

Year 7 Spring (Christmas to Easter):

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| What will your child know, understand or know how to do? | Home learning/how parents can help? |
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| <p>Maths:</p> <ul style="list-style-type: none"> • Simplify algebraic expressions by collecting like terms to maintain equivalence • Manipulate algebraic expressions using the distributive law to maintain equivalence • Connect coordinates, equations and graphs • Work interchangeably with terminating decimals and their corresponding fractions • Compare and order positive and negative integers, decimals and fractions | <p>Homework is set on Sparx Maths every Wednesday, due in the following Wednesday.</p> <p>You can help by: Ensuring that they start their homework as early as possible. Don't leave it until the Tuesday night before it is due in. Encourage your child to watch the videos on Sparx Maths that are available for every question. Students are expected to have 100% on their homework each week s they need to ask for help with a topic if they are struggling.</p> <p>Ask them to tell you what they are learning about, or talk you through a worked example from their book.</p> <p>We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here. Parents' guide to the mastery approach</p> |
| <p>Science:</p> <p>In addition to Completing the work listed in the Autumn Term document, students will complete two of the three units listed below:</p> <p>1. <u>Relationships in an ecosystem</u></p> | <p>Key words and definitions are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.</p> <p>Challenge mat – a series of multiple-choice questions on the topic. This home learning is issued midway through the unit and reviewed prior to the end of</p> |

Know that plants make carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots

Know the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops

Know the importance of plant reproduction through insect pollination in human food security

Know the reactants in, and products of, photosynthesis, and a word summary for photosynthesis

Know the dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere

Know the adaptations of leaves for photosynthesis the role of leaf stomata in gas exchange in plants

2. Atoms elements & compounds

Know:

The differences in arrangements, in motion and in closeness of particles explaining changes of state, shape and density; the anomaly of ice-water transition

A simple (Dalton) atomic model

Changes with temperature in motion and spacing of particles

Internal energy stored in materials

Conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving

Similarities and differences, including density differences, between solids, liquids and gases

What is meant by “diffusions and “Brownian motion”

the unit. Pupils to spend 30 minutes on this home learning.

You can help by:

Practising the definitions and of key terms with your child, for example by reading them together and quizzing each other.

Displaying Key words at home.

Asking your child to use the words in a sentence.

Some additional helpful resources are below:

1. Online atom, elements and compounds quiz: <https://www.footprints-science.co.uk/index.php?quiz=Elements%20Compounds%20Mixtures>
2. Build an Atom (online interactive simulation):
3. http://phet.colorado.edu/sims/html/build-an-atom/latest/build-an-atom_en.html
4. Online tour of the atom: <https://pbslm-contrib.s3.amazonaws.com/WGBH/arct15/SimBucket/Simulations/chemthink-atomicstructure/content/index.html>
5. Create your own compounds: <https://molview.org/>
6. BBC Bitesize - Living Organisms: <https://www.bbc.co.uk/bitesize/guides/zpwmxnb/revision/1>
7. BBC Bitesize - Food Chains and Food Webs: <https://www.bbc.co.uk/bitesize/guides/zq4wjxs/revision/1>

3. Forces

Know that forces are pushes or pulls, arising from the interaction between 2 objects

Know how to use force arrows in diagrams, adding forces in 1 dimension, balanced and unbalanced forces

Know that forces are needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)

English:

A Monster Calls:

Know the following writers' methods:

- Structure – how an extract is structured
- Morality Stories – definition, other examples, applied to this novel
- Symbolism – how symbols are used in literature and the effect in this novel
- Pathetic Fallacy – definition, examples in literature, examples in the novel
- Characterisation - how a character is created effectively
- Yew Tree – paganism – links to context
- Semantic field – definition, applied to the novel
- Personification – definition, examples in literature, examples in the novel
- Knowledge of the writer's context using non-fiction texts.
- Using non-fiction texts to explore the idea of Patrick Ness as a 'ghost writer' for Siobhan Dowd.

Poetry Across Time:

A study of poetry across time. A wide range of forms and poets studied. Form and structure explored independently to language analysis.

