



# Year 7 | Term 3 | 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	Set week Commencing	Due week commencing
Week B	06/01/25	19/01/25
Week A	12/01/25	26/01/25
Week B	19/01/25	02/02/25
Week A	26/01/25	09/02/25
Week B	02/02/25	23/02/25
Week A	09/02/25	02/03/25

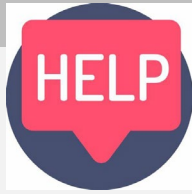
Subject	Page	Homework set/checked on:
English	6-9	Friday
Maths	10-11	Monday
Science	12-17	Monday
French / Spanish	18-25	Week A
Tech/Computing	26-31	Week A
Art	32-33	Week A
Drama	34-35	Week A
History	36-37	Week B
Geography	38-40	Week B
RE	41-42	Week B
PE	43-44	Week B
Music	45	Week B



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

# Need help with 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.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

Struggling with the task: You can email the Curriculum Leaders below:



	Email		Email
English	<a href="mailto:hannah.powell-bond@clf.uk">hannah.powell-bond@clf.uk</a>	History	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
Maths	<a href="mailto:Teresa.Coke@clf.uk">Teresa.Coke@clf.uk</a>	Geography	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
Science	<a href="mailto:Timothy.Sperring@clf.uk">Timothy.Sperring@clf.uk</a>	RE	<a href="mailto:emilia.fuorvito@clf.uk">emilia.fuorvito@clf.uk</a>
PE	<a href="mailto:Victoria.Payton@clf.uk">Victoria.Payton@clf.uk</a>	French / Spanish	<a href="mailto:Laura.miles@clf.uk">Laura.miles@clf.uk</a>
Tech/Computing	<a href="mailto:Naomi.Soper@clf.uk">Naomi.Soper@clf.uk</a> <a href="mailto:Martin.Wignall@clf.uk">Martin.Wignall@clf.uk</a>	Music	<a href="mailto:drew.salida@clf.uk">drew.salida@clf.uk</a>
Art	<a href="mailto:kealy.darby@clf.uk">kealy.darby@clf.uk</a>	PSHE	<a href="mailto:amelia.perry1@clf.uk">amelia.perry1@clf.uk</a>
Drama	<a href="mailto:Peter.Edwards@clf.uk">Peter.Edwards@clf.uk</a>	Year Team	<a href="mailto:BBAYear7team@clf.uk">BBAYear7team@clf.uk</a>



# How to complete my homework

You will  
need



Homework book



Green and Red Pen



Optional: Timer: Set  
for 20 minutes

## Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



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



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

# How to present my homework book

1. Title with the Subject name and due date

13/09/2025

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	<p><b>TT Rockstars:</b> Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables.</p> <p><b>5 to 15 minutes practice a day,</b></p> <p><b>Ask your Maths teacher or tutor if you require a new log in.</b></p>	<p><b>To help you remember write down your:</b></p> <p><b>Username:</b></p> <p><b>Password:</b></p>





Key word	Definition	Key Word	Definition
1 <b>Protagonist</b> 	A protagonist in a play, novel, or real event is one of the main people in it.	11 <b>Victim</b> 	A victim is someone who has been hurt or killed.
2 <b>Benefactor</b> 	A benefactor is a person who helps a person or organization by giving them money.	12 <b>Morality</b> 	Morality is the belief that some behaviour is right and acceptable and that other behaviour is wrong.
3 <b>Tyrannical</b> 	If you describe a government or organization as tyrannical, you mean that it acts without considering the wishes of its people and treats them cruelly or unfairly.	13 <b>Hierarchy</b> 	A hierarchy is a system of organizing people into different ranks or levels of importance, for example in society or in a company.
4 <b>Deceptive</b> 	If something is deceptive, it encourages you to believe something which is not true.	14 <b>Identity</b> 	Your identity is who you are.
5 <b>Penned</b> 	Often a metaphor for being trapped. A pen is also a small area with a fence round it in which farm animals are kept for a short time.	15 <b>Heritage</b> 	A country's heritage is all the qualities, traditions, or features of life there that have continued over many years and have been passed on from one generation to another.
6 <b>Dilapidated</b> 	A building that is dilapidated is old and in a generally bad condition.	16 <b>Poverty</b> 	Poverty is the state of being extremely poor.
7 <b>Audacious</b> 	Someone who is audacious takes risks in order to achieve something.	17 <b>Justice</b> 	Justice is fairness in the way that people are treated.
8 <b>Disparaging</b> 	If you are disparaging about someone or something you say things which show that you do not have a good opinion of them.	18 <b>Retribution</b> 	Retribution is punishment for a crime, especially punishment which is carried out by someone other than the official authorities.
9 <b>Haughty</b> 	You use haughty to describe someone's behaviour that seems to be very proud and to think that they are better than other people.	19 <b>Bildungsroman</b> 	A novel concerned with a person's formative years and development
10 <b>Penitent</b> 	Someone who is penitent is very sorry for something wrong that they have done, and regrets their actions.	20 <b>Malevolent</b> 	A malevolent person deliberately tries to cause harm or evil.



## English – Great Expectations

### Plot summary

Pip is a young orphan living with his sister and her husband in the countryside. His life changes after two strange encounters: one with a mysterious escaped convict and another with Miss Havisham, a wealthy woman who lives in a decaying mansion. Pip meets Estella there, a beautiful but proud girl, and dreams of becoming a gentleman.

Later, Pip is given the chance to move to London and improve his life, thanks to a secret benefactor. As Pip grows up, he learns that wealth and status do not always bring happiness, and he begins to understand what truly matters in life.


Theme	Explanation
<b>Social Class &amp; Ambition</b>	Explores Victorian class divisions and Pip's desire to rise above his class.
<b>Crime &amp; Justice</b>	Highlights the legal system, punishment, and moral responsibility.
<b>Identity &amp; Self-Discovery</b>	Pip's journey to understand who he is and what truly matters.
<b>Love &amp; Loyalty</b>	Examines different forms of love—romantic, familial, and friendship—and their consequences.

### Key Characters

Character	Role in the story	Relationship to Pip
Pip	Protagonist; narrator of the novel	Central character; story follows his growth
Joe Gargery	Pip's brother-in-law; a blacksmith	Pip's father figure
Mrs. Joe	Pip's sister; Joe's wife	Raises Pip harshly
Estella	Miss Havisham's adopted daughter	Pip's love interest
Miss Havisham	Wealthy spinster; lives in Satis House	Coordinates Pip's infatuation with Estella
Magwitch	Convict	Threatens and challenges Pip's character
Jaggers	Lawyer who manages Pip's expectations	Pip's guardian in London
Herbert	Pip's friend and confidant	Pip's friend in London
Compeyson	Villain	Magwitch's enemy
Biddy	Kind-hearted girl	Pip's childhood friend and tutor


**Instructions:**

- For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<b>Homework 1</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>List two words to describe Pip's character.</li> <li>Name one person Pip lives with.</li> <li>Write a definition of the word protagonist.</li> <li>Who is the protagonist in Great Expectations.</li> <li>Use the word tyrannical in a sentence.</li> </ol>
<b>Homework 2</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Write a definition for the word deceptive.</li> <li>Use at least one of <b>the key vocabulary words</b> to write a sentence describing an abandoned building.</li> <li>Write two summary sentences in your own words about the character of Pip Pirrip.</li> <li>Make one prediction about Pip's life in Great Expectations</li> <li>Write a sentence using the word deceptive to describe a character in Great Expectations.</li> </ol>
<b>Homework 3</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Write a definition of the word dilapidated.</li> <li>Write a sentence explaining how each of the characters you've met so far fall in the social class hierarchy.</li> <li>Write two summary sentences in your own words about the character of Joe. Use two pieces of vocabulary.</li> <li>List two words to describe the relationship between Pip and Estella.</li> <li>Use the word audacious in a sentence.</li> </ol>



**Instructions:** For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

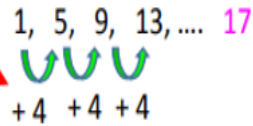
Homework	Due 	Task:
<b>Homework 4</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Write a definition for the word retribution.</li> <li>Write a sentence using <b>vocabulary 'Malevolent'</b></li> <li>Use two pieces of vocabulary <b>on page 6</b> to describe Miss Havisham's house.</li> <li>Write two sentences which could describe an audacious character.</li> <li>Summarise the character of Magwitch. Use two sentences and include two pieces of vocabulary.</li> </ol>
<b>Homework 5</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Write a definition of the word bildungsroman.</li> <li>Summarise why Pip wishes to travel to London.</li> <li>Re-write the definition of heritage in your own words.</li> <li>Summarise the link between social class and hierarchy.</li> <li>Use the word penitent to describe an event in Great Expectations.</li> </ol>
<b>Homework 6</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Write a definition for the word haughty.</li> <li>Write a sentence using vocabulary <b>'Benefactor'</b></li> <li>Explain who you think Pip's benefactor is. Give two reasons as to why you think this.</li> <li>Write a sentence describing a character who is deliberately deceptive.</li> <li>List three words to describe the relationship between Pip and Miss Havisham.</li> </ol>



### Finding the next term - numbers

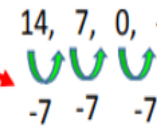
When you need to find the next term in the sequence you need to work out what the general rule for the sequence is.

The rule is add 4 because the difference between each number is 4.



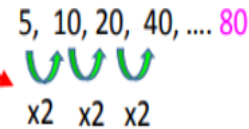
17 is the next number because  $13 + 4 = 17$ .

The rule is subtract 7 because the difference between each number is 7.



-14 is the next number because  $-7 - 7 = -14$ .

