



**Year 7**

**Teaching and Learning plans**

**Assessment calendar**

**Term 3, 2022**

# Yr 7 Assessment Calendar Term 3, 2022

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 11 – 15 Jul					
			Design task distributed		
Week 2 Or 18 – 22 Jul					
Week 3 or 25 – 29 Jul	Health & Physical Education task distributed				
Week 4 or 1 – 5 Aug	Religious Education task (a) due Drama task distributed				
Week 5 Or 8 – 12 Aug	French task due				
Week 6 Or 15 – 19 Aug	Social Science exam Maths exam Deadly Maths exam				
		Digital Technologies exam			
Week 7 Or 22 – 26 Aug	Religious Education task (b) due				
	French exam		Drama exam		
Week 8 or 29 Aug – 2 Sept	Health & Physical Education task due Drama task distributed				
			Design task due		Student Free Day
Week 9 Or 5 – 9 Sept	Visual Art task due				
	Design task due Digital Technologies task distributed	English exam		Science exam	
Week 10 Or 12 – 16 Sept	Deadly Maths exam Maths exam				
				Walk 4 PNG	Holidays

# St Ursula's College Yeppoon

## Year 7 Deadly Maths      Term 3, 2022

Week	Teaching and Learning Focus	Assessment, formative assessment
Week 1	Pre-Algebra skills <b>Recall</b> the language of operations <b>Solve</b> equations with missing numbers (no pronumeral) Multiples of 6 <b>Explore</b> skip counting by 6, 6 times tables and divisibility	Weekly quiz
Week 2	Algebraic expressions <b>Define</b> algebraic terminology <b>Construct</b> expressions from word descriptions <b>Solve</b> simple expressions with substitution	Weekly quiz
Week 3	Algebraic expressions <b>Define</b> like and unlike terms <b>Simplify</b> algebraic expressions Multiples of 7 <b>Explore</b> skip counting by 7, 7 times tables and divisibility	Weekly quiz
Week 4	Algebraic Equations <b>Explain</b> equations, conceptual understanding (Balance) <b>Define</b> and <b>apply</b> pronumerals in equations <b>Solve</b> 1 step algebraic equations (inspection)	Weekly quiz
Week 5	Algebra Equations <b>Revise</b> the concept of inverse operations <b>Solve</b> 1 step algebraic equations (algebraically) Calculator competency <b>Solve</b> simple problems using: Squaring, square rooting, fractions and negative numbers	Weekly quiz
Week 6	Revision of Deadly topics from weeks 1-5 Multiples of 8 <b>Explore</b> skip counting by 8, 8 times tables, divisibility	<b>Deadly topic test - Algebra</b>
Week 7	Decimals <b>Recall</b> decimal place value <b>Compare</b> decimals Calculator competency <b>Solve</b> simple problems with decimals	Weekly quiz
Week 8	Powers of 10 <b>Calculate</b> by multiplying and dividing by powers of 10 <b>Solve</b> decimal word problems	Weekly quiz
Week 9	Percentages <b>Express</b> decimals as percentages <b>Express</b> percentages as decimals	Weekly quiz
Week 10	Revision of Deadly topics from weeks 6-9	<b>Deadly topic test - Decimals and Percentages</b>