- To recap poetic techniques
- To know the meaning and effects of metaphors
- To know about the life of William Shakespeare
- To know what a sonnet is
- To know the features of a Shakespearean sonnet

All students in Y7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/> a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners and are expected to complete at least two sessions per week as part of their homework.

Should you wish to create a parent account, allowing you to monitor your child's progress and explore the vocabulary that they are currently learning, you will need your child's log in information, along with a parent access code (again, found in your child's planner). Further guidance can be found on the links below:

Parents' guide to using Bedrock at home

<https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf?>

Parents of Bedrock School Users

https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign

Recommended Reading:

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| <ul style="list-style-type: none">• To know the context of William Blake• To know how rhyming couplets, symbolism and metaphors are used in poems• To know how juxtaposition is used in poetry• To know how extended metaphors are used in poetry• To know how similes are used in poems• To know the meanings and messages within the following poems:<ul style="list-style-type: none">Shakespeare – Sonnet 27, Sonnet 15Blake – The TigerBronte – She dried her tears and they did smileDickinson – Hope is the thing with feathersRossetti – A BirthdayGrace Nichols – Hurricane Hits EnglandRita Dove - RosaJohn Agard – Half-casteImtiaz Dharker - Blessing <p>Know and understand the contexts surrounding the poets and their poems using non-fiction texts.</p> | <p>A review of the film adaptation of the novel: https://www.theguardian.com/film/2017/jan/08/a-monster-calls-review-film-patrick-ness-adaptation</p> <p>The Chaos Walking Series – Patrick Ness More than This – Patrick Ness Thanks for the Trouble – Tommy Wallach The Still Point of the Turning World – Emily Rapp Black</p> |
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Languages:

French:

Know how to:

- Say how many there are (number, il y a and des)
- describe family (être, plural adjective agreement)
- say what people have (avoir, possessive adjectives)
- say what people do (faire)
- say where people go (aller, à meaning 'to')
- ask questions and use question words (intonation)
- talk about yourself to, to and about someone else (present tense -er verbs)

Spanish

Know how to:

- describe family (*temenos* and *tienen*)
- describe some natural wonders of the Spanish-speaking world (position of adjectives)
- ask and answer questions (WH questions and hacer - 1st, 2nd and 3rd persons singular)
- talk about what you do with others (-ar verbs - 1st person plural)
- talk about what people can do (modal verb *podar*)
- contrast what people must, can and want to do (*deber*)
- say what people are like today vs in general (*ser*)

German

Know how to:

- say what you and others have. what it is/they are like (*haben*, *sein* with a range of pronouns)
- talk about more than one, numbers (*es gibt*)
- ask and state your likes and dislikes (*mögen*)
- ask for and give views on school life (question words)
- talk about yourself, to and about someone else (*haben*, *sein*, *finden*)

Home learning:

- Regular *Languagenut* homework (<https://www.languagenut.com/en-gb/>) - all students are provided with a log-in for this
- Vocab-learning homework from the knowledge organisers in books
- Self quizzing homework from the knowledge organisers in books
- Feed-forward tasks from the feedback after an in-class assessment

How you can help:

- With your child, look through the knowledge organiser sheets stuck in their book at the start of each module of work, and go through the vocab, grammar and phonics section in turn
- Test your child on the vocab section of the knowledge organiser
- Ask your child to explain the grammar points on the grammar section of the knowledge organiser
- Use the phonics section of *languagenut* and practise saying the sounds with your child
- Use BBC Bitesize to deepen knowledge and understanding:

French -

<https://www.bbc.co.uk/bitesize/subjects/zgdqxn>

German -

<https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>

Spanish -

<https://www.bbc.co.uk/bitesize/subjects/zfckjxs>

History:

Know what life was like in Medieval England, including:
life in a Medieval village and town.
Medieval leisure.
Medieval law and order.

“Research, review and do” homework tasks when set by teachers.

Learn key terms by using key word glossary in exercise book.

