

Year 7 Summer Curriculum Newsletter



Mathematics: Summer term Year 7 curriculum

What Year 7s will be covering this term:

Primes, Factors and Multiples

Prime Factor decomposition
 Lowest Common Multiple and Highest Common Factor
 Square roots and Cube roots

Fractions

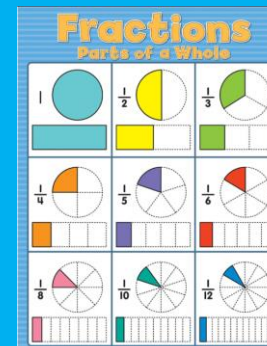
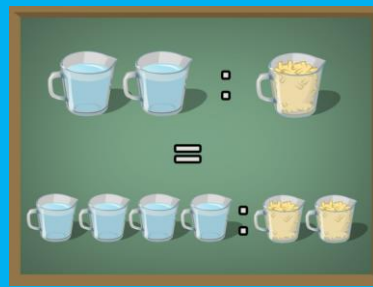
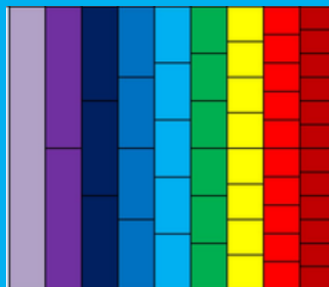
Equivalent fractions
 Converting between fractions and decimals
 Recurring decimals
 Multiply and divide fractions
 Fractions of amounts
 Mixed numbers and improper fractions
 Addition and subtraction of fractions

Ratios

Ratio Notation
 Ratio Language
 Representations of ratios
 Bar Models

Percentages

Linked to ratios and fractions
 Interpret percentage as a number between 0 and 100
 Percentage change increases and decrease
 Finding original amount



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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

Primes, Factors and Multiples: understand prime numbers, recall the first 10, Understand the difference between Multiples and factors, Know how to find the prime factors of any given number. Be able to work out the HCF and LCM of any number or numbers.

Fractions: Applying knowledge of 4 operations to fractions and decimals. Working out fraction of amounts., multiplying and dividing fractions, convert the forms of fractions, changing denominators to add and subtract fractions.

Ratios: Understand the link between fractions and ratios, write ratios, splitting quantities into given ratios

Percentages: understand the link between fractions, decimals and percentages, understand percentage as an amount out of 100. Finding a percentage of an amount. Finding a percentage increase or decrease, then finding the original amount if a percentage change has happened.

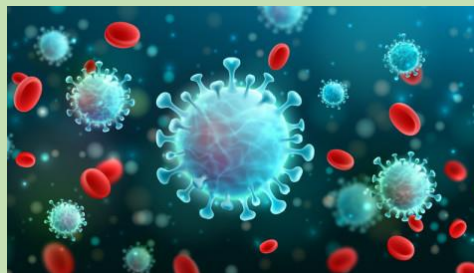
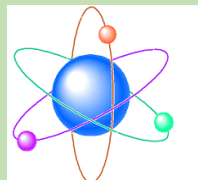
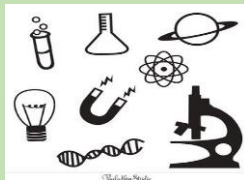
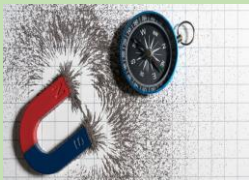
Questions you could ask at home to prompt discussion on what your child is learning:

- What are the multiples of? A practice of their times tables up to 12s.
- How do you find the lowest common multiple or highest common factor?
- What is $\frac{1}{2}$ as a decimal? How do you change an improper fraction into a mixed number.
- How do you write 6red, 4 white and 3 blue in a ratio of red to white to blue?
- How do you cancel a fraction or ratio down to it's simplest form?
- How do you find 10% of something without a calculator?
- What process do you use to find a percentage increase?

Key vocabulary:

Prime Factor decomposition, LCM, HCF, Square roots, Cube roots
 Fractions, Equivalent, Decimals Conversion, Recurring decimals, Mixed numbers ,Improper fractions, Addition, Subtraction, Numerator, Denominator, Ratio, Fractions, Parts, Quantities, Percentages, Equivalence, Decimals, Percentage increase and decrease.

