Bristol Brunel Academy

Name: .....

Tutor Group: .....

Cabot Learning Federation

Year 7 | Term 2 | Homework

Your homework will consist of:

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

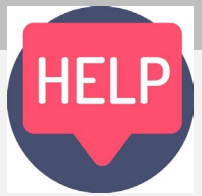
When is week A/B

Week	Set week Commencing	Due week commencing
Week B	02/11/26	16/11/26
Week A	09/11/26	23/11/26
Week B	16/11/26	30/11/26
Week A	23/11/26	7/12/26
Week B	30/11/26	14/11/26
Week A	7/12/26	05/01/27

Homework Schedule

Subject	Page	Homework is set on:
English	6-9	Monday
Maths	10-12	Tuesday
Science	13-19	Monday
French/Spanish	20-31	Week A
Tech/Computing	32-37	Week A
Art	38-39	Week A
Drama	40-41	Week A
History	42-43	Week B
Geography	44-46	Week B
RE	47-48	Week B
PE	49-50	Week B
Music	51	Week B

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	hannah.powell-bond@clf.uk	**History**	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	**Geography**	emilia.fuorvito@clf.uk
Science	timothy.sperring@clf.uk	**RE**	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	**French / Spanish**	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	**Music**	drew.salida@clf.uk
Art	kealy.darby@clf.uk	**PSHE**	amelia.perry1@clf.uk
Drama	Joanne.Ayre@clf.uk	**Year Team**	BBAyear7team@clf.uk

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 Organsier, 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 defintions 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**

13/09/2024

Science H/W – Due 15/09/2024

1. **Base:** A substance with a PH between 8-14

   Alkali: A water ~~soluable~~ soluble base.

2. PH1 is the strongest acid

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

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

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.

Topics	Some Places More Than Others	Harlem Renaissance Poetry	I Come From by Dean Atta	Malala Yousafzai
Summary	**Main Character:** Amara Baker **Setting:** Primarily Harlem, New York City **Plot:** Amara Baker travels from her home in Beaverton, Oregon, to Harlem, New York, to meet her father's side of the family for the first time. She learns about her family history and heritage while dealing with personal growth and family dynamics.	**Period:** 1920s to 1930s **Location:** Harlem, New York City **Significance:** A cultural revival of African American music, dance, art, fashion, literature, theatre, and politics.	**Dean Atta:** A British poet known for his work addressing issues of identity, race, and gender.	**Date:** December 10, 2014 **Event:** Nobel Peace Prize acceptance ceremony# **Background:** Malala Yousafzai was awarded the Nobel Peace Prize for her struggle against the suppression of children and young people and for the right of all children to education.
Further info	**Amara Baker:** Protagonist, a curious and determined young girl. **Dad (Malcolm Baker):** Amara's father, who has a strained relationship with his own father. **Grandpa Earl:** Amara's grandfather, who she meets in Harlem. **Mum (Mrs. Baker):** Amara's supportive and understanding mother.	**Langston Hughes:** Known for his insightful, colourful portrayals of black life in America from the twenties through the sixties. **Claude McKay:** His works often address racial and political issues. Famous poems include "If We Must Die" and "America."	**Structure:** The poem is written in free verse, allowing the poet to explore his identity fluidly. **Imagery:** Uses vivid imagery to paint a picture of his background and experiences. **Tone:** Reflective and celebratory of the poet's heritage.	**Purpose:** To inspire and advocate for global education and equality. **Style:** Powerful and persuasive, using personal anecdotes and universal truths. **Impact:** Highlights the global issue of education inequality and calls for collective action
Key words	**Family:** The importance of family connections and understanding one's heritage. **Identity:** Discovering and understanding one's identity through family history. **Culture:** The significance of cultural heritage and African American history.	**Racial Pride:** Celebrating African American culture and heritage. **Resistance:** Responding to racial prejudice and inequality. **Identity:** Exploring what it means to be African American	**Identity:** Understanding and embracing one's roots. **Heritage:** The importance of cultural and familial background. **Pride:** Taking pride in one's origins and experiences.	**Education:** The right of every child to receive an education. **Courage:** Standing up against oppression and violence. **Equality:** The importance of gender equality and women's rights
Key quotes	"I've learned that family isn't always about the people you see every day." "Harlem is more than just a place; it's a feeling, a rhythm, a history."	Langston Hughes: "What happens to a dream deferred? Does it dry up like a raisin in the sun?" Claude McKay: "If we must die—let it not be like hogs."	"I come from shepherd's pie and Sunday roast." "I come from a home that was broken and mended."	"I tell my story not because it is unique, but because it is the story of many girls." "One child, one teacher, one book, one pen can change the world."

	Vocabulary	Definition		Vocabulary	Definition
1	**Identity**	The things that make you who you are.	8	**Resistance**	To attack or fight back against people who have attacked you.
2	**Heritage**	The qualities, traditions or features of life that have existed over many generations.	9	**Consumerism**	The belief that it is good to buy and use a lot of goods.
3	**Imagery**	When a writer uses descriptive language to create a image in the mind of the reader.	10	**Imperative**	Something that is extremely important.
4	**Protagonist**	The main person in a novel or play.	11	**Anaphora**	A phrase that is repeated three times at the start of clauses.
5	**Rhetoric**	The skill or art of using language effectively.	12	**Consumption**	The act of buying and using things.
6	**Prejudice**	Disliking a particular group of people or things for an unfair reason.	13	**Equality**	The same status, rights and responsibilities for all the members of a society, group or family.
7	**Renaissance**	Something that becomes popular or successful again after a time when people were not interested in it.	14	**Aspiration**	Someone's desire to achieve things.

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

Homework	Task:
Homework 1	1. Look, cover, write, check vocabulary 1-5. 2. Why does Amara want to visit New York? Why does it appeal to her? 3. Using the vocabulary from the knowledge organiser, identify the missing word from the sentence: 'Amara is the _____ in 'Some Places More Than Others'. 4. What did Amara's mother want her to wear but Amara was not keen? 5. What is the name of the girl who advocated for global education and equality?
Homework 2	1. Look, cover, write, check vocabulary 6-10. 2. If you could travel to any place in the world, where would you like to visit and why? 3. Using the vocabulary from the knowledge organiser, identify the missing word from the sentence: 'The writer uses _____ in the poem 'I Come From'. 4. What are the three key themes covered in 'Some Places More Than Others'? Use the knowledge organiser to help you. 5. Describe the relationship between Amara's father and Grandpa Earl.
Homework 3	1. Look, cover, write check vocabulary 10-14. 2. Fill in the missing gaps in the quotation from 'Some Places More Than Others' : *"Harlem is more than just a place; it's a _____, a _____, a _____."* 3. List three key themes explored in poems written by Langston Hughes and Claude McKay. 4. What does Amara learn on her visit to New York? How is it different to her own home? 5. To what extent does a 'place' help to shape a person's identity?

