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Gosfield School

Curriculum Outline

Subject: Art		Year: 7
<p>General Information: The structure of the year is to enable all pupils access a broad and balanced curriculum for Art. Pupils will be introduced to new techniques and through a balance of 2D and 3D will be able to develop existing skills. The emphasis on the development of both presentation and vocabulary skills will be important; the use of appropriate subject language will also be integral. Pupils are assessed formally at the end of each topic and an approach to learning and attainment grade is given. In addition prep is marked and graded and pupils are also given verbal feedback and encouraged to self evaluate all of their work.</p>		
<p>FIRST HALF TERM TOPICS African Art</p> <ul style="list-style-type: none"> • Presentation • Mask Making • Print <p>Through the use of pattern and colour pupils will develop individual pieces of Art in 2D</p> <p>Pupils will explore the culture of Africa</p>	<p>SECOND HALF TERM TOPICS Festivals</p> <ul style="list-style-type: none"> • Painting • Graphics • Culture <p>Exploring the theme pupils will learn about different cultures and traditions and develop individual responses in 2D, leading to group work</p>	<p>THIRD HALF TERM TOPICS Festivals Continued</p>
<p>FOURTH HALF TERM TOPICS Pattern with Clay</p> <ul style="list-style-type: none"> • Contemporary pattern • Clay techniques • Artist Reference <p>Pupils will develop their skills with clay, producing a range of oversized buttons</p> <p>This will be a vehicle for the pattern development</p>	<p>FIFTH HALF TERM TOPIC TOPICS Art History</p> <ul style="list-style-type: none"> • Looking at Paintings • Discussion • Working in the Style of Artists <p>Pupils will develop their understanding of how to discuss paintings and their meanings</p>	<p>SIXTH HALF TERM TOPICS Drawing</p> <ul style="list-style-type: none"> • Pencil • Fine line • Formal Elements <p>Pupils will work through a range of techniques to produce individual work, exploring the formal elements</p>

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Subject: Computing		Year: 7
General Information: Pupils receive two timetabled Computing lessons in Year 7. The course is carefully structured to complement the national curriculum requirements, but with an overall aim to extend pupils' ability beyond the basic requirements and encourage them to: <ul style="list-style-type: none">• Use ICT confidently, independently, efficiently and purposefully.• Use information sources and IT tools effectively to find, explore, develop, exchange and present information.• Decide when and how to use aspects of ICT.		
FIRST HALF TERM TOPICS Cybersafety Key skills of Microsoft Word Key skills of Microsoft Powerpoint	SECOND HALF TERM TOPICS Using the internet for research Developing skills in Microsoft Powerpoint	THIRD HALF TERM TOPICS Key skills of Microsoft Excel
FOURTH HALF TERM TOPICS Processing text and images Manipulating graphics software Key skills of Microsoft Publisher	FIFTH HALF TERM TOPIC TOPICS Introduction to Microsoft Access	SIXTH HALF TERM TOPICS Developing research skills Developing skills in Microsoft Publisher

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Subject: Creative Carousel		Year: 7
<p>General Information: The Creative Carousel runs weekly, for a double lesson, throughout the year. Pupils will rotate each term through three different disciplines: Forest School, Performing Arts and Food.</p> <p>It will appear on pupils' timetables as Creative Carousel and pupils will receive a grade that reflects their approach to learning on Grade Cards. At the end of the year, a written comment for each subject area will be included in the full report.</p>		
<p>AUTUMN TERM Forest School The opportunity to:</p> <ul style="list-style-type: none"> • Develop personal and social skills (e.g.: circle time, develop ownership of their surroundings) • Work through practical problems and challenges (e.g.: camp building, rope trail) • Use tools to create, build or manage (e.g. whittling, sawing) • Discover how they learn best, pursue knowledge that interests them (e.g. pupil led activities) • Learn how to manage failures build confidence in decision making (e.g.no set time limits on activities, natural progression, self-led) • Evaluate risk (e.g.: opportunity for group and individual risk assessment) • Develop practical skills (e.g. fire lighting and management) 	<p>SPRING TERM Performing Arts The aim of the Performing Arts workshops for Year 7 is to give an introduction to the skills involved in all aspects of a Musical Theatre Performance. This is achieved through:</p> <ul style="list-style-type: none"> • Understanding the importance of skills and focus warm-ups • Experience of a final ensemble performance • Exercises in voice projection, stage direction, proxemics • Gaining skills in dialogue-learning, lyric-learning, choreography-learning, character development, sensitivity to other performers, reactions • Understanding the correlation between music, lyrics and choreography and continuation of character throughout any piece • Continuous assessment through self, peer and teacher reflection and audience reaction to performance 	<p>SUMMER TERM Food Pupils will be using a variety of food preparation skills that will enable them to confidently produce quality food products.</p> <ul style="list-style-type: none"> • A focus will be on understanding how ingredients function in different recipes as well as being able to work independently. • Pupils will learn about the importance of eating a balanced and healthy diet. • Practical lessons will be weekly and an ingredients booklet will show the range of activities that will be taking place throughout the term.