Science: Summer term Year 7 curriculum



What Year 7s have cover so far:

- **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?

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

- You can successfully identify different acids & alkalis in your home & explain the differences between them
- You can use the pH scale to determine the strength of different acids & alkalis
- You are able to describe the chemical reaction involved in photosynthesis.
- You can explain the importance of plants in the food chain
- You can investigate how light and water affect how well plants grow.
- You can build series & parallel circuits and describe how they are different.
- You can give everyday examples of appliances that use series & parallel circuits.
- You will be able to generate static electricity & investigate it's effects on different objects, using your data to predict their charge.

What Year 7s will be covering this term:

- **Chemistry (Acids & Alkalis)**
 - What are acids and alkalis?
 - Are all acids and alkalis dangerous? Do we have some in our home & what are their uses?
 - What happens when they react together and how can we determine the strength of different acids & alkalis using the pH scale?
- **Biology (Plants)**
 - How do plants make their own food if they can't move?
 - The importance of water and sunlight in the growth of plants
 - Can you identify the different parts of plants & their uses?
- **Physics (Electricity)**
 - What actually is electricity & how does it work?
 - Can you describe the differences between series & parallel circuits?
 - Can you investigate static electricity & describe how it works?

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

- Can you identify examples of acids & alkalis in everyday products in your home & discuss how their different?
- Grow your own potted plants in the garden or on a sunny windowsill & discuss the production of glucose using photosynthesis. Why do plants need sunlight to grow?
- Discuss electrical circuits and safety in the home.

Key terminology:

pH, acidic, alkaline, neutral, strong, weak, neutralisation reaction, photosynthesis, transpiration, evaporation, osmosis, current, voltage, potential difference, electrons & charge.



Key ideas:

- Megacities
- Urbanisation
- Environment
- Urban management
- Immigration
- Emigration

Big Questions:

How is urbanisation changing the world?

Why are we seeing the development of megacities?

Why does London have a housing crisis?

Why is urbanisation in China causing so many problems?



NEALE WADE
HUMANITIES

Why is Antarctica so important?

What makes Antarctica so unique?

Why does no country control Antarctica?

HISTORY



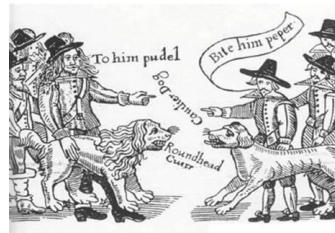
Big Questions:

Was life really so terrible in the Middle Ages?

How did the conflict between religion and the crown weaken both?

Key ideas:

- Feudalism
- Chivalry
- Renaissance
- Reformation



Big Questions:

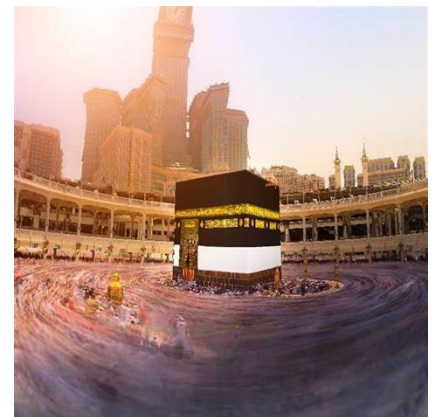
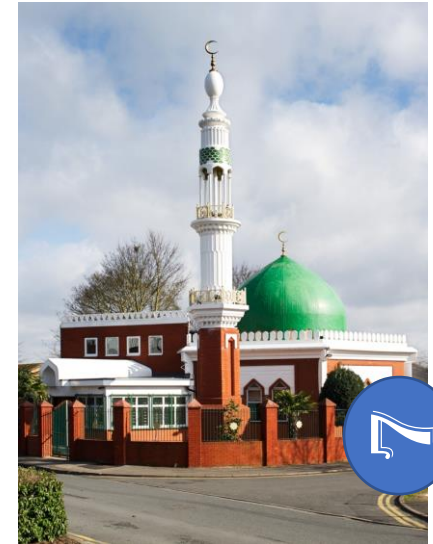
Is Islam more than just a religion?

The Prophet Muhammad (pbuh) and his significance
The Qur'an and how this is used for guidance in everyday life
The Five Pillars of Islam and how these guide Muslims through a life centred on Allah
The Mosque and the part that it plays within the Muslim community
Muslims in Britain and some of the challenges that they face and how these have been overcome.