# COURSE: Design & Technologies – Textiles

Mrs Pacey

YEAR: 7



TERM: Three 2022

Unit: Pencil Case

WK	Monday P7	Wednesday P6/7	Friday P1
1	<p><b>11 July</b> Give out <u>Term Planner</u>. <b>Identify</b> and <b>understand</b> classroom rules. Safety in the sewing room, PowerPoint. Write down rules in book and conduct sewing room induction and sign induction form.</p>	<p><b>13 July</b> <b>GIVE OUT Assessment Workbook</b> - Design and Technology Textiles <u>Textiles/Tech investigation work</u></p> <p><b>Define the design brief.</b> <b>1a. Populate</b> the mind map to list ideas that might influence your pencil case design. <b>1b. Consider</b> factors that influence the design of pencil cases. <b>2a. Identify</b> features of a sewing machine to produce a pencil case. <b>2b. Identify</b> how the features will impact the designed pencil cases and write a paragraph to <b>explain</b> how they will be impacted.</p>	<p><b>15 July</b> <b>3a. Investigate</b> past, present and future pencil cases and <b>describe</b> features of each. Search Google for images and glue into assessments. <b>3b. Populate</b> the mind map by <b>summarising</b> details how they have changed. <b>3c. Identify</b> the changes and write a PEEL paragraph.</p>
2	<p><b>18 July</b> <b>Identify</b> and <b>recognise</b> parts of a sewing machine and codes for straight stitch/zigzag</p>	<p><b>20 July</b> GIVE OUT ZIPLOCK BAGS with students' names (sticker) to store all sewing work.</p> <p>Practice sewing on paper shapes.</p> <p>Sewing machine license. Learn to thread a machine. Sew sample stitches on to <b>calico</b>.</p>	<p><b>22 July</b> Distribute material &amp; ribbon/button for pencil case. Place in zip lock bag.</p> <p>Learn to thread a machine. Sew sample stitches on to <b>calico</b>. <b>SEW PROTOTYPE – Ribbon and button</b></p>
3	<p><b>25 July</b> <b>3d. Investigate</b> cotton fabrics and their benefits and properties. Identify which cotton fabric is most suitable to use for constructing pencil cases. <b>3e. Explain</b> how cotton is a sustainable fibre and incorporate sustainability in the design of pencil cases.</p>	<p><b>27 July</b> <b>SEW PROTOTYPE – Ribbon and button</b></p>	<p><b>29 July</b> <b>3f. Compile</b> a list of questions to interview your client with. <b>3g.</b> How will the data influence the design? <b>3h. Create</b> an inspiration board by collecting images to suit design. <b>HOMEWORK: 3f,</b> Ask client the questions and complete.</p>
4	<p><b>1 August</b> <b>SEW PROTOTYPE – Pocket</b></p>	<p><b>3 August</b> <b>SEW PROTOTYPE – Zip and side seams</b></p>	<p><b>5 August</b> <b>SEW PROTOTYPE – Zip and side seams</b></p>
5	<p><b>8 August</b> <b>4. Develop</b> success criteria that you will use to judge the effectiveness of your design in meeting the client's needs. <b>5b. Generate</b> design ideas for a pencil case. Design 1 x pencil case using A4 paper. <b>5b. Evaluate</b> pencil case design using criteria established in Step 4. <b>HOMEWORK: Step 5c.</b> Show designs to client and seek feedback. Justify chosen design.</p>	<p><b>10 August</b> <b>Year 7 Retreat</b></p>	<p><b>12 August</b> <b>5a. Design</b> a paper pocket to suit your client's needs. Understand dimensions <b>8. Develop</b> a production plan identifying when steps are to be undertaken.</p> <p><b>SEW CLIENT – Practice Pocket</b> <b>HOMEWORK:</b> Step 5a. Evaluate practice pocket. <b>Checkpoint Marking</b></p>
6	<p><b>15 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>	<p><b>17 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>	<p><b>19 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>
7	<p><b>22 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>	<p><b>24 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>	<p><b>26 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>
8	<p><b>29 August</b> <b>SEWING PENCIL CASE following your production plan</b></p>	<p><b>31 August</b> <b>SEWING PENCIL CASE following your production plan</b> <b>PRACTICAL ASSESSMENT DUE</b></p>	<p><b>2 September</b> <b>Student Free Day</b></p>
9	<p><b>5 September</b> <b>7a. Evaluate</b> how well your design satisfied each of the criteria for success. <b>7b. Judge</b> how well processes were achieved. <b>WRITTEN ASSESSMENT DUE</b></p>	<p><b>7 September</b> Empty sewing plastic bags. Tidy sewing room.</p>	<p><b>9 September</b> Give out <u>Term Planner</u>. <b>Identify</b> and <b>understand</b> kitchen rules. Safety in the kitchen, PowerPoint. Write down rules in book and conduct kitchen tour induction and sign induction form.</p>
10	<p><b>12 September</b> <b>Hand out cooking booklet</b> <b>Hygiene</b> – You Tube. Hand washing. List 5 steps to wash hands</p>	<p><b>14 September</b> <b>Conduct</b> a Kitchen tour, sign induction sheet <b>Locate</b> utensils and areas within kitchen – Treasure Map <b>-Safety</b> in the domestic kitchen. Watch YouTube video: <b>-Watch 2 x -List 10 safety rules the lady is breaking</b></p>	<p><b>16 September</b> <b>Student Free Day</b></p>

## St Ursula's College Yeppoon

### 2022 Year 7 Digital Technology: Term 3

Week	Concepts covered	Student tasks/resources
<a href="#">Week 1</a>	Unit 1: Digital and Information Systems <ul style="list-style-type: none"> <li>investigate what Digital Technology consists of</li> <li>identify the difference between a computer, digital system and information system</li> <li>identify and represent the elements of computer hardware, software and processing</li> </ul>	<ul style="list-style-type: none"> <li>Diagrams of digital systems</li> <li>Input/output tables</li> <li>Visual system diagrams</li> </ul>
<a href="#">Week 2</a>	Unit 1: Understanding Data <ul style="list-style-type: none"> <li>investigate how digital systems represent text, images and audio data in binary code</li> <li>research file types (file extensions) to different storage formats, functions and advantages</li> <li>analyse binary requirements to select appropriate file type (file extension) to save as</li> </ul>	<ul style="list-style-type: none"> <li>Code tables</li> <li>Code.org - image code</li> <li>Sound graphs</li> <li>File type research and table</li> </ul>
<a href="#">Week 3</a>	Unit 1: Understanding Networks <ul style="list-style-type: none"> <li>analyse and visualise how data moves from computer to computer to complete tasks</li> <li>acquire data from a range of sources about networks and connections to design the most effective and efficient data connections</li> </ul>	<ul style="list-style-type: none"> <li>Data tables and diagrams</li> <li>Network designs</li> <li>Code.org internet simulators</li> </ul>
<a href="#">Week 4</a>	Unit 1: Impact of technology <ul style="list-style-type: none"> <li>acquire data from a range of sources about the positive and negative impacts of technology on individuals and society at different levels</li> </ul>	<ul style="list-style-type: none"> <li>Analysis graphic organisers</li> <li>Paragraphs</li> </ul>
<a href="#">Week 5</a>	Unit 1: Digital Innovations <ul style="list-style-type: none"> <li>research and visualise current and future digital technology innovations; using a range of software to create information</li> <li>use structured data to model the impact of technology</li> <li>evaluate authenticity, accuracy and timeliness of researched information to identify viable future technologies</li> </ul>	<ul style="list-style-type: none"> <li>Innovation designs</li> <li>Analysis graphic organisers</li> <li>Paragraphs</li> </ul>
<a href="#">Week 6</a>	Unit 1: Digital and Information Systems <ul style="list-style-type: none"> <li>Exam Prep</li> </ul>	<b>60-minute exam</b>
<a href="#">Week 7</a>	Unit 2: Game investigation – Great game features <ul style="list-style-type: none"> <li>investigate how games are made up of separate elements</li> <li>analyse game psychology and how it engages players</li> </ul>	<ul style="list-style-type: none"> <li>Checklists</li> <li>Game proposals</li> </ul>
<a href="#">Week 8</a>	Unit 2: Design for great games – criteria <ul style="list-style-type: none"> <li>decompose real-world games taking into account functional requirements and economic, environmental, social, technical and useability constraints</li> <li>define and design criteria to rate games against</li> </ul>	<ul style="list-style-type: none"> <li>Comparison charts</li> <li>Create checklists</li> </ul>
<a href="#">Week 9</a>	Unit 2: Design for great games – create <ul style="list-style-type: none"> <li>investigate how games are created using game engines</li> <li>modify game using Construct2 – loading assets, layouts, events</li> </ul>	<ul style="list-style-type: none"> <li>Game design templates</li> <li>Game layouts and events</li> </ul> <b>Assessment distributed</b>
<a href="#">Week 10</a>	Unit 2: Design for great games – Assessment <ul style="list-style-type: none"> <li>generate game using Construct2 – loading assets, layouts, events</li> <li>plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account</li> <li>communicate using digital technologies-specific language</li> </ul>	<ul style="list-style-type: none"> <li>Game design templates</li> <li>Game layouts</li> </ul>

