

# Year 7 Spring Curriculum Newsletter

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# English: Year 7

## Strand A

**What did Year 7 focus on in the Autumn term? Refugee Boy by Benjamin Zephaniah**

**Big Question: How is inequality presented in Literature?**

- What is a refugee and asylum seeker?
- How are refugees treated?
- How does the war affect the character of Alem?
- How does the writer convey Alem's feelings on arrival?
- How is Alem's experience similar and different to the poems?
- How does Zephaniah use language to elicit emotion to the reader?
- How do Newspapers use language to enhance emotions?

**What do Year 7 focus on in the Spring Term? The Gothic Genre**

**Big Question: How do writer's create effective genre stories?**

- What is the gothic genre?
- Who were the Victorians?
- How can I use what/how/why?
- How do I write to inform?
- How does the writer create an authentic character?
- How can I create atmosphere?
- How do I structure a story?

**What are the success criteria for this topic?**

- To be able to summarise a text
- To be able to analyse and evaluate a text
- To write creatively, in multiple forms, inspired by a text

## Strand B

**How do Year 7 students develop their writing skills? Mastery Writing**

**Big Question: How do I write with accuracy and effect?**

- Correct use of tenses
- Correct use of pronouns
- Correct sentence demarcation
- Variation of sentence structures
- Paragraphing
- Speech punctuation
- Inference skills
- How to structure a story's narrative

## Strand C

**How do Year 7 students develop their reading skills? Reading for Pleasure**

**Big Question: How do I explore different presentations within texts?**

- Why does the writer introduce the characters in the way that she/he does?
- How can settings be presented for effect?
- How do the writer's make the reader feel towards the narrator/characters?
- How does the writer effectively build up suspense and tension?
- How does the weather add to the mood of a story?
- Why is it important to have an effective ending to a story?

**What are the success criteria for this strand?**

- Identify key features of texts
- Understand the idea of characterization
- Explore how the reader is made to feel

# Mathematics: Spring term Year 7 curriculum

What Year 7s will be covering this term:

## Angles

Investigate angle as a measure of turn

Investigate and apply the properties of angles around a point and angles on a straight line

## Classifying 2D shapes

Explore the properties and symmetries of triangles and quadrilaterals

Apply the interior angle sum for a triangle

Investigate and apply the interior angle sum for a quadrilateral

## Constructing triangles and quadrilaterals

Construct triangles accurately

Construct quadrilaterals accurately

## Coordinates

Use coordinates to identify a location

Explore the equations of horizontal and vertical lines

## Area of 2D shapes

Develop knowledge of area and perimeter

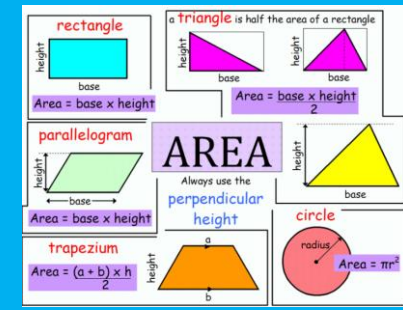
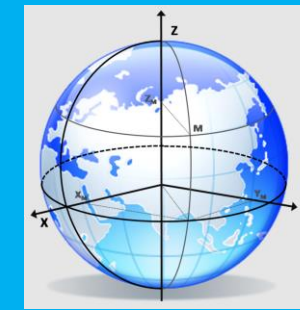
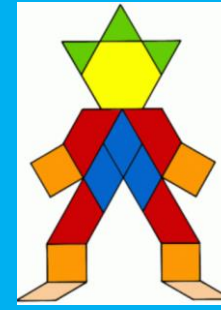
Solve problems involving areas of rectangles, triangles and parallelograms

## Transforming 2D figures

Use transformations to move shapes

Describe transformations

Explore combinations of transformations



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

**Angles:** Know how to measure and draw angles;

**Classifying 2D shapes:** Know the properties and symmetries of polygons

**Constructing triangles & quadrilaterals:** Know how to use a ruler, protractor & compasses to construct 2D shapes

**Coordinates:** Know how to plot points in all four quadrants; Know how to solve problems using a coordinate grid

**Area of 2D shapes:** Know how to find the areas of triangles and quadrilaterals

**Transforming 2D figures:** Know how to translate, rotate, reflect and enlarge objects

Questions you could ask at home to prompt discussion on what your child is learning:

What is the angle sum of angles around a point? What is the angle sum of angles on a straight line?

