KNOWLEDGE ORGANISERS

YEAR 7

BODMIN COLLEGE

HOMEWORK EXPECTATIONS

YEAR 7

Homework is an essential part of the learning process. It reinforces what you've learned in class, helps you develop good study habits, and teaches you to work independently. Valuing homework and creating a positive homework culture is essential for academic success. By following a schedule, staying organised, seeking help if needed, and maintaining a positive attitude, you can make homework a productive and rewarding part of your education.

On the next page is a homework schedule which outlines which subjects you will self-quizzing on each night and how much time you should spend on this. We are trialling this schedule for Learning Cycle 1, and will be taking feedback from students to inform Learning Cycle 2. This is a two week timetable for Weeks A and B. You can expect the key knowledge each week to be assessed during your Do Now activities the following week. Advice about self-quizzing can be found after your schedule.

We also recognise the importance of having time to spend with friends and family, and for pursuing your own hobbies and interests, which is why we have deliberately kept Fridays lighter.

- We expect you to spend 1 hour on English and Maths, 30 mins on Science and 15 minutes on other subjects.
- For Sparx Maths, this will always be set on a Tuesday and you should spend an hour on this homework. You will need to login to Sparx Maths to access this.

YEAR 7
HOMEWORK SCHEDULE

Between 30 and 60 minutes per night = 4 hours per week

Week A	60 minutes	15 minutes	15 minutes	15 minutes
Monday		Science		Music
Tuesday	Sparx Maths			
Wednesday		History	Languages	Art
Thursday	English			
Friday		Food / Technology	Geography	

Sparx Maths

Week B	60 minutes	15 minutes	15 minutes	15 minutes
Monday		Science		RE
Tuesday	Sparx Maths			
Wednesday		History	Languages	PE
Thursday	English			
Friday		Computer Science	Geography	

MEM RiSE

LONG-TERM MEMORY

Your memory is split into two parts:

1. **the working memory**
2. **the long-term memory**

Everybody's working-memory is limited, and can therefore become easily overwhelmed. Your long-term memory, on the other hand, is effectively limitless.

You can support your working memory by storing key facts and processes in long-term memory. These facts and processes can then be **retrieved**, to stop your working memory becoming overloaded.

Knowledge Organisers (KOs) are a key way to help you learn. Each KO has the key information that needs to be memorised to help you master your subject and be successful in lessons.

There is strong scientific evidence from cognitive psychology that shows the benefits of **self-quizzing** in promoting **retrieval strength**. This is your ability to recall facts related to your subject or topic.

SELF-QUIZ

There are lots of different ways to **learn** the material in your knowledge organiser. Use the QR codes to find out more.

1. Make **flashcards** based on the knowledge organiser and ask someone to quiz you.
2. Create a **revision clock**. Draw a clock and add the topic in the middle. Break the clock face into 10-minute sections. Add notes from the knowledge organiser in each section. Cover the clock face and recite the information aloud.
3. **Look - Cover - Write - Check**. Cover up one section of the knowledge organiser and try to write out as much information as you can from memory.
4. Draw a **mind map**, jotting down everything that you can remember from the knowledge organiser.
5. Make up **mnemonics** to help you remember key facts, then write these out from memory.

FLASHCARDS

L-C-W-C

MIND MAPS

SCHOOL DAY

08:50am Tutor Time

09:25am Lesson 1

10.40am Break 1

11:10am Lesson 2

12:25pm Lesson 3

1.40pm Break 2

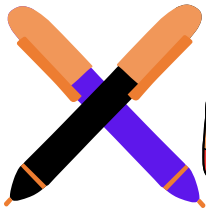
2.10pm Lesson 4

3.25pm End of School Day

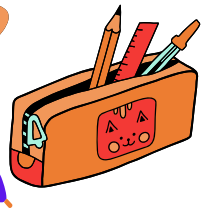
EQUIPMENT

School Bag

Knowledge Organiser



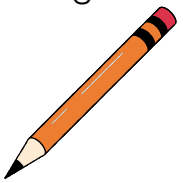
Black and Purple Pens



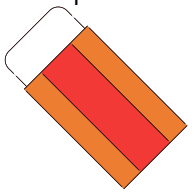
Pencil Case

Student Pack with whiteboard and pen

Calculator



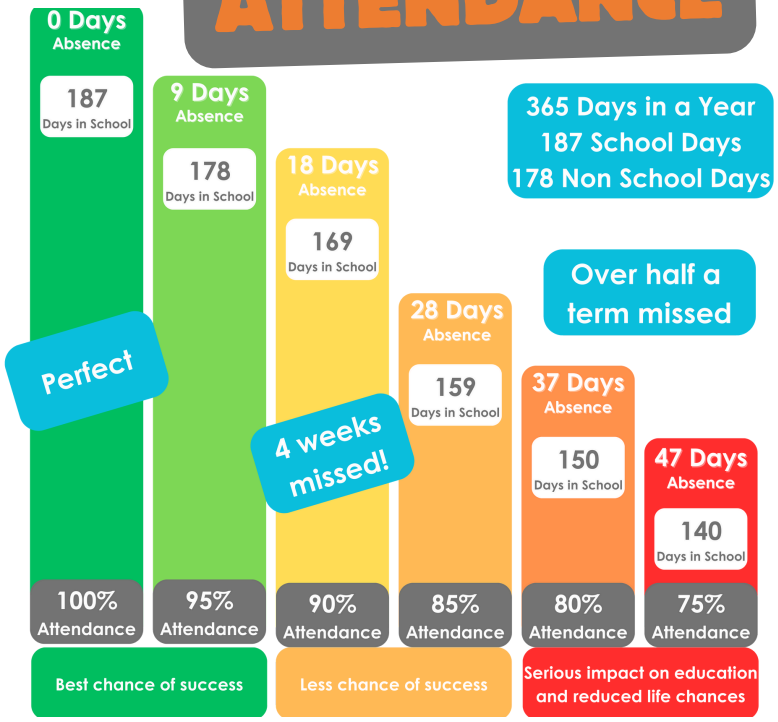
Pencil



Rubber

Ruler

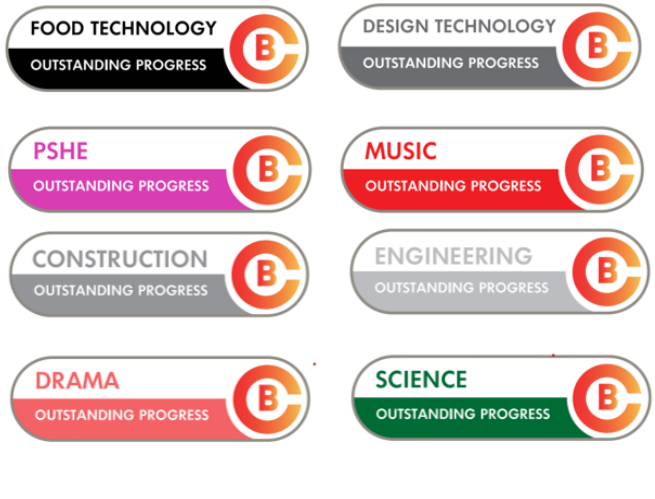
ATTENDANCE



REWARDS

Student Leaders

Subject Awards



Merit Badges

TIMETABLE

	A Mon	A Tue	A Wed	A Thu	A Fri
T					
1					
2					
3					
4					

	B Mon	B Tue	B Wed	B Thu	B Fri
T					
1					
2					
3					
4					

THE PERIODIC TABLE OF THE ELEMENTS

Group 1 – **Alkali Metals**

Group 7 – **Halogens**

Group 0 – **Noble gases**

Group number – tells you the number of **electrons** in an elements **outer** shell.

Elements in the **same group** have **similar properties**.

Element **symbol**

Element **name**

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

Mass Number = number of **protons** and **neutrons** added together.

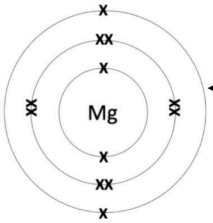
Atomic / Proton Number = number of **protons** which is the same as the number of **electrons**.

Neutrons = Mass number – Atomic number

Transition Metals

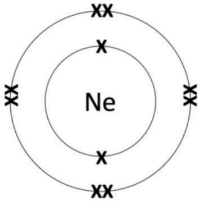
Non-Metals

1	2											3	4	5	6	7	0
																	4 He helium 2
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[97] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[267] Rf rutherfordium 104	[270] Db dubnium 105	[269] Sg seaborgium 106	[270] Bh bohrium 107	[270] Hs hassium 108	[278] Mt meitnerium 109	[281] Ds darmstadtium 110	[281] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[293] Ts tennessine 117	[294] Og oganesson 118

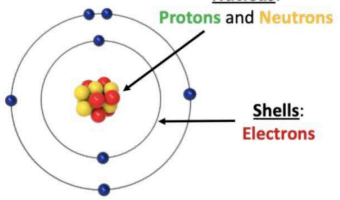


Magnesium (Mg) has **12 electrons** in total. It is in **group 2** so has 2 electrons in its **outer** shell. Mg's electronic configuration is 2,8,2.

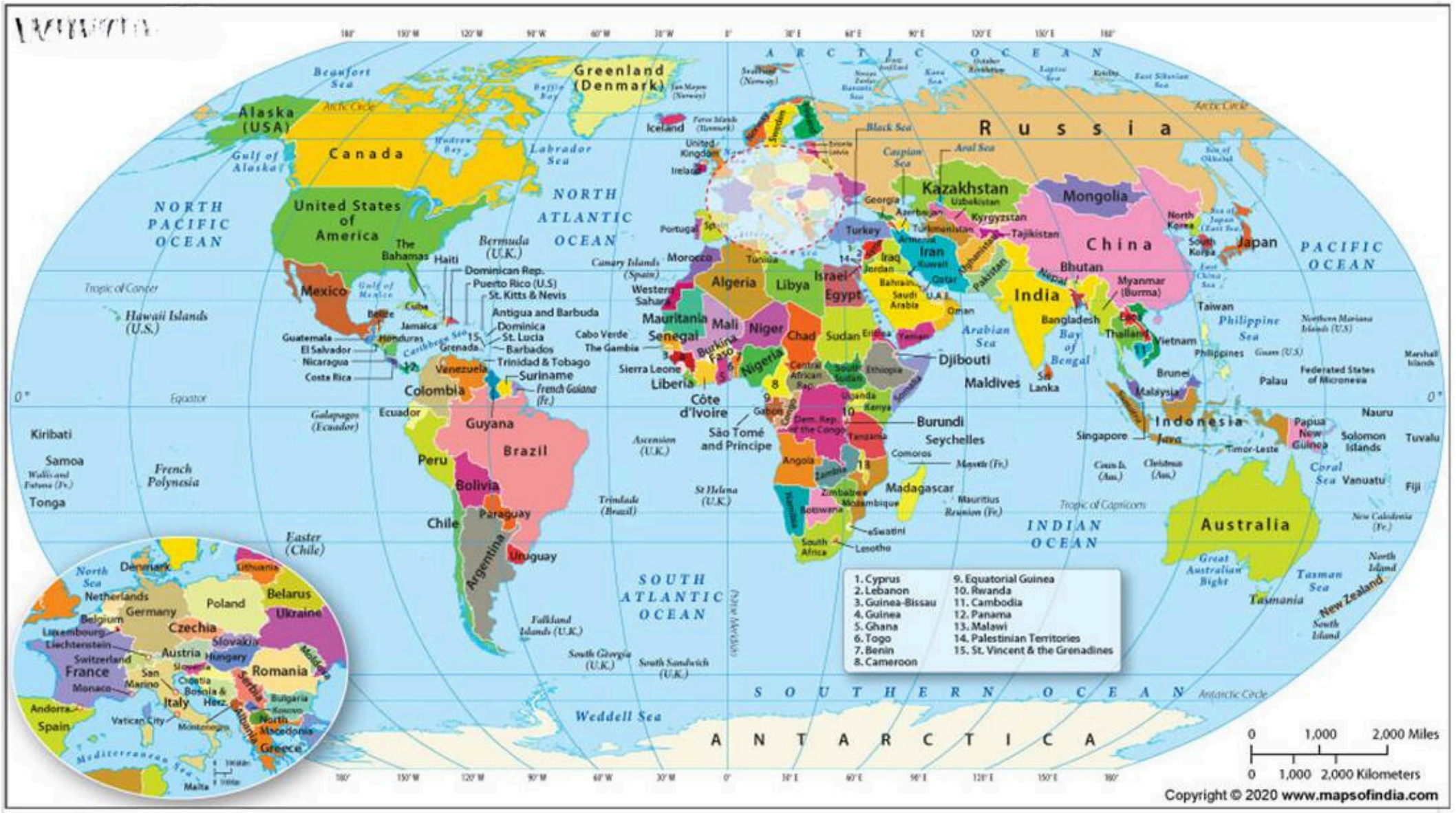
Noble gases have a **full outer shell** of electrons E.g., Neon (Ne)



