WOODSIDE HIGH SCHOOL
TASK GRID 6: YEAR 7

WHAT TO STUDY AT HOME?

Using your school timetable as a guide, work through the tasks outlined below. Use the 'how to study at home' sheet to help you plan your time and approach to self study.

SUBJECT	TASK
ENGLISH **These tasks should take you:**	**Scheme: Non-fiction: Viewpoints** **Lesson 1** Key words: Fiction Text: Made up stories that entertain. Non Fiction Text: Real life texts that inform, explain, tell or teach.

Task 1: come up with a list of 5 non-fiction texts and 5 fiction texts. Eg: non-fiction can be magazines and fiction can be a novel.

Fiction

Made up stories that entertain.

Non-fiction

Real life texts that inform, explain, tell or teach.

Task: Place the text types, features and conventions in the appropriate circle.

- Real
- Not real
- Imaginary characters and setting
- Biography
- Story book
- News article
- Pictures and diagrams
- Illustrations
- Index
- Glossary
- Title Text

Add five more of your own.

Task 2: complete the Venn diagram above by placing the words in the white box into the fiction, non-fiction or middle circle.

Final task:

Look at the image below. It is from a non-fiction text. Label the sections of the image which show you that it is a non-fiction text. Then write down what type of text it is.

Screen 1 (Ingredients):

Vegetables — OTTOLENGHI

CHICKPEAS ON TOAST WITH TURMERIC YOGURT

OVERVIEW | INGREDIENTS | STEPS

⅓ cup Greek-style yogurt

¼ tsp ground turmeric

2 tbsp olive oil

2 tsp cumin seeds

2 tsp caraway seeds

Screen 2 (Steps):

Vegetables — OTTOLENGHI

CHICKPEAS ON TOAST WITH TURMERIC YOGURT

OVERVIEW | INGREDIENTS | STEPS

1 Combine the yogurt and turmeric with ⅛ teaspoon salt and some black pepper, then set aside.

2 Heat the olive oil in a skillet over medium heat and add the seeds. Fry for a minute, then add the diced carrots and onions. Cook for about 5 minutes to soften the onions. Add the tomato paste and cook for 2 minutes, stirring continuously.

3 Add the chickpeas, tomatoes, sugar, ½ teaspoon salt, and some black pepper. Then add 1 ½ cups liquid

<u>**Lesson 2**</u>

1.List as many famous footballers as you can think of in 30 seconds.
2.List as many female famous footballers as you can think of in 30 seconds.

3.Compare the lists.
Extension: Why do you think women's football is not as popular as men's?

Read the following article and answer the questions below in full sentences:

Take us Seriously!

Who cares about women's football?

Good question.

Ask the average person on the street to name three amazing footballers, and they might mention Wayne Rooney, Harry Kane, Gareth Bale… all men. But what about Eniola Aluko , Rachel Yankey and Toni Duggan? Chances are, you won't have heard of them. Women's football in this country is shamefully ignored, ridiculed and mocked. Men's football is the national sport, along with cricket and rugby. Actually, come to think of it, they are all men's sports –where are all the women?

Imagine this. You are a female footballer, chosen to represent your club in the FA Cup. You train hard. You dream about it at night. You work hard on the pitch. You score goals. Then you read in the paper that a male footballer in the same situation as you is earning five times as much. How would you feel?

The fact is, women's football just isn't as popular. So it's rarely on the TV. So people don't know who the stars are, and how high the level of play is. So it isn't as popular. See the problem? It's a vicious circle with sharp teeth, which prevents women players being given the same pay and respect as the men.

It's different in America. Female soccer players in the USA are famous and girls all over the country look up to players like Mia Hamm, the female equivalent of Beckham.

She earns the huge sums in salary and sponsorship that women in Britain simply can't. How is this possible? Women's sports in the US get equal funding to the men's sports, due to a law called Title IX, which bans discrimination in the funding of sporting activities. We need this law in Britain if women's football is to be as respected, as popular and as lucrative as men's. When women's football does get on the TV, it isn't widely publicised. In the media , women players are criticised for the outfits they wear, not praised for their skills.

Ironically though, women's football is one of the fastest growing sports in the UK.

So isn't it about time it was taken seriously?

1. What is the article about?

2. Who is the article aimed at?
3. What is the purpose of the article?
4. Highlight as many rhetorical devices as you can find. Eg. "who cares about women's football?" is a rhetorical question. Label your devices.
5. Do you agree or disagree with the article? Why?

Lesson 3:

Persuasive writing:

Netball is perceived as a girl's sport. You are going to write your own leaflet to promote boy's netball. To get started answer the questions below:

1. Why is netball perceived as a girl's sport?
2. How might boys be persuaded to play?

Task: Write a persuasive leaflet to get boys to join a boy's netball team according to the success criteria:
•Pattern of three
•Using the second person pronoun
•Alliteration
•Rhetorical question
•Powerful words

Self-assess your work and tick where you have used the devices above.

Lesson 4:

Read the following article:

Do footballers get paid too much?

Picture this: 22 men run around a field kicking a ball on a Saturday afternoon. One of them kicks it into the back of a net. The huge crowd goes wild. The scorer celebrates. And why shouldn't he? He feels his salary of £120,000 a week has been well and truly earned.

Now picture this: A nurse is working in a hospital. She comes to the end of a ten-hour shift. Today she dealt with patients from a traffic accident , including a little girl who lost both of her parents. Yesterday, she sat and held an old man's hand as he died alone. Nobody thanks her. She's exhausted. She earns about £1,650 a month.

Some people argue that entertainment is important. And it is. But think for a moment about all the bad things that football causes: hooliganism , violence and hate.

Young people admire footballers for the glamour, the lifestyle, the money. But what kind of example do they set? They argue with the referee. They swear on the pitch. They fight. They pretend to have been pushed to get a free kick. Not very good examples to follow!

How can we justify paying our footballers more money a month than others earn in a year?

Can they ever really deserve it?

Answer the following question (1 or 2 WHAT HOW WHY paragraphs) using the marksheet to help you.

How does the writer present ideas about footballers earnings in the article? Use the following tick list to check your answer and give yourself a WWW and EBI.

AO1: Identify and interpret explicit and implicit information and ideas. Use evidence.	AO2: Explain, comment on and analyse how writers use structure and language to achieve effects.	Student	
		☺ What I did well…	T Even better if…
❑ Comment made about the text. ❑ Some details, not always relevant. ❑ Some basic information recalled.	❑ Some identification of word types (adjective) without comment.		
❑ Relevant comment made about the text. ❑ Relevant detail. ❑ Meaning inferred.	❑ Attempt to comment on the effect of language. ❑ Chooses relevant quotes. ❑ Uses terminology, mainly accurately.		
❑ Shows a clear understanding of the text. ❑ Offers interpretation of text.	❑ Clearly explains the writer's choice of language. ❑ Selects relevant quotations consistently. ❑ Uses terminology accurately.		
❑ Shows a detailed understanding of the text. ❑ Well-argued interpretation of the text carefully using embedded quotes.	❑ Analyses the writer's language choices. ❑ Thoughtfully selects a range of quotes.		

Lesson 5:

Read the article below from the Independent newspaper.

'Hoodies, louts, scum': how media demonises teenagers

Research finds negative stories in the press make teenage boys frightened of each other

Education Editor, Richard Garner

The portrayal of teenage boys as "yobs" in the media has made the boys wary of other teenagers, according to new research.

Figures show more than half of the stories about teenage boys in national and regional newspapers in the past year (4,374 out of 8,629) were about crime. The word most commonly used to describe them was "yobs" (591 times), followed by "thugs" (254 times), "sick" (119 times) and "feral" (96 times).

Other terms often used included "hoodie", "louts", "heartless", "evil" "frightening", "scum", "monsters", "inhuman" and "threatening".

The research – commissioned by Women in Journalism – showed the best chance a teenager had of receiving sympathetic coverage was if they died.

"We found some news coverage where teen boys were described in glowing terms – 'model student', 'angel', 'altar boy' or 'every mother's perfect son'," the research concluded, "but sadly these were reserved for teenage boys who met a violent and untimely death."

At the same time a survey of nearly 1,000 teenage boys found 85 per cent believed newspapers portray them in a bad light.

They felt reality TV – with shows like The X Factor and Britain's Got Talent – portrayed them in a better light – with fewer than 20 per cent believing they were being portrayed negatively.

As a result of the negative press, 80 per cent felt adults were more wary of them now than they had been a year ago. However, the most striking finding, according to the research, was that many were now more wary of boys of their own age. "It seems the endless diet of media reports about 'yobs' and 'feral' youths is making them fearful of other teens," it said. "Nearly a third said they are 'always' or 'often' wary of teenage boys they don't know.

"The most popular reason for their wariness, cited by 51 per cent was 'media stories about teen boys' compared with 40 per cent who said their wariness was based on their own or friends' bad experiences of other teens."

Nearly three-quarters said they had changed their behaviour as a result of this wariness. The most common change, cited by 45.7 per cent, was boys avoiding places where teenagers hung around. Others included dressing differently (14.2 per cent), and changing who they were seen with (11.9 per cent). "For much of the press, there is no such thing as a good news story about teenagers," it added.

"Stories about sport and entertainment, which might have balanced other negative coverage, also took a critical line. Only 16 per cent of stories about teens and entertainment were positive: only 24 per cent about teens and sport were positive."

The research found that – for all the coverage of teenage issues – the boys' voices themselves were rarely heard in newspapers. Fewer than one in 10 articles about young people actually quoted young people or included their perspectives in the debate.

Fiona Bawden, the WiJ committee member who presented the research at the British Library, said: "When a photo of a group of perfectly ordinary lads standing around wearing hooded tops has become visual shorthand for urban menace, or even the breakdown of society, it's clear teenage boys have a serious image problem.

"The teen boys' 'brand' has become toxic. Media coverage of boys is unrelentingly negative, focusing almost entirely on them as victims or perpetrators of crime – and our research shows that the media is helping make teenage boys fearful of each other."

The research, Hoodies or Altar Boys? what is media stereotyping doing to our British boys? was carried out for WiJ by the research company, Echo.

Opinion Writing

TASK: Write a letter in response to the article 'Hoodies, Louts and Scum'

- Introduce the topic (say why you are writing)
- State your opinion (3 part thesis)
- State the reasons that support your opinion. Why do you think the way that you do?
- Use persuasive language devices to support your opinion.
- Use discourse markers (linking words) such as: and, because, also, first, for example, similarly, however, whereas, etc.
- Write a summary sentence of your overall view

Self-assess by ticking off the success criteria above.

Lesson 6:

Improving your WHAT HOW WHY paragraph.

Use the paragraphs you wrote in the last lesson and give yourself a target. You will now re-write the paragraph using this target but with further help.

First select the "attitude" of the author from the list below.

ATTITUDES
Topic Sentence
The writer...

Positive attitude ☺	Neutral attitude 😐	Negative attitude ☹
respects	introduces	criticises
celebrates	considers	dislikes
	presents	dismisses
encourages	suggests	is unsympathetic to
values	questions	condemns
sympathises	is confused by	mistrusts

Now try to add your paragraph into the boxes below. Does it include each section of the WHAT HOW WHY paragraph? WHY should come first.

Make sure you include:

WHAT: a quote and your topic.

HOW: the method and effects of the devices used in the article.

WHY: the reason the author wrote this - the overall effect.

Check your work again - do you feel that you have met your target with your second, improved paragraph?

WHY

WHY: What does the author want you to think of the topic?

HOW (method)

Form

Language

Structure

Specific Effects

WHAT (quote or reference + inference)

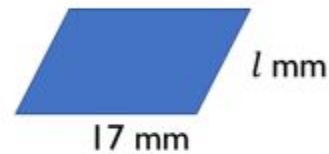|	

MATHS
 	
These tasks should take you:
 	
6-7 hours
	# Week 1
	
	<u>Retrieval Practice- Flashback 4</u>
	
	Copy and complete each question and write out an explanation of the key words, check that you can pronounce and spell it correctly.
	
	<u>Sheet 1</u>
	
	1) 8×6
	
	2) The parallelogram has perimeter 42 mm. Work out l
	
	         l mm
	       17 mm
	
	3) Write 36% as a decimal.
	
	4) Name something you might measure in kilometres.
	
	Vocabulary check: Billion

1)   List the factors of 12

2)   Dora has £365 in the bank
           She pays a £94 bill. What is her new bank balance?

3)   What number is 0.2 less than $\frac{1}{2}$?
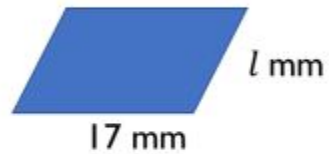
4)   Round 7645 to one significant figure.