- Key ideas: Qu-ran
- Allah
- Mosque
- Five Pillars



religious
studies



French: Summer term Year 7 curriculum



What Year 7s have covered so far:

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?

What Year 7s will be covering this term:

Topic Big Question – How do you ask for tourist information around town and in a restaurant?

- Can I say what's in my town and what's not in my town?
- What do French towns and cities look like?
- What's the difference between 'a' and 'the' in French?
- How do I pronounce 'il y a' correctly (there is)?
- How do I ask where something is if I'm lost?
- How do I give someone directions if they're lost in March?
- How do I ask politely for food in a restaurant in France?
- What are some traditional French dishes?

Key terminology:

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

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

VOCAB:

Recognise key vocabulary from the Sentence Builders

Say what there is and isn't in my town

Ask for and give directions

Order food and drink

GRAMMAR:

Recognise the masc/fem indefinite articles 'un' and 'une'

Use the possessive pronouns 'mon/ma/mes' and 'ton/ta/tes'

Use the imperative tense to give directions

Recognise the near future tense je vais + infinitive

Use the near future and the verb 'prendre' to say what you are going to have

Recognise and use the correct article 'le' 'la' or 'l' when talking about food

PHONICS:

Identify and accurately pronounce the sounds 'y', 'an', 'de', 'au/aux', 'ez', 'ue', 'er'

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

- What are some famous places in France and around the world you would like to visit?
- How many places around town can you name in French? (see attached vocabulary)
- Can you direct me from the school to the train station?
- Qu'est-ce qu'il y a dans ta ville? (What is there in your neighbourhood)
- Qu'est-ce que tu voudrais? (What would you like?)
- How many foods in French can you remember?
- How many drinks can you remember?

Qu'est-ce qu'il y a (What is there)		dans ta ville? (in your town?)		dans ton village? (in your village?)	
Dans ma ville (In my town)	il y a (there is)	un (a (m))	centre sportif (sports centre)	parc (park)	et il y a aussi (and there are also)
		une (a (f))	château (castle)	restaurant (restaurant)	
Dans mon village (In my village)	il n'y a pas (there isn't)	de (a (neg))	magasin (shop)	stade (stadium)	mais il n'y a pas (but there aren't)
			musée (museum)	supermarché (supermarket)	
			bibliothèque (library)	gare (train station)	mais il y a (but there are)
			boulangerie (bakery)	pharmacie (pharmacy)	
			cathédrale (cathedral)	piscine (swimming pool)	et il n'y a pas (and there aren't)
			collège (school)	plage (beach)	
			centres sportifs (sports centres)	parcs (parks)	centres sportifs (sports centres)
			châteaux (castles)	restaurants (restaurants)	
			cinémas (cinemas)	stades (stadiums)	magasins (shops)
			musées (museums)	supermarchés (supermarkets)	
			bibliothèques (libraries)	gares (train stations)	bibliothèques (libraries)
			boulangeries (bakeries)	pharmacies (pharmacies)	
			cathédrales (cathedrals)	piscines (swimming pools)	cathédrales (cathedrals)
			collèges (schools)	plages (beaches)	

Pour aller (How do I go)	au (to the)	musée (museum) parc (park) stade (stadium) centre sportif (sports centre) château (castle)	s'il vous plaît? (please?)
	à la (to the)	piscine (swimming pool) gare (train station) poste (post office) plage (beach) cathédrale (cathedral)	
	à l' (to the)	école (school) église (church) hôpital (hospital)	
	aux (to the)	magasins (shops)	
Continuez tout droit (Go straight on)		et puis (and then)	tournez à gauche (turn left) tournez à droite (turn right)
Continuez jusqu'aux feux (Continue to the traffic lights)			
Continuez jusqu'au rond-point (Continue to the roundabout)			
Prenez (Take)	la première rue (the first street)	à gauche (on the left) à droite (on the right)	
	la deuxième rue (the second street)		
	la troisième rue (the third street)		
Traversez (Cross)		le pont (the bridge)	

Qu'est-ce que tu voudrais? (What would you like?)

Qu'est-ce que tu prends? (What are you going to have?)