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	Task:
Homework 4	1. Look, cover, write check vocabulary 1,3,5,7,9 . 2. Write a sentence using the word 'prejudice'. 3. Using the Knowledge Organiser, fill in the missing gaps from the quote: "One _____, one _____, one _____, one pen can change the world." 4. What does Grandpa Earl mean when he says 'It is important to know the one's who come before us, who we're connected to'? 5. How has Amara's family changed since the beginning of the story? Pick 2 moments and give examples.
Homework 5	1. Look, cover, write check vocabulary 2,4,6,8,10. 2. What does the word 'identity' mean? How does the past, present and future all make up our identity? 3. Which do you think is the most significant or meaningful item in Amara's suitcase so far and why? Explain your ideas. 4. How could you describe Malala Yousafzai's 'style'. Use the knowledge organiser to help you. 5. Identify the most appropriate word from the vocabulary list to complete the sentence: 'Amara travels to Harlem to learn about her family history and _____'.
Homework 6	1. Look, cover, write check vocabulary 11-14. 2. Based on the quotation "I've learned that family isn't always about the people you see every day." Write one sentence explaining what Amara means by this. 3. How has Amara's ideas of her own identity evolved by the end of the story? Give examples. 4. Why has the 'Suitcase Project' been such an important homework activity for Amara? 5. Using the Knowledge Organiser, list 4 key texts studied so far this year. For each, write one summary sentence in your own words.

1

Revision for Assessment: November 10th

Use your Term 1 Knowledge Organiser and videos from your Mathswatch homeworks

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

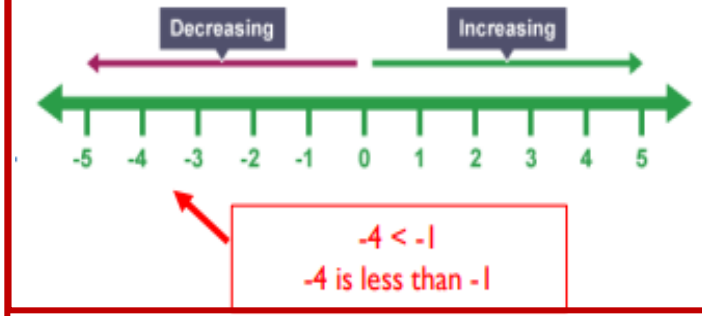
Know the difference between a factor and a multiple
Know your prime numbers
Write a number as a product of Prime Factors

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

Order positive & Negative Numbers



3

Order of Operations

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

2

What you need to know:

Directed Numbers – *positive and negative numbers*

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

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**



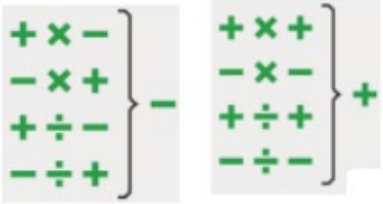
Examples:

3 – 7 = -4	-2 – 9 = -11	-5 + 2 = -3
+	-	+
5 - -2 = 7	-4 + -5 = -9	-8 - -2 = -6
5 + 2 = 7	-4 – 5 = -9	-8 + 2 = -6

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

Multiplying and Dividing

Remember:
When the signs are **different** the answer is **negative**
When the signs are the **same** the answer is **positive**



Algebra

Vocabulary 4

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.

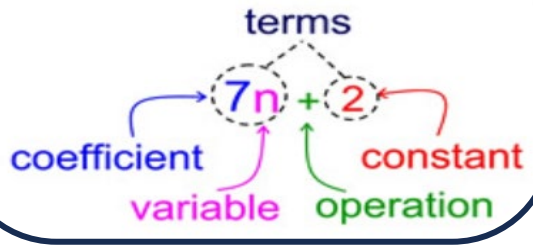
Constant: a number on its own in an expression.

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 4

a + a + a = 3a

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

ab means a x b

$\frac{a}{b}$ means a divided by b

Writing Expressions

Cindy has a bag of sweets and 6 loose sweets.

How many sweets does she have?



5

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

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

b = the number of sweets in a bag.

$b + 6$

Substitution: 6

Substitution: Replace the letter with a given value

if a = 5 evaluate 3a+ 2

3 x 5 + 2 = 15 + 2

*=**17***

Like terms: 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***

Expand: 6

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

5(a +3) = 5 x a + 5 x 3 = 5a + 15

Factorise: Putting an expression back into brackets

5a + 15 both terms are divisible by 5 so

5(a + 3)

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

C = 3h + 20 evaluate for h = 10

C = 3 x 10 + 20

C = 30 + 20

C = 50

In addition, students need to complete the online maths homework on the Dr frost website:
https://www.drfrost.org/login
Students are going to log in using the "**Microsoft log in"** option and utilise their normal school credentials to log in.

Homework	Due	Task:
1. Revision		You will be doing revision in class, and your teacher will set revision on Mathswatch. Use the checklist to help you.
2. Directed number		Learn the rules for adding and subtracting negative numbers.
3. Order of Operations		Make your own poster to help you to remember the correct order of operations.
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
5. Notation		Learn that b + b + b + b and 4 x b are the same but that b x b x b x b is not Ext: Write an example to show why this is true.
6. Collecting Like Terms		Complete your mathswatch task – write notes in your HW book to demonstrate your understanding
7. Substitution		Write clear notes to demonstrate clearly how substitution works. Include substitution into an expression and into a formula
8. 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

	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



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

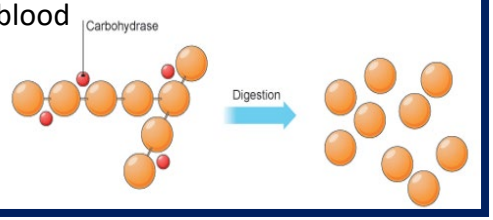
If we do not get enough, or too much of a particular nutrient in our diet, we may suffer a 'deficiency' disease. For example, kwashiorkor = not enough protein, vitamin D = rickets, obesity results from too much fat and sugar in the diet

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

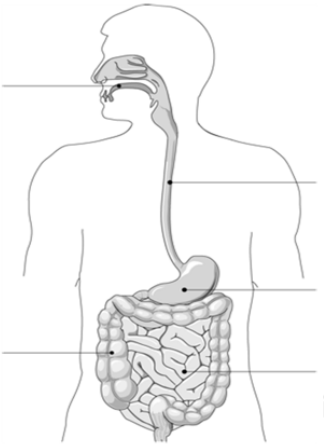
Digestion

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



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



Mouth – 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.