What is the interior angle sum for a triangle? What is the interior angle sum for a quadrilateral?

Can you explain why it is impossible to construct a triangle with sides of length 2 cm, 3 cm and 10cm?

Are the following lines horizontal or vertical?  $y = 5$      $x = 3$      $x = -2$      $y = -8$

Can you recall the formula for area of a rectangle? Area of a parallelogram? Area of a triangle?

Can you name the three ways to transform shapes which preserve size and shape but not always orientation.

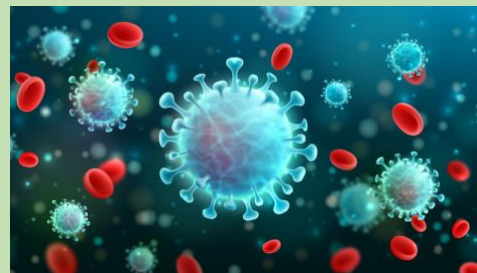
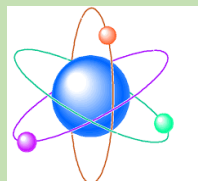
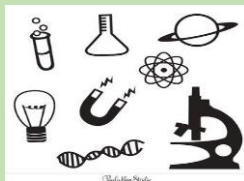
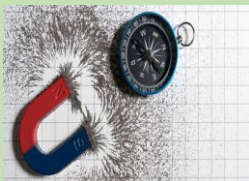
Key vocabulary:

Angles, Straight line, Around a point, Parallel lines, Expressions, Angle facts, Classifying, Polygons, Properties, Rotational symmetry, Line symmetry, Triangles, Quadrilaterals, Internal angle sum, Construction, Coordinates,

4 quadrants, Horizontal, Vertical, Midpoints, Line segments, Coordinate grid, Areas triangles, Areas quadrilaterals, Formulae, Equations, Transforming, Translations, Rotation, Reflection, Cartesian plane, Enlargement, Scale factor



# Science: Spring term Year 7 curriculum



## What Year 7s have covered so far:

- What are the hazards in a laboratory and how do we practice safe behaviour?
- **Chemistry (Separation)**
  - What are mixtures and what are the various ways to separate them?
  - Can we independently separate mixtures using appropriate scientific techniques and apparatus?
- **Biology (The Human Body)**
  - Can we identify various parts of the body, particularly the respiratory organs?
  - How does the skeleton move using muscles, tendons and ligaments?
- **Physics (Energy)**
  - Can we describe the various different types of energy and how they're stored and transferred?
  - Can we describe the difference between useful and wasteful energy, giving examples?
  - Can we research and evaluate renewable Vs non-renewable energies?

## What the success criteria is for the topic (What students need to know and be able to do):

- To successfully use various separation techniques to separate mixtures, including filtration, evaporation and chromatography.
- To be able to accurately describe the anatomy of and the function of, various body parts such as muscles, joints and organs.
- To be able to recall various types of energy stores and explain how energy is transferred.
- To be able to critically evaluate the use of renewable and non-renewable energy sources.
- To be able to describe the role of the digestive system in detail and understand what constitutes a balanced diet.
- To be able to describe differences in the arrangement of atoms in solids, liquids and gases and describe how changes in state happen
- To be able to define various different types of forces and their impact on objects and our surroundings.
- To be able to independently investigate the impact of friction and how to calculate density

## What Year 7s will be covering this term:

- **Chemistry (States of Matter)**
  - Can we describe the atomic differences between solid, liquid and gases?
  - Can we explain what is happening during freezing, melting, evaporation and condensation?
- **Biology (Food & Digestion)**
  - Can we identify all the various organs in the digestive system and describe their uses?
  - Can we determine what are healthy foods and how we can make good dietary choices?
- **Physics (Forces)**
  - Can we investigate the impact of various forces such as pressure, gravity, mass and weight on different objects?

## Questions you could ask at home to prompt discussion on what your child is learning:

- Can you identify examples of mixtures in your home?
- Discuss healthy diets and the importance of nutrition and healthy eating
- What are the impacts of an unhealthy diet on our organs, joints and overall health?
- What is the point of having solar panels on our house? What are the benefits?
- What are people like Greta Thunberg protesting against and how does renewable energy sources help reduce our global footprint?