Subatomic Particle	Mass	Charge
Proton	1	+1
Neutron	1	0
Electron	Negligible	-1



WORLD MAP


A R C T I C O C E A N
Beaufort Sea
Greenland (Denmark)
Alaska (USA)
Arctic Circle
Canada
Gulf of Alaska
Labrador Sea
Iceland
Russia
Black Sea
Caspian Sea
Aral Sea
Kazakhstan
Mongolia
NORTH PACIFIC OCEAN
NORTH ATLANTIC OCEAN
United States of America
Bermuda (U.K.)
Canary Islands (Spain)
Morocco
Algeria
Libya
Egypt
Iran
Iraq
China
India
Japan
PACIFIC OCEAN
Tropic of Cancer
Mexico
Gulf of Mexico
Hawaii Islands (U.S.)
Cuba
Haiti
Dominican Rep.
Puerto Rico (U.S.)
St. Kitts & Nevis
Antigua and Barbuda
Dominica
St. Lucia
Barbados
Trinidad & Tobago
Suriname
French Guiana (Fr.)
Guatemala
El Salvador
Nicaragua
Costa Rica
Honduras
Jamaica
Caribbean Sea
Venezuela
Colombia
Ecuador
Guyana
Brazil
Peru
Bolivia
Paraguay
Chile
Argentina
Uruguay
Galapagos (Ecuador)
Equator
Mauritania
Mali
Niger
Chad
Sudan
Senegal
Burkina Faso
Nigeria
Sierra Leone
Liberia
Côte d'Ivoire
Cabo Verde
The Gambia
São Tomé and Principe
Djibouti
Maldives
Sri Lanka
Burundi
Seychelles
Comoros
Madagascar
Mauritius
Réunion (Fr.)
Angola
Zambia
Zimbabwe
Mozambique
Botswana
Namibia
eSwatini
Lesotho
South Africa
Ascension (U.K.)
St Helena (U.K.)
Trindade (Brazil)
Falkland Islands (U.K.)
South Georgia (U.K.)
South Sandwich (U.K.)
Easter (Chile)
Tropic of Capricorn
INDIAN OCEAN
SOUTH ATLANTIC OCEAN
Arabian Sea
Bay of Bengal
Andaman Sea
Myanmar (Burma)
Bhutan
Nepal
Bangladesh
Thailand
Vietnam
Laos
Cambodia
Philippines
Taiwan
Brunei
Malaysia
Indonesia
Singapore
Timor-Leste
Papua New Guinea
Australia
Great Australian Bight
Tasmania
New Zealand
North Island
South Island
Tasman Sea
Coral Sea
Vanuatu
Fiji
Solomon Islands
Nauru
Tuvalu
Kiribati
Samoa
Tonga
French Polynesia
Wallis and Futuna (Fr.)
Pacific Ocean
Philippine Sea
Northern Mariana Islands (U.S.)
Guam (U.S.)
Federated States of Micronesia
Palau
Marshall Islands
Weddell Sea
ANTARCTICA
Antarctic Circle
SOUTHERN OCEAN
1. Cyprus
2. Lebanon
3. Guinea-Bissau
4. Guinea
5. Ghana
6. Togo
7. Benin
8. Cameroon
9. Equatorial Guinea
10. Rwanda
11. Cambodia
12. Panama
13. Malawi
14. Palestinian Territories
15. St. Vincent & the Grenadines
0 1,000 2,000 Miles
0 1,000 2,000 Kilometers
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Denmark
Lithuania
North Sea
Netherlands
Belarus
Poland
Germany
Ukraine
Belgium
Czechia
Luxembourg
Slovakia
Liechtenstein
Austria
Hungary
Switzerland
Moldova
Romania
France
San Marino
Monaco
Croatia
Slovenia
Bosnia & Herz.
Serbia
Bulgaria
Italy
Andorra
Spain
Vatican City
Montenegro
Kosovo
North Macedonia
Albania
Greece
Mediterranean Sea
Malta

IMPORTANT DATES

September

October

November

December

January

February

March

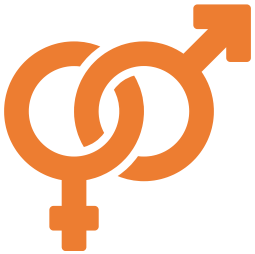
April

May

June

July

PROTECTED CHARACTERISTICS



Sex

Sexual Orientation

Age

Disability

Gender Reassignment

Marriage and Civil Partnership

Pregnancy and Maternity

Race

Religion or belief

BRITISH VALUES

Democracy

- I can **influence** the decisions that affect me in the school
- I can work **effectively** with others in the school

Liberty

- I am **free to think** as I see fit
- I have the freedom to **make choices** that affect me but I **recognise** I am **accountable** for **all my actions**

Respect

- I recognise that **everyone is entitled** to their opinion as long as it **does not promote extremism**
- I understand that everyone is **entitled to a voice** within the classroom and I will **listen to others**

Law

- I understand that the school **rules** are used to mirror **society laws** and must be respected
- I recognise that there will be **consequences for my actions**

Responsibility

- I recognise that I am as **equally responsible** for my learning as the teacher
- I take **responsibility** for my actions - good or bad
- We **all** have a **responsibility** to **promote** and **protect** the wellbeing of others

Tolerance

- I recognise that it is **unacceptable** to dismiss the **beliefs** and **opinions** of anyone
- I understand that discussions about **sensitive issues** will be **controlled** and **structured**

STAYING SAFE AT SCHOOL

At Bodmin College we want to ensure that all of our students feel happy, safe and supported at all times. Everyone has a duty of care to safeguard your physical and mental health when at school.
During tutor and PSHE lessons you will be taught how to stay safe both in school, outside of school and online. There is always someone from the 'Safeguarding Team' to talk to during school hours, should you need to. However, you can talk to any member of staff that you feel comfortable talking to.

FULL STOP

Bullying is not ok and we need to work together to stop it from happening.'Full Stop' is our online bullying report form, that allows you to report any occurrences of bullying, either in school, out of school, or online. You can complete the form through the QR code. A member of the pastoral team will then investigate the incident and behaviour sanctions will be issued if bullying has happened.

LANYARDS

All staff, visitors and sixth form students where lanyards whilst on the college campus.

The purpose of lanyards are to keep our college campuses safe places to work and learn in. It is essential that all post-16 students, staff and visitors when on the college premises are easily identified and that we are aware of who everyone is on our campuses during all periods of the day. This is an important employability skill that you need to understand, as many sectors always require visible ID as a safeguarding requirement and a way of registering attendance.

ONLINE SAFETY

Staying safe online is really important, especially now that we have smartphones and devices connected to the internet all of the time.

In school we use a system called **Smoothwall** so monitor the use of computers and devices connected to the internet. This helps us to keep you and our school community safe.

There are lots of tops to help you keep safe online. Checkout out the SMART Rules here.

Staying Safe Online

Follow the SMART Rules

S — Do not **SHARE or SEND** personal information, passwords, images or videos of yourself. If anyone asks you for images or videos tell an adult straight away

M — Do not **MEET** anyone who you have only become friends with online. Even a friend of a friend is a stranger

A — Do not **ACCEPT** messages, images, videos or friend requests from people you do not know

R — Not everything you see online is **RELIABLE**. Find at least 3 different sources to check information is correct

T — **TELL** a trusted adult if something happens online that makes you feel worried or uncomfortable

Wellbeing

Signposting

External Support
See websites below:

Internal Pastoral Support
Tutor, Director of Key Stage,
Year Manager, Safeguarding Team

CLEAR
Emotional Trauma & Therapy Specialists
clearsupport.net

Young People Cornwall – Making Waves
Youngpeoplecornwall.org

kooth
Kooth.com

Penhaligon's Friends
Penhaligonsfriends.org.uk

YOUNGMiNDS
fighting for young people's mental health
Youngminds.org.uk

Cornwall Carers Service
Cornwallcarers.org.uk/
young-carers

childline
ONLINE, ON THE PHONE, ANYTIME
Childline.org.uk

withyou
wearewithyou.org.uk

Intercom Trust
Intercomtrust.org.uk

MENTAL HEALTH & WELLBEING

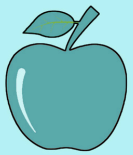
Five self care tips

Get plenty of sleep

zzz

Teenagers need 8-10 hours
of sleep per night

Maintain a healthy diet



Eating well – a balanced diet full of vegetables and nutrients – can improve your sense of well-being and mood

Exercise regularly

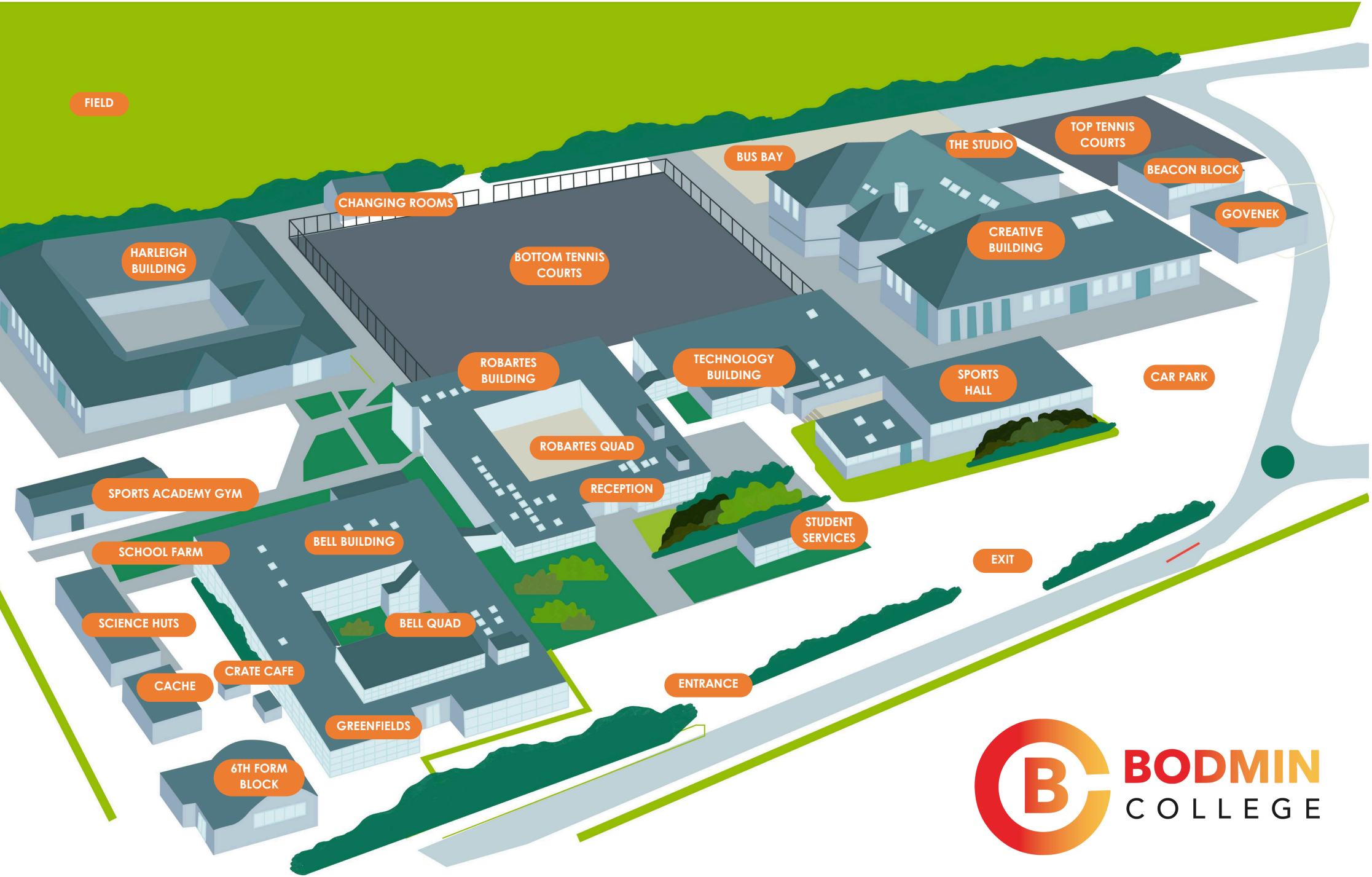
Even if it's just a walk around the block or to school - you'll feel better

Talking can provide stress relief, and can lighten the load of a concern you might be having. Talking about a problem can help to stop you from feeling so overwhelmed.

