



Year 7 | Term 2 | Homework



Homework Schedule

Your homework will consist of:

Knowledge Organiser with **five questions** this should take between 15-20 minutes. Try your best!
TT Rockstars and Reading for 15 minutes



When is Week A/Week B?

	Week Commencing
Week B	30/10/2023
Week A	06/11/2023
Week B	13/11/2023
Week A	20/11/2023
Week B	27/11/2023
Week A	04/12/2023

Subject	Homework is set on:
English	Tuesday
Maths	Friday
Science	Friday
PE	Week A
Tech/Computing	Week A
Art	Week A
Drama	Week A
History	Week B
Geography	Week B
RE	Week B
French / Spanish	Week B
Music	Week B
PSHE	Set Termly



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Homework is important at BBA:

A successful learner at BBA

- ✓ Brings their **knowledge organiser and equipment** to school **every day**.
- ✓ Spends between 15- and 20-minutes completing homework per subject per week.
- ✓ **Reads** for 15 minutes **daily** and uses **TT Rockstars** for 15 minutes daily.



How to complete my homework:



Read: Read a small section of the Knowledge Organiser, your teacher will tell you the key term number to learn.



Cover: Cover up the information so you are unable to read/see it.



Write: Write what you can remember into your homework booklet.



Check: What you have written down and use a green pen to mark and correct.

Why is homework important?



Each homework is linked with the important key terms needed for the lesson.



Homework can result in **five months additional progress** in school.



Learning outside of the classroom time develops **independence**.



Homework is revision and will help you to build **good study habits and routines** needed for KS4.



I need help with my homework

- 1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- 2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- 3) Year Team:** Once you have contacted your **teacher and tutor** and still need help, then contact your Year team.

How to present my homework book

1. Title with the Subject name and due date

13/09/2023

Science H/W – Due 15/09/2023

1. **Base:** A substance with a PH **between 8-14**
Alkali: A water soluble **soluble base.**

2. Look, cover, write & check the key terms and definitions identified by your teacher. Try your best.

2. PH1 is the strongest acid

3. Indicators help us categorise substances such as alkaline, acids or **neutral.**

3. Answer the questions, **using full sentences.** Self-correcting using a **green pen.**

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables. 5 to 15 minutes practice a day, Ask your Maths teacher or tutor if you require a new log in.	To help you remember write down your: Username: Password:





Plot	
1	Raphael and Gardo find a bag, whilst searching through the trash for valuable items. that contains 1,100 pesos, a map, a key labelled 101, and identification for a 33-year-old man named Jose Angelico whilst searching through the trash on Behala Landfill where they live. The police arrive in the shanty town to enquire about the missing bag and Gardo and Raphael don't reveal that they have found the bag but the police become suspicious.
2	They seek the help of Rat, who leads them to a locker in the train station where they find a letter addressed to a man in prison. They also research Jose Angelico on Father Julliard's computer and discover he was killed by the police and has a surviving daughter.
3	Suspicious, the police raid the home of Raphael where they subsequently interrogate and torture him.
4	The boys trick Olivia into taking them to Colva Prison to deliver the letter from the bag to its recipient, Gabriel, who reveals he is a political prisoner who tried to reveal a corrupt government official who stole money intended for the slums.
5	They find out that Jose Angelico managed to steal \$6,000,000 from the corrupt government official and find that it is hidden somewhere in the shanty town.

Themes and Context	
1	<p>Childhood and friendship</p> <p>Gardo, Raphael and Rat all rely on each other and stay together. They take care of Pia when they find her and she becomes part of their group.</p>
2	<p>Criminality and injustice</p> <p>The police and the politicians are corrupt and inflict more suffering on the people in Behala landfill.</p>
3	<p>Poverty and Inequality</p> <p>The children on the dumpsite live in extreme poverty in the shanty town. Rat isn't even 'lucky enough' so lives in a garbage hole with the rats.</p>
4	<p>Social Justice</p> <p>The children spread the money throughout the dumpsite, returning it to the poor for whom it was always intended.</p>

Key Characters		
1	Raphael	14 year old child that lives in the dumpsite with his aunty. Tendency to be naive.
2	Gardo	14 years old and is a 'trash kid'. More serious and pessimistic
3	Jun Jun a.k.a Rat	Younger and lives alone just outside of the 'homes' in a hole in the trash, surrounded by rats. Streetwise and cunning Although illiterate, he is very intelligent
4	Sister Olivia and Father Julliard	Run the Pascal Aguila Mission School and long to make a difference to the lives of the children.
5	Pia Dante Angelico	8 year old who is orphaned when her father, José Angelico, is killed in a police interrogation



Literacy Terms and Devices

1	Narrator	A person who narrates something, especially a character who recounts the events of a novel.
2	Denouement	The final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved.
3	Crisis/ Climax	The most intense, exciting, or important point of something; the culmination.
4	Perspective	A particular attitude towards or way of regarding something; a point of view. Different depending on the person who is viewing/ telling something.
5	Setting	The place or type of surroundings where something is positioned or where an event takes place.
6	Tension	Mental or emotional strain.




Important Vocabulary

1	Deceiving	Lying, or tricking.	7	Notoriety	The state of being famous or well known for some bad quality or deed
2	Defrauded	Discover that you have been lied to	8	Hierarchy	A system in which members of an organisation or society are ranked according to relative status
3	Despise	To feel hatred for something	9	Justice	Fair behaviour or treatment
4	Illiterate	Being unable to read or write	10	Squalid	An extremely dirty or unpleasant place
5	Memoriam	Something that is created to honour someone's memory. Eg a statue or a newspaper article	11	Inequality	A difference in something – generally used when talking about people's social circumstances
6	Naïve	Someone who shows a lack of experience, wisdom or judgement	12	Forbidding	Unfriendly or threatening in appearance



English Knowledge Questions // Term 2




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions using full sentences in your red homework book.

Homework 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check the important vocabulary 8-12. 2. Use vocabulary 10 to describe the dumpsite that the boys live on 3. Which of the characters in Trash are notorious? 4. Explain who is at the top of the hierarchy in Trash and who is at the bottom 5. How does the novel use different perspectives in each chapter? 	
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check the important vocabulary 2,4,6,8,10 2. Write a sentence using important vocabulary 3. 3. Make a prediction about the climax of Trash, what do you think will happen? 4. Pick an appropriate piece of vocabulary from the list and copy and complete this sentence: The man was _____ by people who were working against him. 5. How is the character of Father Julliard initially naïve when the boys come to visit him? 	
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write check the important vocabulary 1,3,5,7,9 2. 2. Explain how the government are corrupt in Trash? 3. Which character wants to make a difference to the lives of the boys? How does she plan on doing that? 4. Copy and complete this sentence: People in poverty are often _____ as they sadly do not get the education, they require in order to learn how to read and write. 5. The prison was extremely forbidding for the boys in Trash. Explain how. 	



English Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 4		<ol style="list-style-type: none"> 1. Look, cover, write check the important vocabulary 5-11 2. Explain how the boys are victims of injustice? 3. Write a sentence explaining the relationship between Rat, Gardo and Raphael 4. Write a sentence using important vocabulary 3 about a character in a movie you like 5. Who is Pia Dante? 	
Homework 5		<ol style="list-style-type: none"> 1. Look, cover, write check the important vocabulary 4-10 2. Give 2 examples of the theme of criminality and justice in the novel 3. 3. Why do the boys want to trick Olivia into taking them into Colva prison? 4. Make 2 predictions about the ending of the novel Trash 5. What does Jose Angelico steal from the government and where does he hide it? 	
Homework 6		<ol style="list-style-type: none"> 1. Look, cover, write check the important vocabulary 1-7 2. Copy and complete this sentence: Senator Zapanta is notorious because.... 3. Copy and complete this sentence: Despite Olivia and Father Julliard being privileged they still decide to.... 4. Explain what you think the reader of Trash is supposed to think when they get to the ending of the novel when the boys redistribute the money over the dumpsite. 5. Give an example of the theme of childhood and friendship in the novel Trash 	



1 Revision for Assessment: November 10th

Use your Term 1 Knowledge Organiser and videos from your Mathswatch homework.

You will need to be able to answer questions on **Probability:**

Describing the Chance of an event

Finding a simple probability using fractions

Recognise that probabilities of a single event sum to 1

Find probability from Venn Diagram and Sample Space Diagrams

Factors and Multiples

Know the difference between a factor and a multiple

Know your prime numbers

Write a number as a product of Prime Factors

Fractions

Find an Equivalent Fraction

Simplify and order Fractions

Add and subtract

PLEASE NOTE: we need to assess what you have learned in order to know what to teach.. YOU CAN ONLY DO YOUR BEST

2 Order positive & Negative Numbers



3 Order of Operations

()	Brackets
$\sqrt{16}$ 5^3 4^2	Indices
\times \div	Division & Multiplication
$+$ $-$	Addition & Subtraction

What you need to know:

Directed Numbers – positive and negative numbers

Adding and Subtracting

Remember:

Subtract when two different signs appear next to each other

Add when two of the same signs appear next to each other

You can draw and use a number line to help you with adding and subtracting



Examples:

$3 - 7 = -4$

$-2 - 9 = -11$

$-5 + 2 = -3$

$5 + -2 = 7$

$-4 + -5 = -9$

$-8 - -2 = -6$

In the last three examples the two signs appear next to each other

$5 + 2 = 7$

$-4 - 5 = -9$

$-8 + 2 = -6$

Multiplying and Dividing

Remember:

When the signs are **different** the answer is **negative**

When the signs are the **same** the answer is **positive**





Vocabulary

- Term:** One part of an algebraic expression which may be a number, a variable or a product of both.
- Variable:** a letter used to represent an unknown number.
- Constant:** a number on its own in an expression.
- Coefficient:** a number representing the quantity of a variable.
- Expression:** a collection of terms linked by an operation.
- Equation:** Shows expressions that are equal. To be solved.
- Formula:** Shows expressions that are equal. To be evaluated using substitution.

Notation

$a + a + a = 3a$

$a \times a \times a = a^3$

ab means $a \times b$

a means a divided by b

b

6 **Substitution:** Replace the letter with a given value

if $a = 5$ evaluate $3a + 2$
 $3 \times 5 + 2 = 15 + 2$
 $= 17$

5 **Like terms:** Variables that are the same are 'like'

collect the like terms $3a + 6b + 5a - 2b$
 $3a + 5a = 8a$ and $6b - 2b = 4b$ so $8a + 4b$

6 **Expand:** Single brackets – each term inside the bracket is multiplied by the term outside the bracket.

$5(a + 3) = 5 \times a + 5 \times 3 = 5a + 15$

Factorise: Putting an expression back into brackets

$5a + 15$ both terms are divisible by 5 so
 $5(a + 3)$

Algebra

Cindy has a bag of sweets and 6 loose sweets.