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Subject: English		Year: 7
<p>General Information: Throughout Year 7, pupils will develop the ability to:</p> <ul style="list-style-type: none"> • Use a range of devices in their imaginative writing • Refine their spelling, punctuation and grammar skills • Read and comprehend texts, commenting on a writer’s choice of language • Write analytical essays • Present their ideas to a class and participate in class discussion. <p>Our overall aim is for Year 7 pupils to extend and apply their grammatical knowledge to analyse more challenging texts. Study skills that will be developed and reinforced throughout the year are: listening, presenting, analysing, comprehending, note taking, using evidence.</p> <p>All Year 7 pupils study English for 5 lessons. We use a range of texts in class. These are handed out to the pupils at the start of each unit. Each pupil will also complete a reading project on a fiction text of their choice.</p>		
<p>FIRST HALF TERM TOPICS Transition Unit (featuring ‘The Mozart Question’ by Michael Morpugo) Pupils will be taught to:</p> <ul style="list-style-type: none"> • Select and refer to evidence in texts • Plan, draft, edit and proof-read their work • Write accurately, fluently, effectively and at length for pleasure • Plan, draft, edit and proof-read 	<p>SECOND HALF TERM TOPICS Poetry Pupils will be taught to:</p> <ul style="list-style-type: none"> • Make inferences when referring to evidence in a text • Comment on how language, including figurative language and vocabulary choice present meaning • Plan and compose an analytical essay on poetry. 	<p>THIRD HALF TERM TOPICS Prose Pupils will be taught to:</p> <ul style="list-style-type: none"> • Make inferences when referring to evidence in a prose text • Recognise a range of poetic conventions and how these have been used
<p>FOURTH HALF TERM TOPICS Journeys Through Time – A Brief Introduction to Science Fiction Pupils will be taught to:</p> <ul style="list-style-type: none"> • Analyse an extract from ‘The Time Machine’ and to consider the impact that Victorian society and living conditions had upon Wells’ writing. 	<p>FIFTH HALF TERM TOPICS Shakespeare: ‘A Midsummer Night’s Dream’ Pupils will be taught to:</p> <ul style="list-style-type: none"> • Comment on the author’s use of imagery • Know some context for Shakespeare’s writing • Be able to write to persuade and to advise 	<p>SIXTH HALF TERM TOPICS Media Project Pupils will be taught to:</p> <ul style="list-style-type: none"> • Write non-fiction for a wide range of purposes and audiences, particularly to persuade, to entertain and to inform

