Year 7 Summer Term:

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| **What will your child know, understand or know how to do?** | | **Home learning/how parents can help?** | |
| Maths: | |  | |
| Know, understand and use fluently a range of calculation strategies for addition and subtraction of fractions  Understand the concept of multiplicative relationships  Understand that multiplicative relationships can be represented in a number of ways and connect and move between those different representations | | All home learning is set on Sparx Maths.  Students log on to Sparx using their school Microsoft login details.  Homework is set Wednesday to Wednesday every week in school time.  Revision lists are sent out prior to tests as a guide for student revision.    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](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf) | |
| Science: | | | |
| * the idea of electric field, forces acting across the space between objects not in contact | | 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.    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 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:   * BBC Bitesize: Elements, mixtures, and compounds   <https://www.bbc.co.uk/bitesize/guides/zt2hpv4/revision/1>  <https://www.bbc.co.uk/bitesize/topics/zstp34j>  <https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/3>  <https://phet.colorado.edu/sims/html/build-a-molecule/latest/build-a-molecule_en.html>  <https://phet.colorado.edu/sims/html/reactants-products-and-leftovers/latest/reactants-products-and-leftovers_en.html>  <https://www.youtube.com/watch?v=14BEh2EKrM0>  <https://www.youtube.com/watch?v=M-1nzFZGaAM>  <https://www.tes.com/teaching-resource/exploring-combustion-ks3-chemistry-11912325>  <https://edu.rsc.org/cpd/chemical-energetics-words-matter/2000004.article>   * BBC Bitesize Electricity:   <https://www.bbc.co.uk/bitesize/topics/zgy39j6>  <https://www.bbc.co.uk/bitesize/guides/zsfgr82/revision/4>  <https://www.bbc.co.uk/bitesize/clips/zpj34wx>  <https://phet.colorado.edu/sims/html/circuit-construction-kit-dc-virtual-lab/latest/circuit-construction-kit-dc-virtual-lab_en.html>  <https://www.twinkl.co.uk/resource/t3-sc-899-ks3-electricity-lesson-1-introduction-to-circuits-lesson-pack> | |
| Know, understand and use fluently a range of calculation strategies for multiplication and division of fractions | | | |
| * Know how structural devices are used in Shakespeare plays: engaging openings/tension. | | 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 a minimum of 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>  Students are set regular reading homework as part of their LRC reading lessons. Please find a list of recommended reads below, that will help to enhance their knowledge surrounding Crime Literature and Twelfth Night, being studied in this term:  Crime Literature:  Any Sherlock Holmes text by Arthur Conan Doyle Nancy Drew Mystery Stories – Carolyn Keene  Escape Room – Christopher Edge  A Spoonful of Murder – J. M. Hall  Shakespeare:  A Midsummer Night’s Dream  Romeo and Juliet  The Tempest  Macbeth | |
| Languages: | | | |
| * Talk about going to places | | 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/zgdqxnb>  German - <https://www.bbc.co.uk/bitesize/subjects/zcj2tfr>  Spanish - <https://www.bbc.co.uk/bitesize/subjects/zfckjxs> | |
| History: | | | |
| * To know about Tudor society, including black Tudors, education, crime and punishment etc. | | “Research, review and do” homework tasks when set by teachers.  Learn key terms by using key word glossary in exercise book.  Use BBC Bitesize to help with understanding, including the following links:  Tudors <https://www.bbc.co.uk/bitesize/topics/zwcsp4j>  BBC Teach series of videos on Elizabeth I -<https://www.youtube.com/watch?v=Vc6exSlx5jA> | |
| Geography: | | | |
| * Know where drinking water comes from. * Know why water pollution in the UK, is a problem. * Know how we can develop solutions to water pollution. * Know ways we can reduce the amount of water we use and why this is important. | | “Research, review and do” tasks when set by teachers allow students to consolidate their knowledge. These can be found in exercise books as part of the content sheet for each topic.  Develop understanding of terminology by discussing the key words included in the glossary.  Discuss the news as this often contains topics linked to geography.  <https://theriverstrust.org/key-issues/water-quality> | |
| RE: | | | |
| Students will study Hindu Dharma this half term   * To know the key beliefs of Hindu Dharma * To know Hindu beliefs about God and how it is a monotheistic religion * To know the Hindu creation story * To know how Hindu’s perform puja * To know the aspects of the mandir * To know what is meant by ahimsa | | | Homework will be set on the padlet and will ensure students consolidate their knowledge <https://padlet.com/sskingle/year-7-unit-4-hindu-dharma-acte28zbw4zfrmcj>  How you can help:   * Talk to your child about your own influences and worldview. |
| Art History: | | | |
| History of art via a timeline - including periods, styles and major movements from ancient times up to the present day.  Students will be introduced to the formal elements in Art & Design:  Line  Tone  Texture  Shape  Pattern  Colour  Composition | Formal Elements revision.  How you can help:   * Support your child with the Art & Design article homework tasks, discussing linked questions and helping with new definitions. * 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: | | | |
| **Darkwood Manor**  Story telling unit exploring ghost stories.   * To know features of narration using vocal skills * To know how to build mood and atmosphere through sound scape. * To understand hot seating * To know what a thought track is * To know what a cliff hanger is * Silent Movie – Exploring movement, mime and gesture skills to create a silent movie | Home Learning  Practice spellings of skills.  Write definitions of the drama techniques.  How you can help:   * Encourage your child to practice the spellings and describing the definitions of the key terms and techniques. * Watch drama performances online or visit a local theatre. | | |
| Music: | | | |