Qu'est-ce que tu vas boire? (What are you going to drink?)



Comme entrée (for starters)



comme plat principal (for main course)



comme dessert (for dessert)



comme boisson (to drink)



je voudrais (I would like)

je vais prendre (I'm going to take)

Je prends (I'll take)



soup à la tomate (tomato soup)

escargots (snails)

soufflé (soufflé)



tarte à l'oignon (onion tart)

épaule d'agneau (lamb shoulder)

poulet (chicken)

tartare de filet de boeuf (Steak tartare)



crème brûlée (creme brûlée)

tarte au citron (lemon tart)

tarte aux pommes (apple tart)



le citron pressé (lemonade)

le coca (coke)

l'eau (water)

le chocolat chaud (hot chocolate)



Spanish: Summer term Year 7 curriculum



What Year 7s have covered so far:

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?

What Year 7s will be covering this term:

Topic Big Question – How do you ask for tourist information around town and in a restaurant?

- Can I say what's in my town and what's not in my town?
- What do Spanish towns and cities look like?
- What's the difference between 'a' and 'the' in Spanish?
- How do I pronounce 'hay' correctly (there is)?
- How do I ask where something is if I'm lost?
- How do I give someone directions if they're lost in March?
- How do I ask politely for food in a restaurant in Spain?
- What are some traditional Spanish dishes?

Key terminology:

Please see attached copy of sentence builder for all vocabulary

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

VOCAB:

Recognise key vocabulary from the Sentence Builders

Say what there is in my town

Say what there is NOT in my town

Ask for directions

Give directions

Order food and drink

GRAMMAR:

Recognise the masc/fem indefinite articles 'un' and 'una'

Use the possessive pronouns 'mi' and 'tu'

Recognise the masc/fem definite articles 'el' and 'la'

Use the imperative tense to give directions

Recognise the near future tense voy a + infinitive

Use the near future to say what you are going to have

Recognise and use the prepositions 'de' and 'para' to ask for food

PHONICS:

Identify and accurately pronounce the phonemes 'ay', 'l', 'll', 'ión', 'ce', 'ci'

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 places around town can you name in Spanish? (see attached vocabulary)
- Can you direct me from the school to the train station?
- ¿Qué hay en tu barrio? (What is there in your neighbourhood?)
- ¿Qué te gustaría tomar? (What would you like?)
- How many foods in Spanish can you remember?
- How many drinks can you remember?

¿Qué hay (What is there)

en tu barrio? (in your neighbourhood?)

en tu ciudad? (in your city?)

en tu pueblo? (in your town?)

hay
(there is)

En mi barrio
(In my neighbourhood)

En mi ciudad
(In my city)

En mi pueblo
(In my town)

no hay
(there isn't)

un castillo
(a castle)

un cine
(a cinema)

un colegio
(a school)

un estadio
(a stadium)

un mercado
(a market)

un museo
(a museum)

un parque
(a park)

un polideportivo
(a sports centre)

un restaurante
(a restaurant)

un supermercado
(a supermarket)

una biblioteca
(a library)

una catedral
(a cathedral)

una estación de tren
(a train station)

una farmacia
(a pharmacy)

una iglesia
(a church)

una panadería
(a bakery)

una piscina
(a swimming pool)

una playa
(a beach)

una plaza
(a square)

una tienda
(a shop)

pero no hay
(but there aren't any)
y también hay
(and there are also)

pero hay
(but there are)
y no hay
(and there aren't any)

castillos
(castles)

cines
(cinemas)

colegios
(schools)

estadios
(stadiums)

mercados
(markets)

museos
(museums)

parques
(parks)

polideportivos
(sports centres)

restaurantes
(restaurants)

supermercados
(supermarkets)

bibliotecas
(libraries)

catedrales
(cathedrals)

estaciones de tren
(train stations)

farmacias
(pharmacies)

iglesias
(churches)

panaderías
(bakeries)

piscinas
(swimming pools)

playas
(beaches)

plazas
(squares)

tiendas
(shops)

¿Dónde está
(Where is)

el (the)

castillo (castle)

museo (museum)

al (to the)

estadio (stadium)

parque (park)

mercado (market)

puerto (port)

¿Por dónde se va
(How does one go)

la (the)

biblioteca (library)

iglesia (church)

a la (to the)

estación de autobuses (bus station)

piscina (swimming pool)

estación de tren (train station)

playa (beach)

Baje la calle
(Go down the street)

Siga todo recto
(Go straight on)

Cruce la plaza
(Cross the square)

Suba la calle
(Go up the street)

y luego (and then)

gire (turn)

Tome (Take)

la primera calle
(the first street)

la segunda calle
(the second street)

la tercera calle
(the third street)

por favor?
(please?)

a la izquierda
(on the left)

a la derecha
(on the right)

¿Qué te gustaría tomar? (What would you like?)