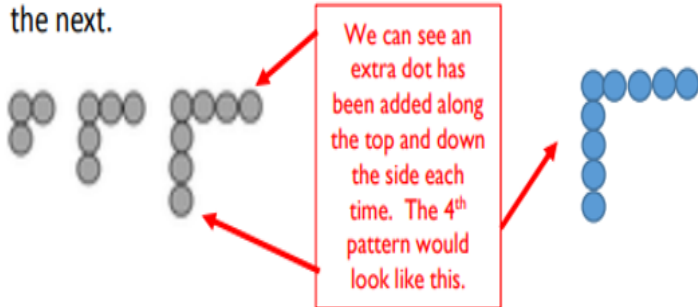
The rule is multiply by 2 because the numbers are doubling.



80 is the next number because  $40 \times 2 = 80$

### Finding the next term - diagrams

This is very similar to continuing a sequence of numbers, we just need to work out what has changed to get from one diagram to the next.



### Special sequences

Sometimes sequences do not increase or decrease by a consistent number. These can be quadratic sequences which include an  $n^2$  term or they can be other special sequences some of which are shown below,

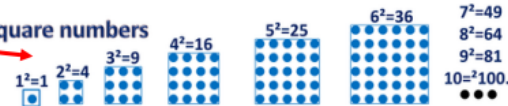
#### Triangular numbers



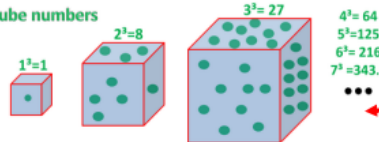
To get from one term to the next you can see that the difference increases by 1 more each time so 2, 3, 4, 5 etc.

These are the square numbers written as a sequence so  $1 \times 1$ ,  $2 \times 2$ ,  $3 \times 3$  etc...

#### Square numbers



#### Cube numbers

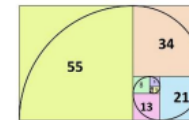


These are the cube numbers written as a sequence so  $1 \times 1 \times 1$ ,  $2 \times 2 \times 2$ ,  $3 \times 3 \times 3$  etc...

#### The Fibonacci Sequence

The Fibonacci sequence is when we add the second number in the sum to the answer to get the next term.

1+1=2	13+21=34
1+2=3	21+34=55
2+3=5	34+55=89
3+5=8	55+89=144
5+8=13	89+144=233
8+13=21	144+233=377



### FRACTIONS: Multiply and Divide

**Multiplying fractions**

$\frac{2}{3} \times \frac{3}{6} = \frac{6}{18} = \frac{1}{3}$

Multiply the numerators, multiply the denominators, simplify, if possible.

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**Dividing fractions**

$\frac{3}{5} \div \frac{2}{3} = \frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$

Multiply the first fraction by the reciprocal of the second fraction, simplify, if possible.

### Key Terms:

**Sequence:** A number or picture pattern with a specific rule.

**Term:** Each value in a sequence is called a term.

**Term to Rule:** The value that a sequence increases or decreases by. **Linear**

**sequence: (or Arithmetic Sequence)** A sequence made by adding or subtracting the same number between each term.

**Geometric sequence:** A sequence made by multiplying or dividing by the same number between each term.

**Substitution:** when you replace a variable with a given number.

**Learn the rules that generate these Special Sequences**

**Square Numbers:** 1, 4, 9, 16, 25...

**Cube Numbers:** 1, 8, 27, 64, 125...

**Triangle Numbers:** 1, 3, 6, 10, 15...

**Fibonacci Sequence:** 1, 1, 2, 3, 5...



**Instructions:**

1. 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**”

Homework	Due	Task:
<b>Key terms 1</b> <input type="checkbox"/> Complete?		1. Learn the vocabulary for Sequences (Look Cover Write Check)
<b>Types of sequences 2</b> <input type="checkbox"/> Complete?		1. Explain the difference between an arithmetic and a geometric sequence, give an example of each.
<b>Special sequences 3</b> <input type="checkbox"/> Complete?		Learn the first 10 terms of the sequences for 1. Square numbers 2. Triangle numbers
<b>Fibonacci sequence 4</b> <input type="checkbox"/> Complete?		1. Create a poster showing the Fibonacci Sequence – you can use numbers and examples from the natural world
<b>Fractions 5</b> <input type="checkbox"/> Complete?		1. Make your own poster – with diagrams – to help you to learn the rules for multiplying and dividing fractions.
<b>Revision 6</b> <input type="checkbox"/> Completed?		1. Go back through your Knowledge Organiser – make a list of the topics you are confident about and the topics that you are less confident about. What can you do to improve?



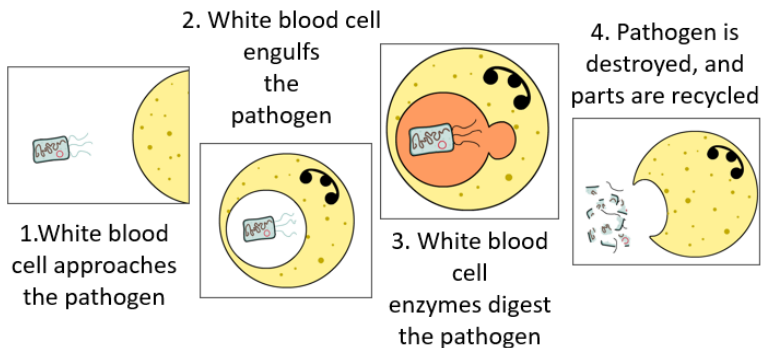
	Key Term	Definition
1	<b>Physical barrier</b>	Anything that physically blocks a pathogen entering the body
2	<b>Chemical barrier</b>	Chemical secretions (substances) produced against invading pathogens
3	<b>Antibiotic</b>	A drug which kills bacteria
4	<b>Immunity</b>	Resistance to a disease
5	<b>Pathogen</b>	A microorganism that causes disease

**Viruses and bacteria**

Bacteria are **living** organisms. Viruses are **not** living. Both bacteria and viruses are **pathogens**.

**Phagocytosis**

...is a process where one type of white blood cell, called a phagocyte, detects, engulfs and destroys a harmful pathogen



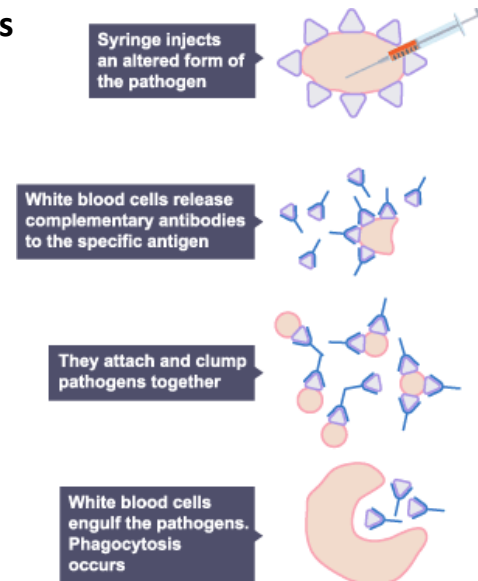
**Transmission of pathogens**

	Direct contact	This can be sexual contact during intercourse or non-sexual contact, like shaking hands.
	Water	Dirty water can transmit many diseases, such as the cholera bacterium.
	Air	When a person who is infected by the common cold sneezes, they can spray thousands of tiny droplets containing virus particles to infect others.
	Unhygienic food preparation	Undercooked or reheated food can cause bacterial diseases like <i>Escherichia coli</i> which is a cause of food poisoning.
	Vector	Any organism that can spread a disease is called a vector. Many farmers think tuberculosis in their cattle can be spread by badgers.

**Barriers to infection**

Body part	Body's defence against infection	Physical or chemical barrier?
Stomach acid	Has a strong acid (called hydrochloric acid) that destroys microbes	Chemical
Blood	Has white blood cells which fight infection and platelets which seals up open wounds.	Chemical
Eyes	Tears containing a natural antiseptic	Chemical
Skin	Forms an outer barrier	Physical
Airways	Has tiny hairs called cilia which sweeps microbes out.	Physical

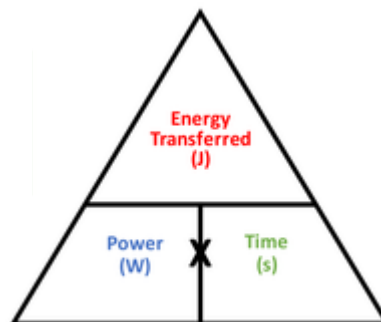
**Vaccines**





	Key Term	Definition
1	Energy Store	Something such as food or a hot object that allows you to account for the energy at the start and end of an energy transfer.
2	Kinetic	Energy stored in a moving object
3	Conduction	The transfer of heat by collisions of particles through a substance.
4	Convection	When particles with a lot of heat energy in a liquid or gas move and take the place of particles with less heat energy (moving from a hotter area to cooler area).
5	Radiation	Type of heat transfer that does not involve particles.

### Power Calculations



**Power (W) = Energy (J) / Time (s)**

### Heat and Temperature

#### Heat

The heat **energy** from the stove burner warms up the water.

#### Temperature

The thermometer **measures** the temperature of the water.

Boiling water = 212°F (100°C)

- Heat** is the amount of energy in total stored by all the particles in a substance.
- Temperature** is a measure of the average amount of energy each particle has.