5 How many sweets does she have?

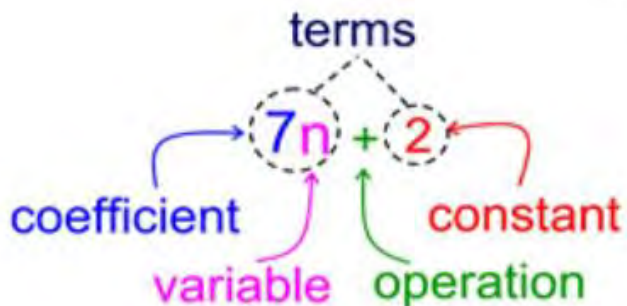


We don't know how many sweets are in a bag.

So we will **express** it using a **letter** instead.

b = the number of sweets in a bag.

$b + 6$



Using Formula: you will already know some formulae – for example $A = l \times w$ (Area of a rectangle = length x width)

$C = 3h + 20$ evaluate for $h = 10$

$C = 3 \times 10 + 20$

$C = 30 + 20$



$C = 50$



Maths Knowledge Questions // Term 2

In addition, students will receive online homework via the Mathswatch website **every Friday**. This **needs to be completed alongside the knowledge questions and times tables practice**"

"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**"

	Due 	Task:	Completed 
Homework 1		Revision: You will be doing revision in class, and your teacher will set revision on Mathswatch. Use the checklist to help you.	
Homework 2		Directed Number Learn the rules for adding and subtracting negative numbers.	
Homework 3		Order of Operations Make your own poster to help you to remember the correct order of operations.	
Homework 4		Algebra Vocabulary Learn the vocabulary for Algebra (Look Cover Write Check) Ext. Be prepared to give an example of a term, expression or equation Learn that $b + b + b + b$ and $4 \times b$ are the same but that $b \times b \times b \times b$ is not Ext: Write an example to show why this is true.	
Homework 5		Collecting like terms Complete your mathswatch task – write notes in your HW book to demonstrate your understanding	
Homework 6		Substitution Write clear notes to demonstrate clearly how substitution works. Include substitution into an expression and into a formula	
Homework 7		Revision Look back through everything you have learned this term and be proud. Make a note of anything you are unsure of to help your teacher to help you.	



<Food and digestion> Knowledge Organiser | Read, Cover, Write and Check

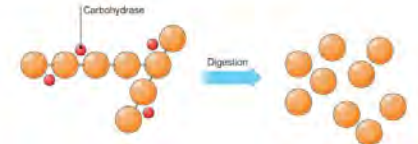
	Key Term	Definition
1	Balanced diet	Eating food containing the right nutrients in the correct amounts
2	Diet	What an organism eats
3	Digestion	The process of breaking down large molecule into small molecules
4	Enzyme	Biological catalysts that speed up reactions
5	Active site	The place on the molecule where molecules fit into the enzyme

Nutrient	Purpose
Carbohydrates	Main source of energy
Lipids (fats and oils)	Source of energy Organ protection
Proteins	Growth and repair
Vitamins and minerals	General health and body processes
Fibre	Adds bulk to food and helps pass through the digestive system
Water	Transports dissolved substances Hydration

Digestion:


The process of breaking down large food molecules into smaller ones.

The aim is for the food molecules to be small enough to diffuse into the blood



THE EATWELL PLATE

A guide to the right balance of the five main food groups



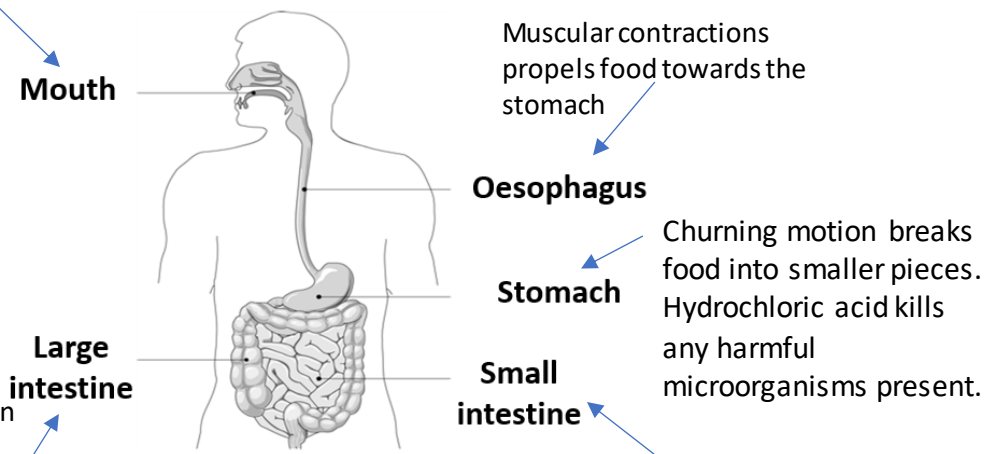
- Fruit & Veg
- Carbs & Starches
- Dairy
- Protein
- Sugars & Fats

A diet which has the right amount of nutrients is called a **balanced diet**.

If we do not get enough, or too much of a particular nutrient in our diet, we may suffer a 'deficiency' disease. For example, kwashiorkor = not enough protein, vitamin D = rickets, obesity results from too much fat and sugar in the diet

Chews food into smaller pieces The tongue rolls food into a bolus/ball for swallowing and saliva from the salivary glands helps with swallowing. Saliva contains amylase which helps break down food chemically into smaller molecules.

Digestive system: organs working together to digest food and absorb nutrients into the blood



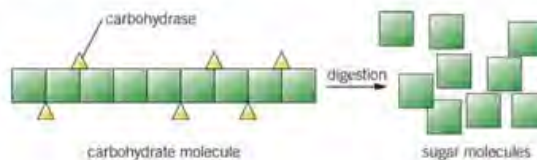
Site of water reabsorption to form faeces; gut bacteria help with digestion – help release energy from food/release more enzymes to break down food



<Enzymes> Knowledge Organiser | Read, Cover, Write and Check

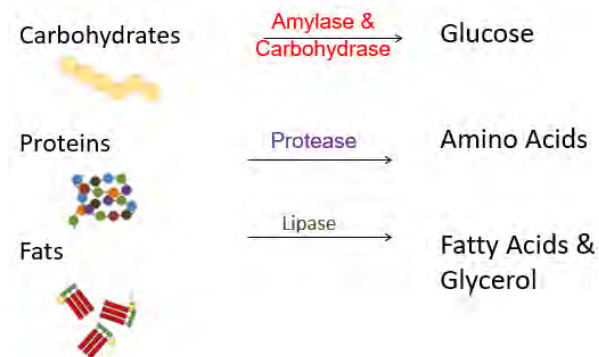
	Key Term	Definition
1	Enzyme	Biological catalysts that speed up reactions. Enzymes are protein molecules.
2	Active site	The place on the molecule where molecules fit into the enzyme
3	Denatured	The shape of an active site of an enzyme is changed if the temperature of a reaction is too high
4	Amylase	The enzyme which breaks down starch into glucose
5	Catalyst	A substance which speeds up the rate of reaction without being used up itself.

Enzymes help make these large molecules small enough to enter the blood.



The blood then transports the small molecules around the body to where they are needed. For example, glucose is transported to muscle cells to release energy

Different enzymes are needed to breakdown different molecules



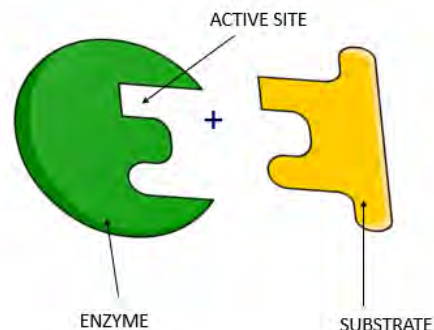
Key point: Enzymes are NOT living organisms. They are proteins. This means they cannot be 'killed'

Enzymes are specific for the molecules they break down, similar to how a specific key works only for a specific lock.

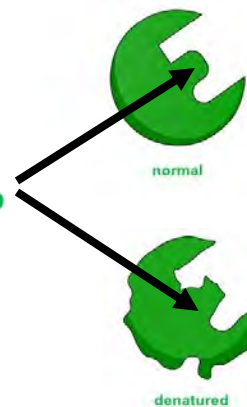
A substrate is a molecule which fits with the enzyme

The part of the enzyme where the substrate fits is called the active site.

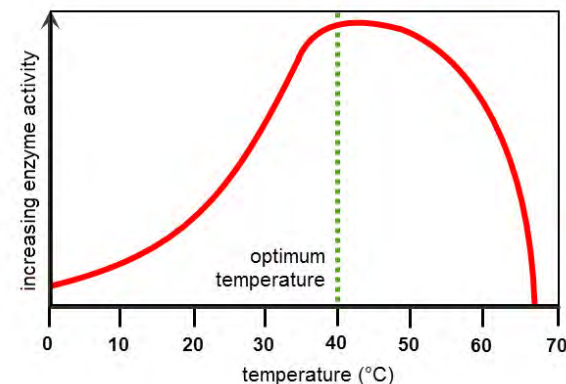
When the active site and substrate join together, the enzyme can carry out its reaction



- **Changes in temperature** can affect the shape of the protein
- This can **affect the shape of the active site**
- If the shape changes too much the **substrate will no longer fit in**
- If it changes too much the enzyme will **no longer work**
- The enzyme has been denatured



How fast an enzyme works depends on the temperature



This graph shows that:

As the temperature increases between 0°C to 40°C, enzyme activity increases

The optimum temperature is the temperature at which the enzyme activity is the fastest

Between 40°C and 67°C, the enzyme activity decreases. This is because the enzyme has become denatured



<Forces> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Contact force	A force that acts when an object is in contact with the surface, air or water
2	Non-contact force	A magnetic, electrostatic or gravitational force which acts between two objects not in contact
3	Resultant force	The overall force acting on an object when adding up the individual forces acting on the object
4	Newtons (N)	Unit of force, symbol 'N'
5	Mass	The amount of matter (stuff) that something is made up of
6	Weight	The force of the Earth on an object due to its mass

A force is a push or a pull that acts on an object due to the interaction with another object.
 Force is measured in newtons (N).
 Forces are divided into contact forces and non-contact forces.

Contact forces	Non-contact forces
Contact forces act between two objects that are physically touching.	Non-contact forces act between two objects that are not physically touching.
Examples: Air resistance Water resistance Friction Upthrust Thrust Reaction force	Examples: Magnetic force Electrostatic force Gravitational force

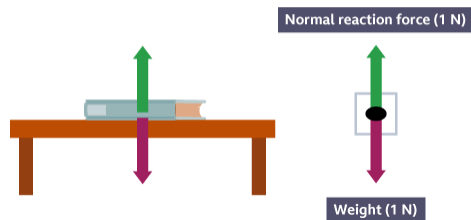
Key point – mass and weight are not the same thing! Mass is the amount of matter (stuff) a substance is made up of. The weight of an object depends on both the mass of the object and the force of gravity.
 You can calculate weight using the equation: **Weight (N) = Mass (kg) x Gravity (N/kg)**

Force diagrams

Many forces act on an object at one time.

