

**Science (Human Body)****Spoken Language**

Developing their scientific vocabulary

Articulating scientific concepts clearly and precisely

Making their thinking clear, both to themselves and others

Build secure foundations by using discussion to probe and remedy their misconceptions.

\*Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.

\*Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies' function.

\*Describe the ways in which nutrients and water are transported within animals, including humans.

**Working Scientifically**

\*Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

\*Find more about the life of William Harvey.

**Type of Enquiry:**

\*Observation

\*Comparative fair testing

\*Pattern seeking.

**Recording of findings**

Diagrams with symbols of different circuits.

**Thinking Metacognitively**

\*Set up an investigation to find out about the impact of exercise on the body.

**Music**

Improvise and compose music for a range of purposes using the inter-related dimensions of music.

**Computing****Remote learning**

Using Google Classroom and range of educational websites (EdShed, Education City, My Maths) to complete work. This has been a focus and will remain a focus to ensure pupils are confident and skilled to work independently whether at home (Friday Home Learning) or in school.

**Languages –around the world**

**Listen attentively to spoken language and show understanding by joining in and responding:**

**Reading Skills**

Greetings

Knowledge about language

**Introductions**

Myself, my family and my home, country etc

Greetings

**Writing Skills**

Linguistic competence

Inter-cultural understanding

Creativity

**Art and Design / Design and Technology****Art and Design**

To use our art skills to create a range of pieces to showcase our understanding of different types of artwork.

**Skills:** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

**Religious Education**

**Making Cross-Curricular links to Literacy and looking at religions around the world when needed in lessons to show an understanding of people's way of lives.**

**Sacred Specialness****Symbols/Symbolism**

**Collage of symbols within religions**

**Big Question**

**Forms of expression – Why do people need to express their beliefs?**

Explain how believers give meaning to symbols, story, language etc. and make some links between beliefs, practices and ways of expressing meaning.

Discuss moral questions, recognising that there are different views to be considered.

Reflect on some questions of meaning and purpose in their own lives and suggest some possible responses.

**English****Reading/ Comprehension / VIPERS**

**Maintain positive attitudes to reading and understanding of what they read by:**

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

**Understand what they read by:**

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas -identifying how language, structure and presentation contribute to meaning.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - distinguish between statements of fact and opinion.

**Retrieve, record and present information from non-fiction**

**Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**

**Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary -provide reasoned justifications for their views.**

**Writing**

**Plan their writing by:**

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.

**Draft and write by:**

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- precisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

**Evaluate and edit by:**

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing.
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

**Proof-read for spelling and punctuation errors.**

**Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.**

**Spelling**

**NC - use further prefixes and suffixes and understand the guidance for adding them.**

**Adding Suffixes** (ing/ed/est/er)

**Adding Suffixes** (ible/y/and/ous)

**Adding Suffixes** (less/full/ment/ness/ly)

**Handwriting**

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
- choosing the writing implement that is best suited for a task.

**Non-Statutory**

To continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

**Grammar and punctuation**

**Formal and Informal Speech** (find out/discover)

**Synonyms and Antonyms** (big, large, little)

**Subject, object** (The man cleaned the car)

**Speaking and Listening**

**Speak audibly and fluently with an increasing command of Standard English.**

**Ask relevant questions to extend their understanding and knowledge.**

- Identifying and discussing themes and conventions, making comparisons within and across stories
- Make comparisons, identifying themes.
- Predicting how language structure, and presentation contribute to meaning.
- Provide justification for their views.
- Exploring meanings of words in context
- Explain and discuss their understanding of what they have read.
- Summarising the main ideas
- Identifying and discussing key details
- Discuss and evaluate how authors use language.
- Consider how the authors have developed characters.
- Describing settings, characters and atmosphere and integrating dialogue.

**Topic – Disasters****History/Geography Disasters**

- **The impact of Pompeii and Chernobyl on today's society**
- **Identifying different types of disasters and categorising into man-made or natural**
- **Modern day disasters (5G, cyber breach, power cuts)**
- **understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country (Pompeii / Herculaneum), and a region within North America (Tornado valley / LA Earthquake zones)**

**Physical Education****\*Athletics**

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Increase stamina levels through a range of healthy activities including a mile a day, and football tournament etc.

Preparation for sports day

**Mathematics****Closing the gaps**

Ensuring we are ready for year 7 by revisiting topics of previous years and extending our learning by using a range of resources to assess our understanding and close the gaps created by being away from school due to lockdown.

**Unit 10 - Area and perimeter**

Calculating area and perimeter of shapes related to squares, rectangles, triangles and circles.

Identifying the properties of shapes

Using formula to calculate perimeter.

**Unit 11 - Volume of solids and liquids**

Find one dimension of a cuboid given the volume and two other dimensions, or the volume and area of one face.

Using square root of a number to find the side of a square given its area.

Use cube root of a number to find the edge of a cube given its volume.

**National Curriculum (tackling the gaps)**

- **Reflection**
- **Translation**
- **Co-ordinates**
- **Data Handling: Carroll Diagrams, Graphs, Venn Diagrams**

\*identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

\*draw and translate simple shapes on the coordinate plane and reflect them in the axes.

\*solve comparison, sum and difference problems using information presented in a line graph.

\*complete, read and interpret information in tables, including timetables.

\*interpret and construct pie charts and line graphs and use these to solve problems.

\*describe positions on the full coordinate grid (all four quadrants)

- Assessment Books/ Review/Practise SATs.

**PSHCE****S – SEAL****Relationships**

**S-** community spirit

Why is it important that we respect each other and people from other cultures?

**M** – anti bullying

What is the difference between bullying and management?

**S-** coping with feelings

\*stereotyping

\*forgiveness

Is it ok to forgive someone who hurts your feelings after judging you for/about something?

**C-** cultural traditional tales

What languages, and varieties of each language, are used in the community? By whom?

When? Where? For what purposes?

**British Values****Democracy**

If you could vote against SATs, which way would you vote and why?

**Rule of Law**

If you could write your own law, what would you write?

**Individual Liberty**

Why is it important to challenge ourselves as well as challenging stereotypes and bias attitudes?

**Mutual Respect**

What is the common moral that is reflected in all regions and cultures?

**Tolerance of Different Faiths and Beliefs**

How have authors from different cultures influenced the world of reading?