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| <p>Know what is meant by “The Black Death” – symptoms, cures, consequences. Know who held the power in Medieval England and the discourse between crown and church.</p> <p>Know about King John. Know the significance of the Magna Carta. Know about the Peasants Revolt</p> | <p>Use BBC Bitesize to help with understanding, including the following links: https://www.bbc.co.uk/bitesize/topics/zbn7jsg</p> |
| <p>Geography:</p> | |
| <p>Know what is meant by the water cycle.</p> <p>Know how rivers, erode material and what landforms they make.</p> <p>Know how rivers change as you travel downstream.</p> <p>Know the causes and consequences of flooding.</p> <p>Know where we get our water from and why? Know the threats and challenges of water use</p> <p>Know how to use OS Maps</p> | <p>“Research, review and do” tasks when set by teachers.</p> <p>How you can help? Look at a map with your child and see what they can identify. If you go for a walk, can they match up where they are with the map – using landmarks and the map key?</p> |
| <p>RE:</p> | |
| <p>Sikhi To know who Guru Nanak was and the origins of Sikhi</p> <p>To know what the Guru Granth Sahib is</p> <p>To know how Sikhs worship</p> <p>To know what the 5ks are and why some sikhs wear them</p> <p>To know what is meant by the Khalsa</p> <p>Buddha Dharma To know key beliefs of Buddha Dharma To know the story of the Buddha and how it relates to his teachings To know how the teachings will influence a Buddhist’s life To know what rules Buddhists may follow</p> | <p>Homework is on https://padlet.com/sskingle/year-7-unit-2-sikhi-xsiksqu18y9huskr and https://padlet.com/sskingle/year-7-unit-3-buddha-dharma-pno3jqr7mjr1mpda</p> <p>How you can help:</p> <p>Talk to your child about the views and beliefs of Sikhs - did you know that Guru Nanak’s birthday is on 8th November this year and celebrations last for up to three days? You could ask your child to talk you through why this an important festival.</p> |

Art History:

To know how to use the formal elements (line, tone, shape, composition, texture, pattern, colour) to create abstract artwork.

To know how tone, volume, beat and rhythm can be represented when drawing.

To know about the process of relief printing and the history of printing techniques:

- Woodcut
- Etching
- Engraving
- Lithography
- Screen printing

To know about the history of portraiture and the self-portrait from ancient times to the present day

Knowledge of the Renaissance period and its key features.

Article tasks (reading the articles and answering questions)

How you can help:

Support your child with the Art & Design article homework tasks, reading with them and discussing linked questions.

Look at work by the named artists, with your child, ask them to explain how the artist has used the key features listed (e.g., line, texture).

Drama:

To know the historical context of World War One to create a historical drama.

To know how to use drama techniques such as; split scene, monologues and slow motion to create a role play.

To know how to perform with puppets and to know the rules of puppetry.

To know the several different types of puppets.

Home Learning:

Make a paper puppet

How you can help:

Encourage your child to practice the spellings and definitions of the key terms.

Watch drama performances online or visit a local theatre.

Music:

- Know the cultural and social background of the musical traditions of Africa/Samba/Indonesian Gamelan as well as the impact of purpose and venue on the presentation of the music.
- Know the elements of music with a particular emphasis on Rhythm (syncopation and polyrhythms) and texture (call and response, monophonic, polyphonic) and Instrumentation (djembe, djun djun)
- Know how to read stave notation including the rhythmic values of semibreves, minims,

Pupils can practise in the music department at breaktimes / lunchtimes and after school

How can you help?

