

	Start of School–Oct Break	After Oct Break-Xmas	After Xmas-Winter Break	After Winter Break- Easter	After Easter – Summer!
ENGLISH	<p>Non-Fiction Unit: (Autobiography) <i>Boy</i> by Roald Dahl (Text) <i>He Named me Malala</i> (Doc) <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba (Ted Talk) Project: Students create/ write their autobiography Reading Comprehension #1: Five Children and It Book Club Read #1: <i>Wonder</i> by RJ Palacio</p>	<p>Fiction Unit: (Short Stories & Children’s Books) <i>Ten Short Stories</i> by Roald Dahl Selection of Children’s Books Read some of the Lunch Lady Series by Jarrett Krosoczka & watch his TED Talk <i>How a Boy Became an Artist</i> Fiction Project: Students each write their own children’s book English Squad Project: Student led collaborative work with Year 1s Reading Comprehension #2: <i>The Wonderful Wizard of Oz</i> Book Club Read #2: <i>Eleven</i> by Tom Rogers</p>	<p>Poetry Unit: Poetry Analysis: Selection of poems (The Daffodils/Success Is Counted Sweetest/ The Road Not Taken/This Is Just to Say/Harlem) Spoken Word Poetry Poetry Project: Students write their own collection of poems (Autobiographical, colour, stanza, free verse, and haiku) Reading Comprehension #3: <i>Seasons</i> (Poetry) Book Club Read #3: <i>The Crossover</i> (Poetry) by Kwame Alexander</p>	<p>Narrative Poetry Unit (Epic Poetry & Mythology): <i>Beowulf</i> retold by R. Sutcliff Epic Poetry Project: Students present their epic heroes and orally perform an original battle scene Reading Comprehension #4: <i>Odin’s Reward</i> Book Club Read #4: <i>White Bird</i> by RJ Palacio</p>	<p>Drama Unit (<i>A Midsummer Night’s Dream</i> by Shakespeare): *No Fear Shakespeare edition *AMSND rewritten as a short story. *Group Project: editing the script, assigning roles, organising costumes, stage direction and performances. Reading Comprehension #5: Alice’s Adventure in Wonderland Book Club Read #5: <i>Ender’s Game</i> by Orson Scott Card</p>
MATH	<p>Number Fraction operations, equivalent and conversion between percentages and decimals.</p> <p>Probability Relative and expected frequencies.</p>	<p>Algebra and Graphs Manipulation, equations and inequalities.</p> <p>Mensuration Units of measure, conversions, scales, area and perimeter.</p>	<p>Algebra and Graphs Manipulation continued, simplifying and linear equations.</p> <p>Statistics Classifying and interpreting data and averages.</p>	<p>Algebra and Graphs Graphs in practical situations.</p> <p>Coordinate Geometry Coordinates, drawing linear graphs and gradients of linear graphs.</p>	<p>Number Powers and roots, standard form, rates and ratios, time and money.</p> <p>Geometry Terms, construction, similarity, symmetry and angles (parallel lines, polygons, angles around a point)..</p> <p>Transformation and Vectors Translate, reflect, rotate, enlarge.</p>
SCIENCE	<p>Cells, Tissues, Organ Systems: MRS GREN, plant and animal cell structure, specialist cells, single-celled organisms. Intro to Tissues, Organs and Organ Systems.</p> <p>Human Reproduction: Structure and function of reproductive systems, fertilisation, foetal development, puberty, menstrual cycle.</p> <p>Forces: Effects of, and types, of forces; balanced & unbalanced forces, gravity, measuring and units, friction air and water resistance, up thrust & tension.</p>	<p>Atoms and Elements: History of ideas, basic atomic structure, definition of an element, chemical symbols</p> <p>Periodic Table: History, purpose and general structure, major groups, metals and non-metals</p> <p>Compounds: Definition of, reasons for formation, common types, basic formulae</p>	<p>Chemical Reactions: Signs of a reaction, common types, word equations, basic symbol equations</p> <p>Energy: Types of energy, Joules, potential energy and energy transfers, conservation of energy, efficiency, Sankey diagrams</p> <p>Variation and Classification of Living Things: Variation, introduction to Evolutionary Theory, definition of a species, intra-species variation, basic taxonomy of living things focussing on Kingdoms and types of vertebrates, drawing specimens</p>	<p>Sound: Description of propagation, speed of sound, acoustics, interpretation of waveforms (volume and frequency), ultrasound and its uses</p> <p>Mixtures and Solutions: Types of mixture, separation techniques, vocabulary of solutions, solubility factors.</p> <p>Scientific Method: Hypotheses, planning experiments, identifying and controlling variables, recording results, evaluation</p>	<p>Scientific Method continued</p> <p>Plant Reproduction: Structure of reproductive system in flower, pollination, seed dispersal</p> <p>Density: Concept, calculating, measuring and comparison</p> <p>Review of Major components of Year 7 curriculum</p> <p>Time allowing, other topics of interest, usually including Space and Solar System</p>