### Energy Stores

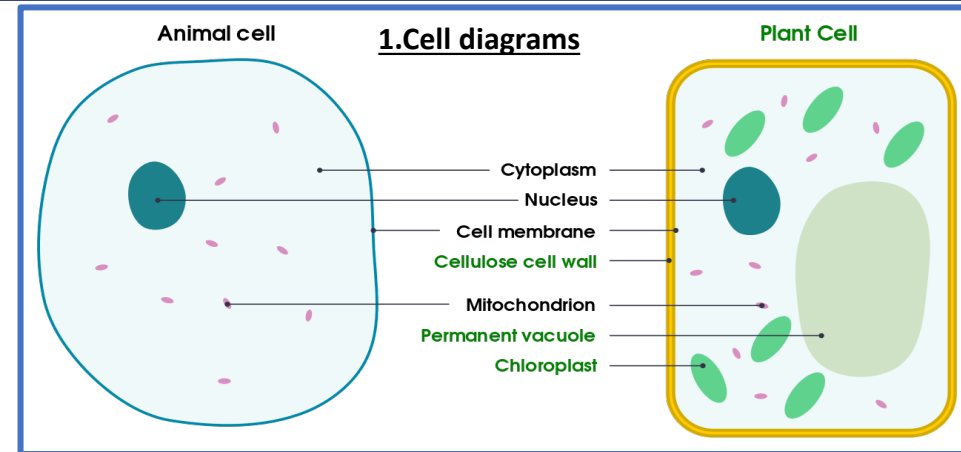
### Methods of Heat Transfer

#### Heat Transfer

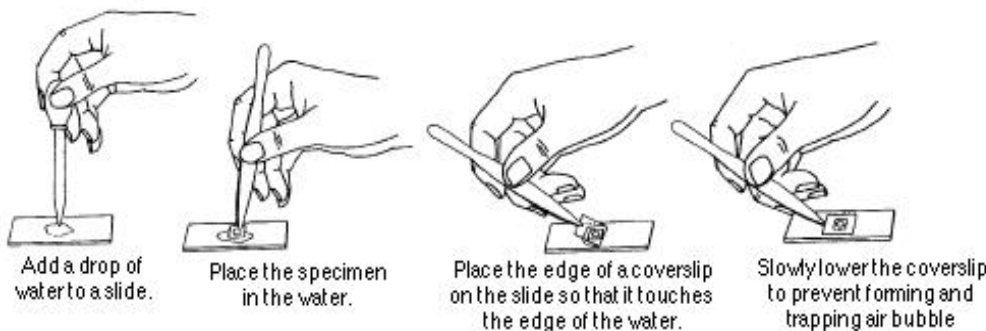
- Conduction** is the transfer of heat between adjacent molecules (in solids)
- Convection** is the movement of hot molecules to cooler areas (in liquids and gases)
- Radiation** is the emission of heat energy as electromagnetic waves



	Key Term	Definition
1	Cell membrane	The cell component which controls the movement of substances into and out of the cell
2	Cell wall	The plant cell component which surrounds the cell, providing support
3	Nucleus	Where all the genetic information is stored in the cell
4	Cytoplasm	A 'jelly-like' substance found in cells, where all the chemical reactions take place
5	Mitochondria	The cell organelle where aerobic respiration takes place
6	Ribosome	The cell organelle responsible for making proteins



### 2. Microscopes - Preparing a microscope slide



### 3. Microscopes - equation and key terms

**Microscopes** are used to **magnify** objects that we are unable to see with our eyes.

**Magnification** is a measure of how much 'bigger' an image is compared to the original object

**Total magnification = Eye piece lens x objective lens**

### 4. Microscopes – how to use.



Part of microscope	Description
Eye piece lens	The lens closest to your eye. Typically, a magnification of x10
Objective lenses	Three lenses of different magnification used to see the image more clearly
Diaphragm	Controls the amount of light onto the microscope slide
Fine focusing knob	Makes small adjustments to the stage so the image is sharp and clear
Coarse focusing knob	Makes large adjustments to the stage so you can see the image more clearly



	Key Term	Definition
1	Atom	The smallest part of a chemical element to exist. Everything is made of atoms
2	Element	A substance made of only one type of atom
3	Compound	A substance made of two or more elements chemically bonded together
4	Mixture	A substance made of two or more elements that are not chemically bonded together
5	Physical change	A reversible change in which no new substances are made
6	Chemical change	A change (usually irreversible) in which new substances are formed

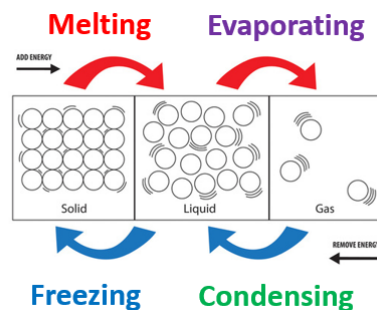
**States of matter**

Substances exist in three states of matter: solids, liquids and gases. All substances are made from particles, and the forces between the particles are different in each state.

The state of matter can change if the substance is heated or cooled. Examples of each state at room temperature are:

- Solids– plastic, wood, brick
- Liquids – water, oil, fruit juice
- Gases – oxygen, hydrogen, helium

**Changes of state**



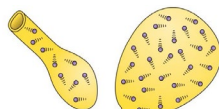
**Key points:**  
 When a substance is heated, the particles have more kinetic energy and move around faster  
 The size of the particles does not change!

The space between the particles does – the hotter the particles are, the bigger the spaces between them. The cooler they are, the smaller the spaces between the particles.  
 The closer the particles are, the greater the attractive forces between them.

**Properties of substances**

Property	Solid	Liquid	Gas
Does it have a fixed shape?	Yes	No	No
Does it have a fixed volume?	Yes	Yes	No
Can it be compressed?	No	No	Yes
Can it flow?	No	Yes	Yes

**Gas pressure:** pressure is caused by the particles hitting the sides of its container.



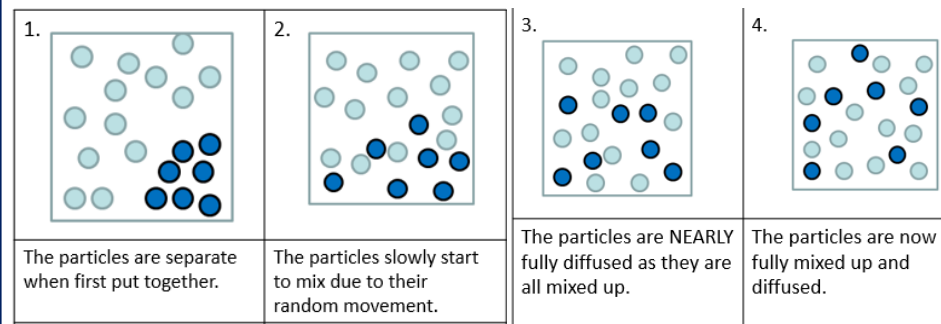
When you blow up a balloon, millions of air particles **collide** with the walls of the balloon.

The more particles inside the balloon, the greater the gas pressure because there will be more collisions.

**Gas pressure increases if:**

- The **temperature** is increased – because the particles have more energy and move faster
- The **volume** of the container decreases – because the particles collide with the walls more often

**Diffusion:** The random movement of particles from an area where there are lots of them to an area where there are fewer.




**ELEMENTS:** [Diagram showing two separate groups of particles, one red and one blue]

**COMPOUNDS:** [Diagram showing particles where red and blue atoms are chemically bonded together]


**MIXTURES:** [Diagram showing a random mix of red and blue particles]

**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
<b>Homework 1</b> Microbes 1 (Page 13) <input type="checkbox"/> Completed?	12th January	<ol style="list-style-type: none"> <li>1. Read, cover, write, check key terms 1-5. (<b>Glossary box on page 13</b>)</li> <li>2. True or false, bacteria and viruses are both living organisms (<b>Bacteria and viruses</b>)</li> <li>3. State one way that pathogens can be transmitted through 'direct contact' (<b>Transmission of pathogens</b>)</li> <li>4. What does the term 'phagocytosis' mean? (<b>Phagocytosis</b>)</li> <li>5. Describe how the airways act as a physical barrier against pathogens (<b>Physical and chemical barriers</b>)</li> </ol>
<b>Homework 2</b> Microbes 2 (Page 13) <input type="checkbox"/> Completed?	19th January	<ol style="list-style-type: none"> <li>1. Read, cover, write, check key terms 1-5. (<b>Glossary box on page 13</b>)</li> <li>2. Name the type of white blood cell that engulfs pathogens (<b>Phagocytosis</b>)</li> <li>3. Where is hydrochloric acid used as a chemical barrier against infection in the body? (<b>Barriers to infection</b>)</li> <li>4. Explain why badgers could be described as 'vectors' (<b>Transmission of pathogens</b>)</li> <li>5. Sketch a diagram to show how vaccines work (<b>Vaccines</b>)</li> </ol>
<b>Homework 3</b> Energy and heat transfer 1 (Page 14) <input type="checkbox"/> Completed?	26th January	<ol style="list-style-type: none"> <li>1. Read, cover, write, check key terms 1-5. (<b>Glossary box on page 14</b>)</li> <li>2. What are the 7 stores of energy called? (<b>Energy stores</b>)</li> <li>3. Calculate the power of an object when 10 Joules of energy is used in 5 seconds (<b>Power Calculations</b>)</li> <li>4. What is the difference between temperature and heat? (<b>Heat and Temperature</b>)</li> <li>5. Explain how a barbeque can cook your food by using all three types of heat transfer. (<b>Methods of Heat Transfer</b>)</li> </ol>