# 7 Drama

## Term 3, 2022 - Elements of Drama

**ABSENTEE CONSIDERATION: One Note Activities and Resources**

Week	Learning experiences & assessment
<b>Week 1</b>	<ul style="list-style-type: none"> <li>• Understand Drama expectations and One Note navigation (classwork, homework, feedback)</li> <li>• Demonstrate participation in Drama games and activities to trust and build confidence</li> <li>• Introduce the ELEMENTS OF DRAMA (table) and STAGE DIAGRAM</li> <li>• Reflect on how Drama skills transfer</li> <li>• ICTs: Introduce One Note, point out options for adjusted learners (talk to text, green screen, etc)</li> <li>• LITERACY: Capital Letters, Type 1 Writing (Glossary: Auditorium, Audience, Applause)</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>• Explore The Human Context (Situation, Role, Relationships) and associated activities</li> <li>• Reflect on learning through discussion, recall Drama terminology</li> <li>• ICTs: Brainstorming using One Note Collaboration</li> <li>• LITERACY: Noun, Adjective, Type 1 Writing (Numeracy: Estimate Space)</li> </ul>
<b>Week 3</b>	<ul style="list-style-type: none"> <li>• Explore Elements of Drama – Role vs Character / Place and Time</li> <li>• Identify dramatic languages and stage terminology (stage diagrams and theatre etiquette)</li> <li>• Explore Element of Drama- Movement (e.g. freeze frames, Levels of Energy, Effort Actions)</li> <li>• Select excerpts of script and understand conventions of a script (reading and presenting)</li> <li>• Devise and construct short scripts using accurate script format (formative)</li> <li>• LITERACY: (Glossary: Blocking, Backstage, Proscenium)</li> </ul>
<b>Week 4</b>	<ul style="list-style-type: none"> <li>• Explore Elements of Drama - Language (voice, pitch, pace, pause, projection, body language) and Tension</li> <li>• Understand Elements of Drama - Symbol</li> <li>• Identify dramatic languages in selected script excerpts or skeleton scripts</li> <li>• <i>Introduce RESPONDING TASK and explain exam conditions.</i> How do you respond to stimulus?</li> <li>• ICTs: Finding video sources</li> <li>• LITERACY: Simple Sentences (Numeracy: Levels and Distances)</li> </ul>
<b>Week 5</b>	<ul style="list-style-type: none"> <li>• Year 7 Retreat (Double Wednesday missed)</li> <li>• Analyse responses from teacher</li> <li>• LITERACY: Feedback from Exam / (Glossary: Thespian, Annunciation, Tableau)</li> </ul>
<b>Week 6</b>	<ul style="list-style-type: none"> <li>• Rehearse short response writing for exam</li> <li>• (Numeracy: Time Estimates)</li> <li>• Practise Assessment Due: RESPONDING TASK – Response to Stimulus (EXAM CONDITIONS) Wednesday P6&amp;7</li> </ul>
<b>Week 7</b>	<ul style="list-style-type: none"> <li>• Assessment Due: RESPONDING TASK – Exam (Wednesday 24<sup>th</sup> August)</li> </ul>
<b>Week 8</b>	<ul style="list-style-type: none"> <li>• <i>Introduce PRESENTING TASK</i></li> <li>• Reading published text for next task – identifying script conventions</li> <li>• Discuss characters / roles / relationships / tension</li> <li>• (Glossary: Physicalise, Choreograph, Direct)</li> </ul>
<b>Week 9</b>	<ul style="list-style-type: none"> <li>• Reading published text for next task – identifying script conventions</li> <li>• Discuss characters / roles / relationships / tension</li> <li>• (Glossary: Expression, Subtext, Annotation)</li> </ul>
<b>Week 10</b>	<ul style="list-style-type: none"> <li>• PAT TESTING</li> <li>• Groups for assessment</li> <li>• Scenes for assessment</li> </ul>

