YEAR 7 CURRICULUM MAP 2026 - 27

MANCHESTER ISLAMIC GRAMMAR SCHOOL FOR GIRLS
FAITH • LEARNING • LIFE

SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ARABIC NATIVE SPEAKERS	**Identity and Culture** Summer Holiday Long and Short writing. Read for gist	**Identity and Culture** **Countries** To learn names of countries Talk about my country Use question words and form basic questions Say what nationality one is To understand when to use the feminine marker	**Identity and Culture** **Family** To read for gist To recognise words related to family To compare people and things Students to be able to describe their families Students to be able to produce a simple family tree Students to be able to answer questions about siblings **What they are like** Describe physical features and compare people	**Identity and Culture** **My House** Name rooms of the house Talk about my house Use dual Use prepositions of places	**My Daily Routine** Talk about my routine Tell the time Use the present tense Attach pronouns **Sports & Hobbies** To talk about hobbies To use adverbs of frequency To use verb and noun forms To express like and dislike To justify an opinion- to write a summary	**Future Aspiration and Work (Jobs)** Talk about jobs & work places Tell what people do To use the plural

ARABIC NON-NATIVE SPEAKERS	**Introduction to Arabic** Letters of the alphabet Sun and moon letters Joining and Splitting Letters Simple Sentences Numbers and days of the week	**Identity and Culture** **Countries** To learn names of countries Talk about my country Use question words and form basic questions Say what nationality one is To understand when to use the feminine marker	**Identity and Culture** **My Family** To read for gist To recognise words related to family. **What they are like** Describe physical features and compare people	**My House** Name rooms of the house Talk about my house Use dual Use prepositions of places	**My Daily Routine** Talk about my routine Tell the time Use the present tense Attach pronouns **Sports & Hobbies** To talk about hobbies To use adverbs of frequency To use verb and noun forms To express like and dislike To justify an opinion- to write a summary	**Future Aspiration and Work (Jobs)** Talk about jobs & work places Tell what people do To use the plural

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ART	**GROUP 1** **ALL ABOUT ME** An open book showing drawings, colour studies, words and lettering to represent who they are. Creating a frame based piece of work, e.g. name plate for bedroom door. **LINE/PATTERN** Different types and styles of patterns. When and where do we use line? Using line to create texture. **COLOUR** Primary, secondary, complementary, tertiary colours etc. Colour association emotions/feelings and word association.	**GROUP 2** **ALL ABOUT ME** An open book showing drawings, colour studies, words and lettering to represent who they are. Creating a frame based piece of work, e.g. name plate for bedroom door. **LINE/PATTERN** Different types and styles of patterns. When and where do we use line? Using line to create texture. **COLOUR** Primary, secondary, complementary, tertiary colours etc. Colour association emotions/feelings and word association	**GROUP 1** **NATURAL FORMS** Colour studies of nature - flowers, fruit, trees, leaves and vegetables **WATER COLOUR TECHNIQUE NATURAL FORMS (abstract pastel work)**	**GROUP 2** **NATURAL FORMS** Colour studies of nature - flowers, fruit, trees, leaves and vegetables **WATER COLOUR TECHNIQUE NATURAL FORMS (abstract pastel work)**	**GROUP 1** **TILE DESIGN** Research Islamic art, geometric shapes, patterns, tessellation. Produce a tile design based on patterns and geometric shapes **TEXTURES AND RUBBINGS** Texture, collage and mixed media	**GROUP 2** **TILE DESIGN** Research Islamic art, geometric shapes, patterns, tessellation. Produce a tile design based on patterns and geometric shapes **TEXTURES AND RUBBINGS** Texture, collage and mixed media

