

OBJETIVOS DE APRENDIZAJE PRIMER TRIMESTRE SÉPTIMO GRADO 2026- 2027



Respetados padres de familia:

A continuación, encontrarán los objetivos de aprendizaje que sus hijos van a abordar en el primer trimestre. Estos comunican al estudiante que ***debe saber, entender y ser capaz de*** hacer, en cada una de las asignaturas.



MATHEMATICS

NUMERACY VARIATION & PROBLEM SOLVING:

- Estimate, add and subtract integers, recognising generalisations.
- Understand that brackets, positive indices and operations follow a particular order.
Use knowledge of place value to multiply and divide whole numbers and decimals by any positive power of 10.
Recognise that fractions, terminating decimals and percentages have equivalent values.
- Estimate and add mixed numbers, and write the answer as a mixed number in its simplest form.
- Estimate, multiply and divide proper fractions.
- Use knowledge of common factors, laws of arithmetic and order of operations to simplify calculations containing decimals or fractions.
Understand that letters can be used to represent unknown numbers, variables or constants.
- Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations).
- Understand how to manipulate algebraic expressions including:
 - collecting like terms
 - applying the distributive law with a constant.
- Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer coefficients).
* Understand term-to-term rules, and generate sequences from numerical and spatial patterns (linear and integers).
- Understand and describe nth term rules algebraically (in the form $n \pm a$, $a \times n$ where a is a whole number).
- Understand that a function is a relationship where each input has a single output. Generate outputs from a given function and identify inputs from a given output by considering inverse operations (linear and integers).

GEOMETRY, MEASUREMENT & PROBLEM SOLVING:

- Identify, describe and sketch regular polygons, including reference to sides, angles and symmetrical properties.
- Understand that if two 2D shapes are congruent, corresponding sides and angles are equal.
- Know the parts of a circle:
 - centre
 - radius
 - diameter
 - circumference
 - chord



- tangent."
- Understand the relationships and convert between metric units of area, including hectares (ha), square metres (m²), square centimetres (cm²) and square millimetres (mm²).
- Derive and know the formula for the area of a triangle. Use the formula to calculate the area of triangles and compound shapes made from rectangles and triangles.
Use knowledge of scaling to interpret maps and plans.
- Use knowledge of 2D shapes and coordinates to find the distance between two coordinates that have the same x or y coordinate (without the aid of a grid).

STATISTICS, PROBABILITY & PROBLEM SOLVING:

- Select and trial data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- Understand the effect of sample size on data collection and analysis. Use the language associated with probability and proportion to describe, compare, order and interpret the likelihood of outcomes.
- Understand and explain that probabilities range from 0 to 1, and can be represented as proper fractions, decimals and percentages.

ENGLISH FOR A GLOBAL WORLD

READING

- Understand, with little or no support, the main points of short and extended texts.
- Read an increasing range of extended fiction and non-fiction texts with confidence and enjoyment.
- Understand, with little or no support, specific information and detail in short and extended texts.
- Deduce meaning from context and understand some implied meaning, with support, in short and extended texts.
- Use a range of dependent prepositions following adjectives and a limited range of dependent prepositions following nouns (e.g. information about) and verbs (e.g. listen to)
- Use a wide range of prepositions preceding nouns

WRITING

- Generate ideas, plan, write, edit and proofread extended texts, with little or no support.
- Use mostly accurate written language, with occasional mistakes, and begin to correct their own errors.



- Punctuate extended texts with reasonable accuracy when writing independently.
- Link ideas into coherent, extended text using a range of connectives.
- Write, with support, extended texts which describe people, places and objects, and past and present actions and events [real and imagined].
- Use a wide range of present simple active forms and a range of passive forms
- Use a wide range of past simple active forms and a range of passive forms
- Use a range of present continuous active forms and begin to use passive forms
- Use a range of compound and participle adjectives and an increasing range of comparative structures to indicate degree
- Use a wide range of pronouns [demonstrative, indefinite, reciprocal]
- Use a range of connectives to indicate purpose (e.g. so that [in order to]) and to contrast (e.g. although, while, however)

• **LISTENING AND SPEAKING**

- Understand, with little or no support, the main points of short and extended talk.
- Deduce meaning from context and understand some implied meaning, with support, in short and extended talk.
- Understand, with little or no support, specific information and detail of short and extended talk.
- Begin to develop a clear descriptive account or narrative, expanding and supporting main points with details and examples.
- Ask questions to find out detailed information and to clarify meaning and opinion on a wide range of topics, including a limited range of unfamiliar topics, and respond accordingly.
- Pronounce words and phrases clearly; generally use intonation and place stress at word, phrase and sentence level appropriately.
- Use mostly accurate spoken language, with occasional mistakes, and begin to correct their own errors.
- Link ideas into coherent, extended talk using a range of connectives.