Oesophagus – Muscular contractions propels food towards the stomach

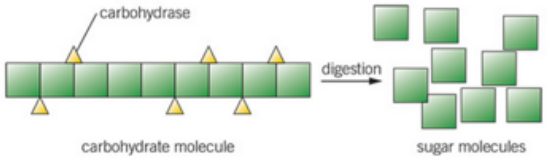
Stomach – Churning motion breaks food into smaller pieces. Hydrochloric acid kills any harmful microorganisms present.

Small intestine – Main site of nutrient absorption – aided by small finger-like projections called 'villi' which increase the surface area for absorption. Lots of tiny blood vessels increase nutrient absorption into the blood

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

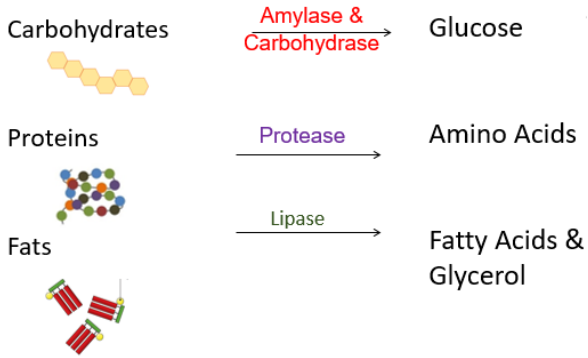
	Key Term	Definition
1	**Enzyme**	Biological catalysts that speed up reactions. Enzymes are protein molecules.
2	**Active site**	The place on the molecule where molecules fit into the enzyme
3	**Denature**	The shape of an active site of an enzyme is changed if the temperature of a reaction is too high
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 <u>to enter the blood.</u>



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

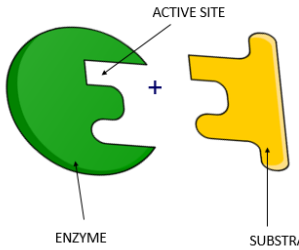
Different enzymes are needed to breakdown different molecules



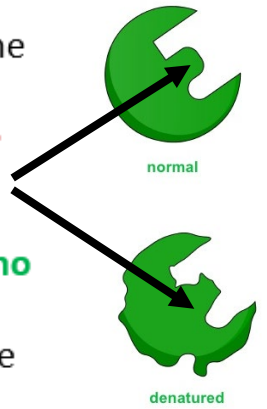
Key point: Enzymes are NOT living organisms. They are proteins. This means they cannot be 'killed'

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

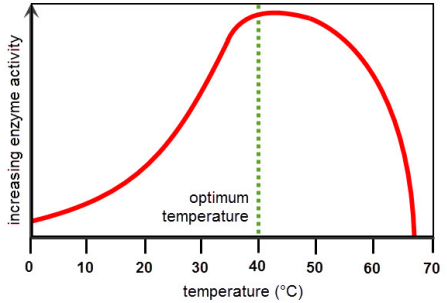
- A substrate is a molecule which fits with the enzyme
- The part of the enzyme where the substrate fits is called the active site.
- When the active site and substrate join together, the enzyme can carry out its reaction



- **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

	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

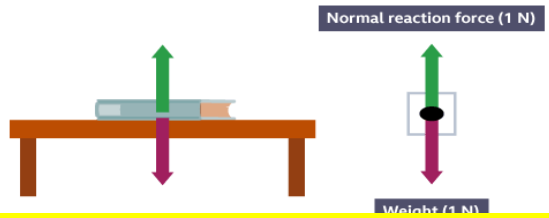
- A force is a push or a pull that acts on an object due to the interaction with another object.
- Force is measured in newtons (N).
- Forces are divided into contact forces and non-contact forces.

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

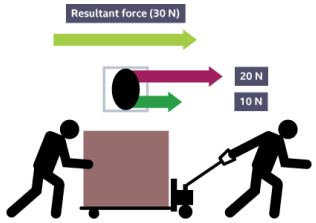
- Many forces act on an object at one time.
- The size and direction of these forces determines the movement of the obj



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)

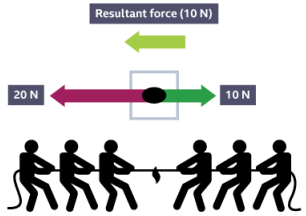
Balanced and Unbalanced forces

- 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**



Forces acting in the **same direction** – add the forces to find the resultant force
E.g. 20 N + 10 N = 30 N to the right

- The resultant force is the **overall force** acting on the object.
- Always state the **size and direction** of the resultant force



Forces acting in a **different direction** – subtract the forces to find the resultant force
E.g. 20 N - 10 N = 10 N to the left

- If the forces acting in opposite directions are the same size, the resultant force will be **0N (zero).**

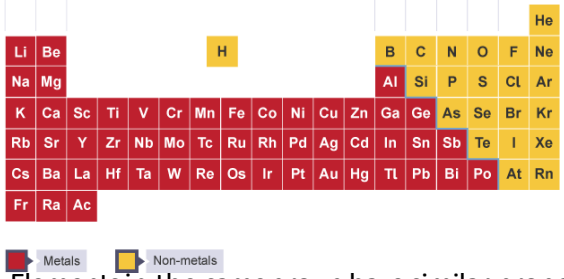
	Key Term	Definition
1	**Proton**	Positively charged particle found in the nucleus of an atom
2	**Neutron**	A particle with a neutral charge found in the nucleus of an atom
3	**Electron**	A negatively charged particle surrounding the nucleus of an atom
4	**Chemical symbol**	A one- or two-letter code for 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

The Periodic Table

All the different elements are arranged on the periodic table. The elements are arranged in order of increasing atomic number.
On the periodic table, we can see the metal elements on the left and non-metal elements on the right.

Groups and Periods

Elements are arranged on the periodic table in groups and periods. Horizontal rows are called periods and vertical columns are called groups.

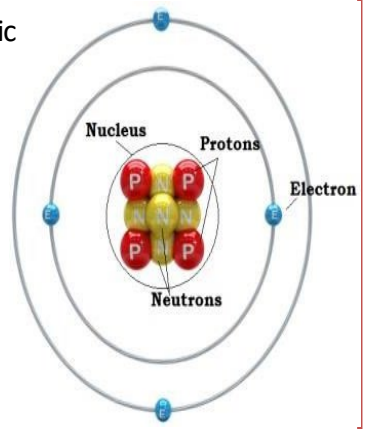


Groups are labelled 1-7 from left to right, with last group being called either group 8 or 0

Elements in the same group have similar properties; because of this we can make predictions about trends.

