

Year 7 Yearly Overview

	Autumn	Spring	Summer
English	<p>Writing Nonfiction</p> <ul style="list-style-type: none"> - Coach Trip: A six-lesson unit of work designed to aid students in the transition to secondary school. <p>Reading Contemporary Fiction</p> <ul style="list-style-type: none"> - <u>Skellig</u>: Students strengthen their skills in understanding and reacting to fiction writing. 	<p>Writing Fiction</p> <ul style="list-style-type: none"> - An eight-lesson unit of work focusing on story-writing skills. <p>Understanding Language Context</p> <ul style="list-style-type: none"> - History of English: An eight-lesson unit on how the English Language has developed over time. 	<p>Reading Poetry</p> <ul style="list-style-type: none"> - Poetry from Around the World: A unit reading and analysing world poetry. <p>Reading Pre-20th Century Fiction</p> <ul style="list-style-type: none"> - A 20-lesson scheme of work looking at plays, poems and prose from pre-19th century writers. - <u>Moonfleet</u>: A five-lesson unit of work exploring extracts from J Meade Falkner's novel.
Mathematics	<p>Number Sets, basic operations. Introduction to Algebra.</p> <ul style="list-style-type: none"> - Order of operations - Addition and subtraction. Multiplication and division - Factors and multiples - Fractions. Mixed numbers and improper fractions. Comparing and ordering fractions, Adding, subtracting, multiplying, and dividing fractions. Order of operations with fractions - Ratios. Direct and inverse proportionality. Cross multiply - Decimals, operations with decimals 	<p>Number Sets, basic operations. Introduction to Algebra.</p> <ul style="list-style-type: none"> - Representing a number as the product of its prime factors—find the greatest common divisor and least common multiple - Rounding numbers - Number lines - Sets of numbers: naturals, integers, rational, place value and zero. Recognizing and classifying numbers in different number systems - Ordering numbers 	<p>Geometry</p> <ul style="list-style-type: none"> - Properties of Quadrilaterals: Parallelogram. Rectangle. Rhombus. Square. Trapezium. Kite. Polygons. Solids. Edges, vertices, and faces. Polyhedra. Prisms. Pyramids. Sphere. Cylinder. Cone. Nets of solids. - Perimeter. Unit conversion. Area, Composite shapes. Volume. - Transformations: Translations. Enlargements. Reflections and line of symmetry. Rotations. Drawing and describing using proper mathematical language.

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	<ul style="list-style-type: none"> - Integers, operations with integers - Absolute value - Rotations, reflections - Percentages. Percentages and money. Profit and loss. Percentage increase/decrease - Conversion between different forms of numbers—fractions, decimals, and percentages 	<ul style="list-style-type: none"> - One-step equations, two step equation - Simple Inequalities. <p>Geometry</p> <ul style="list-style-type: none"> - Points - Lines: parallel lines, perpendicular lines - Angles: Revolution. Straight angle. Right angle. Acute angle. Obtuse angle. Reflex angle. - Measuring angles using a protractor Angles at a point or on a line. Supplementary angles, vertically opposite angles. - Triangles: Scalene. Isosceles. Equilateral. Constructing triangles. 	<p>Introduction to Probability</p> <ul style="list-style-type: none"> - Calculating probabilities of simple events - Solving simple problems using tree diagrams
Science	<p>Unit 5 States of matter</p> <ul style="list-style-type: none"> - Solids, liquids and gases - Particle theory - Changing state - Explaining changes of state <p>Unit 6 Material properties</p> <ul style="list-style-type: none"> - Metals - Non-metals 	<p>Unit 9 Forces and motion</p> <ul style="list-style-type: none"> - Seeing forces. - Forces big and small - Weight – the pull of gravity - Friction – an important force - Air resistance - Patterns of falling <p>Unit 10 Energy</p>	<p>Unit 3 Living things in their environment</p> <ul style="list-style-type: none"> - Adaptations - Food chains - Humans and food chains - Pollution - Ozone depletion - Conservation - Energy resources

