

**Ousedale School**  
Aspire | Believe | Achieve



**Year 7 Guide – 2016/17**



## **Welcome to Year 7 at Ousedale School**

In this booklet you will find details of our Year 7 curriculum; each subject will outline the topics that students will be learning about throughout the year along with any other information you need to know about the subject.

### **Measuring progress in Key Stage 3**

As you may be aware, there have been significant changes to the Key Stage 3 curriculum and there is no longer a national set of level descriptors for each subject. In order to measure progress of our students, we have developed Ousedale School Key Stage 3 levels. Levels are 3.1 to 3.9; the 3 denotes Key Stage 3, the second digit is the level that the student is working at. Our expected minimum level for the end of Year 9 would be 3.5.

When your son/daughter completes an assessed piece of work, it will be judged against the level criteria that each subject area has produced and they will be given feedback on how to move to the next level. As part of the final progress review of the academic year, we will send home information regarding your child's progress on this scale. You will also receive information regarding their targets for the end of Key Stage 3; these will be set using data from CATs testing, Key Stage 2 levels and any baseline assessment that takes place during their first term at Ousedale.

### **Grouping arrangements for Year 7**

Students have been put into ability sets in Maths, English and Science; setting will take place by the end of December for French. The sets will be decided using Key Stage 2 data. All groups will be reviewed regularly and students will be moved to a more appropriate group if necessary. In all other subjects students will be taught in mixed ability groups.

### **Homework**

At the back of this booklet you will find a copy of the homework timetable for Year 7. In the first half term, students will have a reduced time allocation for each subject. After this, the weekly time allocation is as follows:

English, Maths, Science, French                      60 minutes per week

Technology, Geography, History, RS                30 minutes per week

Art, Music and ICT will set extended tasks over the course of the year; these will be broken down into weekly tasks and student progress monitored.

# ENGLISH

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All students in Years 7, 8 and 9 are exposed to literature, media and non-fiction writing from different times, from our heritage and from cultures different to our own. Students will be taught how to write in different styles and analyse writing in a way that engages them to discuss, comment on and question the ways in which a writer has manipulated language, constructed characters and sculpted sentences to provoke a particular reaction from the reader or audience.

All three year groups have a maximum of four lessons a week: in Year 8 and Year 9, the fourth lesson has a Media and Communications focus (with the exception of students studying two Modern Foreign Languages). In the hour-long lessons, students study a main text (either drama, a poetry collection or novel) as well as exploring additional texts which address the need for understanding a wider variety of genres and styles from different times and places. The use of current media (documentary, articles, news clips, film-media) is encouraged to broaden our students' understanding, not only of literature and writing composition, but of the author's intentions and the moral message, which are often globally acknowledged, transcending age, gender and culture. We want our students to see how the text we are studying fits in to the world we know; understanding our history, culture and current affairs is crucial to this approach.

Each term in English is influenced by three overarching themes: Relationships, Identity and Society. The exploration of these themes increases in depth and complexity as students move through Key Stage 3.

## **Autumn Term – Relationships:**

- 3 week transition unit: a study of the short story, 'The Landlady' by Roald Dahl
- 'The Tempest' by William Shakespeare as a drama study, complemented by a variety of fiction and non-fiction extracts

## **Spring Term – Identity:**

- A study of the Gothic literary movement, with a collection of Gothic poems supplemented by 'The Tell Tale Heart' by Edgar Allen Poe, and a media study

## **Summer Term – Society:**

- 'Storm Catchers' by Tim Bowler, a modern novel, supported by heritage poems and extracts as well as current news media

In their first year at Ousedale, Year 7 students will be assessed on entry for their Literacy skills (which will be repeated at the end of the year) in order to track their progress through Key Stage 3. Students will be grouped – in line with Years 8 and 9 – with other students of similar ability. Student achievement will be monitored closely throughout the year and it may be appropriate to move some students to a different group where they can work alongside other students who have the same strengths and weaknesses.

In addition to the formal curriculum, the English Department also offers Enrichment programmes and Aspire sessions and we actively encourage all of our students to enter school-run and external competitions. For the past four years we have organised the Carnegie Shadowing group, in conjunction with the librarians at both Newport and Olney campuses. Alongside this, we have had many writers visit the school, including Robert Muchamore, Rob Badcock, Sonia Leong and Mark Niel, who have given talks and performances and run workshops for individual students.