# Year 7 English:

## Term 3 Novel Study

Week	Concepts covered, student tasks
<u>Week 1</u>	Investigate background of novel <i>Bridge to Terabithia</i> and author. Understand purpose and structure of a novel. Investigate beliefs, values and attitudes of the author and time period. Create vocabulary wall/list.
<u>Week 2</u>	Understand plot. Identify key characters. Identify vocabulary Analyse text to understand key characters. Use quotes from text to describe key characters. Identify terminal punctuation, commas, and ellipsis in text.
<u>Week 3</u>	Understand plot and characterisation. Analyse the character of Jesse and Leslie. Explain the characters of Jesse and Leslie through quotes from the text to describe Jesse and Leslie. Use punctuation – quotation marks “”. Embed quotes. Review vocabulary-spelling
<u>Week 4</u>	Understand the plot. Analyse Jesse’s character development. Consider beliefs, values and attitudes of the author in relation to Jesse’s character. Identify and use -parts of speech-nouns.
<u>Week 5</u>	Understand the plot. Analyse and explain Jesse’s character from different points of view (inanimate objects). Use and embed quotes from the text. Identify and use-parts of speech-verbs. Formative Assessment – Type 3 Writing
<u>Week 6</u>	Understand the plot. Explore symbolism of Terabithia. Use quotes from the text. Identify and use -parts of speech- nominalisation
<u>Week 7</u>	Understand the plot and character’s connections to Terabithia. Compare real life situations. Identify and use- graphic organisers, paragraph structure, topic sentences, quotes. Type 3 writing Distribute ‘seen’ exam question
<u>Week 8</u>	Vocabulary – spelling test Practice exam question- peer feedback/teacher feedback.
<u>Week 9</u>	Written examination  Explore links between film and novel version. Watch <i>Bridge to Terabithia</i> movie and compare the similarities and differences between the characters and symbols in the novel and movie.
<u>Week 10</u>	Reflect on and review unit.

# Year 7 FRENCH 2022

## Unit 1: All About Me!

### Term 3

Week	Concepts covered, student tasks	Resources
The French language: geography and pronunciation		
<u>Week 1</u>	Introduction of the French Program Define France and Europe: geography and cultural overview – Identify countries and capital cities. Recall and Recognise classroom instructions– making simple requests in French French pronunciation overview: small group work	PPT: Bienvenus_en_France PPT: Pronunciation French words in English MP4 French and English sounds PPT: class instructions in French
<u>Week 2</u>	Recall and Recognise greetings in target language - ask and answer simple questions about name, mood Written and oral practice (short role plays in pairs)	PPT: bonjour-appelle_cava
Age and DOB, countries, nationalities		
<u>Week 3</u>	Recall and Recognise days, months and numbers to 40 in target language Understand simple texts - reading and listening activities Talking about yourself: age and birthdays (days, months, dates) <b>Formative task Education Perfect Unit 4/beginners/Days and Birthdays</b>	PPT: Les nombres to 100 explained (stop at 40) PPT: les jours de la semaine PPT: TES anniversaire Song: les mois en Français
<u>Week 4</u>	Recall and Recognise nationality adjectives – understand adjectival grammar rule Describe self in French – mood, age, DOB, nationality, country and languages	PPT Nationalities + worksheet EP
Revisions and assessment		
<u>Week 5</u>	<b>Assessment 1: Speaking presentation - short prepared self-introduction</b> (name, mood, age, nationality, address) Education Perfect Unit 5 – countries and nationalities	Assessment conducted and submitted in FlipGrid
<u>Week 6</u>	Consolidate knowledge through practice – revisions in reparation for comprehension assessment	EP
<u>Week 7</u>	<b>Assessment 2 – SR Reading and Listening Comprehension</b> In class EXAMINATION	
Physical descriptions, personality traits		
<u>Week 8</u>	Understanding, recalling and using vocabulary used in physical and personality descriptions -Resources shared in OneNote Book (PPTs, booklet to complete as the work progresses), Education Perfect Task – Unit 6 Describing people	
<u>Week 9</u>	Understanding, recalling and using vocabulary used in one’s personality Create texts using more sophisticated syntax - adjectives, adverbs, time phrases and connectives: -Describe a school mate (physical and personal attributes) – participate in a game of “Guess Who?”	
Cultural content		
<u>Week 10</u>	Film and language comprehension activities	<b>Friday SFD</b>