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	<ul style="list-style-type: none"> - Comparing metals and non-metals - Everyday materials and their properties <p>Unit 7 Material changes</p> <ul style="list-style-type: none"> - Acids and alkalis - Is it an acid or an alkali? - The pH scale - Neutralisation - Neutralisation in action - Investigating acids and alkalis <p>Unit 8 The Earth</p> <ul style="list-style-type: none"> - Rocks, minerals, and soils - Soil - Igneous rocks - Sedimentary rocks - Metamorphic rocks - Weathering - Moving rocks - Fossils - The fossil record - The structure and age of the Earth - The geological timescale 	<ul style="list-style-type: none"> - Using energy. - Chemical stores of energy - More energy stores - Thermal energy - Kinetic energy - Energy on the move - Energy changing form. - Energy is conserved. <p>Unit 1 Plants and humans as organisms</p> <ul style="list-style-type: none"> - Plant organs - Human organ systems - The human skeleton - Joints - Muscles - Studying the human body <p>Unit 2 Cells and organisms</p> <ul style="list-style-type: none"> - Characteristics of living organisms - Micro organisms - Microorganisms and decay - Microorganisms and food - Microorganisms and disease - Plant cells 	<p>Unit 4 Variation and classification</p> <ul style="list-style-type: none"> - What is a species? - Variation in a species - Investigating variation. - Classifying plants. - Classifying vertebrates. - Classifying invertebrates. <p>Unit 11 The Earth and beyond</p> <ul style="list-style-type: none"> - Day and night - The starry skies - The moving planets - Seeing stars and planets - The Moon and its phases - A revolution in astronomy - 7 400 years of astronomy - Journey into space
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		<ul style="list-style-type: none"> - Animal cells - Cells, tissues and organs 	
History	<p>What Is History? - Students are introduced to the study of history and what it means to be a historian.</p> <p>The Roman Empire - We look at the government of the Roman Empire, everyday life in the period, and its impact on the world.</p>	<p>China's Qinq Dynasty</p> <p>Medieval Life - Students will look at William the Conqueror and the Battle of Hastings. - They will learn about the life of both the rich and the poor in the Middle Ages.</p>	<p>The Renaissance - Students will be introduced to the Renaissance. They will gain an understanding of various key figures such as Leonardo da Vinci, the Medici family etc. - Students will learn about various scientific innovations such as the telescope and the printing press.</p> <p>Medicine Through Time</p>
Geography	<p>Weather and Climate - Explain the difference between climate and weather. - Explain the factors that determine weather and climate. - Explain how some of these factors work together to determine regional climates. - Apply symbols to weather conditions. - Methods used to measure the weather - Microclimates - Collection of weather data around the school site - Fieldwork - Presentation of the Fieldwork</p>	<p>Map reading and skills - Know what a map is. - Explain the purpose of maps. - Explain types of map scales. - List and identify the features of a map. including the title, compass rose, map key, map scale, inset map, and lines of latitude and longitude. - Demonstrate an understanding of how to locate areas in a map by using grid. references, compass rose, latitude, and longitude.</p>	<p>Spotlight on Africa - Identifying continent, oceans and different parts that make up Africa. - Identify human, physical and environmental geography. - Longitude and latitude OS maps including: - Map symbols - Grid references - Compass Directions. Scale and distance contours.</p>

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	Geography of Russia -Demonstrate an understanding of where Russia is and be able to compare it with other places. -Identifying physical features in Russia. -Demonstrate an understanding of Russian population compared to other countries. -Demonstrate an understanding of Russian weather, climate, and natural hazards.	-Demonstrate an understanding of how to measure distance in a map by using a piece of paper or a thread. -Demonstrate an understanding of how to draw a cross section in a map.	
Russian 1st Language	Spelling (revision): -Unstressed vowels, paired consonants, unsounded consonants, ъ and ь -Unstressed noun-ending -Case endings of adjectives Syntax and Punctuation: -Types of sentences -Principal and Secondary Sentence Parts	Lexis (revision): -Polysemantic words -Direct meaning and figurative meaning of words. -Homonyms, Synonyms and Antonyms Spelling:	Verb: -Tense, infinitive, aspect -Verb conjugation and spelling of verbs' personal endings. -Negative particle НЕ -ТСЯ and ТЬСЯ -Soft sign at the end of verbs