| * Know the history of Ground Bass Variations, an important large-scale form/that has preoccupied composers of all periods of music from Pachebel’sCanon through to the 20th Century. * Know the history of Programme music including Camile Saint-Sanëns - The Carnival of The Animals. * Know the music of the Carnival of the animals including the Tortoise Can Can and Tchaikovsky’s Dance of the Sugar Plum Fairy * Know the elements of music focusing on the importance of Melody and Tonality (Major and Minor Keys) * Know features that make a successful performance including accuracy, fluency, technical control, and tempo. * Know how to use imitation and direct imitation to represent a character/visual. * Know and understand how Prokofiev’s Peter and The Wolf accurately represent characterization through melodic development. * Know the instruments of an orchestra and how to tell them apart aurally. | Home Learning:  Pupils can watch the BBC introducing the Orchestra on BBC Bitesize.  Pupils can create a ground bass on bandlab for education and compose a short melody.  Pupils will revise key vocabulary in preparation for the end of unit assessment.  How you can help:   * We would encourage students to research famous composers and watch the full Disney Fantasia to explore how music is used to represent characters | | |
| PE: | | | |
| * To know the different athletic events and the difference between speed, endurance, and power * To know how to improve performance through use of key athletic features such as trajectory and pacing * To know how to measure and record results to improve reliability * To know bespoke safety instructions for different activities, e.g. throwing areas in athletics * Students will learn key knowledge based upon the sporting activity they are participating in * For example – know when to play a specific shot in tennis or know how to overcome opponents using set plays in a range of striking and fielding games | Home Learning:  We would encourage all students to follow the government guidelines of exercising for 30minutes every day.  Local sports club information can be found in the PE area of the website and on noticeboards in the PE faculty.  How you can help:   * Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. | | |
| ICT/Computing: | | | |
| Unit 4  Networks:   * Know what a computer network is * Know how to define ‘protocol’ and provide examples of non-networking protocols * Know the hardware necessary for connecting devices to networks * Know how to compare wired to wireless connections * Know the definition of ‘bandwidth’ * Know how to explain how data travels between computers across the internet * Know how to describe keywords such as ‘protocols’, ‘packets’, and ‘addressing’ * Know the difference between the internet, its services, and the World Wide Web   Unit 5  Scratch Programming:   * Know how to identify the rules behind creating regular shapes. * Know what a Procedure is and why we would use a procedure. * Know how to explain the difference between a forever and repeat function and create code in Scratch confidently. * Know how to adapt and improve a game. * Know what a variable is. * Know that computers follow the control flow of input/process/output. * Know how to predict the outcome of a simple sequence that includes variables. | Home learning:  Spellings  Key Term Definitions  How you can help:  NETWORKS:  Talk to your child about the network you have at home and how all devices are connected to the same router.  Useful links:  <https://www.bbc.co.uk/bitesize/guides/z8nk87h/revision/1>  PROGRAMMING:  Talk to your child about the games, social media platforms and websites they frequently use and ask them how these are brought to us.  Encourage your child to use the free software and online sites to develop their programming skills through play such as code.org and scratch.  Useful links:  <https://code.org/>  <https://scratch.mit.edu/> | | |
| Design and Technology: | | | |
| Either Graphics/RM or Food/Textiles:  **Tech RM/Graphics:**   * Basic health and safety rules in the workshop * Scales of production (One off, batch & mass production). * Modern manufacturing systems (JIT, Standardised components, Lean Manufacturing) * Identify and name specific materials used in a range of products. * Explain why materials are used in named products * Describe how materials are manipulated to make a range of different products.   **Food:**   * Health and safety in a kitchen * Weighing and measuring accurately * Hygiene * Following a recipe successfully * Learning how to carry out a variety of cooking methods, for example rubbing in. * How to lead a balanced and healthy lifestyle including nutrition and the eat well guide * Food science, food provenance and the importance of seasonality and food miles.   **Textiles:**   * Know how Health & Safety applies in the textiles room * Know the terms “design brief” and “specification” * Know how to research existing textiles products * Know the sources of common fibres * Know the characteristics of Ancient Roman’s clothing * Know about basic fabric construction * Know the characteristics of religious clothing * Knowing about past and present designers and artists and how we take inspiration | Home learning:  Health and safety knowledge test  “Jony Ive” reading article  Definitions of key terms  How you can help:   * Read through the risk assessments on page 5 of the home learning booklet. Talk to your child about how they would work safely in practical situations. * 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 Jony Ive article with your child.   Home Learning:  Food article homework tasks and linked questions.  How you can help:   * Allow and encourage your child to help you with any weighing, measuring, peeling, and chopping at home. * Encourage your child to watch cookery programmes at home and practice new recipes together.   Home learning: Relevant textiles articles and linked homework questions  How you can help:   * Have a look around the home and see what textiles products are made from by studying the labels. Look at the fibre content and where the products were made * Have discussions with your child about any of your favourite designers and/or artists (past or present) and what it is you like about them, how do they inspire you and/or what you wear | | |
| SPIRIT: |  | | |
| Know the SPIRIT values:   * Self-regulation * Participation * Integrity * Resilient * Inspired * Tolerance * Know their own strengths and talents. * Know how to be resilient * Know how to improve their own emotional health * Know how to handle criticism | Home Learning:  Students will be asked to bring in items to share, about themselves and their talents.  How you can help:   * Talk to your child about strategies to use when they feel sad or worried, you could use this article which includes a lovely example of a carrot, an egg and a coffee bean!   <https://www.teacherstoyourhome.co.uk/articles/building-resilience-parent-guide> | | |