

	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: <i>Alice's Adventure in Wonderland</i> 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 element/compound, 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 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>
Humanities	<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: The World History Exhibition.</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.</p> <p>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>Crosscurricular: Using art to enhance understanding.</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.</p> <p>My School Day: Describe a typical school day. Say what snacks you eat and drink at</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>

			break time.		
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>Summer Holiday: I can explain and talk about what I did in my summer holiday</p> <p>The forest and Autumn: I can talk about how the weather is changing and describe how the weather is.</p> <p>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p> <ul style="list-style-type: none"> - Verbs (present and past tense) - Syntax 	<p>Moving and my Home:</p> <p>I can talk about moving and how my home looks like: - 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>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p> <p>Working with especially Verb and Nouns</p> <p>Vinter - winter:</p> <p>I can talk about how the weather is changing, the different seasons, months, and describe how the weather is.</p> <p>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p>	<p>Flaget - the Flag:</p> <p>I can talk about the history of the Danish flag. I Know the names of different countries in Danish.</p> <p>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p> <ul style="list-style-type: none"> - Working with verbs in present and past tense. - Working on making correct syntax in a sentence with the adverb <i>ikke</i>. - Working on Verbs, Nouns and adjectives <p>Besøg fra Grønland - Visit from Greenland:</p> <p>I can talk about traveling. I Know about Denmark's connection to Greenland.</p> <p>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p>	<p>Tur til København - trip to Copenhagen:</p> <p>I can talk about going to Copenhagen and see different attractions. I Know some of Copenhagen's history and cultural heritage.</p> <p>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p> <ul style="list-style-type: none"> - Working on the syntax - Verbs in past and present time <p>Transport: - I know the words for the different transportation form - I can explain how I get to and from school</p> <p>Påske - Easter</p> <p>I know about the Danish easter traditions</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Working with Hv-questions (hvornår, hvorfor ect..) - Working on syntax in sentences - Working on Verbs, Nouns and adjectives <p>What have we learned this year</p> <ul style="list-style-type: none"> - Talk about the different topics from this year - Going through basic grammar work 	<p>Ferieplaner - Holiday plans:</p> <p>I can talk, plan and explain about a holiday I want to go to. I can research about the different transportation's possibilities, hotels etc. I know the words for the different transportation forms.</p> <p>Reading, writing:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p> <ul style="list-style-type: none"> - I can read small text and answer simple questions about the topic - I can write simple sentences about the topic - I can make simple questions about the topic <p>Grammar:</p>

		<ul style="list-style-type: none"> - Working on Nouns in different format (singularis, pluralis, indefiniet, definite) - Working with Hv- questions (hvornår, hvorfor ect..) <p>Christmas: I know about the Danish Christmas tradition, and I can explain it to others, and talk about my own traditions.</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> - Working with Hv- questions (hvornår, hvorfor ect..) - Working on syntax in sentences - Working on Nouns in different format (singularis, pluralis, indefiniet, definite) - Working on making correct syntax in a sentence with the adverb <i>ikke</i>. 	<p>topic</p> <p>Grammar:</p> <ul style="list-style-type: none"> - Working on the syntax - Working on Verbs, Nouns and adjectives 		
Danish inter-mediate	<p>Summer Holiday: I can explain and talk about what I did in my summer holiday</p> <p>Presentation of myself and my family: I can write a text about myself and present it via PowerPoint, including my age, family, where I am from, etc.</p> <p>My weekend: I can describe and talk about what I have been doing in my weekend</p> <p><u>“Lær selv dansk 3” book:</u> “Fuglehuset” p. 1-9 “Fastelavn” p. 10-18: I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks</p> <p>Greetings and conversational starters: I can develop my speaking skills by practicing having small talk in Danish through role-play. I can write a dialogue where two people talk to each other about their holiday/weekend, etc.</p>	<p>My weekend: I can describe and talk about what I have been doing in my weekend</p> <p>Weather and seasons: I can talk about and describe the weather</p> <p>Halloween: I can understand and use Danish halloween vocabulary</p> <p>Roleplay H.C. Andersen: Emperors new clothes or princess and the pea: I can read a short summary and use it to perform a roleplay in Danish</p> <p>Christmas: “julemylder niveau 2”: I can understand and use Danish christmas vocabulary. I can describe what I see</p> <p><u>Grammar:</u> Nouns: singular, plural, specific, non-specific Adjectives and antonyms Possessive pronouns Numbers “ikke”</p>	<p>Welcome back: I can write and talk about my christmas holiday in past tense</p> <p>Recap: Previous topics in padlet: short presentations of what have been learned</p> <p>My weekend: I can describe and talk about what I have been doing in my weekend</p> <p><u>“Lær selv dansk 3” book:</u> “lægevagten” p. 19-28 “Det er forår” p. 29-39</p> <p>Grammar: HV-questions Verbs present /past tense Nouns conjugations</p>	<p>Welcome back: I can write and talk about my winter break in past tense</p> <p>“Lær selv dansk 3” book: “0. Klasse” p. 40-51 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks</p> <p>Påske - Easter I know about the Danish easter traditions and vocabulary</p> <p>My weekend: I can describe and talk about what I have been doing in my weekend</p> <p>Presentation: about a self-chosen topic: I can talk about an interesting person and share knowledge in Danish</p> <p>School: I can understand and use vocabulary around things and objects in school</p> <p>Grammar: HV-questions Statements to questions Verbs present and past</p>	<p>Welcome back: I can write and talk about my easter break in past tense</p> <p>“Lær selv dansk 3” book: “I skolen” p. 52-60 “Sport” p. 60-64 I can read short texts in Danish and work around the vocabulary, grammar and comprehension tasks</p> <p>My weekend: I can describe and talk about what I have been doing in my weekend</p> <p>Written assignment: “in my summer holiday” - I can write half a page and describe my holiday using correct tenses, pronouns, prepositions, and noun conjugations</p> <p>Grammar: “ikke”</p>

