



REMOTE LEARNING YEAR 7



DAILY SCHEDULE:

- 8:25:** Register in the Year 7 Google Registration Room
- 8:40 - 9:00:** Tutor Group activities in Google Tutor Room
- 9:00 - 9:55:** Period 1 in relevant Google Classroom
- 9:55 - 10:15** Reading Time
- 10:15 - 10:35** Breaktime
- 10:35 - 11:35** Period 2 in relevant Google Classroom
- 11:35 - 12:30** Period 3 in relevant Google Classroom
- 12:30 - 12:55** Period 4 (Part 1) in relevant Google Classroom
- 12:55 - 13:30** Lunchbreak
- 13:30 - 14:00** Period 4 (Part 2) in relevant Google Classroom
- 14:00 - 14:55** Period 5 in relevant Google Classroom

USEFUL LINKS

- Mental Health Support**
www.kooth.com
www.youngminds.org.uk
- Online Safety**
www.childnet.com
www.thinkuknow.co.uk
www.saferinternet.org.uk
- Safeguarding**
Email: Ms Jen Burniston
jbu@hws.haringey.sch.uk
- ICT Access**
Email: Mr T Ashman
tas@hws.haringey.sch.uk

LEARNING OVERVIEWS:

Please be aware that schemes of learning do not always run exactly as planned, some aspects may take longer, some are completed more swiftly.

SUBJECT: ENGLISH:

Outline: "Food for Thought" writing unit

Weekly objectives:

- 1 Instructional Writing: - sequencing ideas - precise instructions - speaking and listening
- 2 Inform, Explain and Advise: - modal verbs - Anecdote - Facts and statistics
- 3 Review Writing: - viewpoint - satire - syntax
- 4 Opinions and Arguments: - emotive language - punctuation for effect- syntax
- 5 Autobiography- atmosphere- dialogue- imagery- similes and metaphors

Feedback opportunities:

- After analysing different genres and writing styles, students produce texts of their own to adhere with specific genre conventions.
- Students can share their work aloud / use the type-chat feature if they have no microphone.
- Formative feedback throughout lesson through questioning.
- Formal writing assessments set as 'assignments' on Google Classroom, allowing for individual feedback.

Key assessment tasks:

Self-assessment: - Writing to advise - Writing to inform - Review writing

Final assessment task: Produce a text adhering to the conventions of one of the following:

- Inform - Explain - Argue - Persuade - Describe

SUBJECT: MATHS:

Outline: SEQUENCES— STRAIGHTLINE GRAPHS—SHAPES PROPERTIES—AREA

Weekly objectives:

- 1 Continuing patterns. Special sequences. Spotting rules. Nth term Co-ordinates
- 2 Plotting sequences – using co-ordinates to make graphs. Using Graphs to spot patterns
- 3 Keeping x and y static. Keeping x and y the same. Crossing graphs
- 4 Properties of shapes – what do we call them. Parts of a circle. Sorting shapes into Venn Diagrams. Area basic
- 5 Area formula quads and triangles. Composite shapes
- 6 Area and circumference of circles

Feedback opportunities: Via Maths Watch/DFM websites which allow staff to leave individual comments

Key assessment tasks:

DFM weekly homeworks which assess past and current units of work.

One GC assessment from Diagnostic Questions at end of half term on Sequences and Graphs

SUBJECT: SCIENCE:

Outline: **BIOLOGY:** Reproduction **CHEMISTRY:** Mixtures **PHYSICS:** SOUND

Weekly objectives:

Understanding Reproduction: Animal Sexual Reproduction, Reproductive Organs, Becoming pregnant, Gestation and Birth, Growing Up, Periods.

Understanding Substances: Mixtures, Solutions, Evaporation, Distillation, Chromatography

Understanding Sound: Making sounds, Moving sounds, Detecting Sounds, Using Sounds, Comparing Waves

Feedback opportunities:

Verbal feedback in lessons, Answers in chat

Q&A in lessons verbally. Tassomai – 5 Daily Goals per week. Understanding tab provides instant feedback on accuracy

Key assessment tasks:

Uploaded answers to Quick quizzes

Uploaded answers Set H/W worksheets

SUBJECT: ART:

Outline: Mark making monsters. Designing and making a comic strip about a monster.

Weekly objectives:

- 1 Making a story
- 2 Designing monsters
- 3 Rough visualisations
- 4 Drawing out frames and layout
- 5 Finishing artwork
- 6 Finishing artwork

Feedback opportunities:

Verbal and written on Google Classroom

Key assessment tasks:

Completed monster comic strip.

SUBJECT: COMPUTER SCIENCE:

Outline: Unit 7.2: Scratch This unit introduces the Scratch programming environment. They will plan and develop their own games, learning to incorporate variables, procedures, lists and operators.

Weekly objectives:

- 1 Loops part 1
- 2 Loops part 2
- 3 Variable
- 4 If statements
- 5 Recap all concepts
- 6 Unit 7.2 final assessment

Feedback opportunities: Test score and live lesson feedback

Key assessment tasks: Unit 7.2 Interim and Unit 7.2 final assessment

SUBJECT: DESIGN TECHNOLOGY:

Outline: 7.2 Paper Engineering Students will create a range of different pop up mechanisms before designing and making their own pop up book!

Weekly objectives:

- 1 How is paper made?
- 2 How can I construct parallel and V fold pop ups?
- 3 How can I create more complicated pop ups?
- 4 How can I create movement and engagement with paper engineering?
- 5 How can I use storyboards to show my own ideas?
- 6 How can I use pop up mechanisms to create engaging products?

Feedback opportunities:

- In class questioning
- How is paper made/storyboard submitted for feedback via GC
- Continual assessment against Rubric
- Peer feedback during making – students upload photo of 3D work to shared Google Slide.