Vocabulary check: Difference

Please mark your work with the answers below:

Sheet 1

1) 8×6 48

2)   The parallelogram has perimeter 42 mm. Work out l

                                                         4

l mm

17 mm

3)   Write 36% as a decimal.   0.36

4)   Name something you might measure in kilometres.
                              e.g. distance between two towns

<u>Sheet 2</u>

1)   List the factors of 12   **1, 2, 3, 4, 6, 12**

2)   Dora has £365 in the bank
She pays a £94 bill. What is her new bank balance? **£271**

3)   What number is 0.2 less than $\frac{1}{2}$?   **0.3 or $\frac{3}{10}$**

4)   Round 7645 to one significant figure.   **8000**

Topic: <u>**UNDERSTAND AND USE MULTIPLES**</u>

- **Write a summary of what you know about MULTIPLES in your book.**

- **List examples of using MULTIPLES in everyday life**

- **Copy and complete the following:**

1) What is 6 multiplied by 4?

2) What multiplication facts does the diagram represent?

8	8	8	8	8
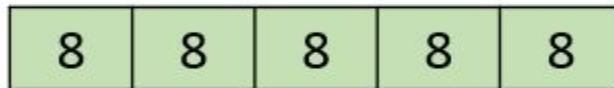
3) Write down all of the factors of 18

4) Work out the next two terms in the sequence.

   7, 14, 21, ____, ____, ...

Mark your work:

1) What is 6 multiplied by 4? 24

2) What multiplication facts does the diagram represent?

| 8 | 8 | 8 | 8 | 8 |

$8 \times 5 = 40$

or

$5 \times 8 = 40$

3) Write down all of the factors of 18

1 and 18   2 and 9

3 and 6   1, 2, 3, 6, 9 and 18

4) Work out the next two terms in the sequence.
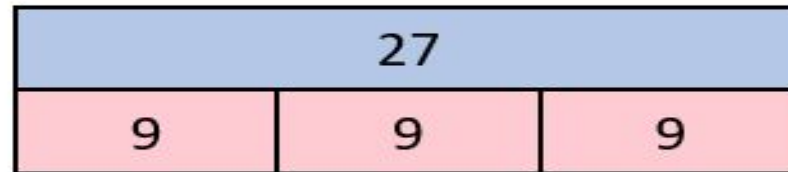
7, 14, 21, _28_, _35_, ...

NB: Multiples of a number are numbers on the MULTIPLication times tables of that number.

- **Copy and complete the following:**
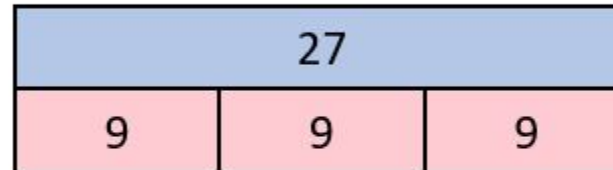
Complete the sentence.

27		
9	9	9

The bar model shows that _____ is a multiple of

Write down the first 5 multiples of 9

The following are the answers to the above questions:

Complete the sentence.

27		
9	9	9

The bar model shows that __27__ is a multiple of __9__

Write down the first 5 multiples of 9

9, 18, 27, 36, 45

Copy and complete the following questions:

Find any 5 multiples of these numbers.

a) 7

b) 12

c) 18

d) 200

Now mark your work.

Have a think

Find any 5 multiples of these numbers.

a) 7

7 , 14 , 21 , 28 , 35 etc.

b) 12

12 , 24 , 36 , 48 , 60 etc.

c) 18

18 , 36 , 180 , 1,800 , 1,818 etc.

d) 200

200 , 400 , 600 , 1,400 , 20,000 etc.

Read, copy and complete the following questions into your exercise books:

Have a think **⏸**

To find the LCM of two numbers you multiply them together.

LCM of 7 and 6

7, 14, 21, 28, 35, (42,) 49 …
6, 12, 18, 24, 30, 36, (42,) 48 …

LCM of 7 and 6 is 42

$7 \times 6 = 42$

LCM of 4 and 10

4, 8, 12, 16, (20,) 24, 28 …
10, (20,) 30, 40, 50 …

LCM of 4 and 10 is 20

$4 \times 10 = 40$

Which of these pairs of numbers will Ron's method work for?

| 8 and 11	6 and 14	15 and 25	15 and 16
LCM = 88	LCM = 42	LCM = 75	LCM = 240

The following is the link for the worksheet:

https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y7-Spring-Block-2-WO3-Understand-and-use-multiples-2019.pdf

The following is the link for the video:

https://vimeo.com/499607033

Complete the following questions on the worksheet in your exercise books.

35

7	7	7	7	7
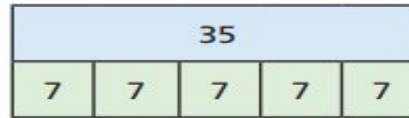
a) Explain how the bar model shows that 35 is a multiple of 7

_____

_____

b) Find three more multiples of 7 other than 35

_____

c) Find a multiple of 7 greater than 1,000

d) Explain to a partner why 40 is not a multiple of 7

2 Draw a bar model to illustrate why 48 is a multiple of 8

3 Find any five multiples of these numbers.

a) 5 _____

b) 11 _____

c) 17 _____

4

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

a) Circle all the multiples of 12 in the hundred square.

b) Draw a square around all the multiples of 8

c) List all the common multiples of 12 and 8 between 1 and 100

_____

Discuss how you found the common multiples with a partner.

d) What is the lowest common multiple of 12 and 8?

5 Find the lowest common multiple of these numbers.

a) 4 and 5

$\boxed{}$

b) 15 and 10

$\boxed{}$

c) 9 and 7

$\boxed{}$

d) 9, 6 and 2

$\boxed{}$

6 Tick all the multiples of 30

5	0	3,003	90	180	6

300	1,000	930	3,000	30	130

7 495 is a multiple of 15

Find the first three multiples of 15 above 500

_____

8 Teddy and Rosie are discussing whether 6 is a multiple or a factor of 6

I think 6 is a factor of 6

I think 6 is a multiple of 6
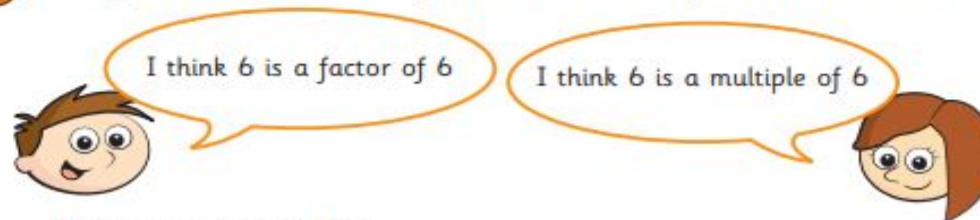
Who do you agree with? _____

Explain why.

9

To find the lowest common multiple of two numbers, you can multiply them.

Tick the pairs of numbers that Amir's method will work for.

7 and 9   10 and 8   12 and 4   6 and 8

10   What is the lowest common multiple of 3, 5 and 20?

Discuss the most efficient way to find the answer.

Extension: **Exemplar Questions**
Complete the following questions as extension work:

Use the diagram to explain why 48 is a multiple of 12

12	12	12	12

Write down 5 other multiples of 12
Write down a multiple of 12 that is greater than 1000.
Explain why 40 is not a multiple of 12

Here is a 50 grid.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Circle all the multiples of 4
Now put a square around all the multiples of 6
What are the common multiples of 4 and 6 less than 50?
What is the lowest common multiple of 4 and 6?
How do you know?

Answer the following True / False questions - explain your thinking and reasonings.

True or False ?

32 is the lowest common multiple
of 4 and 8

True or False ?

False

8 is the LCM

Now create a set of your own True/False questions - make a set of cards / a puzzle / chatterbox etc.

Topic: <u>**MULTIPLY AND DIVIDE INTEGERS AND DECIMALS BY POWERS OF 10**</u>

- **Write a summary of what you know about POWERS OF 10 in your book.**

- **List examples of using INTEGERS AND DECIMALS in everyday life**

- **Copy and complete the following:**

1) Complete the headings on the place value chart.
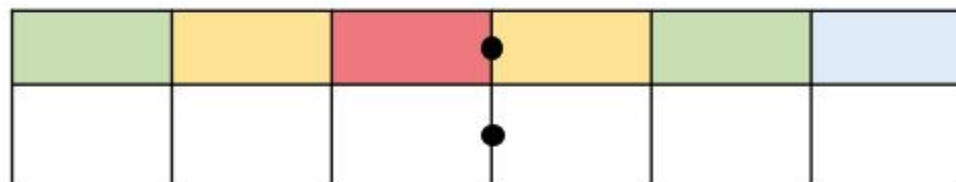
2) Which of the following are powers of 10?

10^3

100

10

10,000

300

3^{10}

1000

30

3) Complete the sentence.

Division is the _____ of multiplication.

Mark your work.

1) Complete the headings on the place value chart.

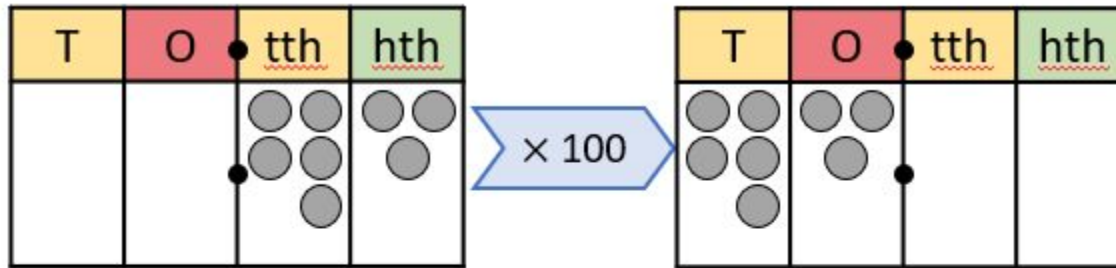| H	T	O	•	tth	hth	thth

2) Which of the following are powers of 10?

10^3

100

10

10,000

300

3^{10}

1000

30

3) Complete the sentence.

Division is the _inverse_ of multiplication.

Now copy the following examples into your exercise books.

H	T	O
	●	● ●

× 10

H	T	O
●	● ●	● ●

$12 \times 10 = 120$

$$0.53 \times 100 = 53$$

$$53 \div 100 = 0.53$$

Copy the following questions in your books:

Th	H	T	O
		3	7

×10

Th	H	T	O
	3	7	0

$$37 \times 10 = 370$$

Th	H	T	O
		3	7

×100

Th	H	T	O
3	7	0	0

$$37 \times 100 = 3700$$

Th	H	T	O
		3	7

× 100

Th	H	T	O
	3	7	0	0

37 × 100 = 3700

Th	H	T	O
3	7	0	0

÷ 100

Th	H	T	O
		3	7

3700 ÷ 100 = 37

Use the following chart when answering the questions from the worksheet:
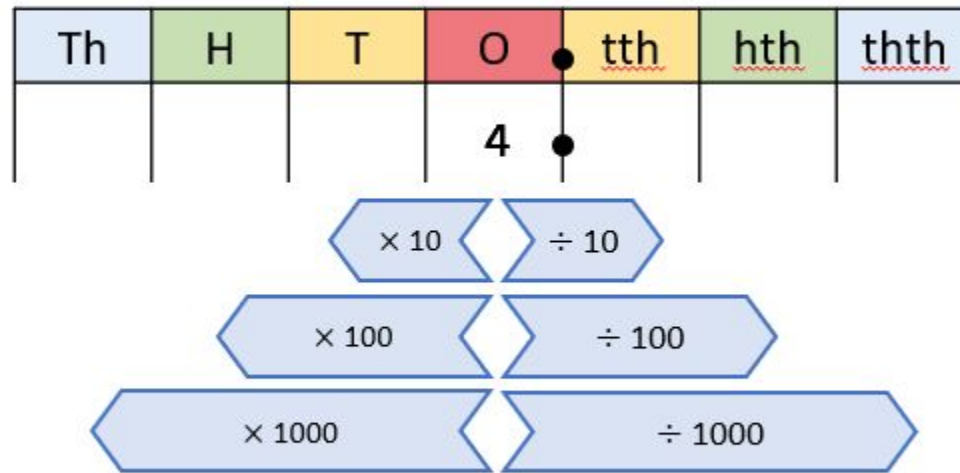
Th	H	T	O	tth	hth	thth
			4			

×10 ÷10

×100 ÷100

×1000 ÷1000

This is the link for the lesson video:

https://vimeo.com/499607473

The following is the link for the worksheet:

https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y7-Spring-Block-2-WO4-Multiply-and-divide-by-powers-of-10-2019.pdf

Complete the following questions on the worksheet in your exercise books.

1 Draw counters in the place value charts on the right-hand side to show the new number. Then write the calculation.

a)

T	O
●● ●● ●	

×10

H	T	O

☐ × ☐ = ☐

b)

O •	Tth	Hth
●●		

÷10

T	O •	Tth	Hth

☐ ÷ ☐ = ☐

c)

O •	Tth	Hth
●● ●●	●● ●● ●● ●●	

÷100

O •	Tth	Hth	Thth

☐ ÷ ☐ = ☐

2 The place value charts show Teddy's counters before and after completing a calculation.

Before

H	T	O	Tth	Hth	Thth
●● ●	●● ●● ●	●			

After

H	T	O	Tth	Hth	Thth
			● ● ●	●● ●● ●	●

What calculation has Teddy worked out?