## Key terminology:

Evaporation, freezing, condensing, melting, crystallisation, chromatography, filtration, soluble, insoluble, organ, tissue, cell, organ system, carbohydrates, protein, vitamins, minerals, fibre, friction, density, mass, weight, gravity, newtons, energy, joules, fossil fuels, renewable, non-renewable.



## Key ideas:

Settlement  
Economics  
Employment  
Careers  
Physical  
Biomes

## Big Questions:

How do places  
change?

How do ecosystems  
shape places  
around the world?

Landscape processes

Erosion

Weathering

Settlement location

Types of economic activity  
and impact on places.



Biomes, food webs,  
adaptation.

Rainforest, Trophic  
Cascades, deforestation

# HISTORY



## Big Questions:

Who had the  
power in the  
Middle Ages?

Death, disease and  
disorder; What was  
it like to live in  
Medieval England?

Power in the Middle Ages  
The Crusades  
King John and the Magna  
Carta

## Key ideas:

Democracy  
Rebellion  
Protest  
Crusade  
Church  
Crown

Black Death  
Peasant Revolt  
Crime and Punishment

## Big Questions:

How does  
Judaism deal  
with moral  
problems?

How does  
Sikhism challenge  
inequality?

Judaism:  
10 Commandments; The  
Shema; Holocaust; Loving  
God Creation of Israel;  
Shabbat

Key ideas:  
Commandments  
Problem of evil  
Promised Land  
Karma and  
Reincarnation  
Equality and  
Community

Sikhism: What is Sikhism;  
Karma and Reincarnation;  
What is Caste sorting; Is  
equality important to  
Sikhs; How does Sikhism  
affect your identity ; How  
do Sikhs celebrate  
community?



religious  
studies





# French: Spring term Year 7 curriculum



## What Year 7s have covered so far:

### Topic Big Question – How do you introduce yourself and describe appearance in French?

- Why is it important to learn a language?
- Where can languages take you?
- Which words in the English language originate from French?
- What do you know about France and French Culture?
- How do you greet someone in France and introduce yourself?
- What is the difference between 'mon' and 'ma'? (they both mean 'my')
- What is the DODGY ENGLISH translation of 'ma sour a les cheveux bruns'?
- Describe yourself and one other person in terms of hair and eye colour

## What the success criteria is for the topic (What students need to know and be able to do):

- Describe the personality of yourself and another person in speech and written language
- Use masculine and feminine adjectival agreement accurately
- Have a good understanding of French phonics and be able to pronounce the words confidently
- Recognise and use the vocabulary for describing personality
- Listen and identify key vocabulary
- Apply correct word order
- Read a short passage in French containing both known and unknown vocabulary and be able to pick up key words to translate and answer questions in English

## What Year 7s will be covering this term:

### Topic Big Question – How do you describe personality and discuss your daily routine?

- What are 5 adjectives in French to describe someone's personality?
- Why do the adjective endings change? E.g grand / grande
- How do you describe your daily routine in French?
- How do you tell the time in French?
- What are some linking words and sequence words we can use when listing multiple things?

## Questions you could ask at home to prompt discussion on what your child is learning:

- What are some famous places in France you would like to visit?
- Which other countries in the world can speak French?
- How many family members in French can you name?
- How many adjectives do you know in French?
- Can you count to 20 in French? Let's practise
- Comment t'appelles-tu?
- Quel âge as-tu?
- (look at a picture of a person) Can you say something about what they look like in French?
- Quelle heure est-il? (What time is it?)
- Make up a sentence from the attached sentence builders in English for students to translate either from memory or looking at the sentence builder. Example target language structure:

My brother is shy and nice.

Normally, I get up at quarter past 7.

## Key terminology:

Sault, ça va, très bien, j'ai, il a, elle a, les cheveux, longs, courts, marron, les yeux, bleus, verts, cafés, je suis, il est, elle est, sympa, méchant/e, intelligent/e, parrasseux/euse, Please see attached copy of sentence builder for all vocabulary

Je suis (I am)

Mon ami est (my friend (m))

Ma amie est (my friend (f))

Ma mère est (my mum)

Mon père est (my dad)

Mon frère est (my brother)

Ma soeur est (my sister)

Mon demi-frère est (my half-brother)

Mes parents sont (my parents)

grand(e)(s) (tall)

petit(e)(s) (short)

sympa(s) (nice)

méchant(e)(s) (mean)

paresseux / paresseuse (lazy)

généreux / genereuse (generous)

timid(e)(s) (shy)

