



LYDIARD PARK ACADEMY

Year 7 Term 3 Subject Overview

<p>English <u>Cirque du Freak</u></p> <ul style="list-style-type: none"> Continue reading 'Cirque Du Freak'. Develop inference skills with a focus on character quotations and evidence. Explore character progression and empathy within the novel. Develop use of thoughts and feelings in response to the novel (linked to emotional literacy). Pupils will complete a multiple-choice test on SMHW to assess pupils' understanding of the text. Pupils to write an essay response to the novel. 	<p>Humanities <u>History</u>: Medieval England (a study of the struggle for power in medieval England between monarchs and the Church and also the life of ordinary people during the medieval era). <u>Geography</u>: Fantastic places (an introduction to Geography exploring the diversity of the 7 continents of the world, covering some key geographical and map skills along the way). <u>Religious Studies</u>: Introduction to Religious studies (an overview of why we study Religious Education, researching the main world religions and learning key philosophical skills).</p>	<p>Maths Week 1 - 2: Angles Week 3 - 4: Classifying 2D Shapes Week 5 - 6: Construction including Triangles</p>
<p>Drama Shakespeare's stories. Students will explore two/three Shakespeare plays, exploring language, techniques to communicate meaning and how to portray character's and their emotions.</p>	<p>Spanish <u>MI INSTI</u> Saying what subjects you study Giving opinions about school subjects Describe your school Talking about break time Using prediction as a listening strategy</p>	<p>Science Weeks 1-3: Cells and characteristics of life Weeks 4-6: Acids and Alkalis</p>
<p>French We are finishing off our module about family and starting a module about school:</p> <ol style="list-style-type: none"> Describing personality and personal descriptions. Reading and writing assessment for Module 2. Talking about school subjects. Giving opinions about our school subjects and giving reasons for these. Time (12 hour clock) Describing your timetable. 	<p>Product Design <u>Desk Organiser: Monster challenge project – 5-week mini project</u> Pupils who have materials: -Research theme and products -Design ideas -Collect scrap material, products you want to put inside and start to make one of your initial design (measure to scale and cut pieces) -Complete the construction of product -Complete the making of product by decorating Pupils who don't have materials: -Research theme and products -Design ideas</p>	<p>Art Drawing and shading 3D forms and objects</p> <p>PE Pupils will be working on fitness levels, creative dance/gymnastics and skill related activities. Pupils encouraged to take regular outdoor exercise with weekly challenges set. Pupils will fill out weekly activity logs to track their fitness levels and progress.</p>
<p>Music <u>Rhythm</u> Lesson 1 – Writing Rhythms Lesson 2 – Rhythm Tiles Lesson 3 – The Cup Song - Rehearsal Lesson 4 – The Cup Song – Arrange and Perform Lesson 5 - Beatboxing Lesson 6 – Final Rhythm Performance and Evaluation of knowledge</p>		



Principal:
Vice Principal:

Mr G. Pearson
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<p>Textiles Follow the theme of the scheme of work and setting work that includes opportunities for reading, literacy, research and design. Researching hand stitching techniques Literacy task - creating a cartoon strip based on the monster they have designed Applique research task Sock puppet designs and design ideas Artist research</p>	<p>-Design ideas techniques and full annotation -Final design and full annotation -Exploded diagram -Manufacturing specification</p>	<p>Computing & IT <u>Computer hardware</u> Student are introduced and explore the fundamental components that make up a computer system. Students will learn about input, output and storage devices whilst also exploring the role of the CPU and memory in a modern-day computer system.</p>
<p>Graphic Design Year 7 are continuing to work on their theme of zoo advertising and design. They will be designing merchandise, making advertisements and creating children's story books.</p>		



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