



Year 7 Curriculum

Guidance

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Art

- Please note the long term plans are subject to change

Introduction

Our aim at Tauheedul is simple – we want to provide the **best possible education** for you in the **most secure Islamic environment**.

We will help you to achieve your goals, dreams and ambitions. In return we want you to turn up every day, on time and with the right attitude to aim for the best possible standards in your studies; both at home and in school, as well as work to your full potential in all your subjects.

Tauheedul targets require all students to make **4 levels of progress from KS2 to KS4**; Tauheedul expected progress means you will make more progress than 90% of students at other schools; pupils achieving a **level 4 by the end of KS2 (year 6) are expected to achieve at least a grade B at GCSE (year 10 or year 11)**

This Curriculum Guidance section shows how you will make this progress through the learning journey you will undertake in each of your subjects. It will also be used to record your results and targets for improvement after every assessment. If, for any reason, you fall behind in your studies, we will ensure you catch up through intervention and revision sessions; you simply need to turn up on time, ready to learn.

All the staff at Tauheedul Islam Boys' High School.

ENGLISH LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Cultural understanding	Creativity	Critical Understanding	Competence	Competence	Cultural understanding
THEME	Fiction	First person narrative	Non-fiction Reading	Non-fiction Writing	Reading and writing non-fiction texts.	Shakespeare: 'Romeo and Juliet'
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Values, perspectives- explored through Derek Jetter.		Helping others		Social and cultural context, religion and family- explored through 'Romeo and Juliet'	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Reading AFs3, 5 and 6. Reading journal and comprehension questions based on reader. Week 5. Feedback autumn 2, week 1.	Writing AFs 5, 6 and 1. First person narrative. Feedback spring 1, week 1.	Reading AF3, 5 and 6. Non-fiction texts. Feedback spring 2 week 1.	Writing AFs2, 3 and 6. Non-fiction texts. Feedback summer 1, week 1.	EOY exam. Feedback summer 2, week 1.	Speaking and Listening AF3 talking within role-play and drama. Feedback summer 2, week 5.

Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.

Websites that can help my learning: : <http://www.bbc.co.uk/schools/ks3bitesize/english/>, <http://www.englishbiz.co.uk/>, www.bbc.co.uk/news
<http://www.channel4learning.com/support/websites/english.html>, <http://www.channel4learning.com/sites/waywithwords/index.html>,
<http://www.mrmen.com/>

Visits to places that can help my learning: Plays – theatre, sports games, local events, poetry performances

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment</u> and <u>prediction</u>.</p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

MATHEMATICS LONG TERM PLAN YEAR 7 2014-2015

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Number	Geometry Statistics	Algebra Geometry Probability	Geometry Number	Number Geometry Handling Data Algebra	Number
THEMES/ TOPICS	Basic number Fractions Negative numbers Number properties 1	Statistical representation Scale drawings Units of measure Symmetry	Graphs Angles Probability of events	Congruent shapes and tessellations Constructing triangles Further number skills	Pie charts, scatter diagrams and surveys Revision for the end of year exam	Using a calculator Number properties 2 Percentages
SPEAKING AND LISTENING whole school focus	Group Discussion		In Role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Patterns in Nature and Pythagoras		Probability and gambling		Symmetry and the golden ratio	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Each of the end of term Assessments will assess the Higher level topics taught from September. The demand and scope of the end of term Assessments will increase as the course progresses. Structure: Paper 1 Non-calculator Paper 2 Calculator Pupil Self-Assessment. Feedback and targets during post-half term week.				MOCK END OF YEAR EXAM and END OF YEAR EXAM Structure: Paper 1 Non-calculator Paper 2- Calculator Pupil Self-Assessment Feedback and targets during post-half term week.	
Websites that can help my learning: www.studymaths.co.uk , www.bbc.co.uk/schools/gcsebitesize/maths , www.nrich.maths.org.uk , www.uk.ixl.com , www.ricksmath.com , www.aamath.com , www.mathsisfun.com .						
Visits to places that can help my learning: Churches and Mosques, Mathematics exhibitions in Museums, Mathematics Conferences, Bletchley Park, National Space Centre, Manchester School of Architecture.						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p><u>RAG my current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