D'abord, (First,)

Ensuite, (Next,)

Puis, (Then,)

Après, (Afterwards,)

Plus tard, (Later,)

Finalement, (Finally,)

Normalement, (Normally,)

Quelquefois, (Sometimes,)

Avant de sortir le soir, (Before going out in the evening,)

je me réveille (I wake up)

je me lève (I get up)

je me douche (I have a shower,)

je me lave (I wash my face,)

je me lave les dents (I brush my teeth,)

je m'habille (I get dressed,)

je me maquille (I put on make up,)

je me brosse les cheveux (I brush my hair,)

je me coiffe (I do my hair)

je prends le petit déjeuner (I eat breakfast)

je me couche (I go to bed)

à sept heures (at seven o'clock)

à sept heures et quart (at quarter past seven)

à sept heures et demie (at half past seven)

à huit heures moins le quart (quarter to eight)

à dix-huit heures (at 6pm)

à vingt heures (at 8pm)

à vingt-et-une heures (9pm)

# French: Spring term Year 7 curriculum



**What Year 7s have covered so far:**

**Topic Big Question – How do you introduce yourself and describe appearance in Spanish?**

- Why is it important to learn a language?
- Where can languages take you?
- Which words in the English language originate from Spanish?
- What do you know about Spain and Spanish Culture?
- How do you greet someone in Spain and introduce yourself?
- What is the difference between 'mi' and 'mis'? (they both mean 'my')
- What is the DODGY ENGLISH translation of 'mi hermana tiene el pelo marrón'?
- Describe yourself and one other person in terms of hair and eye colour

**What the success criteria is for the topic (What students need to know and be able to do):**

- Describe the personality of yourself and another person in speech and written language
- Use masculine and feminine adjectival agreement accurately
- Have a good understanding of French phonics and be able to pronounce the words confidently
- Recognise and use the vocabulary for describing personality
- Listen and identify key vocabulary
- Apply correct word order
- Read a short passage in Spanish containing both known and unknown vocabulary and be able to pick up key words to translate and answer questions in English

**What Year 7s will be covering this term:**

**Topic Big Question – How do you describe personality and discuss your daily routine?**

- What are 5 adjectives in Spanish to describe someone's personality?
- Why do the adjective endings change? E.g grand / grande
- How do you describe your daily routine in Spanish
- How do you tell the time in Spanish?
- What are some linking words and sequence words we can use when listing multiple things?

**Questions you could ask at home to prompt discussion on what your child is learning:**

- What are some famous places in Spain you would like to visit?
- Which other countries in the world can speak Spanish?
- How many family members in Spanish can you name?
- How many adjectives do you know in Spanish?
- Can you count to 20 in Spanish? Let's practise
- ¿Cómo te llamas?
- ¿Cuántos años tienes?
- (look at a picture of a person) Can you say something about what they look like in Spanish?
- ¿Qué hora es? (What time is it?)
- Make up a sentence from the attached sentence builders in English for students to translate either from memory or looking at the sentence builder. Example target language structure:

My brother is shy and nice.

Normally, I get up at quarter past 7.

**Key terminology:**

**Please see attached copy of sentence builder for all vocabulary**



Soy (I am)

Mi amigo es (my friend is (m))

Mi amiga es (my friend is (f))

Mi madre es (my mum is)

Mi padre es (my dad is)

Mi hermano es (my brother is)

Mi hermana es (my sister is)

Mi mediohermano es (my half-brother is)

alto/a (s) (tall)

bajo/a (s) (short)

simpatico /a (s) (nice)

antipático/a/(s) (mean)

perezoso/a (s) (lazy)

generoso/a (s) (generous)

tímido/a (s) (shy)



Primero (first of all)

Después (next)

Luego (then)

Más tarde (later)

Finalmente (finally)

Normalmente (normally)

A veces (sometimes)

Antes de salir por la noche (before going out in the evening)

me despierto (I wake up)

me levanto (I get up)

me ducho (I have a shower)

me lavo la cara (I wash my face)

me lavo los dientes (I clean my teeth)

me visto (I get dressed)

me maquillo (I put on my make-up)

me peino (I do my hair)

desayuno (I have breakfast)

me acuesto (I go to bed)

a las siete (at 7 o'clock)

a las siete y cuarto (at 7.15)

a las siete y media (at 7.30)

a las ocho menos cuarto (at 7.45)