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COMPUTER SCIENCE	**E-SAFETY** Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns. -Finding balance in a digital world -Phishing -Digital Footprint -Chatting safely online -Digital Drama Unplugged -Finding Credible News	**COMPUTER HARDWARE & SOFTWARE** Gain an understanding of the basic hardware and software components that make up computer systems and how they interact. Develop familiarity with using key applications in the Microsoft Office Suite. -Microsoft Word -Microsoft Power Point -Microsoft Excel - Assessment	**PROGRAMMING 1** Use two or more programming languages, at least one of which is textual, to solve a variety of computational problems. uence ables ction rators and Selection nt Controlled Iteration	**PROGRAMMING 2 (CONTINUATION)**	**ARTIFICIAL INTELLIGENCE** - What is AI - AI chatbox - AI Bias - AI Algorithms - AI Plagiarism	**E-SAFETY** Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns. -Finding balance in a digital world -Phishing -Digital Footprint -Chatting safely online -Digital Drama Unplugged -Finding Credible News

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	**JOURNEY TO THE RIVER SEA** Comprehension tasks Linked non-fiction by theme Creative writing tasks Speaking and listening/drama focused activity e.g. hot seating /interviewing.	**NATURE POETRY** Comprehension tasks Work on patterns and structure in poetry Work on language and literary devices	**WORKING WITH 19th CENTURY TEXTS** Comprehension from: Extracts fiction: The Water Babies C19th poetry: William Blake: Chimney Sweep Descriptive Writing	**SHAKESPEARE PLAY: A MIDSUMMER NIGHT'S DREAM** Character work Plot and structure Themes Creative writing: narrate from theme/diaries, etc. Speaking/Listening: Drama focused tasks Paired work	**NON-FICTION EXAM PREP:** Comprehension work: language, structure, presentation Writing to persuade **WORKING WITH STORIES: FAIRYTALES, MYTHS AND FABLES** Building characters Openings, endings, morals and formulaic structures Stereotypes and challenging them	**MODERN PLAY: DRAMA FOCUS** Acting Parts Mime Stagecraft appreciation Hot seating Creative Writing Tasks Writing to Argue Speeches and debating Appreciation of other modes of writing linked by theme.

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SUBJECT	AUTUMN 1	SUBJECT	AUTUMN 1	SUBJECT	AUTUMN 1	SUBJECT
HISTORY	**HISTORY SKILLS** Primary Vs Secondary Sources Chronology Bias – Purpose of sources. Nature of sources – useful? Limitations? Tollund Man Investigation	**ANCIENT MEDICINE** Egyptian Medicine Greek Medicine Roman Medicine. End of term exam	**ENGLAND BEFORE 1066** Who will be the next king? Battle of Stamford Bridge Battle of Hastings Essay- why did William win? **THE NORMAN CONQUEST** Conquest of England William the castle builder The Domesday Book The feudal system .	**LIFE IN THE MIDDLE AGES** What was life like in a medieval village vs towns? Why was religion so important? A day in the life of a monk. Crime and punishment Medieval Medicine The Black Death enquiry	**THE MONACH AND PARLIAMENT** Crown v Church; Henry II and Thomas Becket. Murder in the Cathedral. King John and the Magna Carta. Where did our Parliament come from? The Peasant's Revolt Summer exam	**THE CRUSADES** What were the crusades? Who went on a Crusade? What happened on the first Crusade Life in Outremer Legacy of the Crusades

