

Summer Term 2020 – Year 7 Remote Learning Curriculum

Subject	Topics covered	Types of activity pupils will be asked to do	Ways we will feedback to pupils	Ways to celebrate work	Ways in which parents may be able to help	Time per week
English	Up to May half term: Novel and creative writing May half term onwards: Coming of age: what matters to you?	Reading and engaging with extracts. Answering questions about texts that students have read. Writing for purpose (creatively – description and viewpoint / analytical – exploration of writers’ ideas and inference). Using planning tools to support writing for purpose. Vocabulary and SPAG related activities. Researching online. Watching video clips.	Through TEAMS feedback channels (using English rubrics) and some whole class feedback where appropriate (TEAMS / email).	Half-termly praise email Examples shared on social media/The Voice.	Monitor the time limits Help students to organise their time where activities are chunked, leading to bigger pieces of writing (building up over weeks). Ask students questions about what they are currently doing and their prior learning Support proof reading habits by ensuring students have checked and amended their work, where required.	90 minutes scheduled per week.
Maths	Number Ratio Proportion Algebra	Pupils will be set work on Mathswatch that is tailored to their ability.	Mathswatch marks work as students complete it so there is instant feedback. Students can email or message their teacher on Teams for further support.	Social media	Encourage students to watch the videos provided on Mathswatch, Use alternative resources such as BBC Bitesize, Youtube,	90 mins of work. Could be 3 x 30 mins / 2 x 45 etc
Science	Earth & Ecosystems	Students will be set work on teams that might include them	Individual feedback on each	Weekly praise through	Monitor the time limits and help the students to	90 mins per week

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		<p>logging onto Doddle to complete activities or produce a PowerPoint on a topic or a poster that they can send a picture of.</p> <p>Work set on Teams Activities on Doddle Powerpoint/ poster production</p>	question, feedback on the whole activity or group feedback.	<p>feedback on the activities.</p> <p>Certificates emailed/posted.</p> <p>Lists are being compiled by Science staff to reward students on return to school</p>	<p>organise their time effectively.</p> <p>Ask students questions about what they are currently doing and their prior learning. Support independent learning by ensuring students have checked and amended their work and check work is being submitted, not just looked at.</p> <p>Any issues with the work etc. encourage the students to let their Science teacher(s) know via teams or email.</p>	This does not have to be in one sitting.
RE	<p>Creation</p> <p>Pilgrimage</p>	<p>Creation: a weekly project looking at pollution, stewardship, how other faiths treat the environment, the work of key figures including Pope Francis, St Francis and others.</p> <p>Pilgrimage: Producing a guide for the different pilgrimage sites around the world and considering in a more general way, the idea of journeys in life.</p>	Through Teams students will be given a range including individual feedback through the return of assignments, whole-class feedback and tutorials (these will differ according to class teacher)	Weekly student certificate Social media	<p>Creation: CAFOD website.</p> <p>Pilgrimage: students could research the pilgrimage sites online.</p> <p>Ask questions about what their son/ daughter is doing. Share your opinions and experiences if relevant.</p> <p>Encourage students to explore BBC Bitesize and YouTube. You may also</p>	90 mins

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					find things via the older Class Clips also accessible via the BBC website.	
MFL Year 7 French	Revision/Consolidation: 1. Introductions 2. Family / School	Pupils will be set tasks to complete on the Active Learn Website. Tasks include: <ul style="list-style-type: none"> • Vocab Learning • Vocab Tests • Listening Exercises • Reading Exercises • Grammar Exercises 	Active Learn marks work as students complete it so there is instant feedback. Students can email or message their teacher on Teams for further support.	Half-termly praise emails Staff to continue to nominate MFL Stars to receive certificate 2 per class	<ul style="list-style-type: none"> • Monitor the time limits. • Help students to organise their time. Encourage them to use the vocabulary sheet for the unit (Teams) 	2 x 60 minutes 1.Monday 2.Friday
MFL Year 7 Spanish	Revision/Consolidation: 1. Introductions 2. Free Time 3. School	Pupils will be set tasks to complete on the Active Learn Website. Tasks include: <ul style="list-style-type: none"> • Vocab Learning • Vocab Tests • Listening Exercises • Reading Exercises Grammar Exercises	Active Learn marks work as students complete it so there is instant feedback. Students can email or message their teacher on Teams for further support.	Half-termly praise emails Staff to continue to nominate MFL Stars to receive certificate 2 per class	<ul style="list-style-type: none"> • Monitor the time limits. • Help students to organise their time. Encourage them to use the vocabulary sheet for the unit (Teams) 	2 x 60 minutes 1.Monday 2.Friday
Yr 7 Geography	Passport to the United Kingdom	An ongoing project over 9 weeks which develops knowledge and understanding of key characteristics of the UK and develops skills in research and application.	Ongoing comments posted through Teams.	Certificates and prizes to be awarded for the best projects at the end of the 9 weeks.	Read through the project guidance. Assist students to organise the sections of the project week by week. Challenge the students to research the content deeply, not settling for	60 mins per week.