Homework	Due 	Task:
<b>Homework 4</b> Energy and Heat transfer 2 (Page 14)  <input type="checkbox"/> Completed?	2nd February	<ol style="list-style-type: none"><li>1. In which energy store is the energy stored in a fuel? (<b>Energy stores on page 14</b>)</li><li>2. What are the units of Power? (<b>Power equation</b>)</li><li>3. Rearrange the power equation to make energy the subject (e.g energy =) (<b>Power equation</b>)</li><li>4. Which of the following stores more energy, a 100ml fresh cup of tea or a bath full of ice-cold water. (<b>Heat and temperature</b>)</li><li>5. Explain your answer to question 4. (<b>Heat and temperature</b>)</li></ol>
<b>Homework 5</b> Cells Revision (Page 15)  <input type="checkbox"/> Completed?	9th February	<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-6 (<b>Glossary box page 15</b>)</li><li>2. Name three organelles found in plant cells that are not found in animal cells (<b>cell diagrams</b>).</li><li>3. State the equation used to calculate total magnification when using a microscope (<b>microscopes – equation and key terms</b>).</li><li>4. A microscope has an eye piece lens with a x5 magnification and objective lens with x10 magnification. Calculate the total magnification of the microscope (<b>microscopes – equation and key terms</b>).</li><li>5. Write a method outlining how you would prepare a microscope slide to view a specimen under the microscope (<b>Microscopes – how to use</b>).</li></ol>
<b>Homework 6</b> Particle Revision (Page 16)  <input type="checkbox"/> Completed?	23rd February	<ol style="list-style-type: none"><li>1. Read, cover, write, check key terms 1-6 (<b>Glossary box on page 16</b>)</li><li>2. Name the change of state which occurs as a substance changes from a liquid to a solid (<b>Changes of state</b>)</li><li>3. In which state of matter are you able to compress, suggest why? (<b>Properties of substances</b>)</li><li>4. What happens to pressure as you increase the temperature, include what happens to particle movement? (<b>Gas pressure</b>)</li><li>5. Describe the process of diffusion which causes you to be able to smell a bunch of flowers from one side of the room to another (<b>Diffusion</b>)</li></ol>



<b>Que penses-tu?</b>	<b>What do you think?</b>
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

<b>Tu es comment?</b>	<b>What are you like?</b>
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

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

<b>Intensifiers</b>	<b>Intensifiers</b>
Très	very
Assez	quite
Un peu	a bit
Trop	too
Extrêmement	extremely
Tellement	really

<b>Tu es comment?</b>	<b>What are you like?</b>
<b>/Décris-toi</b>	<b>/Describe yourself</b>
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

<b>Quelle-est ta nationalité?</b>	<b>What is your nationality?</b>
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)	Bangladeshi
Chinois(e)	Chinese
Italien(ne)	Italian
Gallois(e)	Welsh
Pakistanais(e)	Pakistani
Écossais(e)	Scottish
Irlandais(e)	Irish
Americain(e)	American

<b>Je porte</b>	<b>I wear</b>
Des lunettes/piercings	Glasses/piercings
Le voile	a hijab
Des lentilles	contact lenses
Des tâches de rousseur	freckles
Une cicatrice	a scar
Une barbe/moustache	a beard/moustache



<u>Pronouns</u>	<u>Avoir – to have</u>	<u>Être – to be</u>
<b>Je</b> (I)	<b>J'ai</b> (I have)	<b>Je suis</b> (I am)
<b>Tu</b> (you)	<b>Tu as</b> (you have)	<b>Tu es</b> (You are)
<b>il</b> (he), <b>elle</b> (she)	<b>il a</b> (he has), <b>elle a</b> (she has)	<b>il est</b> (he is), <b>elle est</b> (she is)
<b>Nous</b> (we)	<b>Nous avons</b> (we have)	<b>Nous sommes</b> (we are)
<b>Vous</b> (you) (pl)	<b>Vous avez</b> (you have) (pl)	<b>Vous êtes</b> (you are) (pl)
<b>ils /elles</b> (they)	<b>ils ont /elles ont</b> (they have)	<b>ils / elles sont</b> (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>
<b>my</b>	<b>mon</b>	<b>ma</b>	<b>mes</b>
<b>your</b>	<b>ton</b>	<b>ta</b>	<b>tes</b>
<b>his/her</b>	<b>son</b>	<b>sa</b>	<b>ses</b>

**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

**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 paresseux – elle est paresseuse

Il est sportif – elle est sportive

Il est travailleur – elle est travailleuse

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

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





Homework	Due 	Task:										
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <ul style="list-style-type: none"> <li>anglais, espagnol, français, polonais, somalien, italien</li> </ul> </li> <li>Which of these adjectives are feminine? Which are masculine? How do you know? Write M / F. <ul style="list-style-type: none"> <li>polonaise - italien - americain - française - anglaise - chinois</li> </ul> </li> <li>Read and answer the questions.  <b>Je m'appelle Claire. J'ai douze ans. Je suis française mais mon demi-frère est polonais. Mon ami, Paul, il est italien et mon amie Amy, elle est chinoise. Je suis bavarde mais Paul est plus timide. Amy est très travailleuse et bastante sympa.</b> <ol style="list-style-type: none"> <li>How old is Claire?</li> <li>What nationality is Claire?</li> <li>Who is polish?</li> <li>What nationality is Paul?</li> <li>How does Clara describe Amy's personality?</li> </ol> </li> <li><b>Translate into French:</b> My mum is Italian and my grandad is French</li> <li><b>Choose x3 more nationalities from your vocabulary list and represent these by drawing the country's flag. Label these in French.</b></li> </ol>										
<p><input type="checkbox"/></p> <p><b>Homework 3</b></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  j'adore, j'aime, je n'aime pas, je déteste, à mon avis, je pense que</li> <li>What is a connective? What is its job in a sentence. Give an example of a connective in English.</li> <li>Are these sentences positive or negative? <ol style="list-style-type: none"> <li>J'aime les chats</li> <li>Je n'aime pas les chiens</li> </ol> </li> <li>Match the connectives in French and English <table border="0" style="margin-left: 20px;"> <tr> <td>But</td> <td>et</td> </tr> <tr> <td>However</td> <td>parce que</td> </tr> <tr> <td>Also</td> <td>mais</td> </tr> <tr> <td>And</td> <td>pourtant</td> </tr> <tr> <td>Because</td> <td>aussi</td> </tr> </table> </li> <li>Fill in the following sentences with a French opinion that makes sense for you. Translate these sentences into English. Can you add a connective to extend your French sentence? <ol style="list-style-type: none"> <li>..... le chocolat</li> <li>..... le cinéma</li> <li>.... BBA</li> <li>.... le français</li> </ol> </li> </ol>	But	et	However	parce que	Also	mais	And	pourtant	Because	aussi
But	et											
However	parce que											
Also	mais											
And	pourtant											
Because	aussi											

**¿Qué piensas?****What do you think?**

Me encanta	♡ ♡	I love
Me gusta	♡	I like
No me gusta	♡	I don't like
Odio/detesto	♡♡	I hate
En mi opinion		In my opinion
Pienso que		I think that
Creo que		I believe that
Según yo		According to me

**Intensifiers**

Muy	very
Bastante	quite
Un poco	a bit
Demasiado	too
Extremadamente	extremely
Realmente	really

**Intensifiers**

very
quite
a bit
too
extremely
really

**Connectives**

Pero	But
Sin embargo	However
Tambien	Also
Además	Furthermore
Porque	Because
Y	And

**Connectives**

But
However
Also
Furthermore
Because
And

**¿Cómo eres?****Describe**

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

**What are you like?****/Describe yourself****¿Cómo eres?****What are you like?**

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

**Llevo**

Gafas / piercings	Glasses / piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Una barba / un bigote	a beard / a moustache

**I wear**

Glasses / piercings
a hijab
contact lenses
freckles
a scar
a beard / a moustache

**Cuál es tu****nacionalidad?**

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

**What is your****nationality?**

I am...
English
French
Belgian
Swiss
German
Spanish
Somalian
Polish
Portuguese
Bangladeshi
Chinese
Italian
Welsh
Pakistani
Scottish
Irish
American



<u>Pronouns</u>	<u>Ser – to be</u>	<u>Tener – to have</u>
<b>yo</b> (I)	<b>soy</b> - I am	<b>tengo</b> - I have
<b>tú</b> (you)	<b>eres</b> – You are	<b>tienes</b> – you have
<b>él</b> (he), <b>ella</b> (she)	<b>es</b> - He is/she is	<b>tiene</b> – he/she has
<b>Nosotros/nosotras</b> (we)	<b>somos</b> – we are	<b>tenemos</b> – we have
<b>Vosotros/vosotras</b> ( you) (pl)	<b>soís</b> – you are (pl)	<b>tenéis</b> - you have (pl)
<b>ellos/ellas</b> (they)	<b>son</b> – they are	<b>tienen</b> – they have

Me llamo – My name is/ I am called  
 Se llama – he/she is called  
 Se llaman – they are called

To say “my” in Spanish we must change how we say it to match the noun (whether it is singular or plural).

**My (masculine) = e.g. mi padre**

**My (feminine) = e.g. mi madre**

**My (plural) = e.g. mis padres**

	Singular	Plural
my	mis	mis
your	tu	tus
his/her	su	sus

***To say “I like” in Spanish we must change how we say it to match the noun (whether it is singular or plural)***

For singular nouns = **me gusta** e.g. me gusta mi madre

For plural nouns = **me gustan** e.g. me gustan mis padres

***This is the same for the verb 'I love'***


For singular nouns = **me encanta** e.g. me encanta mi abuelo

For plural nouns = **me encantan** e.g. me encantan mis hermanos



**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:										
<div data-bbox="111 739 157 786" style="border: 1px solid black; width: 22px; height: 22px; margin: 0 auto;"></div> <p>Completed? <b>Homework 1</b></p>		<p><b>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:</b> simpático, hablador, trabajador, tímido, maleducado, sabio</p> <p><b>2. What is an adjective? What role does an adjective play in a sentence?</b></p> <p><b>3. Are these Spanish personality adjectives positive or negative traits? Write P or N.</b> Trabajador - Perezoso - Maleducado - Simpático - Divertido - Estricto</p> <p><b>4. Match the intensifiers in Spanish and English</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">muy</td> <td style="width: 50%;">a bit</td> </tr> <tr> <td>un poco</td> <td>quite</td> </tr> <tr> <td>bastante</td> <td>really</td> </tr> <tr> <td>demasiado</td> <td>very</td> </tr> <tr> <td>realmente</td> <td>too (much)</td> </tr> </table> <p><b>5. Translate these sentences into English</b></p> <p>a) Mi padre es simpático</p> <p>b) Mi hermano es un poco tímido</p> <p>c) Mi abuela es muy sabi<u>a</u></p> <p>d) Mi tía es bastante maleducad<u>a</u></p>	muy	a bit	un poco	quite	bastante	really	demasiado	very	realmente	too (much)
muy	a bit											
un poco	quite											
bastante	really											
demasiado	very											
realmente	too (much)											

**Homework****2**

Completed?

