

Ousedale School
Aspire | Believe | Achieve



Year 7 Guide – 2018/19

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.

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 groups in Maths and English, Science and Humanities using students' Key Stage 2 data. French will be set by October half term. 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 few weeks of Year 7, homework will only be set in the core subjects.

As a guide, Year 7 students can expect that each homework task or activity may take up to 30 minutes.

Year 7 students will be set twice weekly homework in English, Maths, Science and Modern Languages, once weekly homework in History and Geography, and fortnightly homework in their other subjects, except PE and Drama.

ENGLISH

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.

In Year 7, students have 4 lessons of English a week, visiting the Library once a fortnight to develop their research skills and to encourage independent reading. In 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 (documentaries, 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' or 'A Midsummer Night's Dream' 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 focus on Edgar Allen Poe's 'The Tell Tale Heart' and 'The Raven,' and a collection of Gothic poetry and prose extracts

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. In recent 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 Matt Kileen, Robert Muchamore 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

- Private Peaceful – Michael Morpurgo
- Moriarty – Anthony Horowitz
- Horowitz Horror – Anthony Horowitz
- Skellig – David Almond
- Holes – Louis Sachar
- A Sound of Thunder – Ray Bradbury
- My Name is Mina – David Almond
- The Recruit – Robert Muchamore

MATHS

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. 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 units; 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.*
8. Number Confidence - *students will develop their skills of calculation with and without a calculator including negative numbers, rounding, powers and roots of numbers.*

Spring Term

1. Equations – *students will learn to set up simple equations to solve problems and techniques to solve these including the use of inverse operations .*
2. 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.*
3. Percentages – *students will find percentages of quantities using calculator and non-calculator techniques.*
4. 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.*
5. Displaying data— *students will learn various techniques for displaying data, including pictograms, bar charts, pie charts, stem and leaf diagrams and scatter graphs.*

Summer Term

1. Ratio and Proportion – *Students will understand the difference between ratio and proportion, and will be able to divide a given amount in 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*
2. Transformations – *explore rotation, reflection and translation*
3. Interpreting data – *Students will learn methods of interpreting statistical data in order to draw effective conclusions.*
4. Revisiting topics - *students will look at the work covered over the year and identify areas of improvement and work on developing these skills*

SCIENCE

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.

We are moving to a new specification created by the exam board AQA, to allow our students to follow a programme of study that will ensure they will have studied the foundations of the GCSE content, allowing for a smooth transition from Key Stage 3 to Key Stage 4. The Content is under ten big idea headings: Forces, Electromagnetism, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes. Each idea contains four smaller topics: the building blocks for the big ideas.

The order of study is shown below. Although the big ideas could be considered as a Biology, Chemistry or Physics topic, 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.

	Part 1 Taught in year 7		Part 2 Taught in year 8	
Forces	Speed	Gravity	Contact forces	Pressure
Electromagnets	Voltage and resistance	Current	Electromagnets	Magnetism
Energy	Energy costs	Energy transfer	Work	Heating and cooling
Waves	Sound	Light	Wave effects	Wave properties
Matter	Particle model	Separating mixtures	Periodic table	Elements
Reactions	Metals and non-metals	Acids and alkalis	Chemical energy	Types of reaction
Earth	Earth structure	Universe	Climate	Earth resources
Organisms	Movement	Cells	Breathing	Digestion
Ecosystem	Interdependence	Plant reproduction	Respiration	Photosynthesis
Genes	Variation	Human reproduction	Evolution	Inheritance

COMPUTING AND DIGITAL APPLICATIONS

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 – Introduction to the Network and Internet Safety

This Module introduces the students to the network. Showing students how to log-in to the network and email and explaining the 'Code of Conduct'

The final lessons are on Internet Safety Issues including Password Selection, Phishing, Pharming, Malware, Protecting yourself on Social Media, Online Bullying.

The students will put together a publication using a shared Google Slides document in small groups.

Block 2 – Spreadsheet Skills

Students will learn about some formulae, functions and formatting used in Excel

Students will use the 'How2Excel' Spreadsheet to learn some techniques for formatting and creating formulae within Excel. Once students have completed the worksheets they will move on to the 'ExcelJurassicPark' Spreadsheet where they will develop their skills further.

Block 3 – Flowol and Scratch

Students will be learning about what algorithms are and how to create simple algorithms in the form of flow charts.

They will then be learning/recapping the basics of scratch and creating a basic animation.

Then the students will develop their programming skills following the tutorials to make a basic pacman type of game. The students will develop this game further by adding their own a theme and additional features to the game without direction.

Block 4 – Website Project

Students learn to use Serif WebPlus from a series of video tutorials.

They make a 5 page interactive website 'Fishy Friends' with navigation, slideshow gallery and feedback form.

They then make their own website plan and design for either: A Sports Shop, a Fashion Shop, Music Band website or for a Celebrity Fan Site before completing their site.