¿Y para beber? (And to drink?)

¿Algo más? (Anything else?)



De primer plato (For starters)



De segundo plato (For main)



De postre (For pudding)



Para beber (For drinks)



quiero (I want)

voy a tomar (I'm going to have)

me gustaría (I would like)



quiero (I want)

voy a tomar (I'm going to have)

voy a beber (I'm going to drink)

me gustaría (I would like)



una sopa (soup)

unas gambas (prawns)

una ensalada (salad)



pescado (fish)

pollo (chicken)

una paella de mariscos (seafood paella)

patatas fritas (chips)

un bocadillo (a sandwich)

carne con verduras (meat and vegetables)



un flan (a creme caramel)

un helado (an ice cream)

fruta (fruit)

queso (cheese)

galletas (biscuits)



agua (water)

una Coca-Cola (a coke)

una limonada (a lemonade)

leche (milk)

un zumo de naranja (an orange juice)



por favor (please)



ICT: Summer term Year 7 curriculum



What Year 7s have covered so far:

Topic Big Questions – 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?

How can a business use both primary and secondary research to support its decision making processes?

These questions have included students learning about:

- The school network, health and safety when using computers and internet safety.
- An introduction to spreadsheets including; layout, formatting, basic formula.
- Analysing questionnaire results and undertaking secondary research.
- Creating a business presentation

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

Students will be able to insert different sprites and backdrops, change the size of a sprites.

Students will be able to create simple algorithms on a loop to control movement.

Students will be able to create algorithms incorporating sensing options that are triggered by certain events within the game.

Students will be able to add variables such as scores and lives to their game.

Students will be able to test their game for functionality and action improvements that need to be made.

Students will be able to sequence a text in order to design a level for a computer game which they will then create.

What Year 7s will be covering this term:

Topic Big Question – How to create algorithms using blocky code in order to create a functioning computer game.

- Introduction to Scratch as a programming environment.
- Understanding how to create algorithms.
- Creating and using variables.
- Adding interactive elements, challenge and progression into a game.
- Interpreting a text to design a game.

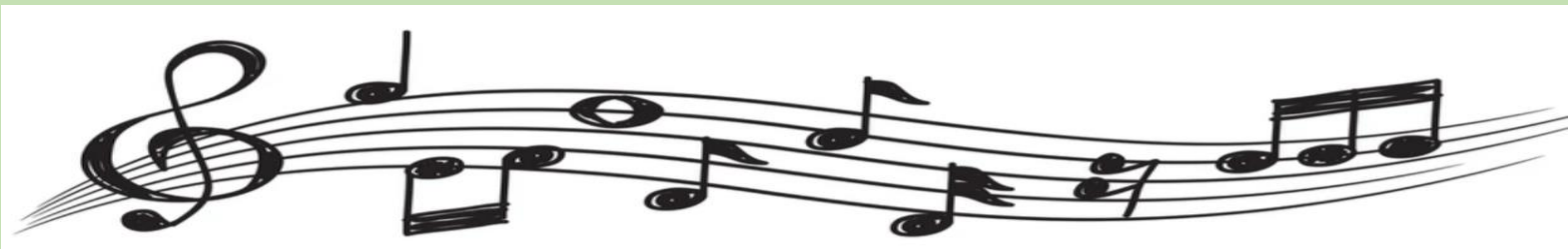
Questions you could ask at home to prompt discussion on what your child is learning:

1. What is a sprite?
2. What does the term algorithm mean?
3. Can you give me an example of a variable that you would find in a computer game?
4. Why is it important to test computer games before they are released to the public?
5. What different elements have you decided to include in the first level of your computer game? How will these keep the player engaged?
6. How could your game be extended in future levels?