The size and direction of these forces determines the movement of the object

A book resting on a table



Key points:

1. Draw the arrows with a pencil and ruler
2. Draw the arrows from the centre of the object pointing outwards
3. Label the arrow with the name of the force and size (Newtons)

Balanced and Unbalanced forces

If the forces acting on an object in different directions are the same size – they are **balanced**

If the forces acting on an object in different directions are different sizes – they are **unbalanced**

The resultant force is the **overall force** acting on the object.

Always state the **size and direction** of the resultant force

If the forces acting in opposite directions are the same size, the resultant force will be **ON (zero)**.



Forces acting in the **same direction** – add the forces to find the resultant force

E.g. $20\text{ N} + 10\text{ N} = 30\text{ N}$ to the right



Forces acting in a **different direction** – subtract the forces to find the resultant force

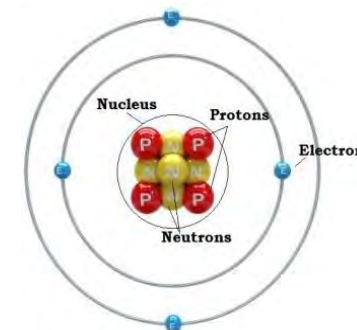
E.g. $20\text{ N} - 10\text{ N} = 10\text{ N}$ to the left



<Periodic Table> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Proton	Positively charged particle found in the nucleus of an atom
2	Neutron	A particle with a neutral charge found in the nucleus of an atom
3	Electron	A negatively charged particle surrounding the nucleus of an atom
4	Chemical symbol	A one- or two-letter code for an element used by scientists in all countries
5	Element	A substance made of only one type of atom
6	Group	A column in the periodic table of elements that share similar chemical properties
7	Period	A horizontal row in the Periodic Table

Structure of the Atom



The Periodic Table

Groups and Periods

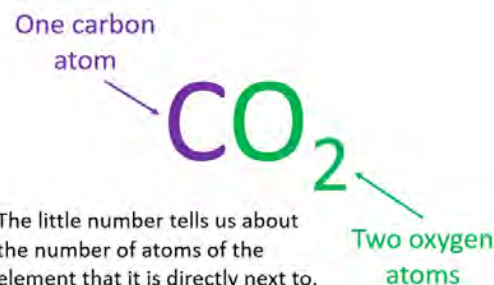
The periodic table shows elements arranged in groups and periods. Elements are color-coded: red for metals and yellow for non-metals. Hydrogen (H) is yellow. Helium (He) is yellow. The rest of the elements are red. A legend at the bottom left shows a red square for 'Metals' and a yellow square for 'Non-metals'.

Chemical symbols

Each element in the Periodic Table is represented by either one or two capital letters
 For example – Oxygen = O, Hydrogen = H, Neon = Ne, Carbon = C, Sodium = Na, Copper = Cu

Chemical formula

The chemical formula tells you how many atoms of each element are present.



Every time you see a **new capital letter** in a compound, it represents a **new element**. So CO₂ contains 2 elements because there are 2 capital letters

If there is no little number next to the element, then there is only one. **We do not write the number '1' in this case**

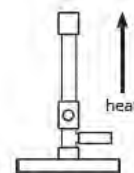


<Working scientifically> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Dependent variable	The variable that you measure in an experiment. You can only have one of these
2	Independent variable	The variable that you change in an experiment. You can only have one of these
3	Control variable	The variable that you keep the same in an experiment. You can have more than one control variable in an experiment
4	Line of best fit	A smooth line or curve drawn through as many points as possible on a scatter graph
5	Anomaly	A data point which does not fit the trend. An 'odd' result

Drawing apparatus

We use simple line drawings to represent the equipment we use during practicals. Always use a pencil to draw these diagrams



Bunsen burner



beaker



measuring cylinder



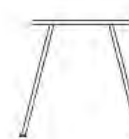
test tube



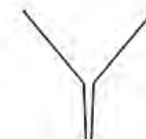
boiling tube



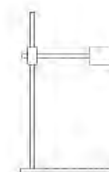
evaporating basin



tripod



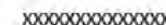
funnel



clamp stand, boss and clamp



conical flask



gauze



heatproof mat

Drawing results tables

We use results tables to record the data we collect during an experiment.

It is best practice to record the data as you collect it, not at the end of the experiment!

Independent Variable (Units)	Dependent Variable (Units)			
	Repeat 1	Repeat 2	Repeat 3	Mean

I have used a pencil and ruler to draw the table.

The **independent variable** (the variable I will change or choose the values for) is on the left-hand side of the table.

I have chosen a suitable heading for the independent variable.

I have included the correct units for the independent variable.

The **dependent variable** (the variable I will measure for each change in the independent variable) is on the right-hand side of the table.

I have chosen a suitable heading for the dependent variable.

I have included the correct units for the dependent variable.

I have recorded all the data to the same number of decimal places (same level of precision).

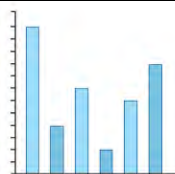
I have calculated the mean to the same level of precision as the measurements I have recorded.

Graphs

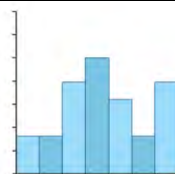
We use different types of graph to represent different types of data.

Discrete data – can only take certain values and falls into categories e.g. shoe size, number of students

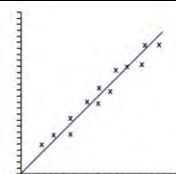
Continuous data – can take any value within a range and is measured on a scale e.g. height, length, time



When one of our variables is discrete, we draw a bar chart.



When continuous data is grouped into categories, we draw a histogram.





When both variables are continuous, we draw a scatter graph.



Science Knowledge Questions // Term 2



1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

	Due 		Completed 
Homework 1 Food and digestion		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. List the structures and organs that food passes through in the correct order in the digestive system, from ingestion to egestion 3. Describe how the small intestine is adapted for the absorption of small molecules into the bloodstream 4. Explain why fibre is so important in our diet. 5. Use the pie chart to state the two main food groups which should make up most of our diet 	
Homework 2 Enzymes		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. Draw a diagram to show the difference between an enzyme which has a normal active site and one that has been heated too much and become denatured 3. Name the enzyme which breaks down fats. What are the two products formed during the digestion of fats? 4. Sketch an enzyme and substrate molecule that are specific for each other. Remember the active site must fit specifically with the substrate 5. Describe how temperature affects enzyme activity between 0°C and 40°C on the graph shown in the knowledge organiser 	
Homework 3 Forces		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. State the name of the contact force which causes moving objects to slow down e.g. a car on a road 3. What is the difference between a contact and a non-contact force? 4. Calculate the weight of an object which has a mass of 50kg where the force of gravity is 10 N/kg 5. Sketch a simple diagram to show a tug of war where the team on the left are pulling with 100N and the team on the right are pulling with 60N. Calculate the resultant force and state the direction that the rope will move 	



Science Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. **Please use this with your knowledge organiser and answer the questions in your red homework book.**

	 Due		 Completed
Homework 4 Periodic Table		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-72. Name the sub-atomic particle found in shells around the nucleus with a charge of -1?3. What is the difference between a 'group' and 'period' in the periodic table?4. How many different elements are present in the following compound: NaOH (sodium hydroxide). Explain how you know5. Explain why atoms have no overall charge	
Homework 5 Working scientifically		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-52. What equipment should you always use when drawing a results table or graph?3. On which side (right or left) does the independent variable go in a results table?4. What is the difference between discrete and continuous data?5. Use the laboratory Sketch diagrams to sketch the set up of a beaker, on top of a gauze, on top of a tripod. Use the simplified arrow and 'heat' symbol to show a Bunsen burner below the tripod	
Homework 6 All topics		<p>Use all the term 1 knowledge organisers to answer these questions</p> <ol style="list-style-type: none">1. Choose 5 key terms that you have struggled with the most to read, cover, write, check2. Look at the cells knowledge organiser – explain why it is important to gently lower the cover slip at an angle onto the microscope slide3. Look at the separating substances knowledge organiser – draw the apparatus used if you wanted to crystallise some salt from a salt water solution4. Look at the separating substances knowledge organiser – describe what would happen to the speed of dissolving sugar in water if the water was cooled down5. Describe how to change the flame on a Bunsen burner from the safety flame to the roaring flame	

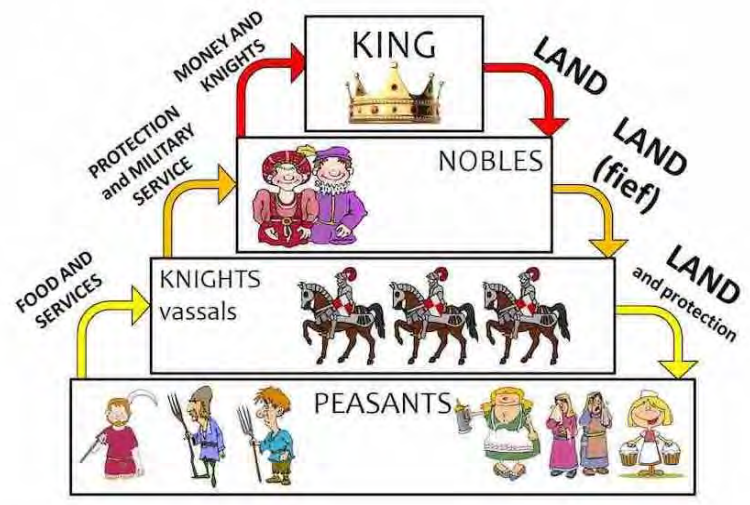


1.Source	Anything that a historian uses to learn out things about the past. This could be almost anything, for example a diary entry, a painting, an old nursery rhyme.
2. Similarity	When people, places, events are similar or have things in common Eg. What are the differences life in towns and life in villages?
3. Difference	Looking at the differences between people, places, events to compare them Eg. What are the differences with life in towns and life in villages?
4. Consequence	Things that happened after an event because of that event. Eg. A consequence of the Black Death was the Peasants' Revolt
5.Belief	Viewpoints/opinions someone has about something which they see as true
6. Church	A building used for public Christian worship.
7. Monarch	King or Queen
8. Peasant	Peasants were the poorest people in the medieval era and lived primarily in the country or small villages
9. Villages	Most people lived in villages, or manors. Peasants and serfs would work on the farms.
10. Towns	There were some small towns, the biggest was London. Towns were meeting points and places of markets and trade, and cathedrals.
11. Bristol	Bristol was one of the biggest towns in Medieval England. It's location as a port town meant trade thrived.

Source Analysis






The feudal system
This was a **hierarchy** introduced after the Normans came to power. It gave power and control to those people at the top of the pyramid. The peasants (or serfs) were the biggest group but at the bottom.





History Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1.Look, cover, write, check key terms 1-42.What was the main religion in Medieval England?3.Write 3 things you can see in image 14.What can you infer from image 1 about Medieval England?5.What was the name given to the system of power in Medieval England?	
Homework 2		<ol style="list-style-type: none">1.Look, cover, write, check Key terms: 5-82.Order the groups in terms of power: Monarch, peasants, knights, nobles3.Write 3 things you can see in image 24.What can you infer from image 2 about Medieval England?5.Why did the peasant's revolt in 1381?	
Homework 3		<ol style="list-style-type: none">1.Look, cover, write, check key terms: 9-112.Where did most people live in Medieval England?3.Write 3 things you can see in image 34.What can you infer from image 3 about Medieval England?5.What flowed down the feudal system?	