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Big Idea	**How can I work safely and confidently in a kitchen?**	**How can I work safely and confidently in a kitchen?**	**How can food help us stay healthy?**	**How can food help us stay healthy?**	**Why do ingredients behave differently when we cook?**	**Why do ingredients behave differently when we cook?**
FOOD TECHNOLOGY	**GROUP 1** • **BASELINE TEST** • Kitchen Safety & Personal Hygiene (**T**) • General Practical Skills, Washing Up & Using the Oven • **Practical: Pitta Pizzas** • Food Safety and Knife Skills **(T)** • **Practical- Healthy Couscous salad** • Fruits and Vegetables (5 A Day) / NEA1 Experiment **(T/P)** **Practical - Fruit Crumble**	**GROUP 2** • **BASELINE TEST** • Kitchen Safety & Personal Hygiene (**T**) • General Practical Skills, Washing Up & Using the Oven • **Practical: Pitta Pizzas** • Food Safety and Knife Skills **(T)** • **Practical- Healthy Couscous salad** • Fruits and Vegetables (5 A Day) / NEA1 Experiment **(T/P)** • **Practical - Fruit Crumble**	**GROUP 1** • Nutrition and The Eat well Guide **(T)** • **Practical: Chicken Fajitas** • Where does food come from? **(T)** • **Practical: Spaghetti Bolognese** • Organic Farming/ GMOs **Revision**	**GROUP 2** • Nutrition and The Eat well Guide **(T)** • **Practical: Chicken Fajitas** • Where does food come from? **(T)** • **Practical: Spaghetti Bolognese** • Organic Farming/ GMOs **Revision**	**GROUP 1** • Sensory Evaluation (T/**P**) • Aeration and Shortening (T) • Functions of Ingredients (Flour, fat, sugar, eggs • **Practical – Shortbread** • **Practical - Cupcakes** **Written Summer Assessment**	**GROUP 2** • **Written Summer Assessment** • Sensory Evaluation (T/**P**) • Aeration and Shortening (T) • Functions of Ingredients (Flour, fat, sugar, eggs • **Practical – Shortbread** • **Practical - Cupcakes**