# Year 7 Health & Physical Education

## PAPA – Ultimate Invasion Games

### Curriculum Outline, Term 3, 2022

Week	Learning Experiences		Assessment
	Theory	Practical	
Week 1 11 <sup>th</sup> – 15 <sup>th</sup> July	GPAL Introduction – learning the skills of AFL <ul style="list-style-type: none"> <li>Examine the criteria of the basic skills.</li> <li>Create a GPAL table with the AFL criteria (passing, catching, kicking, running – passing/kicking on the run)</li> </ul>	Invasion Games – AFL <ul style="list-style-type: none"> <li>Maintaining possession</li> </ul> Students demonstrate: <ul style="list-style-type: none"> <li>Partner passing, accurate passing with and without a defender, partner kicking using kicking as passing.</li> <li>Small sided games – game understanding</li> </ul> <i>AFL Videoing and Footage</i>	Reflection of Strengths and Weaknesses of AFL.
Week 2 28 <sup>th</sup> – 22 <sup>nd</sup> July	Introduction to movement concepts <ul style="list-style-type: none"> <li>Quality of Movement, Spatial Awareness, Body Awareness, Relationships</li> </ul>	Invasion Games - AFL <ul style="list-style-type: none"> <li>Relays, Handball pickups,</li> </ul> Students demonstrate: <ul style="list-style-type: none"> <li>Pair gathering and handball drills.</li> <li>Dodging – agility and speed</li> <li>Winning a point using the Endzone</li> </ul> <i>AFL Videoing and Footage</i>	HW- reflection of strengths and weaknesses of AFL – Basic GPAL
Week 3 25 <sup>th</sup> – 29 <sup>th</sup> July	Supporting Evidence Folio <ul style="list-style-type: none"> <li>Investigate what is a Supporting Evidence Folio</li> <li>Identify the different aspects of a Folio               <ul style="list-style-type: none"> <li>Demonstrate performance in an activity</li> <li>Uses criteria to direct decisions</li> </ul> </li> </ul> Download and Save in a folder your AFL footage video from Term 3.	Invasion Games - AFL <ul style="list-style-type: none"> <li>Kicking and Leading</li> </ul> Students demonstrate: <ul style="list-style-type: none"> <li>Attack and Defence tactics, team work in a pressure situation.</li> <li>Zone Defence – moving the ball, running the gauntlet.</li> </ul> <i>AFL Videoing and Footage</i>	<b>Supporting Evidence Assessment – Handed Out</b>
Week 4 1 <sup>st</sup> – 5 <sup>th</sup> Aug	Video Editing Software <ul style="list-style-type: none"> <li>Use the GPAL to create a supporting evidence video that demonstrates your performance of the criteria.</li> <li>Use the different functions in the Video Editing software. e.g. cut, captions, effects etc.</li> <li>Export and save in the HPE submissions folder</li> </ul>	Invasion Games - AFL <ul style="list-style-type: none"> <li>Bibs and tags – ball work.</li> </ul> Students demonstrate: <ul style="list-style-type: none"> <li>Marking and catching kicks</li> <li>Movement sequences in game situations.</li> <li>Small-sided games</li> </ul> <i>AFL Videoing and Footage</i>	HW – Save Footage into HPE Desktop folder
Week 5 8 <sup>th</sup> – 12 <sup>th</sup> Aug	Video Editing Software <ul style="list-style-type: none"> <li>Use the speech tool to include a voiceover into your supporting evidence.</li> <li>Export and save in the HPE submissions folder.</li> <li>Save all AFL footage onto desktop.</li> </ul>	Demonstrate an understanding of AFL concepts  Students demonstrate skill development through full field AFL game. Round Robin if field size is modified.  <i>AFL Videoing and Footage</i>	Diagnostic Assessment Due: GPAL on AFL Basic Skills
Week 6 15 <sup>th</sup> – 19 <sup>th</sup> Aug	Supporting Evidence Assessment <ul style="list-style-type: none"> <li>Review the Assessment Task Sheet and identify the criteria for AFL supporting evidence folio.</li> </ul>	AFL Assessment <ul style="list-style-type: none"> <li>Groups will perform their dance.</li> <li>Self- evaluation of AFL skills</li> <li>Download assessment footage into individual HPE folder.</li> </ul> <i>AFL Videoing and Footage</i>	Checkpoint 1 – Script Due
Week 7 22 <sup>nd</sup> – 26 <sup>th</sup> Aug	Supporting Evidence Assessment <ul style="list-style-type: none"> <li>Analysis of footage to select appropriate footage relating to the criteria.</li> <li>Use the data analysis table to create a supporting evidence video that demonstrates your performance of the skills.</li> </ul>		Checkpoint 2- Title cards and video started
Week 8 29 <sup>th</sup> – 2 <sup>nd</sup> Sept	Supporting Evidence Assessment <ul style="list-style-type: none"> <li>Review supporting evidence to ensure that it meets the criteria.</li> <li>Upload to the HPE drive.</li> </ul> <b>Student Free Day - Friday</b>		<b>Supporting Evidence Assessment Due (electronic copy submitted through HPE drive)</b>
Week 9 5 <sup>th</sup> – 9 <sup>th</sup> Sept	Begin term 4 work <ul style="list-style-type: none"> <li>Food shopping activity.</li> </ul>	Fundamental Movements – catching and passing technique	
Week 10 12 <sup>th</sup> – 30 <sup>th</sup> Sept	Begin Term 4 work <ul style="list-style-type: none"> <li>Food shopping activity.</li> </ul>	Fundamental Movements – kicking technique	