"Talk to someone"

Make time for yourself

Whether it's reading, watching a film or having a bath, making time for yourself is essential



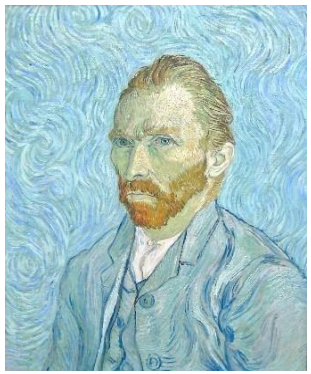
BODMIN COLLEGE

ART

Weeks 1 and 2

Key Words

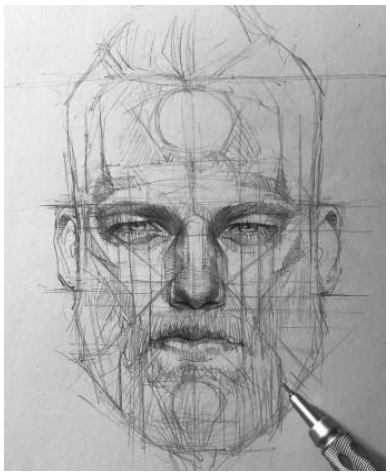
To see: To perceive with the eyes.
To observe.
To think: use one's mind to form connected ideas.



Weeks 3 and 4

Key Words

Line: A continuous mark.
Shape: A two-dimensional, enclosed area.
Proportion: The relative size of different parts of a drawing.
Form: The three-dimensional quality of an object.
Scale: The relative size of objects in a drawing.

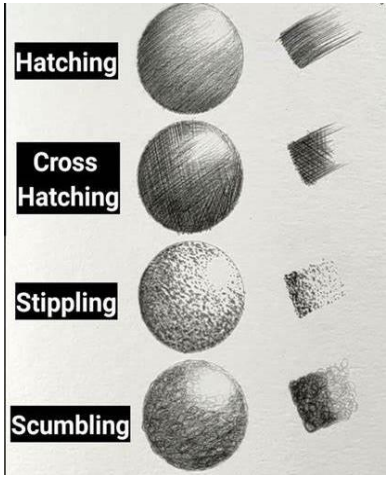


Weeks 5 and 6

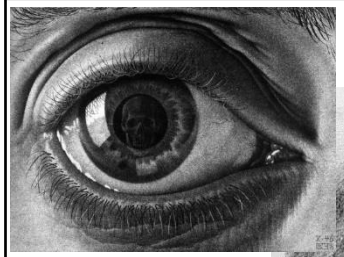
Key Words

Hatching: lines.
Cross-Hatching: crossed lines.
Stippling: dots.
Scumbling: Scribbles.

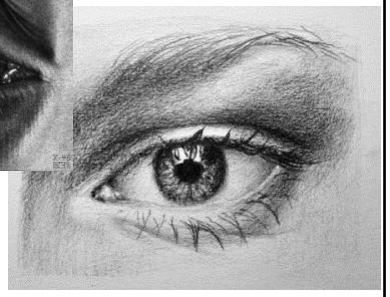
Enquiry task 3: Stretch & Challenge*** Draw an ear using these four techniques***



Week 7 and 8



MC Escher's Eye



Key Words

Analyse: Examine something in detail, typically in order to explain and interpret it.
Mark-making: The process of creating lines, dots, marks, patterns, and textures on a surface in a drawing.

Weeks 9 and 10

Key Words

Primary Colours: Colours that cannot be created by mixing other colours together. These colours serve as the basis for creating all other colours. **Secondary Colours:** Colours that are created by mixing two primary colours together.
Tertiary Colours: Colours that are created by mixing a primary colour with a secondary colour adjacent to it on the colour wheel.
Complementary Colours: Colours that are opposite each other on the colour wheel.

Weeks 11 and 12

Key Words

Spectrum: A band of colours from the lightest/coolest to darkest/warmest.
Value: The lightness or darkness of a colour in a drawing or painting.
Hue: A variety of colour.

(Self. Attic 2011 – Rupert Bathurst)

COMPUTER SCIENCE

Weeks 1 and 2

Cyberbullying: Cyber bullying "involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others."

Social Networking : A social network service focuses on building and reflecting of social networks or social relations among people, e.g., who share interests and/or activities

Weeks 3 and 4

Online Safety – Golden rules

1. Don't post personal information online.
2. Think carefully about posting any images or videos of yourself.
3. Keep privacy settings as high as possible.
4. Keep your password safe.
5. Don't befriend people you don't know.
6. Don't meet up with people you have met online.
7. Think before you say.
8. Treat others with respect, don't be rude.
9. If you see something which makes you feel unsafe, scared or uncomfortable. Report it.

Weeks 5 and 6

Input and Output Devices

All the devices shown below (Mouse, keyboard, controller etc) are input devices. They all send data/instructions to the computer system. For example, the games controller will send directional data/instructions, the scanner will send image data and the microphone will send sound data to the system.

All of the devices shown below (Printer, monitor, Speakers and headphones) are output devices. They all output information (processed data) from the computer system to the user. For example, the monitor will display images and the speakers will output sound.

Weeks 7 and 8

CPU (Heat Sink and Fan)	- Known as the Brain of the computer - Responsible for processing data & instructions - Gets hot very quickly and so often comes with a heat sink and fan to extract the excess heat.
RAM	- The computer's short-term memory. - Stores programs that are currently in use. - Fast data access speeds - Needs electricity in order to store data
Hard Drive	- The computer's long-term memory. - All programs and user files are stored there. - Does not require electricity to store data.
Mother board	- Large circuit board which connects all of the other components together, allowing them to communicate with one another. - The CPU and RAM actually slot into this component.

Weeks 9 and 10

How does a computer actually work?

1. Firstly, when you double click a program's icon, the mouse (input device) sends an instruction (input) to the CPU requesting that the program is loaded.
2. The CPU will decode this instruction and then execute it. Now, because all programs and files are stored in the hard drive, it sends a signal to the hard drive requesting that the program files are copied over to the RAM.
3. The hard drive accepts this request and loads the program onto the RAM.
4. The CPU can now directly access and process the program files, at speed, and as a result the program is open and ready to use by the computer user

Weeks 11 and 12

The CPU

- It is known as the brain of the computer.
- Its job is to process data, by carrying out calculations, performing logic and coordinating input and output signals.
- It is located on the motherboard and will often have a heat sink and fan positioned on top of it, to keep it cool, as it gets very hot, when in use!

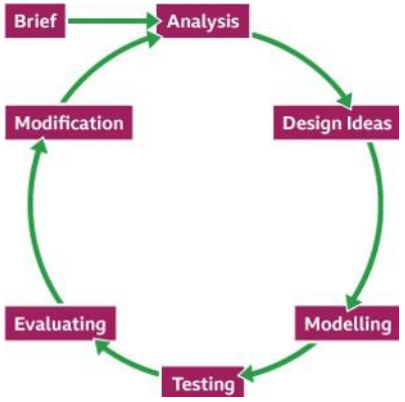
Clock Speed

- The CPU's speed is determined by its clock speed
- This is the number of instructions the CPU can process in one second.
- It is measured in Hertz (cycles per second).
- CPUs currently run at about 3 Gigahertz, which means 3 billion Fetch-Decode-Execute cycles per second!

DESIGN & TECHNOLOGY

Weeks 1 and 2

- **Iterative Design Cycle:**
  The design process that isrepeated (research, design generation, development, manufacture and evaluation}, it ensures continuousimprovement.



- **Design Brief:**
  A short description outlining the product that needs to be designed (or problem that needs to be solved}.
- **Design Specification:**
  A criterion that detailsthe requirements of the design outcome.

Weeks 3 and 4

Design ideas need to include:

- **Annotation:**
  Labels explaining a design including the materialsand processes that will be used.
- **Rendering:**
  Shading/colouring a design to make it look realistic. Thisis done in pencil.
- **Evaluation:**
  Advantages and disadvantages of an idea, this checks that it meets the Brief and Specification.

Top sketching tips:

- Press lightly with your pencil, then you can remove any mistakeswithout leaving a trace.
- Use a ruler for straight lines.
- When you ore happy with the sketch, you can then go over the light pencil lines by pressing down harder and creating darker more noticeable lines.
- Colour in by lightly pressing the colouring pencil. Build up colour by going over the same area until you are happy with the shade (how dark or light it is).

Weeks 5 and 6

Design terms this lesson:

- **Embroidery**
  Hand stitches used to add decoration.
- **Applique**
  Joining materials together for decorative purposes.
- **Fibre**
  Fibres ore thread-like structures that ore long, thin and flexible.

Materials & Tools Used:

- **Felt:** A textile material made by matting and pressing fibres like wool together.
- **Sewing Needle:** a thin, pointed tool used in sewing to carry thread through fabric to join the fabric together or decorate it.
- **Thread:** a thin strand of yarn used to stitch fabrics together.

DESIGN & TECHNOLOGY

Weeks 7 and 8

You need to be able to describe these stitches:

- **Running stitch**
  A hand-sewn stitch that weaves in and out of the material. Thiscreates a dashed line effect
- **Blanket stitch**
  A hand stitch used for finishing a fabric edge.
- **Back stitch**
  2 or 3 reverse stitches to secure the stitches at the beginning and end of a seam.

New Tools Used this week:

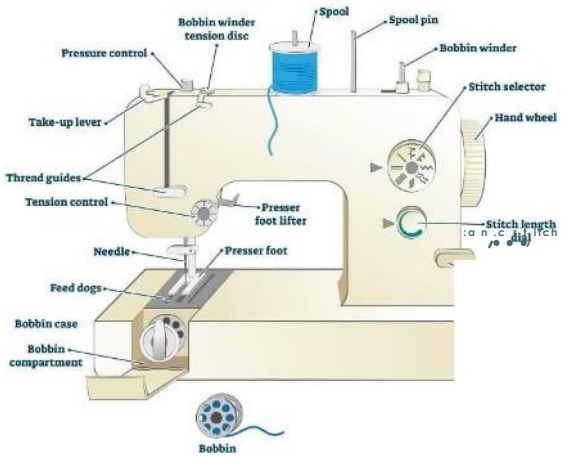
- **Fabric scissors:** Very sharp large scissors used to cut fabric. They must be carried with the sharp end down and be used carefully.
- **Unpicker:** also known as a seam ripper, is a small handheld tool used in sewing to remove stitches. Be careful as these too are very sharp!

Weeks 9 and 10

Key terms this lesson:

- **Synthetic**
  Something made of artificial material, not natural items.
- **Natural**
  Something made of naturally occurring substances.
- **Prototype**
  A model to test a concept.

You will learn about the different parts of a sewing machine:



Weeks 11 and 12

Key terms this lesson:

- **Evaluation:**
  Looking at the advantages and disadvantages of something. This allows you to set a target for the next project you will complete.
- **Manufacture:**
  Making your final design, in this case, your monster.

Top hand stitching tips:

- Use pins to secure the fabric together before you start stitching.
- Plan where you will stitch, draw a stitch path in chalk to follow.
- Practice the stitching technique before you start, until you are confident you remember the steps.
- Take it slow, remember, you can use an unpicker to remove any mistakes.

