

# YEAR 7 CURRICULUM PLANS 2024 - 2025



St Bede's  
Catholic School  
& Sixth Form College



## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 Art		
Term 1	Term 2	Term 3
<p><b>Project 1 Theme: Formal Elements &amp; Natural Forms</b></p> <p>Students will develop their understanding of working from observation, responding to the theme of Natural forms. Students will select an area of focus and produce a wide range of responses using varied drawing media. The importance of tone, detail, texture, and composition will be explored through direct observation. The project will be skills based, developing student's confidence, and understanding in the use of the wide range of drawing media. Students will select imagery in response to the theme of Natural Forms. They will produce a series of drawings and colour studies whilst developing their understanding of the formal elements: tone, line, colour, shape, texture, pattern, and form. Students will develop their understanding of composition. Their drawings will explore the detail found in natural form sources selected, as they produce an exciting range of drawings. Key tasks: Tonal studies, colour studies, mark making studies, artist responses. Drawing materials explored: pencil, fine liner pen, colour pencil.</p> <p>Artists: Historical, Modern &amp; Contemporary BUG/INSECT Art Botanical illustration, Chris Shields, Clare Young, Tracey English, Caroline Kaufman, EA Seguy</p> <p>Theme: BUGS/INSECTS</p>	<p><b>Project 1 Theme: Formal Elements &amp; Natural Forms</b></p> <p>Students will continue project into Spring term.</p> <p><b>KNOWLEDGE:</b> -Student's research artists who have explored natural forms in their work They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 3D artists who produce artefacts using Natural forms for inspiration. <b>MAKING-Skills-</b> The students are set a range of tasks using formal elements work sheets linking to chosen theme to lead to producing a design for a sculpture (final piece) based on natural forms. They should be encouraged to produce a series of responses focusing on the <b>FORMAL ELEMENTS: TONE, LINE, SHAPE, COLOUR, PATTERN, FORM.</b> <b>IDEAS-</b> Students should be asked to study closely a series of natural form images to help develop ideas for a final piece. <b>EVALUATE-Presentation:</b> Students will plan and present sketchbook pages with all the responses they have created. This project will highlight the importance of considering the overall presentation of work to reflect the style or theme of a particular project and how to evaluate own and others work successfully.</p> <p><b>Project 2 Theme: Landscape Ideas-</b> Introduction to Landscape. Students discuss different types of landscape: textured, weathered, decaying, distance, close-up and detail to produce a range of drawing/painting responses. They we also look at local landscapes to influence their work.</p>	<p><b>Project 2 Theme: Landscape</b> Students will continue project into summer term.</p> <p><b>ARTISTS:</b> Introduced to traditional and Contemporary landscape artists e. g Impressionism, Monet, Hundertwasser, Vincent Van Gogh, David Hockney, and Robin Brooks.</p> <p><b>Knowledge:</b> Students should research the artists who have explored landscapes in their work e.g., David Hockney, Monet/Impressionists, Van Gogh, Robin Brooks etc. They should discuss the work and try to identify what the artistic objectives were in producing these images. Students should also be asked to investigate the work of 2D artists who produce artefacts using Landscape for inspiration.</p> <p><b>Making-</b> Exploring painting techniques to create a landscape in the style of David Hockney. Look at Zentangles and patterned landscapes. Make links to chosen artist. Create a final piece exploring a landscape through either of the following.</p> <ol style="list-style-type: none"> <li>1. <u>Collage</u></li> <li>2. <u>Painting/ Mixed media</u></li> <li>3. <u>Print making</u></li> </ol>

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<b>Year 7 Computer Science</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>You will be introduced to St Bede's network and systems.</p> <p><b><u>Digital Literacy</u></b> In your first term at St Bede's, you will be introduced to new applications and our staff will be teaching you new skills and techniques that will help you find your feet within Computing.</p> <p>You will learn the following:</p> <ul style="list-style-type: none"> <li>● Logging into computer</li> <li>● Setting up Files/Folders</li> <li>● Understanding Teams</li> <li>● Composing Emails</li> <li>● Word Processing Software</li> <li>● Presentation Software</li> <li>● Spreadsheet Software</li> <li>● DTP Software</li> </ul>	<p>In your second term at St Bede's, you will be taught the skills to create your own game.