# Year 7 Japanese 2022

## Term 3 Food and Festivals

Week	Concepts covered, student tasks
<u><b>Week 1</b></u>	<p>Understand greetings and class routines in Japanese.</p> <p>Understand how to introduce self and write own name in Japanese using カタカナ</p> <p>Understand types of writing in Japanese – hiragana, katakana, kanji, and their uses.</p> <p>Recognise kanji: Days of the week, dates, 日本語</p>
<u><b>Week 2</b></u>	<p>Monday: Weekly Quiz</p> <p>Recognise hiragana あ、い、う、え、お</p> <p><u>Grammar Focus:</u> joshi (particles) は、を; verbs – present/past/ affirmative/ negative</p> <p><u>Sentence structure:</u> subject は food をたべます・たべました・たべません・たべませんでした。</p> <p>Read “The Very Hungry Caterpillar”</p> <p>Identify parts of speech (nouns, verbs) in the sentences. Identify the joshi which follow the nouns.</p> <p>Identify the names of food in Japanese.</p>
<u><b>Week 3</b></u>	<p>Monday: Weekly Quiz</p> <p>Recognise hiragana あ、い、う、え、お、か、き、く、け、こ</p> <p><u>Grammar focus:</u> Nouns and adjectives; joshi (particle) な</p> <p><u>Sentence structures:</u> subject は adjective (な) food をたべました。 Food は adjective です。</p> <p>Classify nouns and adjectives in Japanese to describe food.</p> <p>Understand culture: Festivals and food in Japan</p> <p>Investigate Japanese foods.</p>
<u><b>Week 4</b></u>	<p>Monday: Weekly Quiz</p> <p>Recognise hiragana あ、い、う、え、お、か、き、く、け、こ、さ、し、す、せ、そ</p> <p>Recognise kanji: numbers</p> <p><u>Grammar focus:</u> Verbs (present and past tense) たべます・たべました / します・しました / あります・ありました。</p> <p><u>Sentence structures:</u> subject は adjective (な) food を Counter たべます・たべました。 Food があります・ありました。</p> <p>Investigate Japanese foods.</p>
<u><b>Week 5</b></u>	<p>Monday: Weekly Quiz</p> <p>Recognise hiragana あ、い、う、え、お、か、き、く、け、こ、さ、し、す、せ、そ、た、ち、つ、て、と</p> <p>Recognise kanji: 好き、numbers, days of week</p> <p><u>Grammar focus:</u> joshi (particles) が、に (time)</p> <p><u>Sentence structures:</u> Object が 好きです・好きじゃないです。 / Time に subject は adjective (な) object を Counter Action Verb。</p> <p>Classify nouns, verbs, counters, adjectives, and time words.</p> <p>Investigate Japanese foods.</p>
<u><b>Week 6</b></u>	<p>Monday: Weekly Quiz</p> <p><u>Grammar focus:</u> Recall sentence structures and vocabulary</p> <p>Understand Culture: Japanese Festivals</p> <p>Investigate Japanese foods.</p>
<u><b>Week 7</b></u>	<p>Review vocabulary and sentence structures</p>
<u><b>Week 8</b></u>	<p>Assessment: Listening Comprehension Exam</p> <p>Japanese Cooking Challenge</p>
<u><b>Week 9 &amp; 10</b></u>	<p>Recognise and review all hiragana</p> <p><b>Understand</b> and <b>comprehend</b> vocabulary in the Japanese folktale story “The Grateful Crane”</p>

# 7 Mathematics

Term 3, 2022

Week	Topic of Study	Textbook
<b>Week 1</b> (No L2 Wed 3 lessons only)	<b>Chapter 5 - Algebra (Pre-skills for Solving Linear Equations)</b> <b>Understand</b> the language of algebra <b>Evaluate</b> expressions <b>Identify</b> like terms	5A 5B 5D
<b>Week 2</b>	<b>Use</b> multiplying and dividing to <b>simplify</b> algebraic expressions <b>Chapter 10 - Solving Linear Equations</b> <b>Identify, classify and write</b> equations	5E 10A
<b>Week 3</b>	<b>**Diagnostic Test on Chapter 5: Algebra**</b> <b>Solve</b> equations by inspection – one step & two step <b>Solve</b> equations algebraically	<b>Diagnostic</b> 10B 10D
<b>Week 4</b>	<b>Use</b> algebraic processes to <b>solve</b> equations involving fractions <b>Use</b> algebraic processes to <b>solve</b> equations involving brackets	10E 10F
<b>Week 5</b> (Y7 retreat Wed 2 lessons only)	<b>Construct</b> and <b>use</b> equations to <b>solve</b> practical problems	10H
<b>Week 6</b>	<b>Recall</b> concepts, processes and techniques from Chapter 10 <b>**Exam on Chapter 10: Equations**</b> <b>Chapter 6 - Decimals and Percent</b> <b>Determine</b> decimal place value and <b>compare</b> decimals	<b>Review Exercises</b>  Exam L1 Wednesday 17 <sup>th</sup> August 6A
<b>Week 7</b>	<b>Determine</b> the rounded value to a given number of decimal places <b>Solve</b> addition and subtraction problems involving decimals <b>Calculate</b> using powers of 10 to multiply and divide <b>Solve</b> word problems involving multiplication and decimals	6B 6C 6D 6E Q8-17
<b>Week 8</b> Student free Friday (3 lessons)	<b>Solve</b> word problems involving division and decimals <b>Express</b> fractions as decimals <b>Express</b> decimals as percentages	6F Q12-18 6G
<b>Week 9</b>	<b>Express</b> percentages as decimals <b>Determine</b> the best value for money of products sold <b>Recall</b> concepts, processes and techniques from chapter 6	6H <b>Best Buy Activity</b> <b>Review Exercises</b>
<b>Week 10</b> (2 lessons only)	<b>**Exam on Chapter 6: Decimals**</b> <b>Mini investigation</b> (activity TBC)	Exam L6 Monday 12 <sup>th</sup> September