*Below are some texts that we recommend for students to enjoy at home:*

**Year 7**

THE MIDNIGHT ZOO - Sonya Hartnett

MY NAME IS MINA - David Almond

THE WEIGHT OF WATER - Sarah Crossman

THE RECRUIT - Robert Muchamore

# MATHS

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The curriculum in Maths aims to ensure that students:

- develop **fluency** in the fundamental skills of maths through practice in different contexts and in problem solving.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills will help prepare students for the new Maths GCSE courses which will be taught to Year 10 from September 2015.

In Year 7, students will be set by ability at the beginning of the school year. Students are placed in appropriate sets based upon their primary school data, and a baseline test that is delivered on the transition day. Following this, students will sit their CAT test in the first 2 weeks at Ousedale and then any necessary adjustments will be made to the sets.

Pupils are assessed once per half term through testing of their accumulated knowledge. Assessment results are used to inform set movements.

Students are set homework twice a week. A maximum of one homework per week may be set to be completed online using [www.mymaths.co.uk](http://www.mymaths.co.uk). All students should have their own scientific calculator and geometry set for use in lessons and for homework.

## Autumn Term

1. Number Basics – *students will consolidate their understanding of, and practise adding, subtracting, multiplying and dividing using written methods and calculators, whilst also developing their understanding of the order of operations*
2. Geometry Basics – *students will learn about different ways of measuring size and different unit; they will be able to explain why we use these different units in each case. Students will build on their knowledge of angles ensuring they can measure angles accurately and estimate angle sizes to a suitable level of accuracy.*
3. Properties of Number– *students will learn about factors, multiples and primes and develop strategies for finding highest common factors and lowest common multiples.*
4. Angles and Shape –*students will learn about properties of shapes and angles and begin to reason geometrically.*
5. Algebraic notation and manipulation - *students will discover reasons for using algebra and experiment with unknowns; they will learn important vocabulary and will begin understanding how to apply the 4 operations when using algebraic notation.*
6. Fractions - *students will learn what a fraction is and will be able to represent fractions using diagrams; they will learn how to apply the 4 operations to fractions with the same denominators and will begin to explore fractions with different denominators*
7. Measures and Accuracy – *Students will begin to consider scale drawing and find lengths, areas and volumes of shapes.*

## **Spring Term**

8. Number Confidence - *students will develop their skills of calculation with and without a calculator including negative numbers, rounding, powers and roots of numbers.*
9. Equations – *students will learn to set up simple equations to solve problems and techniques to solve these including the use of inverse operations .*
10. Organising data and Probability- *students will learn various techniques for collecting and recording data, and start to appreciate the unpredictability of data and how to estimate probabilities.*
11. Percentages – *students will find percentages of quantities using calculator and non-calculator techniques.*
12. Sequences and graphs - *students will learn to generate sequences from a given term to term rule, written or algebraic; they will learn to calculate missing terms, to generate sequences from practical situations. Students will also learn what is meant by a position to term rule, they will be able to write this in words or algebraically and will be able to use these rules to calculate any term in a sequence. They will begin to plot simple graphs.*

## **Summer Term**

13. Displaying data— *students will learn various techniques for displaying data, including pictograms, bar charts, pie charts, stem and leaf diagrams and scatter graphs.*
14. Ratio and Proportion – *Students will understand the difference between ratio and proportion, and will be able to divide a given amount into to 2 or 3 parts by a given ratio and will be able to simplify a given ratio. Students will be able to write proportions using fractions and students will be able to use their knowledge to solve worded problems involving ratio and proportion*
15. Transformations –*explore rotation, reflection and translation*
16. Interpreting data –. *Students will learn methods of interpreting statistical data in order to draw effective conclusions.*
17. Mathematical Reasoning and investigational skills – *students will apply their knowledge and skills to solve problems, communicate mathematically and develop their mathematical reasoning.*

# SCIENCE

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As well as preparing our students for GCSEs and further study, we strive to engender a long-term interest in Science and provide them with the critical and analytical skills that are essential in a highly technical and media-driven world.