Structure of the Atom

- An atom is made up of three subatomic particles: protons, electrons and neutrons.
- Protons and neutrons are found in the nucleus of the atom (in the centre).
- Electrons are found orbiting the nucleus in shells.
- Protons have a positive charge (+1)
- Electrons have a negative charge (-1)
- Neutrons have a no charge (0)
- In an atom, there are equal numbers of protons and electrons.



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.

One carbon atom

CO_2

Two oxygen atoms

The little number tells us about the number of atoms of the element that it is directly next to.

Every time you see a **new capital letter** in a compound, it represents a **new element**. So CO_2 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**

	Key Term	Definition
1	Dependent va riable	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 variab le	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 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

Checklist to draw the table

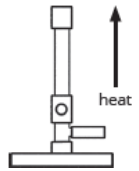
- ❑ I have used a pencil and ruler to draw the table
- ❑ Independent variable (the thing you change) is on the left hand side of the table
- ❑ Suitable heading for the independent variable
- ❑ Included the correct units for the independent variable
- ❑ Dependent variable the thing that is changed
- ❑ Chosen heading and units for dependent variable
- ❑ Record data at the same number of decimal places

Graphs

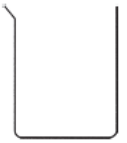
We use different types of graph to represent different types of data.
Discrete data –falls into categories e.g. shoe size, number of students
Continuous data – can take any value within a range and is measured on a scale e.g. height, time

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

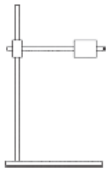

Test tube


Boiling tube


Evaporating basin


Tripod


Funnel


Clamp, stand, boss


Conical flask

gauze

Heatproof mat

Instructions:
For each homework, you will be asked to look at **a particular section of your Knowledge Organiser**, use the **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 Food and digestion		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		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		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

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 4 Periodic Table		1. Read, cover, write, check key terms 1-7 2. 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 know 5. Explain why atoms have no overall charge
Homework 5 Working scientifically		1. Read, cover, write, check key terms 1-5 2. 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		Use all the term 1 knowledge organisers to answer these questions 1. Choose 5 key terms that you have struggled with the most to read, cover, write, check 2. Look at the cells knowledge organiser – explain why it is important to gently lower the cover slip at an angle onto the microscope slide 3. Look at the separating substances knowledge organiser – draw the apparatus used if you wanted to crystallise some salt from a salt water solution 4. Look at the separating substances knowledge organiser – describe what would happen to the speed of dissolving sugar in water if the water was cooled down 5. Describe how to change the flame on a Bunsen burner from the safety flame to the roaring flame

7.1 Languages and me!
FRENCH

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 (belle) mère	My (step) mum
Mon (beau) père	My (step) dad
Mes parents	My parents
Mon (demi) frère	My (step) brother
Ma (demi) sœur	My (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 vert**e)**
If the noun is plural we also add an '**s**' to make it agree (e.g. deux gomme**s** vert**es)**

	masc	fem	masc plural	fem plural
green	vert	vert**e**	vert**s**	vert**es**
white	blanc	**blanche**	**blancs**	blanches

Usually words that end with the letter ‘e’ or 'ion' are feminine
e.g. **une** trouss**e, une** animat**ion.**
Most plurals end with the letter ‘s’ like in English
e.g. **deux** gomme**s**
Some form their plural with an ‘x’
e.g. **un** jeu, **deux** jeu**x**

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

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

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

Tu es comment? /Décris-toi	What are you like? /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

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

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)	Bangladeshi
Chinois(e)	Chinese
Italien(ne)	Italian
Gallois(e)	Welsh
Pakistanais(e)	Pakistani
Écossais(e)	Scottish
Irlandais(e)	Irish
Americain(e)	American

Je porte	I wear
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

Pronouns	Avoir – to have	Être – to be
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)

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'appell**ent** – they are called

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

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

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 paress**eux** – elle est paress**euse**
Il est sporti**f** – elle est sporti**ve**
Il est travaill**eur –** elle est travaill**euse**
Il est gent**il –** elle est gent**ille**
Il est mignon – elle est migon**ne**
Il est **beau –** elle est **belle**
Il est **vieux –** elle est **vieille**
Il est sympa – elle est sympa

Homework	Due	Task:
Homework 1		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: chat, chien, poisson, tortue, serpent, araignée 2. Which animal from this list is **feminine**? How did you know? **Un cheval** **Une tortue** **Un hamster** **Un lézard** 3. Which is the correct way to say '**I have a black spider**' in French? **J'ai une noire araignée** **J'ai une araignée noire** **J'ai une araignée noir** **Il a une araignée noire** 4. Read this description of Robert's family's pets and answer the questions below in English: '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 !* **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?** 5. Write your own answer to this question in French '**Tu as un animal à la maison?'** (Do you have a pet at home?)
Homework 2		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: cheveux, yeux, blonds, châtains, longs, courts 2. How do you say 'He has brown hair' in French? **Il a les cheveux châtains** **J'ai les cheveux châtains** **Il a les chatâins cheveux** **Il a cheveux châtains** 3. Translate this into English: 'Ma soeur a les yeux verts' 4. How do you say '**My mum has long hair and brown eyes**' in French? 5. Draw a picture of this French description '*Mon frère a les cheveux blonds et courts, et les yeux bleus*'

For each homework, you will be asked to look at **a particular section of your Knowledge Organiser on page 50, 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 3		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: grand, petit, gros, mince, plus, moins 2. How do you say 'I am' in French? How do you say 'he / she is' in French? Circle the correct adjective to complete each French phrase: *(Hint: adjectives must agree with the noun)* Mon frère est **grand / grande** Ma mère est **gros / grosse** Ma grand-mère est **petit / petite** Mon ami est **petit / petite** 4. What does this French sentence mean? '*Mon père est **plus** grand **que** ma mère*' 5. Can you correct the x1 error in this French sentence? *'Ma soeur est plus petit que mon frère'*

7.1 Languages and me!
SPANISH

¿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?
Mi cumpleaños es el …	My birthday is the….

¿Quién hay en tu familia?	Who is in your family?
Mi madre / padre	My mum / dad
Mi madrastra	My step-mum
Mi padrastro	My step-dad
Mis padres	My parents
Mi hermano/hermana	My brother/sister
Mi hermanastro	My half or step-brother
Mi hermanastra	My half or step-sister
Soy hijo/a único/a	I am an only child
Mi tío / tía	My uncle / auntie
Mi primo	My cousin (male)
Mi prima	My cousin (female)
Mi abuelo	My grandfather
Mi abuela	My grandmother
Mis abuelos	My grandparents

¿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 mobile phone
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	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)**.