SOCIAL STUDIES	<p>Geography: Planet Earth, how it got here, its place within the Solar System, the seasons, how it changes.</p> <p>History: Formulating opinions using evidence. Sources: primary and secondary. Analysis and evaluation concepts introduced.</p>	<p>History: Evaluation of a source, using research and analysis. Development of reasoning skills.</p> <p>Geography: Reading maps, making connections, sketching mental maps.</p>	<p>Geography: Completion of Maps & Mapping.</p> <p>History: Medieval England, the Battle of Hastings (1066).</p>	<p>Geography: The water cycle, rivers (erosion, transportation, deposition) and river features.</p> <p>History: Introduction of the World History Project.</p>	<p>Geography: A study of Africa. Countries, population distribution, physical features, biomes.</p> <p>History: Exhibition of the World History Project.</p>

French	<p>All About Me:Greetings. Say your name and spell it. Say your age, weekdays and months, say when it is your birthday. Understand colours and say your favourite colour. Ask other people questions about themselves.</p> <p>My family: Say where you live and your nationality. Say what pets you have and who is in your family. Say what you look like. Describe somebody in your family.</p>	<p>Non-Fiction Unit: (Autobiography) Students create / write their autobiography</p>	<p>Drama Unit: Students adapt, create and write sketches. Group performances of the scene written by the students at the “Fête du Théâtre”.</p>	<p>School life: Give your opinion on school subjects. Understand a French timetable. Tell the time in French and talk about your timetable. My School Day: Describe a typical school day. Say what snacks you eat and drink at break time.</p>	<p>Sports &Hobbies: Understand a variety of sports. Say which sports you like and dislike. Say how often you do them and when. Understand a variety of activities. Say what you do in different types of weather.</p>
German	<p>People and Identity: (greetings,subject pronouns, the verb 'to be' and 'to have', family members, core adjectives, linking words, physical description, adjectival agreement, basic opinions). (Alphabet to spell names, places, where you live, numbers to give age, birthday, likes/dislikes/justifications, revisiting of previous context.)</p>	<p>The Natural World: (pets, colours, farm/wild animals, environmental surroundings, weather, revise opinions/adjectives/justifications, revisiting of previous contexts).</p>	<p>Education and Day in Day out: (subjects, opinions, time, comparisons, revisiting of previous contexts). (Uniform, rules, daily routines, revisiting of previous contexts).</p>	<p>Rest and Relaxation: (recap of descriptions – physical and personality of famous sports stars, 'to be' and 'to have', sports and free time activities, present tense (full paradigm of key verbs: to go, to do, to play), relevant sporting events e.g.: Olympics).</p>	<p>Non-Fiction Unit: (Autobiography) Students create / write their autobiography</p>
Spanish	<p>Introduction to Spanish: Say your name Greetings Asking how someone is</p>	<p>Descriptions and family: Describe somebody in your family. Say where you live and your nationality. Say what pets you have. Say what you look like. Describe somebody</p>	<p>School life: Give your opinion on school subjects. Understand a Spanish timetable. Tell the time in Spanish and talk about your timetable. My School Day: Describe a typical school day. Say what snacks you eat and drink at break time.</p>	<p>Sports &Hobbies: Understand a variety of sports. Say which sports you like and dislike. Say how often you do them and when. Understand a variety of activities. Say what you do in different types of weather.</p>	<p>Non-Fiction Unit: (Autobiography) Students create / write their autobiography</p>
Danish Core	<p>Family and presentation: - I can introduce and answer questions about myself and my family (name, age, country, language, where I live)</p> <p>Sommer holidays and Weather and seasons: – I can explain and talk about my summer holiday. I know the different seasons and months and I can describe the weather</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs (present and past tense) - Substantive - Vocabulary Syntax 	<p>Days and time: - I can describe my week, I can ask and answer questions about the time</p> <p>My school + work: - I can explain about my school day – I know the weekdays, months and what there is in a classroom and my schoolbag – I can say my stuff is (on, in front, behind, under etc.)