Listen to a range of music at home, below is a link to an article about Samba, with 8 Samba tracks to listen to:

<https://www.musicindustryhowto.com/what-is-samba-music/>

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| <p>crotchets, quavers, triplets, and dotted rhythms.</p> <ul style="list-style-type: none"> • Know how to work with others as musicians focusing on the SPIRIT values of Self-regulation, Participation, Resilience, Inspiration, and Tolerance • Know how to perform a traditional African vocal/polyrhythm piece in an ensemble (La Laiko). • Know features of cyclic rhythms in traditional music Kokoleoko | |
| <p>PE:</p> | |
| <p>Whilst also learning sport specific knowledge for the activity they are participating in, students will also</p> <p>Know the immediate and short term effects of exercise whilst performing in an activity.</p> <p>Know that health is a state of complete physical, mental and social wellbeing, not merely the absence of disease.</p> <p>Know that fitness is the ability to meet the demands of your environment.</p> | <p>We would encourage all students to follow the government guidelines of exercising for 30minutes every day.</p> <p>Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty.</p> <p>Students should also aim to watch a range of different sports, particularly those they are studying. This will aid their knowledge of the rules and tactics.</p> |
| <p>ICT/Computing:</p> | |
| <p>Spreadsheets: Know why spreadsheets are useful and how they can be changed and updated with minimal effort. Know formula building up to more advanced functions and formula along with how to create and use graphs correctly.</p> <p>Know the hardware and software components that make up computer systems, and how they communicate with one another and with other systems</p> | <p>Home learning: Spellings</p> <p>Key Term Definitions</p> <p>How you can help: Do you have a shortcut/top tip for using Microsoft Excel? If you have, share this with your child. If not, ask your to share something they have learned with you.</p> |
| <p>Design and Technology:</p> | |
| <p>Graphics, RM and Food or Textiles:</p> <p>Tech RM/Graphics:</p> <p>Know the difference between hardwoods and softwoods</p> <p>Know the properties of pine & mild steel and how these can be manipulated to make a product.</p> | <p>Home learning: "Jason Mayden" reading article. Recall knowledge questions on woods/metals (pg 6 &7 of home learning booklet)</p> <p>How you can help:</p> |

Know the health & safety requirements of using a pillar drill

Know the advantages of using templates in marking out.

Know what is meant by user-centred design techniques e.g. questionnaires, interviews, etc

Know what a design brief & specification are used for

Food/Textiles:

Food:

Health and safety in the food room. Understanding the 4C's of food safety and hygiene as well as correct food storage methods.

Weighing and measuring.

The Eatwell guide.

Seasonality

Food science to include enzymic browning.

Understanding how to write a successful time-plan.

The Danger zone and key food safety temperatures. Bacteria growth.

Food provenance. Where our food is grown, reared and caught.

Textiles:

Health and safety in the Textiles room.

Know and understand how to write a specification and design brief.

Carrying out primary and secondary research.

Sources and origins of Textiles materials and fabrics.

Help your child to read and learn the definitions printed on the inside of the cover of their homework booklet and test them.

Read the Jason Mayden article with your child.

Home Learning:

Food article homework tasks and linked questions.

How you can help:

Look at food packaging with your child and discuss any symbols on the packaging, for example, dolphin friendly, red tractor.

Home learning:

Relevant textiles articles and linked homework questions.

How you can help:

Look at seams with your child at home. Could they practice on old clothes, or watch you if you re-hem an item of clothing?

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| <p>Fabric construction knowledge.</p> <p>Final design ideas.</p> <p>Completion of drawstring bag using hand and machine sewing skills.</p> <p>Final evaluation to include areas for development.</p> | |
| <p>SPIRIT:</p> | |
| <p>Know what is meant by “self-regulation” and know how to regulate your emotions.</p> <p>Know the power of your words, know the impact your spoken and written words can have.</p> <p>Know the importance of personal care.</p> <p>Know how to apply self-regulation to your own habits, such as eating a balanced diet and using technology.</p> <p>Know what is meant by “resilience”.</p> <p>Know how to approach learning and challenges with a growth mindset and how this can help us to improve.</p> | <p>How you can help:</p> <p>Talk about self-regulation at home – has your child established strong routines for personal care, eating balanced snack and meals and using technology?</p> <p>The following is a link to an article about “growth mindset” – specifically aimed at parents. https://www.mindsetworks.com/parents/growth-mindset-parenting#:~:text=One%20of%20the%20best%20ways,part%20of%20the%20learning%20process.</p> <p>Talk to your child about mistakes they have made, and what they can learn from this - focus on what they could control and change to get a better outcome.</p> |