DRAMA

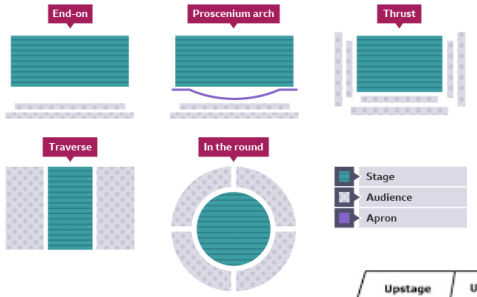
Weeks 1 and 2

Key Words

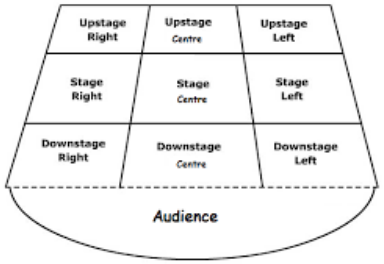
Communication – Listening and speaking

Mime - Acting using imaginary objects

Weeks 3 and 4



Stage Types and Stage Positions



Weeks 5 and 6

Key Words

Tableau/x – a still image

Focus – staying on task, being controlled in tableau

Control – physical control, being able to keep still

Levels – using different heights to make the tableau more visually interesting

Weeks 7 and 8

Key Words

Hot-seat – asking questions, answering in role

Open ended question – require the respondent to provide more than a single-word answer

Closed question – one-word answer response

Monologue – a speech by one character

Weeks 9 and 10

Keys Words

Rehearse – to practice

Vocal Expression – Tone (emotion), Pitch (high or low), Pace (speed), Accent (change in how you say words depending on where you are from), Emphasis (stressing a particular word)

Physical Expression – Facial expressions (communicating emotions through the movements in your face), Gesture (using your body, head or hands to communicate emotion or meaning), Posture (stance), Gait (the way you walk)

Weeks 11 and 12

Key Words

Rehearse

Devising – making an original piece of drama

Tension – a growing sense of expectation

Cliff-hanger – the performance ends on a moment of high tension and is unresolved.

Performance

Audience

Feedback

ENGLISH

Week 1	Week 2	Week 3
TASK- Learn the following terms using say, look, cover, write, check in your homework book. **Lark –** a small ground-dwelling songbird or something done for fun, especially something mischievous or daring; an amusing adventure or escapade. **Prologue –** a short opening in a book which isn't part of the main narrative, but introduces information that is important to the reader. **Nostalgia –** a sentimental longing or wistful affection for a period in the past. **Prologue and Chapters 1-7 Summary** In the opening chapters of "The Lark" by Anthony McGowan, brothers Nicky and Kenny seek solace in nature, embarking on a countryside walk. They face small adventures and challenges, strengthening their bond. However, danger is foreshadowed through the powerful everchanging weather in the Yorkshire moors. **Key Quote** "We better get off this hill, Kenny," I said. "Or we'll catch our bloody deaths."	**TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book.** **Flashback –** a scene in a novel, film, etc. set in a time earlier than the main story. **Foreshadowing** - a narrative device in which a storyteller gives an advance hint of what is to come later in the story. **Preposition examples:** In front of Beneath Beside Within Above Between Improve your writing and analysis skills by reading other short stories such as To Build a Fire by Jack London. **AllWrite Task:** Using prepositions, write the opening of a story that describes the setting	**TASK- Learn the following terms using say, look, cover, write, check in your homework book.** **Pathetic Fallacy –** the attribution of human emotion to inanimate objects, nature, or animals, used to evoke a mood or feeling in the setting. **Chapters 8-14 Summary** In chapters 8-14 of "The Lark" by Anthony McGowan, Nicky and Kenny's countryside walk takes a darker turn as they encounter increasing difficulties. Their bond is tested by physical and emotional challenges, yet they find strength in each other. The journey becomes a profound exploration of survival and brotherhood. **Key Quote** 'The trees were mainly bare, but if you looked closely you could see buds beginning to emerge – tiny firsts of life waiting to open out into a green hand'

ENGLISH

Week 4	Week 5	Week 6
TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book. **Cliff-hanger –** a plot device in fiction which features a main character in a precarious or difficult dilemma and the reader is left not knowing what will happen next. **Mood** - The feeling, emotion or atmosphere of a story. **Success criteria for story opening:** Include the geographical location, environment and **weather.** Include ambitious vocabulary that you want to include. Include some ambitious punctuation. Include writer's methods/techniques you want to use. **AllWrite Task:** **Write the opening of a story using a description of the weather to establish the mood.**	**TASK- Learn the following terms using say, look, cover, write, check in your homework book.** **Symbolism –** a literary device in which an image is used to represent something else. **Imagery** - the use of pictures or words to create images, esp. to create an impression or mood. **Chapters 15 to the end Summary** In the final chapters of "The Lark" by Anthony McGowan, Nicky and Kenny face their greatest trials, culminating in a life-threatening situation. Through perseverance and their deep bond, they overcome adversity. The story concludes with a sense of hope and renewal, highlighting the power of love and resilience. **Key Quote** 'And then I heard the sound. The mad, ecstatic music of the lark'	**TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book.** **Epilogue –** Section of a text that appears at the end of a story which can often occur some time after the end of a story and can provide a conclusion **Structural features:** Flashback Foreshadowing Cliff-hanger Prologue/Epilogue Symbolism If you enjoyed following Nicky and Kenny's story, continue to do so in Brock, Pike and Rook by Anthony McGowan. **AllWrite Task:** **Write a short story about a journey that uses at least one interesting structural feature.**

ENGLISH

Week 7	Week 8	Week 9
TASK- Learn the following terms using say, look, cover, write, check in your homework book. **Resilience –** an ability to recover from or adjust easily to misfortune or change. **Cyclical Structure –** a narrative or literary work that follows a circular pattern, where the story ends in a way that connects back to the beginning. **Repetition** - the quality of repeating an idea, phrase or word. **Unstoppable by Donna Ashworth** "Unstoppable" by Donna Ashworth is a motivational poem celebrating resilience and inner strength. It encourages readers to embrace their imperfections, overcome obstacles, and recognize their potential. The poem emphasizes self-belief and determination, inspiring individuals to pursue their dreams fearlessly. **Key Quote** 'But I think it was in the stopping, / that she found her power'	**TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book.** **Semantic Field –** Words, phrases or images that can be grouped together under the same category. Writers might use a semantic field to suggest an important idea. **Kenning poem** - A type of poem or riddle where the poet describes someone or something using two-word descriptions in the form of noun-adjective (I.e. wave-rider for a surfer) **Flag by John Agard** "Flag" by John Agard is a poem that questions the power and symbolism of national flags. Through a dialogue, it explores how a simple piece of cloth can evoke strong emotions, patriotism, and even conflict, ultimately critiquing the blind allegiance they inspire. **Key Quote** 'It's just a piece of cloth / that dares the coward to relent' **AllWrite Task:** **Create a Blackout or Kennings poem about something you are passionate about.** OR **Create a Blackout or Kennings poem encouraging others to be strong in the face of challenges.**	**TASK- Learn the following terms using say, look, cover, write, check in your homework book.** **Conformity –** compliance with standards, rules, or laws. **Freedom –** the power or right to act, speak, or think as one wants. **An Asian Child Enters a British Classroom by Debjani Chatterjee** "An Asian Child Enters a British Classroom" by Debjani Chatterjee explores the feelings of alienation and cultural dislocation experienced by an Asian child in a British school. It highlights the challenges of integration, identity, and the longing for acceptance in a foreign environment. **Key Quote** 'donned that mask of neat conformity, / prepared for lessons in cultural anomymity' **Poetry Comparison Thesis** Thesis writing is where we outline our argument for a Literature Essay. We use a three-pronged approach. **First sentence** ◊ Which poems are you comparing? **Second sentence** ◊ How do the poems link thematically to each other? What are the similar big ideas? **Third sentence** ◊ How are the poems different? What big ideas do they explore differently?

ENGLISH

Week 10	Week 11	Week 12 and 13
TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book. **Enjambment –** When there is no punctuation at the end of a line of poetry. It can often reflect that something is out of control, chaotic, or is overflowing. **Identity** - the fact of being who or what a person or thing is. **Identity by Julio Naboa** "Identity" by Julio Noboa Polanco celebrates individuality and nonconformity. The poem advocates for living authentically and embracing one's uniqueness, even if it means standing alone, rather than conforming to societal expectations. **Key Quote** 'I'd rather be a tall, ugly weed' Read other poems by writers such as Maya Angelou to have a better understanding of ideas in poetry such as identity, freedom and voice. **AllWrite Task:** **Compare how these two poets explore identity.** Write a thesis statement using the sentence stems in the AllWrite booklet.	**TASK- Learn the following terms using say, look, cover, write, check in your homework book.** **Metaphor –** A comparison between two things when something is said to be something else. **Societal expectations –** implicit rules that govern one's reactions and beliefs in a way that is deemed acceptable by society. **You Are More Than Beautiful by Rupi Kaur** "You Are More Than Beautiful" by Rupi Kaur highlights inner beauty and self-worth, encouraging readers to value their unique qualities and strengths beyond physical appearance. It promotes self-love and authentic individuality. **Key Quote** 'the most you have to be proud of / when your spirit has crushed mountains' **Poetry Comparison Thesis Structure:** **First sentence** ◊ Which poems are you comparing? **Second sentence** ◊ How do the poems link thematically to each other? What are the similar big ideas? **Third sentence** ◊ How are the poems different? What big ideas do they explore differently?	**TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book.** **Direct Address** - When the writer refers to someone, maybe even the reader, directly. **Comparative –** a consideration or estimate of the similarities or dissimilarities between two things, ideas or people. **The Road Not Taken by Robert Frost** "The Road Not Taken" by Robert Frost reflects on life's choices through the metaphor of a traveler deciding between two paths. The poem highlights the impact of decisions, emphasizing individualism and the consequences of taking the less conventional route. **Key Quote** 'I doubted if I should ever come back' **AllWrite Task:** **Compare how Kaur and Frost present ideas about the importance of choices.** Write a thesis and create a comparative table with quotes and methods.

FOOD

Week 1	Week 2	Week 3
Demonstration: Fresh Fruit Salad **Basic Safety and Hygiene Rules** Wash hands before handling food. Store food in the correct place. Cover cuts with a blue plaster. Tie back hair and wear a clean apron. Roll long sleeves up Wipe down worktops before cooking **Personal Hygiene** - is about caring for your body by keeping it clean and healthy. **Dish cloth** - is used for wiping down worktops and dirty dishes when washing up **Tea towel** - is used for wiping clean dishes. **Enzymic Browning** -Foods such as apples, pears and bananas will turn brown when peeled, because oxygen reacts with the enzymes in the food. **Storage** - chilled items go into the fridge	**Practical** - Fresh Fruit Salad **North Pole - South Pole - techniques** for cutting fruit and vegetables. **Knife Skills** - Peeling, chopping, dicing, slicing. **Bridge & Claw Knife Grips** **Fruits and vegetables are classified** depending on which part of the plant they come from. **Basic equipment** - **Vegetable knife** - a small knife for preparing fruits and vegetables **Mixing bowl** - used for mixing items **Chopping board** - used for cutting food on **Lemon juicer** - used to extract juice from lemons or other citrus fruit. Most **UK-grown fruit and vegetables** are not available all year round. Eat **at least 5 portions of a variety of fruit and vegetables** every day. 1 portion is roughly the amount you can fit in the palm of your hand. Eat as many different colours as possible =	**Practical** - Carrot & Coriander Soup **Knife Skills** - Peeling, chopping, dicing, slicing, grating. **Cooking methods-** boiling and simmering **Using the hob - conduction** **Basic equipment** - **Measuring jug** - used for measuring liquids, **Peeler** - used to remove skin from fruit or vegetables **Wooden spoon** - used for mixing items **Saucepan** - used for heating foods on the hob **8 tips for healthy eating** Base your meals on higher fibre starchy carbohydrates Eat lots of fruit and vegetables Eat more fish, including a portion of oily fish Eat less salt: no more than 6g a day for adults Cut down on saturated fat and sugar Do not skip breakfast Stay hydrated Keep active and be a healthy weight