The order of study is shown below. Although they are arranged as Biology, Chemistry and Physics topics, there is naturally some cross-over within them and in all of them there is a strong emphasis on developing good practical and investigation skills. Students are set according to their ability in Science and movement up or down is informed by regular assessments and progress tracking.

Year 7	Topic Title	Brief Outline
Autumn 1	Science skills & Particles	How to work safely and effectively in a science laboratory with Bunsen burners and chemicals. How to draw accurate tables and graphs. What are elements, compounds and the periodic table?
Autumn 2 /Spring 1	Matter + Energy	Heat things up and cool them down – how does that affect them? What is energy and how does it get passed on?
	Cells	Find out what plants and animals are made of. What are all the parts in a human and how do they work together?
	Space	Our place in the solar system
	Formula 1 margarine tubs!	Investigation skills with forces
Spring 2 /Summer 1	Reactions, Acids + Alkalis	Looking for clues and patterns in chemical reactions, neutralising acids and alkalis and using indicators.
	Forces	What do forces do and what happens when they are balanced or unbalanced? Measuring and experimenting with forces.
	Rates of Reaction	What variables affect the speed of a chemical reaction?
Summer 2	Interdependence	Get outside and find out what's living in the school grounds.
	Optional topic	Students to choose a topic offered by one of the Science teachers



# COMPUTING AND DIGITAL APPLICATIONS

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This year will be split into four blocks of approximately ten weeks of lessons, one hour a week.

The four blocks are listed below...

## **Block 1 - Website Project**

We will be creating a website to sell and promote a product or company using Serif Web Plus.

It will utilise the following features ...

- Professional layout
- Customer Feedback
- Javascript Photo Gallery
- Review Page
- Company Outline

## **Block 2(A) – Spreadsheets**

- We will be using Microsoft Excel to analyse different models to produce an analysis of an Ousedale Survey.
- Students will be incorporating graphs and formulas such as SUM, MIN, MAX and Average into the spreadsheet and making it update interactively using live data.
- Students will then produce a report on their findings.

## **Block 2(B) – Algorithmic Planning**

- Algorithmic Planning to discover how to create basic algorithms that can be used in the planning and creation of programs.

## **Block 3(A) - Scratch Programming Project**

- We will be using tutorials to build a basic Pac-Man game incorporating programming and logic skills.
- Using skills they have learnt or developed; students will then extend the game's features. Students can change the theme and characters, adding scoring, multiplayer or multi-level game-play. **Scratch** is a free download and can be installed and used at home to support the work in school.

## **Block 3(B) - Robotics**

- This will include working with on-screen 'mimics' using flow-diagrams to control on-screen events in 3D. Then we will program a robot to perform set tasks such as navigating a maze.
- The students will be programming an autonomous robot that can utilise its on-board sensors and feedback to avoid collisions and help with navigation.

## **Block 4(A) – Computer Science Theory**

- Students will be learning how to use and convert between Binary, Denary and Hexadecimal.

## **Block 4(B) - Newspaper Project**

- Students will be writing and creating articles for a class newspaper focusing on technology. They will be including the following:
  - a) Robotics
  - b) Programming
  - c) Internet Safety

# ART

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The Creative Process is fundamental to how we teach Art and Design here at Ousedale School. All projects are designed to ensure that students learn key skills, experiment and then create a highly personal outcome.

## THE CREATIVE PROCESS

Artist Inspiration

Experimentation and Development

Quality of Recording

Personal Outcome

Art and Design deliver vertical schemes of work to Year 7 and Year 8, this means that students study the same project at the same time on a 2 year rotation. This approach provides greater opportunity to mix ideas across year groups to aid more rapid progress and gives wider access to a variety of media and techniques allowing for a more personal response to the projects.

Term 1: Natural Forms: Accurate recording using a variety of materials and inspiration responding to the theme of Natural Forms.