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	<p>-Dash between Subject and Predicate</p> <p>-Coordinate parts of the sentence and punctuation marks between them</p>	<p>-Letters A-O in roots ЛАГ-ЛОЖ, РАСТ – ПОС</p> <p>-Letters Ё-О after Ж, Ч, Ш, Щ and Ц</p> <p>-Letters Ы-И after Ц</p> <p>Parts of speech (revision):</p> <p>-Noun</p> <p>-Adjective</p>	
Russian 2nd Language	<p>Reading, writing, listening, conversational practice. Learning video “Russian school with kikoriki. (video course by Pushkin Institute).</p> <p>Module 1</p> <p>Let us introduce.</p> <ul style="list-style-type: none"> - How to introduce yourself. Construction У меня есть. (I have got). Topics. My family. Construction of possession. Possessive pronouns. - Plural. Professions. <p>Module 2.</p> <ul style="list-style-type: none"> - Prepositional case. Where? Где? -Countries. Location. Adverbs of place. Where? Где? -Verbs. Adverbs. -Nominative case. Gender. Possessive pronouns. Adjectives. 	<p>Reading, writing, listening, conversational practice. Learning video “Russian school with kikoriki”. (video course by Pushkin Institute).</p> <p>Module 5.</p> <ul style="list-style-type: none"> - Counting 100, 1000. - Food, verbs “to eat” and “to drink” (есть, пить). - Transitive verbs. <p>Module 6.</p> <ul style="list-style-type: none"> - Adverbs of time. Questions about time of action. What time is it? Days of week. When? - Past Tense. - Future Tense. - Reflexive verbs. My day. 	<p>Reading, writing, listening, conversational practice. Learning video “Russian school with kikoriki”. (video course by Pushkin Institute).</p> <p>Module 9.</p> <ul style="list-style-type: none"> - Verbs of motion Past tense. - Verbs of motion. Future tense - Prefixed verbs “to start to go” (пойти, поехать). <p>Module 10.</p> <ul style="list-style-type: none"> - The usage of Genitive case. - The construction I do not have (У меня нет). - Usage of Genitive case with prepositions - Usage of Genitive case with quantitative adverbs and numerals <p>Module 11</p>

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	<p>Module 3.</p> <ul style="list-style-type: none"> -What are you doing. Verbs. Present Tense. Hobbies. Accusative case, Direct object. -Verb “to love” (любить), construction “I like” (Мне нравится). - Construction with “because” (потому что) -Counting to 100, 1000. -Food, verbs “to eat”, “to drink” (есть, пить). <p>Review</p>	<ul style="list-style-type: none"> - Verbs with -ова, -ева - Unions, complex sentences. <p>Module 7.</p> <ul style="list-style-type: none"> - Modal verbs. - Aspects. - Aspects in Past Tense <p>Module 8.</p> <ul style="list-style-type: none"> - Verbs of motion. Present Tense “to go” (Иди-ходить, ехать- ездить). - Direction. Accusative case. “Where to” (Куда?) <p>Review</p>	<ul style="list-style-type: none"> - Dative case. (functions: the recipient, age). - Prepositional case (object of speech). - Instrumental case. <p>Module 12</p> <ul style="list-style-type: none"> - Prefixed verbs of motion. <p>Review.</p>
Art	<p>Language of Art</p> <ul style="list-style-type: none"> -This scheme of work introduces learners to the foundations of Art and Design; the Formal Elements of Art. -They will develop skills in recording from observation using line, shape, space and tone along with colour mixing and painting skills. -Students will develop their abilities to record with increasing levels of accuracy. -To be able to refine and develop personal ideas and to show an understanding of visual communication 	<p>Jungle Paintings</p> <ul style="list-style-type: none"> -This scheme of work introduces learners to the foundations of Art and Design; Perspective. -They will continue to develop their skills in recording from observation using; line, shape, space and tone along with colour mixing and painting skills. -Students will be able to value the process of experimentation and risk 	<p>Mythical Creatures</p> <ul style="list-style-type: none"> -This scheme of work provides the students with a deeper knowledge of colour theory. -The students will enhance their knowledge on which colours can be mixed together, how to create tones, tints and shades as well as hot and cold colour tones. -The students will be able to develop their own unique ideas in a group whilst continuing to develop their recording skills through drawing and sculpture.