• **INQUIRY AND METACOGNITION**

- Explain causes of a local or global issue and consequences on others
- Work positively within a team to achieve a shared outcome and improve teamwork, for example by contributing useful ideas, offering solutions to problems, encouraging other team members to participate and being open to others' ideas
- The team assign roles and divides tasks fairly, considering the skills of team members and the time available, resolves disagreements and works together to achieve a shared outcome



- Listen to ideas and information and offer relevant and well-judged contributions that demonstrate understanding of the issue.
- Evaluate sources, considering the author and purpose, recognising that some sources may be more credible than others
- Explain personal contribution to teamwork and identify targets for improvement
- Consider the benefits and challenges of teamwork experienced when working together to achieve a shared outcome.
- Identify skills learned or improved during an activity and relate to personal strengths and areas for improvement.
- Construct relevant research questions
- Identify and begin to reference a range of print and multimedia sources and use them to locate relevant information and answer research questions.

LENGUA CASTELLANA

LITERATURA

- Diferencia las características y elementos de la epopeya, el cuento fantástico, el realista y el de terror, identificando sus intenciones comunicativas.
- Analiza cómo la ambientación y el conflicto influyen en la atmósfera según la clasificación de un cuento.
- Identifica y crea fragmentos de cuentos que cumplan con las condiciones de cada subgénero, aplicando las convenciones narrativas.

PRODUCCIÓN TEXTUAL

Aplica diferentes tipos de sustantivos (propios, abstractos, colectivos) y pronombres personales en la redacción de un texto para enriquecer la descripción y evitar la repetición.

- Utiliza pronombres de manera correcta para mantener la coherencia del referente en un párrafo.
- Planifica y escribe un cuento fantástico, realista, de terror o un fragmento de epopeya que aplique las características específicas del subgénero.

COMPRENSIÓN E INTERPRETACIÓN TEXTUAL:

Analiza los elementos y el mensaje de cuentos fantásticos, realistas, de terror y de la epopeya, justificando cómo el género influye en la trama.

- Interpreta el significado de la ambientación y el conflicto en un cuento de terror, explicando cómo contribuyen a la atmósfera del relato.



- Resume un texto extenso, identificando las ideas principales y secundarias para simplificar la información.

COMUNICACIÓN

Analiza cómo la evolución de las técnicas de comunicación (desde la escritura a mano hasta la comunicación digital) ha cambiado la forma en que las personas interactúan.

- Compara las ventajas y desventajas de las técnicas de comunicación antiguas y modernas, argumentando su impacto en la sociedad.
- Expone con propiedad la vida y obra de un autor de terror, mencionando las características de su escritura y cómo su contexto influyó en su obra.

SOCIAL STUDIES.

PENSAMIENTO SOCIAL

- Reconoce las características de la división del Imperio Romano que facilitaron el paso de la edad antigua a la edad media en Europa.
- Identifica las principales características del feudalismo como el principal sistema político, social, económico y cultural en Europa durante la Edad Media.

PENSAMIENTO SISTÉMICO

- Comprende el papel de la religión cristiana en los conflictos sociales, culturales, políticos y económicos durante la Edad Media en Europa.
- Compara las ideas alrededor de la vida y la muerte durante la Peste Negra (S. XIV) en la Europa Medieval frente a nuestras nociones contemporáneas.

MULTIPERSPECTIVISMO

- Analiza las características de las estructuras sociales de la Europa medieval a partir de las huellas de sus prácticas deportivas.
- Analiza el desarrollo social, político, cultural y económico de los reinos de África durante la edad media a partir de los imaginarios y hechos presentados en fuentes primarias y secundarias.

INVESTIGACIÓN SOCIAL

- Analiza un discurso político o mediático contemporáneo, en el marco del proceso de investigación social para la paz, con énfasis en la resolución de conflictos contemporáneos, y relacionado con los ODS y las temáticas abordadas durante el trimestre.