	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 blanc**a**
If the noun is plural we also add an '**s**' to make it agree
e.g. **dos** goma**s** blanc**as**

	masc	fem	masc plural	fem plural
white	blanc**o**	blanc**a**	blanc**os**	blanc**as**

Most Spanish nouns ending in **"o"** and **"ma"** are masculine
e.g. **un** libr**o, un** proble**ma**
Most Spanish nouns ending in "a", "sión" "dad" and "tud" are feminine
eg. una tablet**a, una** televi**sión, la** felici**dad, la** grati**tud**
All plurals end with the letter 's' like in English
e.g. **dos** goma**s**

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

7.2 People around me

¿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	Intensifiers	Connectives	Connectives
Muy	very	Pero	But
Bastante	quite	Sin embargo	However
Un poco	a bit	Tambien	Also
Demasiado	too	Además	Furthermore
Extremadamente	extremely	Porque	Because
Realmente	really	Y	And

¿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	I wear
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

Cuál es tu nacionalidad?	What is your nationality?
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

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

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

Comparisons

más	- more	Juán es más interesante que Pablo
menos	- less	Pablo es menos interesante que Juan
tan...como	- as...as	Pablo es tan interesante como Juan

Superlative

El/la más	– the most	Juan es el más inteligente
El/la menos	– the least	María es la menos simpática

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

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

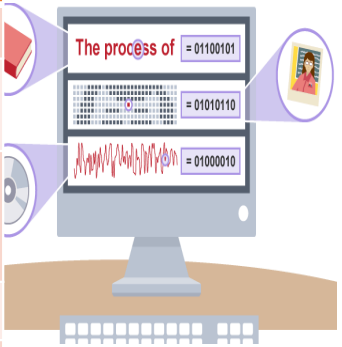
For each homework, you will be asked to look at **a particular section of your Knowledge Organiser**, **to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

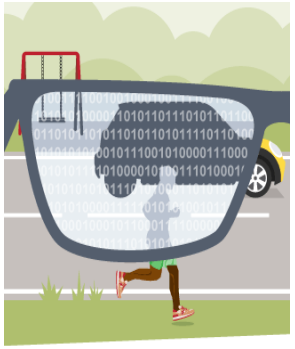
Homework	Due	Task:
Homework 1		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Gato, perro, pez, Tortuga, serpiente, araña 2. Which animal from this list is **feminine**? How did you know? **Un caballo** **Una cobaya** **Un hamster** **Un lagarto** 3. Which is the correct way to say '**I have a black spider**' in Spanish? **Tengo una negra araña** **Tiene una araña negra** **Tengo una araña negro** **Tengo una araña negra** 4. Read this description of Juan's family's pets and answer the questions below in English: *'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!* **What colour is Juan's dog?** **How old is Juan's tortoise?** **What animals does Juan's sister have? (Include colours)** **What colour is Juan's grandpa's horse?** **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?)
Homework 2		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: pelo, ojos, rubio, castaño, largo, corto 2. How do you say 'He / she has brown hair' in Spanish? **Tiene el pelo castaño** **Tengo el pelo castaño** **Tiene el castaño pelo** **Tiene pelo castaño** 3. Translate this into English: 'Mi hermana tiene los ojos verdes' 4. How do you say 'My mum has long hair and brown eyes' in Spanish? 5. Draw an illustration of this Spanish description '*Mi hermano tiene el pelo rubio y corto, y tiene los ojos azules.*'

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 3		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 'I am' in Spanish? How do you say 'he / she is' in Spanish? 3. Circle the correct adjective to complete each Spanish phrase: *(Hint: adjectives must agree with the noun)* Mi hermano es **alto / alta** Mi madre es **gordo / gorda** Mi abuela es **bajo / baja** Mi amigo es **delgado / delgada** 4. What does this Spanish sentence mean? '*Mi padre es **más** alto **que** mi madre*' 5. Can you correct the x1 error in this Spanish sentence? *'Mi hermana es más gordo que mi hermano'*

Key Term	Definition
1. Hackers	A hacker is someone who breaks into computer systems, accounts, or networks.
2. Digital Footprint	The information about a particular person that exists on the internet as a result of their online activity.
3. 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.
4. Binary	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1.
5. 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.
6. 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.
7. Byte	A byte is a unit of information that consists of eight bits (8 x 0s or 1s)
8. 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.
9.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.
10. Central Processing Unit	A central processing unit (CPU) carrying out instructions.
11. Random Access Memory	RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
12. Storage Devices	Where programs and files are saved on a computer system.
13. Flowchart	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.
14. 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. 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 rectagle represents a process
	Decision	A diamond indicates a decision

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		1. Look, write, cover, check vocabulary 8-9. 2. Explain what an input device is. 3. Explain what an input device is. 4. Give 3 examples of input devices 5. Give 3 examples of output devices
Homework 2		1. Look, write, cover, check vocabulary 10 2. Explain why storage devices are needed 3. How long do storage devices store data for. 4. Give 2 examples of storage devices. 5. What does non volatile mean
Homework 3		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

Important vocabulary	
Key word	Meaning
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. Examples include boiling/ simmering or a fan oven.
7. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
8. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
9. Nutrition	Eating all the nutrients required to be healthy.
10.Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
11.Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
12.Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
13. Descriptors	Words that accurately describe.





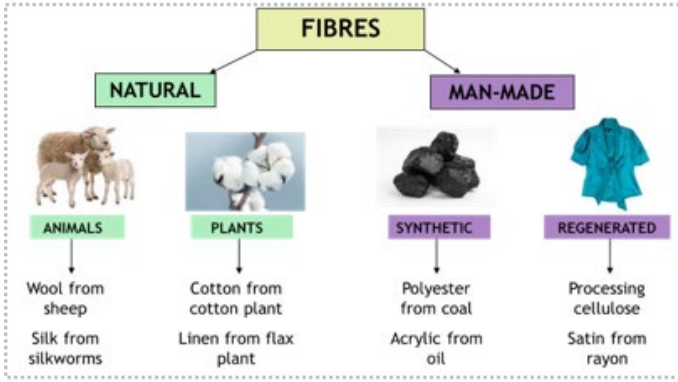
Homework	Due	Task:
Homework 1		1. Look, write, cover, check vocabulary 1-4. 2. List 2 personal hygiene rules. 3. Read the meaning and draw a picture to represent the meaning of radiation, conduction and conduction in cooking. 4. Look at the equipment labelled A-G you will use this term, find out their names and list them. 5. Look at the meaning of word 3 coagulation. 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
Homework 2		1. Look, write, cover, check vocabulary 5-7. 2. 2Name 2 foods that have been cooked using conduction as a method of heat transfer. 3. . List 4 knife safety rules that need to be followed. 4. .Which foods should we eat less off according to the Eatwell guide and why do you think this might be? 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.
Homework 3		Revision for CLF tests. You will be given worksheets by your teacher in class to take home and use for revision.