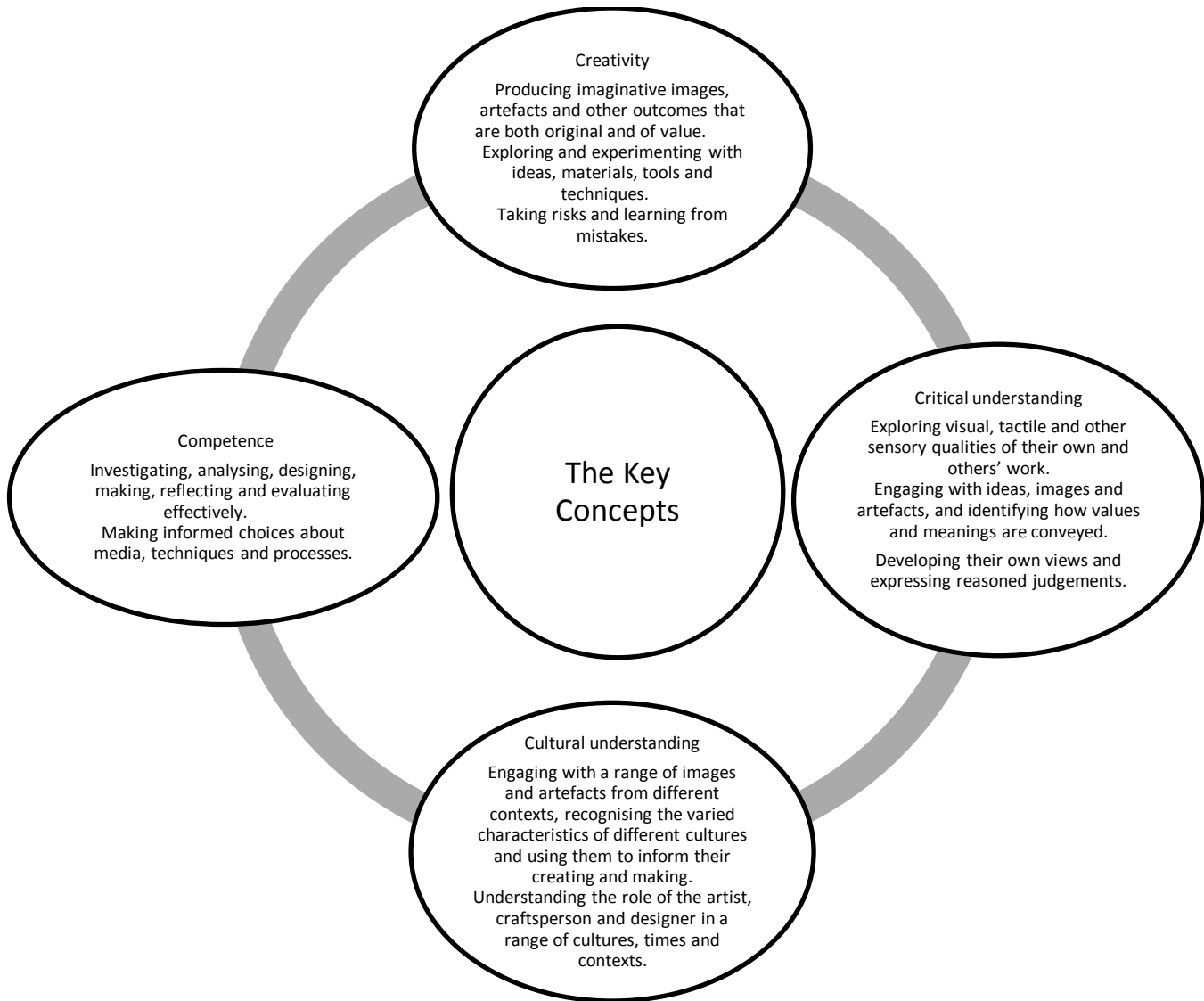
Term 2: Key Skills: Colour & Sculpture

Term 3: Cultures: Alternative methods of recording responding to theme of Cultures.

## Homework

All KS3 students complete 3 homework projects throughout the academic year; 1 per term. Two are based on literacy and the final project is practical using photography. Our homework projects provide the opportunity to develop independent research skills and compliment the learning that is taking place within the classroom.