ART

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. Learning revolves around the creative process explained underneath and based on GCSE criteria.

THE CREATIVE PROCESS

CP 1 Critical Understanding

“It is evident in the language you use when discussing your own work & that of others & also in how you apply what you have learnt to that of others”

CP2 Experiment and develop

“Learning about techniques and exploring differing materials. Using the information to develop an idea”

CP3 Record

“Drawing a subject and recording the formal elements. Selecting differing ways of drawing annotating decision making and reflecting.”

CP4 Respond

“Applying your knowledge of materials and techniques and making links to artists and sources making your work personal”

Year 7 -

Term 1: COLOUR

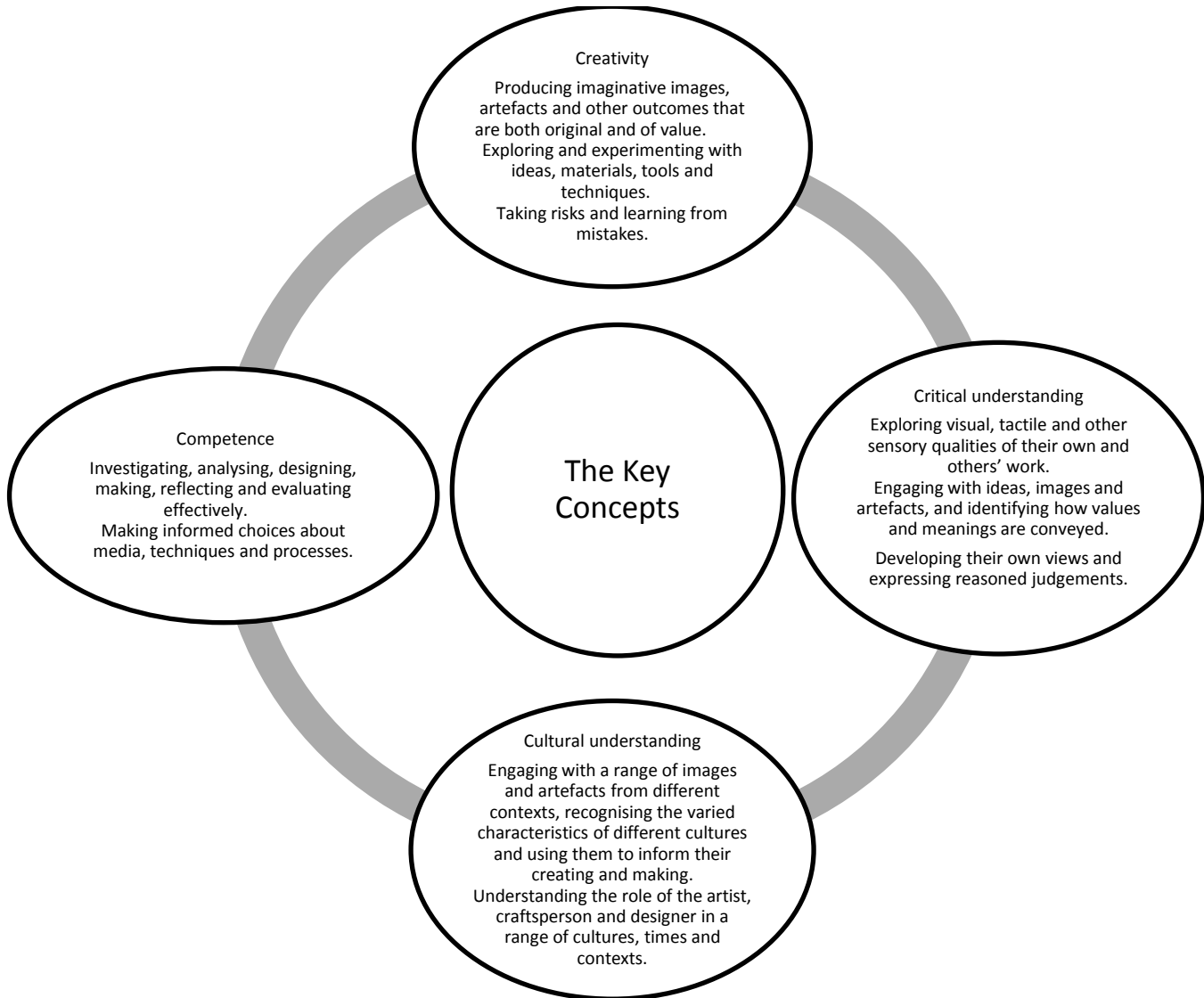
Term 2: PATTERN

Term 3: 3D/ Mixed media

Homework

All KS3 students complete 4 homework's per half term. There will be a mixture of literacy, practical or research based homework's related to current learning in the classroom. One homework will be to attend a lunchtime workshop led by our Art Leaders which offers a different skill or technique in art. Students will have an opportunity to use art clubs afterschool or lunchtimes to complete homework if they require further assistance or materials.