7.2 The Lake District

Where is the Lake District?

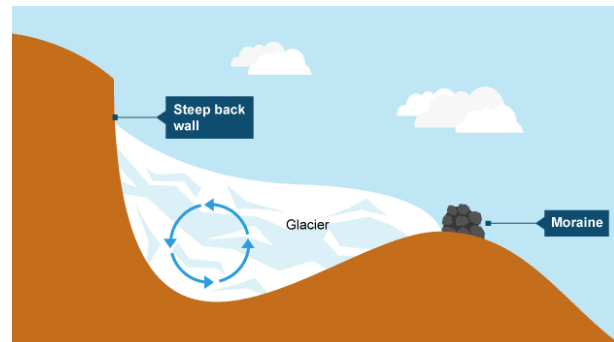


The Lake District National Park is in the county of **Cumbria** in the **north west** of England.

The Lake District is a mainly **rural** area, with only a few towns.

Making the lake District - Glaciers

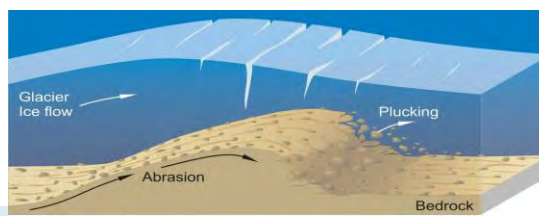
Glaciers start off when **snow** builds up over many years in a **hollow** on the mountainside. Over time this snow becomes **compressed** and turns into **ice**.



The ice then starts to move due to the **pressure** causing the bottom of the ice to melt. **Gravity** causes the glaciers to **move downhill**.

Key Word	Definition
1. Mountainous	An area with a lot of mountains – raised, high areas of the earth's surface.
2. Glacier	A river of ice that flows through an existing river valley.
3. Erosion	When material is worn away by natural processes.
4. U shaped Valley	A large valley carved by a glacier creating a U shape.
5. Quarrying	Quarrying takes place to remove rock such as limestone to be used for construction.
6. Tourism	The industry providing transport, leisure and facilities for people on holiday.
7. Mining	The industry which extracts rocks and minerals out of the ground.
8. Agriculture	The industry which produces crops and animals for sale for food and other products.
9. National Park	An area of the country protected for the enjoyment of the public or preservation of wildlife.

Making the Lake District – processes of erosion



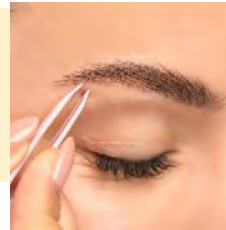
ABRASION:

The bits of **scrape and grind** against the rock at the base and sides of the glacier, wearing it away (like sandpaper).



PLUCKING:

Melted water at the base and sides of the glacier freeze onto the surrounding rock. As the glacier moves, the rock which is **pulled away**.



FREEZE-THAW WEATHERING:

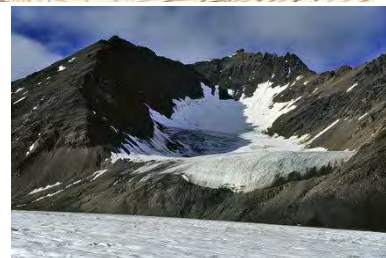
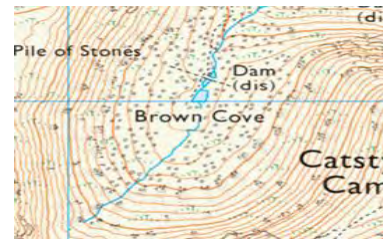
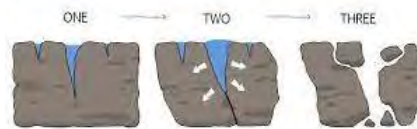
Where water **continually freezes** in the cracks of rock, making them **bigger** and eventually **breaking the rock apart**.

Formation of Corries

Corries are **bowl-shaped** found on the side of a mountain.

As the ice moves down the mountain it does so in a **circular motion** which further **deepens** the hollow, leaving a lip at the end.

When the ice melts this hollow can fill with water. These are now called **corrie lakes or tarns**.



Human activities in the Lake District



Tourism in the Lake District

Opportunities – A Positive or Benefit

- ✓ Money from tourists can be used to conserve and improve the Lake District
- ✓ Services such as public transport benefit the local people.
- ✓ Creates new jobs for local people – supporting the local economy.

Challenges – a problem or difficulty




- ✗ Jobs in tourism are often seasonal with low wages
- ✗ Prices rise in shops so locals can't afford what they need.
- ✗ Damage to the environment e.g. footpath erosion
- ✗ Increased house prices
- ✗ Litter and traffic congestion.





Geography Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 2, 3 and 4. 2. The Lake District is in which part of England? 3. Give one reason why the Lake District is important. 4. Is the Lake District a mainly Rural or Urban area? 5. The Lake district is a National Park. What does this mean? 	
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 5, 6 and 7. 2. How do most visitors travel to the Lake District? 3. Name a Lake in the Lake District. 4. Describe two processes that shaped the landscape of the Lake District. 5. What is meant by the term glacier? 	
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 8, 9 and 10. 2. Name two opportunities tourism brings to the Lake District. 3. Name two challenges tourism brings to the Lake District. 4. What shaped the Lake District during the last Ice Age? 5. Name two glacial landforms. 	



What is the Torah?

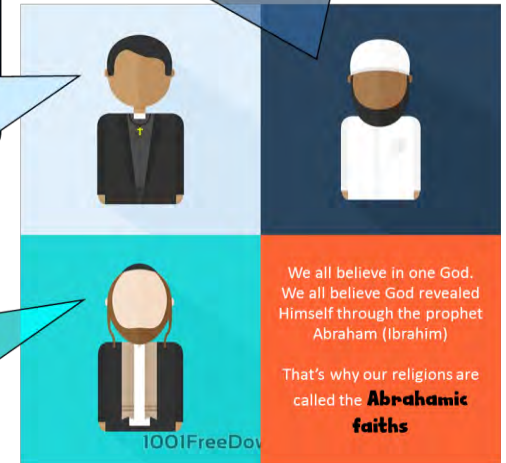
The Torah is a collection of writings that form the central religious text of Judaism. It consists of the first five books of the Hebrew Bible, also known as the Old Testament of the Christian Bible. The two books are Genesis and Exodus.

As a **Muslim** person I think the **Torah** (or Tawrat in Arabic) is a collection of 5 books. All of these books are inspired by **God** and were originally given to the prophet **Moses** (Musa). Unfortunately the Torah was added to and badly translated over the years, so it's **not totally perfect** anymore, but it is still a holy books for me. I read the Torah to help me understand the stories that are referred to in the Quran.

As a **Christian** person I think the **Torah** is a collection of 5 books. All of these books are inspired by **God**. The Torah is the first 5 books of the Christian Bible, in a section of 39 books called the **Hebrew Bible** or **Old Testament**. I read the Torah from my Bible at Church or at home.

As a **Jewish** person I think the Torah is a collection of 5 books. All of these books are inspired by **G-d**. They are the first 5 books of the **Hebrew Bible**. It is called this because it is written in the ancient Jewish language: Hebrew. I read the Torah from a scroll in the Synagogue.

Some Jewish people think God's name is too holy to write down, so they write G-d instead.



1001FreeDov

1. Abrahamic Faiths	Religions that trace their beliefs back to the prophet Abraham: Judaism, Christianity and Islam
2. Commandment	An instruction from God
3. Covenant	An agreement or promise
4. Creation Ex Nihilo	Means 'created from nothing' – used in Genesis to describe how god creates everything.
5. Exodus	a mass departure of people
6. Genesis	Meaning 'the origin' or 'beginning'
7. Monotheist	Believing in one God
8. Parable	A short story designed to teach something
9. Prophet	A messenger chosen by God to deliver God's word
10. Prophecy	A message from God
11. Torah	The holy book revealed to Moses (the Old Testament)

Genesis 2-3: The Fall (Adam and Eve)

God made Adam, and put everything he needed in the Garden for Adam to use and care for

God said it was not good for a person to be alone, so he made a companion for Adam,; a woman called Eve. They were told not to eat from the fruit of one tree

A snake tempted them to eat the fruit and they did

God took Adam and Eve out of the Garden, into a world where life would be harder, and they would have to work for food and struggle in childbirth. They would eventually die.

Genesis 1

God created out of nothing (Creation Ex Nihilo)

There were 6 days of creation 1: light and dark, 2: sky and sea, 3: dry land and plants, 4: sun, moon and stars, 5: fish and birds, 6: animals and humans.

On the 7th day God rested – some Christians try to have a day of rest in the week because of this. Humans were created in 'the image of God'. After everything God made, he said, 'it was good'. Except humans, he said they were 'VERY good'.

Noah's Ark (Genesis 6-9)

According to the story, God saw that the wickedness of mankind had become great and decided to flood the earth to cleanse it of sin.

God instructed Noah/Nuh (pbuh), a righteous man, to build an ark and gather two of every kind of animal, along with his family, onto the ark. Noah obeyed God and spent many years building the ark, as instructed.

When the flood came, the ark floated on the water for 40 days and 40 nights. All life on earth outside the ark perished in the flood, but Noah and his family and the animals on the ark were saved.

After the floodwaters receded, Noah and his family emerged from the ark and offered sacrifices to God in gratitude for their safety. God then made a covenant with Noah, promising never to flood the earth again and using a rainbow as a sign of this covenant.

The story of Noah's Ark teaches the importance of obedience to God and the consequences of sin, as well as God's mercy and faithfulness to those who trust in Him.

Abraham (Genesis 12-17) – founder of the faithful

One day, God called Abram to leave his homeland and go to a new land that God would show him. Abram obeyed God and journeyed with his wife Sarai (later renamed Sarah) and his nephew Lot to the land of Canaan.

God promised to make Abram's descendants into a great nation and to bless all the nations of the earth through him. However, Abram and Sarai were unable to have children, so Sarai suggested that Abram have a child with her servant Hagar.

This caused problems, as Hagar and her son Ishmael were eventually cast out of Abram's household. However, God remained faithful to His promise and eventually blessed Abraham and Sarah with a son named Isaac.

Abraham's faith was tested when God asked him to sacrifice Isaac as a burnt offering, but at the last moment, God provided a ram to be sacrificed instead. Through his obedience and faith, Abraham became known as the father of the Jewish people and a model of faith for all believers.

The story of Abraham teaches the importance of faith and obedience to God, as well as the blessings that come from trusting in God's promises.

Moses' Exodus

Moses was born to Hebrew slaves in Egypt but was adopted by Pharaoh's daughter and raised as an Egyptian prince.

As a grown man, Moses saw an Egyptian taskmaster mistreating a Hebrew slave and killed him. He then fled to the wilderness and lived as a shepherd for many years.