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	<p>through appropriate media, materials, techniques and processes.</p> <p>-Language of Art has been designed to encourage students in becoming independent learners through a structure, which focuses on active learning. Students will participate in many projects and activities, which will provide them with a sound sense of enjoyment and fulfilment.</p>	<p>taking during this project and be able to refine and develop personal ideas. Leading the students to create their own unique jungle landscape using watercolours.</p>	<p>-This project encourages students to strive for excellence in both the classroom, their neighborhood and in the global community.</p> <p>-By speaking and listening to other's views and opinions about their and other artworks through class discussion that will allow for interaction with peers and the sharing of ideas</p>
Music	<p>Elements of music</p> <ul style="list-style-type: none"> - Understand and recognize the Elements of Music: PITCH, TEMPO, DYNAMICS, DURATION, TEXTURE - Draw on the Elements of Music as a resource when composing, creating, and improvising and use the Elements of Music effectively when performing and singing. - Recognize the Elements of Music when listening to and appraising music from various times and separate places. 	<p>Keyboard Skills</p> <ul style="list-style-type: none"> - Navigate basic functions around a keyboard e.g., mains power, on/off switch, connecting headphones and splitters, keyboard hygiene etc. - Play simple warm-ups, scales and melodies which has the pitch or note names written on the music 	<p>Folk Music</p> <ul style="list-style-type: none"> - Recognize Folk Music as a genre distinct from other styles and genres of music. - Understand the structure of simple Folk Songs: Intro, Verse, Chorus/Refrain. - Perform and sing simple Folk Song melodies in unison.
Arabic	<p>Arabic Alphabet</p> <p>-Year 7 is the first year of secondary for this set of children as well as the first year of learning Arabic for many of them. Therefore, it will be the first experience in learning a new language and especially the language of the Quran. However, our department is trying to put all the available resources for the</p>	<p>Grammar Focus</p> <ul style="list-style-type: none"> - Introducing the Arab word. - Greeting and introducing self, family, and friends. Also describe people. - Pets and domestic animals and describing them. 	<p>Reading</p> <ul style="list-style-type: none"> - Encourage your child to focus on learning Arabic as it is the language of the Quran. - Make sure they do their homework on time due and to a satisfactory standard. <p>Also, memorize and spell 5 to 7 innovative words weekly.</p>

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	<p>children to progress and achieve. Arabic lessons are very interactive including the four skills which are speaking, listening, reading and writing.</p> <ul style="list-style-type: none"> -Learn the letters in their different forms (beginning/middle/end) -Practice reading the letters with long vowels(المدود) and Sukoon (سكون) -Learn Arabic Visual words -Read simple texts from level readers books. -Learn new Arabic vocabulary through our curriculum. <p>Greeting and basics</p> <ul style="list-style-type: none"> -numbers 1-11 - Days of the week - Month of the year -colours 	<ul style="list-style-type: none"> - Early morning, breakfast, and afterschool routine. - Hobbies and sports, likes, dislikes and preferences. - 2. 1. Questions tools. 3. Adverb of place & time 4. Structure of verbal. - مفعول به فعل-فاعل-). - Tenses. 2- Singular, dual, plural 3- Using of conditional tools (لما- لم-) - Adverb. الالناهيّة-الم الممر) 4- - 	<ul style="list-style-type: none"> - Designing a simple template for information material such as a program idea, media report, or a newspaper article. 4. Write a comparison between 2 famous people (positive and negative). 5. To write about new inventions in technology. <p>Revision</p>
Spanish	<p>Rationale:</p> <p>At the beginning of Year 7, students will have a general introduction to Spanish and will be able to recognise single words. As the year progresses, this will build up to creating short sentences about themselves and others and then producing small paragraphs. They will be taught to express their opinions and form the present tense. In addition to the language</p>	<p>Knowledge/Skills End Points</p> <ul style="list-style-type: none"> - Speaking and writing Ask and answer questions Speak Spanish in class Understand question words Work out language patterns Create sentences about name, age and birthday without support. - Create sentences about appearance and where you live without support 	<p>Literacy</p> <ul style="list-style-type: none"> - Key vocab as per the Student Guide -Regular guided reading - Sound/spelling link - Plurals and negatives Indefinite articles Possessive adjectives Adjectival agreement Qualifiers Forming questions Connectives Present tense of tener and vivir.