# Year 7 Religious Education 2022

## Term 3 Telling Sacred Stories

Week	Concepts and learning experiences	Resources
<u><b>Week 1</b></u>	Reflect on Term 2 – Assessment returned; set goals Introduction to the Bible Identify literary forms in the Bible Define – unit specific vocabulary Use references to find specific passages in Bible Reflect on relevant Bible reading	PowerPoint – Introduction to the Bible Bible referencing practice; Catholic Youth Bible Introduction to the Bible comprehension questions
<u><b>Week 2</b></u>	Introduction to the Bible Define and identify Bible covenants Use role plays to demonstrate covenant stories in the Bible Know and understand different truths demonstrated in the Bible Create an image which reflects a religious truth	PowerPoint – Covenants in the Bible PowerPoint – Truth in the Bible
<u><b>Week 3</b></u>	Creation Stories Recognise Creation stories from different cultures Compare and contrast Genesis 1 and 2 Apply Worlds of the Text to either Genesis 1 or Genesis 2 Understand the different backgrounds of the Genesis stories	<a href="#">THE BIG MYTH</a> PowerPoint – Sacred Stories -Genesis Power Point – 3WOTT Word doc – Genesis 1 and Genesis 2 PDF – Hebrew view of the world
<u><b>Week 4</b></u>	<b>Assessment Task Part A: Genesis 1 written analysis</b> Explicit teaching of cognitive verb - Analyse Constructing simple sentences/PEEL paragraphs using David and Goliath (1 Samuel 17) as example; complete analysis of Genesis 1 under assessment conditions.	Cognitive verbs kit; Catholic Youth Bible <b>Written analysis due final lesson of week.</b>
<u><b>Week 5</b></u>	Noah's Ark Identify and consider the key events in Noah's Ark story (Genesis 7-9)	<a href="#">Noah's Ark - The Beginners Bible - YouTube</a> PowerPoint – Noah and the Great Flood Word doc – Noah activity
<u><b>Week 6</b></u>	Abraham and Sarah (Genesis) Identify and comprehend key messages in story of Abraham and Sarah Reflect on meaning of God's covenant with Abraham	<a href="#">God's Story: Abraham and Sarah - YouTube</a> PowerPoint – Abraham and Sarah Word Doc – Understanding Faith questions
<u><b>Week 7</b></u>	<b>Assessment Task Part B: Comprehension Activity</b> Create a storyboard to show comprehension of a section of the story of Abraham and Sarah, Hagar and Ishmael, or Abraham and Isaac.	<b>Storyboard due final lesson of week</b>
<u><b>Week 8</b></u>	Moses and the 10 Commandments Identify and consider the story of Moses. Know and understand the Ten Commandments (Exodus 20)	<a href="#">The Ten Commandments</a> <a href="#">Moses short video</a> PowerPoint – Moses; Word Doc – Moses Cloze PowerPoint & matching activity
<u><b>Week 9</b></u>	Jonah and the Whale (Book of Jonah) Identify and consider key events in Jonah and the Whale story; locate images that symbolise each key event Summarise each key event (two sentences/dot points)	<a href="#">Jonah and the Whale</a> PowerPoint – The Prophets Jonah wordsearch Jonah comprehension questions
<u><b>Week 10</b></u> <b>Last day Thurs</b> <b>Walk for PNG</b>	View "Evan Almighty" and create character profile of Evan using 'Fakebook'; Use materials to create false idol Bible games (Celebrity heads, Kahootz, Quizlet) Stained glass window colourings	Art supplies ClickView "Evan Almighty"

## Year 7 Science

### Our Earth

### Curriculum Outline, Term 3 2022

Week	Concepts covered	Cognitive Focus	Homework		Assessment	
			Consolidation questions	Study		
1	<ul style="list-style-type: none"> <li>Our Earth &amp; the conditions for life</li> <li>Renewable resources</li> </ul>	Recall Define Understand Compare Classify	Textbook Questions as per Homework & Study Sheet (in Class notebook)  self mark & correct using answers  Highlight partially correct answers orange & incorrect answers red  ask for clarification on orange & red questions	Create flash cards using the glossary words and subject matter learning objectives for each week.  review flash cards as part of HW – 3 x week for 10 min or 6 x week for 5 min	Individual teacher in class checking for understanding	
2	<ul style="list-style-type: none"> <li>Renewable resource: water</li> <li>Water cycle</li> <li>States of matter &amp; water</li> <li>Practical activity: Transpiration in Action</li> </ul>	Recall Identify Describe Understand				
3	<ul style="list-style-type: none"> <li>Energy sources – renewable &amp; non-renewable</li> <li>Investigation activity: biofuel and fossil fuels</li> </ul>	Recall Define Classify Describe Investigate				
4	<ul style="list-style-type: none"> <li>Gravity</li> <li>Mass &amp; weight</li> <li>Day &amp; night</li> <li>Data literacy activity: Age on other planets</li> </ul>	Define Recall Understand Calculate Contrast			Diagnostic test	
5	<ul style="list-style-type: none"> <li>Solstice &amp; equinox</li> <li>Seasons</li> <li>Literacy activity: Earths tilt, light intensity &amp; the season</li> </ul>	Explain Understand Contrast			Individual teacher in class checking for understanding	
6	<ul style="list-style-type: none"> <li>Orbits &amp; eclipses</li> </ul>	Recall Describe Contrast Compare				
7	<ul style="list-style-type: none"> <li>Orbits &amp; eclipses</li> <li>Tides</li> <li>Data literacy activity: Tides</li> </ul>	Recall Describe Explain				Diagnostic test
8	<ul style="list-style-type: none"> <li>Tides</li> <li>Revision strategies</li> </ul>	Analyse				
9	<ul style="list-style-type: none"> <li>Exam</li> <li>STEM activity: build a trebuchet / catapult</li> </ul>	Investigate				Examination
10	<ul style="list-style-type: none"> <li>STEM activity: build a trebuchet / catapult</li> </ul>	Investigate				