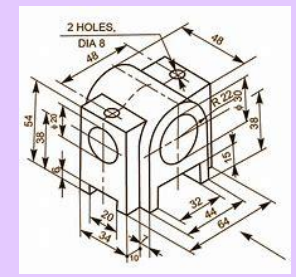
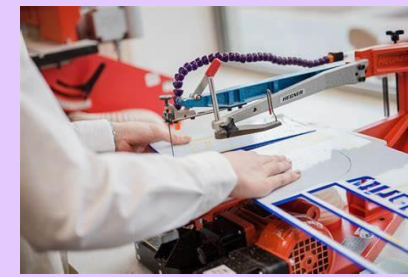
a las seis de la tarde (at 6pm)

a las ocho de la tarde (at 8pm)

a las nueve de la tarde (at 9pm)



# Design Technology: Spring term Year 7 curriculum



**What Year 7s have covered so far:**

**Topic Big Question – What are material properties and processes**

- Through practical exploration students have completed a number of processes with wood, metal and plastics to begin to understand their properties and working characteristics. This included;
  - Cutting and painting wood
  - Filing, drilling, heating and forming plastics
  - Casting, filing and drilling pewter

**What Year 7s will be covering this term:**

**Topic Big Question – How can cultural diversity be used in creative design?**

- Through exploration of the design styles used in the Gaudi temple in Barcelona students will learn to use research to produce torch designs to meet a design brief.

**Key terminology:**

Brief, specification, culture, diversity, gothic, geometric, sketch

**What the success criteria is for the topic (What students need to know and be able to do):**

- Critically evaluate and form opinions on existing design
- Use research on existing products and designers as inspiration
- Produce designs for a torch using research
- Make a simple torch
- Critically evaluate both their own designs and their made product
- Suggest ways to improve their designs and product if they made them again

**Questions you could ask at home to prompt discussion on what your child is learning:**

- Every man-made product has been designed and made in some way. Look at everyday products that you use and discuss what elements have been designed well and what elements could have been better

# Food and Cooking: Spring term Year 7

## Curriculum



**What Year 7's have covered so far:**

**Topic Big Question – What are the basic principles of food safety and hygiene?**

- Through theory and practical work students explored the below topics and learnt about:
  - Kitchen layout
  - Basic health and safety, knife skills.
  - Basic personal hygiene.
  - Basic food safety.
  - Began to explore the Eat Well Guide.

**What Year 7s will be covering this term:**

**Topic Big Question – What are the key principles of the Eat Well Guide?**

- Through theory lessons students will learn about the different elements of the Eat Well Guide and how it promotes a healthy balanced diet.
- They will also learn about food choice, senses and organoleptics.
- Through practical's students will develop their practical skills and deepen their understanding of how dishes fit into the Eat Well Guide and which nutrients they include.

**Key terminology:**

Eat Well Guide, Nutrients, Carbohydrates, Fibre, Protein, Fats, Vitamins and Minerals, Water, Organoleptics and the Senses,

**What the success criteria is for the topic (What students need to know and be able to do):**

- Demonstrate the principles of food hygiene and safety through practical's.
- Demonstrate food preparation and cooking techniques.
- Develop their knowledge and understanding of ingredients and healthy eating, food provenance, food choice, organoleptics and senses.
- Gain an understanding of special diets, health, religion and culture.

**Questions you could ask at home to prompt discussion on what your child is learning:**

- Learning to cook as a youngster is incredibly important and valuable for the rest of your life – how have you developed your skills?
- What are the functions of the nutrients in the human body?
- How do social circumstances impact on peoples dietary needs and choices?
- Practice washing up.

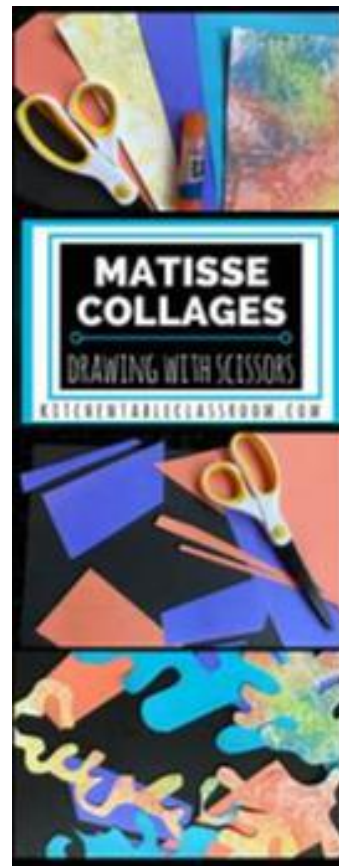


## YR7 Art and Design Term 3 and 4

The theme of culture and creativity will continue for our Year 7 students, they will start the new term with a new art project inspired by the famous Henri Matisse, known for his quote 'drawing with a scissors'.