FOOD

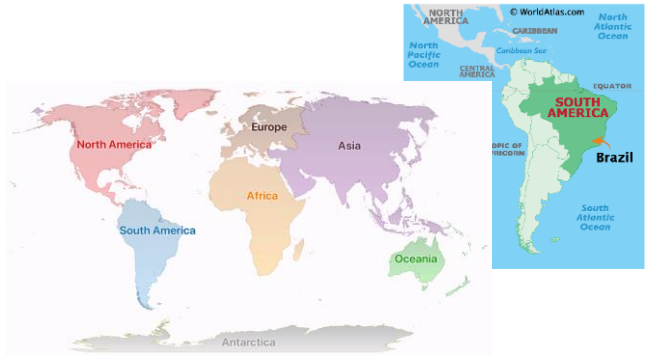
Week 4	Week 5	Week 6
Practical - Fairy Cakes All in one method - is where all of the ingredients are added to the bowl at once and mixed together until combined **Types of Fats -** **Fat** is solid at room temperature and has a high melting point. Most commonly from animals. **Oil** is liquid at room temperature and has a lower melting point. Most commonly from a plant source. **Butter** - which contains vitamin D, a nutrient that is vital for bone growth and development. It also has calcium, which is essential for bone strength. **Margarine** - is a butter substitute typically made by combining water and vegetable oils, this is known as hydrogenation **Basic equipment -** Paper cases - used to bake cake mixture in, preventing the mix sticking Bun tin - piece of equipment used to bake small cakes. Teaspoon - used as a tool for measuring volume Whisk - to whisk ingredients like an egg	**Practical - Melting Moments** Sugar beet- Grown mainly in the UK Sugar cane- Grown in hotter climate, like South East Asia. Both used to make sugar **Creaming method -** mixing together butter (fat) and sugar until the mixture becomes light and Fluffy **Basic equipment -** Baking tray - is a flat, rectangular metal pan placed in an oven and used for baking. **Greaseproof paper** - paper which is used to line tins and baking trays with to prevent food items from sticking **Mixing bowl** - used for mixing ingredients in **Vitamin D** **Sources include:** • oily fish - such as salmon, sardines, herring & mackerel • red meat • egg yolks • fortified foods - such as some fat spreads and breakfast cereals **Calcium –** **Sources of calcium include:** • milk, cheese and other dairy foods. • green leafy vegetables - such as curly kale, okra • bread and anything	**Theory** **Natural sugars** - Sugars in honey, syrups (such as maple), The sugars in these foods occur naturally but still count as free sugars **Obesity** - is a disease defined by excessive fat deposits that can impair health. Obesity can lead to increased risk of type 2 diabetes and heart disease, it can affect bone health and reproduction, it increases the risk of certain Cancers **Evaluation -** • The quality of the products that you have made. • The skills that you have developed. • Equipment that you have learned how to use. • Skills or processes that you need to improve. • How you could improve the way in which you work in practical lessons. **Reflect** - What went well? **React** - Even better if **Retain** - imbedding knowledge **Types of sugars** - Fructose, glucose, and sucrose are found naturally in fruit and some vegetables, while lactose is found in dairy and maltose is found in germinating grains.

GEOGRAPHY

Week 1

Glossary:
Continents – Europe, North America, South America, Asia, Africa, Oceania and Antarctica.
Oceans – Indian Ocean, Arctic Ocean, Southern Ocean, Atlantic Ocean and Pacific Ocean.
Human geography – what people do, such as where they live, how they make money and the effects of human interactions with each other and the planet.
Physical geography - the features of the world around us (oceans, mountains, earthquakes).
Opportunities – a positive aspect that can improve development.
Challenges – an aspect that can slow down development.
Services – supplying a public need such as transport, communications, or utilities such as electricity and water
Mineral extraction – removal of solid mineral resources from the earth.
Geothermal energy – energy generated by heat stored deep in the Earth.

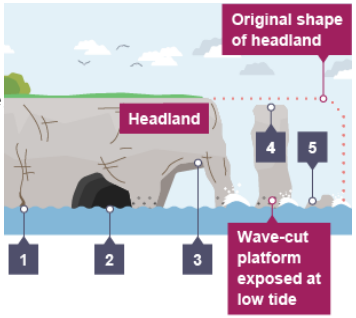
Week 2



Favela – a Brazilian shack or shanty town; a slum.
Rio de Janeiro – a city, located within Brazil in South America.
Quality of life - refers to the wellbeing of individuals or groups of people.
Latitude - distance of a place north or south of the earth's Equator.

Week 3

Glossary:
Cave – a large hole in a cliff caused by waves forcing their way into cracks in the cliff face
Arch – a wave-eroded passage through a small headland.
Stack – isolated pillar of rock left when the top of an arch has collapsed.
Stump - the stack is undercut at the base until it collapses.
Wave cut platform – rocky, level shelf at or around sea level representing the base of old, retreated cliffs.



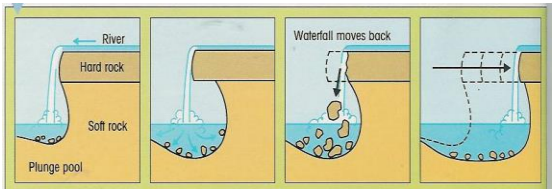
Week 4

Glossary:
Mega City – a city with a population of over 10 million people.

Push Factors – factors that push people to leave where they live. For example; many doctors and hospitals offer good healthcare. Jobs are well-paid and varied. Good schools. Modern, well-built homes. Many job opportunities. Reliable clean water supply and electricity supply. Plentiful food supply. Lots of entertainment opportunities

Pull Factors – factors that attract people to an area. For example; lack of jobs other than farming. Limited electricity. Poorly built houses. Poverty. Unreliable water supply or dirty water. Hard work on farms, with long hours and poor pay. Starvation due to crop failure. Poor education facilities. Fewer doctors and no hospitals. Limited leisure opportunities.

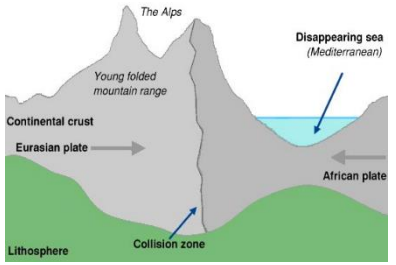
Week 5



1. The soft rock is eroded quicker than the hard rock and this creates a step.
2. The hard rock is undercut forming an overhang.
3. Undercutting continues, increasing the size of the overhang until it is no longer supported and collapses.
4. A plunge pool begins to form at the base of the waterfall.
5. This process (undercutting, overhang, collapse) continues, and the waterfall retreats upstream.
6. A steep-sided valley is left where the waterfall once was. This is called a gorge.

Week 6

Glossary:
Plate tectonics – the theory used to explain the formation of Earth's major landforms.
Plate – a slab of the Earth's crust.
Crust – the thin outer layer of Earth, made of rock.
Convection currents – movement within the Earth's mantle caused by the heat of the core.
Collision plate margin - if two continental plates collide, the land buckles upwards to form fold mountains.

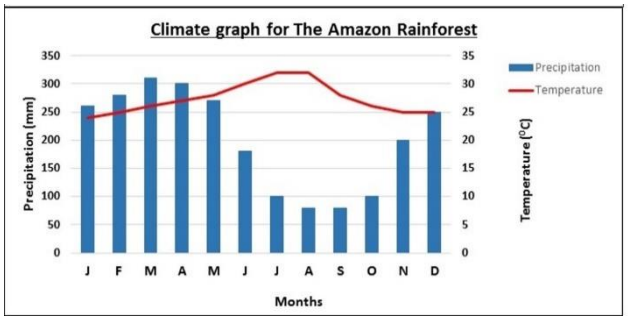


GEOGRAPHY

Week 7

Glossary:
Ecosystem – a community of living organisms, and their connections with the climate and the soil.
Food chain – links between organisms that feed on each other.
Herbivore – an animal that eats only plants.
Omnivore – an animal that eats a varied diet of plants and animals.
Nutrients – Plant foods.
Carnivore – an animal that only eats meat.
Food web – interconnected food chains that make up a large ecosystem.
Biome - a global ecosystem, such as a tropical rainforest or desert.
Tropical rainforest - a rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. Rainforests are Earth's oldest living ecosystems, with some surviving in their present form for at least 70 million years.

Week 8

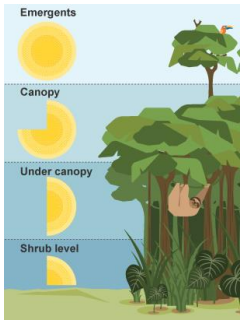


Describe - Set out characteristics.

T - Trend
E - Evidence
A – Anomaly

Week 9

Glossary:
Kapok tree – fast-growing trees out compete other trees to reach sunlight (called emergent).
Epiphytes – plants that can live on branches high in the canopy to seek sunlight. They obtain nutrients form water and the air.
Lianas – woody creepers rooted to the ground but carried by trees into the canopy where they have their leaves and flowers.



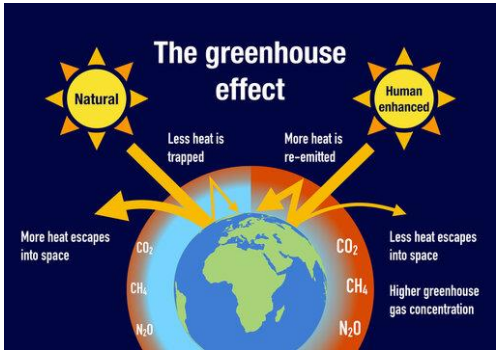
Buttresses – massive ridges help support the base of the tall trees and help transport water.
Drip tip – many leaves have a 'drip tip' to allow the heavy rain to drip off the leaf.

Week 10

Glossary:
Camouflage – is the most common rainforest adaptation. It enables a creature to blend into the natural environment, protecting itself from predators and concealing itself from potential prey. For example, the green-eyed tree frog has flaps of textured skin around its body to look like tree bark.
Mimicry – some creatures pretend to be something else. For example, the katydid, a type of grasshopper, appears and behaves like a stinging wasp to deter predators. Some non-poisonous dart frogs are brightly coloured to look like their poisonous relatives.
Limited diet – the toucan only consumes fruits that other birds and animals are unable to access. Its strong beak enables it to crack open these fruits.
Habitat adaptation – many successful species have adapted to life in the treetops. Sloths have long arms and curved feet with long claws to help grip tree trunks and branches. Brown algae on their fur also provide effective camouflage.

Week 11

Glossary:
Deforestation – the cutting down and removal of trees.
Causes of deforestation – logging, mining, roads, hydro-electric power (HEP), population and farming.
Impacts of deforestation – soil erosion, economic development, climate change and loss of biodiversity.



Week 12

Begin to plan for the issue evaluation

Why are tropical rainforests important?

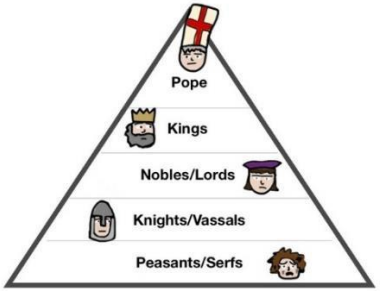
How can deforestation affect the environment?

How can people damage the rainforest?

What do you think living in Peru would be like?

Should the Peruvian government allow the development of roads in the Amazon?

HISTORY

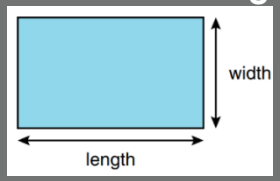
Week 1	Week 2	Week 3
Britian before 1066: The Anglo Saxons The Anglo Saxon period spans the time after the Romans left England in 410 and before the Norman Conquest in 1066. England was not a united country. It was divided into separate countries. Archaeological evidence give us a good idea about what life in England was like in the period. Most people in Anglo-Saxon England lived in villages. Their houses were made of wood, clay and mud and thatched roofs.	**1066 - Who wants to be King?** **Edgar the Atheling-** Edward's closest living relative. He was only 14 years old and did not have much support. **Harold Godwinson-** He was English, and was well supported by most of the English population. **William of Normandy-**He was a Duke who controlled a large region of France. **Harald Hardrada-**A Viking King of Norway.	**1066 - What happened at Hastings?** William, Duke of Normandy invaded in the South of England three days after the **Battle of Stamford Bridge.** -The remaining English army had to march south, making them tired and having lost lots of men. -The two armies met outside Hastings on **14th October 1066**. Harold's army was at the top of a hill, William ordered his soldiers to pretend to retreat. Harold's army ran after them, breaking their shield wall.
Week 4	**Week 5**	**Week 6**
1066- Castle Building and the Feudal System The **Feudal System** set up a way of controlling people through loyalty and land.  	**1066- Control and conquest The Harrying of the North.** William beat the rebels, and punished the English in the area by burning villages to the ground, destroying crops and animals and allowing people to starve. **The Domesday Book** helped William to gain control by finding out who owned land and how much wealth every person had so that they could be taxed.	**Medieval Realms- the power of the Church** Almost everyone believed in God, and the Head of the Catholic Church in Rome, the **Pope** had huge power. **Monks lived in Monasteries and Nuns lived in Convents**. They provided healthcare and help for the poor. The Church played an important part in everyday life. People got married and held funerals in Churches, it was where the local community met, and was important for hearing news and stories.