Key terminology: Scratch, Algorithm, Variable, Operator, Sprite, Backdrop, Bugs, RPG, Trigger, Graphic, Corruptions, Stage, Coordinate, Scale, Control, Event, Motion, Sensing, Looks.

The Scratch logo, featuring the word "SCRATCH" in a stylized, bubbly orange font with white outlines.

Music: Summer term Year 7 curriculum



What Year 7s have covered in the Spring 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)?

What Year 7s will be covering this term:

Topic Big Question – How do melody and accompaniment work?

- Ensemble means to play 'as one' even when working with others
- How do you create a chord?
- Can you play the melody of 'Yellow Submarine' with a partner playing the chords?
- Can you name the Beatles and the instruments they play?

Topic Big Question – How do you fit music with a moving image?

- Can you explore the different timbres on the iPad?
- What is composing?
- How can you build texture in your piece?
- What tempo do you need to have on your composition?

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:

- What is a melody? Can you play the melody of 'Yellow Submarine' on the keyboard?
- What is meant by accompaniment?
- What is a chord? Can you play the chords of C, F and G?
- Can you play in time with a partner?

- What are the different instruments (timbres) you can find on the iPad?
- How many different layers have you added to your texture? What instruments did you use?
- Did you find it hard to make sure your ideas line up with the moving image?

Key terminology:

Texture, tempo, silence, melody, structure, pitch, rhythm, verse, chorus, introduction, chord, melody, accompaniment, timbre, composing

Year 7 Drama Summer Term

LEARNT PREVIOUSLY

Previously Taught

Pupils started the autumn term by creating their own silent movies performances. Focusing on skills of mime and facial expressions.

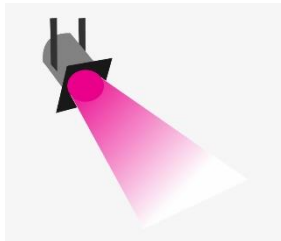
In their second unit of work pupils were introduced to a new style of theatre, Pantomimes.

The spring term saw pupils understand and perform a Shakespearian scene. Pupils performed a sword fighting scene from Romeo and Juliet.

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

Things to discuss –

What skills did you use in your silent movie performance? What character did you play? What is a Gel?



TOPIC 1 THIS TERM

Greek Theatre –



This half term we look at a new style of theatre. Greek Theatre.

Pupils start by researching what life and theatre would have been like for the ancient Greeks and how this shaped their performances.

After understanding the context behind Greek plays pupils will study two examples : Antigone and Heracles. From this they will use their knowledge to create their own Greek myth.

As well as learning the context behind Greek Theatre pupils will be using drama skills such as ensemble within their own performances. The aim of the half term is that they will perform their myth.

Things to discuss – What happens in the play Antigone? What were the 12 tasks of Heracles?

What is ensemble?

TOPIC 2 THIS TERM

World War Two –



This is a look into creating characters and understanding how to create a performance from a real life event, the second world war.

Each lesson we look at a different part of the war. Starting with how it would feel to be evacuated from the city. We then move on to teaching pupils what it would have been like if they were not evacuated and had to learn to live with situations such as nightly air raids. All lessons are taught alongside letters, pictures and sources from people who experienced the war.

Lessons are spent creating and developing characters and understanding how a child in world war two would react.

Things to discuss – How do you think you would feel if you were evacuated? What did you think the first time you heard an air raid siren?

Art and Design: Summer term Year 7 curriculum

Art and Design

What Year 7s have covered so far:

Topic Big Question – How do we manipulate visual elements to make art?

- Through practical exploration students have completed a number of techniques in drawing, painting and collage. This included;
 - Pencil, pen and graphite
 - Watercolour painting
 - Matisse style Collaging

What Year 7s will be covering this term:

Topic Big Question – How do we have personal links to our landscape?

- Through exploration of Van Goghs painting style students will learn to use research to produce their own landscape images.

Key terminology:

Landscape, sketch, perspective, mark making



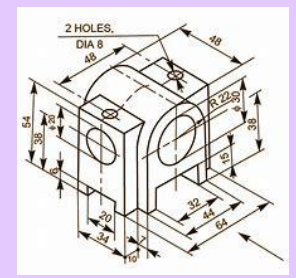
What the success criteria is for the topic (What students need to know and be able to do):

- Critically evaluate and form opinions about their relationship with the environment,
- Use research about Van Gogh as inspiration
- Produce mark making experiments using research
- Make a landscape painting
- Critically evaluate both their own mark making skills
- Suggest ways to improve their artwork if they made it again

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

- Most Art work is inspired by personal experiences in some way. Find out how Van Goghs personal life inspired his landscapes.