Keywords		Definitions
1	**<u>Woods.</u> 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	**Manufactured Boards**	Are produced by gluing timber (wood) layers or fibres together. They tend to be made using waste timber materials = support recycling e.g. plywood.
4	**Deciduous**	Tress that lose their leaves in winter.
5	**Coniferous**	Trees which keep their leaves in winter.
6	**<u>Textiles</u> Fabric**	All textile products are made from fabric. They can be natural or manmade.
7	**Sublimation**	Gases released during manufacture of products e.g., carbon dioxide.
8	**Seam allowance**	Distance between the edge of the fabric and stitching. This is traditionally 1.5cm.
9	**Sewing machine**	Electrically powered machine used to sew fabric together.
10	**Presser Foot**	Part of the sewing machine that secures the fabric so that the machine can sew.

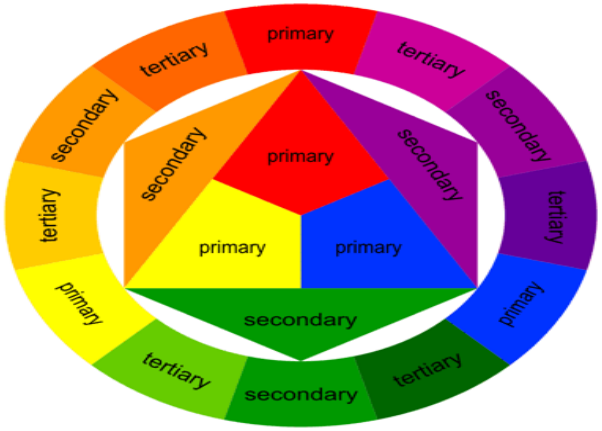




Natural and Synthetic Fibres



Homework	Due	Task:
Homework 1		1. Look, write, cover, check vocabulary 1-5. 2. Explain what manufactured boards are made from 3. Explain the difference between softwoods and hardwoods 4. Name a hard wood and a soft wood. 5. Explain why finishes like paint are added to wood
Homework 2		1. Look, write, cover, check vocabulary 6-10. 2. Name a natural fibre and a man-made fibre. 3. Explain the difference between natural and synthetic fabrics 4. Explain how dye is transferred from paper to fabric 5. Explain what seam allowance is
Homework 3		Preparation for the CLF test. You will be given worksheets by your Teacher in class to take home to revise from.

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.	Orange, Purple and Green
Mixing colours from the primary colours	Yellow + Blue = Green Blue + Red = Purple Red + Yellow = Orange Red + Yellow + Blue = Brown/Black	
3- Warm colours	Warm colours are often said to be hues from red through yellow, browns and tans included;.	Red, Orange and Yellow
4- Cold Colours	cool colours are often said to be the hues from blue green through blue violet, most greys included.	Green, Blue, Purple and Grey
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.	
The Colour Wheel		

Watercolour Paint

This is a popular paint for it's translucent colours. Pigments are water based and mixed with gum Arabic as a binder. It is common to layer several washes to gain a deeper, richer look. Watercolours come in blocks and tubes.

Blending- The technique of moving between different colours in watercolour.

Wet on wet- Applying paint onto wet paper.

Colour wash- Applying a light layer of colour as a base before adding more detail.

Wet on dry- Applying paint onto dry paper.

Use a range of tones by adding darker areas then adding water to blend to lighter areas.

Try not to press too hard with the brush.

Use careful paintbrush control to work neatly to the edges.



Artist- Lucy Arnold is inspired by nature such as Insects, birds, flowers, stones, and fallen feathers. She focuses on detail, patterns and bright colours.

She works in a range of materials, from watercolour, poured acrylic paint, pastels and mixed media.

Moths & More Moths- Watercolour on paper.

For each homework, you will be asked to look at **a particular section of your Knowledge Organiser on page 50, 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		1.Read, cover, write, check terms 1-3 2.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		1.Read, cover, write, check terms 4-6 2.What are the secondary colours? 3. Write a description of the piece of art in the knowledge organiser by Lucy Arnold. 4.What do you need to remember when painting with watercolour paint? 5.What is blending?
Homework 3		1.Read the information about watercolour paint. 2.List the warm colours. 3.What do the warm colours remind you of? 4. Collect images of insects, flowers or leaves to use in your painting. You can print them out, draw the images or email to your teacher to print.

Script & Character

Knowledge and understanding of the essential skills required for a successful performance Development of a performance to a quality



Key Word-Physical and Vocal Skills		
1	Body Language	How a person used their body to communicate how they are feeling.
2	Gait	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	Gesture	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	Mannerism	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	Energy	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	Body tension	How relaxed or tensed an actor's muscles are
7	Posture	How tall a person stands or sits e.g. hunching or standing tall with their head held high.
8	Eye contact & focus	The state in which two people are aware of looking into one another's eyes. Or where the eyes are focused.
9	Use of space	The way the actor moves around the performance space
10	Status	The importance of a character compared to the other characters on stage
11	Facial Expression	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	Volume	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	Pitch	How high or low
14	Pause	A moment of silence or stillness used for effect
15	Pace	Speed of delivering lines/dialogue
16	Diction	Diction is how clearly you speak.
17	Tone	This is how an actor speaks to show what mood their character is in e.g. Happy, sad, angry etc.

Instructions: For each homework, you will be asked to look at **a particular section of your Knowledge Organiserto 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		1. Look, write, cover, check key terms 1-6 2. What does having a slow gait suggest about a character? 3. Describe an excited facial expression. 4. What is narration? 5. Describe a split stage.
Homework 2		1. Name two different types of stages that are used in the theatre and draw a diagram of what it looks like 2. Why do we use those types of stage? What is beneficial of their positioning? 3. In the theatre, where is Downstage? Draw a box and mark with an X 4. In the theatre, where is Stage Left? Draw a box and mark with an X 5. Where is Upstage Right? Draw a box and mark with an X
Homework 3		1. Look, write, cover check key term 7-12 2. What does improvisation mean? 3. What should you do at the end of the performance to signal you have finished? 4. What key vocal skills do you need to use to be a successful narrator? 5. What does your vocal tone tell the audience about your character?