HISTORY

Week 7	Week 8	Week 9
Medieval Realms- What were the causes and consequences of the Black Death? The Black Death arrived in England in 1348, spreading on ships arriving from Asia. There were two types of plague: **Bubonic Plague** were 50% of people died **Pneumonic Plague** were 100% of people died.	**Medieval Realms- Why were the Crusades significant?** A Crusade is a military campaign by the Christians who wanted to retake the **Holy Land** from the Muslims. The Muslims who lived there saw this as an invasion. People went on crusade for money, power and religion.	**Medieval Realms- what was life like for ordinary people?** Most people in Medieval England lived in the countryside. As part of the Feudal System, Villeins (peasants) could not move or even marry without permission. Peasant homes were small, often just one room. Most people in England were incredibly poor and often did not have enough to eat. They often worked long hours and their lives depended on the food they could grow.
Week 10	**Week 11**	**Week 12**
Medieval Realms- Who travelled the Silk Roads? The "Silk Road" was a trading route stretching across Europe and Asia. Many different goods and ideas were traded between East and West along the trade route. New ideas were also spread, including religious ideas. It was not just one road, but a series of different routes, and stretched over 4000 miles.	**<u>Key Historical Terminology for extended writing</u>** **Significance** Why something is important **Change** Making something different **Continuity** Something that stays the same **Describe** Outline the key facts or ideas **Explain** Give reasons for details, using words and phrases like "Because" or "This was important because"	**<u>Key Historical terminology for source work</u>** **Nature** What a source is, such as a diary entry, a photograph? **Origin** Who made it, when it was made? **Purpose** Why was it made? **Reliability** Can we trust the information given or should we question it? **Context** What else do you know was happening at the time this source was made?

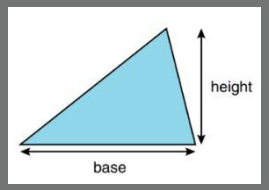
MATHS

Area of a Rectangle



$length \times width = l \times w$

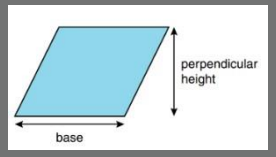
Area of a Triangle



$\frac{1}{2} \times base \times perpendicular\ height$

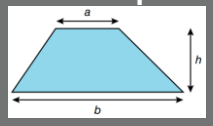
$= \frac{bh}{2}$

Area of Parallelogram



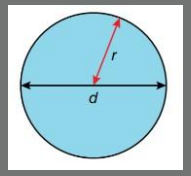
$base \times perpendicular\ \ height$

Area of Trapezium



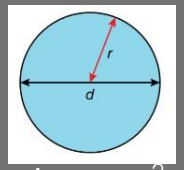
$\frac{1}{2}(a + b)h$

Circumference of a circle



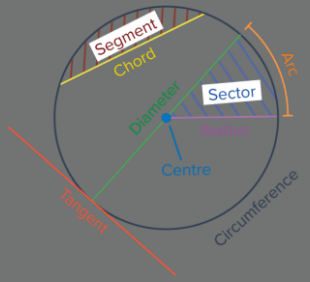
$C = \pi \times d$

Area of a circle

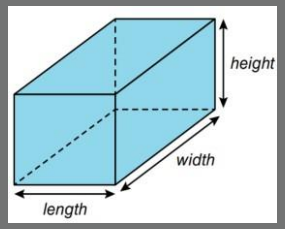


$A = \pi \times r^2$

Parts of a circle



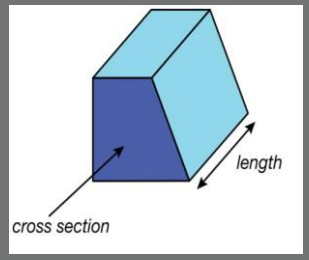
Volume of a Cuboid



$Length \times width \times height$

$V = l \times w \times h$

Volume of a Prism



$Area\ of\ cross\ section \times length$

Square Numbers

$1^2 = 1$

$2^2 = 4$

$3^2 = 9$

$4^2 = 16$

$5^2 = 25$

$6^2 = 36$

$7^2 = 49$

$8^2 = 64$

$9^2 = 81$

$10^2 = 100$

$11^2 = 121$

$12^2 = 144$

$13^2 = 169$

$14^2 = 196$

$15^2 = 225$

Cube Numbers

$1^3 = 1$

$2^3 = 8$

$3^3 = 27$

$4^3 = 64$

$5^3 = 125$

$6^3 = 216$

$7^3 = 343$

$8^3 = 512$

$9^3 = 729$

$10^3 = 1000$

Prime Numbers

2,3,5,7,11,13,17,

19, 23, 29, 31,

37,...

HCF: Highest Common Factor LCM: Lowest Common Multiple

Index Rules

$x^a \times x^b = x^{a+b}$

$\frac{x^a}{x^b} = x^{a-b}$

$(x^a)^b = x^{a \times b}$

$x^0 = 1$

$x^{-a} = \frac{1}{x^a}$

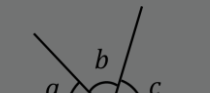
$x^{\frac{1}{a}} = \sqrt[a]{x}$

MATHS

Weeks 1 through 12

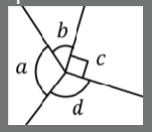
Angle Rules

Angles of straight line add up to 180°



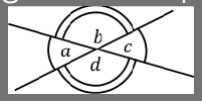
$a + b + c = 180$

Angles at a point add up to 360°



$a + b + c + d = 360°$

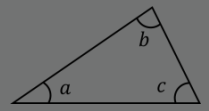
Vertically opposite angles are equal



$a = c, \quad b = d$

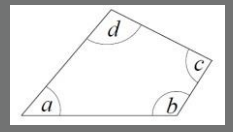
Angle Rules

Angles in a triangle add up to 180°



$a + b + c = 180°$

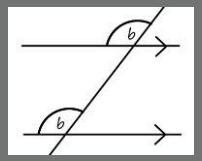
Angles in a quadrilateral add up to 360°



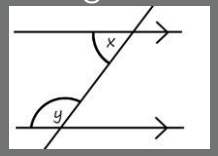
$a + b + c + d = 360°$

Angle Rules

Corresponding angles are equal

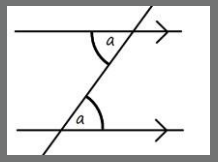


Co-interior angles add to 180°

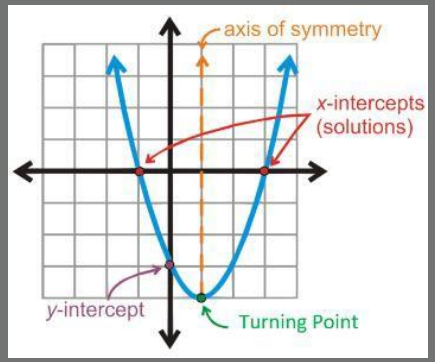


$x + y = 180°$

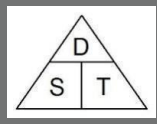
Alternate Angles are equal



Quadratic Graphs



Speed, Distance, Time



$$speed = \frac{distance}{time}$$

Gradient

$$= \frac{change\ in\ y}{change\ in\ x}$$

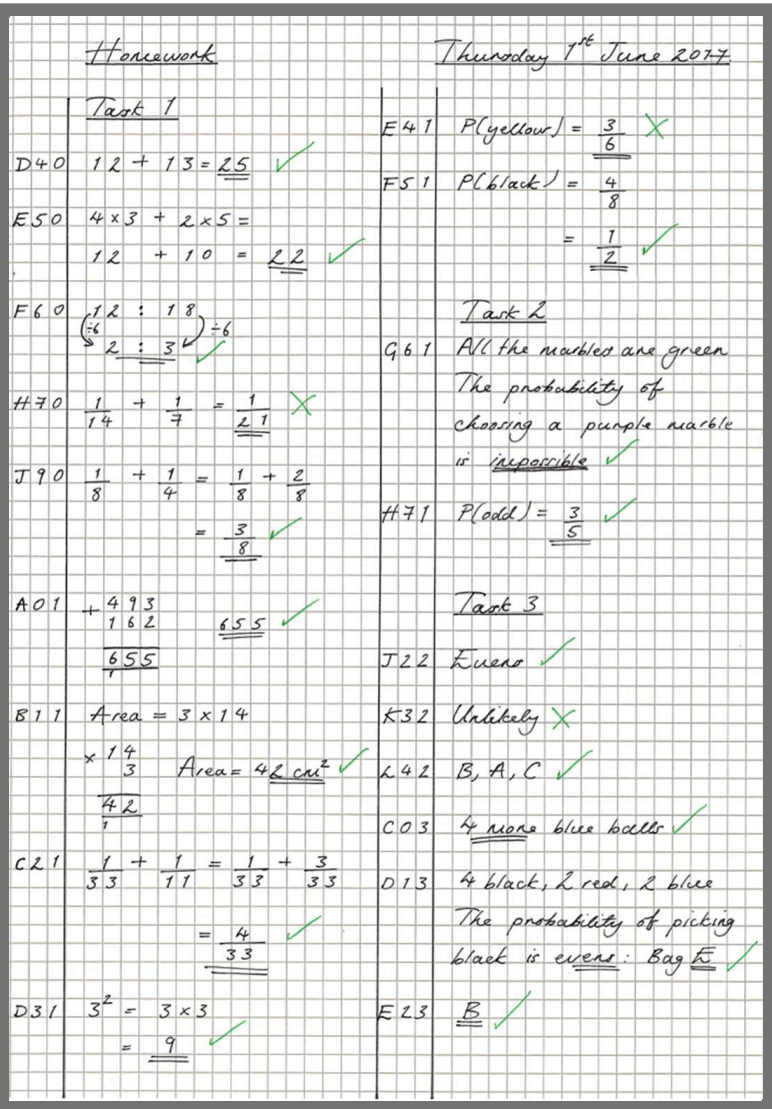
MATHS

1) Go to sparxmaths.uk
2) Login using your username and password
3) Complete your compulsory homework as follows:

- Write the bookwork code
- Write the question and then your workings and your answer
- Mark your answer in a different colour
- If you are struggling, **watch the video**
- Your homework is complete when you have answered **every**

  question correctly.
- If you are really struggling with one question, complete the other questions and ask your Maths teacher for help the next day or attend the Sparx Clinic.

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



MUSIC

Week 1 and 2

The Orchestra: An orchestra is a large ensemble of musicians, typically divided into sections that perform a wide range of musical compositions under the direction of a conductor.
There are **four families** of instruments:
Strings: Violin, Viola, Cello, Double Bass
Woodwind: Piccolo, Flute, Clarinet, Oboe, Bassoon
Brass: Trumpet, French Horn, Trombone, Tuba
Tuned Percussion: Xylophone, Glockenspiel, Timpani, Tubular Bells
Untuned Percussion: Gong, Bass Drum, Snare Drum, triangle, cymbals.
Conductor: person who leads and directs an orchestra or choir, ensuring unified interpretation, timing, and expression of a musical performance. **Timbre:** the unique sound quality of each instrument or playing technique.

Week 3 and 4

Rhythm: the pattern of long and short sounds as you move through a piece of music.
Pulse: the constant regular underlying beat like a beating heart or ticking clock.
Graphic Score: a visual representation of musical ideas using symbols, shapes, and images rather than traditional musical notation, allowing for more interpretive freedom in performance.
Polyrhythm: the simultaneous use of two or more contrasting rhythms, creating a complex and layered rhythmic texture.
Body Percussion: creating rhythmic sounds and patterns using the body, such as clapping, stomping, snapping fingers, or patting various body parts, often used in lieu of traditional instruments.

Week 5 and 6

American / German note names	British note names	Note symbols	Note value
Whole note	**Semibreve**		4 beats
Half note	**Minim**		2 beats
Quarter note	**Crotchet**		1 beat
Eighth note	**Quaver**		1/2 of a beat
Sixteenth note	**Semiquaver**		1/4 of a beat

Week 7 and 8

Time Signature: two numbers written at the beginning of a musical score that indicates the number of beats per bar and type of beat.
4/4: a time signature that indicates there are 4 quarter notes/crotchets per bar. This is simple quadruple time.

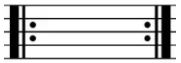
Tempo marking: Specifies the speed or pace at which a piece of music should be played.

 indicates 90 beats per minute.

Dynamics: The volume of the music.
f – forte - loud
p – piano - soft

Week 9 and 10

3/4: a time signature that indicates there are 3 quarter notes/crotchets per bar. This is simple triple time.
Repeat Marks: instruct the performer to go back and repeat a section of music.



Articulation: How notes are played or shaped.

Accent: is a stress or emphasis placed on a particular note or chord to create emphasis or prominence within a phrase or passage.