**1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:**

inglés, español, francés, polaco, somalí, italiano

**2. Which of these adjectives are feminine? Which are masculine? How do you know? Write M / F.**

- polaca - italiano - americano - francesa - inglesa - chino

**3. Read and answer the questions.**

Me llamo Clara. Tengo doce años. Soy española pero mi hermanastro es polaco. Mi amigo, Paul, es italiano y mi amiga, Amy, es china. Soy una persona muy habladora pero Paul es más tímido. Amy es muy trabajadora y bastante simpática.

a. How old is Clara? b. What nationality is Clara? c. Who is polish? d. What nationality is Paul?

e. How does Clara describe Amy's personality?

**4. Translate into Spanish:**

My mum is Italian and my grandad is French

**5. Choose x3 more nationalities from your vocabulary list and represent these by drawing the country's flag. Label these in Spanish.****1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:**

Me encanta , me gusta, no me gusta, odio, en mi opinión, pienso que

**2. What is a connective? What is its job in a sentence. Give an example of a connective in English.****3. Are these opinions positive or negative?**

Me gustan los gatos

Odio los perros

**4. Match the connectives in Spanish and English**

But

y

However

porque

Also

pero

And

sin embargo

Because

también

**5. Fill in the following sentences with a Spanish opinion that makes sense for you. Translate these sentences into English.****Can you now add a connective to extend your Spanish sentence?**

..... el chocolate

..... el café

.... BBA

.... el español

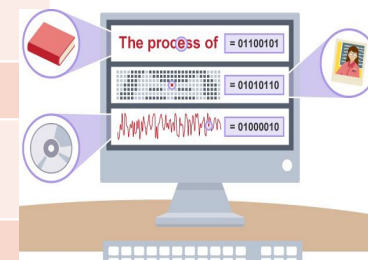
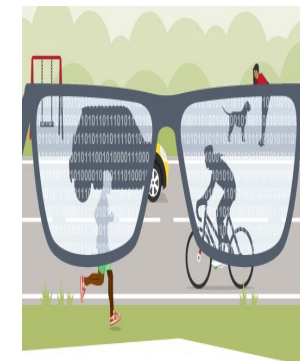
... Bristol

**Homework 3**

Completed?



Key Term	Definition
<b>1. Hackers</b>	A hacker is someone who breaks into computer systems, accounts, or networks.
<b>2. Digital Footprint</b>	The information about a particular person that exists on the internet as a result of their online activity.
<b>3. The Cloud</b>	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.
<b>4. Binary</b>	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1.
<b>5. Denary</b>	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.
<b>6. Bits</b>	Bit is short for binary digit. A bit is the smallest unit of information in a computer and can be either 0 or 1.
<b>7. Byte</b>	A byte is a unit of information that consists of eight bits (8 x 0s or 1s)
<b>8. Character Sets</b>	A character set is a complete collection of characters used in computers, phones, printers and more to represent text, numbers, and other symbols.
<b>9. Input/Output Devices</b>	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.
<b>10. Central Processing Unit</b>	A central processing unit (CPU) carrying out instructions.
<b>11. Random Access Memory</b>	RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
<b>12. Storage Devices</b>	Where programs and files are saved on a computer system.
<b>13. Flowchart</b>	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.
<b>14. Algorithms</b>	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. Algorithms are used in programming and artificial intelligence (AI)



Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision




## WEEK A// Computing Knowledge Questions // Term 3



**Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1	<input type="checkbox"/> Completed?	1) Look, write, cover, check vocabulary 7-12. 2) Explain what is meant by the term Digital Footprint. 3) Convert the number 72 into 8-bit binary. 4) Convert the number 0010 0010 into denary. 5) Give two ways someone can follow good Netiquette.
Homework 2	<input type="checkbox"/> Completed?  <input type="checkbox"/>	1) Look, write, cover, check vocabulary 13-18. 2) Explain what a "bit" is. 3) How many bytes are there in a kilobyte, and in a megabyte. 4) Explain what an input device is and give two examples. 5) Explain what an output device is and give three examples.
Homework 3	Completed?	1) Look, write, cover, check vocabulary 19-24. 2) What is meant by the term "peripheral"? Give an example. 3) What is meant by the term component? Give an example. 4) Explain the role of a CPU in a computer. 5) Explain the role of RAM in a computer.



Key word	Meaning
1. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
2. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
3. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
4. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
5. Nutrition	Eating all the nutrients required to be healthy.
6. Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
7. Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
8. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
9. Descriptors	Words that accurately describe.
10. Hidden sugars	Foods that contain sugars where you might not expect them to be e.g. breakfast cereals, ready meals etc...
11. Excessive	In amounts which are considered too large.
12. Consumer	User
13. Consumption	Using/ eating.
14. Obesity	A BMI of over 30, being very overweight.

### The Eatwell Plate



### Reading food labels





**Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

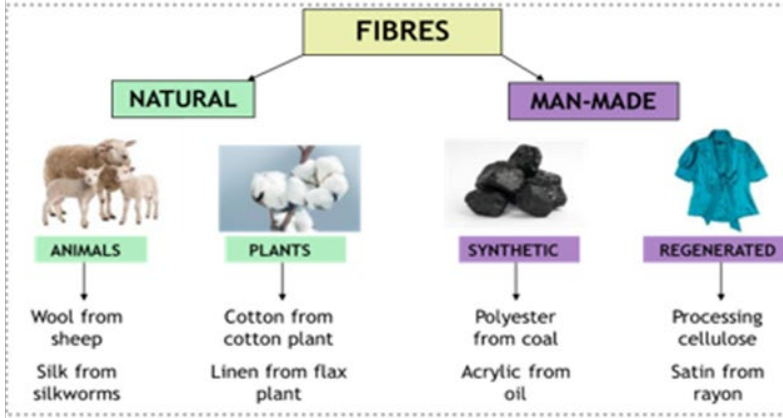
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
<b>Homework 2</b>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 1-3.</li> <li>2. Name 2 foods that have been cooked using conduction as a method of heat transfer.</li> <li>3. List 4 knife safety rules that need to be followed.</li> <li>4. Which foods should we eat less off according to the Eatwell guide and why do you think this might be?</li> <li>5. At your age you are about to go through a continuous period of growth. This means you will need to eat a good range from the pink and blue sections of the Eatwell guide. List 3 foods you could have from each section.</li> </ol>
<b>Homework 3</b>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 4-9.</li> <li>2. Why is it important to cut ingredients to similar sizes when cooking?</li> <li>3. What is sensory analysis and why is it used in the food industry?</li> <li>4. How does shortening work?</li> <li>5. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis?</li> </ol>
<b>Homework 4</b>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 10-14.</li> <li>2. Explain the meaning of the term hidden sugars and give examples of foods containing hidden sugars.</li> <li>3. How are the meanings of the words consumer and consumption similar?</li> <li>4. Explain how excessive consumption of foods high in fat, sugar or salt can affect health.</li> <li>5. Give an example of how you could swap a sugar snack for a healthier snack.</li> </ol>

**Important vocabulary**

	<b>Key Word:</b>	Meaning
1	<b>Textiles: Fabrics</b>	All textile products are made from fabric. This can be natural or manmade.
2	<b>Sublimation printing</b>	A process where inks are transferred onto the product using heat.
3	<b>Seam allowance</b>	Distance between the edge of the fabric and the stitching. This is traditionally 1.5cm.
4	<b>Sewing machine</b>	Electronically powered machine used to sew fabrics together.
5	<b>Presser foot</b>	Part of the sewing machine which secures the fabric, so the machine can move it to sew.
6	<b>Plastics: Crude oil</b>	Oil made from dead Seafife, which takes millions of years to form. This is used to make plastic.
7	<b>Thermoforming</b>	This is a type of plastic that can be heated up and shaped over and over again.
8	<b>Thermosetting</b>	This is a type of plastic that when shaped cannot be reshaped
9	<b>Emissions</b>	Gases released during manufacture of products e.g., carbon dioxide.
10	<b>Metals: Ferrous</b>	Metals that contain iron and are magnetic e.g. steel and iron. These rust.
11	<b>Non-ferrous</b>	Metals that do not contain Iron e.g. copper. They are not magnetic.
12	<b>Alloy</b>	A mix of 2 or more metals e.g. Brass a mix of copper and zinc.

**Natural and Synthetic Fibres**



**Types of plastics – Thermoplastics**

- Thermoplastics can be heated up and shapes into virtually any shape as many times as you want
- When cooled, the plastic will solidify and stay in that shape
- This process can be repeated over and over again
- These plastics are easier to recycle



Things like;

- Bottles
- Food containers
- Toys
- DVD cases

**Types of plastics – Thermosetting plastics**

- Thermosetting plastics can only be shaped/formed once.
- If these plastics are heated up, they will burn.
- These plastics can be difficult to recycle



Things like;

- Plug sockets
- Electronic products
- Kitchen equipment

**Origins of metal**



Metals are found naturally and are mined from the earth. Metals used in products are **extracted** from the natural ore using large heat furnaces.


The ores are sent to furnaces that run at extreme temperatures which melts the metal out of the rock.



**Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** answer the questions using full sentences.

Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p><b>Homework 2</b> Textiles</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 1-5.</li> <li>2. Explain how fibres are turned into fabrics</li> <li>3. Explain the difference between natural and synthetic fabrics</li> <li>4. Explain how dye is transferred from paper to fabric</li> <li>5. Explain what seam allowance is</li> </ol>
<p><b>Homework 3</b> Plastics</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 6-9</li> <li>2. Explain the difference between thermoforming and thermosetting plastics</li> <li>3. Explain how plastic causes damage to the environment</li> <li>4. Write down 3 examples of thermoforming plastics</li> <li>5. Write down 3 examples of thermosetting plastics</li> </ol>
<p><b>Homework 3</b> Metals</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 10-12</li> <li>2. Explain the difference between ferrous and non ferrous metals</li> <li>3. Explain where metal comes from</li> <li>4. Explain what a metal alloy is and give an example</li> <li>5. Write down 3 examples of ferrous and non ferrous metals</li> </ol>

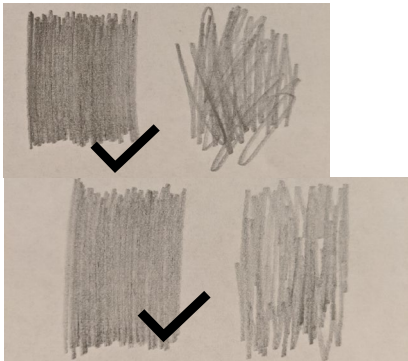
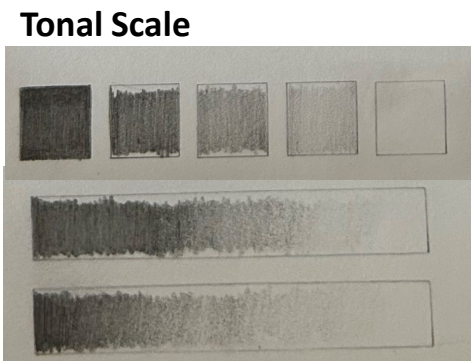


1- Composition	Composition is the arrangement of elements within a work of art. Such as the objects or colours.
2- Subject	This is what the artist presents in the artwork. It could be what you see in the piece or what the work is about.
3- Inspiration	Someone or something that gives you ideas for doing something.
4- Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.

**Why do we look at artists work?**  
 To find inspiration.  
 To research and understand the past, techniques, knowledge and culture.  
 To help us to create an original artwork.

**Drawing with pencil**  
 Draw with light pencil lines.  
 Show good pencil control.  
 Use a sharp pencil.  
 Shade in one direction.  
 Shade evenly with no white gaps.

**What makes good shading?**  
 Shade in one direction  
 Shade evenly with no white gaps  
 Shade neatly to the edges of your shape  
 Change your pressure to add darker tones.  
 Build up layers of pencil to create tone.



**Press Printing**

Press printing is a relief printing is a process where a surface is pushed down to create a design and printing ink, or paint is rolled over the top surface then printed onto paper.

The areas of the block which have been pushed down or drawn will show up as white (or the paper colour you're printing on to). Any areas which are left untouched or are on the surface will print as your ink colour.

**Press Printing Process**

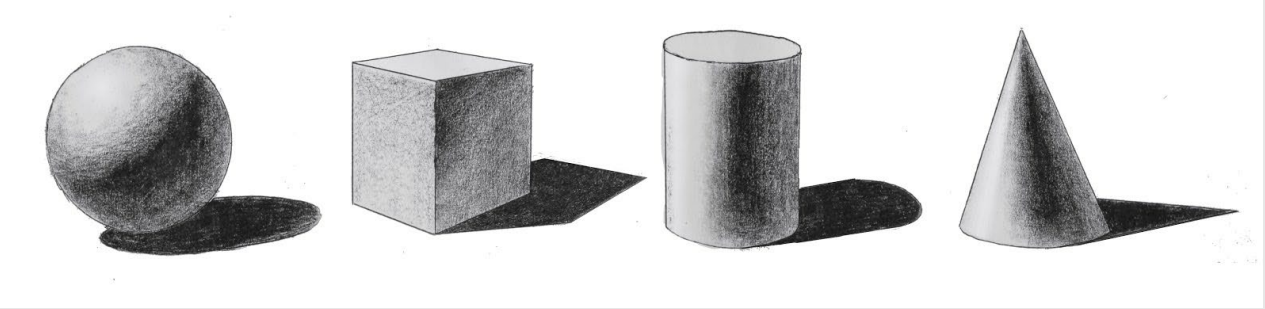
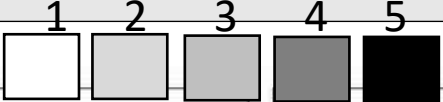
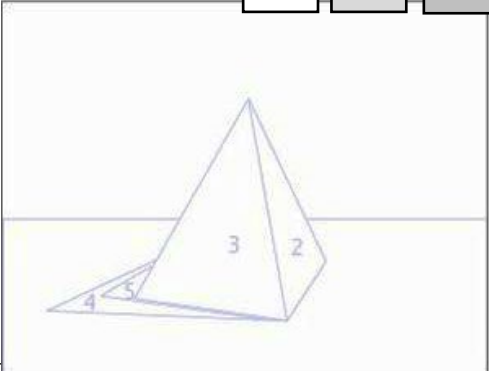
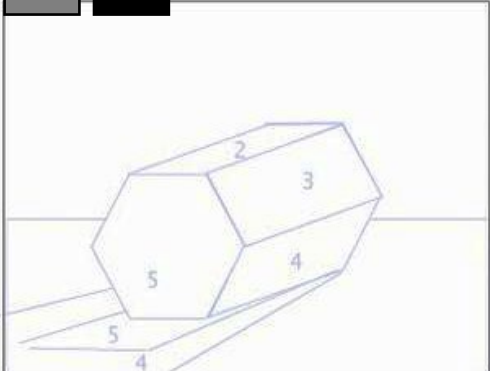
- 1- Press your design into your polystyrene.
- 2- Roll the ink on your polystyrene.
- 3- Put your polystyrene face down on paper.
- 4- Roll over the back of polystyrene with a clean roller.
- 5- Peel the paper off your polystyrene.
- 6- Wash your polystyrene tile.
- 7- Press more marks into your polystyrene
- 8- Repeat 2-5 with a different colour for a second layer.





**Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

Set a timer for 20 minutes. Please stop if you run out of time. For each homework, you will be asked to look at a particular section of your Knowledge Organiser.

Week Set:	Due	Task: Please use this with your knowledge organiser and answer the questions in your homework book.
<b>Homework 1</b>		1. Read, cover, write, check terms 1-4. 2. Why do we look at artists work? 3. Why is important for us to design the art we make? 4. Make a 15-minute drawing of your choice in a material of your choice.
<b>Homework 2</b>		1. Draw and then shade the 3D shapes. <div style="text-align: center; margin-top: 10px;">  </div>
<b>Homework 3</b>		1- Complete the shade by numbers task below. 2- Read information about press Printing. 3- What makes a press print successful? 4- What is the most important part to remember when press printing. <div style="text-align: center; margin-top: 10px;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>



## Key Word-Physical and Vocal Skills


1	<b>Body Language</b>	How a person used their body to communicate how they are feeling.
2	<b>Gait</b>	How narrow or wide a person's stance (legs and shoulders) is to show their level of confidence i.e. the more confident a person is the wider gait they tend to have).
3	<b>Gesture</b>	Hand or head movement to back up dialogue or to be used instead of dialogue e.g. thumbs up to say that something is good.
4	<b>Mannerism</b>	Idiosyncrasies and habits that are particular to us. We might fiddle with our hair or shift our weight from one foot to the other. It's important that you're able to remove any habits of your own that might interfere with characterisation.
5	<b>Energy</b>	The term 'energy' in drama is used to describe how an actor uses movement, gestures, gait and posture to show the type energy their character has.=
6	<b>Body tension</b>	How relaxed or tensed an actor's muscles are
7	<b>Posture</b>	How tall a person stands or sits e.g. hunching or standing tall with their head held high.
8	<b>Eye contact &amp; focus</b>	The state in which two people are aware of looking into one another's eyes. Or where the eyes are focused.
9	<b>Use of space</b>	The way the actor moves around the performance space

10	<b>Status</b>	The importance of a character compared to the other characters on stage
11	<b>Facial Expression</b>	How a person uses the muscles in their face to show how they are feeling e.g. frowning to show that they are sad.
12	<b>Volume</b>	This is how loud or quiet a performer speaks. This can range from a Stage whisper to shouting really loud.  The way in which an actor uses volumes helps show the audience what mood the character is in as well as what the situation is.
13	<b>Pitch</b>	How high or low
14	<b>Pause</b>	A moment of silence or stillness used for effect
15	<b>Pace</b>	Speed of delivering lines/dialogue
16	<b>Diction</b>	Diction is how clearly you speak.
17	<b>Tone</b>	This is how an actor speaks to show what mood their character is in e.g. Happy, sad, angry etc.



**Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.**

1. Set a timer for 20 minutes. Please stop if you run out of time. For each homework, you will be asked to look at a particular section of your Knowledge Organiser. **Please use your knowledge organiser to help you answer the questions, using full sentences**

Homework	Due 	Task:
<b>Homework 1</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, write, cover, check key terms 1-5 .</li> <li>What is a genre of theatre?</li> <li>Write down 3 essential ingredients used in a Pantomime</li> <li>Describe what a stock character is.</li> <li>Why is it important to exaggerate your acting when performing pantomime?</li> </ol>
<b>Homework 2</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, Write, Cover, Check key terms 6-12</li> <li>What does it mean to 'block a scene?'</li> <li>Draw a square box (This is the stage) Mark the following stage positions in the box with an X and label them: Centre Stage, Stage Right, Stage Left, Upstage and Downstage.</li> <li>Why is it important to use triangles and diagonals when blocking a scene?</li> <li>What does the term Status mean and how can you show status on stage?</li> </ol>
<b>Homework 3</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, Write, Cover, Check key term 13-17</li> <li>What does a focused rehearsal look like?</li> <li>How could the story of Cinderella be modernised? What things can be changed?</li> <li>Write down the 7 essential ingredients for a pantomime.</li> <li>What are the benefits of a scripted performance in comparison to a devised performance?</li> </ol>






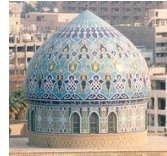
## Meanwhile elsewhere...what was life like in the Islamic World?