[_____] ( ) [_____] = [_____]

How do you know?

3 Discuss with a partner what happens to the digits when:

- you multiply a number by 10
- you divide a number by 100
- you multiply a number by 1,000

4 Complete the calculations.

Use a place value chart to help you if you need it.

a) $23 \times 10 =$ ⬚

$23 \times 100 =$ ⬚

$23 \times 1,000 =$ ⬚

b) $1.42 \times 10 =$ ⬚

$1.42 \times 100 =$ ⬚

$1,000 \times 1.42 =$ ⬚

$10,000 \times 1.42 =$ ⬚

c) $490 \div 10 =$ ⬚

$490 \div 100 =$ ⬚

$490 \div 1,000 =$ ⬚

d) $78 \div 10 =$ ⬚

$7.8 \div 10 =$ ⬚

$0.78 \div 10 =$ ⬚

$7.08 \div 10 =$ ⬚

5 Complete the calculations.

a) $56 \times 1{,}000 = $ ____

b) $0.48 \div 100 = $ ____

c) $15.2 \div 1{,}000 = $ ____

d) $2.3 \times 1{,}000 \div 10 = $ ____

e) $3.043 \times 100 = $ ____

f) $489{,}000 \div 10{,}000 = $ ____

g) $10{,}000 \times 0.17 = $ ____

h) $100 \times 0.461 \div 1{,}000 = $ ____

6 Fill in the missing numbers.

a) $0.409 \div$ ____ $= 0.0409$

b) ____ $\times 100 = 24{,}040$

c) $1{,}000 \times$ ____ $= 0.8$

d) ____ $\div 1{,}000 = 1{,}056$

e) $42 \div 1{,}000 \times$ ____ $= 4.2$

7 Solve the equations.

a) $\frac{x}{100} = 10.8$

c) $10k = 94.6$

$x =$ _____

$k =$ _____

b) $17.25h = 17,250$

d) $\frac{y}{1000} = 1.04$

$h =$ _____

$y =$ _____

8 Nijah answers this question.

$0.4 \times 100 =$ _____0.400_____

What mistake has Nijah made?

9

A	a positive multiple of 50

B	100 times larger than A

C	10 times smaller than A

Are these statements always, sometimes or never true?

B is a multiple of 5 _____   B ÷ C is an integer _____

B < C _____   C ÷ B is an integer _____

B > C _____   B is 10 times smaller
than C _____

White
Rose
Maths

Put the results of these calculations in order, starting with the smallest.

82×0.1

$802 \div 10$

$80.2 \div 100$

8.2×10

$82 \div 100$

80.2×0.01

Complete each bar model and conversion.

1 km	1 km	1 km	1 km
1,000 m	1,000 m		

4 km = _____ m

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg	
1000 g	1000 g	1000 g					

6.5 kg = _____ g

Compare these ways of calculating 43×9.9

Work out 43×99 and divide the answer by 10

Work out 43×10 and 43×0.1 and subtract the answers

Answer the following True / False questions - explain your thinking and reasonings.

True or False ?

$$28 \div 100 \; < \; 2.8 \div 10$$

True or False ?

False

$$28 \div 100 = 2.8 \div 10$$

Now create a set of your own True/False questions - make a set of cards / a puzzle / chatterbox etc.

Week 2

Retrieval Practice- Flashback 4

Answer the question - Based off prior knowledge

Flashback 4

1) Change 3.5 m into centimetres.

2) Work out $6842 \div 100$

3) Aisha buys a book for £7.50 and sells it for £12. How much profit does she make?
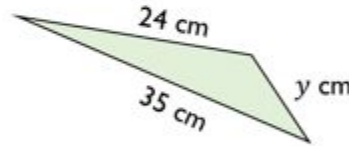
4) Simplify $3ab + 4 + 6ab + 12$

Vocabulary check: Inverse

White Rose Maths

Flashback 4

1) Work out $6.3 \div 100$

2) Find the product of 17 and 12

3) Work out the value of y

24 cm

35 cm

y cm

Perimeter = 72 cm

4) Solve the equation $36 = 2x + 2x$

Vocabulary check: Debit

White Rose Maths

The following are the answers to the above Flashback questions:

1) Change 3.5 m into centimetres. 350 cm

2) Work out $6842 \div 100$ 68.42

3) Aisha buys a book for £7.50 and sells it for £12. How much profit does she make? £4.50

4) Simplify $3ab + 4 + 6ab + 12$ $9ab + 16$

Vocabulary check: Inverse

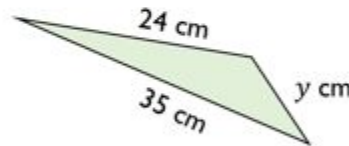White Rose Maths

Flashback 4

1) Work out $6.3 \div 100$ 0.063

2) Find the product of 17 and 12   204

3) Work out the value of y 13

24 cm

Perimeter = 72 cm

y cm

35 cm

4) Solve the equation $36 = 2x + 2x$ $x = 9$

Vocabulary check: Debit

White Rose Maths

MULTIPLY BY 0.1 AND 0.01

The following is the link for the worksheet:

The following is the link for the lesson video:

https://vimeo.com/499607755

Copy and complete the following into your exercise books:

1) Work out each calculation.

   a) $180 \div 10 =$?   c) $180 \div 100 =$?

   b) $18 \div 10 =$?   d) $18 \div 100 =$?

2) Work out each calculation.

   a) $\frac{1}{8} \times 5 =$?   c) $\frac{1}{8} \times 16 =$?

   b) $\frac{1}{10} \times 7 =$?   d) $\frac{1}{10} \times 14 =$?

White Rose Maths

1) Work out each calculation.

a) $180 \div 10 =$?   c) $180 \div 100 =$?

b) $18 \div 10 =$?   d) $18 \div 100 =$?
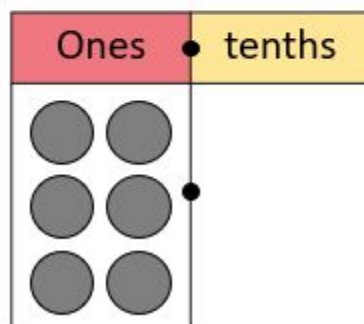
2) Work out each calculation.

a) $\frac{1}{8} \times 5 =$?   c) $\frac{1}{8} \times 16 =$? $= 16 \div 8 = 2$

b) $\frac{1}{10} \times 7 =$?   d) $\frac{1}{10} \times 14 =$?
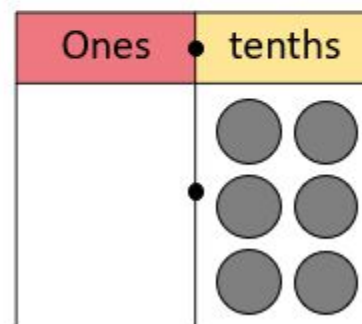
$= 14 \div 10 = 1.4$

Please have a look at the visual representation of multiplying and dividing by powers of 10:

$$6 \times 0.1 = 0.6$$

$$6 \times 0.1 \equiv 0.1 \times 6$$

Ones	tenths
● ●	
● ●	
● ●	

$\times \ 0.1 =$

$\div \ 10 =$

Ones	tenths
	● ●
	● ●
	● ●

$$6 \times 0.1 = 6 \times \frac{1}{10} = 6 \div 10 = 0.6$$

6

| 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 |
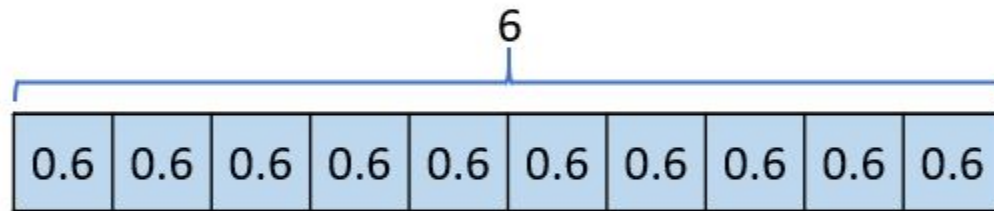
$$4.2 \times 0.1 = 4.2 \times \boxed{?} = 4.2 \div \boxed{?} = \boxed{?}$$

Here is another visual representation:

$$14 \times 0.01 = 14 \times \frac{1}{100} = 14 \div 100 = 0.14$$

$\div 100$

Tens	Ones •	tths	hths
●	● ● ● ● •		

Tens	Ones •	tths	hths
	•	●	● ● ● ●

Have a think ⏸

White Rose Maths

$$\boxed{2.3 \times 0.1} \times 0.1 = 0.23 \times 0.1$$

$$= 0.023$$

Can you think of a different way
to perform this calculation?

Please copy and attempt the following questions:

1 Complete the calculations.

a) $87 \times 0.1 = 87 \times \frac{1}{10} = 87 \div \boxed{} = \boxed{}$

b) $8.07 \times 0.1 = 8.07 \times \frac{1}{10} = 8.07 \div \boxed{} = \boxed{}$

c) $870 \times 0.1 = 870 \times \frac{1}{10} = 870 \div \boxed{} = \boxed{}$

d) $0.807 \times 0.1 = 0.807 \times \frac{1}{10} = 0.807 \div \boxed{} = \boxed{}$

2 Explain why multiplying by 0.1 is the same as multiplying by $\frac{1}{10}$

_____

_____

3 Complete the calculations.

a) $53 \times 0.01 = 53 \times \frac{1}{100} = 53 \div \boxed{} = \boxed{}$

b) $530 \times 0.01 = 530 \times \boxed{\frac{}{}} = 530 \div \boxed{} = \boxed{}$

c) $503 \times 0.01 = 503 \times \boxed{\frac{}{}} = 503 \div \boxed{} = \boxed{}$

d) $0.53 \times 0.01 = 0.53 \times \boxed{\frac{}{}} = 0.53 \div \boxed{} = \boxed{}$

4 Explain why multiplying by 0.01 is the same as dividing by 100

_____

_____

_____

5

Multiplying by 0.1 and then multiplying by 0.1 again is the same as multiplying by 0.01

Do you agree with Eva? _____

Use examples to support your answer.

_____

_____

Compare answers with a partner.

6 Match the equivalent calculations.

× 1		÷ 100
× 0.1		÷ 10
× 0.01		÷ 1,000
× 0.001		÷ 1

7 Work out the calculations.

a) $827 \times 0.1 =$ ⬚

b) $32 \times 0.01 =$ ⬚

c) $30.1 \times 0.01 =$ ⬚

d) $5{,}060 \times 0.01 =$ ⬚

e) $0.7 \times 0.01 =$ ⬚

f) $2.08 \times 0.1 =$ ⬚

g) $0.1 \times 48.9 =$ ⬚

h) $0.01 \times 0.47 =$ ⬚

i) $0.1 \times 0.1 =$ ⬚

j) $0.01 \times 0.01 =$ ⬚

8 Here are some multiplications.

| 0.308×10 | $3{,}080 \times 0.01$ | 38×0.1 | $3{,}800 \times 0.01$ |

Write the products in descending order.

_____

9 **a)**

I can think of a multiplication where the number stays the same.

What multiplication might Dora be thinking of?

_____

b)

Sometimes multiplication makes a number greater and sometimes multiplication makes a number smaller.

Do you agree with Ron? _____

Use examples to explain your answer.

_____

_____

_____

Discuss your answers to parts a) and b) with a partner.

10 Fill in the missing numbers.

a) $14.3 \times 10 \times \boxed{} = 14.3$

b) $48.3 \times \boxed{} \times 100 = 48.3$

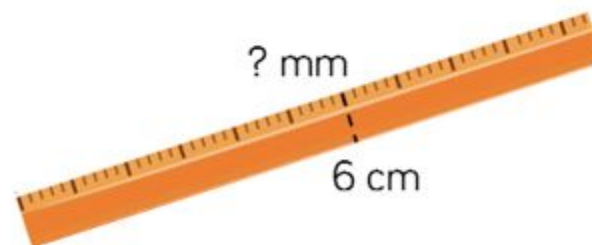c) $0.01 \times 712 \times \boxed{} = 0.712$

d) $91 \times 10 \times \boxed{} = 9.1$

e) $0.02 \times \boxed{} \times 1,000 = 2$

f) $\boxed{} \times 0.1 \times 100 = 0.06$

Extension: Please use the following exemplar questions as extension work.