SCIENCE LONG TERM PLAN YEAR 7 2014-2015

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Scientific thinking	Applications and Implications of Science	Cultural Understanding	Collaboration	Communication	Enquiry skills
THEMES/ TOPICS	Cells Solids, Liquids and Gases The Solar System and Beyond	Forces Acids and Alkalis Electricity	Energy and Sustainable living Chemical Reaction	Reproduction Rocks	Environment and Feeding Relationships Variation & Classification End of Year Test	Year 8 Ecological relationships Light
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Creation: Small and Big		Famous Scientists		Looking after the environment	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Focus: AF 1, Week 3/6, End of unit summative tests Level Ladder tasks. Focus: AF 3 Week 3/5 End of unit summative tests Level Ladder tasks. Focus: AF 2 Week 3/5 End of unit summative tests Level Ladder tasks. Focus: AF 4 Week 3 End of unit summative test Level Ladder task. Focus: AF 5 Week 4 End of unit summative test PPT Presentation: animal or plant adaptations. Focus: AF 1 Week 3 End of unit summative test Week 5				MOCK END OF YEAR EXAM and END OF YEAR EXAM Research Project	
Websites that can help my learning: www.bbc.co.uk/bitesize/ , http://links4science.blogspot.co.uk/ , www.s-cool.co.uk/						
Visits to places that can help my learning: MOSI (Museum of Science and Industry), Jodrell Bank Discovery Centre						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

HISTORY LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	-Chronology -Change and continuity -Cause and consequence	-Cause and consequence -Change and continuity -Cultural, ethnic and religious	-Cultural, ethnic and religious -Significance -Interpretation	-Cultural, ethnic and religious -Significance -Change and continuity -Interpretation	-Change and continuity -knowledge and understanding -Cause and consequence -Cultural, ethnic and religious	-Change and continuity -knowledge and understanding -Cause and consequence
THEMES	-What is History? -Who should be King in 1066? -How did William keep control after Hastings?	- Religion in Medieval England -Who killed Thomas Beckett? -Magna Carta -What was life like in Medieval England? -Black death -Peasants revolt	-What was life like in Medieval England? -Black death -Peasants revolt -Conquest of Spain -Comparing life in Cordoba to medieval England -Bagdad -Suleman-magnificent or monstrous?	-Mysteries of the two princes in the tower -Henry VII problems -Henry VIII – Star or monster? -Catholic v Protestant -Elizabeth I – The golden age?	-Gunpowder plot -Local historical study-pendle witches	-Civil War – What were the causes? -How was it fought? -Why was Charles I executed?
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Religion and its link with power Facing hardships		International study and interconnections with Britain Religious change in Britain		Local Historical Study	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Assessment –Why did William win the battle of Hastings? Feedback autumn 1 week 5	Assessment – How did William keep control of England after Hastings? Feedback autumn 2 week 4	Assessment – Why did the Muslims win at the battle of Qadisiyah? Feedback spring 2 week 1	Assessment – What was the most significant reason why Henry broke Rome? Feedback summer 1 week 1	Group work project on a case study on the pendle witches End of year exam Feedback summer 2 week 1	Assesment – Why was Charles I executed? Feedback week 6
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is ongoing.						

Websites that can help my learning: Websites that can help my learning: www.bbc.co.uk/history, britishempire.co.uk, www.tudorhistory.org, www.bbc.co.uk/religion/religions/islam/history, www.schoolhistory.co.uk

Visits to places that can help my learning: British History Museum

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

GEOGRAPHY LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)	
KEY CONCEPTS	1.1 Place 1.2 Space 1.3 Scale 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.6 Environmental interaction and sustainable development 1.7 Cultural understanding and diversity	1.1 Place 1.2 Space 1.3 Scale 1.4 Interdependence 1.5 Physical and human processes 1.7 Cultural understanding and diversity
THEMES	Map Skills	Settlement	The UK	The UK	Tourism	Sport	
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation		
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Skill of Knowledge, interdependence.		National Pride, The modern world around us.		Study of culture.		
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Summative test: Pupils sit a half an hour test followed by peer assessment – level work. Pupils write on assessment record.	End of unit test APP feedback	APP feedback See term 2	assessment/project which will be levelled APP feedback	EOY exam.	Levelled project work. Enquiry skills APP feedback.	
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary.							
Websites that can help my learning: www.geography.learnontheinternet.co.uk/ks3/index.html ; www.georesources.co.uk ; www.bbc.co.uk/schools/bitesize/geography/ Visits to places that can help my learning: The Local area (settlement), Any sporting venue (sport)							