</p> <p><b><u>KODU</u></b></p> <ul style="list-style-type: none"> <li>● Research                             <ul style="list-style-type: none"> <li>○ Consoles</li> <li>○ Games</li> </ul> </li> <li>● Designing own landscape</li> <li>● Programming Objects</li> <li>● Scoring System/New Level</li> <li>● Screenshots to show progress and diary of development.</li> <li>● Testing</li> <li>● Evaluation</li> </ul>	<p>In the third term at St Bede's, you will be introduced to digital graphics and the creation of an IDMP for Toon Travels.</p> <p><b><u>Toon Travels</u></b></p> <ul style="list-style-type: none"> <li>● Understanding why Logos are used</li> <li>● Creating your own logo</li> <li>● Researching websites</li> <li>● Creating your own IDMP</li> <li>● Use of social media</li> <li>● Design your own poster to advertise.</li> </ul>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 Design Technology - Carousel System		
Textiles Technology	Materials	Food Preparation and Nutrition
<p>The aim of this project is to be able to understand what a textile is today whilst learning about the positive and negative effects of this industry. Students will focus on cotton production and how this well-known material is having disastrous effects in certain parts of the world. Students will demonstrate basic sewing techniques and be able to sew with confidence to practice a basic life skill. Students will be using recycled material found in the textile room to make a textile product as an introduction of sustainability in this industry.</p> <p>Students will;</p> <ul style="list-style-type: none"> <li>• Understand what a textile is and what it means in the world we live in today.</li> <li>• Demonstrate basic sewing skills.</li> <li>• Understand the sources of materials, especially natural fibres</li> <li>• Understand the consequences of cotton production</li> <li>• Develop skills and techniques such as Applique.</li> <li>• Design a product suitable for a target market.</li> </ul>	<p>The aim of this project is to teach the students basic woodworking techniques. Students will be able to demonstrate how to use tools and machines with confidence. Students will also learn about how designers use market research, data and iterative processes to better design for their target market.</p> <ul style="list-style-type: none"> <li>• Measuring and marking skills- Use of basic hand tools. Practical application of mathematics. Life skills for both DIY and practical/vocational employment. Quality assurance.</li> <li>• Target Market analysis, designing creative products aimed at a specific target market- Understanding of consumer society. Designing for a particular need.</li> <li>• Basic wood working hand tool skills- Hand eye coordination, using tools effectively and accurately. Understanding of health and safety as well as respect and responsibility in a potentially dangerous work environment</li> <li>• Use of woodworking machinery- Links to industry/industrial processes. Understanding of health and safety.</li> <li>• Design skills- Communication of ideas both through written language and drawings. Links to inspirational design/designers. Link to understanding a client brief and designing for a specific market. Use of measuring and planning skills that will translate into all practical endeavours.</li> </ul>	<p>The main aim of the project is to teach students how to prepare and make food, which is safe to eat, focussing upon key practical skills, using basic tools, equipment, and processes. Each practical session is sequenced and designed to further develop and embed the key skills.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Demonstrate effective and safe cooking skills by planning, preparing and cooking using a variety of food commodities, cooking techniques and equipment</li> <li>• Understand the relationship between diet, nutrition and health</li> <li>• Use and develop recipes with confidence, adapting them to suit the audience</li> <li>• Understand where food comes from, whether it is grown, reared, caught or gathered and how it is prepared for the consumer.</li> </ul> <p><b><u>Practical</u></b></p> <ul style="list-style-type: none"> <li>• How to prepare and make dishes – Students will learn a range of different cooking skills and process, by making a variety of dishes.</li> <li>• Food safety practices – Students will demonstrate how to work safely by following the correct safety and hygiene procedures.</li> </ul>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 English		
Term 1	Term 2	Term 3