One day, God spoke to Moses from a burning bush and told him to go back to Egypt to free the Hebrew slaves. With the help of his brother Aaron, Moses confronted Pharaoh and demanded that he let the Hebrews go.

Pharaoh refused, and God sent ten plagues upon Egypt, including the death of the firstborn, until Pharaoh finally relented and let the Hebrews go. Moses then led the Hebrews out of Egypt and through the Red Sea, which God parted to allow them to cross.




In the wilderness, God gave Moses the Ten Commandments and many other laws to guide the Hebrews' behaviour. After many years, Moses died on a mountain overlooking the Promised Land, which God had promised to the Hebrews as their home.

The story of Moses teaches the importance of faith and obedience to God, as well as God's power to deliver and provide for His people.





RE Knowledge Questions // Term 2



1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.



Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, Cover, Write, Check Terms 7-82. What is the difference between Exodus and Genesis?3. List two things that were created in the creation stories.4. Write a similarity between the Abrahamic faiths.5. Write a difference between the Abrahamic faiths.	
Homework 2		<ol style="list-style-type: none">1. Look, Cover, Write, Check Terms 9-10.2. What does PBUH stand for?3. Draw the symbol for Christianity.4. Draw the symbol for Islam.5. Why might a Muslim not follow the Bible or Torah?	
Homework 3		<ol style="list-style-type: none">1. Look, Cover, Write, Check term 11.2. Draw the symbol for Judaism.3. Why are rules given by God important? Can you also give an example?4. List two key events that happened in the story of Moses/Musa (pbuh).5. Why is God considered all powerful?	



1 **Minim:** 2 beat note 

2 **Crotchet:** 1 beat note 

3 **Quaver:** Half beat note. 1 quaver:  2 quavers: 

4 **Semiquaver:** Quarter beat note. 1 semiquaver: 4  semiquavers: 

5 **St Pauls Carnival:** Carnival taking place in St Pauls in Bristol

6 **Notting Hill Carnival:** Carnival taking place in Notting Hill in London

7 **Rio Carnival:** Carnival taking place in Rio de Janeiro in Brazil

8 Music associated with **Trinidad:** Soca / Steel Pan / Calypso

9 Music associated with **Jamaica:** Reggae / Ska / Dancehall

10 Music associated with **Brazil:** Samba / Maracatu

11 **Bateria:** Percussion section of a Samba band

12 **Surdo:** Bass drum used in Samba music

13 **Agogo Bell:** Plays a melody in Samba with high and low bells

SURDO





AGOGO





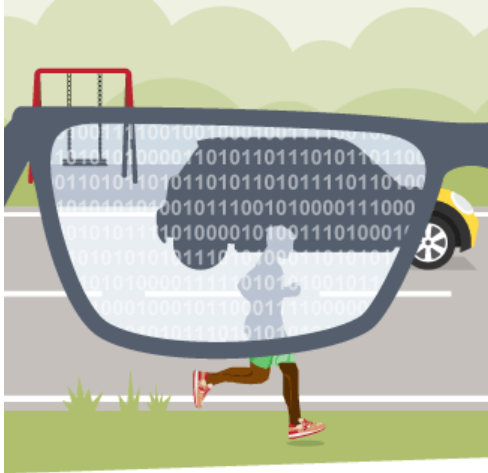
Music Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Homework :	Due 		Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write and check the key terms 1-4.2. When reading music, what term is used to describes the equal sections that the notes are divided up into.3. Write down three different tempos and their translations in Italian.4. Research a piece of music that you would describe as Largo and write its name down.5. How do musicians stay in time when playing together in a group?	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write and check terms 5-82. What would you write at the start of a piece that had four crotchet beats in each bar?3. Research a piece of music that you would describe as Moderato and write its name down.4. What does rhythm mean?5. What is the difference between rhythm and beat?	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write and check terms 9-112. What is the term given to describe how many beats are in each bar?3. Research a piece of music that you would describe as Presto and write its name down.4. Why are ostinatos used a lot in dance music?5. What are the most important aspects of carnival?	



Key Concepts	Definition/Explanation
1. Hackers	A hacker is someone who breaks into computer systems, accounts, or networks.
2. The Cloud	The cloud is a way of storing and accessing data and programs over the internet. Rather than store files and running applications on your own device, a powerful computer elsewhere in the world does these tasks for you.
3. Binary	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1.
4. Denary	Denary is a base-10 number system, which means that it uses 10 digits to represent numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
5. Bits	Bit is short for binary digit. A bit is the smallest unit of information in a computer and can be either 0 or 1.
6. Byte	A byte is a unit of information that consists of eight bits (8 x 0s or 1s)
7. Character Sets	A character set is a complete collection of characters used in computers, phones, printers and more to represent text, numbers, and other symbols.
7. Input/Output Devices	Input/output devices are used to allow a computer to interact with the user and the outside world. Input devices are used to enter data into the computer, while output devices are used to display data from the computer.
8. Central Processing Unit	A central processing unit (CPU) carrying out instructions.
9. Random Access Memory	RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
10. Storage Devices	Where programs and files are saved on a computer system.
11. Flowcharts	A flowchart is a diagram that shows the steps involved in a process. It is a graphical representation of an algorithm. Flowcharts are used to map out and design computer programs, and to identify potential problems.
12. Algorithms	An algorithm is a step-by-step procedure for solving a problem. It is a sequence of instructions that tells a computer what to do.






How computers see the world



Computing Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 4		<ol style="list-style-type: none"> 1) Look, write, cover, check vocabulary 7, 11,12,16,17. 2) Explain which character set is used by modern computers. 3) Name 2 input devices and 2 output devices. 4) Draw the shape used in a flowchart for a decision. 5) Explain the need for algorithms in computer science. 	
Homework 5		<ol style="list-style-type: none"> 1. You will receive a homework to help you to prepare for the CLF technology test. This will not be in this booklet but on Satchel One/Show my homework 	
Homework 1 (New rotation)		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. Explain where data is stored when it is saved to the Cloud. 3. Give one advantage of using the Cloud. 4. Give one disadvantage of using the Cloud. 5. Explain how you can have a positive digital footprint. 	



Key word	Definition
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Coagulation	The setting of protein foods caused by heat.
4. Heat transfer	The way in which heat moves from one place to another.
5. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
6. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again.
7. Radiation	Heat radiates down from a heat source to cook food.
8. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
9. Nutrition	Eating all the nutrients required to be healthy.
10. Food miles	How far a food has travelled from where it was grown/ reared to your plate.
11. Global Warming	Increasing temperature of the planet due to
12. Seasonality	When a food is harvested or at its peak. Different foods are in season at different times of year.

Food equipment you will use





Healthy eating





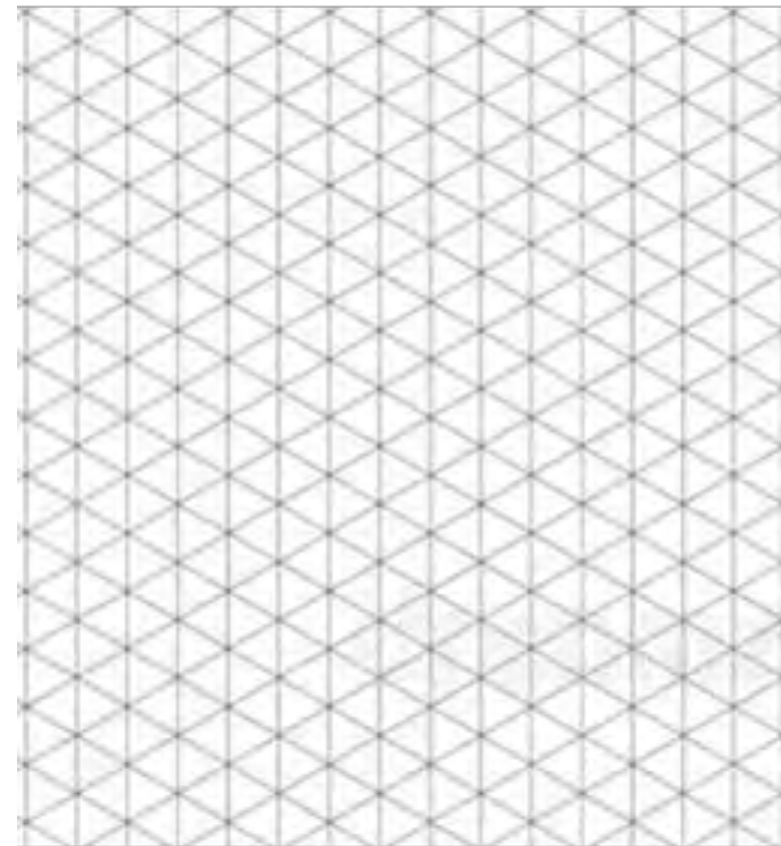
Food Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

	Due 	Task	Completed 
Homework 4		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-12. 2. Explain the meaning of food miles. 3. Give an example of 3 foods and how far they travel to get to the UK. 4. Explain what is meant by the term seasonality. 5. What are the benefits of reducing food miles to the environment? 	
Homework 5		<ol style="list-style-type: none"> 1. You will receive a homework to help you to prepare for the CLF technology test. This will not be in this booklet but on Satchel One/Show my homework 	
Homework 1 (New Rotation)		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. List 2 personal hygiene rules. 3. Read the meaning and draw a picture to represent the meaning of 7. radiation and 5. conduction in cooking. 4. Look at the equipment labelled A-G you will use this term, find out their names and list them. 5. Look at the meaning of word 3 coagulation. <ul style="list-style-type: none"> o Think back to when you made the omelette and describe or draw a diagram to show the changes in the egg from cracking to being cooked. 	

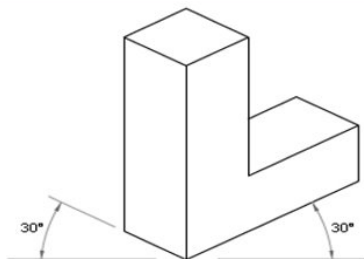


Keywords		Definitions
1	Woods: Hardwood	From Deciduous trees these are tight grained woods from trees that take hundreds of years to grow e.g. oak trees.
2	Softwood	From Coniferous trees, these woods have a looser grain and are from trees that grow faster and so are cheaper e.g. pine.
3	Textiles: Cotton	Cotton is a natural fibre from the cotton plant.
4	Fabrics	All textile products are made from fabric. This can be natural or manmade
5	Sublimation printing	A process where inks are transferred onto the product using heat.
6	Seam allowance	Distance between the edge of the fabric and the stitching. This is normally 1.5cm.
7	Sewing Machine	Electronically powered machine used to sew fabrics together.
8	Presser foot	Part of the sewing machine which secures the fabric, so the machine can move it to sew.
9	Plastics: Acrylic	Acrylic is a plastic that can be formed into different shapes when heated.
10	Metals: Alloy	A mix of 2 or more metals e.g. Brass a mix of copper and zinc.
11	Isometric	This is a type of 3D sketching technique that we use in DT



Isometric Drawing

Isometric drawing is made up of a series of parallel vertical lines and parallel 30 degree lines. There are no horizontal.