## Key concepts and aims of the Art experience in KS3



# DESIGN TECHNOLOGY

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In Year 7 students study two hours of Design and Technology a week. They will start with a baseline test which assesses their understanding of Design Technology and also allows us to monitor the progress made during the year. They will study all four areas of DT; Food Technology, Graphics, Textiles and Electronics on a six week rotation system, so they spend an equal amount of time in each area taught by specialised staff. Towards the end of the year they will have an end of year test which is designed to test their knowledge and understanding of all areas of DT.

## **Food Technology – Health and Safety**

During Year 7, students will be focussing on health and safety when working in Food Technology. The recipes that they will be using will develop their practical skills and understanding of ingredients and how they function within a recipe. During this year your child will be doing various practical lessons, there will be an ingredients list so that your child can be organised and prepared for the lesson.

## **Graphics – Pop-up Cards**

Pop-up Mechanisms is an introductory project to Graphics. Students will learn about and develop their graphical communication skills; working in the media of paper and card. In class students will be taught about different pop-up mechanisms and for homework students will prepare a short story; towards the end of the project students will use the pop-up mechanisms to illustrate their short story.

## **Electronics and Resistant Materials – Moisture Sensor**

Students will be designing and making a moisture sensor. It is designed to help indoor gardeners who want to keep a close check on their houseplants and the amount of water needed to keep them alive. They will solder all the components together to create the circuit, and then make a casing by vacuum forming a tray for the circuit to sit in.

## **Year 7 Textiles – Creative Cuddlies**

Students will be designing and making soft toys. They will be learning and developing a variety of hand sewing skills to use to create their toys which they will then embellish with a variety of embroidery stitches, beads, sequins, trimmings and other decorative techniques. Students are not required to supply any materials for the project, but they are welcome to bring in any components / decorative trimmings to add to their work towards the end of the project if they should wish to do so.

# FRENCH

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Throughout the year students will cover a variety of topics and will learn some of the grammar which underpins the language.

## **Autumn Term**

Students will learn to talk about likes and dislikes, how to describe themselves and others in using a wide range of vocabulary and basic French grammar. Students will also learn to discuss school life, giving opinions and reasons in order to form more complex sentences.

As well as learning spelling and pronunciation students will cover basic grammar concepts such as gender, accents, agreement of adjectives, how to form commands and questions, use of the negative and how to conjugate common verbs in the present tense.

## **Spring Term**

Students will learn to discuss their hobbies including discussing computers and mobiles, which sports they play, and other leisure activities. They will also discuss personal preferences and describe what other people do during their free time.

Further topics include talking about students' town or village, giving directions and discussing what they can do in their town.

They will learn to form the present tense of -ER verbs in particular, including reflexive verbs and extend their knowledge of irregular verbs.

## **Summer Term**

In the summer term students will learn to discuss their holidays and how to buy drinks and snacks in a French speaking country. They will also learn to describe what they would like to do in French.

They will extend their work by adding detail, connectives, opinions, reasons for their opinions and time phrases. Towards the end of the year they will also learn how to use the near future tense.

Students who achieve highly in French may have the opportunity to study Spanish in Year 8.

# GEOGRAPHY

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In Geography this year, the theme that will underpin the learning is Amazing World. Students will discover some of the most fascinating places on Earth, learning and developing geographic skills along the way. In each topic students will complete an issues analysis; applying their knowledge and understanding taken from a range of resources to answer questions about some of world's greatest global issues.

Over the course of the Key Stage 3 students will establish and develop a range of geographical skills, including map work, atlas skills and enquiry skills. The development of these skills will be integrated within lessons and will progressive throughout the year.

## Term 1a – Amazing World

An awe and wonder topic, introducing Geography as a subject which explores the world in which we live. This will give students the chance to look at a range of amazing features (both human and physical) around the world. Starting by investigating why landmasses are where they are, students will learn about continental drift and lead on to considering the different climatic zones around the world.

## Term 1b – Megacities

This topic will provide a good opportunity to develop the map skills instilled so far this year. Students will start by considering what a megacity is, and why they occur. Leading on from this, students will look at contrasts both within and between megacities, and start to consider issues that are often found there.

## Term 2a – India

This topic will look at the vast contrasts across the Indian subcontinent. This will include changes in landscape, populations and culture. Students will consider how India is changing, and think about the importance of the region in the context of globalisation.