Y7 Unit 2 – What was life like in Medieval England?

Context

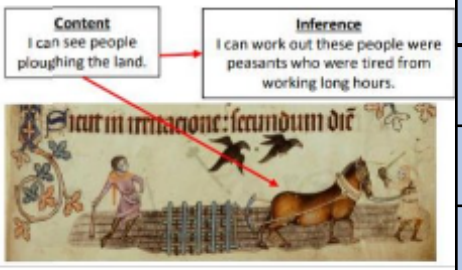
Typically, Historians mark the Norman invasion as the Medieval period in England. We will explore what life was like in towns and villages as well as who Medieval people were and what they believed in.

Key history terms for this unit	
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*

Source Analysis

1





2



3

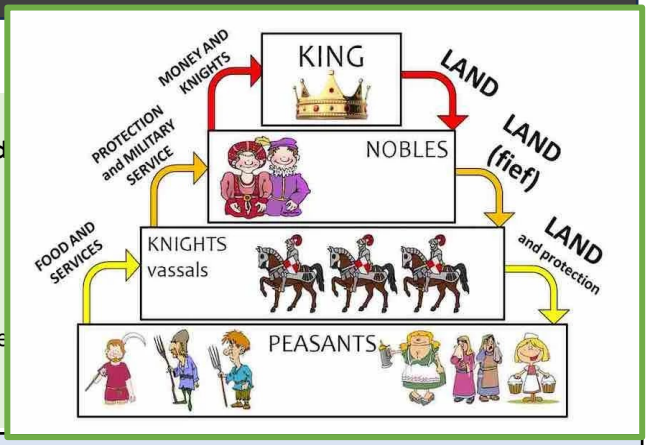


The feudal system

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.



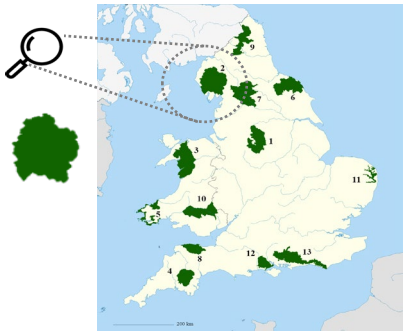
5.Belief	Viewpoints/opinions someone has about something which they see as true
6. Church	A building used for public Christian worship.
7. Monarch	King or Queen
8. Peasant	Peasants were the poorest people in the medieval era and lived primarily in the country or small villages
9. Villages	Most people 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.
12. Religion	Most people were religious and almost everyone was **Catholic.** They feared going to hell after death.
13. Black Death	A plague (disease) which came to Britain between 1348 and 1350. The skin of victims turned black.
14. Peasants' Revolt	A protest by peasants against the king. They wanted reduced taxes and an end to serfdom.

Instructions: for each homework, you will be asked to look at **a particular section of your Knowledge Organiserto 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		1. Look, cover, write, check: 1-4 2. What was the main religion in Medieval England? 3. Write 3 things you can see in image 1 4. 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		1. Look, cover, write, check: 5-8 2. Order the groups in terms of power: Monarch, peasants, knights, nobles 3. Write 3 things you can see in image 2 4. What can you infer from image 2 about Medieval England? 5. Why did the peasant's revolt in 1381?
Homework 3		1. Look, cover, write, check: 9-11 2. Where did most people live in Medieval England? 3. Write 3 things you can see in image 3 4. 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?

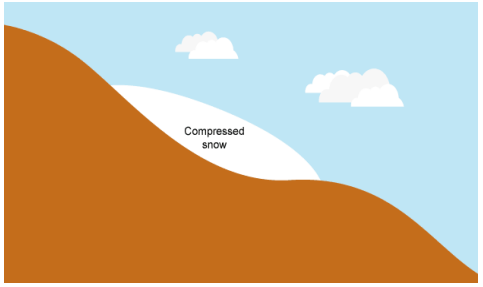


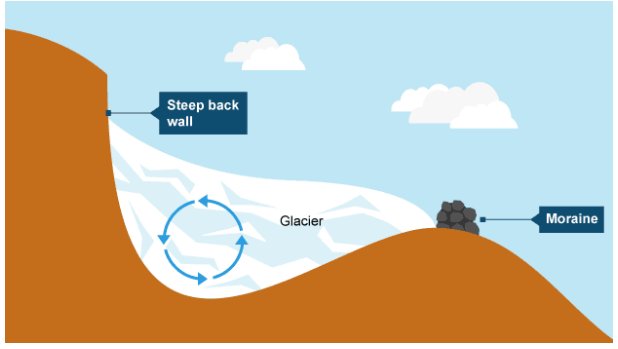
The Lake District National Park is in the county of **Cumbria** in the **north west** of England.

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.**

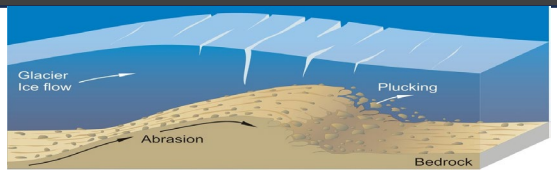




The ice then starts to move due to the **pressure** causing the bottom of the ice to melt. **Gravity** causes the glaciers to **move downhill.**

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

Farming



Walking



Water sports



Mining



Quarrying



Tourism



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.



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:
Homework 1		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		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		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.

Stories of the prophets

Knowledge Organiser

NEED TO KNOW WORDS	
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)

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 to holy to write down, so they write G-d instead.



Importance of the Torah

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*'.