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	<p>element, student will also become more culturally aware, learning about Spanish festivals and traditions at separate times of the year. The lessons will be delivered as much as possible in the Target Language. Students in Year 7 are provided with a list of useful classroom expressions and are encouraged to use these whenever possible.</p> <ul style="list-style-type: none"> -Spanish-speaking countries -Personal details Alphabet -Numbers 1-31 Months and dates -Colours (Classroom language) -Siblings Family members Christmas in Spain Colours Appearance Where you live. 	<p>Reading and listening Answer comprehension questions about appearance and where you live, in short texts</p> <ul style="list-style-type: none"> - Reading and listening Answer comprehension questions about personality, relationship, and pets without support. 	<ul style="list-style-type: none"> - Present tense (estudiar) Negatives Adjectival agreements: singular and plural Qualifiers Forming questions Connectives Definite article for school subject's Indefinite article. - Speaking and writing Create opinions about school subjects without support Reading and listening Answer comprehension questions about school in short texts. <p>Revision</p>
Computer Science	<p>Clear Messaging in digital media</p> <p>Demonstrate an understanding of;</p> <ul style="list-style-type: none"> -How to plan a poster to clearly convey a message -Choose and download a suitable image -Creating a poster using a desktop publishing application such as Adobe, Ms Publisher or PPT -Creating and modifying a logo using a graphic editing program -Choosing and combining text and graphics in a slide or logo 	<p>Computer Hardware and Software</p> <p>Demonstrate an understanding of:</p> <ul style="list-style-type: none"> -Input and Output devices. -Identifying primary memory and secondary memory in a computer. -Evaluate the different between RAM and ROM. -What is meant by System software and application software? -What is meant by Operating System? 	<p>Spreadsheet</p> <ul style="list-style-type: none"> -Know what a spreadsheet is -Identify the parts of the spreadsheet display, including cells, columns and rows, cell references, cell range. -Insert and format text information in spreadsheet cells -Demonstrate an understanding of working with formulas and functions in a spreadsheet -Know how to merge and unmerge cells in a spreadsheet.

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		<p>-What are the functions of the Operating System?</p> <p>Computer network</p> <p>-Know what a computer network is and how computer network is different from the internet.</p> <p>-Identify computer network devices</p> <p>-Outline types of computer networks</p> <p>-Demonstrate understanding of how computers communicate with each other and the methods employed to assure that the communication is reliable.</p>	<p>Revision</p>
P.E	<p>Handball</p> <p>-To be able to use different parts of the body to contact and keep the ball in the air</p> <p>-Students should be able to perform a basic pass and taking the ball on the run technique and be able to apply these to small –sided competitive games and use them to begin to attack.</p> <p>-Rallies should be started with a basic receiving-catching and students should understand ruled regarding the scoring of points.</p>	<p>Football</p> <p>-Studying rules of safety in the lessons of Football.</p> <p>-Studying and developing dribbling, inside -the foot pass, long pass, foot trap, passing, outside the foot pass,</p> <p>-ball control; tackling</p> <p>-goalkeeping, kicking goals, kick-off</p> <p>-punting, volleying</p> <p>-team play and strategy</p> <p>-defensive manoeuvres,</p>	<p>Volleyball</p> <p>-To perform a basic set-shot accurately and perform the shot in a game situation.</p> <p>-To perform volleyball Dig shot technique</p> <p>-To understand the scoring system in Volleyball.</p> <p>-To be able to perform the underarm and overhand serve</p> <p>-To develop and accurately replicate a spike shot</p> <p>-To analyse performance in Volleyball</p>