Knowledge of colour theory from last term will be applied through the use of coloured paper and the technique of collage. Students will gain skills in cutting, shaping, and arranging creative compositions. They will also reflect on their own cultural connections and learn to use art as a way of communicating ideas, messages and emotions.

Students are encouraged to bring in their own materials so please feel welcome to bring in coloured paper, discarded Christmas cards, wrapping paper even sweet wrappers to add a personal touch to your collages.



# Music: Spring term Year 7 curriculum



## What Year 7s have covered so far:

### Topic Big Question – What are the elements of music?

- What do you need to do to become a successful musician?
- How do percussion instruments work?
- How can you be successful as an ensemble performer?
- Where does the ukulele come from?
- What is a chord?
- Can you explain the following elements of music?  
Texture, tempo, silence, rhythm, dynamics, structure
- How do string instruments work?
- How many string instruments can you name?

## What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:

Listening skills are the most important part of being a musician:

- Can you listen to rhythm patterns and clap them accurately?
- How accurately can you play the rhythms of the cup song?
- Have you created an interesting rhythm pattern to match your name?
- Can you play chords accurately on a ukulele with the rest of the class ensemble?
- What are the four chords you learned on the ukulele?
- Can you strum the chords in time with the class ensemble?

## What Year 7s will be covering this term:

### Topic Big Questions – How do I successfully play as part of an ensemble?

- Ensemble means to play 'as one' even when working with others
- How do you find a C on a keyboard?
- What are the names of the black notes on the keyboard?
- Can you play the major and minor scales?
- Can you play the melody of 'Joshua' accurately?
- Where does Samba music come from?
- What family of instruments plays in the Samba Bateria?
- Who is in charge of the Samba Bateria?

## What the success criteria is for the topic (What students need to know and be able to do) and questions you could ask at home to prompt discussion on what your child is learning:

- Can you listen to music and identify the instruments used?
- How can you find the high or low notes on a keyboard?
- Can you play an independent part on the keyboard (melody or countermelody of 'Joshua')?
- Can you play in time with a partner?
- How many of the Samba rhythms can you play accurately?
- Can you keep a rhythm pattern in time when playing in the Samba Bateria?
- Can you follow the start and end calls given by the Master de Bateria (listening skills)?

## Key terminology:

Texture, tempo, silence, dynamics, structure, pitch, rhythm, verse, chorus, introduction, violin, viola, cello, double bass, ukulele, chord, ensemble, scale, major, minor, sharp, flat, keyboard, percussion instruments (Brazilian Samba – caixa, tamborim, surdo, agogo, repinique)



# Year 7 Drama Spring Term



## LEARNT PREVIOUSLY

Past topics studied this year –

Silent Movies – They have looked at the style of Silent Movies and then created their own.

Pantomime – They have studied the conventions of this style of theatre, looking at the main characters and the audience participation.

They have then created their own version of the pantomime 'Cinderella'. This was with costumes and props, if they wanted. We all had great fun! Oh no we didn't!! Oh yes we did!

Please ask them about these previous topics.

## TOPIC 1 THIS TERM

Shakespeare –

So we look at the style of theatre around in Elizabethan times and the language and concepts used in it.

They will be shown a modern version of a scene and then asked to create their own version of a scene from 'Romeo and Juliet'

We then look at how to show how characters are feeling by body language, facial expressions and voice.

We learn a technical Drama term of Given Circumstances and what it means.

They are taught how to sword fight and then use it in another scene from 'Romeo and Juliet'.

Their assessment is on the learning of lines (they have a sheet to take home), the sword fight and how to act as their character in the scene.

Things to discuss – What 'Given Circumstances' means? Help them to remember their sword fight and learn their lines.

## TOPIC 2 THIS TERM

Performance Support –

We look at the skills needed to help the actors to put on a show, so the costume, make-up, lighting and set design.