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

RE LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	1.1 Beliefs, teachings and sources 1.4 Values and commitments 1.3 Identity, diversity and belonging 1.4 Values and commitments	1.1 Beliefs, teachings and sources 1.4 Values and commitments 1.4 Values and commitments	1.1 Beliefs, teachings and sources 1.2 Practices and ways of life 1.3 Identity, diversity and belonging	1.1 Beliefs, teachings and sources 1.3 Identity, diversity and belonging 1.3 Expressing meaning	1.1 Beliefs, teachings and sources 1.2 Practices and ways of life	1.1 Beliefs, teachings and sources 1.2 Practices and ways of life
THEMES	Inspirational Leaders	Inspirational Leaders	My life in pieces – special items	My life in pieces – special items	Special places Revision techniques	Special places
SPEAKING AND LISTENING whole school focus	In role		Group discussion in role		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Rights and responsibilities		Identity as a British citizen		Spiritual discipline	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	AT 2 Learning from religion.	AT 1 Learning about religion & AT 2 Learning from religion. Peer Assessment, AFL and link to GCSE AOs APP feedback week 1	AT1 Learning about religion. Focus on familiarisation with GCSE exam requirements. APP feedback Week 1	Pupils will be given specific assessment question which will be in line with EOY target level or above. APP feedback Week 1	EOY EXAM	Tour guide of a religious place of worship of their choice APP exam feedback Week 1
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: Writing AFs 7&8. Reading to develop fluency AF1 is ongoing						
Websites that can help my learning: http://www.bbc.co.uk/schools/websites/11_16/site/re.shtml www.reonline.org.uk/						
Visits to places that can help my learning: Places of worship						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p><u>RAG my current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
<p>Parental comments</p>					

ARABIC LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Understanding spoken and written language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use reference materials to support accurate understanding	Produce sustained sequences of language that effectively communicate meaning.	Intercultural understanding	Communicating and interacting with others
THEMES	Myself	My Family	My Home	My Daily Routine	Clothes	Transport & Places Around Town
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Importance of knowledge		Social etiquette		Popular sports and culture	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	AF1 / AF2 Reading and listening assessment on week 8. Feedback on week 1 Autumn 2.	AF1 / AF2 Reading and writing assessment on week 7. Feedback on week 1 Winter 2.	AF1 / AF2 Reading and listening assessment on week 6. Feedback on week 1 Spring 2.	AF1 / AF2 Reading and writing assessment on week 6. Feedback on week 1 Summer 1.	EOY exam. Feedback summer 2, week 1.	AF2 speaking assessment week 5. Feedback on week 6
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
<p style="text-align: center;">Websites that can help my learning: Arabalicious.com</p> <p style="text-align: center;">Visits to places that can help my learning: A trip to Egypt, Morocco, Saudi Arabia or Jordan.</p>						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

FRENCH LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Understanding spoken and written language	Use knowledge of grammar and syntax to work out the meaning of unfamiliar language	Use reference materials to support accurate understanding	Produce sustained sequences of language that effectively communicate meaning.	Intercultural understanding	Communicating and interacting with others
THEMES	Myself	My family	My home	My school	My city	Sports and hobbies
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Community life in and outside family Values of solidarity		Respect and tolerance		Community cohesion, living together Promoting healthy lifestyle and sports ethic	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Reading and writing assessment on week 8. Feedback on week 1 Autumn 2.	Reading and writing assessment on week 7. Feedback on week 1 Winter 2.	Reading and writing assessment on week 6. Feedback on week 1 Spring 2.	Listening and reading assessment on week 5. Feedback on week 1 Summer 1.	EOY exam. Feedback summer 2, week 1.	Speaking assessment week 5. Feedback on week 6
Websites that can help my learning: www.linguascope.com / www.clipbank.channel4learning.com						
Visits to places that can help my learning: Trip to France, visit to events organised by the Alliance française in Manchester.						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

COMPUTING LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Systems and control	Data Modelling: Spread sheets & Formulas	Scratch Project & Assessment for pseudocode & flowchart	Programming & Scratch & Python	Game Development	Web Site design
THEMES	Understand the hardware and software components that make up computer systems.	Understand that computers use binary to represent data and instructions.	Learn simple coding and how to plan a program using pseudocode	Design and implement a series of Problem solving tasks using Scratch and Python.	Creating a personalised computer game.	Create a website using HTML and CSS code.
SPEAKING AND LISTENING whole school focus	Use of Standard English Appropriate use of key computing terminologies		Discussion Why there is a need to use coding for developing computer software		Presentation Effective use of language using structured coding	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	To use technology that will help develop knowledge and understanding.		Creating applications to benefit others.		Aid facilitation of values through websites	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Topic 1 – Assessment on Computer Systems and control	Topic 2: Assessment Data Modelling: Spread sheets & Formulas	Topic 3: Programming Assessment: pseudocode & flowchart	Topic 4: Programming Assessment: Scratch & Python	Topic 5: Controlled Assessment on Mini Game	Topic 6: Assessment on Creating a mini website using Html Code.
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
Websites that can help my learning: http://www.computingatschool.org.uk/						
Visits to places that can help my learning: Local ICT businesses, Multi-media companies, ICT companies.						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