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	<p>-Students should know by name the different areas and lines on court.</p> <p>-To be able to perform a technically correct foot awareness: setting the body in motion, stopping, pivoting and running footwork.</p> <p>-Ball handling</p> <p>-Distribution -passing (analyses throwing action: use of chest, overhead, bounce, one handed shoulder pass.)</p>	<p>-football rules, game</p> <p>-Improving stamina, agility, strength.</p>	<p>-To use the three-touch idea in game situation</p> <p>-To use a variety of tactics to outwit opponent</p> <p>-To be able to perform teamwork</p> <p>-To be able to basic the rules/regulations and safety procedures.</p>
EAL	<p>Listening</p> <ul style="list-style-type: none"> · Understand simple, standard speech and can recognise familiar words and very basic phrases concerning themselves, their family and immediate concrete surroundings when people speak slowly and clearly. <p>Reading</p> <ul style="list-style-type: none"> · Understand very short, simple texts, pick up familiar names and basic phrases. <p>Writing</p> <ul style="list-style-type: none"> · Write short, simple sentences. · Fill in forms with personal details, for example entering their name, nationality ect. <p>Speaking Topics:</p> <ul style="list-style-type: none"> -Everyday classroom language. Introduce yourself and greet others. - People's appearance and character. 	<p>Listening</p> <ul style="list-style-type: none"> · Understand phrases and the highly frequent vocabulary related to areas of learnt topics · Catch the main point in short, clear, simple messages and announcements. <p>Reading</p> <ul style="list-style-type: none"> · Read short and simple texts. · Find specific, predictable information in simple text, be able to discuss the information. · Understand the main event in chronological texts. <p>Writing</p>	<p>Listening</p> <ul style="list-style-type: none"> · Understand short recordings on familiar topics. · Understand the main information from the recording and be able to answer the questions about it, find the main idea, retell the information. <p>Reading</p> <ul style="list-style-type: none"> · Understand the main points of the texts · Obtain specific information through detailed reading · Be able to locate the information in the text. <p>Writing</p> <ul style="list-style-type: none"> · Plan, draft and organise writing. · Use basic grammar including appropriate verb tenses and subject –verb agreement