Find the missing equivalent measures:
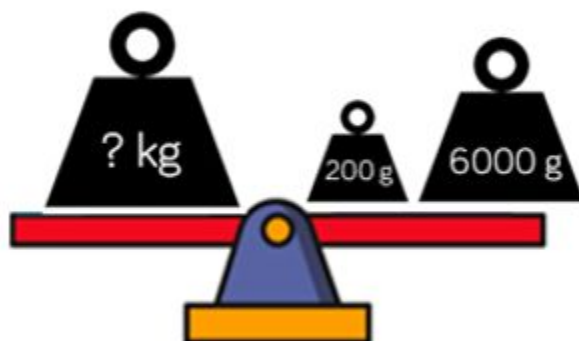
Work out 17×8. Use your answer to write down the answers to

1.7×8

0.17×8

0.8×17

0.8×0.17

Solve the equations.

$$\frac{x}{10} = 5.8 \qquad 100y = 4 \qquad 1.18 \times z = 1180$$

Answer the following True / False questions - explain your thinking and reasonings.

True or False ?

Multiply by 0.1 and 0.01

Multiplying by 0.1

is the same as dividing by 10

True or False ?

True

Multiplying by 0.1

is the same as dividing by 10

$$\frac{1}{10} = 0.1$$

Now create a set of your own True/False questions - make a set of cards / a puzzle / chatterbox etc.

Convert Metric units

The following is the link for the worksheet:

https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y7-Spring-Block-2-WO6-Convert-metric-units-2019.pdf

The following is the link for the lesson video:

https://vimeo.com/499608079

Copy the following into your exercise books:

1) Write down the abbreviation for the metric units.

Metre _____   Kilogram _____

Centilitre _____   Centimetre _____

Millilitre _____   Milligram _____

2) Which metric unit of measure would you use to measure the length of a pencil?

g   km   cm   ml   inches

Now mark your answers

1) Write down the abbreviation for the metric units.

Metre ____m____   Kilogram ____kg____

Centilitre ___cl___   Centimetre ____cm____

Millilitre ___ml___   Milligram ____mg____

2) Which metric unit of measure would you use to measure the length of a pencil?

~~g~~   ~~km~~   cm   ~~ml~~   ~~inches~~

Write the following examples into your exercise books:

How many centimetres are in one metre?

There are 100 cm in 1 m

100 cm = 1 m

How many millimetres are in one centimetre?

There are 10 mm in 1 cm

10 mm = 1 cm

How many metres are in one kilometre?

There are 1000 m in 1 km

1000 m = 1 km

Convert 400 cm to metres

Have a think

$\div 100$

400 cm = 4 m

100 cm = 1 m

$\div 100$
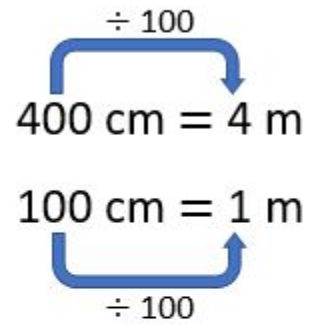
100 cm	100 cm	100 cm	100 cm
1 m	1 m	1 m	1 m

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Convert the following to metres

Have a think ⏸️

÷ 100

400 cm = 4 m

100 cm = 1 m

÷ 100

÷ 100

450 cm = 4.5 m

100 cm = 1 m

÷ 100

÷ 100

4 cm = 0.04 m

100 cm = 1 m

÷ 100

× 1000

4 km = 4000 m

1 km = 1000 m

× 1000

Convert the following to centimetres

$\times$ 100

7 m = 700 cm

1 m = 100 cm

$\times$ 100

$\times$ 100

7.5 m = 750 cm

1 m = 100 cm

$\times$ 100

$\div$ 10

40 mm = 4 cm

10 mm = 1 cm

$\div$ 10

$\div$ 10

42 mm = 4.2 cm

10 mm = 1 cm

$\div$ 10

Examples of metric units of weight and capacity

l litres	cl centilitres	ml millilitres
kg kilograms	g grams	mg milligrams

We know that…

There are 100 centimetres in 1 metre.

$$100 \text{ cm} = 1 \text{ m}$$

Similarly, there are 100 centilitres in 1 litre.

Kilo…
means
thousand

4 kilograms is equal to 4000 grams.

We know that...

There are 100 <u>centi</u>metres in 1 metre.

$$100 \text{ cm} = 1 \text{ m}$$

Similarly, there are 100 <u>centi</u>litres in 1 litre.

Kilo...	Centi...
means	means
thousand	hundredth

$$18 \text{ centilitres} = \frac{18}{100} \text{ litres} = 0.18 \text{ litres}$$

We know that...

There are 100 centimetres in 1 metre.

$$100 \text{ cm} = 1 \text{ m}$$

Similarly, there are 100 centilitres in 1 litre.

Kilo...	Centi...	Milli...
means	means	means
thousand	hundredth	thousandth

$$452 \text{ milligrams} = \frac{452}{1000} \text{ grams} = 0.452 \text{ grams}$$

Please copy and attempt the following questions:

1 Complete each bar model and conversion.

a)

1 m	1 m	1 m	1 m	1 m
100 cm	100 cm			

5 m = [　　　　] cm

b)

1 kg	1 kg	1 kg	1 kg		
1,000 g					

6 kg = [　　　　] g

c)

1 km	1 km	1 km	0.5 km
1,000 m			

3.5 km = [　　　　] m

d)

10 mm	10 mm	10 mm	10 mm	10 mm	10 mm		
1 cm	1 cm						

80 mm = [   ] cm

e)

1 m		1 m	0.5 m
100 cm			
1,000 mm			

2.5 m = [   ] mm

f)

1,000 ml	1,000 ml	1,000 ml	1,000 ml	250 ml
1 l				

4,250 ml = [   ] l

2 Convert these measures.

a)

4.5 kg = [   ] g

b)

30 cm = [   ] m

c)

$2.5\ l =$ [　　　　] ml

3 Work out these conversions.

$5\ m =$ [　　　　] cm $\qquad$ $300\ cm =$ [　　　　] m

$5.5\ m =$ [　　　　] cm $\qquad$ $350\ cm =$ [　　　　] m

$5.7\ m =$ [　　　　] cm $\qquad$ $370\ cm =$ [　　　　] m

$5.07\ m =$ [　　　　] cm $\qquad$ $307\ cm =$ [　　　　] m

$15.7\ m =$ [　　　　] cm $\qquad$ $1{,}300\ cm =$ [　　　　] m

4 Work out these conversions.

a) 2 kg = [ ] g

3.2 kg = [ ] g

3.02 kg = [ ] g

b) 5 l = [ ] ml

8.4 l = [ ] ml

0.35 l = [ ] ml

1.35 l = [ ] ml

c) 2,000 m = [ ] km

2,800 m = [ ] km

12,000 m = [ ] km

d) 5,200 g = [ ] kg

5,280 g = [ ] kg

5,285 g = [ ] kg

285 g = [ ] kg

5 A jug contains 2.55 l of juice.

A glass can hold 200 ml.

a) How many full glasses of juice can be poured using the juice in the jug?

glasses

b) How much juice will be left in the jug? Give your answer in litres.

l

6 Huan is 167 cm tall.

Kim is 0.15 m taller than Huan.

How tall is Kim in metres?

m

7

Lake
2.5 km

Train station
850 m

What is the distance between the lake and the train station?

State the units of your answer.

Extension: Please use the following exemplar questions as extension work.

Use formal methods to solve the equations.

$3a = 411$

$3a = 41.1$

$3a = 4.11$

$3a = 0.411$

$6b = 72.6$

$4c = 0.9$

$12d = 96.9$

$e = \dfrac{36.8}{8}$

The mean of these numbers cards is 12
What is the missing number?

The mean of a different 4 cards is 6
The median of the cards is 7
What could the cards be?

TRUE OR FALSE?

Explain your reasonings.

0.5 kg < 50 000 g

True

$$0.5 \text{ kg} = 500 \text{ g}$$

$$1 \text{ kg} = 1000 \text{ g}$$

Explain why- create some similar questions as an extended task

SCIENCE	Task 1
These tasks should take you:	Design 3 different paper aeroplanes. Think about how you can design the aeroplanes so that you have a range of different designs. Test your aeroplanes by seeing how far they will travel.

Approximately 1 hour per task	Write a short explanation of your results, you should include information about *air resistance* in your answer

Task 2

Look around your home and pick three different objects (e.g. television, bed, fridge). Make a list of the materials that make up these different objects.

Explain why you think each of those materials has been chosen to make that object.

Task 3

Some materials are insulators (they allow heat or/and electricity to pass through them) or conductors (they do not allow heat or/and electricity to pass through them).

Thinking about the following objects, explain whether you would use materials which were conductors or insulators and explain your answer:

- Pan
- Window
- Bath
- Plug and wire

Task 4

Test your reflexes – Formula 1 drivers have to have excellent reflexes as they need to respond very quickly to any danger that may be ahead of them, this means that the drivers have a SHORT reaction time. Reaction times can be tested in lots of different ways.

Your task is to test the reaction times of as many people as possible and work out who the reflex champion in your home is!

You can test the reaction times in any of the following ways – you can pick one method or you could try repeating your experiment with different methods to see what effect they have.

Method 1 – Take a ruler and hold the bottom of it between your thumb and forefinger. Let go of the ruler and try to catch again as quickly as possible

Method 2 – If you have access to a mobile phone or the internet you can use a stopwatch (if you Google 'stopwatch' you will get one in your browser). The aim is to stop and start the timer in the shortest time possible.

Method 3 – Cut out a long piece of card, a piece of card from a cereal box works well. Similar to method 1, hold the cardboard at the bottom and release it and then try to grab it as quickly as possible. Make a mark on the card where you manage to catch it again.

Task 5

Affecting reaction times – There are many different factors which can affect a person's reaction time.

For each of the following factors describe the effect that they have on reaction times. Remember that if it makes your reactions QUICKER your reaction time DECREASES and if it makes your reactions SLOWER your reaction time INCREASES.

1) Drinking coffee

2) Feeling tired

3) Taking medicines which make you drowsy

4) Drinking energy drinks

5) Using a mobile phone

Task 6

Nervous system – Our nervous system and senses help us to respond to changes in our environment. Our nervous system consists of our brain, spinal cord and nerves. We also have five different sense organs that allow us to detect changes in the environment; our eyes, ears, nose, tongue and skin.

For each of the following changes in the environment you will need to state which sense organ detects the change and then how our body responds to that change, for example bright light would be detected by our eyes and the response would be to close our eyes.

1) A loud explosion

	2) Seeing a predator moving towards you
	3) Running across the road to avoid an oncoming car
	4) Being cold
	5) Eating food which has gone off
	6) Hearing a loud noise in the middle of the night
GEOGRAPHY **These tasks should take you:**	**Lesson 3:Features of a River** **DO NOW:** 1. Recap what is the water cycle 2. Using the map- where is the source and the mouth of the river? **Challenge:** List the places in order from the start of the journey Thames Estuary, Windsor, Lechlade, Reading, Oxford, Staines, Thames Head (Source) Task: Complete the fill in the gap activity.

What is a drainage basin?

A drainage basin is an _____ of land that is drained by a _____ and its _____. Precipitation falling within the _____ area finds its way into _____ and rivers that flow towards the _____.

Key Words

streams   river   sea   area   rainfall
catchment   tributaries   estuary

The **Drainage Basin System** is part of the **Hydrological (water) Cycle** that operates on the land (also known as the River Basin System).

The Drainage Basin System is made up of **inputs, flows, stores,** and **outputs.**

COPY THE FOLLOWING INTO YOUR BOOKS

INPUTS - water entering the system

TRANSFERS (Flows) – the movement of water through the system

STORES – water stored in the system

OUTPUTS – water leaving the system
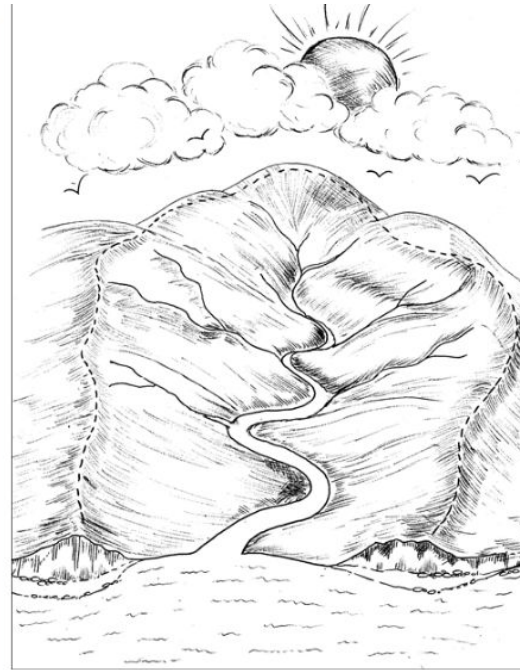
- the boundary of the drainage basin formed by the highest points of mountains / hills forming a ring around the drainage basin
- Where the river meets the sea
- a smaller offshoot of a main river
- the point at which two rivers meet
- where the river starts (usually high up in the mountains or hills)

MOUTH

WATERSHED

TRIBUTARY

SOURCE

CONFLUENCE

Think   Pair   Share

Task: Make a simple sketch of the following diagram.
Next, you will match each of the terminology and its definition to each part of the diagram using the yellow arrows as your indicators.
I have done the 'Mouth' for you already labelled on the diagram.