### Key Terms

1	Abbasid	A member of the Abbas family, the ruling Caliphs of Baghdad.
2	Anatomy	The scientific study of an animal or plant, or any of its' parts.
3	Arab	Name given to the group of people originating from the Middle East and North Africa
4	Astronomy	The scientific study of space and the universe
5	Caliph	Spiritual leader of Islam, any of the former Muslim rulers of Baghdad.
6	Caliphate	An Islamic state led by a Caliph
7	Golden Age of Islam	A period of cultural, economic, and scientific flourishing in the Islamic World, dated from the 8th century to the 13th century.
8	Scholar	Someone who has excellent knowledge of a particular subject.
9	Similarity	When people, places, events are similar or have things in common Eg. What are the similarities between the Islamic World and Christian Europe?
10	Difference	When you look at the differences between people, places, events to compare them
11	Inferring from source	Working out what a source means or suggests. If it is a written source this is based on what it says, if it's an image this is based on what you can see.

During this topic we are going to be studying what was happening in the Islamic World during the Medieval period. We will be comparing and contrasting Medieval life and society in English with Medieval Baghdad.

### Key Places


<p>Baghdad</p> 	<p>Established by the Abbasid Caliphs and was the capital of the Islamic World. It became a centre of learning during the Golden Age of Islam.</p>
<p>House of Wisdom</p> 	<p>The Grand Library of Baghdad. Home to academic works gathered from across the known world.</p>
<p>Golden Gate Palace</p> 	<p>The palace was the Caliph's residence and was located in the centre of the round city of Baghdad.</p>
<p>Grand Mosque</p> 	<p>The mosque was next to the Caliph's palace so that when people bowed down to pray they were bowing down to the Caliph.</p>

### Key Dates

<p><b>750</b> – The <b>Abbasid</b> family took control of the <b>Muslim Empire</b> in the east.</p>
<p><b>762</b> – <b>Baghdad</b> was established as the capital city of the Abbasid Caliphate.</p>
<p><b>793</b> – <b>Paper</b> arrives in Baghdad from China.</p>
<p><b>800</b> – Baghdad is the <b>largest city in the world</b>.</p>
<p><b>830</b> – The <b>House of Wisdom</b> was established.</p>
<p><b>850</b> – Baghdad has its own <b>hospital</b>.</p>
<p><b>1258</b> – Baghdad was destroyed by the <b>Mongols</b>.</p>

**Instructions:**

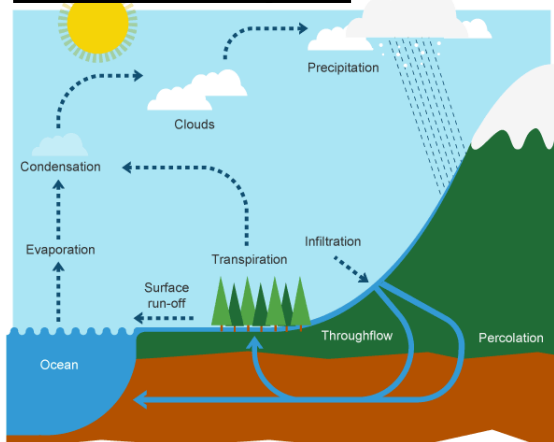
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		1) Look, Cover, Write, Check terms: <b>1, 4 and 8</b> . 2) What religion did they follow in the Islamic World? 3) What city was at the centre of the Islamic World? 4) Give three facts about this city. 5) What happened in 762?
<b>Homework 2</b> <input type="checkbox"/> Completed?		1) Look, Cover, Write, Check terms: <b>2, 3 and 5</b> . 2) What two buildings were owned by the Caliph? 3) Why do you think the city of Baghdad was built in the shape of a circle? 4) Who took control of the Muslim Empire in the East in 750? 5) What happened in 793 and why is this important?
<b>Homework 3</b> <input type="checkbox"/> Completed?		1) Look, Cover, Write, Check <b>terms: 6,7 and 11</b> 2) What happened in 793 and why do you think this is important? 3) What was the House of Wisdom? 4) What do you think historians mean when they call this time period a “Golden Age of Islam”? 5) In 850 Baghdad had its own hospital. How was different to medicine in medieval England? ( <i>hint: how much knowledge did they have? Where would you go if you were sick</i> ).



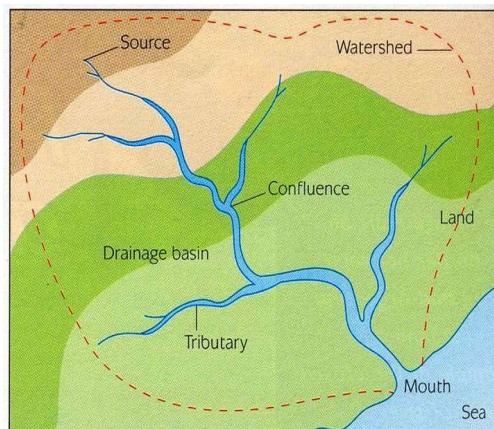
# 7.3 How do rivers in the UK change the landscape

## The Water Cycle



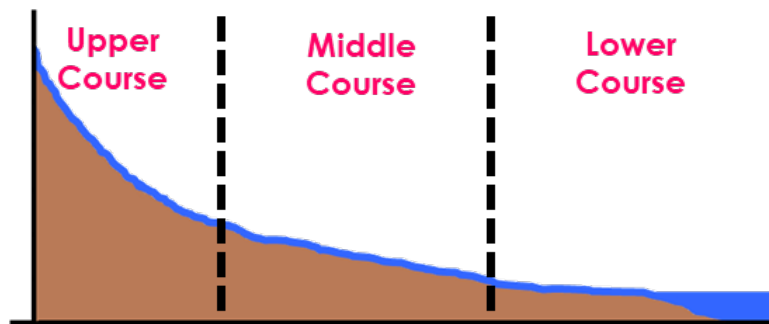
The hydrological cycle, or water cycle, shows the movement of water between the , land and oceans. Rivers form part of the hydrological cycle.

## Drainage Basins




When we combine the entire network of rivers (the source, main river channel, tributaries and the river's mouth), we get a **DRAINAGE BASIN**.

## How does a river change from the source to the mouth



This is called the **long profile** of the river, showing changes in the **height of the land** from source to mouth of the river.

Key Word	Definition
1. <b>Evaporation</b> 	Water changing from a liquid to a gas (water vapour)
2. <b>Condensation</b> 	Water changing from a gas to a liquid (water droplets).
3. <b>Precipitation</b> 	Water falling from the atmosphere to the earth's surface (e.g. rain, hail, snow)
4. <b>Interception</b> 	Precipitation being caught by leaves etc
5. <b>Surface run off</b> 	water flowing over the ground e.g. rivers.
6. <b>Tributary</b> 	- a small river that joins a larger river.
7. <b>Hydraulic action</b>	the sheer force of the water eroding the land.
8. <b>Abrasion</b> 	material carried by a river hit the rock and break it down.
9. <b>Attrition</b> 	material carried by a river hit each other and break down
10. <b>Solution</b> 	rock dissolves in the river due to a chemical action.
11. <b>Deposition</b> - 	when a river drops material.
12. <b>Hard engineering</b>	manmade structures to stop floods
13. <b>Soft engineering</b>	working with nature to protect from flooding.

**How does flooding occur?**

A river **floods** when the **DISCHARGE** is greater than the **MAXIMUM CHANNEL CAPACITY**

When this happens, water overflows the banks of the river and flows onto the land around it.



Building in the drainage basin

Waterlogged soils

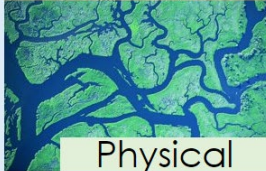
Lots of tributaries



Human



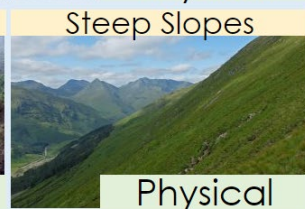
Physical



Physical



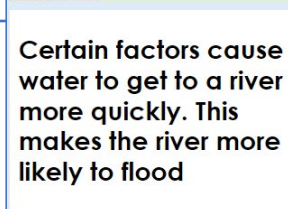
Deforestation



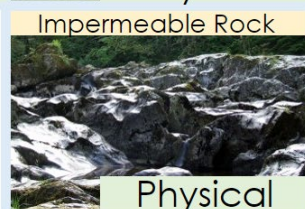
Steep Slopes



Heavy rainfall

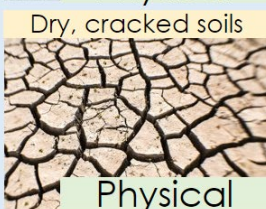


Human



Impermeable Rock

Physical



Dry, cracked soils

Physical

Certain factors cause water to get to a river more quickly. This makes the river more likely to flood