</p> <p>I can talk about different types of work and what I want to do when I become an adult.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs (present and past tense) - Substantive - Vocabular y Syntax (Questions and “ikke “ Sentences 	<p>Clothes and colors: - I can name the different colors, I can name the different type of clothing and I can talk about my outfit</p> <p>The body: - I can name the different body parts, I can say short sentences about my body, I can express myself, if I'm hurting and explain where I am hurting.</p> <p>How are you: - I can describe how I am feeling - I can talk about feelings - I can ask others about how they are feeling.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Adjectives - Verbs (present and past tense) - Substantive - Vocabulary 	<p>Transport: - I know the words for the different transportation form - I can explain how I get to and from school</p> <p>The city: - I can talk about places in Denmark - I can talk about museums, zoo etc. And where I have been.</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Adjectives - Hv – words - Nouns - Proper nouns - Locations <p>Power Point Presentations</p>	<p>Animals and pets: - I can talk about the Danish animals - I can talk about my pets or other pets - I can explain about an animal</p> <p>My Home: - I can name the different rooms in the house/apartment - I can name the things in my room, living room, bathroom, and kitchen</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Adjectives - Hv – words - Nouns - Synonyms - Facts and info <p>Power Point Presentations</p>

Danish Advanced	<p>Advanced group – Reading Comprehension:</p> <p>Various texts in the themes: Summer, School Start , Summer Holiday</p> <p>Reading up and literacy conversations+ focusing on specific action words and describing words.</p>	<p>Advanced group – Oral Presentations in Power Point ‘My Hobby/ Idol’</p> <p>Individual presentations with text production and visual/grafic layout in a clear and simple structure- based on a well known theme from the student’s daily life.</p> <p>Focus on personal content and story telling as well as creative, relevant and effective visual layout.</p> <p>Focus on text production</p> <p>Individual and group work doing grammar work on word groups and how to use, form and expand correct Danish sentences – focus on the complexity and specific Syntax in the Danish language.</p> <p>Writing from one to another genre. Grammar Test.</p>	<p>Advanced group - Grammar Work and Reading Comprehension and aTest</p> <p>PP presentation: ‘My future Dream Job’ -</p> <p>Individual and group work - Focus on correct content writing, visuals and relevant, effective graphic layout - oral correct Danish pronunciation – constructive feed back from class mates.</p> <p>Using relevant short texts – Online material, making Surveys and using Internet Research</p>	<p>Advanced group- Continue PP presentation: ‘My future Dream job’ -</p> <p>Focus on correct content writing, visuals and relevant, effective graphic layout - oral correct Danish pronunciation – constructive feed back from class mates.</p> <p>Relevant short texts – Online material, Surveys and Internet Research</p>	<p>Advanced group – Theme work in groups: Diversity - PP presentations and written work - use your personal opinions/ experiences and medias - open for discussions and constructive feed back from class mates.</p> <p>Repetiton of Grammar work and Reading Comprehension-</p> <p>End of Year Test</p>
Art	<p>DrawingStill life, Figure, Animals</p> <p>Focus: Proportions, texture, light and shadow</p> <p>Material: Pencil, coloured pencil, ink pen</p> <p>Collage 1 Animals</p> <p><i>Artist study: Sarah Supplina</i></p> <p>Focus: Texture, layering and composition</p> <p>Material: paper, scissors, knives</p>	<p>Sculpting 1 Halloween Masks, Christmas decoration</p> <p>Focus: Low relief</p> <p>Material: Paper mâché, clay</p> <p>Painting 1 Leaves</p> <p>Focus: Form and texture</p> <p>Material: Aquarelle</p> <p>Paper Folding 1 Christmas decoration</p> <p>Focus: fine motor skills, precision</p> <p>Material: paper</p>	<p>Sculpting 2 School Bag</p> <p><i>Artist study: Rose Eken</i></p> <p>Material: pencil, coloured pencil, clay, glaze</p>	<p>Painting 2 Landscape</p> <p><i>Art History: Fauvism</i></p> <p>Colour theory, colour mixing, texture, composition</p> <p>Material: Acrylics</p> <p>Photography 1 Composition</p> <p>Focus: Human Figure in Motion</p> <p>Material: Phone camera</p>	<p>Drawing 2 Graffiti, Frottage</p> <p><i>Art History: Street Art (Carol Caputo)</i></p> <p>Focus: Fonts, Surface</p> <p>Material: graphite, coloured pencils, felt tips</p>