The 10 Commandments

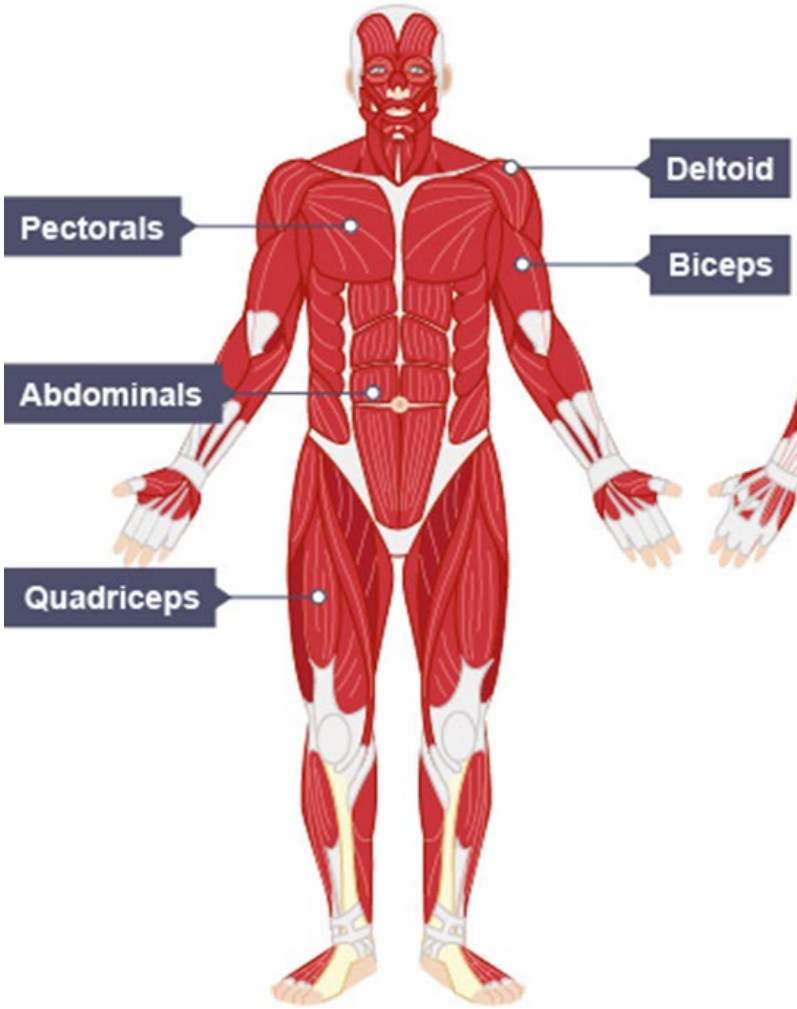
1.	Have no other gods
2.	Make no false images of G-d
3.	Do not use G-d's name disrespectfully
4.	Remember the Sabbath
5.	Honour your mother and father
6.	Do not kill
7.	Be faithful to your husband/wife
8.	Do not steal
9.	Do not lie
10.	Be happy with what you have.

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

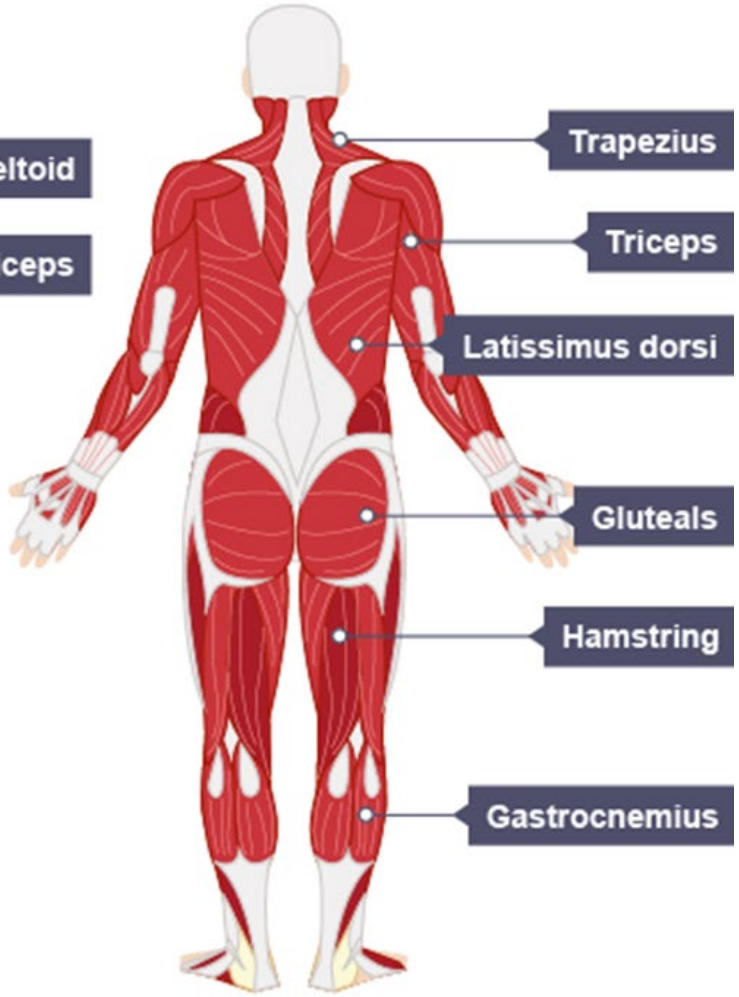
Homework	Due	Task:
Homework 1		Look, Cover, Write, Check Terms 7-8 What is the difference between Exodus and Genesis? List two things that were created in the creation stories. Write a similarity between the Abrahamic faiths. Write a difference between the Abrahamic faiths.
Homework 2		Look, Cover, Write, Check Terms 9-10. What does PBUH stand for? Draw the symbol for Christianity. Draw the symbol for Islam. Why might a Muslim not follow the Bible or Torah?
Homework 3		Look, Cover, Write, Check term 11. Draw the symbol for Judaism. Why are rules given by God important? Can you also give an example? List two key events that happened in the story of Moses/Musa (pbuh). Why is God considered all powerful?

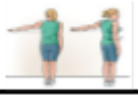
Locations of major muscles:

Front of the body: Anterior



Back of the body: Posterior



Muscle	Stretch
Triceps	
Hamstring	
Pectorals	
Quadriceps	
Gluteus Maximus	
Biceps	
Deltoids	
Abdominals	
Gastrocnemius	
Latissimus Dorsi	

Instructions: For each homework, you will be asked to look at **a particular section of your Knowledge Organiserto 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		1. Look, cover, write, check Key Words 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 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 Gluteals located? 5. When you raise your arms above your head, what muscle is working?
Homework 3		1. Look, cover, write, check Key Words 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

Instructions:
For each homework, you will be asked to look at **a particular section** use the **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 ☐ Completed?		1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 2 ☐ Completed?		1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 3 ☐ Completed?		1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week

Which lesson is my homework due?

Due dates for **week A** subjects

Week	Subjects	Hwk 1 due week commencing 23/11/26	Hwk 2 due week commencing 7/12/26	Hwk 3 due week commencing 05/01/27
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			

Due dates for **week B** subjects

Week	Subjects	Hwk 1 due week commencing 16/11/26	Hwk 2 due week commencing 30/11/26	Hwk 3 due week commencing 14/11/26
B	History			
B	Geography			
B	RE			
B	PE			
B	Music			

Subject	Page	Homework is set on:
English	**6-9**	Monday
Maths	**10-12**	Tuesday
Science	**13-19**	Monday