NATURAL SCIENCES

SCIENTIFIC ENQUIRY

- Describe what an analogy is and how it can be used as a mode.
- Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry.
- Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding.
- Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys.
- Evaluate whether measurements and observations have been repeated sufficiently to be reliable.
- Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate.
- Make conclusions by interpreting results and explain the limitations of the conclusions.
- Evaluate experiments and investigations, and suggest improvements, explaining any proposed changes.
- Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.
- Describe how science is applied across societies and industries, and in research.

BIOLOGICAL PROCESSES

- Identify ball-and-socket and hinge joints, and explain how antagonistic muscles move the bones at a hinge joint.
- Describe and explain the main structures and their role found in the following body systems: circulatory system, respiratory system, immune system, lymphatic system, nervous system.
- Use a chart to explain how the respiratory system, urinary system, digestive system and skin complete the overall process of excretion, describe the function of kidneys in excretion.
- Explore and explain the nervous system.
- Explain the processes of osmosis and diffusion.
- Compare and explain the different types of cell transport.
- Explain the codependence existing among photosynthesis, cell respiration and fermentation.
- Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.
- Describe how science is applied across societies and industries, and in research.
- Evaluate issues which involve and/or require scientific understanding.



PHYSICO-CHEMICAL PROCESSES

- Describe the Rutherford model of the structure of an atom.
- Compare former atomic models with the current model accepted, approaching the latest findings reported.
- Know that electrons have negative charge, protons have positive charge and neutrons have no charge.
- Know that the electrostatic attraction between positive and negative charge is what holds together individual atoms.
- Know that purity is a way to describe how much of a specific chemical is in a mixture.
- Understand that the concentration of a solution relates to how many particles of the solute are present in a volume of the solvent.
- Describe how paper chromatography can be used to separate and identify substances in a sample.

STEAM

UNDERSTANDING OF THE WORLD

- Recognize the relationship between the human body, machines, and code through the analysis of simple wearable interfaces.
- Identify how everyday technological interfaces act as extensions that modify daily routines.
- Compare the ergonomics and accessibility of common objects in relation to body diversity.
- Differentiate physical and digital exclusion barriers in everyday technological environments.
- Relate biological systems (senses, brain, muscles) to computer system components (input, processing, output).

DESIGN AND CREATIVITY – DEVELOPING THINKING SKILLS

- Draw simple flowcharts to represent interaction cycles (input, processing, output).
- Record basic anthropometric data to establish body-adapted design requirements.
- Model simple functional objects in 3D using accessible digital design software.
- Build ergonomic scale models with basic fabrication tools.

EDUCACIÓN FÍSICA

DESARROLLO FÍSICO MOTRIZ Y UBICACIÓN TEMPORO-ESPACIAL.

- Aplica pruebas para valorar sus capacidades condicionales.
- Explora diferentes juegos pre deportivos.
- Desarrolla y aplica correctamente los fundamentos técnicos básicos de cada deporte en situación de juego. (Sports)



- Realiza acciones motrices propias de los deportes en conjunto.(Intercasas).

FORMACIÓN Y REALIZACIÓN DE LA TÉCNICA

- Implementa específicamente resistencia, velocidad, fuerza y flexibilidad.
- Identifica las características técnicas de cada deporte.
- Regula ejercicios propios de deportes específicos.(Sports)
- Aplica fundamentos técnicos en actividades lúdico deportivas colectivas. (Intercasas).

FUNDAMENTACIÓN TEÓRICA DISCIPLINAR.

- Identifica métodos para el desarrollo de cada una de sus capacidades físicas y las aplica.
- Planifica e implementa los juegos predeportivos de acuerdo a su caracterización.
- Identifica y utiliza las diferentes habilidades y destrezas físicas, implementándolas en las actividades lúdico – deportivas, con el fin de generar espacios de autocontrol y auto exigencia. (Sports)
- Participa activamente de las actividades de intercasas o deportivas demostrando sana competencia y gran espíritu deportivo. (Intercasas).

EDUCACIÓN SOCIOEMOCIONAL

Strand: Identidad y potencial: ¿Quién soy yo y de qué soy capaz?

- Analiza la relación entre el autoconcepto, la imagen que tiene de sí mismo, y la percepción que construyen los demás, reconociendo la importancia de actuar con coherencia frente a lo que piensa, siente y muestra.
- Comprende y gestiona emociones propias de la adolescencia, reconociendo constructos como la vergüenza, la culpa o el orgullo, y aplica estrategias para responder a ellas de manera consciente.
- Fortalece la motivación intrínseca, reconociendo el valor de su proceso y aprende a confiar en sus capacidades incluso cuando los resultados no son inmediatos.