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 7	**Unit 1 Mon monde à moi** **Topic knowledge** • Phonics introduction and key words and phrases • Intro: French-speaking countries • 1.1 Salut! Ça va? – introductions and greetings • 1.2 Quel âge as-tu? – saying your age, numbers 1–20 • 1.3 Quelle est la date? – days, dates and birthdays • 1.4 Quelle est ta personnalité? – describing personalities • 1.5 Tu es comment? – describing physical appearance **Grammar** • Masculine, feminine and plural nouns • Emphatic pronouns moi and toi • Using j'ai and tu as with ages • Using c'est • Adjectival agreement after je suis and tu es • Plural adjectives and word order **Phonics** • Cognates • ç • Silent final -s • in • Silent final -e, -t and -d • eu and silent final -x **Big idea** • To introduce myself, give my age and birthday, and describe my personality and appearance **Link to GCSE** • Theme 1, Unit 1: Identity and relationships with others (describing yourself and others) **Cross-curricular** • Francophone world • Famous Francophone personalities • Spelling Bee • French birthday song Links with second MFL	**Unit 2 Ma famille** **Topic knowledge** • Intro: famous French-speaking people • 2.1 Tu as un animal? – talking about pets • 2.2 Décris la famille – family members • 2.3 Quel est son âge? – other people's ages and birthdays • 2.4 Comment sont tes amis? – describing friends • 2.5 Tu as un modèle? – describing your role models **Grammar** • Nationality adjectives • Indefinite articles • Possessive adjectives mon / ma / mes • avoir ('to have') • être ('to be') • Using avoir and être together **Phonics** • -ien / -ienne • oi • è • œu • Silent final -t and liaison • Revisiting key sounds **Big idea** • To talk about my family, pets and friends and describe a role model, using avoir and être accurately **Link to GCSE** • Theme 1, Unit 1: Identity and relationships with others (family, friends, role models) **Cross-curricular** • Famous Francophone personalities Links with second MFL	**Unit 3 Au collège** **Topic knowledge** • Intro: classroom language • 3.1 À quelle heure? – times and school subjects • 3.2 Qu'est-ce que tu aimes au collège? – opinions of school subjects • 3.3 Qu'est-ce que tu portes au collège? – school uniform and colours • 3.4 Qu'est-ce qu'il y a au collège? – school facilities • 3.5 Comment est ton collège? – describing your school **Grammar** • Using est-ce que… • Using definite articles with school subjects • Regular -er verbs in the je form • Using the verb porter • Using de / d' after negatives • Question words + est-ce que… **Phonics** • ai • Silent h • en • r • l and y • qu **Big idea** • To describe my school (subjects, times, uniform, facilities) and give opinions **Link to GCSE** • Theme 1, Unit 3: Education and work (school life, rules, uniform, facilities) **Cross-curricular** • Numeracy: telling the time • Francophone school systems Links with second MFL	**Unit 4 Ma vie** **Topic knowledge** • Intro: pastimes • 4.1 Mes repas – daily meals • 4.2 Tu joues à quoi? – ball sports • 4.3 Je fais du sport – other sports • 4.4 Qu'est-ce que tu fais en ligne? – online activities • 4.5 Tu sors le week-end? – going out **Grammar** • Second-verb infinitives • The partitive article • Negative structures • The irregular verb faire • Regular -re verbs • Regular and irregular -ir verbs **Phonics** • -er • Soft g • au • -tion • gn • Revisiting key sounds **Big idea** • To talk about meals, sport, online activities and going out, giving opinions and using negatives **Link to GCSE** • Theme 2, Unit 4: Free-time activities; Theme 1, Unit 2: Healthy living and lifestyle **Cross-curricular** • PE: sports and the Olympic Games Links with second MFL	**Unit 5 En ville** **Topic knowledge** • Intro: exploring Paris • 5.1 Où habites-tu? – discussing where you live • 5.2 Où est-ce que tu aimes aller? – places in town • 5.3 Qu'est-ce que tu vas faire ce week-end? – weekend plans • 5.4 Tu veux sortir? – arranging to go out • 5.5 Un week-end génial – usual events and special plans **Grammar** • Using je voudrais + infinitive • Different ways to say 'in' • aller + à • The near future tense • Using pouvoir and vouloir • Using two tenses together **Phonics** • ou • Regular -er verb endings • é • -s liaison • j • Revisiting key sounds **Big idea** • To describe where I live, say what there is to do in town and make plans, using the present and near future **Link to GCSE** • Theme 3, Unit 9: The environment and where people live; Unit 7: Travel and tourism; two tenses together **Cross-curricular** • Francophone cities (Paris) Links with second MFL	**Consolidation and end-of-year review** **Topic knowledge** • Revisit Units 1–5 (À toi! pages and Glossaires) • Revisiting key sounds • End-of-year assessment **Grammar** • Present tense of avoir, être, regular and key irregular verbs • Adjective agreement • Negatives • Near future tense **Phonics** • Key sounds from Units 1–5 **Big idea** • To have secure core grammar, vocabulary and pronunciation ready for Year 8 **Link to GCSE** • GCSE-style tasks: translation, reading aloud, role play and short written answers **Cross-curricular** • International Fortnight • Spelling Bee Links with second MFL

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GEOGRAPHY	**ADVENTURE GEOGRAPHY** What is geography? What skills do geographers need? How can adventurers inspire us? How can we locate places? How can we navigate our world using map skills? **Mid topic Assessment**	**SURVIVAL CHALLENGE** How do we apply our skills to the real world? How can we show height on a map? How can we measure distance on a map? How can we plan an adventure? MIGSG Survival challenge **Winter Exam**	**AFRICA** What misconceptions do people have about Africa? Why do animals migrate? Who are the Maasai Mara? (research project) How is Africa's population changing? What challenges does Africa face today?	**NIGERIA CASE STUDY** How wealthy is Nigeria? Why do people visit Nigeria? What jobs do people have in Nigeria? What is it like to live in Lagos? What will the future hold for Nigeria? **End of Topic Assessment**	**EUROPE** What is the physical geography of Europe? What is the human geography of Europe? How do settlements grow and change? Why is Manchester important? How is Manchester changing? What is regeneration? Exam preparation	Summer Exam **FLOODING** What is the water cycle? What causes flooding – Mini fieldwork investigation. How are places affected by flooding? How can we manage and prevent flooding? **Designing a flood plan**