<p><b>Biography</b></p> <ul style="list-style-type: none"> <li>• Conventions of biography and autobiography.</li> <li>• Read a range of biographical pieces from different contexts.</li> <li>• Analysis of descriptive methods.</li> <li>• Write an autobiographical extract.</li> </ul> <p><b>19th Century Literature</b></p> <ul style="list-style-type: none"> <li>• Read a range of Victorian fictional extracts and study 'The Speckled Band'.</li> <li>• Analysis of writers' methods and development of analytical skills.</li> <li>• Develop an awareness of Victorian contexts and generic conventions of murder mysteries.</li> </ul>	<p><b>Poetry from different genres and cultures</b></p> <ul style="list-style-type: none"> <li>• Study of a variety of poems from different genres, traditions and contexts to develop an understanding of poetic forms, devices and voices.</li> <li>• Development of cultural literacy and an understanding of the importance of poetry and its impact on different audiences. Analyse poems in a formal way.</li> <li>• Ability to memorise and recite a poem of student's choice.</li> </ul> <p><b>Non-fiction Reading and Opinion Writing</b></p> <ul style="list-style-type: none"> <li>• Exposure to a range of non-fiction texts including pre20th.</li> <li>• Understand the conventions of opinion writing and newspapers.</li> <li>• Utilise the conventions to construct own opinion piece.</li> </ul>	<p><b>Modern novel 'Five Children on the Western Front'</b></p> <ul style="list-style-type: none"> <li>• Reading for pleasure, reading to decipher meaning and reading to analyse language, form and structure.</li> <li>• Develop an awareness of authors' intentions and methods, as well as the impact of a novel's context on its production and reception.</li> <li>• Explore how key characters and themes are developed throughout the novel.</li> </ul>

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<b>Year 7 Geography</b>		
<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><u>TOPIC 1 - MAP SKILLS</u> <u>HOW DOES THE WORLD CHANGE AS WE ZOOM IN ON OUR GRID SQUARE?</u></p> <ul style="list-style-type: none"> <li>• What are the different types of geography?</li> <li>• Where are the continents, oceans and key physical features in the world?</li> <li>• What is the geography of Europe?</li> <li>• What makes up the British Isles?</li> <li>• How do we use contours?</li> <li>• Why are map symbols and grid references important?</li> <li>• How do we measure distance on a map?</li> <li>• How has the human geography of our local area changed over time?</li> </ul> <p><u>TOPIC 2 - WEATHER AND CLIMATE</u> <u>WHY IS OUR WEATHER SO WEIRD?</u></p> <ul style="list-style-type: none"> <li>• What is the difference between weather and climate?</li> <li>• How do we record the weather?</li> <li>• What different factors affect the weather?</li> <li>• What is the hydrological cycle?</li> <li>• What are the characteristics of anticyclones?</li> <li>• What are the characteristics of depressions?</li> <li>• How can we present the weather?</li> <li>• What are the causes and consequences of extreme weather in the UK?</li> </ul> <p>How and why do weather and climate vary around the world?</p>	<p><u>TOPIC 3 - POPULATION</u> <u>ARE THERE TOO MANY PEOPLE IN OUR WORLD?</u></p> <ul style="list-style-type: none"> <li>• Where does everyone live and why?</li> <li>• How is global population changing?</li> <li>• What is population structure and how does it change?</li> <li>• Why do we use population pyramids?</li> <li>• How is population being managed in China?</li> <li>• How is population being managed in Russia?</li> <li>• Why do people migrate?</li> <li>• Why do people migrate within the UK?</li> <li>• Where do people migrate to and what are the consequences of this?</li> </ul> <p><u>TOPIC 4 - DEVELOPMENT</u> <u>IS OUR UNDERSTANDING OF THE WORLD WRONG?</u></p> <p>Is our understanding of the world wrong? Why might there be an overdramatic world view? What is development? How do we measure development? What is the Human Development Index? Moving away from rich and poor What is meant by life on different levels? What are the misconceptions about Africa? Why is it not all doom and gloom? What is the link between development and the impact of natural hazards? What is the link between climate change and development?</p>	<p><u>TOPIC 5 – LOCAL AREA</u></p> <p>How have economic activities shaped the local landscape? What are the issues surrounding building new homes? How safe is my local area? How can I use census data to show how my local area has changed? Decision making activity – local area development.</p> <p><u>TOPIC 6 - ISSUES ANALYSIS</u> <u>INVESTIGATING THE DEMOCRATIC REPUBLIC OF CONGO</u></p> <ul style="list-style-type: none"> <li>• Location</li> <li>• Climate</li> <li>• History</li> <li>• Development</li> <li>• Natural resources</li> <li>• Environmental issues</li> <li>• Natural hazards</li> <li>• Urban environments</li> </ul>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 History		
Term 1	Term 2	Term 3
