Cycle 3: January - Feb Half Term

Lesson 1	Lesson 2
Rugby	Table Tennis
Basketball	Alt Sports
Table Tennis	Fitness
Football	Fitness Suite
Football	Badminton
Fitness Suite	Alt Sports

- Black = Age related expectations
- Green = Exceeding age related expectations
- Identify the 3 parts to a **warm up** and name some specific muscles
- Demonstrate some **core skills** in isolation with some success
- Identify some **components of fitness**
- Understand the **rules** within a game and identify when they have been broken
- Identify **strengths** and **weaknesses** within yours and your peers’ performance
- Locate major muscles
- Identify muscles used in specific stretches
- Demonstrate correct stretching technique
- Link components of fitness to specific sports and state why they are required.  
Demonstrate the confidence to pause the game and apply the rules correctly

Cycle 4: Feb Half Term - Easter

Lesson 1	Lesson 2
Fitness	Alt Sports
Table Tennis	Fitness
Fitness Suite	Rugby
Alt Sports	Dance/Cheer
Alt Sports	Basketball
Basketball	Rugby

- Black = Age related expectations
- Green = Exceeding age related expectations
- Identify the 3 parts to a **warm up** and name some specific muscles
- Demonstrate some **core skills** in isolation with some success
- Identify some **components of fitness**
- Understand the **rules** within a game and identify when they have been broken
- Identify **strengths** and **weaknesses** within yours and your peers’ performance
- Locate major muscles
- Identify muscles used in specific stretches
- Demonstrate correct stretching technique
- Link components of fitness to specific sports and state why they are required.  
Demonstrate the confidence to pause the game and apply the rules correctly

	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week



Cycle 5: Easter - May 14th

Lesson 1	Lesson 2
Softball	Badminton
Fitness Suite	Cricket
Alt Sports	Rounders
Rounders	Rugby
Cricket	Fitness Suite
Table Tennis	Rounders

- Black = Age related expectations
- Green = Exceeding age related expectations
- Identify the 3 parts to a **warm up** and name some specific muscles
- Demonstrate some **core skills** in isolation with some success
- Identify some **components of fitness**
- Understand the **rules** within a game and identify when they have been broken
- Identify **strengths** and **weaknesses** within yours and your peers’ performance
- Locate major muscles
- Identify muscles used in specific stretches
- Demonstrate correct stretching technique
- Link components of fitness to specific sports and state why they are required.
- Demonstrate the confidence to pause the game and apply the rules correctly

Cycle 6 May 17th - June to June

Lesson 1	Lesson 2
Cricket	Athletics
Softball	Athletics
Athletics	Cricket
Cricket	Athletics
Athletics	Softball
Athletics	Cricket

- Black = Age related expectations
- Green = Exceeding age related expectations
- Identify the 3 parts to a **warm up** and name some specific muscles
- Demonstrate some **core skills** in isolation with some success
- Identify some **components of fitness**
- Understand the **rules** within a game and identify when they have been broken
- Identify **strengths** and **weaknesses** within yours and your peers’ performance
- Locate major muscles
- Identify muscles used in specific stretches
- Demonstrate correct stretching technique
- Link components of fitness to specific sports and state why they are required.
- Demonstrate the confidence to pause the game and apply the rules correctly

**Spanish Y7 2021-2022**Long term plan Year 7 2021-22 (3 broadly equal terms of learning before June to June starts Mon 27<sup>th</sup> June 2022 (7-7-6-6-5-7inc J2J))

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Wb 6/9	Wb/13/9	Wb 20/9	Wb 27/9	Wb 4/10	Wb 11/10	Wb 18/10	Wb 1/11	Wb 8/11	Wb 15/11	Wb 22/11	Wb 29/11
	6 <sup>th</sup> /7 <sup>th</sup> Inset days											
	<b>The importance of languages</b>  <b>Introduction to phonics</b>	<b>Introducing yourself</b>  Getting used to Spanish pronunciation	<b>Introducing yourself</b>  Getting used to Spanish pronunciation	<b>Describing your personality</b>  Using adjectives that end in-o/ -a	<b>Describing your personality</b>  Using adjectives that end in-o/ -a	<b>Discussing age, brothers and sisters</b> Using the verb “tener” to have	<b>Discussing age, brothers and sisters</b> Using the verb “tener” to have	<b>Discussing birthdays</b>  Using numbers Using months Using the alphabet	<b>Discussing birthdays</b>  Using numbers Using months Using the alphabet	<b>Discussing pets</b>  Making adjectives agree with nouns	<b>Discussing pets</b>  Making adjectives agree with nouns	<b>Writing skills</b>  Adding variety to writing
		Baseline Assessments Y7 EN/MA/Sci		Reading	Writing - translation				Speaking			
	Wb 6/12	Wb 13/12	Wb 3/1	Wb 10/1	Wb 17/1	Wb 24/1	Wb 31/1	Wb 7/2	Wb 14/2	Wb 28/2	Wb 7/3	Wb 14/3
			3/1/22 Bank hol									
	<b>Writing skills</b>  Adding variety to writing	<b>Christmas in France</b>	<b>Describing what you like to do</b>  Giving opinions “me gusta” + infinitive	<b>Describing what you like to do</b>  Giving opinions “me gusta” + infinitive	<b>Describing what you like to do</b>  Giving opinions “me gusta” + infinitive	<b>Describing what you do in your spare time</b> Using present tense -ar verbs	<b>Describing what you do in your spare time</b> Using present tense -ar verbs	<b>Describing what you do in your spare time</b> Using present tense -ar verbs	<b>Describing the weather</b>  Using “cuando”	<b>Describing what sports you do</b>  Using “hacer” and “jugar”	<b>Describing what sports you do</b>  Using “hacer” and “jugar”	<b>Describing what sports you do</b>  Using “hacer” and “jugar”
	Writing				Listening				Writing - translation			
	Wb 21/3	Wb 28/3	Wb 4/4	Wb 25/4	Wb 2/5	Wb 9/5	Wb 16/5	Wb 23/5	Wb 6/6	Wb 13/6	Wb 20/6	Wb 27/6
					2/5 May bank holiday							J2J starts 3 weeks + enrichment week
	<b>Reading skills</b>	<b>Speaking skills</b>	<b>Speaking skills</b>	<b>Revision</b>	<b>Listening</b> <b>Reading</b> <b>Writing</b>	<b>Describing what subjects you study</b>  Using “we” form of -ar verbs	<b>Describing what subjects you study</b>  Using “we” form of -ar verbs	<b>Giving opinions about school subjects</b>  Using “me gust(n)” + el/la/los/las	<b>Giving opinions about school subjects</b>  Using “me gust(n)” + el/la/los/las	<b>Describing your school</b>  Using the words for “a”, “some” and “the”	<b>Describing your school</b>  Using the words for “a”, “some” and “the”	
	Reading		Speaking		Y7 Assessment window	Y7 Assessment window	Y7 Assessment window					