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Subject: Geography		Year: 7
<p>General Information: The focus in Year 7 is to develop Geographical skills and basic knowledge for use in future years. The topics include a variety of human and physical elements so the pupils have an overall view of Geography. Assessment is continual in lessons by oral and peer assessments. In addition end of term tests and an end of year exam will be used to help track progress.</p>		
<p>FIRST HALF TERM TOPICS OS and Atlas Maps</p> <ul style="list-style-type: none"> • Global Connections • Scale • Map Types; plans, mental maps, OS maps • Map Sketches • Distance, directions, height and relief • Atlas skills • Continents and countries 	<p>SECOND HALF TERM TOPICS Settlement & Shopping</p> <ul style="list-style-type: none"> • Choosing a place to settle (site factors) • The growth of towns • Settlement Patterns • Land-use on OS maps • Urban decline and regeneration • The need to house • Sustainable Development • Shopping Hierarchy • Out of town shopping centres 	<p>THIRD HALF TERM TOPICS Plate Tectonics</p> <ul style="list-style-type: none"> • Layer of earth • Tectonic Plates • Plate movements • Earthquakes • Tsunamis • Volcanoes • How to cope
<p>FOURTH HALF TERM TOPICS Rivers and Flooding</p> <ul style="list-style-type: none"> • Water cycle • How water moves through a river basin • Parts of a river basin • Processes at work; erosion, transportation, deposition • Landforms created by rivers • Rivers and people 	<p>FIFTH HALF TERM TOPICS Exploring Britain</p> <ul style="list-style-type: none"> • Our Island Home • Weather • Who we are • Where we live • UK in the world 	<p>SIXTH HALF TERM TOPICS Finishing off topics and mini project work.</p>

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Subject: History		Year: 7
<p>General Information: In History, pupils develop the skills to understand past events, analyse cause and effect, recognise patterns and evaluate sources with increasing confidence and sophistication. In Year 7 the course is based on the book: <i>Invasion, Plague, and Murder: Britain 1066-1485</i>. There are termly attainment tests (sometimes more regularly) and an end of year internal exam.</p>		
<p>FIRST HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Who do we study in history? • Famous figures • Anachronisms • Chronology • Use of evidence and sources 	<p>SECOND HALF TERM TOPICS</p> <ul style="list-style-type: none"> • What was England like before 1066? • The Battle of Stamford Bridge • The Battle of Hastings • The conquest of England • The Feudal System 	<p>THIRD HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Crown v the Church • Becket • Richard the Lionheart • Was King John bad? • Robin Hood? • State v Barons/ Magna Carta
<p>FOURTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Life in the Middle Ages <ul style="list-style-type: none"> - Village - Towns - Fun - Fashion - Music - Food - Knights - Heraldry 	<p>FIFTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Black Death • Healing the sick • How healthy were the Kings? • Peasants Revolt • Keeping the peace • Punishment 	<p>SIXTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Castles/ Siege of Rochester Castle • Where to build a Castle • Who lives in a Castle? • Development and decline of Castles • Weapons • War of the Roses

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Curriculum Outline

Subject: Mathematics		Year: 7
<p>General Information Pupils will be building on their Maths learning in Years 7 to 8 in preparation for the three year GCSE course in Years 9, 10 and 11.</p> <p>Pupils complete various assessments on key topics throughout the year to check and consolidate their learning. In addition pupils sit an End of Year exam that is graded and compared closely to their targets to check progress made.</p>		
<p>FIRST HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Fractions and decimals • Primes, factors and multiples • HCF and LCM • Prime factorisation • Rounding to significant figures 	<p>SECOND HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Equations functions and formulae • Rearranging formulae • Expanding brackets and simplifying • Area, perimeter and volume • Pythagoras' Theorem 	<p>THIRD HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Constructions • Loci • Probability
<p>FOURTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Analysing and displaying data • Collecting and analysing data • Graphical representations of data 	<p>FIFTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Sequences and graphs • Real life graphs • Direct and inverse proportion 	<p>SIXTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Transformations • End of Year exams

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Subject: Music		Year: 7
General Information: The structure of the year is to enable all pupils to access to a broad and balanced curriculum for Music, allowing them to develop their existing skills from Prep School, and to introduce new skills. Practical skills build on new techniques and encourage the refinement of existing ones. Understanding will develop through discussion and practical work. Pupils are assessed every half term through practical work and listening tests.		
FIRST HALF TERM TOPICS The Elements of Music <ul style="list-style-type: none">• Tempo• Dynamics-how can we successfully add volume to our compositions?• Pitch-Notes of the Treble Clef• Timbre-identifying different instruments• Texture• Duration- timing• Rhythm- Note Values and rhythmic compositions	SECOND HALF TERM TOPICS Chords and Keyboard Skills <ul style="list-style-type: none">• Note names on Keyboard• To be able to identify the difference between a major and minor chord• To be able to play and compose basic chord sequences• 'Stand By Me' Performance	THIRD HALF TERM TOPICS Instruments of the Orchestra <ul style="list-style-type: none">• The Families of the Orchestra• Layout of the Orchestra• Fanfares for special occasions• 'Peter and the Wolf'
FOURTH HALF TERM TOPICS Folk Music of the British Isles <ul style="list-style-type: none">• Irish Jig and Reel• Sea Shanties• Modes ('The Dorian Stomp')• Traditional Folk Instruments• Folk Singing	FIFTH HALF TERM TOPIC TOPICS Gamelan <ul style="list-style-type: none">• The instruments of a Gamelan• 'Lancaran Cobowo' performance• Exploring the Slendro and Pelog scales• Gamelan composition using Sibelius	SIXTH HALF TERM TOPICS Rap and Politics <ul style="list-style-type: none">• The relationship between music and lyrics• Political context• Rap compositions (end of term assessment)