Week 11 and 12

Chant: is a monophonic vocal composition characterized by a simple melody usually vocalized or spoken instead of sung. (Monophonic means one sound)
Rap: the rhythmic delivery of spoken or chanted lyrics, often accompanied by a beat or instrumental track
Word setting: the process of composing rhythms or melodies that match the natural rhythms and accents of the lyrics being sung or spoken.
Syllabic: a style of text setting where each syllable of the lyrics is sung to a single note or pitch.
Performance skills:

Confidence
Fluency
Accuracy
Demonstrating Key Musical Characteristics

PE

Week 1 and Week 2

A successful learner in PE is a student who is,

- Organised
- On time
- Determined
- Enthusiastic
- Engaged
- Not afraid to take on new challenges.

- A warm-up should be completed before taking part in exercise/ sport and is important as it physically and mentally prepares a person for exercise.

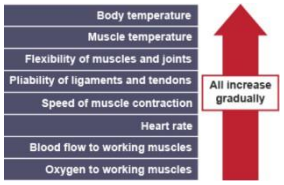
Be Prepared

Being prepared means being ready. It requires time, effort, and planning. Being prepared can help you avoid mistakes and cope with challenges and changes.

Week 3 and Week 4

The phases of a warming up

1: The Pulse Raiser



- This involves running/ jogging around an area and can be in the form of a game (stuck in the mud).

- A pulse raiser increases the heart rate and blood flow to the working muscles; increases the breathing rate and body temperature.

Effort

Effort is a physical or mental activity needed to achieve something. In PE it is important to apply yourself to achieve your potential.

Week 5 and week 6

The phases of a warming up

2: Dynamic and Mobility Movements

- This involves performing stretches whilst moving.

- It increases the range of movement at the joints; keeps the heart rate and body temperature elevated; and can help to reduce the risks of injuries.

Competence

Physical competence refers to an individual's ability to develop movement skills and patterns. Physical competence enables an individual to participate in a wide range of physical activities and settings.

Week 7 and Week 8

The phases of a warming up

3: Skill Rehearsal

- This involves using some sport specific equipment and performing similar movements which are required in the game.

- A skill-based activity physically and mentally prepares the participants for the demands of the main activity

Providing Feedback

Feedback in sport tells performers how well they performed. It is important to tell the performer what they did well and what they need to improve on.

Week 9 and Week 10

- A cool down is important as it lowers the body temperature; heart rate; breathing rate and returns the body to its normal resting state. A cool down involves performing static stretches which can help to remove lactic acid; reduce muscle soreness the following day and reduce the risk of injury. Static stretches should be held for 8 - 12 seconds.

Acting on Feedback

This can be challenging but its important to accept the compliments and acknowledge the criticism to make improvements to your performance.

Week 11 and Week 12

Performance

Using physical competence and knowledge and understanding of physical activity to produce effective outcomes when participating in physical activity.

RE

Week 1 and 2

Common Features of Religions:

Material	Physical objects used by the religion e.g. Holy books or places of worship
Ethical	Rules and regulations e.g. the 10 Commandments
Experimental	Contact with the divine e.g. miracles and religious experiences
Mythical	Stories and narratives e.g. Noah's Ark
Ritual	Set actions and practices of significance e.g. infant baptism
Doctrinal	Core beliefs and values e.g. Hindu belief in the Trimurti
Social	Community practices e.g. Sunday service or festivals such as Eid

Week 3 and 4

God and Abraham

Divine Characteristics of God:
Omnipotent (all-powerful), omniscient (all knowing), omnipresent (everywhere), benevolent (loving), creator, judge.

Abraham:
One of the key patriarchs of Judaism and the man who established the covenant between God and Abraham's people

The Binding of Isaac:
The biblical story in which Abraham offers his son Isaac as a sacrifice to God

Covenant:
The agreement that Abraham's people will worship God in return for his protection

Week 5 and 6

Joseph

Joseph's Background and Family:
Joseph is the youngest of 12 brothers and a descendant of Abraham through the line of David.

The Story of Joseph:
Joseph's dreams, being sold into slavery by his jealous brothers, his successes and struggles first as a slave and later as an advisor to the Pharaoh.

Joseph's Judgement:
Jospeh testing his brothers before agreeing to help them.

Joseph's Faith in God:
The nature of Jospeh's unbreakable faith and trust in God despite the trials and suffering he has to endure.

Week 7 and 8

Moses and the Festival of Passover

The story of Moses:
His birth as a Hebrew slave, being raised as the son of the Pharaoh, his flight from Egypt and reconnecting with his people. Moses becomes the chosen Prophet of God, tasked with freeing the Hebrews from slavery in Egypt

The 10 Plagues:
God sent 10 plagues to Egypt to try and convince the Pharaoh to let the Hebrew slaves go including turning water into blood, swarms of locusts and the death of the first born children.

Pesach (Passover):
The festival of Pesach marking the protection of the Hebrews from the plagues, including the Sedar meal and its contents

Week 9 and 10

The Torah and the Synagogue

The Torah:
Also called the Old Testament, consists of the five books of Moses:
Genesis
Exodus
Leviticus
Numbers
Deuteronomy

Key Features of a Synagogue:
Ark (where the Torah scrolls are kept)
Eternal Light - representing the eternal presence of God
Bimah - raised platform from where the Torah is read
Rabbi - spiritual leader of the Jewish community

Week 11 and 12

Shabbat and Jewish Festivals

Shabbat:
Celebrating the creation of the universe by God and the day of rest. Shabbat is performed weekly and involves prayers and a special meal

Yom Kippur:
The Jewish New Year, celebrated with a festive meal and time in prayer at the Synagogue

Rosh Hashanah:
Festival of atonement where Jews reflect on their actions and make apologies to God

Hanukkah:
A celebration of the liberation of the Temple and the miracle of the everlasting light

SCIENCE

AQA

How can I use the Periodic Table?

Group 1 – **Alkali Metals**

Group 7 – **Halogens**

Group 0 – **Noble gases**

Group number – tells you the number of **electrons** in an elements **outer** shell.

Elements in the **same group** have **similar properties**.

Element **symbol**
Element **name**

Mass Number = number of **protons** and **neutrons** added together.

Atomic / Proton Number = number of **protons** which is the same as the number of **electrons**.

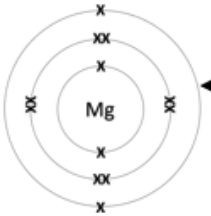
Neutrons = Mass number – Atomic number

relative atomic mass
atomic symbol
name
atomic (proton) number

Non-Metals

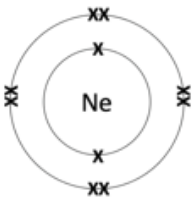
Transition Metals

1	2											3	4	5	6	7	0
																	4 He helium 2
7 Li lithium 3	9 Be beryllium 4											11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
23 Na sodium 11	24 Mg magnesium 12											27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26	59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34	80 Br bromine 35	84 Kr krypton 36
85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42	[97] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50	122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54
133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72	181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80	204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86
[223] Fr francium 87	[226] Ra radium 88	[227] Ac* actinium 89	[267] Rf rutherfordium 104	[270] Db dubnium 105	[269] Sg seaborgium 106	[270] Bh bohrium 107	[270] Hs hassium 108	[278] Mt meitnerium 109	[281] Ds damstadtium 110	[281] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[293] Ts tennessine 117	[294] Og oganesson 118

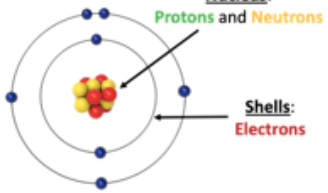


Magnesium (Mg) has **12 electrons** in total. It is in **group 2** so has 2 electrons in its **outer** shell. Mg's electronic configuration is 2,8,2.

Noble gases have a **full outer shell** of electrons E.g., Neon (Ne)



Subatomic Particle	Mass	Charge
Proton	1	+1
Neutron	1	0
Electron	Negligible	-1



SCIENCE

Year 7 Science Knowledge Organiser Learning Cycle 3

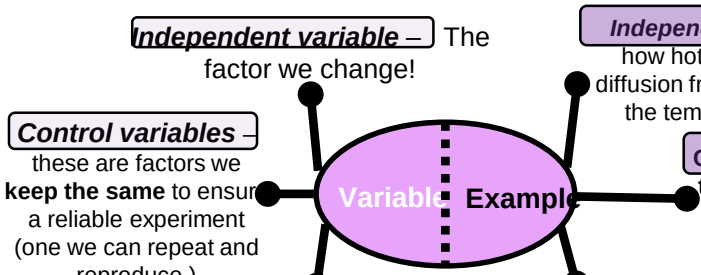
Key words	Definition
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation
Hypothesis	A prediction of what will happen in an investigation
Reliability	We use control variables to ensure a reliable experiment
Reproducible	To re-do our experiment and get similar results due to a reliable method
Mean	Doing an experiment 3 times then dividing by 3 to get an average
Fair test	An experiment where only the independent variable changes.
Anomalous result	Result that does not fit with the rest of the data.

1. Designing and performing experiments

1. ***Repeatable*** – The **same** person gets the **same results** after repeating the experiment using the same method and equipment.
2. ***Reproducible*** – Similar results can be achieved by **someone else** or using a **different method**/piece of equipment.
3. ***Accurate*** – Results are close to the true answer
4. ***Precise*** – data is **close** to the **mean** (or the average!)

For data to be **reliable**, it must be **repeatable** and **reproducible**

2. The Variables



Independent variable – The factor we change!

Independent variable – I want to see if how hot water is increases the rate of diffusion from a teabag. So, I am changing the temperature (degrees Celsius) of water.

Control variables – these are factors we **keep the same** to ensur a reliable experiment (one we can repeat and reproduce.)

Control variables – I want **keep everything else the same**, e.g., the type of teabag, the volume of water (mL) used, the timer started at the same time, the same end point.

Dependent variable – the factors we are **measuring** overall.

Dependent variable – I want to know if increasing water temperature increases the rate of diffusion from a tea bag. Therefore, I want to **measure** the rate of diffusion!

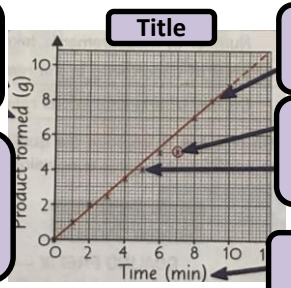
3. Presenting Data

SPLAT!

- **S**cale – evenly spread
- **P**lot – draw with a small, neat 'x'
- **L**ine of best fit
- **A**xis – both X (bottom) and Y (side) axis have titles and units!
- **T**itle

Axis: Dependent variable on Y-axis with unit.

We must always draw a graph with a pencil using a ruler!



Line: Line of best fit through near to as many points as possible.

Plot: Mark points with small, neat crosses

Axis: Independent variable in the X-axis with unit.

Drawing conclusions from data:

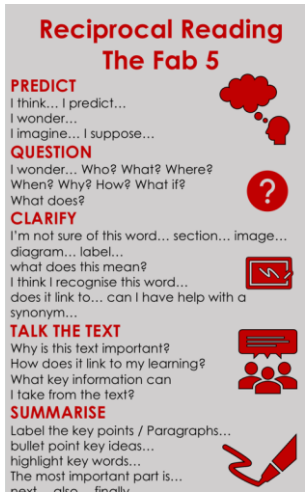
1. State the **relationship** between the independent and dependent variable, e.g., '**as the time increases the product formed increases.'**
2. **Use statistics to support your answer.** 'For example, at 10 minutes there was 50g of product, compared to 160g at 20 minutes'
3. **Refer to the original hypothesis – does the data support this?**

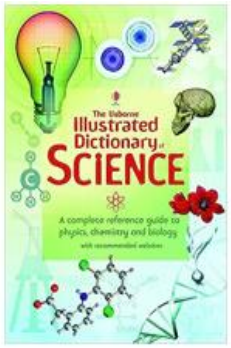
When **evaluating** think of the **positives** and **negatives** of the method (the validity - did they use enough controls? And of the results – were results **reliable**, **accurate**, **reproducible**?) and come to an overall **conclusion**.

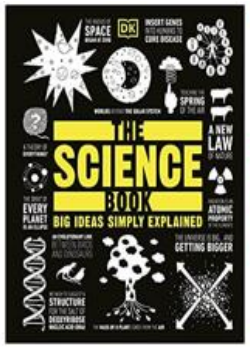
SCIENCE

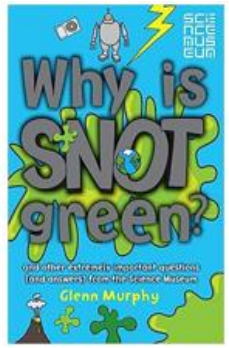
What enrichment opportunities can enhance my understanding of science?