Key assessment tasks:

Storyboard - TA

Pop ups samples – SA/PA

Final outcome - TA

SUBJECT: DRAMA:

Outline: Live Theatre Evaluation

Weekly objectives:

- 1 Digital (live) theatre experience. Shrek the Musical. Observing actors' use of characterisation skills
- 2 Digital (live) theatre experience. Analysing actors' use of characterisation skills
- 3 Digital (live) theatre experience. Analysing actors' use of a range of performance skills
- 4 Digital (live) theatre experience. Analysing and evaluating a key moment from live theatre, developing personal response
- 5 Extended writing: Live Theatre Evaluation.
- 6 Rehearsing and performing monologues from Shrek.

Feedback opportunities:

- Peer response.
- Discussion and verbal feedback in lessons.
- Private teacher comments on work submitted through Google Classroom.
- With an expectation that students will improve work, when asked to do so.
- Peer and teacher feedback on selected students' monologue performances.

Key assessment tasks:

Extended writing: Live Theatre Evaluation.

SUBJECT: GEOGRAPHY:

Outline: 1 Weather and Climate – focus on UK 2 Extreme Climates – focus on deserts

Weekly objectives:

- 1 Climate graphs
- 2 Flooding and extreme weather
- 3 Characteristics of extreme environments
- 4 Desert formation and characteristics
- 5 Desert adaptation
- 6 Indigenous people

Feedback opportunities:

- In lesson teacher questioning and verbal feedback
- Model answers for use in live lessons
- Merits for uploaded work shown on camera at end of lesson (or uploaded on the lesson assignment if no camera)
- EBI comments on assessed pieces of work

Key assessment tasks:

Climate graph analysis – Self assessed

Desert formation explanation – Teacher assessed (uploaded to google classroom)

Desert adaptations – Self assessed

SUBJECT: HISTORY:

Outline: Medieval Life

Weekly objectives:

1. Village and peasant life
- 2 Town life
- 3 Comparison between villages and towns
4. Medieval religion
- 5 Medieval medicine
- 6 Black Death

Feedback opportunities:

Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms

All students who demonstrate engagement will be rewarded with merits.

Key assessment tasks:

Teacher assessment: Compare life in a town with life in a village in the middle ages. In what ways are they similar and different?

Self assessment. Students improve their own work using model answers shared by teacher in lesson (town life and Black death lessons)

SUBJECT: MODERN FOREIGN LANGUAGES (FRENCH)

Outline: Talking about where you live

Weekly objectives:

- 1 Talking about where people live
- 2 Describing your home
- 3 Describing your bedroom
- 4 Talking about what you do in the evening
- 5 telling the time
- 6 revision/ assessments

Feedback opportunities:

Draw your bedroom and house and describe it h/W

Quizlet/ linguascope

Key assessment tasks:

Vocab test

Extended writing

SUBJECT: MODERN FOREIGN LANGUAGES (SPANISH)

Outline: Talking about your family

Weekly objectives:

- 1 Talking about brothers and sisters
- 2 Counting up to 100
- 3 Talking about your family
- 4 Talking about colours\Talking about your pets
- 5 Talking about your appearance and character\Talking about hair and eyes
- 6 Revision / Assessment

Feedback opportunities:

Draw your bedroom and house and describe it h/W

Quizlet/ linguascope

Key assessment tasks:

Vocab test

Extended writing

SUBJECT: MUSIC

Outline: Musicals

Weekly objectives:

- 1 What do you know about musicals?
- 2 The School Show
- 3 Different Types of musicals / Jobs in the theatre
- 4 The audition / singer's skills
- 5 The songs
- 6 My musical

Feedback opportunities:

Students answer questions throughout the lesson, some targeted and teacher responds to the questions to support learning and check understanding.

All students who demonstrate engagement will be rewarded with merits

Key assessment tasks:

Key assessed - "My musical" is a final uploaded task of students bringing together several tasks during the unit of work and presenting them as one.

SUBJECT: PE:

Outline: Health and Fitness

Weekly objectives:

- Throughout the lockdown period students are expected to engage in two lessons of Physical Education a week (but students are encouraged to do some physical activity daily).
- Students are expected to complete a workout session, chosen by them, given to them by their sports clubs or chosen from the list available on Google Classroom (min 30minutes).
- It is highly advised that students engage and participate in physical activity to help maintain their physical and mental health and well-being.

Feedback opportunities:

- Students are expected to give feedback on tracking document (located in classroom material), uploaded to Google Classroom for the respective session.
- Teacher will then give feedback directly to the student and use this document to advise and challenge students in the next lesson.

Key assessment tasks:

Performance related assessment document.

Students will have a document outlining all of the sessions they have completed.

In the last week students will be given an evaluation form analysing performance progress.

SUBJECT: PHSEE

Outline: Celebrating Diversity and Life Online 1

Weekly objectives:

- 1 Celebrating myself
- 2 Celebrating diversity
- 3 Celebrating the equality act
- 4 Celebrating our community
- 5 The benefits of online living
- 6 The costs of online living

Feedback opportunities:

Comments/messages on work
Feedback on reflective tasks
Merits awarded

Key assessment tasks:

Online Quiz

SUBJECT: REP

Outline: Judaism

Weekly objectives:

1. What is Judaism?
- 2 The Nature of God
- 3 Messiah and Prophets
4. Understanding Jewish Life
- 5 Persecuted people
- 6 The Holocaust

Feedback opportunities:

Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms
All students who demonstrate engagement will be rewarded with merits.

Key assessment tasks:

Students answer questions in chat box throughout lesson, which teacher responds too, to support learning and check understanding. At end of lesson students show their work or if no camera, upload it to google classrooms