Design Technology: Summer term Year 7



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: Summer 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?

What are the key principles of the Eat Well Guide?

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

What Year 7s will be covering this term:

Topic Big Question – What are the factors that influence food choice?

Through theory lessons students will learn about the different factors which influence people's food choices.

They will also learn about the 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, Provenance, Environment, Ethics

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.

PE: Summer term 1 Year 7 curriculum

What Year 7s will be covering this term:

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.

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.

Athletics:

Stage 1: Throwing: Basic technique using adapted equipment e.g. foam javelins.

Running: Running technique to be developed.

Jumping: Jumps broken down into beginner elements; run up; take off; and safe landing

Stage 2: Throwing: Basic technique using activity specific equipment – focus on safety

Running: Basic strategies of various distances explored e.g. pacing.

Jumping: Jumps broken down into isolated key elements; run up; take off; flight action and landing



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

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.

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

Athletics: Able to consistently demonstrate the correct technique and rules surrounding the throws, with little/no errors (Adapted equipment). Can maintain the correct technique of running during short and middle distance running. Is able to give basic feedback to others regarding their jumping technique when elements performed in isolation

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

What happens to the body when you exercise?

How can you intercept the ball in basketball?

What technique is required in basketball when dribbling?

How should you catch the ball when fielding?

What's the difference between batting in rounders and cricket?

What events are there in athletics?

What is the technique for the javelin?

Key vocabulary:

technique, power, agility, coordination, balance, receive, officiate, action, transfer of weight, dribble, dodge, intercept, long barrier, fielder, bowling.

7N/PE1 - Basketball (Stage 1)
7N/PE2 - Athletics (Stage 1/2)
7N/PE3 - Striking & Fielding (Stage 1)
7N/PE4 - Athletics (Stage 1/2)
7N/PE5 - Striking & Fielding (Stage 1)

7W/PE1 - Basketball (Stage 1)
7W/PE2 - Athletics (Stage 1/2)
7W/PE3 - Athletics (Stage 1/2)
7W/PE4 - Striking & Fielding (Stage 1)

PE: Summer term 2 Year 7 curriculum



What Year 7s will be covering this term:

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.

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.

Athletics:

Stage 1: Throwing: Basic technique using adapted equipment e.g. foam javelins.

Running: Running technique to be developed.

Jumping: Jumps broken down into beginner elements; run up; take off; and safe landing

Stage 2: Throwing: Basic technique using activity specific equipment – focus on safety

Running: Basic strategies of various distances explored e.g. pacing.

Jumping: Jumps broken down into isolated key elements; run up; take off; flight action and landing

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

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

Badminton: Demonstrates the technique of the backhand/underarm serve in conditioned practices. Can participate in a rally with a partner using an overhead clear. Able to keep score of a competitive game.

Athletics: Able to consistently demonstrate the correct technique and rules surrounding the throws, with little/no errors (Adapted equipment). Can maintain the correct technique of running during short and middle distance running. Is able to give basic feedback to others regarding their jumping technique when elements performed in isolation

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

What happens to the body during exercise?

What are the teaching points for the bowl in cricket?

How should you catch the ball when fielding?

What's the difference between batting in rounders and cricket?

What events are there in athletics?

What is the technique for the javelin?

What are the rules surrounding serving in badminton?

Key vocabulary:

technique, officiate, bowling, batting, overarm, underarm, positioning, competitive, dominant, coordination, balance, agility, long barrier, backhand

7N/PE1 - Athletics (Stage1/2)
7N/PE2 - Badminton (Stage 1)
7N/PE3 - Athletics (Stage1/2)
7N/PE4 - Striking & Fielding (Stage 1)
7N/PE5 - Athletics (Stage1/2)

7W/PE1 - Athletics (Stage1/2)
7W/PE2 - Badminton (Stage1)
7W/PE3 - Striking & Fielding (Stage 1)
7W/PE4 - Athletics (Stage 1)