Source: the point where a river begins

Confluence: where two or more streams or rivers meet

Watershed: The higher outer boundary between two drainage basin

Estuary: an area of tidal water just before the mouth

Floodplain: a flat area either side of the river that floods

Tributary: a smaller stream or river that flows into a larger stream or river

Challenge: Label other features of the drainage basin

Mouth: where the river enters the sea

Plenary:

For each of the terminology learned, research and find real life images of each of the features. Either copy paste them into your document or sketch them with a brief description.

Lesson 4: What are the courses of a River

DO NOW:

1. Where the river starts. Blue lines appear in high areas with many contours…..

   Source

2. The point where the river comes to the end, usually when entering a sea. Often shown as a wide channel leading towards the sea. Coastal features such as sand may be shown……….

   Mouth

3. The point at which two rivers or streams join.
Two large blue lines meeting together…….

   Confluence

Task: read the following and be ready for the activity coming up

A river changes dramatically as it travels from its **source** to its **mouth.** The biggest change is its **SHAPE**
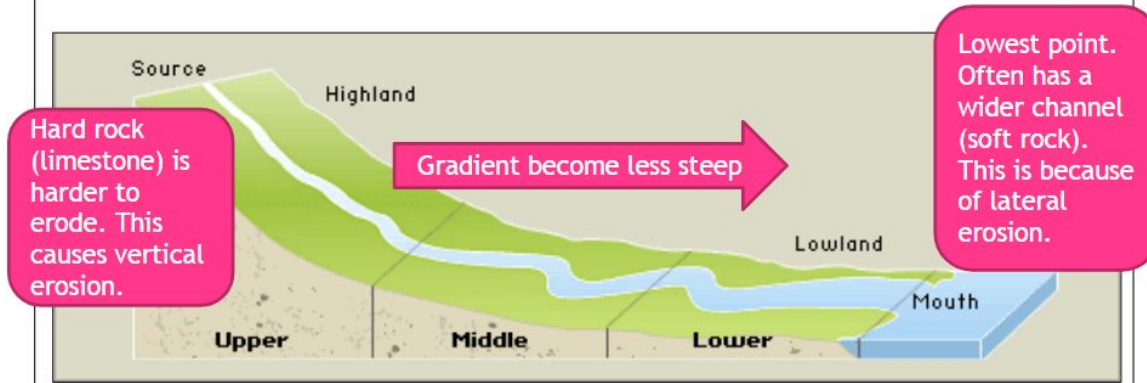
River Landscape Features

Upper
- Interlocking Spurs
- Waterfalls
- Gorges

Middle
- Meanders
- Ox-bow Lakes

Lower
- Estuaries
- Deltas
- Floodplains
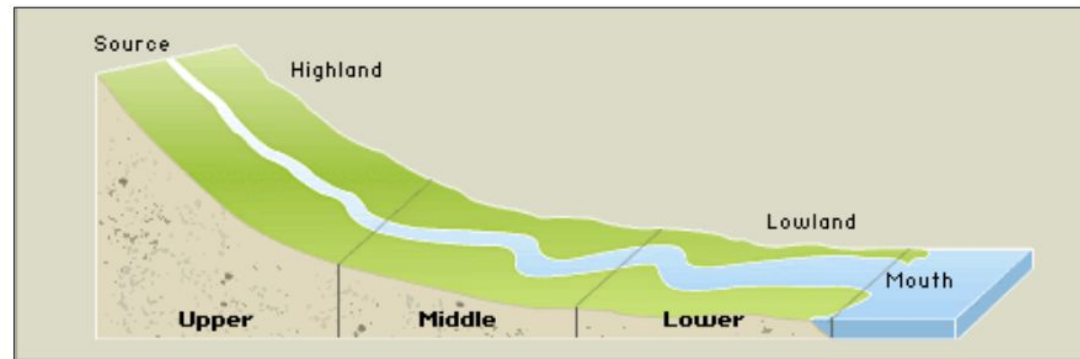
River landforms: Where are they found?

This line represents a river's long profile (cross section) from its source to its mouth.
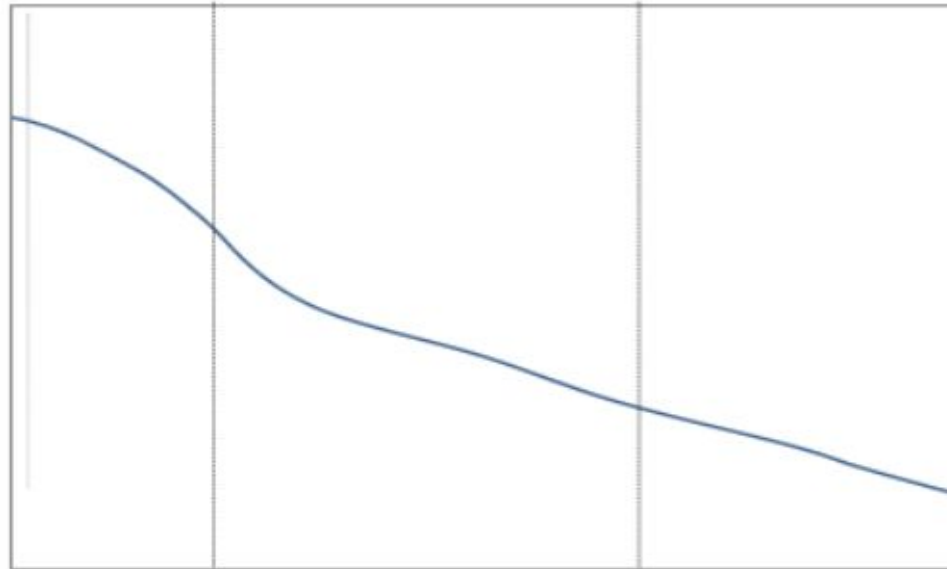
Task 1: Label the river's SOURCE and MOUTH

Task 2 Can you work out which part of the river is the upper, middle and lower section. Mark these on the long profile.

Narrow River Channel   **V Shaped Valleys**   **Fast Flowing Water**   **Waterfalls & gorges**   **Industry**

Reservoirs   **Meanders & ox bow lakes**   **Farmland**   **Towns & Cities**   **Sheep Farming**

Slow Flowing Water

Upper Course

Middle Course

Lower Course
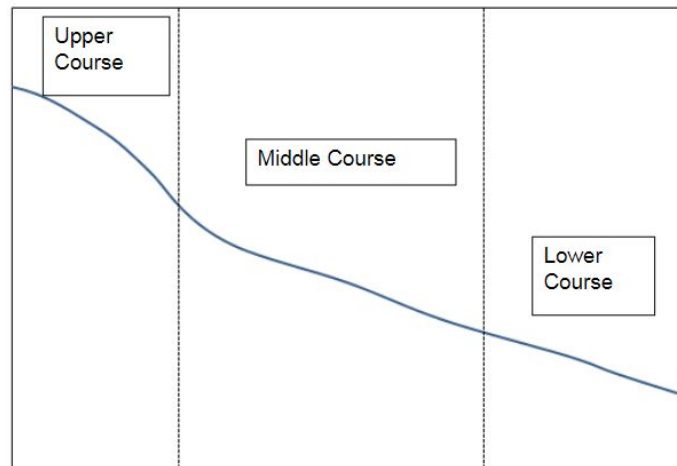
Task:
1)Sketch the diagram with its cross section of it.
2)Research real life 'V' shaped valleys, Gentle sloping valleys, and flat and wide floodplain and choose to write about one.

Must include:
- Image or sketch
- Main description
- Location
- Fun facts

'V'Shaped Valley   Gentle Sloping Valley   Flat and Wide Floodplain
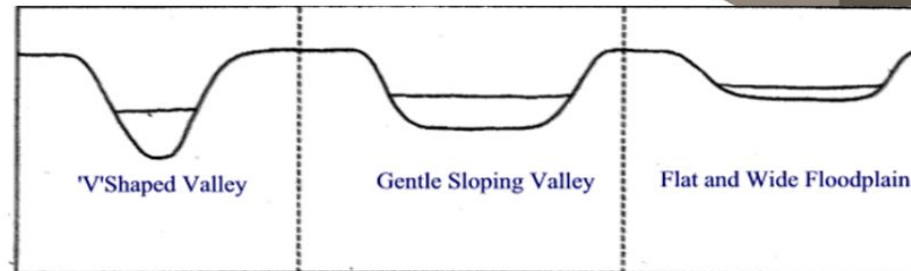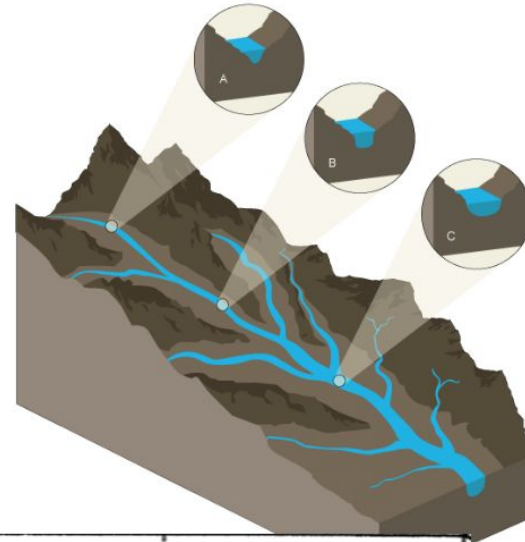
Plenary

Choose a key feature for each of the courses. Describe them and sketch how they would look like.

Upper
- Interlocking Spurs
- Waterfalls
- Gorges

Middle
- Meanders
- Ox-bow Lakes

Lower
- Estuaries
- Deltas
- Floodplains

5. What was England like before the Empire?

Medieval England

Key Term	Definition
Judaism	A religion.
Mob	An angry group of people, often violent.
Expelled	Forcing someone to leave and not allowing them to come back.

Q

1. Write the **second** claim Enoch Powell made about England/Britain in the 1960s. _____ _____	2. What famous battle happened in 1066? _____ What is the name of the period of history this battles marks the beginning of?

3. Put the time periods listed below in the correct order along the timeline:
  A. Anglo-Saxon England
  B. Medieval England
  C. Roman Britain
  D. Tudor England
	4. Put the events listed below in the correct order along the timeline:
	  A. World War One
	  B. Enoch Powell's two speeches
	  C. Empire Windrush sails into Britain
	  D. Indian Mutiny

500 BC	1 AD	500 AD	1000 AD	1500 AD	2000 AD	1800 AD	1850 AD	1900 AD	1950 AD	2000 AD

So far, we've used historical evidence to test Enoch Powell's first claim. He also said:

'The English can **revert [return] to being the people we were before the ships** of Elizabethan and Stuart England set off to forge the first British Emprie in the Americas.'

The 'Jew House' in Lincoln, northern England. Built in the 1100s by Jewish immigrants.

👁 Analyse the picture then answer the questions:

1. What can you see? Make a list of things. _____
_____
_____

2. What does the sign on the house say? _____
_____

3. So what religion were the people who lived here? _____
_____

4. What else can you infer about the people who lived here? Rich? Poor? Job? Family? I can infer _____
_____
_____
_____

_____

📖 Jewish people were one of the earliest migrant groups to arrive after William I and the Normans conquered England. Jewish families were invited to England by William I as he needed to borrow money to build castles and cathedrals. The Pope had banned Christians from money lending so Jews were relied on across Europe to loan money.

By the 1200s, many English towns had large Jewish communities. Some Jews worked as money-lenders, but not all. Historians have found other records of Jews working as doctors, goldsmiths (jewellery makers) and cheese-makers.

Lincoln had a thriving Jewish community. The last Jewish owner of the house was **Belaset Daughter of Solomon of Wallingford**. They were clearly a very rich family. This is a large medieval house and the carvings above the arches are very ornate.

🔍 You're going to do some more research on other medieval immigrants using the **England's Immigrants** database. We're trying to find out more about where migrants who arrived in Medieval times came from.

1. Go to https://www.englandsimmigrants.com/

2. Click 'Advanced Search'

3. Scroll down the screen and click the red 'Search' button.

4. On the left-hand side you should see a list of different countries and cities immigrants arrived from. Answer the questions below:

A. How many arrived from France (remember this included Norman too!)? _____
_____

B. How many arrived from the Netherlands ('Dutch')? _____

C. How many arrived from Genoa, Venice and Florence? _____

D. What country are these cities in today? (Search on Google if you're not sure) _____
_____

E. How many arrived from Cologne? _____

F. What country is this city in today? (Search on Google if you're not sure) _____
_____

5. Click on 'Genoa'. Click on 'John Andrewe' (the name will be listed surname first on the screen – 'Andrewe, John').

6. Click the red 'Full Record' button. Write the information below:

Name _____ Place of origin _____

Place of residence _____ Occupation (job) _____

C The record says John Andrewe is a 'Householder'. What might this mean? _____
_____

Follow instruction 7 on the last page.