<p><u>Chronology and recap of pre-medieval history</u></p> <ul style="list-style-type: none"> <li>Who were the British by 1066?</li> </ul> <p><u>The Norman Conquest</u></p> <ul style="list-style-type: none"> <li>Anglo-Saxon England</li> <li>Succession Crisis</li> <li>Battles of 1066</li> <li>Control through force</li> <li>Control using the law and culture.</li> </ul> <p><u>The Early Middle Ages - Who held power in medieval England?</u></p> <ul style="list-style-type: none"> <li><b>Medieval society</b> – what was life like in a Medieval town and village?</li> <li><b>Medieval religion</b> – why was religion so important??</li> <li><b>Medieval politics</b> - Conflict between the monarchy and the Church               <ul style="list-style-type: none"> <li>Medieval Kingship</li> <li>Medieval Queens</li> </ul> </li> <li>Black Death- social, political and economic impacts, including the Peasants’ Revolt</li> </ul>	<p>Continue exploring how life changed after the Black Death</p> <p><u>The Tudors and the Reformation</u></p> <ul style="list-style-type: none"> <li>What was life like in Early Modern England (exploring how life was starting to change in Medieval England)</li> <li>Reasons for the Reformation in Europe and England.</li> <li>Impact in England- the dissolution of the Monasteries, the conversion back to Catholicism under Mary I and the changes under Elizabeth I.</li> <li>To what extent was Elizabethan England a ‘golden age’?</li> </ul> <p><u>The Stuarts, the English Civil War and the Restoration</u></p> <ul style="list-style-type: none"> <li>What was life like by 1600s? (Links to Tudor Britain)</li> <li>Why was there conflict between the Crown and Parliament? – Long-Term and Short-Term reasons for the Civil war.</li> <li>Why did the Republic fail?</li> <li>Life during Restoration England (Charles II)- Great Fire of London, the Plague, the rise of the British empire.</li> <li>The Glorious Revolution</li> </ul>	<p>The Stuarts, the English Civil War and the Restoration continued</p> <p><u>The New World</u></p> <ul style="list-style-type: none"> <li>What was important to people in early modern England (recapping life in Tudor and Stuart Britain)</li> <li>How much did medieval and early modern people know about the world?</li> <li>What is an empire and why did they start to expand?</li> <li>Who lived in pre-Columbian America?</li> <li>Reasons for European expansion into the New World and events of colonisation</li> <li>Treatment of indigenous peoples of the New World in early modern empires</li> </ul>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 Maths		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"><li>• Decimals, place value and ordering</li><li>• Rounding and written calculations (including money)</li><li>• Negative numbers and BODMAS</li><li>• Scales and time</li><li>• Presenting data</li><li>• Powers, squares, cubes and roots</li><li>• Factors, multiples and primes</li></ul>	<ul style="list-style-type: none"><li>• Expressions</li><li>• Fractions: simplifying and arithmetic</li><li>• Fractions, decimals and percentages and percentage calculations</li><li>• Solving equations</li></ul>	<ul style="list-style-type: none"><li>• Use of calculator</li><li>• Angles: lines and triangles</li><li>• Probability</li></ul>



## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 Music		
Term 1	Term 2	Term 3
<p><b>Pop Songs and Instrumental Music from 1600-1900</b></p> <p>Students learn to read, write and perform vocal and instrumental music using notation. All students will develop their ability to understand and use semibreve, minim, and crotchet notes, and the rests of the same values. They will explore performing this notation in treble clef in a common time metre in C major.</p> <p>Students will develop an understanding of the key features of the different classical periods in music and how composers' styles have developed since 1150. They will develop their ability to recognise the elements of music and how they are used to shape compositions, with a focus on their ability to identify tempo and dynamics using standard English.</p> <p>Students will compare and contrast music taken from a range of pop, baroque, classical, and romantic genres.</p>	<p><b>Instrumental Music from 1600-1900 (continued) and Film Music</b></p> <p>Students learn to read, write and perform instrumental music in a range of classical and film music styles using basic notation. All students will continue to develop their ability to understand and use the notation specified in term 1, and in addition be comfortable with the occasional use of quavers at a moderate tempo. They will begin to work in a simple triple-time metre in A minor.</p> <p>Students continue to develop their ability to recognise and identify the key features of the different classical periods in music and how composers' styles have developed since 1150. They will explore how music is used in film to create atmosphere and enhance action in films. Students will develop their ability to identify standard tempo and dynamics using subject specific vocabulary.