PE LONG TERM PLAN YEAR 7 2014-15

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Learn to Outwit – Competence	Learn to Outwit - Competence	Learn to be Healthy – Healthy, active lifestyles	Creativity	Performance	Competence
KEY CONCEPTS	Football	Hockey	Health Related Fitness	Gym	Athletics	Cricket
THEMES	Competitive Team Sports (Invasion)	Competitive Team Sports (Invasion)	Exercise for Living	Aesthetic Performance	Learn to Excel	Striking & Fielding
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Developing a sense of enjoyment and fascination in learning about themselves, others and the world around them.		The ability to recognise the difference between right and wrong and your readiness to apply this understanding in your own lives.		Understanding the consequences of your actions.	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Assessment Focus: Keeping possession	Assessment Focus: Outwitting your opponent	Assessment Focus: Plan a Health & Fitness programme for personal use	Assessment Focus: Balance in pairs and individuals using points and patches	Assessment Focus: Show a measured (time or distance) event and refer to schools athletics records	Assessment focus: Sending and receiving skills using implements and without.
Use of glossary and spelling tests (key words on medium term plans) for teaching spelling and vocabulary: writing AFs 7 and 8. Reading to develop fluency AF1 is on-going.						
<p>Websites that can help my learning: www.bbc.co.uk/sportacademy , www.skysports.com , www.sportengland.org , www.thefa.com , www.ecb.co.uk, www.london2012.com.</p> <p>Visits to places that can help my learning: Sports Stadiums, Professional sporting Events, Sports Museums</p>						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	Current attainment:	Current attainment:	Current attainment:	Current attainment:	EOY attainment:
	Prediction:	Prediction:	Prediction:	Prediction:	
Parental comments					

ART LONG TERM PLAN YEAR 7 2014-2015

	Autumn one (8)	Autumn two (7)	Spring one (6)	Spring two (5)	Summer one (6)	Summer two (6.5)
KEY CONCEPTS	Graphics	Print Making	Sculpture	Fine Art 1	Fine Art 2	Islamic Art
THEMES/ TOPICS	2D Design 1 x wrapper design for a new confectionary food product	Press Print F.A – Haring 1 x A4 printing block and prints	Willow and tissue paper colourful creatures F.A – Howard Fisher (hopefully visiting) (group work) 1 x willow and tissue paper sculpture	Pointillism F.A's - Emund-Cross & Surat 1 x A3 oil pastel 1 x A3 Water colour palette	Naïve Art F.A - Lowry (Lowry Salford Quays) 1 x A3 Water colour pencil crayon	Islamic Culture 1 1 x A5 glass painting 1 x A4 silver foil
SPEAKING AND LISTENING whole school focus	Use of Standard English		Discussion		Presentation	
SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) AND FUNDAMENTAL BRITISH VALUES (FBV)	Famous Artists		The importance of image capture		How cultural Art dominates the markets within society?	
KEY ASSESSMENT FOCUSES, SUGGESTED ASSESSMENTS AND FEEDBACK WEEK	Each end of half term test will assess the students on their competency in creating products for their chosen topics.				MOCK END OF YEAR EXAM and END OF YEAR EXAM Structure: 5 hour project based assessment	
Websites to help my learning: http://www.bbc.co.uk/schools/teachers/keystage_3/topics/art.shtml Books : Art Matters 11-14 Student Book Visits to places that can help my learning: Art galleries, museums.						

Set and teacher:	KS2 result:	Target GCSE grade:	KS3 Target:	EOY target:
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<p>Pupil review of progress each half term.</p> <p>RAG my <u>current attainment and prediction.</u></p> <p>Green- Above EOY target.</p> <p>Amber- On EOY target.</p> <p>Red- 1 or more sublevels below EOY target.</p> <p>Note strengths and areas for development in your half termly assessments.</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>Current attainment:</p> <p>Prediction:</p>	<p>EOY attainment:</p>
	<p>Parental comments</p>				