Medieval Migration –1066-1485			
Name	Place of origin	Place of Residence	Occupation (job)

| ART

These tasks should take you: 40mins- 1hr | <u>**Surreal vs Real patterns.**</u>

Starter:
Which is a realistic piece of art? And explain your answer in a full sentence.

1   2   3

Why is this a surreal image?
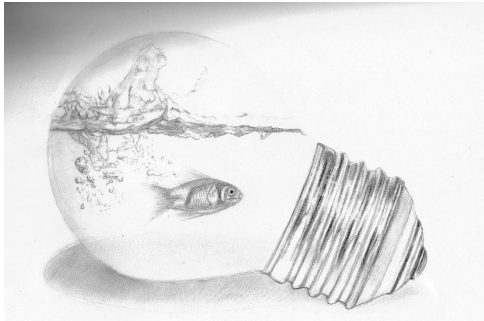
Task 1: Create a surreal creature using 3 different animals (*Example: Lions head, Pigs body and Duck feet*)
Examples:

 |

Task 2: Write under your Surreal drawing *1 Positive comment & 1 Target*

What went well with my surreal drawing was….
Next time I need to work on…..

Task 3: Using these items what Surreal 'Item or Creature' can you come up with.

Extension:
A famous Surreal Artist, Dali painted many unusual pieces of work which made many people have to double look to see what was painted. His work shows a lot of creativity and imagination.One of his most famous pieces of art is this piece called the **"The Persistence of Memory"** .
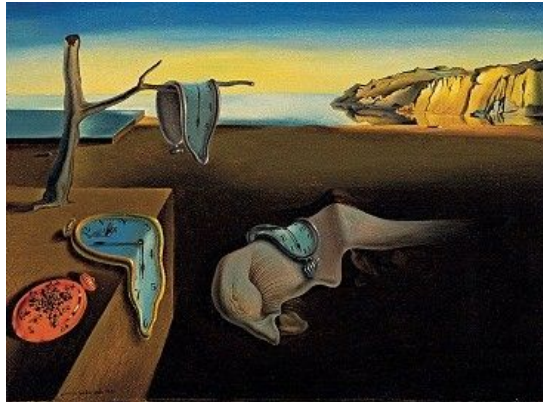
 Task: **What I would like you to do is find an object you have and try and draw it like Dali's melting clock.** *(You can use pencils, pen or colouring pencils)*

DRAMA **These tasks should take you:**	Putting on a show lesson 9 - marketing your show **Social media is a great way of marketing your show. Most people have some form of social media and this can be a great and low cost way of reaching lots of people.** **Look at the two posts from 'Curve Theatre's' facebook page. What important details do they give you about the shows they are advertising?** Another way you can market your show is to create a trailer. Watch the trailer below. It is for a play called 'Teechers'. In this play, three pupils put on a show about their time at school. They use **multi-role** to play other characters within the show. The lines spoken in the trailer are taken directly from the play. https://www.youtube.com/watch?v=w-ch9F-7TZY

Can you find a trailer for the show you are putting on?

Choose ONE of the marketing tasks below to complete:
1. Create a social media post to advertise your show. You might include the use of a picture, boomerang or short video clip to go alongside your post.
2. Create a short trailer to advertise your show. You might perform in your trailer, or you might use some other form of animation - cartoon animation or movie maker for example.
3. Come up with your own marketing idea for your show - maybe you could write a jingle? What creative talents do you have that I don't know about? Show them off here!

Putting on a show Lesson 10 - Press night

Press Night!

Press nights are when **theatre** critics, **press** and bloggers are invited to watch the production and review it, and usually celebrities are invited to this performance. This is a big **night** and can often make or break a show!

The critics, press and bloggers will write a review of the show and put it out to all of their readers - if it is positive, ticket sales will go through the roof. It is negative, the results can be disastrous for a theatre.

Celebrities tagging themselves in to the theatre on social media can also help with the shows promotion. Often they are invited in the hope that they will do just that. The paparazzi will photograph them and this also helps to promote the show.

Press night is a very important affair - it is glitzy, glamorous and needs to go well!

Choose one of the following 'press night' tasks:
1. Imagine you are a theatre critic. Write a review of the show for your publication. Remember to include a critic of the actor's performance. Read some of the reviews from the website 'Opening Night' to get an idea of how to set your review out. https://opening-night.org/
2. Imagine you are a celebrity who attended the press night. Using the clothes from your wardrobe, put together a smart, glamorous look suitable for such a prestigious event. Style your hair, take a selfie

and then write an instagram style tagline telling all of your fans where you are and how much you like the show. Remember - celebs like to be noticed and are often very over the top with their fashion choices.

3. Imagine you are part of the marketing team. Create a gift bag that you are going to give out to the press and celebs that attend the press night. Design the bag and the gifts inside - remember, the gifts MUST link to the show. Each gift bag can cost no more than £25 - so think carefully about what you might include. Use the link below to research theatre merchandise that is often sold at the theatre - maybe you could include some of these items, themed to your show, in the gift bag? https://wickedthemusicalstore.co.uk/

PRS **These tasks should take you:**	L1: The Island Unit: This term you will look at what builds communities and how faith keeps people together. Learning objectives for this Unit: **Foundation:** *Describe* what might influence them and consider what it might mean to be part of a group. **Intermediate:** *Explain* how events might affect themselves and others. **Higher:** *Evaluate* ideas of what is important. DO NOW: Complete the following questions in your books: 1. What communities/groups do you think you belong to? 2. Why is being part of a group or community important? What are the benefits? 3. Do you think we are always aware of the community or groups we are in?

Task 1: Copy the following keywords below. Then pick 4 keywords and write a sentence using each keyword.

Here is an example - 'At Woodside there are rules students and staff must follow.'

Spirituality – Seeking to understand the soul or the spirit.
Community - A group of people living in the same place or having a particular characteristic in common.
Rules – A set of regulations understood by all.
Punishment – To make someone suffer for bad behaviour or crime.
Bar/Bat Mitzvah – Coming of age ceremony within the Jewish religion.
Confirmation - A sacrament by which Catholics and Anglicans receive a special outpouring of the Holy Spirit
Rite of passage – a ceremony or event marking an important stage in someone's life, especially birth, the transition from childhood to adulthood, marriage, and death.
Prayer – The act of communicating with a divine being.
Pilgrimage - A journey of religious or spiritual importance.

Task 2: Read the speech bubble from the captain and answer the following questions.

The Captain and crew of the Princess Elizabeth would like to welcome you on our voyage to New York.. On our exclusively elegant journey, we ask you to sit back, relax and enjoy the delights of cruise life. All meals and entertainment are included in the price of your stay, so make the most of what we offer on board! We the staff aboard the Princess Elizabeth would like some more information about you, so that we can be sure to make your stay as personal as possible. For the next two weeks, we are all family.
Please answer the following questions in as much detail as possible.

Questions:
1. How do you feel saying goodbye to your friends and relatives?

2. Your sibling/best friend does not want you to go and starts crying. What do you say to reassure them?

3. You can take some items to remind you of them, what do you take and why?

Task 3: Captain John Smith just announced on board that everyone is invited to a celebratory 'Captains Dinner and Ball' where the dress code is strictly black tie. This is a very special night on the Princess Elizabeth. The chef is working hard to make sure that everything is just right. Your task is to design the perfect menu to celebrate this fantastic voyage and explain how each part of the menu is special to this voyage.

Your menu should look like this… I have included examples in the starter. When you have completed your menu write down how each part of the menu is special to this voyage.

For example, the starter is important for this cruise because it introduces cruise members to a Mediterranean menu.

<u>Menu</u>
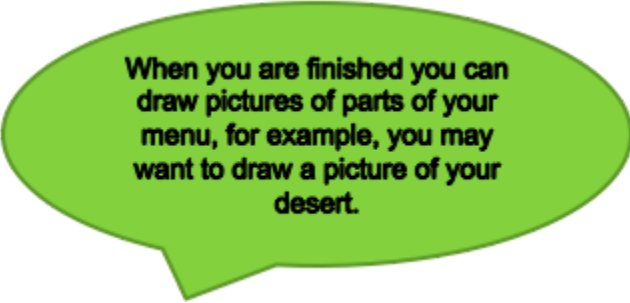
Starter

Halloumi fries,
Grilled vegetable anti pasty,
Mushroom soup

Main

Desert

To Drink:

When you are finished you can draw pictures of parts of your menu, for example, you may want to draw a picture of your desert.

Extension: Answer the following questions.

1. What will you be wearing to the ball? Is it difficult to decide?
2. How will you get prepared? Write down your 'getting ready' routine.
3. Write down 3 words that describe how you feel about the Ball?
4. What music will be playing at the ball? Name 3 songs.

<u>Task 3:</u> There is a terrible storm! The ship is starting to sink and you are asked to return to your cabin to get your life jacket!

Before you return to the main hall you grab 3 items to take with you.
Write down what items you have chosen, and why.
Draw a picture of them in your book.

Sentence starters:

I have chosen… because…

I have also chosen… because…

My final choice is… because…

Task 4: Play the following video

https://www.youtube.com/watch?v=3mvgeAWhBQk

Create a mind map of how you are feeling as you watch the following video clip.
How do you feel as your ship sinks?

Task 5: You wake up, on some rocks on a beach. You look around. You see other survivors. You take out your diary. Write down your first impressions of the other survivors and the island.

Similarities	Differences

<u>Task 6:</u>

No-one knows where you are, no-one will find you. You are together, but alone.....
　　　You take out your diary and write about how you feel. You look at the things you managed to take with you – how do you feel about them now?
　　　What do you think about the future?

Dear diary,

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Yours Faithfully,

_____

<u>Plenary activity:</u>

Write down three new words you have learnt this lesson and define them.

L2: The Island Unit: Leaders and rules in our community.

Learning objectives for this lesson:

Foundation: *Describe* and consider what it might mean to be part of a group.
Intermediate: *Explain* why rules are important
Higher: E*valuate* the pros and cons of rules.

DO NOW:

Religious Education and History is full of leaders.

1. Can you name any leaders? An example could be Boris Johnson, he is the leader of the country.
2. Can you think of any religious leaders?

Challenge: Crack the code to find out Jesus' most important teachings.

Crack the code to find out one of Jesus' most important teachings:

)*51)%)85*(1(@%</%<"4"9!5)%25)*51)54

1	2	3	4	5	6	7	8	9	0	!	"	£
a	b	c	d	e	f	g	h	i	j	k	l	m

$	%	^	&	*	(	)	<	>	/	?	@	#
n	o	p	q	r	s	t	u	v	w	x	y	z

Write your answer here:

_ _ _ _ _ _ / _ _ _ _ _ _ _ / _ _ / _ _ _ / _ _ _ _ _ _ / _ _ _ _ / _ _ _ / _ _ / _ _ _ _ _ _ _ _.

Task 1: What do you think makes a good leader?

Complete the grid, an example has been done for you.

Characteristic	Benefits of this would be	Applies to me?
Good communicator	So everybody knows what they are doing	✓

A good leader would make rules to protect everybody on the Island.

Task 2: Answer the following questions and then come up with your own rules for the island.

1. Why do we need rules?
2. What would society be like without rules?

Sentence starters:

We need rules because…
For example…
We also need rules because…

For example…

Create your own rules for the Island. What rules should we have and why?

Write down 5 rules that you think we should have on the Island.

1.
2.
3.
4.
5.

Explain why you have picked these rules.

Task 3:
In the Bible is a story about a group of people who needed a set of rules. These people were the Israelites who had been led by their leader Moses to escape Egypt and the evil Pharaoh who kept them as slaves and killed their sons so that they could not over throw him.

Because they were Gods chosen people He helped them to get free by punishing the Pharaoh and the Egyptians with ten plagues. Eventually the Pharaoh had to let them go. Moses let them into the desert.

The Ten Plagues of Egypt

Waters Turn to Blood Exodus 7:14-25	Amphibians (Frogs) Exodus 7:26-8:11	Gnats (Lice) Exodus 8:12-15	Flies Exodus 8:16-28	Disease on Livestock Exodus 9:1-7
Unhealable Boils Exodus 9:8-12	Hail and Fire Exodus 9:13-35	Locusts Exodus 10:1-20	Darkness Exodus 10:21-29	Death of First-Born Exodus 11:1-12:36

https://www.youtube.com/watch?v=rubnUGQNkL4

Watch the following video.

These are the 10 commandments.