## Year 7 Social Science

### Term 3 Units: Ancient China/ Ancient Mediterranean

Week	Activities
1	Rotation Activities: Recall learning from Term 2 - brainstorm/ flowchart Goal Setting Identify five things you know about Ancient China Understand the values of Ancient China. (Confucianism) Summarise text about Taoism and Confucianism (10% Summary & SQ4R) Experience Tai Chi and Qi Gong (Ancient Chinese mindfulness and meditation)
2	Mapping Ancient China (political map) show dynasties of Zhou, Qin, Han; location of capitals; Location of Terracotta Warriors, The Great Wall of China Investigate the significance of the Terracotta Warriors Analyse Alan Chong's interpretation of the Terracotta Warriors Art House - Terracotta Warrior activity
3	Understand Qin Dynasty Origins SQ4R Understand Qin Dynasty Achievements & Legacy
4	Understand different types of sources Understand perspective and why perspective of sources is important when analysing sources Analyse written sources about the Qin Dynasty Analyse visual sources about the Qin Dynasty Qin Dynasty - Analysing visual sources. Watch video: China's First Emperor: The Lost Tomb, Documentary History Channel HD (52 min)
5	Analyse Sima Qian's perspective Analyse Li Si's perspective Compare the sources and perspectives of Sima Qian and Li Si Practice Exam
6	Revision Exam - 40 minutes source analysis Reflect on and review unit
7	Begin new unit: Ancient Mediterranean Passport activities: <b>understand</b> context for unit (knowledge, mapping, sources); develop research skills; develop time management
8	Passport activities: <b>understand</b> context for unit (knowledge, mapping, sources); develop research skills; develop time management
9	Passport activities: <b>understand</b> context for unit (knowledge, mapping, sources); develop research skills; develop time management
10	Ancient Mediterranean - Festival

Week	Focus/Goal	Learning experiences & assessment	Student Check sheet
1 July 11-15	ERR ( <i>Etiquette Rules and Routines</i> )	Teacher explanation and class discussion of classroom procedures, TEAM Setup, Teacher expectations. Breakdown of Task sheet, Overview, Resources, Student cupboard/folders, Material resources.	
2 July 18-22	The Language of Art Knowledge & understanding of What is The Language of Art & how the Visual Elements are used.	Class discussion on Portraiture and what Art is? Journal Document as per worksheet What The Language of Art & Visual Elements are. LINE & SHAPE, COLOUR Research on Famous Self-Portrait	Worksheet Research images
3 July 25-29	Line Knowledge of how the element of LINE is used in the visual Language	Journal Document as per worksheet Know the main types of line: Horizontal, vertical, diagonal, curved & Zigzag. How each of these is used to communicate meaning Draw examples and find images to support response.	Worksheet Research images
4 Aug 1-5		Making Experiment Use a photograph of your face. Trace around the main features using lightbox (window) Then, simplify it by only using lines that best show your personality.	Variety of Pencils/pens
5 Aug 8-12	Shape Knowledge of how the element of SHAPE is used in the visual Language	Journal Know what SHAPE is? Identify GEOMETRIC SHAPES and how they communicate meaning using Drawn examples & real-world examples. Identify ORGANIC SHAPES and how they communicate meaning. using Drawn examples & real-world examples. Identify ZAGGERED SHAPES and how they communicate meaning. using Drawn examples & real-world examples.	Worksheet Research images
6 Aug 15-19	Shape Knowledge of how the element of SHAPE is used in the visual Language	Making Experiment Use a photograph of your face. Trace around the main features using lightbox (window) Then, simplify it by only using LINES & SHAPES that best show your personality.	Variety of Pencils/pens
7 Aug 22- 26	Colour Knowledge of how the element of COLOUR scheme is used in the visual Language	Journal Know what a COLOUR SCHEME is? Identify simple colour schemes of WARM, COOL, & COMPLEMENTARY colour schemes are and how they communicate meaning using Diagrams examples & real-world examples.	Worksheet Research images
8 Aug 21 –25	Experiment with: Watercolour Pencils Resolved Watercolour Self-Portrait	Teacher directed experiments with watercolour pencils Making Resolved Watercolour Self-Portrait Use the Elements of LINE, SHAPE & COLOUR to communicate in a portrait who you are. You can also use some images in the work to give visual clues to help	A4 cartridge paper Variety of Pencils, pens, watercolour pencils
9 Sept 5 - 9	<b>Final Resolved Water Colour Self-Portrait &amp; Journal DUE</b>		
10 Sept 12 - 15	<b>Art activities</b>		