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					basic knowledge and understanding.	
History	The Tudors: From Henry VIII to Elizabeth I. .	Reading text and making notes and mind maps from them. Watching documentaries. Project based work.	Through TEAMS feedback channels (using History rubrics) and some whole class feedback where appropriate (TEAMS / email).	Half-termly praise email/certificates Examples shared on social media/The Voice.	Monitor the time limits Help students to organise their time and help read through some of the information sheets. Ask students questions about what they are currently doing and their prior learning. Support proof reading habits by ensuring students have checked and amended their work, where required. Access Bitesize and YouTube for further clips/documentaries that may support the topics.	1x60 minutes
Computing	Computing in Society. Ext; iDEA & Stop Motion Studio	Pupils given a big question “the Effects of Gaming on Society”. They should then create a report, this can be done as a PowerPoint presentation, infographic, written or word-processed report. When researching they will need to check the information is from reliable sources. They will need to give their own opinion on the big question and the end of their report.	Through Teams, students will upload their work, teacher will give feedback and work returned to students for improvements. New assignment created for students to submit improvements.	Social Media, praise sent on Teams.	Ensure students are reading through the research before using it in their report. Make sure the information is from credible resources. Support proof reading habits.	1 x 60mins per week.

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Art	<p>Andrea Joseph project.</p> <p>PLUS weekly enrichment tasks that anybody can choose to do.</p>	<p>Drawing/painting of found research based images.</p> <p>Drawing/photography/painting from observation.</p> <p>Working using imagination.</p> <p>Work using found materials.</p>	<p>Through TEAMs via assignment feedback or whole class feedback through posts to class pages.</p>	<p>Work to be shared via Art Instagram page @art_clrchs and via school website/social media.</p>	<p>Lots of encouragement to have a “proper” go at the activities</p> <p>Praise when completed.</p> <p>Try to organise a quiet space/place to work in.</p> <p>Get pupils to work to timetable (Tuesday afternoon) and post work via TEAMs.</p>	<p>Approx 60 mins per week</p>
Music	<p>Performing and Listening topics.</p> <p>Practise own instrument.</p>	<p>Watch current Body Percussion Music artists and practitioners perform in their workshops. Listen and appraise their work.</p> <p>Students with their own instrument/receiving tuition should continue practising.</p> <p>Use media sites to play along with.</p>	<p>Through music student email feedback channels - individual and some whole class feedback where appropriate.</p>	<p>Half-termly praise email</p> <p>Examples shared on social media/The Voice.</p>	<p>Encourage parents to join in with the activity where appropriate. Encourage students to film and upload work to show best practice.</p> <p>Encourage students who already play instruments to continue practising and challenge themselves.</p>	<p>Approx 60 mins per week</p>
Drama	<p>Workshops on movement, script writing, puppets and watching performances</p>	<p>Workshops with National Theatre, Andrew Lloyd Webber, Chichester Theatre, National Student Drama Festival.</p>	<p>Through Drama student email feedback channels - individual and some whole class feedback where appropriate.</p>	<p>Half-termly praise email</p> <p>Examples shared on social media/The Voice.</p>	<p>Encourage parents to join in with the activity where appropriate. Encourage students to film and upload work to show best practice.</p>	<p>60 minutes scheduled per week.</p>
Technology	<p>Designing / making task</p> <p>Cooking task</p>	<p>Each weekly task will consist of</p> <ol style="list-style-type: none"> 1. Links to a relevant documentary to watch 	<p>Students will be required to submit photos of their work or files</p>	<p>Examples of excellent work on social media.</p>	<p>Watch the documentaries together</p> <p>Let your child help with cooking daily meals. This</p>	<p>60 mins per week</p>

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	D&T on TV	<p>2. A designing or making task that students can complete at home with equipment or ingredients they are likely to have or be able to get hold of.</p> <p>3. An alternative task in case they cannot do the above.</p>	<p>to studenttech email account which will be monitored by all D&T teachers. We aim to respond to each submission personally but this may need to be reviewed once we have an idea of how much work this will be. For now we are all monitoring the account.</p>	<p>Weekly certificate sent out for one student per year group</p> <p>Teams rewards.</p> <p>Bake off competition.</p>	<p>could be helping to prepare, cook and clean up, either together or independently. We will share a practical task but if they make something else then that's good too – send in pictures of what they are doing!</p> <p>Encourage your child to join in with the bake off competition.</p> <p>Ensure your child has access to equipment such as pens, pencils, pencil crayons etc. If you need support with this email vdoyle@clrchs for equipment pack</p> <p>Encourage projects around the house e.g.gardening, home improvements, daily chores!</p> <p>Learning enrichment opportunities on TEAMS.</p>	
PE	Follow pecardlangley on Instagram for daily challenges! These are also on TEAMS					