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
MATHS	**NUMBER FOUNDATIONS** • Place value (integers and decimals) • Ordering and comparing (integers and decimals) • Rounding to nearest 10, 100, 1000, decimal places and significant figures. • Addition and subtraction with integers and decimals • Multiplication and division by powers of 10	**NUMBER SKILLS** • Units of measure and conversion • Solving money problems • Factors, multiples and primes • Squares and square roots • Divisibility rules.	**FRACTIONS, DECIMALS AND PERCENTAGES** • Equivalent fractions • Simplifying fractions • Comparing and ordering fractions • Fraction operations • Mixed numbers and improper fractions • Converting fractions, decimals and percentages. • Calculating fractions of amounts • Calculating percentages of an amount(increase, decrease and original) • Problem solving using FDP	**ALGEBRA** • Using letters to represent numbers • Writing algebraic expressions • Substituting values into expressions • Adding positive and negative algebraic expressions • Multiplying and dividing algebraic expressions including negative terms. • Negative numbers operations • Expanding single brackets • Simple factorising	**PERIMETER, AREA AND VOLUME** • Keywords and notations • Shapes properties • Perimeter of shapes and composite shapes • Area of common shapes and compound shapes including circles. • Units of area • Units of volume • Volume and surface area of 3D shapes • Volume of prisms • Problem solving involving measures	**GRAPHS, TABLES AND CHARTS** • Drawing and interpreting scatter graphs and Tally charts • Draw and measure angles. • Drawing and interpreting Pie charts. • Reading and creating two way tables • Interpreting bar charts and pictograms • Real-life data problems (train/bus timetable)

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PE	**BASELINE ASSESSMENTS** A range of physical skills to establish the PE entry level for each student. **INVASION GAMES** **Netball:** Introduction to the basic skills and rules of a full 7 v 7 game. Movement skills Spatial awareness Ball handling skills - throwing & catching Footwork Shooting Attacking Dodging Defending Basic knowledge of netball positions Basic working knowledge of netball court and basic rules. Outwitting opponents in competitive small sided games and full 7 v 7 game, with positions.	**INVASION GAMES** **Football:** Introduction to the basic skills and rules of small sided games. Movement with the ball Dribbling Receiving Turning Passing Movement off the ball Passing variations Shooting Attacking Defending Outwitting opponents Small sided football-based games.	**HEALTH-RELATED FITNESS** Measuring pulse rate Basic step test Sustained running: Cooper 12-minute run Introduction to Circuit training Introduction to Boxercise techniques Skill –related fitness tests **NET & WALL GAMES** **Badminton:** An introduction to singles play. Hand-eye co-ordination skills Racket familiarisation Forehand Backhand Serving – low serves Scoring Rallying Basic tactics for singles play	**SPORTS LEADERSHIP** Young sports leadership Values, skills and qualities of effective sports leaders: Communication Organisation Safety Planning Health & Safety Co-operation Responsibility Enjoyment Planning & delivering simple sports leadership activities to peers, with and without equipment. Netball interform competition.	**ATHLETICS** Introduction to basic athletics skills including running, jumping, and throwing. Running for distance Running for speed Running over barriers Relays Sprint starts Jumping for height Jumping for distance Push throw Howler throw	**STRIKING & FIELDING GAMES** **Rounders**: Introduction to the basic skills required to play a simple game of rounders: Hand-eye co-ordination skills Throwing and catching skills Bowling Batting technique Basic fielding skills Introduction of long barrier Basic fielding skills Knowledge of pitch Basic knowledge and implementation of rules in a full 9 v 9 game. Rounders interform competition.