1. You shall have no other gods before me.
2. Don't worship idols.
3. Don't use God's name in vain or disrespectfully.
4. Keep the Sabbath day free to worship God.
5. Respect your mother and father.
6. Do not kill.
7. Don't cheat on the person you love (adultery).
8. Don't steal
9. Don't tell lies (give false evidence)
10. Don't be jealous of what other people have

1) Your task is to shade them in two colours - 1) How to treat God 2) How to treat

others

2) **Now rank them in order- Most important to Least Important by writing a number next to the Commandment.**

Sentence starters:

The most important is…
Because…

The least important is…
Because…

It is not just Christians with religious rules other religions have rules too. There are two examples below from two different religions.

No one of you is a true believer until he treats others like himself - Islam
A place in God's court can only be attained if we do service to others in this world. - Sikhism

<u>Plenary:</u>

Write down 3 things you have learnt about religion today.

FRENCH **These tasks should take you:** **4-5 hours**	<u>**TASK 1:**</u> **LEARN THE WHOLE VOCABULARY LIST FOR MODULE 4 AND TEST YOURSELF**

Vocabulaire

Là où j'habite • Where I live

Qu'est-ce qu'il y a … ?	What is there … ?
Il y a …	There is …
un café	a café
un centre commercial	a shopping centre
un centre de loisirs	a leisure centre
un château	a castle
un cinéma	a cinema
une église	a church
un hôtel	a hotel
un marché	a market
un parc	a park
un restaurant	a restaurant
un stade	a stadium
une patinoire	an ice rink
une piscine	a swimming pool
des magasins	shops
des musées	museums
Il n'y a pas de …	There isn't a … / There are no …

Les opinions • Opinions

Tu aimes ta ville/ ton village?	Do you like your town/ village?
Je pense que …	I think that …
À mon avis, …	In my view …
C'est …	It's …
bien	good
super	great
joli	pretty
intéressant	interesting
ennuyeux	boring
vraiment nul	really rubbish
trop petit	too small
J'aime ça.	I like that.
J'adore ça.	I love that.
Tu es d'accord?	Do you agree?
Oui, je suis d'accord.	Yes, I agree.
Non, je ne suis pas d'accord.	No, I disagree.

Les directions • Directions

Pardon …	Excuse me …
Où est … ?	Where is … ?
Où sont … ?	Where are … ?
C'est …	It's …
à gauche	left
à droite	right
tout droit	straight on
au carrefour	at the crossroads
entre	between
derrière	behind
devant	in front of

Les attractions • Attractions

le bateau pirate	the pirate ship
le manège	the merry-go-round
le Cheval de Troie	the Trojan horse
le petit train	the little train
le toboggan géant	the giant slide
le trampoline magique	the magic trampoline
la grotte mystérieuse	the mysterious grotto
la rivière enchantée	the enchanted river
la soucoupe volante	the flying saucer
l'hôtel	the hotel
les autos tamponneuses	the dodgems
les chaises volantes	the flying chairs

Les adverbes de fréquence • Expressions of frequency

d'habitude	usually
normalement	normally
quelquefois	sometimes
tous les weekends	every weekend

Coucou! • Hi there!

je veux	I want
tu veux	you want (singular, informal)
il/elle veut	he/she wants
on veut	we want
nous voulons	we want
vous voulez	you want (plural/formal)
ils/elles veulent	they want
Bonne idée!	Good idea!
Super!	Fabulous!
Génial!	Great!
D'accord.	OK.
Oui, c'est super top.	Yes, that's really great.
Oui, je veux bien.	Yes, I want to.
Non, je n'ai pas envie.	No, I don't want to.
Si tu veux.	If you want to.
Non merci.	No, thanks.

Qu'est-ce qu'on peut faire à … ? • What can you do at/in … ?

je peux	I can
tu peux	you can (singular, informal)
il/elle/on peut	he/she can/we can
nous pouvons	we can
vous pouvez	you can (plural/formal)
ils/elles peuvent	they can
aller au concert	go to a concert
faire du bowling	go bowling
faire du roller	go roller-skating
faire du skate	go skateboarding
faire du vélo	go cycling
faire une promenade en barque	go on a boat trip
jouer au babyfoot et au flipper au café	play table football and pinball at the café
manger au restaurant	eat at a restaurant
visiter les jardins/ les monuments/ les musées	visit gardens/ monuments/ museums

Les mots essentiels • High-frequency words

assez	quite
mais	but
ou	or
puis	then
très	very

Stratégie 4

Mnemonics

One way of remembering new words is to invent a mnemonic: a rhyme or saying that sticks easily in the mind. Here's an example from the word list on page 86, but it's best to make up your own – you'll find them easier to remember/harder to forget.

My
Aunt
Gets
Alligator
Shoes
In
Normal
Shops

You can't learn every word like this – it would take ages! But it's a great way of learning those words that just don't seem to stick.

TASK 2: complete quizzes on QUIZLET using the links below:

https://quizlet.com/gb/211341718/studio-1-module-4-flash-cards/

TASK 3: Read the text and say if the sentences are true or false.

Emma – J'habite à Gironde-sur-Dropt. C'est une petite ville. Il y a un centre commercial, mais il n'y a pas de musée. Je pense que c'est joli, mais c'est un peu ennuyeux. Tu es d'accord?

Astrid – Moi, j'habite à Saint-Laurent-du-Bois. C'est un village. Il n'y a pas de magasin, il n'y a pas de café, mais il y a un hôtel. À mon avis, c'est nul.

Mo – Moi, j'habite à La Réole. Il y a un cinéma et aussi un centre commercial, mais il n'y a pas de musée. Je pense que c'est un endroit intéressant.

Sami – J'habite à Poitiers. À mon avis, c'est génial. Il y a des cafés et des restaurants. Il y a un centre commercial. Il y a aussi un centre de loisirs et un stade. Je pense que c'est super. Qui est d'accord?

> **joli** *pretty*

1 There's no museum in Gironde-sur-Dropt.
2 Emma thinks her town is quite interesting.
3 There's no hotel in Saint-Laurent-du-Bois.
4 There's a cinema and a shopping centre in La Réole.
5 There are cafés in Poitiers.
6 Sami isn't keen on Poitiers.

TASK 4: Translate this message in English.

Le restaurant est **entre** les autos tamponneuses et les chaises volantes, **derrière** le manège, mais **devant** le petit train.

TASK 5: Read the 3 texts and answer the questions

Magali
Le weekend, je vais au centre commercial. Quelquefois, je vais au musée ou je vais à la patinoire.

Nino
Normalement le weekend, je vais au stade et au centre de loisirs. Le dimanche, je vais à l'église ou à la piscine.

Emma et Alice
On va au marché et on va au château. Quelquefois, on va au café. C'est génial.
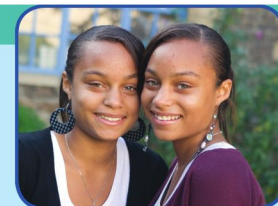
Who ...
1 goes to the market?
2 goes to the museum?
3 goes to the café?
4 goes to the ice rink?
5 goes to the shopping centre?
6 goes to the swimming pool?
7 goes to church?
8 goes to the castle?

TASK 6: Read the text and correct the sentences

Là où j'habite

J'habite à Toulouse. C'est une grande ville. C'est la ville rose!

À Toulouse, il y a des magasins, des musées et des monuments. Il y a beaucoup de restaurants et de cafés. Il y a aussi un stade, mais il n'y a pas de patinoire et il n'y a pas de halle de glisse. On peut faire du bowling ou du vélo. J'adore ça. On peut aller au concert. On peut faire une promenade sur la rivière. C'est génial.

Moi, je vais au café avec mes copains. D'habitude, je joue au babyfoot.

Quelquefois, je vais à la piscine. Tous les weekends, je vais au parc avec mon frère. On rigole et on joue au foot.

J'aime habiter à Toulouse. À mon avis, c'est joli et c'est intéressant. Tu es d'accord?

Thibault

1 Thibault habite à ~~Agen.~~ Toulouse
2 Il y a des magasins, des marchés et des monuments.
3 Il n'y a pas beaucoup de restaurants.
4 Il y a une patinoire.

5 Thibault déteste le bowling.
6 D'habitude, au café, il joue au flipper.
7 Tous les weekends, il va au centre-ville avec son frère.
8 Thibault n'aime pas sa ville.

TASK 7: Write a small description of your town using the sentence starters below.

J'habite à ...   C'est une ville/un village.

Il y a ...   Il y a aussi ...

Mais il n'y a pas de ...   À mon avis, c'est ...

SPANISH	**TASK 1:** LEARN THE WHOLE VOCABULARY LIST FOR MODULE 4 AND TEST YOURSELF

These tasks should take you:

4-5 horas

¡PALABRAS!

¿Cuántas personas hay en tu familia? How many people are there in your family?

En mi familia hay... personas.	In my family, there are... people.	mis primos	my cousins
mis padres	my parents	¿Cómo se llama tu madre?	What is your mother called?
mi madre	my mother	Mi madre se llama...	My mother is called...
mi padre	my father	¿Cómo se llaman tus primos?	What are your cousins called?
mi abuelo	my grandfather		
mi abuela	my grandmother	Mis primos se llaman y...	My cousins are called... and...
mi bisabuela	my great-grandmother		
mi tío	my uncle	su hermano	his/her brother
mi tía	my aunt	sus hermanos	his/her brothers

Los números 20 – 100 Numbers 20 – 100

veinte	20	setenta	70
treinta	30	ochenta	80
cuarenta	40	noventa	90
cincuenta	50	cien	100
sesenta	60		

¿De qué color tienes los ojos? What colour are your eyes?

Tengo los ojos...	I have... eyes.	marrones	brown
azules	blue	verdes	green
grises	grey	Llevo gafas.	I wear glasses.

¿Cómo tienes el pelo? What's your hair like?

Tengo el pelo...	I have... hair.	rizado	curly
castaño	brown	largo	long
negro	black	corto	short
rubio	blond	Soy pelirrojo/a.	I am a redhead.
azul	blue	Soy calvo.	I am bald.
liso	straight		

¿Cómo es? What is he/she like?

Es...	He/She is...	joven	young
No es muy...	He/She isn't very...	viejo/a	old
alto/a	tall	Tiene pecas.	He/She has freckles.
bajo/a	short	Tiene barba.	He has a beard.
delgado/a	slim	mis amigos	my friends
gordo/a	fat	mi mejor amigo/a	my best friend
guapo/a	good-looking	su mejor amigo/a	his/her best friend
inteligente	intelligent		

¿Cómo es tu casa o tu piso? What is your house or flat like?

Vivo en...	I live in...	cómodo/a	comfortable
una casa	a house	grande	big
un piso	a flat	moderno/a	modern
antiguo/a	old	pequeño/a	small
bonito/a	nice		

¿Dónde está? Where is it?

Está en...	It is in...	un pueblo	a village
el campo	the countryside	el norte	the north
la costa	the coast	el sur	the south
una ciudad	a town	el este	the east
el desierto	the desert	el oeste	the west
la montaña	the mountains	el centro	the centre

Palabras muy frecuentes High-frequency words

además	also, in addition	un poco	a bit
bastante	quite	mi/mis	my
porque	because	tu/tus	your
muy	very	su/sus	his/her
¿Quién...?	Who?		

Estrategia 4
Mnemonics

One way of remembering new words is to invent a mnemonic: a rhyme or saying that sticks easily in the mind. Here's an example from the word list above, but it's best to make up your own – you'll find them easier to remember/harder to forget.

B en
O ffers
N ice
I nvitations
T o
O thers

You can't learn every word like this – it would take ages! But it's a great way of learning those words that just don't seem to stick.

TASK 2: complete quizzes on QUIZLET using the links below:

https://quizlet.com/subject/cuantas-personas-hay-en-tu-familia/

https://quizlet.com/subject/ojos-y-pelo/

https://quizlet.com/subject/como-es/

https://quizlet.com/subject/como-es-tu-casa-o-piso/

TASK 3: Match up the pictures with the descriptions:

| Manuel el Cruel | Diego el Diabólico | Paquito el Pequeño | Daniela la Delgada | Fernando el Feo | Guillermo el Gordo |

1   Es muy **alto**. Tiene los ojos azules y tiene el pelo largo y liso. Tiene un bigote. No es muy simpático.
2   Es bastante **joven** y es pelirrojo. Tiene el pelo corto. Lleva gafas y también tiene pecas.
3   Es **bajo** y no es muy **guapo**. Tiene el pelo corto y negro, los ojos marrones y una barba roja.
4   Es **delgada** y muy **guapa**. Tiene el pelo largo, rubio y rizado. Tiene los ojos grises. Es la capitana.
5   Es negro, tiene los ojos verdes, es **viejo** y también muy **gordo**.
6   Es calvo, tiene una barba negra enorme y un ojo verde. Es terrible. Es muy **feo**.

TASK 4:

Arturo: Vivo en una casa grande que está en el campo. Está en el norte de España. Me gusta mucho mi casa porque es muy, muy cómoda.

....