MUSIC (CHOIR)

APPRECIATION

- Recognize and begin to develop pure vowels and clear consonants.
- Understand and apply proper technique while caring for the music and the vocal instrument.

SKILLS

- Identify vocal anatomy and develop proper body alignment and breathing techniques to support a clear, free tone with accurate intonation.
- Demonstrate blending and balance within the vocal ensemble to achieve a unified sound.

EXPRESSION

- Develop listening skills to match pitch and adjust intonation within the ensemble.
- Sing with correct posture, breath support, and unified vowels in ensemble settings.

MUSIC (INSTRUMENTAL)

APPRECIATION

- Identifica y nombrar los símbolos en la música notada.
- Analizar auditivamente las obras interpretadas en el ensamble instrumental.

SKILLS

- Interpreta acordes o patrones rítmicos según el instrumento trabajado.
- Identificar e interpretar acordes mayores, menores y patrones rítmicos.

EXPRESSION

- Desarrolla habilidades de trabajo conjunto cumpliendo el rol correspondiente: melodía, armonía o ritmo.



THEATER

APPRECIATION

- Analiza cómo los objetivos, emociones y decisiones de un personaje construyen la acción dramática.
- Identifica cómo las relaciones entre personajes y el contexto influyen en el desarrollo de una escena.
- Reconoce cómo los elementos de puesta en escena contribuyen a comunicar una historia.
- Reflexiona sobre fortalezas y aspectos por mejorar durante el proceso teatral.

SKILLS

- Construye personajes utilizando cuerpo, voz y acción con una intención definida.
- Aplica técnicas de expresión corporal y vocal para comunicar emociones e intenciones.
- Desarrolla escucha escénica, concentración y presencia durante ensayos y presentaciones.
- Utiliza el espacio, los desplazamientos y los elementos escénicos de manera intencional.
- Memoriza e interpreta un texto teatral manteniendo la intención y las acciones del personaje.

EXPRESSION

- Interpreta personajes a partir de objetivos, obstáculos, emociones y relaciones definidas.
- Diferencia acciones cotidianas de acciones escénicas realizadas con una intención determinada.
- Participa responsablemente en el proceso de montaje y presentación del Show Cultural.
- Utiliza recursos físicos y emocionales para comunicar ideas y situaciones dentro de la escena.



DANCING

APPRECIATION

- Analiza las características de diferentes estilos y manifestaciones dancísticas, reconociendo sus contextos históricos, culturales y sociales.
- Valora la danza como una manifestación artística que fortalece la identidad cultural, el respeto por la diversidad y la construcción colectiva.

SKILLS

- Aplica principios técnicos de postura, alineación, coordinación, equilibrio y musicalidad durante la ejecución del movimiento.
- Experimenta con diferentes técnicas de improvisación para ampliar sus posibilidades expresivas y creativas.
- Construye secuencias coreográficas individuales y grupales aplicando principios básicos de composición.

EXPRESSION

- Crea propuestas coreográficas sencillas que comuniquen ideas, emociones o situaciones utilizando el movimiento como lenguaje artístico.
 - Participa activamente en procesos colaborativos de creación, aportando ideas y asumiendo responsabilidades dentro del grupo.
 - Reflexiona sobre el proceso creativo, identificando fortalezas y aspectos por mejorar en sus producciones artísticas.
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ARTS

APPRECIATION

- Analyse visual references from art, design, cinema, and popular culture to develop artistic ideas.
- Explore historical and cultural references to understand the visual aesthetics of the Cultural Show.
- Explore different forms of artistic research and apply them to the development of an artistic project.
- Reflect on artistic experiences, valuing individual ideas and contributions within a group.

SKILLS

- Explore and select artistic techniques and materials according to the needs and intentions of an artistic project.
- Develop and apply drawing and sketching skills to communicate and develop visual ideas.
- Consolidate and apply painting techniques to create visual and large-scale artworks.

EXPRESSION

- Explore arts as a way of problematizing personal and social contexts.
- Respond creatively to narrative, contextual, and visual challenges through individual and collaborative artistic projects.
- Consolidate and develop visual thinking skills to enable a critical reading of oneself and the environment through art.