</p> <p>Students will compare and contrast music in a wide range of Classical Music styles (particularly music taken from baroque, classical and romantic periods) and how they influence contemporary composers in a variety of popular and classical styles. Compare and contrast music in a wide range of Film Music styles, (particularly music from epic films, westerns, action films and the specific use of instruments to suggest country/ period).</p>	<p><b>Dance Remix and Independent Performance Projects</b></p> <p>Read, write and perform dance-remix music using notation. All students should be able to understand and use the notation specified in term 1 and 2, and in addition be comfortable with a greater use of quavers at a faster tempo and use semiquavers. They will be confident in incorporating basic dynamics into their performances. Students will also begin to explore the use of chord diagrams on the guitar and ukulele.</p> <p>Students continue to develop their ability to recognise and identify the way in which different musical genres are combined to create fusion styles. They will continue to develop their ability to identify elemental concepts specified in term 1 and 2, and in addition identify Classical instrumental families and the textures – monophonic, and melody and accompaniment.</p> <p>Students will compare and contrast a wide range of fusion styles including samba, club-dance and bhangra</p>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 PE		
Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>• Rugby</li> <li>• Dodgeball</li> <li>• Trampolining</li> <li>• Fitness</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Netball</li> <li>• Trampolining</li> <li>• Table Tennis</li> <li>• Dodgeball</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Trampolining</li> <li>• Netball/rugby</li> <li>• Football</li> <li>• Short Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Short Tennis</li> <li>• Football</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Football</li> <li>• Short Tennis</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Fitness</li> <li>• Dodgeball</li> <li>• Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Cricket</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics</li> </ul>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 RE		
Term 1	Term 2	Term 3
<p><b>HT 1 Unit 1: Creation and Covenant</b> Students will consider how creation is at the heart of God's relationship with humans. They will explore how we can know God, as well as how we can read the Bible (looking specifically at the Genesis accounts). Students will explore religious and scientific theories of creation and look at the role of prayer.</p> <p><b>HT 2 Unit 2: Prophecy and Promise</b> Students will consider why the Bible, also known as <i>scripture</i>, is an authoritative text. They will explore how the Bible is a library of books with many different authors and literary forms (styles of writing). Students will reflect on how scripture is used in the Mass and the Rosary.</p>	<p><b>HT 3 Unit 3: Galilee to Jerusalem</b> Students will consider the key question of who Jesus was. They will explore the many titles of Jesus, including <i>Son of God</i>, <i>Son of Man</i> and <i>Christ</i>. Students will reflect on the meaning and importance of the Incarnation and take a closer look at the significance of the Trinity.</p> <p><b>HT 4 Unit 4 Desert to Garden</b> Students will reflect on some of the mysteries of the Catholic faith, for example, the Paschal Mystery. They will look at the importance of the sacraments, in particular, the Eucharist and the significance of the Last Supper for a range of Christians today.</p>	<p><b>HT 5 Unit 5: To the ends of the Earth</b> Students will focus on the story of Pentecost and what role the Holy Spirit played in Jesus' life. Students will explore the meaning and importance of the sacrament of Confirmation and what the Catholic Church teaches about the Holy Spirit.</p> <p><b>HT 6 Unit 6: Dialogue and Encounter</b> Students will explore the development of the Catholic Church and how it engages with other Christian denominations. Students will investigate how councils have been important in the Church and will look specifically at what happened at the Council of Jerusalem.</p>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 Science		
Term 1	Term 2	Term 3