	Grammar: Verbs in present and past Nouns singular / plural HV-questions			Prepositions	Vowels Verbs present and past Prepositions
Danish Advanced	Advanced group – -In-depth grammar review 1: Nouns, verbs, inversion, adjectives, prepositions -Test 1 -Reading comprehension with related exercises: "Læs verden"	Advanced group – -Varied grammar and comprehension work Short story 1: "Racercyklen Tommy": Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text -Reading comprehension with related exercises: "Læs verden" -Bring-home mixed exercises: Lektie-pakke 1	Advanced group – -Focus – spoken Danish: Various speaking exercises, at times done in a workshop setting, partially based on materials from "På vej mod dansk", as well as other resources -Varied grammar and comprehension work -Bring-home mixed exercises: Lektie-pakke 2	Advanced group – -In-depth grammar review 2: Pronouns, adverbs, conjunctions, misc. -Test 2 Short story 2: Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text -Bring-home mixed exercises: Lektie-pakke 3	Advanced group – -Short story 3: Read text as a class, as well as in groups; translation of certain sections; various types of written work in relation to text -Independent creative writing project -Test 3 -Bring-home mixed exercises: Lektie-pakke 4
Art	People in Focus - Photography & Drawing	Leaves - Painting & Sculpting Christmas - Sculpting & Drawing	Birds Drawing & Painting & Collaging	Contents of A School Bag Drawing & Sculpting	Nature Studies Drawing & Painting
PSHE	Managing relationships and social conflict. Your changing Why conflicts escalate Considering multiple perspectives	Bullying Common types of bullying Recognizing bullying Responding to online bulleying	Thoughts Emotions & Decisions What emotions tell you Emotions and the brain How emotions help your decisions	Developing a Positive Sense of Self What are guiding principles? What are your guiding principles? Making decisions	Mindsets & Goals How to grow your brain Trying new strategies Making goals specific