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Subject: Games		Year: 7
<p>General Information: Year 7 Physical Education and Games focuses on introducing and developing key fundamental skills needed in games and athletics. Pupils are also given the opportunities to apply these skills and strategies in competitive games against external opposition.</p>		
<p>FIRST HALF TERM</p> <p>Rugby</p> <ul style="list-style-type: none"> • Skills: passing, scoring, creating space, movement on and off ball • Tactics: principles of attack & defence, set plays • Game play, rules & scoring <p>Hockey</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, tackling, shooting • Tactics: basic principles of attack/defence • Game play, rules & scoring 	<p>SECOND HALF TERM</p> <p>Football</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball • Tactics: principles of attack/defence; set plays • Game play, rules & scoring <p>Hockey</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, tackling, shooting • Tactics: basic principles of attack/defence • Game play, rules & scoring 	<p>THIRD HALF TERM</p> <p>Netball</p> <ul style="list-style-type: none"> • Skills: passing; footwork, shooting, creating space, movement on and off ball • Tactics: principles of attack/defence, set plays <p>Game play, rules & scoring</p> <p>Rugby</p> <ul style="list-style-type: none"> • Skills: passing, scoring, creating space, movement on and off ball • Tactics: principles of attack & defence, set plays • Game play, rules & scoring
<p>FOURTH HALF TERM</p> <p>Netball</p> <ul style="list-style-type: none"> • Skills: passing; footwork, shooting, creating space, movement on and off ball • Tactics: principles of attack/defence, set plays <p>Game play, rules & scoring</p> <p>Football</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball • Tactics: principles of attack/defence; set plays • Game play, rules & scoring 	<p>FIFTH HALF TERM</p> <p>Cricket/Rounders</p> <ul style="list-style-type: none"> • Skills: throwing, catching, batting, bowling, and fielding • Tactics • Game play, rules & scoring 	<p>SIXTH HALF TERM</p> <p>Cricket/Rounders</p> <ul style="list-style-type: none"> • Skills: throwing, catching, batting, bowling, and fielding • Tactics • Game play, rules & scoring

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Curriculum Outline

Subject: Physical Education		Year: 7
<p>General Information: Year 7 Physical Education and Games focuses on introducing and developing key fundamental skills needed in games and athletics. Pupils are also given the opportunities to apply these skills and strategies in competitive games against external opposition.</p>		
<p>FIRST HALF TERM Football</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball • Tactics: principles of attack/defence; set plays • Game play, rules & scoring <p>Handball/Basketball</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, shooting, heading, creating space, movement on and off ball • Tactics: principles of attack/defence; set plays • Game play, rules & scoring 	<p>SECOND HALF TERM Hockey</p> <ul style="list-style-type: none"> • Skills: passing, dribbling, tackling, shooting • Tactics: basic principles of attack/defence • Game play, rules & scoring <p>Fitness</p> <ul style="list-style-type: none"> • Why and how we warm up • Working and target heart zones • Pacing • Different methods of training 	<p>THIRD HALF TERM Trampolining</p> <ul style="list-style-type: none"> • Skills: shapes, landings, combinations, twists, turns • Routines • Health & safety issues • Putting out & away trampolines <p>Badminton</p> <ul style="list-style-type: none"> • Skills: different types of shot both forehand and backhand, rallies • Introduce serves • Tactics • Game play (singles and doubles), rules & scoring
<p>FOURTH HALF TERM Athletics</p> <ul style="list-style-type: none"> • Skills; intro & develop running throwing & jumping skills • Measurement: times & distances • Tactics • Competitions 	<p>FIFTH HALF TERM Athletics</p> <ul style="list-style-type: none"> • Skills; intro & develop running throwing & jumping skills • Measurement: times & distances • Tactics • Competitions 	<p>SIXTH HALF TERM Tennis</p> <ul style="list-style-type: none"> • Skills: Forehand and back hand ground strokes volleys, serving, court movement • Rallying • Game play, rules & scoring <p>Cricket/Rounders</p> <ul style="list-style-type: none"> • Skills: throwing, catching, batting, bowling, and fielding • Tactics • Game play, rules & scoring