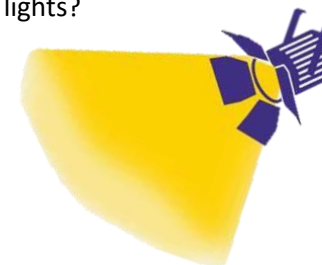
Each lesson we look at a different skill and the jobs/tasks involved in this role.

We then try out some of these skills.

So they will draw a Ground Plan, they will learn how to use the lighting board, they will design a costume and they will understand how to age someone with make-up.

They will also learn all of the Health and Safety aspects with this.

Things to discuss – Each week discuss the skills they have learnt. What is a Gel? What is a Ground Plan? What Health and Safety goes with someone working on the stage lights?





# ICT: Spring term Year 7 curriculum



**What Year 7s have covered so far:**

**Topic Big Question –** How can I access IT at Neale-Wade to support my learning in a safe and responsible manner? How typical is my IT use outside of school and am I taking appropriate measures to keep myself and my data safe?

Conventions for naming files and folders.

Accessing documents, email, Teams and GO online.

Sending emails with attachments.

Health and safety in a physical IT environment (e.g. trip hazards, seating position, light source etc.)

The importance of IT security (e.g. strong passwords)

Hazards and acceptable behaviour in the virtual world.

**What the success criteria is for the topic (What students need to know and be able to do):**

Will be able to identify data within a spreadsheet based on cell references.

Will be able to format a spreadsheet in order to make the styles and layout more effective for the audience and purpose.

Will be able to set up a spreadsheet to analyse survey results, including calculating totals and averages.

Will be able to create and justify their choice of charts to display data.

Will be able to make decisions and back them up using the data that they have collected.

**What Year 7s will be covering this term:**

**Topic Big Question –** How can businesses use spreadsheets to improve efficiency and support in the decision making process?

Columns/ Rows (add, delete, edit, widths, heights)

Formatting (Backgrounds, fonts, borders)

Arithmetic operators (+,-,/,x)

Basic formula (sum, average, max, min)

Charts (time series, cross section data, formatting, labels and titles)

Interpreting charts (using %, justifying decision making)

**Questions you could ask at home to prompt discussion on what your child is learning:**

1. What is the difference between a column and a row?
2. In a spreadsheet what is a cell?
3. What different charts are suitable for cross sectional data?
4. What different charts should be used for time series data?
5. What would be the methodology for using the sum function to add up a row of numbers?
6. Name three different types of formatting that can be used on a spreadsheet.

**Key terminology:** Cell, Row, Column, Formatting, Arithmetic operator, Formula,

Sum, Cross sectional, Time series, Data analysis



# PE: Spring term 1 Year 7 curriculum

What Year 7s will be covering this term:

## Football

**Stage 1:** Basic passing and receiving the ball with control. Dribbling around objects/defenders. Body positioning.

## Dance

**Stage 1:** How to warm up effectively in dance. Learn set choreography in the style of Street- develop own choreography in a group to build on the learnt motif.

## Badminton

**Stage 1:** Basic grip of the racket. The technique of the backhand serve and the rules that run alongside it. How to keep score when officiating a game.

## Fitness

**Stage 1:** The fitness tests and methods of training for the following components of fitness (coordination, balance, aerobic endurance & agility). Measuring heart rate and understanding training zones.



What is the success criteria for the topic? (What is the knowledge that needs to stick?)

**Football:** Controlling the ball when passing and receiving. Able to dribble the ball confidently with their strongest foot.

**Dance:** Replicate the taught choreography, some movements may still lack control. Contributes a few ideas into a group piece.

**Badminton:** Demonstrates the technique of the backhand serve in conditioned practices. Can participate in a rally with a partner. Able to keep score of a competitive game.

**Fitness:** Can participate in fitness tests and know how to set them up. Can measure own heart rate and explain the short-term effects of exercise.

Questions you could ask at home to prompt discussion on what your child is learning:

What happens to the body when you exercise?

What part of the foot is used when passing the ball in football?

What are the rules when serving in badminton?

How many counts are there usually in a phrase of movements in dance?

How do you measure your heart rate?

What are the key points when dribbling?

Key vocabulary:

Instep, dribble, pass, technique, power, continuous, endurance, aerobic, agility, coordination, balance, choreography, motif, control, receive, officiate, interval, action.