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
QURAN	**Entrance Exam** **RECITATION:** ***al-Fatiha to Al-Ikhlaas*** **INTRODUCTION TO TAJWEED** **Makhaarij(Pronunciation)** Hesitation, breaking up of words, hamzat ul wasal and mistakes in vowels. Qaida Baghdadiyah for students who have no prior knowledge of Quran recitation. **Al-Jawf** **Al-Halaq** ح , ع, غ , خ , ء , ه **MEMORISATION AND TAFSEER: *Al-Fatiha, Naas, Falaq, Ikhlaas*** Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation	**RECITATION:** ***Lahab, Nasr, Kafiroun,*** **TAJWEED** **Tongue Letters:** ن، ر، ل، ض، ك، ق , ج، ش، ي **MEMORISATION AND TAFSEER:** ***Lahab, Nasr, Kafiroun,*** Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation	**RECITATION:** ***Maoun, Quraish*** **TAJWEED** **Tongue letters** س، ص، ز، ت، د، ط , ث، ذ، ظ **MEMORISATION AND TAFSEER:** ***Maoun, Quraish*** Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation	**RECITATION:** ***Feel, Humazah, Asr, Takaathur,*** **TAJWEED** **Al-Shafataan** **Lips Letters:** م، ف، و، ب **MEMORISATION AND TAFSEER:** ***Feel, Humazah, Asr, Takaathur,*** Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation	**RECITATION:** ***Qariah, Adiyaat*** **TAJWEED** *Al-Khayshoum* **MEMORISATION AND TAFSEER:** ***Qariah, Adiyaat,*** Learning the surahs with their meaning in English, and the tafseer of the surahs to find out the reason of revelation	**RECITATION:** **Revision** **TAJWEED** *Application of rules that are already learnt* **MEMORISATION AND TAFSEER:** ***Muraajiah*** *Revision of already learnt surahs*

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RS	**INTRODUCTION TO ISLAM** The 5 pillars of Islam Articles of faith How these impact on life. **INTRODUCTION TO WORLD RELIGIONS** Christianity, Judaism, Hinduism and Sikhism Basic beliefs and how believers' lifestyles Comparison with Islam **STORIES OF THE PROPHETS** How they influence us today.	**INTRODUCTION TO FIQH** Key concepts such as Halal. Haram, fardh, sunnah, etc. **PURIFICATION** Wudu, ghusl and tayammum. How purification affects us in our daily lives. **ADHAN** The story of the Adhan and how this affects Muslims around the world even today.	**MAIN WORLD RELIGIONS** Daily worship and practices **FESTIVALS** Id ul fitr Id ul Adha Ashura Easter Christmas Diwali Hanukah	**PURIFICATION** Importance of Ghusl and how it is performed. **ADHAN** Story of Bilal (RA) and how the Adhan was first performed. **SALAH** Different rakahs in salah, the different positions of salah, and also the different duas made after salah.	**PLACES OF WORSHIP** Features of: Church, Synagogue, Mosque, Hindu Temple and Sikh Gurdwara. **SEERAH OF THE PROPHET (SAW)** Key events in the life of the Prophet from Birth to Hijra **WOMEN IN ISLAM** Lives of "Four Greatest Women in Islam": Maryam, Fatima, Khadijah, Asiya	**THE QUR'AN** Understand the etiquettes of reading the Quran **SUNNAH OF THE PROPHET (SAW)** Study the sunnah of the Prophet, and apply these to our everyday lives **DHIKR** Understand what Dhikr is and the importance of this for us as Muslims