Week 4, Question 5:
Complete your isometric drawing here.





PD/Textiles Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

 Week Set:	 Due	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 4		<ol style="list-style-type: none"> 1. Use the internet to find a product that is made out of cotton. 2. Use the internet to find a product that is made out of stainless steel. 3. Use the internet to find a products that is made out of acrylic. 4. Use the internet to find a products that is made from a hard wood. 5. Draw an L shaped block on the isometric paper on the knowledge organiser. 	
Homework 5		<ol style="list-style-type: none"> 1. You will receive a homework to help you to prepare for the CLF technology test. This will not be in this booklet but on Satchel One/Show my homework 	
Homework 1 Textiles (New Rotation)		<u>Textiles</u> <ol style="list-style-type: none"> 1. Look, write, cover, check key terms 4-8. 2. Explain the difference between natural and synthetic fabrics, giving examples. 3. Explain how dye is transferred from paper to fabric in sublimation printing. 4. Explain what seam allowance is. 5. What is the traditional seam allowance in cm? Why is it important we all use the same size in manufacture? 	

Ça va?	How are you?
Bonjour	Hello
Salut	Hi
Comment t'appelles-tu?	What's your name?
Je m'appelle...	My name is...
Comment ça s'écrit ?	How is it spelt?
Ça s'écrit...	It's spelt...
😊 Oui, ça va bien, merci	It's going well thanks.
😐 Pas mal	Not bad.
😞 Non, ça ne va pas	No, it's not going well.
Au revoir	Goodbye.
À bientôt	See you soon.
À plus tard	See you later.
Quel âge as-tu?	How old are you?
J'ai... ans	I'm.....years old.
🎂 Quelle est la date de ton anniversaire?	When is your birthday?
Mon anniversaire est le ...	My birthday is the....

Qui est dans ta famille?	Who is in your family?
Ma mère	My mum
Mon père	My dad
Ma belle-mère	My step-mum
Mon beau-père	My step-dad
Mes parents	My parents
Mon frère	My brother
Ma sœur	My sister
Mon demi-frère	My half or step-brother
Ma demi-sœur	My half or step-sister
Je suis fils/fille unique	I am an only child
Mon oncle	My uncle
Ma tante	My auntie
Mon cousin	My cousin (male)
Ma cousine	My cousin (female)
Mon grand-père	My grandfather
Ma grand-mère	My grandmother
Mes grands-parents	My grandparents

Qu'est-ce qu'il y a dans ton sac / ta trousse?	What's in your bag/your pencil case?
Qu'est-ce que c'est?	What is it?
C'est..	It is...
Il y a...	There is...
Il n'y a pas de...	There isn't...
J'ai...	I have...
Je n'ai pas de...	I don't have....
Un cahier	An exercise book
Un livre	A book
Un stylo/ un bic	A pen /A biro
Un crayon	A pencil
Un portable	A mobile phone
Une trousse	A pencil case
Un taille-crayon	A sharpener
Un bâton de colle	A glue stick
Un sac	A bag
Un carnet de texte	A planner
Une gomme	A rubber
Une tablette	A tablet
Une règle	A ruler
Une calculatrice	A calculator
Des feutres	Some felt tips
Des ciseaux	Some scissors



Ç'est de quelle couleur ?	What colour is it?
Bleu	Blue
Blanc	White
Rouge	Red
Vert	Green
Orange	Orange
Jaune	Yellow
Marron	Brown
Noir	Black
Rose	Pink
Violet	Purple
Gris	Grey
Clair	Light
Foncé	Dark
Rayé	Striped
Multicolore	Multi-coloured

As-tu un animal à la maison ?	Do you have a pet?
Un chien	A dog
Un chat	A cat
Un cochon d'Inde	A guinea-pig
Un hamster	A hamster
Un lapin	A rabbit
Un oiseau	A bird
Un cheval	A horse
Un lézard	A lizard
Un poisson	A fish
Une souris	A mouse
Une tortue	A tortoise
Une araignée	A spider
Un serpent	A snake
Je n'ai pas d'animal de compagnie	I don't have a pet





A **noun** is an object, place or thing.
 In French, all nouns are either **masculine (masc)** e.g. **un** stylo or **feminine (fem)** e.g. **une** gomme.
 If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

	masculine singular	feminine singular	Word beginning with a vowel	plural
a	un	une		des
the	le	la	l'	les
my	mon	ma		mes

An **adjective** describes a noun e.g. a **green** bag.
 In French, adjectives normally go after the word it's describing e.g. un sac **vert** (a bag green).
 If the noun is feminine the adjective has to agree (e.g. **une gomme verte**)
 If the noun is plural we also add an 's' to make it agree (e.g. **deux gommes vertes**)

	masc	fem	masc plural	fem plural
green	vert	verte	verts	vertes
white	blanc	blanche	blancs	blanches

Usually words that end with the letter 'e' or 'ion' are feminine e.g. **une** trousse, **une** animation.
 Most plurals end with the letter 's' like in English e.g. **deux** gommes
 Some form their plural with an 'x' e.g. **un** jeu, **deux** jeux

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Avoir – to have
je (I)	J'ai – I have
tu (you)	tu as – You have
il (he), elle (she), on (we)	il a / elle a / on a - He has/she has/we have
nous (we)	nous avons – we have
vous (you) (pl)	vous avez – you have (pl)
ils/elles (they)	ils ont / elles ont – they have

Je n'ai pas de...= I don't have... When we use this phrase there is no un/une e.g. Je n'ai pas **de** stylo



Que penses-tu?	What do you think?
J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Selon moi	According to me

Tu es comment?	What are you like?
J'ai... Il a /elle a...	I have... He has /she has...
les cheveux	hair
longs	long
courts	short
raides	straight
bouclés	curly
ondulés	wavy
Afro / crépus	afro
blonds	blond
châtains	light brown
les yeux	eyes
bleus	blue
marron	brown
verts	green
foncés	dark
noirs	black
gris	grey
Je suis...	I am...
Il / elle est ...	He/she is...
grand (e)	tall
petit (e)	short
gros (-se)	fat
mince	thin
de taille moyenne	medium size

Tu es comment?	What are you like?
/Décris-toi	/Describe yourself
Je suis...	I am...
Gentil (-le)	Kind
Agréable	Pleasant
Joyeux (se)	Happy
Bavard(e)	Chatty
Beau/belle	Beautiful
Amusant (e)	Fun
Fort (e)	Strong
Mignon(ne)	Cute
Joli(e)	Pretty/Handsome
Jeune	Young
Parfait (e)	Perfect
Rapide	Fast
Riche	Rich
Sage	Wise
Timide	Shy
Travailleur(se)	Hard working
Triste	Sad
Vieux (vieille)	Old
Ennuyeux(se)	Boring
Casse-pieds	Annoying
Sérieux (se)	Serious
Difficile	Difficult
Sévère	Strict
Moche	Ugly
Bruyant	Noisy
Impoli(e)	Rude
Horrible	Horrible/Awful
Paresseux(se)	Lazy
Gourmand(e)	Greedy
Sportif(ve)	Sporty
Sympa	Nice

Extra detail	Extra detail
Je porte	I wear
J'ai	I have
Des lunettes	glasses
Des piercings	piercings
Le voile	a hijab
Des lentilles	contact lenses
Des tâches de rousseur	freckles
Une cicatrice	a scar
Une barbe	a beard
Une moustache	a moustache

Connectives	Connectives
Mais	But
Pourtant	However
Aussi	Also
En plus	Furthermore
Parce que/car	Because
Et	And

Quelle-est ta nationalité?	What is your nationality?
Je suis...	I am...
Anglais(e)	English
Français(e)	French
Belge	Belgian
Suisse	Swiss
Allemand(e)	German
Espagnol(e)	Spanish
Somalien(ne)	Somalian
Polonais(e)	Polish
Portugais(e)	Portuguese
Bangladais(e)	Bangladesh
Chinois(e)	Chinese
Italien(ne)	Italian
Gallois(e)	Welsh
Pakistanaï(e)	Pakistani
Écossais(e)	Scottish
Irlandais(e)	Irish
Americain(e)	American

Intensifiers	Intensifiers
Très	very
Assez	quite
Un peu	a bit
Trop	too
Extrêmement	extremely
Tellement	really



<u>Pronouns</u>	<u>Avoir – to have</u>	<u>Être – to be</u>
Je (I)	J'ai (I have)	Je suis (I am)
Tu (you)	Tu as (you have)	Tu es (You are)
il (he), elle (she)	il a (he has), elle a (she has)	il est (he is), elle est (she is)
Nous (we)	Nous avons (we have)	Nous sommes (we are)
Vous (you) (pl)	Vous avez (you have) (pl)	Vous êtes (you are) (pl)
ils /elles (they)	ils ont /elles ont (they have)	ils / elles sont (they are)

To say “my” in French we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male or female doesn't change which word you use.

Examples :

Mon père = my dad

Ma mère = my mum

Mes parents = my parents

	<u>Masc</u>	<u>Fem</u>	<u>Plural</u>
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses

Comparisons

Plus - more

Jean est plus intéressant que Paul

Moins - less

Paul est moins intéressant que Jean

Superlative

Le /la plus – the most

Jean est le plus intelligent

Le /la moins – the least

Marie est la moins sympa

Je m'appelle - My name is / I am called

Elle s'appelle - she is called

Il s'appelle – he is called

Ils s'appellent – they are called

Adjective agreement.

Remember adjectives have to agree with the noun.

Normally you would add an 'e' to make the adjective feminine but check out the following rules...