Rosa: Vivo en un piso moderno con mi familia. El piso es bastante grande y está en la costa de Cádiz. Me gusta mucho porque me encanta hacer natación en el mar.

....

Irene: Vivo en una casa antigua. La casa es bonita, pero no me gusta mucho porque está en la montaña y es un poco aburrido.

....

Jesús: Vivo en una casa pequeña con mi padre, mi madrastra y mi hermanastra. Está en un pueblo y me gusta mucho vivir aquí porque hay una piscina.

1 Arturo vive en una —— en el campo.
2 Le gusta su casa porque es muy ——.
3 Rosa vive en un piso moderno con su ——.
4 Le gusta porque está ——.
5 Irene vive en una casa ——.
6 Para Irene, vivir en la montaña es ——.
7 Jesús —— con su padre, su madrastra y su hermanastra.
8 En el pueblo donde vive hay ——.

TASK 5:

Possessive adjectives

Possessive adjectives are the words for 'my', 'your', 'his', 'her', etc. These words agree in number with the noun they are describing:

	singular	plural
my	**mi** hermano	**mis** hermanos
your	**tu** hermano	**tus** hermanos
his/her	**su** hermano	**sus** hermanos

Choose the correct possessive adjective.

1 Mi/Mis padres son muy famosos. **2** Mi/Mis madre se llama Valeria. Tiene cuarenta y ocho años.
3 Mi/Mis padre se llama Toni y tiene cincuenta años. **4** Mi/Mis hermana se llama Vera y **5** mi/mis
hermanastros se llaman Kevin y Kelly.

TASK 6:

Adjectives

Adjectives describe nouns. Their endings change to agree with the noun they describe.
Adjectives fall into three main groups:

- ending in **-o** or **-a**
- ending in **-e**
- ending in a consonant.

	singular		plural	
	masculine	**feminine**	**masculine**	**feminine**
ending in -o	pequeñ**o**	pequeñ**a**	pequeñ**os**	pequeñ**as**
ending in -e	inteligent**e**	inteligent**e**	inteligent**es**	Inteligent**es**
ending in a consonant	azul	azul	azul**es**	azul**es**

Note: **joven** (young) adds an accent in the plural to keep the same sound: **jóvenes**.

Describe this family of criminals. Make sure your adjectives match the person you are talking about.

Example: Víctor el Violento tiene el pelo rubio y...

Víctor el Violento

Fabiana la Fea

Miguel el Malo y Tadeo el Terrible

TASK 7:

Irregular verbs

Tener (to have) is a useful irregular verb. It follows the pattern below:

tengo	I have	**tenemos**	we have
tienes	you have	**tenéis**	you (plural) have
tiene	he/she has	**tienen**	they have

Unjumble these sentences. Then translate them into English.

1 los azules ojos Tengo
2 hermanos? ¿Tienes
3 hermanas tres Tiene
4 un perro? ¿Tenéis
5 los marrones tienen Mis ojos hermanas
6 yo pelo Mi hermano rubio y tenemos el

TASK 8: Complete an extended piece of writing in Spanish about your family and friends. You must include the following points:

- Say how many people there are in your family.
- Give information about your family members: names, ages, physical description, personality description.
- Describe your best friend.
- Say if you live in a house or flat, say where it is and describe it.
- Write about your pets.

PE **These tasks should take you:** **2 Hours**	The task that you will be completing looks at sports journalism. Find a recent newspaper which has a sports section in. The sports section is normally located at the back of a newspaper. If you do not have a newspaper at home, we recommend using a copy of the Metro for this task as they are free. They are often found on buses and at tube stations for people to help themselves to, or outside large supermarkets. You may also find other free paper and magazines here so possibly take a selection if appropriate. Cut the article you have chosen out of the newspaper and stick it at the top of a piece of paper, below your chosen example you will complete your written work. **TASK 1**

Choose an article about a game or event that has happened, a report on a specific player or event and read it through carefully making notes about important information as you go.

In your own words, summarise what the article is about - include important information such as dates, people's names, the sport or event that is being written about and importantly, why is this story in the newspaper.

TASK 2

Once you have done this, re-read the article and think about if you agree with what the journalist has written about. Do you have the same opinion, or a different opinion? Now write about why you do or don't agree with the article.

If you are able to do so, take a photo of your work and email to your PE teacher, or on your return to school hand this work into your teacher for marking.

FOOD

These tasks should take you:

Task 1

We are looking at how our digestive system works !

Look at the words below and write where they take place in the body ?

Example :- chew, saliva and masticate is all done in the **mouth**

How does digestion take place?

Absorption into blood stream	Swallow
Stool/faeces	Insulin = blood sugar levels
Saliva	Masticate
Chew	Acids and enzymes
Waste	Breaks down
Key nutrients	Bile
Water absorption	Process

On the picture below – write in where these processes take place:

Mouth — Esophagus — Liver — Stomach — Pancreas — Small Intestine — Large Intestine
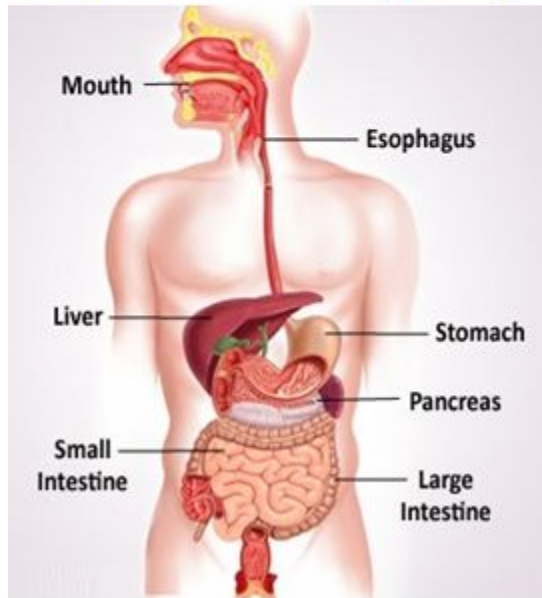
This lesson is to learn the importance of roughage/fibre in your daily diet/health

Keywords

Write these in the back of your book with the other keywords

FIBRE

ROUGHAGE

RDA

DIGESTIVE TRANSIT

Although this sounds gross but it is important that we look at our stools/poo every day as this is the first thing we notice that something is going wrong inside our body.

Tick the correct answer to each of the questions

Tick 2 that you think a healthy stool/poo should look like

Starter = What is poo?

1. Poo is medically referred to as?
a) feces/faeces/stools
b) poo/crap/shit

2. Poo is made up of?
a) 20% water
b) 75% water
c) 90% water

3. Why is Poo brown?
a) Contains dead blood
b) Rotting fruit/veg is brown
c) All the fats

4. The smell of Poo is caused by?
a) Rotting food
b) Bacteria
c) Gases

5. Which of these diseases are passed on through Poo?
a) Aids and HIV
b) Typhoid and cholera
c) Diabetes 1&2

Which of these are good examples of Poo?
Tick all relevant answer(s)

Bristol Stool Chart

Type 1	Separate hard lumps, like nuts (hard to pass)
Type 2	Sausage-shaped but lumpy
Type 3	Like a sausage but with cracks on its surface
Type 4	Like a sausage or snake, smooth and soft
Type 5	Soft blobs with clear-cut edges (passed easily)
Type 6	Fluffy pieces with ragged edges, a mushy stool
Type 7	Watery, no solid pieces. **Entirely Liquid**
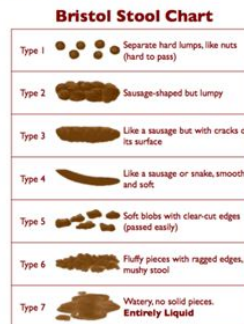
What is Fibre?

Is a type of plant based carbohydrate (starch)

Referred to as NSP (non starch polysaccharide) comes from plant cell walls

Fibre is indigestible – not absorbed by the body

This means the body can not break down the tough structure of the food.

We do not have the enzymes to reduce the 'matter/structure' into smaller pieces that can be absorbed, so it passes out of the body unchanged

Fibre is important because

Insoluble Fiber

- It helps digestive transit
  (movement of food through and out of the body)
- Contains vital vitamins and minerals
- Helps to prevents diabetes
  (slow release carbohydrates)
- Helps lower cholesterol
  (absorbs and removes fats)

Cereals   Whole-wheat bread   Lentils

Apple   Avocado   Strawberries

Soluble Fiber

Barley   Oats   Beans

Figs   Prunes   Sweet potatoes

FACT!!

Recommended daily allowance (RDA)
Of fibre for a teenager
40g
The average is only 5g!!!

Insoluble fibre (fibre that does not break down in water)

Nuts   Seeds   Popcorn   Brown rice   Brown bread

Soluble fibre

Soluble fibre absorbs water in the intestine, which softens the stool and helps the waste material move through the body more quickly.

It also reduces the risk of type 2 diabetes

Dried fruit   Oats   Beans   Fresh Fruit and Vegetables

Your Design

Flap Jack/fibre revision

Lesson focus – using soluble and insoluble fibre:

1a) what does soluble mean?
_____

1b) what does insoluble mean?
_____

Did the flap jack have:	What was it?
A soluble fibre? Y/N	_____
An insoluble fibre? Y/N	_____
More than three high fibre ingredients?	_____ _____ _____
A good colour? What gave it the colour?	_____
A good texture? Why?	_____

What type of fibre are these?

a)_____   b)_____

Why do we need fibre in our diet?
_____

What does RDA stand for?
_____

For a healthy diet how many grams of fibre should we have a day? _____g

Your Design Task:
you are to design a high fibre cereal bar that appeals to young children and teenagers.
It must:
be hand held
include a minimum of 2 types of fibre
be packaged to appeal to children
have clear nutritional information

COMPUTER SCIENCE	A denary number is our normal everyday number system, it is made up of 10 digits and is known as base 10.
These tasks should take you:	•Each position is 10 times more than the other so the number 4826 has: 4 Thousands 8 Hundreds 2 Tens 6 Units •A binary number is made up of just 2 digits and is known as base 2. If we wish to convert from a Binary number to a Denary number we need a table like below:

32	16	8	4	2	1

Note how we start with the number 1 on the right hand side and keep doubling the number as we move to the left. I have chosen to stop this table at the number 32 but it will continue doubling as much as we need.

So to convert a Binary number into Denary we simply:

- Draw the table

- Place the Denary number into the bottom of the table

- Add together all the numbers with a 1 underneath it.

Example, convert the Binary number 101011 into Denary

Step 1 : Draw out the table

32	16	8	4	2	1

Step 2: Write the Binary number into the bottom of the table:

32	16	8	4	2	1
1	0	1	0	1	1

Step 3: Add together the numbers with a '1' underneath them, so in this case: 32+8+2+1=43

Convert these binary numbers to denary

16	8	4	2	1	Total
0	1	1	0	1	

16	8	4	2	1	Total

1	0	1	1	1	

16	8	4	2	1	Total
0	1	0	0	1	

16	8	4	2	1	Total
0	1	0	1	1	

16	8	4	2	1	Total
1	1	1	0	1	

16	8	4	2	1	Total
0	1	1	0	0	

16	8	4	2	1	Total
0	0	1	1	1	

16	8	4	2	1	Total
1	1	1	1	1	

32	16	8	4	2	1	Total
1	0	1	1	1	1	

32	16	8	4	2	1	Total
1	1	0	1	0	0	

32	16	8	4	2	1	Total
1	0	0	1	0	1	

32	16	8	4	2	1	Total
1	1	0	0	1	1	

32	16	8	4	2	1	Total
0	0	1	0	0	1	

64	32	16	8	4	2	1	Total

1	1	0	1	1	0	0	

64	32	16	8	4	2	1	Total
1	1	1	0	1	1	1	

64	32	16	8	4	2	1	Total
1	1	0	1	0	1	0	

Music	**Year 7 Chinese Music**
These tasks should take you: One Hour	Please draw them into your music book and write down the facts about Chinese music.

| Erhu | Zither | Pipa |

China has a long tradition of story-telling set to music – folk ballads, dramas, folk operas and formal operas. All are still very popular today. Chanting stories to the rhythmic accompaniment of a simple instrument such as the pipa is considered an art form and is called shuo ch'ang.

Chinese people celebrate festivals over the four seasons – winter, summer, spring and autumn. The Chinese New Year is perhaps one of the most famous Chinese festivals. This colourful festival takes place in January or sometimes early February.   People give presents to each other, then meet outside to see plays and dancing. The sky is lit with candle lit lanterns and fireworks. Acrobats dress up in lion costumes. They dance, leap, fall and climb tall poles. A large dragon with a huge head and tail appears. The people inside the dragon costume make it dance and jump through the streets.   The Chinese New Year 2021 is the OX.

Task 2:

Create a Chinese New Year poster for Woodside High School

Task 3:

| | Write a poem or song about the Chinese New Year Celebration. If you have a chance to listen to Chinese Music https://www.youtube.com/watch?v=7D-Nj64uMW8 |