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SUBJECT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
URDU	**INTRODUCTION** Learn history and facts about Urdu language How to greet and exchange basic information Phonics of the Urdu alphabet Identify similar sound letters and letters which are different from Arabic Learn to write Urdu Alphabet Use of different vowels, Half Noon and compound sounds with letter ھ.	**SHORT WORDS** Learn and practice four rules about joining letters. Identify different shapes of letters in words. Writing meaningful words by joining two, three and four letters. **NUMBERS & DATES** Name months of the year in Urdu Learn numbers 1-20 Name days of the week in Urdu. **EVERYDAY OBJECTS AND ADJECTIVES** Gender Singular and plural nouns Colours	**TELLING THE TIME** Numbers 21-30 in Urdu. Give times verbally and in written form **SCHOOL** Name school subjects in Urdu. Give opinion about subjects and use adjectives to justify opinions. Name different professions in Urdu	**FORMING SENTENCES** Auxiliary verbs Demonstratives Personal pronouns Verb agreement for pronouns Negative and interrogative sentences **FOOD AND DRINK** Name different fruits in Urdu. Name different vegetables in Urdu. Express opinion about fruits and vegetables using basic opinion phrases: مجھے ہے/ پسند مجھے پسند نہیں ہے	**ME AND MY FAMILY** Name different members of the family in Urdu Introduce yourself and family using possessive pronouns میرا- میری- میرے Ask and answer questions about yourself and family Name at least 12 animals and birds	**HOME AND LOCAL AREA** Name different parts of the house in Urdu. Use simple sentences to exchange information about their own house. Name different places in your area. Name directions in Urdu. Give directions using imperative verbs جائیں / مڑیں . Name different seasons and weather conditions

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SUBJECT	AUTUMN	SPRING	SUMMER
SCIENCE	**Induction (6 lessons)** L1 - Book Setup and Lab Safety L2 – Kerboodle and Google Classroom L3 - Naming Equipment L4 - Acids and Alkalis/Hazard Symbols L5 - Using and setting up a Bunsen Burner Safely L6 – Baseline Science Test --- ***BIOLOGY:* Cells (8 lessons)** L1 - Plant and Animal Cells L2 – Using a Light Microscope L3 - Specialised Cells L4 – Diffusion into and out of Cells L5 - Unicellular Organisms ***Assessment (cells)*** L6 – Revision L7 – Assessment **(Exam Questions)** L8 – Review Assessment --- ***PHYSICS:* Forces (8 lessons)** L1 - Naming Forces L2 – Hooke's Law L3 – Friction and Air Resistance L4 - Weight and Mass L5 - Resultant Forces ***Assessment (Forces)*** L6 – Revision L7 – Assessment **(Exam Questions)** L8 – Review Assessment --- ***CHEMISTRY:* The Particle Model (4 lessons)** L1 - The Particle Model L2 - States of Matter L3 - Changes of State L4 - Density --- **WINTER EXAM** ➢ Based on **Cells, Forces** and **The Particle Model**	***BIOLOGY:* Body Systems (9 lessons)** L1 - Levels of Organisation L2 - Gas Exchange L3 - Breathing L4 - Skeleton L5 - Movement: Joints L6 - Movement: Muscles --- ***Assessment (Body Systems)*** L7 – Revision L8 – Assessment **(Exam Questions)** L9 – Review Assessment --- ***CHEMISTRY:* Elements and Compounds (9 lessons)** L1 - Elements and Atoms L2 - Compounds L3 - Chemical Formulae L4 - Chemical reactions and Word Equations L5 - Burning Fuels L6 - Thermal Decomposition --- ***Assessment (Elements and Compounds)*** L7 – Revision L8 – Assessment **(Exam Questions)** L9 – Review Assessment --- **SCIENCE WEEK** **TBC**	***PHYSICS:* Sound and light (10 lessons)** L1 - Waves L2 - Sound Waves L3 - Loudness and Pitch L4 - Detecting Sound L5 - Echoes and Ultrasound L6 - Reflection L7 – Colour --- **SUMMER EXAM** ➢ Based on **Cells, Forces, The Particle Model, Body Systems, Elements and Compounds** --- ***BIOLOGY:* Reproduction (7 lessons)** L1 - Adolescence L2 - Reproductive Systems L3 - The Menstrual Cycle L4 - Fertilisation and Pregnancy L5 - Flowers and Pollination L6 - Fertilisation and Germination