Il est paresse**ux** – elle est paresse**use**

Il est sportif – elle est sportive

Il est travail**leur** – elle est travail**leuse**



Il est gentil – elle est gentille

Il est mignon – elle est mignonne




Il est **beau** – elle est **belle**Il est **vieux** – elle est **vieille**

Il est sympa – elle est sympa



	Due 	Task:	Completed 
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: chat, chien, poisson, tortue, serpent, araignée</p> <p>2 Which animal from this list is feminine? How did you know?</p> <p style="padding-left: 40px;">Un cheval Une tortue Un hamster Un lézard</p> <p>3 Which is the correct way to say 'I have a black spider' in French?</p> <p style="padding-left: 40px;">J'ai une noire araignée J'ai une araignée noire J'ai une araignée noir Il a une araignée noire</p> <p>4 Read this description of Robert's family's pets and answer the questions below in English: <i>'Je m'appelle Robert. Dans ma famille il y a beaucoup d'animaux. J'ai un chien blanc qui s'appelle Lune. J'ai aussi une tortue verte qui a trente ans. Ma soeur a trois chats marrons et un serpent jaune. Mon grand-père a un cheval noir qui s'appelle Margot. J'adore les animaux !</i></p> <p style="padding-left: 40px;">What colour is Robert's dog? How old is Robert's tortoise? What animals does Robert's sister have? (Include colours) What colour is Robert's grandpa's horse? What is Robert's grandpa's horse called?</p> <p>5 Write your own answer to this question in French 'Tu as un animal à la maison?' (Do you have a pet at home?)</p>	
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: cheveux, yeux, blonds, châains, longs, courts</p> <p>2 How do you say 'He has brown hair' in French?</p> <p style="padding-left: 40px;">Il a les cheveux châains J'ai les cheveux châains Il a les chatâins cheveux Il a cheveux châains</p> <p>3 Translate this into English: '<u>Ma soeur a les yeux verts</u>'</p> <p>4 How do you say 'My mum has long hair and brown eyes' in French?</p> <p>5 Draw a picture of this French description '<i>Mon frère a les cheveux blonds et courts, et les yeux bleus</i>'</p>	



	Due 	Task	Completed 
Homework 3		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: grand, petit, gros, mince, plus, moins</p> <p>2 How do you say '<u>I am</u>' in French? How do you say '<u>he / she is</u>' in French?</p> <p>3 Circle the correct adjective to complete each French phrase: (<i>Hint: adjectives must agree with the noun</i>) Mon frère est grand / grande Ma mère est gros / grosse Ma grand-mère est petit / petite Mon ami est petit / petite</p> <p>4 What does this French sentence mean? '<i>Mon père est plus grand que ma mère</i>'</p> <p>5 Can you correct the x1 error in this French sentence? '<i>Ma soeur est plus petit que mon frère</i>'</p>	

¿Qué tal?	How are you?
Hola	Hello
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¿Cómo se escribe?	How is it spelt?
Se escribe...	It's spelt...
Bien gracias	It's going well thanks.
Regular	Not bad.
Fenomenal	Amazing
Fatal	Awful.
Adiós	Goodbye.
Hasta luego	See you later.
Hasta la próxima	See you next time.
¿Cuántos años tienes?	How old are you?
Tengo... años	I'm.....years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
¿Quién hay en tu familia?	Who is in your family?
Mi madre	My mum
Mi padre	My dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano	My brother
Mi hermana	My sister
Mi hermanoastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío	My uncle
Mi tía	My auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

7.1 Languages and me! SPANISH



¿Qué hay en tu mochila/tu estuche?	What's in your bag/your pencil case?
¿Qué es?	What is it?
Es..	It is...
Hay...	There is...
No hay...	There isn't...
Tengo...	I have...
No tengo...	I don't have....
Un cuaderno	An exercise book
Un libro	A book
Un boli	A pen /A biro
Un lápiz	A pencil
Un móvil	A mobilephone
Un estuche	A pencil case
Un sacapuntas	A sharpener
Un pegamento	A glue stick
Una mochila	A bag
Una agenda	A planner
Una goma	A rubber
Una tableta	A tablet
Una regla	A ruler
Una calculadora	A calculator
Unos rotuladores	Some felt tips
Unas tijeras	Some scissors

¿De qué color es?	What colour is it?
Azul	Blue
Blanco/a	White
Rojo/a	Red
Verde	Green
Naranja	Orange
Amarillo/a	Yellow
Marrón	Brown
Negro/a	Black
Rosa	Pink
Morado/a	Purple
Gris	Grey
Claro/a	Light
Oscuro/a	Dark
De rayas	Striped
Multicolor	Multi-coloured

¿Tienes mascotas en casa?	Do you have a pet?
Un perro	A dog
Un gato	A cat
Una cobaya	A guinea-pig
Un hámster	A hamster
Un conejo	A rabbit
Un pájaro	A bird
Un caballo	A horse
Un lagarto	A lizard
Un pez	A fish
Un ratón	A mouse
Una tortuga	A tortoise
Una araña	A spider
Una serpiente	A snake
No tengo mascota	I don't have a pet



A **noun** is an object, place or thing.
In Spanish, all nouns are either **masculine (masc)** e.g. *un boli* or **feminine (fem)** e.g. *una goma*.

If there is more than one item e.g. 3 pens, we call this **plural (pl)**.

Most Spanish nouns ending in “o” and “ma” are masculine
e.g. **un libro, un problema**
Most Spanish nouns ending in “a”, “sión” “dad” and “tud” are feminine
eg. una tableta, una televisión, la felicidad, la gratitud
All plurals end with the letter ‘s’ like in English
e.g. **dos gomas**

A pronoun is a word that states who is doing the verb e.g. **She** plays tennis.

Pronouns	Tener – to have
yo (I)	tengo – I have
tú (you)	tienes – You have
él (he), ella (she)	tiene - He has/she has
Nosotros/nosotras (we)	tenemos – we have
Vosotros/vosotras (you) (pl)	tenéis – you have (pl)
ellos/ellas (they)	tienen – they have

No tengo...=I don't have... When we use this phrase there is no un/una
e.g. No tengo boli

	masculine singular	feminine singular	plural
a	un	una	unos/unas
the	el	la	los/las
my	mi	mi	mis

An **adjective** describes a noun e.g. a **red** pen.
In Spanish, adjectives normally go after the word it's describing
e.g. un boli **rojo** (a pen red).
If the noun is feminine the adjective has to agree
e.g **una goma blanca**
If the noun is plural we also add an 's' to make it agree
e.g. **dos gomas blancas**

	masc	fem	masc plural	fem plural
white	blanco	blanca	blancos	blancas



<u>¿Qué piensas?</u>	<u>What do you think?</u>
Me encanta	I love
Me gusta	I like
No me gusta	I don't like
Odio/detesta	I hate
En mi opinion	In my opinion
Pienso que	I think that
Creo que	I believe that
Según yo	According to me

<u>¿Cómo eres?</u>	<u>What are you like?</u>
<u>Describe</u>	<u>/Describe yourself</u>
Soy	I am...
Amable/simpático/a	Kind
Agradable	Pleasant
Contento/a	Happy
Hablador/a	Chatty
Guapo/a	Beautiful
Divertido/a	Fun
Fuerte	Strong
Mono/a	Cute
Bonito/a	Pretty/Handsome
Joven	Young
Perfecto/a	Perfect
Rápido/a	Fast
Rico/a	Rich
Sabio/a	Wise
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	Old
Aburrido/a	Boring
Pesado/a – molesto/a	Annoying
Serio/a	Serious
Difícil	Difficult
Estricto/a	Strict
Feo/a	Ugly
Ruidoso/a	Noisy
Maleducado/a	Rude
Horrible	Horrible/Awful
Perezoso	Lazy
Goloso/a	Greedy
Deportivo/a	Sporty
Emocionante	Exciting

<u>Extra detail</u>	<u>Extra detail</u>
Llevo	I wear
Tengo	I have
Gafas	glasses
Piercings	piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Una barba	a beard
Un bigote	a moustache

<u>¿Cómo eres?</u>	<u>What are you like?</u>
Tengo /Tiene	I have... He/she has...
El pelo	hair
Largo	long
Corto	short
Liso	straight
Rizado	curly
Ondulado	wavy
Afro	afro
Rubio	blond
Castaño	light brown
Los ojos	eyes
Azules	blue
Marrones	brown
Verdes	green
Oscuros	dark
Negros	black
Grises	grey
Soy...	I am...
Él es / ella es...	He/she is...
Alto/a	tall
Bajo/a	short
Gordo/a	fat
Delgado/a	Thin

<u>Cuál es tu nacionalidad?</u>	<u>What is your nationality?</u>
Soy	I am...
Inglés/a	English
Francés/a	French
Belga	Belgian
Suizo/a	Swiss
Alemán/a	German
Español/a	Spanish
Somalí	Somalian
Polaco/a	Polish
Portugués/a	Portuguese
Bangladesí	Bangladeshi
Chino/a	Chinese
Italiano/a	Italian
Galés/a	Welsh
Paquistaní	Pakistani
Escocés/a	Scottish
Irlandés/a	Irish
Americano/a	American



<u>Connectives</u>	<u>Connectives</u>
Pero	But
Sin embargo	However
Tambien	Also
Además	Furthermore
Porque	Because
Y	And

<u>Intensifiers</u>	<u>Intensifiers</u>
Muy	very
Bastante	quite
Un poco	a bit
Demasiado	too
Extremadament e	extremely
Realmente	really



Spanish Knowledge Questions // Term 2



1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Gato, perro, pez, Tortuga, serpiente, araña 2. Which animal from this list is feminine? How did you know? <ol style="list-style-type: none"> a) Un caballo Una cobaya b) Un hamster Un lagarto 3. Which is the correct way to say 'I have a black spider' in Spanish? <ol style="list-style-type: none"> a) Tengo una negra araña b) Tiene una araña negra c) Tengo una araña negro d) Tengo una araña Negra 4. Read this description of Juan's family's pets and answer the questions below in English: <i>'Me llamo Juan. En mi familia hay muchas mascotas. Tengo un perro blanco que se llama Luna. También tengo una tortuga verde que tiene treinta años. Mi hermana tiene tres gatos marrones y una serpiente amarilla. Mi abuelo tiene un caballo negro que se llama Frida. ¡Me encantan los animales!</i> <ol style="list-style-type: none"> a) What colour is Juan's dog? b) How old is Juan's tortoise? c) What animals does Juan's sister have? (Include colours) d) What colour is Juan's grandpa's horse? e) What is Juan's grandpa's horse called? 5. Write your own answer to this question in Spanish ¿Tienes mascotas en casa? (Do you have pets at home?) 	



Spanish Knowledge Questions // Term 2

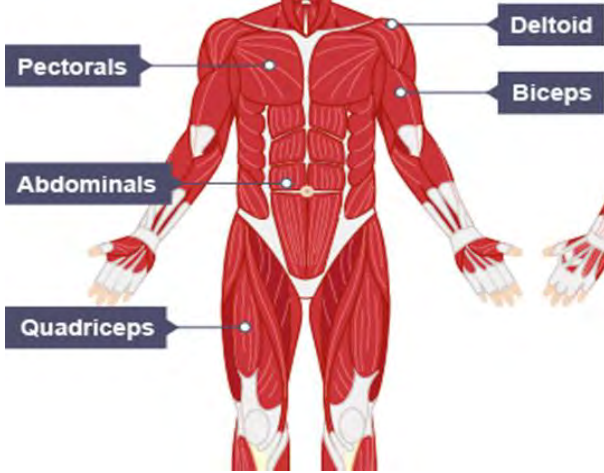
1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

	Due 	Task	Completed 
Homework 2		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <ol style="list-style-type: none"> a) pelo, ojos, rubio, castaño, largo, corto 2. How do you say '<u>He / she has brown hair</u>' in Spanish? <ol style="list-style-type: none"> a) Tiene el pelo castaño b) Tengo el pelo castaño c) Tiene el castaño pelo d) Tiene pelo castaño 3. Translate this into English: '<u>Mi hermana tiene los ojos verdes</u>' 4. How do you say 'My mum has long hair and brown eyes' in Spanish? 5. Draw an illustration of this Spanish description '<i>Mi hermano tiene el pelo rubio y corto, y tiene los ojos azules.</i>' 	
Homework 3		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Alto, bajo, gordo, Delgado, más, menos 2. How do you say '<u>I am</u>' in Spanish? How do you say '<u>he / she is</u>' in Spanish? 3. Circle the correct adjective to complete each Spanish phrase: (<i>Hint: adjectives must agree with the noun</i>) <ol style="list-style-type: none"> a) Mi hermano es alto / alta b) Mi madre es gordo / gorda c) Mi abuela es bajo / baja d) Mi amigo es delgado / delgada 4. What does this Spanish sentence mean? '<i>Mi padre es más alto que mi madre</i>' 5. Can you correct the x1 error in this Spanish sentence? '<i>Mi hermana es más gordo que mi hermano</i>' 	