Key concepts and aims of the Art experience in KS3



DESIGN TECHNOLOGY

In Year 7 students study one hour 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 three areas of DT; Food Technology, Textiles and Resistant Materials on a 13 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 Studies – Key skills and Health and Safety

During Year 7, students will be focusing on health and safety when working in Food. 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 completing various practical lessons; there will be an ingredients list so that your child can be organised and prepared for the lesson.

Resistant Materials – Coasters and Coaster Holder

Students will have the opportunity to create a design for their coasters on the computer that will then be laser cut out into acrylic. They will then manufacture a holder for their coasters from pine learning a variety of woodworking skills such as housing joints and accurate dimensioning.

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

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 in French what they would like to do.

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

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 progress throughout the year.

The message we want students to understand is that geographers solve global problems.

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 understanding how to locate places and where we are in the world students will then look at amazing aspects of both human and physical geography whilst consolidating their understanding of locating places.

Term 1b – Rivers

This topic will provide a good opportunity to develop the map skills instilled so far this year. Students will start by exploring a range of rivers globally and nationally and investigate the erosional process that form and shape the world's rivers.

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

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

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. Further to the curriculum, to enhance students' musical experience we offer a variety extra-curricular music ensembles, clubs and workshops to enrich students' lives.

Throughout the year students will complete units on:

Elements of Music

- Learning the building blocks of music through singing in groups.
- Developing performance through part 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.

PE

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, these sports are also linked to what students are allowed to put forward for GCSE PE. 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.

Each term students will take part in a minimum of three specific fitness lessons per hour of PE, this is to help them gain knowledge and understanding and be self-reflective of their own capabilities and build on their awareness of how to train to improve. The main focus of these sessions is to be ACTIVE or build knowledge through testing etc

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

Multi-skills (Yr 7), 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

Over the course of 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.

Slavery

A study of modern day slavery and slavery throughout history, with religious responses to the slave trade.

Summer Term

Is Violence ever justified?

A study of martyrs, freedom fighters and terrorists – is use of violence ever right?

Art in Heaven

Pupils will have the opportunity to create a piece of art work on a philosophical, religious or spiritual theme, that can be entered in to a nationwide competition (with NATRE).

PSHE

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.

Wellbeing

This is a discreet subject on the Year 7 timetable incorporating the transition from Primary to Secondary school. Wellbeing puts the individual student at the heart of learning and looks at a variety of factors that Year 7 students face when arriving at secondary school. There are 6 topics covered:

- Introducing the Ousedale Standard – looking at organisation, the planner, resilience and understanding progress reviews.
- Building healthy relationships – looking at social media and the implications this can have on relationships, empathy, mediation and working with others around them.
- Personal Health – Looking at eating habits, keeping clean, dealing with stress and anxiety, sleeping patterns and the importance this has on an individual.
- British Values – focussing on the government initiative of democracy, rule of law, mutual respect and tolerance and individual liberty.
- Families – Focussing on the different types of families and dealing with change.
- World events – focussing on events that have happened around the world that have influenced and shaped the world we live in today.

There are no assessments within this timetabled subject but an attitude to learning grade will be recorded and sent home. Wellbeing will also look at revision methods and how to prepare students for progress reviews in the future.

Important dates

26 th September	ACE Day
3 rd October	Y7 Meet the Tutor evening
18 th – 20 th October	School Production – Sound of Music
20 th November	Autumn Music Concert
19 th December	Christmas Carol Service
7 th February	ACE Day
15 th February	Staff Training Day
26 th March	ACE Day
3 rd April	Spring Gala Concert
1 st May	Yr 7 Parents' Evening
12 th June	KS3 Achievement Awards
24 th – 28 th June	Y7 End of Year exams & Literacy re-testing
4 th July	Staff Training Day
10 th – 12 th July	ACE Days

Useful Contacts

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

Jeremy Stormer

Director of Pastoral & Academic Standards

jeremy.stormer@ousedale.org.uk

Sophie Myers

Year 7 & 8 PAL

sophie.myers@ousedale.org.uk

Homework Timetable 2018-2019

Year 7 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
7MTM	English		English	Technology	
7CTW	English		English	Technology	
7SPC	English		English	Technology	
7MB	English		English	Technology	

Maths/Science sets

	Monday	Tuesday	Wednesday	Thursday	Friday
E1		Maths	Science	Science	Maths
E2		Maths	Science	Science	Maths
E3		Maths	Science	Science	Maths
F1		Science	Maths	Maths	Science
F2		Science	Maths	Maths	Science

Other sets

	Monday	Tuesday	Wednesday	Thursday	Friday
O1	History	Music	Art French	ICT Geography French	RS
O2	Art RS		Geography French	Music French	ICT History
P1	French RS Music	French History		ICT	Geography Art
P2	French Art	French		Geography ICT	History Music

Please note that Art, Music, Technology and ICT homework will be set fortnightly.