## Term 2b – Extreme Environments

Students will explore the amazing variety of environments on Earth and how people survive in these places. Looking at each environment in turn, students will consider changes in both vegetation and wildlife, and the interactions between people and the environment.

## Term 3 – Geographic Investigations

During the summer term Year 7 will work towards developing geographic investigation skills. Each student will complete their own geographic investigation, including setting an appropriate geographic question, collecting individual data, presenting their results and concluding their findings.

# HISTORY

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In History this year, Year 7 will be taking a broad journey through almost 1000 years of British History. Starting with what England was like before the Norman Conquest and ending with how life has changed in the twentieth century, students will look at key moments and events, as well as what life was like for the ordinary man, woman and child.

## **Autumn Term**

Students will look at how Britain was ruled between 1066 and 1500 during the first half term, and then look at what life was like for ordinary Britons during the second half term. Key events will include: the Norman Conquest, How William ruled England, the importance of religion in medieval society and the Black Death.

## **Spring Term**

Students will look at how Britain was ruled between 1500 and 1750 during the first half term, and then look at what life was like for ordinary Britons during the second half term. Key events will include: the Break with Rome, the English civil war, life in Tudor England and the Great Fire of London.

## **Summer Term**

Students will look at life in Britain between 1750 and the twentieth century. Key events will include: the Industrial Revolution and its effects, how farming changed, the campaign for female suffrage and the birth of the NHS.

# MUSIC

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Students will cover all musical elements in a variety of projects that encompass the 3 strands of musical learning; Performing, Composing and Listening and appraising. The projects cover a wide range of musical genres to give students a varied musical understanding.

Throughout the year students will complete units on:

## Elements of Music

- Learning the building blocks of music through graphic score.
- Developing performance through singing and individual keyboard work.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

## Rhythm

- Learning how to understand and read rhythmic notation.
- Developing performance and composition skills through group work.
- Expanding musical knowledge through rounds and ostinato.

## Pitch

- Learning how to read music notation, focusing on the treble clef.
- Developing performance skills via paired work.
- Expanding musical composition through Music ICT.

## 'Cops and Robbers' Blues

- Learning the basics of singing in a blues style.
- Developing performance skills within an ensemble.
- Expanding musical knowledge through swing and shuffle rhythms and the 12 bar blues sequence.

## African Music

- Learning complex rhythms through traditional djembe drumming.
- Developing compositional techniques through ensemble performance.
- Expanding musical knowledge through syncopation and call and response.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

## Soundscape

- Learning how to compose using a variety of 'moods'.
- Developing compositional technique through paired composition through sequencing software.
- Expanding musical knowledge through pedals and ostinati.



# P.E.

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Our key aims are to develop students' capabilities, knowledge and understanding within our subject so they can lead a healthy active lifestyle, actively take part and build confidence across a range of activity areas and develop skills such as resilience, team work, co-operation and communication. This is not an exhaustive list and we intend to tailor our delivery to be inclusive of all pupils. It is our aim to have every student involved in physical activity during their time at school but also beyond this into adult life.

Over the course of the year students will cover a variety of activity areas based on the resources and expertise we can offer within school. We hope that our activity choices will offer students the variety but also the depth and content to allow them to improve their all-round competence and performance across the range of activities. We also have a strong focus on knowledge of fitness and health and their ability to analyse and adapt to the changing situations with regards to leadership and ideas/ tactics within sport.

An example of the activities students will be involved in through KS3 are:

Multi-skills (Yr 7), Fitness, Rugby/Football (Boys), Netball (Girls), Gymnastics, Dance (Girls), Hockey, Badminton, Basketball, Handball, Athletics and Striking and Fielding.

Our assessments will be teacher based and will reflect where students are at that moment in time, we will take into account their performance in the activities we offer and look at the holistic profile of each child as best we can.

Within lessons we expect every student to attend school with their PE kit (even when injured) so they are prepared to join in, in a suitable manner. We encourage all students to give every element a try to the best of their capabilities and take a positive approach. The nature of our subject does mean there is an element of risk so we do all in our power to keep our students as safe as possible whilst still allowing them to be challenged and pushed to their limits. Please keep us up to date with any medical conditions or injuries so we can cater for your child.