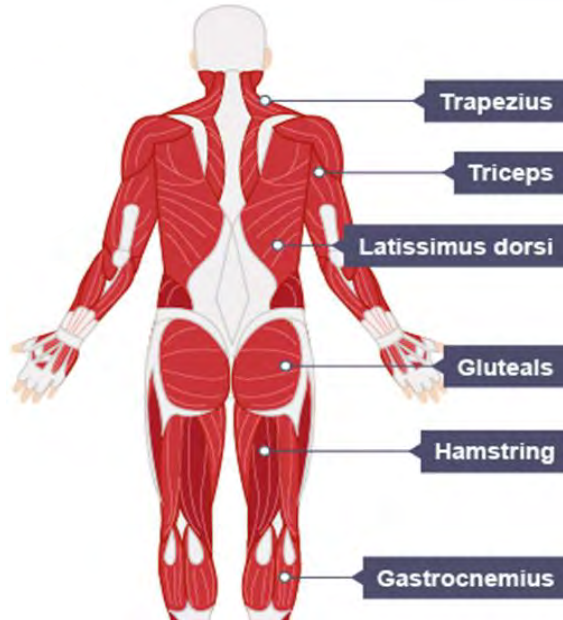


Locations of major muscles:

Front of the body: Anterior



Back of the body: Posterior






Muscle	Function	Stretch
1) Triceps	Extend the elbow (straightening the arm)	
2) Hamstring	Flex the knee (bending the leg)	
3) Pectorals	Adduction of the shoulder (moving the arm towards the body); Shoulder horizontal flexion (moving the arms forwards in front of the body)	
4) Quadriceps	Extend the knee (straightening the leg)	
5) Gluteus Maximus	Hip extension (moving the leg backwards)	
6) Biceps	Flex the elbow (bending the arm)	
7) Deltoids	Abduction of the shoulder (moving the arm outwards and away from the body)	
8) Abdominals	support the trunk, allow movement and hold organs in place by regulating internal abdominal pressure	
9) Gastrocnemius	Plantar flexion of the ankle (pointing the toes downwards)	
10) Latissimus Dorsi	Shoulder adduction (moving the arm towards the body); Shoulder horizontal extension	



PE Knowledge Questions // Term 2

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		1.Look, cover, write, check Key Words 1-4 2.Where is your bicep located? 3.What are the muscles in your stomach area called? 4.Where would you find your pectorals? 5.When you bend your leg at the knee, what muscle is working (Contracting)?	
Homework 2		1.Look, cover, write, check Key Words 5-6 2.Where is your Triceps located? 3.What is the correct name for your 'thigh' muscle located in the top part of your leg? 4.Where are your Gluteal located? 5.When you raise your arms above your head, what muscle is working?/	
Homework 3		1.Look, cover, write, check Key Words 7-8 2.Where is the correct name for your calf? 3.What is the muscle called running down the back of your leg at the top? 4.What muscle beginning with L is located in your back? 5.Describe how you stretch your abdominals	

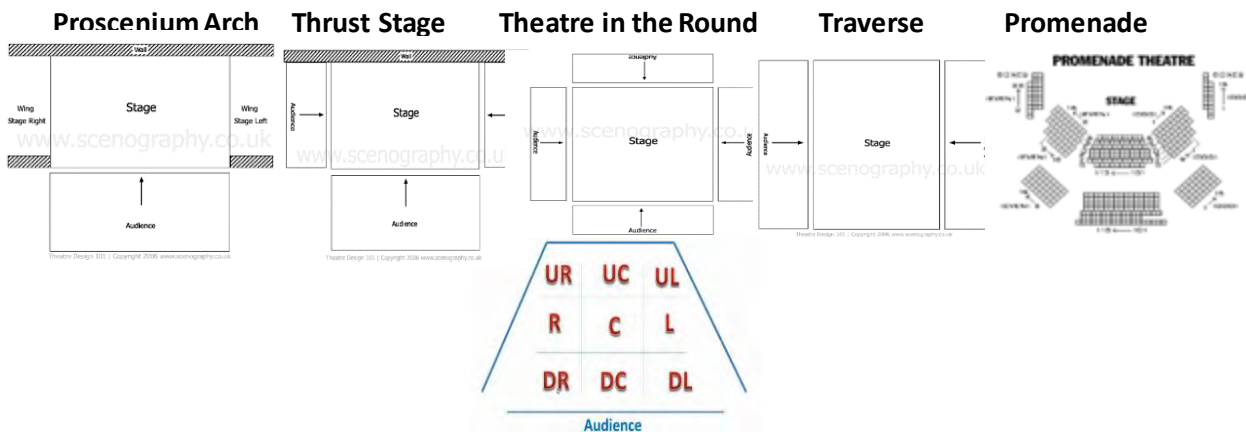


Year 7 Drama- Block 1-Technique Toolkit

Key Words

1	Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
2	Stage Configurations	This is the different types of staging used for a performance.
3	Freeze-frame,	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
4	Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
5	Split-stage	This is where the stage is split in two to show a different location or time.
6	Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
7	Narration	This is where a narrator tells the audience what is happening in a scene or performance.
8	Stock Characters	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.

Stage Configurations






Stage Positions					
8	Upstage Right	10	Upstage Centre	11	Upstage Left
9	Stage Right	13	Centre	14	Stage Left
10	Downstage Right	16	Downstage Centre	17	Downstage Left

Stock Characters		Definition
18	Hero	The star of the show, they are brave, gallant, and save the day. They often rescue a Princess type character and battle throughout the story with an enemy.
19	Heroine	This character is always gets herself into trouble. They are fooled by an evil character and are rescued by a brave character.
20	Villain	This character is evil. They like to cause trouble and make sneaky plans.
21	Comedy Duo	These characters are often really silly and cause problems for the saviour of the piece by switching sides with their enemy.
22	Hero's Best Friend	This character is friendly, brave and a true friend. They also help conquer evil
23	Magical Character	This character is the wisest person in the play. They are friendly, kind and caring as well as magical.



Drama Knowledge Questions // Term 2

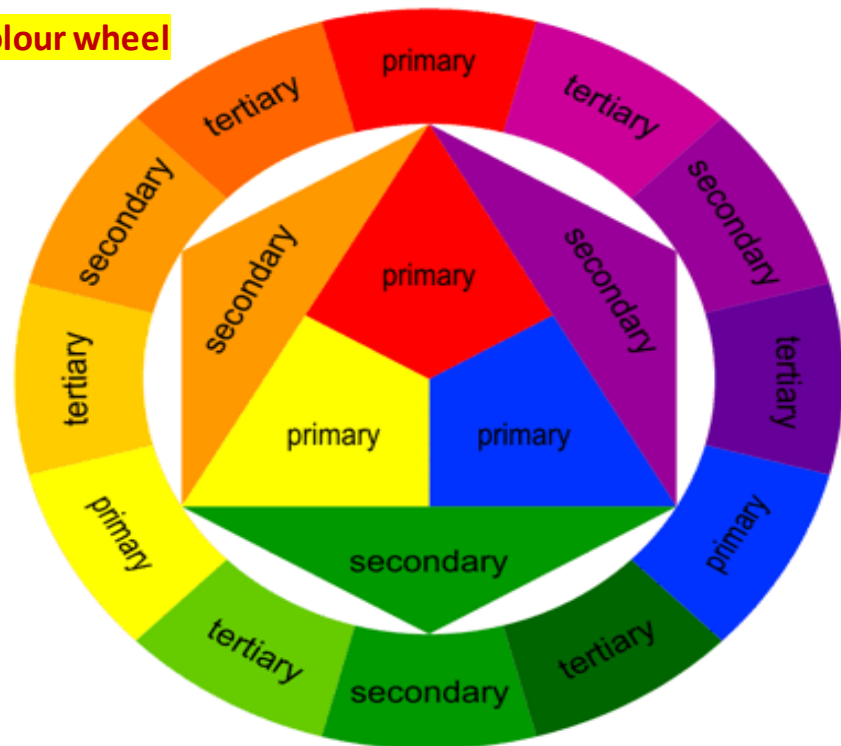
1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check key terms 1-5 .2. Please check Sachel One/Show my homework for your drama homework.	
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check key terms 6-8.2. Please check Sachel One/Show my homework for your drama homework.	
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check key terms 18-23.2. Please check Sachel One/Show my homework for your drama homework.	



1- Primary Colours	These are colours, which cannot be made from any other colour. Yellow, Blue and Red
2- Secondary Colours	If you mix equal amounts of the primary colours, you get the Secondary colours - Purple, Green and Orange.
3- Warm colours	Warm colours are often said to be hues from red through yellow, browns and tans included;.
4- Cold Colours	Cool colours are often said to be the hues from blue green through blue violet, most greys included.
5- Complementary Colours	A complementary colour is the colour which is opposite on the colour wheel. Orange- Blue Green- Red Purple- Yellow
6- Harmonious colour	A harmonious colour is a colour, which is next to the colour on the colour wheel.
7- Watercolour Paint	This is a popular paint for it's translucent colours. Pigments are water based and mixed with gum Arabic as a binder.
8- Photomontage	Photomontage is a combination of several photos joined together for artistic effect or to show more of the subject than can be shown in a single artwork.

The colour wheel






Raku Inoue



Lucy Arnold





Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Read, cover, write, check terms 1-32. What are the primary colours?3. Which colours do you mix to make brown?4. List the cold colours.5. What do the cold colours remind you of?	
Homework 2		<ol style="list-style-type: none">1. Read, cover, write, check terms 4-62. What are the secondary colour?3. Choose a piece of art by Raku Inoue, find out the name of the piece. Write a description of the piece.4. What do you need to remember when painting with watercolour paint?5. What is blending?	
Homework 3		<ol style="list-style-type: none">1. Read, cover, write, check terms 7 and 82. Choose a piece of art by Lucy Arnold, find out the name of the piece. Write a description of the piece.3. How do you make a photomontage?4. List the warm colours.5. What do the warm colours remind you of?	



1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

WHAT IS PSHE

PSHE stands for Personal Social Health and Economic Education
This includes:

Create a poster about PSHE.

You can use the information on the left to help you as well as your own research.

Remember use:

- key words
- Images
- Your opinions about certain topics

Health and Wellbeing

Keeping my body healthy
Keeping my mind healthy
How I grow and change
Staying safe

Relationships

The family and special people
Friendships
Dealing with unkind behaviours
Safe and healthy relationship
Respect

Living in the Wider World

Risk and Responsibilities
Communities and groups we belong to
Using the internet
Staying safe online
The environment
Jobs