	<p>Respectful communication Resolving Challenging Conflicts Making amends</p> <p>Media Balance and Well-being Finding balance in a digital world Digital connections Digital habits</p>	<p>Being an upstander Standing up and staying safe Raising awareness about bullying (snitching)</p> <p>Cyber bullying, digital drama and online hate speech Digital drama Unplugged. Digital connections -Digital drama.</p>	<p>Managing your emotions What works best for you? Raising awareness about managing your emotions.</p> <p>Relationships and communication Chatting safely online What is AI? Digital connections – online relationships</p>	<p>Multiple guiding principles Thinking short term and long term</p> <p>News and media literacy Finding credible news Digital connections – online misinformation</p> <p>Privacy and security Don't feed the phish. Digital connections – cyber safety.</p>	<p>Breaking down your goals Monitoring your progress</p> <p>Digital footprint and identity Who are you online? Digital connections -Digital footprint.</p>
Gym	<ul style="list-style-type: none"> - Catholic Games (Football, Floor hockey and Tower ball) - Track and field 	<ul style="list-style-type: none"> - Vollyball - Basket ball - Handball - Dogdeball 	<ul style="list-style-type: none"> - Basketball - Badminton 	<ul style="list-style-type: none"> - Touch rugby 	<ul style="list-style-type: none"> - Rounders - Criket -
Music	<p>Music elements.</p> <p>1.1. Learn about, understand, and identify dynamics. Using Italian dynamics terms: Piano (p), Forte (f), Pianissimo (pp), Fortissimo (ff), Mezzo piano (mp), Mezzo forte (mf), Diminuendo (dim), Crescendo (cresc). Using graphic score to notate the changes in dynamics. Creating, practicing and performing a whole class, body percussion composition. Exploring different dynamics using the percussion instruments.</p> <p>1.2. Tempo in the music. Learn about, understand, and identify tempo. Using Italian tempo terms: Accelerando (accel), Adagio, Allegretto, Allegro, Andante, Moderato, Poco, Rallentando (rall). Listening to music at different tempos, trying to describe and identify the tempo of each piece. Use body to express the music in different tempos.</p> <p>1.3. Melody. Learning about and identifying directions of the melody. Listening to multiple musical excerpts, analyzing and notating the melody using graphic scores and traditional musical notation.</p> <p>1.4. Rhythm. Learn about, understand, and identify time values. Bar lines and time signatures. What is the difference between rhythm and beat. Creating, and performing rhythms in different time signatures. Rhythical dictates, trying to notate multiple rhythms.</p>	<p>The mood in the music.</p> <p>2.1. Music is a powerful medium that can create a specific mood and atmosphere. Using Italian terms describing the mood of music: dolce, giocooso, anima, delicato, energico, mesto, tranquillo, triste, cantabile.</p> <p>2.2. Listening to different musical excerpts. Analyzing the mood of the music. How the music makes us feel like?</p> <p>2.3. Creating and performing short, improvised composition using the percussion instruments. Musical quiz: guess the mood of the music.</p> <p>2.4. Cozy and joyful atmosphere of Christmas music. What makes the music sound and feels like Christmas. What instruments come to our mind when we think about Christmas music.</p> <p>2.5. Listening to a selection of traditional and modern Christmas Carols.</p> <p>2.6. Learning and performing traditional Christmas Carols.</p>	<p>Night music.</p> <p>3.1. Learning about the characteristics and devices identified both in music inspired by night and genres associated with night.</p> <p>3.2. Listening to programme music describing the nighttime. Develop an understanding of programme music. Identifying how musical elements are used to create the atmosphere of night. Listening to the sounds of night in music.</p> <p>3.3. Fryderyk Chopin and the nocturne. Listening to and analyzing "Nocturne, Opus 27 No. 1 in C# minor by F.Chopin.</p> <p>3.4. The purpose of Lullabies. Listening to and analyzing "All through Night" lullaby. Exploring how the lyrics can help create the theme of serenity at night.</p> <p>3.5. Composing night music. Composing a piece of music in response to a picture of a nighttime scene. The composition is a group project.</p>		

Religion	Beliefs and teaching about meaning and purpose	Expressions of faith	Beliefs and teaching about meaning and purpose	Ethics and Values	Ethics and values
	<p>2.1 Who am I?</p> <p>2.2 Where do I belong?</p> <p>2.3-2-4 What is faith? What is religion?</p> <ul style="list-style-type: none"> Group PowerPoint presentations introducing the world religions. Group PowerPoint presentations of various points of view critically considering the validity of various conflicting religious points of view. 	<p>1.1 How are Symbols used in Religion?</p> <p>1.2 When did religions start?</p> <p>1.4 What do non-Christian Religions think about Jesus?</p> <ul style="list-style-type: none"> Research presentations the world religions and their differing perspectives on Jesus Christ. <p>1.6 What will you find in a place of worship?</p> <ul style="list-style-type: none"> Researching how different faith practices have different relics, practices, and worship traditions. <p>1.8 How did Religions Develop? Researching how different faith practices have some similarities in origin but diverged throughout history.</p> <p>Also Discussed: Nativity story and significance in Christianity</p>	<p>2.5 Who or what is God?</p> <p>2.6 What is life?</p> <p>2.7 Did the Universe have a beginning?</p> <p>2.8 Will the Universe have an end?</p> <ul style="list-style-type: none"> Groups will research and present each of these topics including interpretations of religious texts and various creation accounts, including Genesis. 	<p>3.1 How do we know right from wrong?</p> <ul style="list-style-type: none"> Evaluating the nuances of morality and different religion expressions. <p>3.2 What makes something good?</p> <p>3.3 What is the Golden Rule?</p> <p>3.4 What is a moral Dilemma?</p> <ul style="list-style-type: none"> For the topics above, the students will create and present various presentations alongside class discussions. <p>Easter/Passover Traditions</p> <ul style="list-style-type: none"> Understanding the significance of Holy Week, the story of the Exodus and Passover. As part of an Extra project we cover Fastelavn in connection with the Easter story with a chance for role play and artistic expression. 	<p>3.5 How do you solve a moral Dilemma?</p> <p>3.6 What is love?</p> <p>3.7 What is justice?</p> <p>3.8 Why is forgiveness important?</p> <ol style="list-style-type: none"> 1. Moral decision making <ul style="list-style-type: none"> How do religions help guide morality and lead to decision making? 2. Responsibility to the world and others <ul style="list-style-type: none"> Researching and presenting various world religions views on how people should show responsibility to the world around them 3. Faith responses to modern ethical issues <ul style="list-style-type: none"> Discussion of current events and debates with modern, ethical issues and how various religious perspectives would respond. <p>Also Discussed: Questions about the meaning of confirmation as a right of passage as part of the Danish Lutheran tradition.</p>