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	<p>-My family</p> <p>Grammar:</p> <p>-Personal Pronouns</p> <p>-Possessive pronouns and adjectives</p> <p>-to be and to have in Present Simple</p> <p>-Possessive Case</p> <p>- Present Continuous</p>	<p>· Write short and simple notes and messages relating to matters in areas of immediate need.</p> <p>· Use learnt words and phrases to record and present information.</p> <p>· Punctuate correctly, using upper and lower case, full stops, question marks.</p> <p>Speaking Topics:</p> <p>-My Daily Routine and Household Chores.</p> <p>-My Home</p> <p>My City/My Town</p> <p>Grammar:</p> <p>-Present Simple</p> <p>-Preposition of Time: in/at/on</p> <p>-Adverbs of Frequency</p> <p>-Saying Time</p> <p>-Demonstratives: this/that/these/those</p> <p>-Preposition of place</p> <p>-There is/are</p> <p>-Preposition of movement</p> <p>- Modal verbs: can/may/must/should</p>	<p>· Be able to check work for accuracy and spelling</p> <p>Speaking Topics:</p> <p>-Sport in our life.</p> <p>-Hobbies and Interests</p> <p>-Clothes</p> <p>Grammar:</p> <p>-Future Simple and 'be going to'</p> <p>-Past Simple Regular/ Irregular Verbs</p> <p>-Plural of Nouns</p> <p>- Quantifiers: some/any/no/much/many</p> <p>-Adjectives and Adverbs. Comparison.</p> <p>- Position of adjective and adverbs in the sentence</p>
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Well-being	<p>Unit 1</p> <p>Introduction to Well-being: Understanding the importance of physical, mental, emotional, and social well-being</p> <p>The aim is to address physical, mental, emotional, and social aspects of student well-being, providing them with the knowledge and skills needed to navigate challenges and lead healthy, balanced lives. Candidates will learn about the importance of physical, mental, emotional and social well-being in their lives.</p> <p>Recognise a variety of emotions in oneself and others by using suitable and considerate language.</p> <p>Learn about secondary emotions and how they can impact the interpretation of one's own and others' actions.</p> <p>Understand that individuals may experience mourning and grieve differently from one another.</p> <p>Topic 1 Exam preparation.</p> <p>Study methods and revision timetables</p>	<p>Unit 2</p> <p>Physical Health and Wellness: Nutrition, exercise, personal hygiene</p> <p>The aim is to develop a thorough understanding of the importance of nutrition, exercise, and personal hygiene in maintaining optimal physical health and wellness</p> <p>Explore the impacts of an unhealthy diet on an individual's wellbeing.</p> <p>Understand the connection between inactive lifestyles and poor health.</p> <p>Know how to effectively manage an individual's personal hygiene.</p> <p>Unit 3</p> <p>Mental and Emotional Health: Stress management, coping strategies, self-care techniques</p> <p>This unit will explore different stress management techniques, including mindfulness, relaxation exercises, and time management strategies. It will also highlight the importance of developing effective coping mechanisms to navigate through</p>	<p>Unit 5</p> <p>Mindfulness Practices: Developing self-awareness and focus</p> <p>The unit will begin by exploring the definition and origins of mindfulness, emphasizing its adaptation in contemporary psychology. Learners will learn about the key principles of mindfulness, such as living in the present moment, non-judgmental awareness, and acceptance of oneself and others.</p> <p>For Year 7 we focus on Developing self-awareness</p> <p>Explore the role of an individual's thoughts, emotions, and reactions in various situations.</p> <p>Unit 6</p> <p>Building Resilience - Developing healthy habits, fostering positive relationships</p> <p>This unit aims to equip learners with the necessary skills and knowledge to navigate the challenges of daily life with confidence and resilience. Learners will learn about the importance of maintaining a balanced lifestyle, including regular exercise, healthy eating habits, and adequate sleep. They will explore the impact of these habits on their</p>
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		<p>challenging circumstances and build resilience. In addition, learners will be introduced to self-care practices that promote overall well-being, such as proper nutrition, exercise, and seeking support from others. Explore the impact that words and behaviour can have on one's own and others' wellbeing.</p> <p>Unit 4</p> <p>Mental and Emotional Health: Stress management, coping strategies, self-care techniques</p> <p>This unit will help learners explore various stress management techniques, such as mindfulness, meditation, and physical activity. They will also learn how to identify stressors in their lives and develop coping strategies to effectively manage and reduce stress levels. Additionally, learners will explore the importance of self-care practices, including healthy habits, relaxation techniques, and positive self-talk.</p>	<p>physical and mental well-being, as well as their ability to cope with stress and adversity. This unit will also emphasize the importance of fostering positive relationships. Learners will learn how to communicate effectively, resolve conflicts peacefully, and build strong, supportive relationships with their peers and family members. They will also explore the role of empathy, understanding, and compassion in creating meaningful connections with others.</p> <p>For Year 7 we focus on Developing healthy habits</p> <p>Explore ways of building resilience through healthy habits and fostering positive relationships</p>
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Year 7 Yearly Overview



English
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		<p>Explore personal boundaries and communication skills in building positive relationships</p> <p>Explore ways in which people can respectfully articulate their thoughts and attitudes, even when they differ from others.</p> <p>Understand and demonstrate why active listening skills are important.</p> <p>Understand and demonstrate why conflict negotiation skills are important.</p> <p>Demonstrate a clear understanding of why positive relationships are important in various aspects of their lives, such as personal relationships, professional relationships, and social connections.</p>	
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