Physical

Physical

**How can we manage flooding?**



Hard

1 - Dams and Reservoirs



FLOOD ALERT



4 - Artificial embankments

Hard



Soft

6 - Planting Trees



Hard

2 - Channel Straightening



FLOOD WARNING



SEVERE FLOOD WARNING



5 - Floodplain zoning

Soft



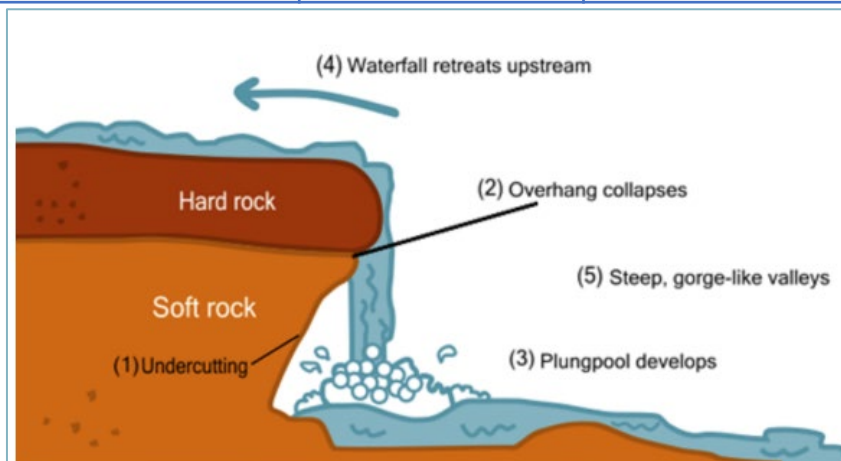
7 - Flood Relief Channels

Hard

**How does a river change from the source to the mouth**

	Upper Course	Middle Course	Lower Course
<b>CROSS SECTION:</b> What does the valley and channel look like?	 Upper	 Middle	 Lower
<b>LANDFORMS OR FEATURES</b>	Waterfall & Gorges V-Shaped Valley Rapids Interlocking Spurs	Meanders (these have slip off slopes and river cliffs)	The lower course is where <b>FLOODING</b> most often occurs
<b>PROCESSES</b>	<b>Erosion:</b> Hydraulic Action Abrasion Attrition Solution	<b>Erosion and Deposition</b>	<b>Deposition</b>


**Waterfall Formation**





**Instructions:**

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
<p><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>Key Words 1 – 6</b></li> <li>2. What is the geographical name for the water cycle?</li> <li>3. When water evaporates off plants, what is it called?</li> <li>4. Using the drainage basin diagram, what is it called when a tributary meets the main channel?</li> <li>5. What are drainage basins separated by?</li> </ol>
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>Key Words 7, 8 and 9</b></li> <li>2. What are the 3 sections of a river long profile called?</li> <li>3. In which section would you find waterfalls and interlocking spurs?</li> <li>4. Where are you most likely to get flooding?</li> <li>5. Draw a diagram showing the formation of a waterfall</li> </ol>
<p><b>Homework 3</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>Key Words 10, 11 and 12</b></li> <li>2. Which 2 processes create meanders?</li> <li>3. What is the feature on the outside bend of a meander called?</li> <li>4. Give 3 factors that cause rainwater to reach a river quickly</li> <li>5. A river floods (overflows) when the discharge is greater than the what?</li> </ol>



# ✝ Who is Jesus?

## Keywords

1	<b>Omnipotent</b>	Meaning all-powerful
2	<b>Omnibenevolent</b>	Meaning all-loving
3	<b>Atonement</b>	To make amends for a wrong
4	<b>Jesus</b>	Believed by Christians to be God in human flesh
5	<b>Bible</b>	Meaning 'The books' a collection of scriptures. The Holy Book of Christianity
6	<b>Heaven</b>	Believed to be the residence of God
7	<b>Hell</b>	a spiritual realm of evil and suffering
8	<b>Judgement</b>	The belief that our actions will be judged in the next life
9	<b>Stewardship</b>	To take care of the world and everything within it
10	<b>Holy Trinity</b>	Christians believe God has appeared in three forms which they call persons: The Father, The Son and The Holy Spirit

## Birth of Jesus

- Mary was told by angel Gabriel that she was pregnant with Jesus through a Holy event involving the Holy Spirit.
- Jesus was born in a stable in Bethlehem because there was no room at the inn.
- Angels appeared to shepherds, announcing Jesus' birth and guiding them to him.
- Wise Men from the East followed a star to find Jesus and brought gifts of gold, frankincense, and myrrh.
- Mary, Joseph, and Jesus fled to Egypt to avoid King Herod's threat to infants and returned to Nazareth later.



## Jesus healed a paralysed man

- There was a man who was paralyzed and unable to walk, in need of healing.
- Friends of the paralyzed man brought him to Jesus, and Jesus forgave the man's sins, emphasizing the importance of faith.
- After forgiving the man's sins, Jesus instructed the man to pick up his stick and walk.
- The paralyzed man was healed and could walk again!
- Jesus both forgave the paralyzed man's sins and healed him, showing his ability to restore both spiritually and physically.



## Jesus tells the story of the Good Samaritan

- Jesus told a story about a compassionate Samaritan who helped a wounded traveler that had been ignored by others.
- The parable emphasized the importance of showing compassion and kindness to others, regardless of their background or beliefs.
- Jesus taught that everyone should be considered a neighbour, and the story illustrates the principle of loving one's neighbour as oneself.



## Jesus feeds the 5000

- Jesus was in a remote place teaching a large crowd of about 5,000 people who had gathered to listen to him.
- Faced with the crowd's hunger and having only five loaves of bread and two fish, Jesus multiplied the food, providing enough for everyone to eat.
- This event highlights Jesus' compassion and generosity, as he provided for the people, satisfying their hunger.
- Jesus used this miracle to teach a lesson about faith and God's ability to provide in times of scarcity, emphasizing the importance of trust in God.




## Death of Jesus

- Jesus was nailed to a cross and left to die at Golgotha, a place near Jerusalem.
- Before his crucifixion, Jesus shared a special meal with his closest followers, this was called the Last Supper.
- Judas, one of Jesus' disciples, betrayed him to the authorities for money, which led to his arrest.
- Jesus was put on trial, found guilty, and sentenced to death by crucifixion.
- His cross had a sign that said "King of the Jews."
- Christians believe that Jesus rose from the dead three days after his crucifixion, which is celebrated as Easter and is an important part of their faith.









**Instructions:**





For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.




Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, Check <b>Keywords 1-4, This can be found on page 24</b></li> <li>2. Where was Jesus born?</li> <li>3. Outline the story of when Jesus fed the 5000.</li> <li>4. Draw a picture that shows Jesus feeding the 5000.</li> <li>5. After how many days did Jesus rise from the dead?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, <b>Check 5-7 This can be found on page 24</b></li> <li>2. Outline the story of Jesus healing a paralysed man.</li> <li>3. What was the message of this story?</li> <li>4. Draw a pictures of the 3 kings that were present at the birth of Jesus</li> <li>5. What did the sign say above Jesus when he was on the cross?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Cover, Write, <b>Check 8-10 This can be found on page 24</b></li> <li>2. Where did Jesus die?</li> <li>3. What does 'hell' mean?</li> <li>4. Draw a picture to show what hell looks like</li> <li>5. What food did Jesus feed 5000 people with?</li> </ol>







### The benefits of exercise

Physical Effects Immediate	
1	Increased heart rate. 
2	Increased breathing rate and depth. 
3	Skin becomes red as blood comes to the surface. 
4	Skin becomes sweaty to lower your body temperature. 
5	Lactic acid is produced causing muscular pain. 
6	Activation of serotonin - which makes you feel good. 


Physical Effects Long Term	
7	Lower resting heart rate 
8	Lower breathing rate 
9	Bigger and Stronger muscles (Hypertrophy) 
10	Reduce risk of chronic illnesses such as type 2 diabetes and heart disease 

Mental Effects	
11	Reduces Stress 
12	Makes you feel good. It releases the feel good hormone Serotonin. 
13	Increases Confidence 

Social Effects	
14	<b>Make Friends.</b> If you exercise with a group, you'll develop greater empathy and social skills and gain new social outlets. 
15	<b>Teamwork Skills.</b> Allows your members to work together to achieve a common goal, such as improving as a team or winning a game. 
16	<b>Communication Skills.</b> It makes you talk to and listen to others. 
17	<b>Leadership Skills.</b> You have to do your part to achieve the goal and work with others. 

**Instructions:**


1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<b>Homework 1</b>  <input type="checkbox"/> Completed?		1.Look, cover, write, check the <b>key words 1-6</b> 2.Describe one long term physical effect of exercise? 3.Describe a physical immediate effect of exercise on the body? 4.Describe one mental effect of exercise? 5.Describe one social effect of exercise?
<b>Homework 2</b>  <input type="checkbox"/> Completed?		1.Look, cover, write, check the key words 7-10 2.Identify one positive long term of the benefits of exercise socially? 3.Describe one immediate effect that exercise has on your skin? 4.Describe one immediate effect that exercise has on your breathing? 5.Describe one immediate effect that exercise has on you heart rate?
<b>Homework 3</b>  <input type="checkbox"/> Completed?		1.Look, cover, write, check the key words 11-13 2.What does serotonin do? 3.Name a chronic illness where the risks might be reduced by long term effects of exercise? 4.Describe the effects long term physically of exercise on your heart rate? 5.Identify a skill you will learn from participating in physical exercise?

**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**



Homework	Due 	Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>2. Click on 'My Assignments and select your class</li> <li>3. Complete the assignments set for your class for this week</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Log on to <a href="http://www.teachinggadget.com">www.teachinggadget.com</a> on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123</li> <li>2. Click on 'My Assignments and select your class</li> <li>3. Complete the assignments set for your class for this week</li> </ol>
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Due dates page at the end of  
the booklet

# Which lesson is my homework due?

## Due dates for week A subjects

Week	Subjects	Hwk 1 due week commencing 26/01/25	Hwk 2 due week commencing 09/02/25	Hwk 3 due week commencing 02/03/25
A	French/ Spanish	my homework is due on _____	my homework is due on _____	
A	Tech/ computing	my homework is due on _____		
A	Art			
A	Drama			

Subject	Homework set/checked on:
English	Friday
Maths	Monday
Science	Monday

## Due dates for week B subjects

Week	Subjects	Hwk 1 due week commencing 19/01/25	Hwk 2 due week commencing 02/02/25	Hwk 3 due week commencing 23/02/25
B	History			
B	Geography			
B	RE			
B	PE			
B	Music			