7N/PE1 - Football (Stage 1) Fitness (Stage 1)  
7N/PE2 - Football (Stage 1) Badminton (Stage 1)  
7N/PE3 - Badminton (Stage 1) Football (Stage 1)  
7N/PE4 - Football (Stage 1) Dance (Stage 1)  
7N/PE5 - Dance (Stage 1) Football (Stage 1)

7W/PE1 - Football (Stage 1) Fitness (Stage 1)  
7W/PE2 - Football (Stage 1) Badminton (Stage 1)  
7W/PE3 - Football (Stage 1) Dance (Stage 1)  
7W/PE4 - Dance (Stage 1), Football (Stage 1)

# PE: Spring term 2 Year 7 curriculum



What Year 7s will be covering this term:

**OAA (Outdoor Adventurous Activities)**

**Stage 1:** Icebreaker activities to develop communication skills. Team building tasks to develop trust and teamwork.

**Fitness**

**Stage 1:** The fitness tests and methods of training for the following components of fitness (coordination, balance, aerobic endurance & agility). Measuring heart rate and understanding training zones.

**Gymnastics**

**Stage 1:** individual and paired balances, focusing on core strength and stability. Development of basic shapes and jumps (pike, straddle and tuck). Linking balances and jumps together into a sequence using locomotion.

**Basketball**

**Stage 1:** Chest, bounce and shoulder (overhead/javelin) pass in isolation. Dribbling with dominant hand and awareness of basic rules such as no contact to arms/hands when opponent is in possession of the ball.

**Handball**

**Stage 1:** technique for the 3 passes (chest, bounce, shoulder). 3 step rule and shooting at close range. Basic positioning during competitive games.

**Striking & Fielding**

**Stage 1:** The technique of the overarm and underarm throw and when they should be applied into a game. How to perform a long barrier/ scoop to stop the ball. Basic batting and bowling technique in order to play a small sided competitive game.

**What is the success criteria for the topic? (What is the knowledge that needs to stick?)**

**OAA:** Can communicate well with others, regardless of whether they are peers but still needs support. Has developed some trust with peers and can work well in a team.

**Fitness:** Can participate in fitness tests and know how to set them up. Can measure own heart rate and explain the short-term effects of exercise.

**Gymnastics:** Can hold basic and innovative balances for a minimum of 5 seconds. Has control when performing basic locomotive actions.

**Basketball:** Comfortable completing 2/3 passes, the ball is reaching teammate accurately and with power. Dribbling is becoming more controlled (use of fingertips, ball bouncing to waist height), double dribble and carry violations are becoming less frequent. Showing effort when defending, trying to stay in front of opponent, contact fouls becoming less frequent.

**Handball:** Can demonstrate the 3 passes with the correct technique. 3 step movement is a smooth transition with a successful pass. Standing shot is accurate. Correct demonstration of blocking technique. Can recall attacking positions with no help and can begin to demonstrate knowledge of roles without assistance.

**Striking & Fielding:** Can identify when underarm/overarm should be used during the game. Basic bowling technique is evident with some accuracy.

**Questions you could ask at home to prompt discussion on what your child is learning:**

What happens to the body during exercise?

How do you measure heart rate?

What are the teaching points for the bowl in cricket?

When should you use the 3 passes in a handball/basketball game?

Why should a gymnastics routine be aesthetic?

Why do you feel communication skills are beneficial in life?

**Key vocabulary:**

Locomotion, aesthetic, stability, communication, teamwork, trust, technique, officiate, bowling, batting, overarm, underarm, positioning, competitive, dominant, possession, heart rate, continuous, interval, components, coordination, balance, agility.

7N/PE1 - Handball (Stage 1) Striking & Fielding (Stage 1 )

7N/PE2 - Gymnastics (Stage 1) Basketball (Stage 1)

7N/PE3 - Fitness (Stage 1) Gymnastics (Stage 1)

7N/PE4 - OAA (Stage 1) Fitness (Stage 1)

7N/PE5 - Fitness (Stage 1) OAA (Stage 1)

7W/PE1 - Handball (Stage 1) Striking & Fielding (Stage 1)

7W/PE2 - Gymnastics (Stage 1) Basketball (Stage 1)

7W/PE3 - OAA (Stage 1) Fitness (Stage 1)

7W/PE4 - Fitness (Stage 1), OAA (Stage 1)