

Subject and Unit Studied	Overview	Assessment Tasks	Check Point Dates	Draft Date	Due Date
<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>Create a short narrative following the narrative arc structures that reflects on themes from a film study.</li> </ul>	1. Short Narrative	1. 30 April	1. 21 May	1. 4 June
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Unit 2: Number, Algebra and Technology</li> </ul>	1. Supervised Examination 2. Supervised Examination	1. Revision from 21 May 2. Revision from 27 May		1. 14 May 2. 4 June
<b>SCIENCE</b> Earth and Space Science	<ul style="list-style-type: none"> <li>Relationships between the Earth, Sun and Moon systems and using models to predict and explain events including tides, eclipses and phases of the moon</li> <li>Making accurate observations and conducting research to analyse relationships between celestial objects</li> </ul>	1. Supervised Exam	1. 27 May		1. 4 June (7W) 6 June (7G)
<b>HUMANITIES AND SOCIAL SCIENCE</b> Water in the World	<ul style="list-style-type: none"> <li>Water as an example of a renewable environmental resource</li> <li>Uses of water, the ways it is perceived and valued</li> <li>Ways water connects places as it moves through the environment</li> <li>Water supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards</li> </ul>	1. Multimodal Presentation	1. 22 May	1. 27 May	1. 5 June
<b>PHYSICAL EDUCATION</b> Safety	<ul style="list-style-type: none"> <li>Investigating safety aspects of a range of environments related to sport and recreation.</li> </ul>	1. Examination 2. Practical Assessment - Athletics	1. Revision from 20 May	NR	1. 3 June (7W) 5 June (7G)

	<ul style="list-style-type: none"> <li>Understanding the risks associated with different physical activities</li> <li>Implementing risk management practices</li> </ul>				2. Ongoing throughout the term
<b>VISUAL ART</b>	<ul style="list-style-type: none"> <li>Create a Pop Art Self-Portrait applying visual conventions of Pop Art</li> <li>Written analysis and evaluation of a Pop Art artwork</li> <li>Understanding of how artwork is displayed to enhance its meaning</li> </ul>	<ol style="list-style-type: none"> <li>Painting</li> <li>Analysis of an artwork</li> </ol>	<ol style="list-style-type: none"> <li>24 April (7W) 26 April (7G)</li> </ol>	<ol style="list-style-type: none"> <li>15 May (7W) 17 May (7G)</li> <li>29 May (7W) 31 May (7G)</li> </ol>	<ol style="list-style-type: none"> <li>29 May (7W) 31 May (7G)</li> <li>5 June (7W) 7 June (7G)</li> </ol>
<b>DANCE</b>	<ul style="list-style-type: none"> <li>Students learn and perform a teacher devised contemporary dance, as well as applying knowledge of Elements of Dance concepts in relation to Choreographic Devices.</li> </ul>	<ol style="list-style-type: none"> <li>Performance</li> </ol>	<ol style="list-style-type: none"> <li>In class observation over the term</li> </ol>	<ol style="list-style-type: none"> <li>5 June (7G) 6 June (7W)</li> </ol>	<ol style="list-style-type: none"> <li>12 June (7G) 13 June (7W)</li> </ol>
<b>DIGITAL TECHNOLOGIES</b>	<ul style="list-style-type: none"> <li>Students will learn Python programming using the online resource of Grok Academy. They will learn how to produce simple and complex outputs, collect inputs, use variables, loops, decisions, develop algorithms and find errors. Students may work together during the learning phase but complete the assessment individually during class time.</li> </ul>	<ol style="list-style-type: none"> <li>Completion of practice tasks</li> <li>Practical assessment</li> <li>Associated written explanation component.</li> <li>Advanced component creating a guessing game.</li> </ol>	<ol style="list-style-type: none"> <li>In class observation over the term.</li> <li>Weekly check on progress through practice tasks.</li> </ol>	<ol style="list-style-type: none"> <li>Practice Tasks and booklet - 24 May.</li> </ol>	<ol style="list-style-type: none"> <li>7 June (7W)</li> </ol>
<b>DRAMA</b>	<ul style="list-style-type: none"> <li>Students study fairy tales and learn about the basics of script writing. They may choose:</li> <li>Writing a pre-existing fairy tale into a script</li> </ul>	<ol style="list-style-type: none"> <li>Performance</li> </ol>	<ol style="list-style-type: none"> <li>20 May (7W) 22 May (7G)</li> </ol>	<ol style="list-style-type: none"> <li>3 June (7W) 5 June (7G)</li> </ol>	<ol style="list-style-type: none"> <li>10 June (7W) 12 June (7G)</li> </ol>

	<ul style="list-style-type: none"> <li>• Creating their own fractured fairy tale</li> <li>• Students may work in groups to choose props and costumes and deliver a performance of their finished script.</li> </ul>				
<b>FOOD TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Understanding basic cookery skills and applying them to designing a muffin</li> </ul>	<ol style="list-style-type: none"> <li>1. Practical Demonstration</li> <li>2. Written Folio</li> </ol>	1. 29 April	1. 13 May (7G)	<ol style="list-style-type: none"> <li>1. 27 May</li> <li>2. 3 June</li> </ol>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• Keyboard Performance</li> <li>• Students extend their keyboard skills and play as an ensemble</li> <li>• Viva La Vida</li> </ul>	<ol style="list-style-type: none"> <li>1. Performance</li> </ol>	1. Observed throughout the term	1. Mock Performance 27 May (7W) 30 May (7G)	<ol style="list-style-type: none"> <li>1. Final Performance 3 June (7W) 6 June (7G)</li> </ol>
<b>SPANISH</b>	<ul style="list-style-type: none"> <li>• Review: pronouns and gender-number agreement.</li> <li>• Present tense: regular verbs <i>-ar</i>, <i>-er</i>, <i>-ir</i></li> <li>• Vocabulary: free time activities.</li> <li>• Days of the week</li> <li>• Connectors: <i>y</i>, <i>pero</i>, <i>también</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Exam: writing skill, listening skill</li> </ol>			<ol style="list-style-type: none"> <li>1. 6 June (7W) 7 June (7G)</li> </ol>