## **Supporting and Challenging students:**

We regularly differentiate the tasks and activities students are involved in so that we can provide the appropriate learning opportunity. We believe in our subject and its importance, with many future pathways available we include content of KS4 level work and beyond to develop students.

We have carefully structured our extra-curricular programme to support the lesson activities; we would encourage you to support your child's learning by ensuring they are involved in a variety of practical activities outside of school hours and/or through encouraging them to be a part of our extra-curricular programme. It is recommended that children take part in a minimum of 5 hours of moderate physical activity per week to maintain a healthy active lifestyle, alongside eating a healthy balanced diet.

# PHILOSOPHY, ETHICS & RELIGION

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Over the course of the three years at Key Stage 3, students will be asked to think critically about a wide range of philosophical, religious and ethical issues. They will consider a variety of religious responses to those issues in order to develop thoughtful, well-argued views of their own.

## Autumn Term

### **Belonging, Believing, Behaving**

A comparative study of religious traditions and personal commitments.

### **God**

An enquiry into how God is described and questions surrounding the existence of God.

## Spring Term

### **Equality and Justice**

An investigation into what equality and justice mean and how they are achieved in different contexts.

### **Is Violence ever justified?**

This topic looks at martyrs, freedom fighters and terrorist. It asks pupils to evaluate their actions and justify if violence is ever right.

## Summer Term

### **Slavery**

A study of modern day slavery and slavery throughout history. An investigation in to its effects on religion and society.

### **Religious Expression**

An investigation into the variety of ways that people express their spirituality and religious beliefs.

# PSHE

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Year 7 will be taught in form groups for PSHE and the course will be delivered by their form tutor.

## The topics covered this year include:

**Respect and Manners:** Within this topic students will look at effective communication and interpersonal skills as well as the need to be respectful towards others.

**Friendships and Relationships within the home:** how to sustain good relationships with friends and family members.

**Healthy Lifestyles:** how to maintain a healthy diet; the importance of exercise and the choices to ensure a healthy standard of living.

**Respecting the Environment:** how to look after the environment in the school and the wider community.

## Important dates

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27 <sup>th</sup> September	ACE Day
5 <sup>th</sup> October	Y7 Parent/Tutor evening
18 <sup>th</sup> - 20 <sup>th</sup> October	School Production – Miss Saigon
31 <sup>st</sup> October	Staff Training Day
17 <sup>th</sup> November	Autumn Music Concert
15 <sup>th</sup> December	Christmas Carol Service
18 <sup>th</sup> January	Y7 Parents' Evening
8 <sup>th</sup> February	ACE Day
10 <sup>th</sup> February	Staff Training Day
27 <sup>th</sup> March	ACE Day
28 <sup>th</sup> March	Spring Gala Concert
8 <sup>th</sup> -12 <sup>th</sup> May	Y7 End of Year exams & Literacy re-testing
28 <sup>th</sup> June	KS3 Achievement Awards
6 <sup>th</sup> July	Staff Training Day
12 <sup>th</sup> – 14 <sup>th</sup> July	ACE Days

## Useful Contacts

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If you have any queries, in the first instance please contact your child's Form Tutor. Other useful contacts include:

**Emma Rickard**

Year 7 PAL

[Emma.Rickard@ousedale.org.uk](mailto:Emma.Rickard@ousedale.org.uk)

**Paul McFadden**

Deputy Headteacher

[Paul.McFadden@ousedale.org.uk](mailto:Paul.McFadden@ousedale.org.uk)

## Homework Timetable 2016-2017

### Year 7 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7SMG</b>	Geography Technology	English		English History PER	French
<b>7CW</b>	Geography Technology	English History		English	French PER
<b>7SK</b>	Geography Technology	English		English PER	French History
<b>7SRB</b>	Geography Technology	English	PER	English History	French

### Maths & Science sets

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7e1</b>		Science	Maths Science		Maths
<b>7e2</b>		Science	Maths Science		Maths
<b>7f1</b>		Maths	Maths Science		Science
<b>7f2</b>		Maths	Maths Science		Science
<b>7f3</b>		Maths	Maths Science		Science

Art, CDA, Drama and Music will set project-style homework – usually 1 per half term.