<p><b>Biology</b>  <b>Structure &amp; Functions of Living Organisms</b>                      Skeleton, Joints and Muscles                      Cell structure and types                      Microscopes</p> <p><b>Disease, Infection &amp; Response</b>                      Lifestyle &amp; Health</p> <p><b>Genetics &amp; Inheritance</b>                      Variation                      Investigating variation</p> <p><b>Chemistry</b>  <b>Particles, Atoms and Elements</b>                      Atoms, elements, compounds and mixtures.                      States of matter                      Fuels and Combustion</p> <p><b>Physics</b>  <b>Energy in foods</b>                      Energy Stores and investigating foods</p> <p><b>Electrical Circuits</b>                      Circuits &amp; Symbols                      Currents and Circuits                      Static &amp; Electric Fields</p> <p><b>Generating Electricity</b>                      Energy Resources                      Generation                      Electrical Power &amp; Costs</p>	<p><b>Biology</b>  <b>Plants</b>                      Plant reproduction (flowers)                      Flower dissections                      Seed dispersal</p> <p><b>Biological Systems</b>                      Male reproductive system                      Female reproductive system                      Sexual Reproduction &amp; Menstrual Cycle                      Gestation and Birth                      Effects of recreational drugs on the foetus</p> <p><b>Chemistry</b>  <b>Chemical Analysis</b>                      Purity &amp; Separation</p> <p><b>Physics</b>  <b>Forces and Motion</b>                      Types of Forces                      Friction                      Resultant Forces</p> <p><b>Waves</b>                      Light and Materials                      Shadows                      Longitudinal Waves &amp; Sounds</p>	<p><b>Biology</b>  <b>Human Reproduction</b>  <b>Ecology</b>                      Interdependence                      Pollinators and Pollution                      Classification and Sampling                      Acid rain</p> <p><b>Chemistry</b>  <b>Earth's Resources and Minerals</b>  <b>Chemical Reactions</b>                      Acids, Bases and Alkalis.</p> <p><b>Physics</b>  <b>Forces and Motion</b>                      Speed, Distance and Time</p>

## YEAR 7 CURRICULUM PLANS 2024 - 2025

Year 7 Spanish		
Term 1	Term 2	Term 3
<p><b>Target language, Spanish speaking countries, Introductions, Numbers to 31, opinions on colours, Items in your schoolbag</b></p> <ul style="list-style-type: none"> <li>• Asking and answering questions in Spanish</li> <li>• Greeting and introducing yourself to others</li> <li>• Giving your opinion on colours</li> <li>• Saying what you have/don't have in your school bag/classroom</li> </ul> <p><b>Numbers to 100, family, physical and character descriptions</b></p> <ul style="list-style-type: none"> <li>• Counting to 100</li> <li>• Saying who you have in your family</li> <li>• Describing physical appearances</li> </ul> <p><b>Cultural</b></p> <p>Day of the dead Christmas traditions</p> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>• Regular present tense</li> <li>• Key irregular verbs in the present tense- ser/ tener/ haber</li> <li>• Adjectival agreements</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• ll</li> <li>• ñ</li> <li>• z</li> <li>• ce</li> <li>• j</li> <li>• u</li> </ul>	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>• Describing others physical appearances and personalities</li> </ul> <p><b>Hobbies, Sports and weather</b></p> <ul style="list-style-type: none"> <li>• saying what free time activities and sports you like doing</li> <li>• Discussing the weather and what activities you can do in certain weather</li> </ul> <p><b>Cultural</b></p> <p>Semana Santa Valentines Day</p> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>• Regular and irregular verbs in the present tense</li> <li>• Me gusta + infinitive</li> <li>• Adjectival agreements</li> <li>• Si and Cuando + hace/hay</li> <li>• Using 'que' to lengthen sentences</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• o</li> <li>• a</li> <li>• rr</li> <li>• e</li> <li>• v</li> <li>• b</li> <li>• i</li> <li>• ca</li> </ul>	<p><b>Musicians and celebrities</b></p> <ul style="list-style-type: none"> <li>• Describing famous Hispanic people revising physical and character descriptions</li> <li>• Saying where they come from and languages they speak</li> <li>• Giving your opinion on different Hispanic celebrities</li> <li>• Research a topic based on any Spanish speaking country and give a mini presentation on this</li> </ul> <p><b>Study of a film</b></p> <ul style="list-style-type: none"> <li>• Watch Coco and complete study booklet alongside this</li> </ul> <p><b>Grammar studied</b></p> <ul style="list-style-type: none"> <li>• Present tense</li> <li>• Opinion verbs</li> <li>• Forming questions</li> <li>• Answering questions</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Revision of all phonics covered in Terms 1+2</li> </ul>