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Subject: PSHEE		Year: 7
<p>General Information: PSHEE at Gosfield School is taught to all pupils from Years 7 - 11. Every pupil will receive one lesson of PSHEE a week. The core themes taught under the PSHEE umbrella are:</p> <ol style="list-style-type: none"> 1) Health and Wellbeing 2) Relationships 3) Living in the Wider World <p>The aims of PSHEE are to:</p> <ul style="list-style-type: none"> • Improve pupils' knowledge of local and global issues and issues that have an effect over their lives • Help pupils to gain skills that will help them in life after Gosfield School • Help build pupils' understanding of a wide range of issues • Help pupils build confidence and self-esteem • Help pupils become more effective learners • Help pupils develop an awareness of risk, and making appropriate choices based on this awareness • To help raise the pupils' awareness and appreciation of British Values in today's society. 		
<p>FIRST HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Getting to know each other • Good manners • Why School? • Relationships <p>Assessment: A presentation on a dream school</p>	<p>SECOND HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Health • Exercise • Teenager under construction <p>Assessment: A poster to promote Healthy Living</p>	<p>THIRD HALF TERM TOPICS</p> <ul style="list-style-type: none"> • What is citizenship? • Democracy • Political Parties • Voting and elections <p>Assessment: Democracy skills assessment where the pupils make Powerpoint based on their own political party</p>
<p>FOURTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • The Monarchy • Charity • Current affairs • Popular Culture <p>Assessment: Monarchy debate</p>	<p>FIFTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Introduction to careers and Kudos software • Transitions • Career portfolios <p>Assessment: A written piece on careers</p>	<p>SIXTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Enterprise project <p>Assessment: Enterprise project assessment</p>

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Subject: RE		Year: 7
<p>General Information: In Years 7-9 pupils have one lesson per week and engage with abstract aspects of faith including beliefs, concepts, truth claims, ethical stances and philosophical ideas.</p> <p>Throughout Years 7-9, pupils extend their understanding of Christianity and other principal religions in a local, national and global context. They deepen their understanding of important beliefs, concepts and issues of truth and authority in religion. They apply their understanding of religious and philosophical beliefs, teachings and practices to a range of ultimate questions and ethical issues, with a focus on self-awareness, relationships, rights and responsibilities. Pupils enquire into and explain some personal, philosophical, theological and cultural reasons for similarities and differences in religious beliefs and values, both within and between religions. They interpret religious texts and other sources, recognising both the power and limitations of language and other forms of communication in expressing ideas and beliefs.</p> <p>Pupils reflect on the impact of religion and belief in the world, considering both the importance of interfaith dialogue and the tensions that exist within and between religions and beliefs. They develop their evaluative skills, showing reasoned and balanced viewpoints when considering their own and others' responses to religious, philosophical and spiritual issues.</p> <p>Pupils spend time studying each of the principal religions represented in Great Britain (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism) and secular world views, such as Humanism. In addition to focusing on the principal religions of Great Britain pupils spend some time exploring other religious groups and faith perspectives, such as Rastafarianism, Scientology, Baha'i, Aboriginal and Native American religion.</p>		
Year 7 Theme: CHANGING THE WORLD!		
<p>FIRST HALF TERM TOPICS Focus on Christianity: - A new start?</p> <p>Conceptual areas – Beliefs teaching and Sources Identity, diversity and belonging</p>	<p>SECOND HALF TERM TOPICS Focus on Islam: - Being a British Muslim</p> <p>Conceptual areas – Beliefs teaching and Sources Identity, diversity and belonging</p>	<p>THIRD HALF TERM TOPICS Focus on Christianity: - Is everything forgivable?</p> <p>Conceptual areas – Beliefs teaching and sources Values and commitments</p>
<p>FOURTH HALF TERM TOPICS Focus on Humanism: - In pursuit of happiness?</p> <p>Conceptual areas – Beliefs teaching and sources Values and commitments</p>	<p>FIFTH HALF TERM TOPICS Focus on Hinduism: - Where am I going? What am I doing? Will it ever end?</p> <p>Conceptual areas – Beliefs teaching and sources Questions of meaning, purpose and truth</p>	<p>SIXTH HALF TERM TOPICS Focus on Christianity: - Is there more to life than meets the eye?</p> <p>Conceptual areas – Beliefs teaching and sources Questions of meaning, purpose and truth</p>

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Subject: Science		Year: 7
General Information: The Year 7 and 8 Science curriculum will be delivered over a two year course. The course will follow the new National Curriculum programme of study, using Collins KS3 Science resources. Formative Assessment will take place in each topic using Level Assessed Tasks, Investigative Tasks and a range of on-line tasks. Two major progress tests, one in January and one in June, will be used as summative assessment.		
FIRST HALF TERM TOPICS Forces and their effect	SECOND HALF TERM TOPICS Mixing Dissolving and Separating	THIRD HALF TERM TOPICS Cells
FOURTH HALF TERM TOPICS Explaining chemical changes	FIFTH HALF TERM TOPICS Eating, drinking and breathing	SIXTH HALF TERM TOPICS Energy Transfers and Sound

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Subject: Spanish		Year: 7
<p>General Information: Throughout Years 7 - 9 topic areas are visited and revisited to consolidate the learning and to develop knowledge and skills. Grammar points are introduced progressively and reinforced during the course. The textbook used is Mira 1. There are four components involved in language learning: Listening, Speaking, Reading and Writing skills. These four skills are tested in the End of Unit Tests.</p> <p>Pupils require a Spanish/English dictionary.</p>		
<p>FIRST HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Introductions and personal information • Items in the school bag • Classroom instructions • The alphabet <p>Grammar</p> <ul style="list-style-type: none"> • <i>Ar verb endings</i> • <i>Question words</i> • <i>Numbers up to 31</i> • <i>Indefinite / definite articles</i> • <i>Plurals</i> 	<p>SECOND HALF TERM TOPICS</p> <ul style="list-style-type: none"> • School subjects • Opinions of subjects • Telling the time • The school day • What you eat at lunchtime <p>Grammar</p> <ul style="list-style-type: none"> • <i>Regular verbs in the present tense</i> • <i>Opinions</i> • <i>Adjectival agreements</i> • <i>Qualifiers</i> • <i>Comparisons</i> 	<p>THIRD HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Your family • Animals • Describing oneself and others • Numbers 31 - 100 <p>Grammar</p> <ul style="list-style-type: none"> • <i>Possessive adjectives</i> • <i>Ser / estar / tener</i> • <i>Connectives</i> • <i>Comparisons</i> • <i>Negatives</i>
<p>FOURTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Leisure time • Saying which sports you like / dislike • Saying what you are going to do <p>Grammar</p> <ul style="list-style-type: none"> • <i>Irregular verbs (present tense)</i> • <i>Opinions</i> • <i>Simple future tense</i> • <i>Time expressions</i> 	<p>FIFTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Countries in Europe • Saying where you live • Describing your house • Describing your bedroom • Daily routine <p>Grammar</p> <ul style="list-style-type: none"> • <i>Prepositions</i> • <i>Radical changing verbs</i> • <i>Reflexive verbs</i> • <i>Adjectival agreements</i> • <i>Opinions</i> 	<p>SIXTH HALF TERM TOPICS</p> <ul style="list-style-type: none"> • Describing your town • Saying what places are in your town • Giving directions • Spanish festivals • Revision for exam <p>Grammar</p> <ul style="list-style-type: none"> • <i>Comparisons / superlatives</i> • <i>Prepositions</i> • <i>Opinions</i>

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