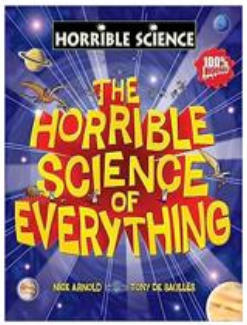
Science reading opportunities

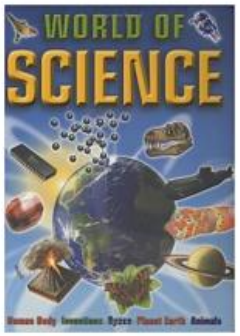












Science discovery websites:

1. Spectacular Science (nationalgeographic.com) NATIONAL GEOGRAPHIC
2. KS3 Science - BBC Bitesize BBC BITESIZE
3. Science Experiments for Kids - Science Experiments for Kids (science-sparks.com) SCIENCE SPARKS
4. Discover | Natural History Museum (nhm.ac.uk) NATURAL HISTORY MUSEUM
5. Cornwall Wildlife Trust | Cornwall Wildlife Trust Cornwall Wildlife Trust
6. Eden at home | Eden Project eden project
7. NASA NASA

STEM Club (Science, technology, engineering and maths)

SCIENCE

Week 1 – How Science Works	Week 2 – States of Matter	Week 3 – States of Matter
Safety in the Lab: A **hazard** is something that could potentially cause harm. The **risk** is the chance a hazard will cause harm. Independent variable: something **you change** in an investigation in order to investigate how it affects the outcome. Dependent variable: something **you measure** in an investigation in order to decide how the investigation was affected. Control variable: something **kept the same** in an investigation to avoid affecting the outcome. Reliable: data collected that is both repeatable and reproducible. Anomalous results: results that **do not fit the pattern** of the rest of the data.	Particle Model: • Solids are **regularly arranged** with particles **close together** that **vibrate on a fixed spot**. • Liquids are **randomly arranged** with particles **close together** that **move around each other**. • Gases are **randomly arranged** with particles **far apart** that **move quickly in all directions**. Particle: tiny object too small to be seen with a microscope. Force of Attraction: a force that holds together particles. Physical changes: easily reversible. no new substances are formed.	Evaporate: change from **liquid to gas** at the surface of a liquid at any temperature. Boil: change from liquid to gas **of all the liquid** at its boiling point. Condense: change from **gas to liquid** when the temperature drops to the boiling point. Melt: change from **solid to liquid** when the temperature rises to the melting point. Freeze: change from **liquid to solid** when the temperature drops to the melting point. Atom: the **smallest particle of an element** that can exist. Element: a substance made up of only **one type of atom**. Compound: a substance made up of **2 or more atoms of different elements,** chemically bonded together.

SCIENCE

Week 4 – States of Matter	Week 5 – Cells and The Human Body	Week 6 – Cells and The Human Body
Periodic table: The periodic table shows **all the elements** that have been discovered. The **vertical** columns are called **groups**. The **horizontal** rows are called **periods**. **Metals** are found on the **left** of the periodic table. **Non-metals** are found on the **right** of the periodic table. Consolidation and formative assessment Reflection and improvement	**Stage:** the flat ledge the **slide sits on** with a microscope. **Total magnification** = eye piece lens magnification × objective lens magnification. **Organelles**: **tiny structures** which carry out various functions **within a cell** **Cells:** the **basic unit** of all living organisms. **Nucleus:** contains **genetic material** that **controls** the activities of the cell. **Cytoplasm:** Gel-like substance where most **chemical reactions** happen. **Cell Membrane:** Controls what **enters and leaves** the cell. **Mitochondria:** Where **aerobic respiration** occurs. **Ribosomes:** where **proteins** are made in the cell. **Cell Wall:** Strengthens and **supports plant cells.** **Vacuole:** Contains **cell sap in plant cells.** **Chloroplasts:** Where **photosynthesis** occurs, contain **chlorophyll.** **Unicellular:** a living thing that is just **one cell**, e.g. bacteria.	**Specialised cells:** have components that allow them to complete a **specific purpose** (in animals include red blood cells, sperm, eggs, nerve cells, muscle cells, ciliated cells, and villi). **Cells**: the **basic unit** of all living organisms. **Tissues**: groups of **similar cells** that work together to perform a **specific function** (brain tissue, muscle tissue and heart tissue). **Organs**: different **tissues** working together to carry out a **particular function** (brain, heart, lungs, stomach, intestines, liver, kidneys, bladder and skin). **Organ system**: a **group of organs** that work together to do a job. **Oestrogen**: Controls puberty in **females.** **Testosterone**: Controls puberty in **males.**

SCIENCE

Week 7 – Cells and The Human Body	Week 8 – Cells and The Human Body	Week 9 – Energy Stores and Transfers
Ovary: Organ which contains **eggs**. **Oviduct,** or fallopian tube: **Carries an egg** from the ovary to the uterus and is where **fertilisation** occurs. **Uterus/womb:** Where a **baby develops** in a pregnant woman. **Sperm Duct:** Tubes leading from the testes. **Penis:** 2 functions: to **pass urine** and **produce semen.** **Testes:** Male organ that produces **sperm.** **Urethra:** Tube in the penis that **carries urine or semen.** **Menstruation:** The **buildup** and **break down** of the **uterus lining.** **Ovulation: Release of an egg** from an ovary at around day 14. **Fertilisation: fusing** of sperm and egg cells. **Gametes:** sex cells (eggs and sperm). **Zygote:** A **fertilised ovum** (egg cell) before it has divided into an embryo.	**Gestation:** the **length** of **pregnancy.** **Placenta:** Organ that **provides** the **foetus** with **oxygen** and nutrients and removes waste substances. **Amniotic fluid:** Liquid that **surrounds** and **protects** the **foetus**. **Amniotic sac:** Produces amniotic fluid. **Umbilical cord: Connects** the foetus to the placenta. **Cervix:** Ring of muscle below the uterus that **keeps the baby in place**. **Fetus:** unborn baby. **Heredity:** the process by which **genetic information** is transmitted from one generation to the next. **DNA:** the **genetic code** which makes up genes, which are responsible for giving an organism a **specific characteristic**. **Watson and Crick**, with help from **Franklin and Wilkins**, discovered the double helix structure of **DNA** in 1953.	Energy is stored in seven ways: thermal, kinetic, chemical potential, gravitational potential, elastic potential, electrostatic and magnetic. Energy is transferred from one store to another in four ways: mechanically, electrically, by heating, by radiation. The units of energy are **Joules.** Energy **cannot be created or destroyed**, only transferred from one store to another. **Non renewable**, or **finite** sources, are energy resources that will one day **run out.** **Renewable** resources are ones which will **never run out.** Fossil fuels include **coal, oil and gas** and are **all finite** resources.

SCIENCE

Week 10 – Energy Stores and Transfers	Week 11 – Energy Stores and Transfers	Week 12 – Assessment and Improvement Week
Power is the amount of **energy** transferred per **second**. Power is measured in **Watts** (W). One **Kilowatt** equals **one thousand Watts**. One **Kilowatt-hour** is the amount of **energy transferred** by an appliance **every hour**. Energy that is **not transferred usefully** is **dissipated.** Thermal **insulators are poor conductors** of heat, they allow heat to transfer only very slowly through them. Thermal conductors allow heat to transfer quickly through them. **Temperature** measures the **kinetic energy** of particles. **Temperature** is measured in **degrees Celsius.** Thermal energy can be transferred by **conduction in solids.** Thermal energy can be transferred by **convection in fluids.**	Thermal energy can be transferred by radiation, and **does not need any particles.** **Infrared** radiation is an **electromagnetic** wave.	Consolidation Assessment Reflection and improvement

SPANISH

Numbers

1. uno
2. dos
3. tres
4. cuatro
5. cinco
6. seis
7. siete
8. ocho
9. nueve
10. diez
11. once
12. doce
13. trece
14. catorce
15. quince
16. dieciséis
17. diecisiete
18. dieciocho
19. diecinueve
20. veinte
21. veintiuno
22. veintidós
23. veintitrés
24. veinticuatro
25. veinticinco
26. veintiséis
27. veintisiete
28. veintiocho
29. veintinueve
30. treinta
31. treinta y un

Alphabet

a = ah
b = beh
c = theh
d = deh
e = eh
f = effeh
g = heh
h = atcheh
i = ee
j = hota
k = kah
l = eleh
m = emeh
n = eneh
ñ = enyeh
o = o
p = peh
q = koo
r = erreh
s = esseh
t = teh
u = oo
v = oobeh
w = oobeh
dobleh
x = eh kis
y = ee gri egah
z = theta

Classroom language

Español	Inglés
¿Cómo se dice…. en español/inglés?	How do you say… in Spanish/ English?
¿Cómo se escribe…?	How do you spell…?
¿Cómo se pronuncia?	How do you pronounce (it)?
¿Me das …. ?	Can you give me…?
¿Puedes repetir?	Can you repeat that?
¿Puedo ir a mi clase de música?	Can I go to my music class?
(No) entiendo	I (don't) understand
Lo siento	I'm sorry
(Casi) he terminado	I have (almost) finished
por favor	please
gracias	thank you
Objetos en la clase	Classroom objects
un bolígrafo	a pen
una regla	a ruler
un móvil	a mobile phone
un cuaderno	an exercise book

Essential grammar

Español	Inglés
Tener	To have
tengo	I have
tienes	you have
tiene	he/ she/ it has
tenemos	we have
tenéis	you (pl) have
tienen	they have
¿tienes…?	do you have?
Ser	To be
soy	I am
eres	you are
es	he/she is
somos	we are
sois	you (pl) are
son	they are

Phonics - Sound Symbol Correspondence (SSCs)
These sounds never change!

a = cat e = egg i = feet o = hot u = woo

ca - ce - ci - co - cu
Stick your tongue out like the English /th/ for /ce/ and /ci/ and also z, /que/ = ke - /qui/ = key

ga - ge -gi - go - gu
Soft /g/ sound, except for /ge/ and /gi/ these are pronounced like a Spanish /j/ in the back of your throat. Soft /gue/ = get and /gui/ = geese

h = silent, ll = like an English y, v like an English b, ñ = ny, roll your rs if they come at the beginning of a word, or are a double rr

SPANISH

Possessive adjectives	
mi/mis	my
tu/tus	your
su/sus	his/ her/ their
nuestro/a	our
nuestros/as	our + plural
su/ sus	their
Connectives	
cuando	when
y	and
o	or
también	also
pero	but
además	in addition
sin embargo	however
porque	because
dado que	given that
ya que	as (because)
key -ir verbs	
vivir	to live
abrir	to open
describir	to describe
escribir	to write

The present tense Chop and Swap Remove the 'ar/er/ir' from the end of the verb, put a new ending back	
-ar verbs (I speak = hablo)	
I	o
you	as
he/ she	a
we	amos
you (pl)	áis
they	an
-er verbs (I drink = bebo)	
I	o
you	es
he/ she	e
we	emos
you (pl)	éis
they	en
-ir verbs (I live = vivo)	
I	o
you	es
he/ she	e
we	imos
you (pl)	ís
they	en
Personalisation	

SPANISH

Week 1 – Days and Dates

Hoy es…	Today is...
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December
¿Cuándo es tu cumpleaños? Mi cumpleaños es el …. de …..	

Week 2 – Who I Live With

En mi familia hay…	In my family there is…
(No) tengo…	(I (don't) have…
Vivo con…	I live with
mi	my
mis	my
padre	father
padrastro	stepfather
cuidador	carer
hermano mayor	older brother
hermano menor	younger brother
hermanastro	stepbrother
tío	uncle
abuelo	grandfather
primo	cousin
madre	mother
madrastra	stepmother
hermana mayor	older sister
hermana menor	younger sister
hermanastra	stepsister
tía	aunt
abuela	grandmother
prima	cousin
gemelo	twin
soy hijo único	I'm an only child (boy)
soy hijo único	I'm an only child (girl)

Week 3 – My Animals

(No) tengo…	I (don't) have…
Me gustaría tener…	I would like to have
Tenía…	I used to have …
un gato	a cat
un perro	a dog
un pájaro	a bird
un pez	a fish
un conejo	a rabbit
Personalisation	
1.	
2.	
3.	
Colores	**Colours**
marrón	brown
negro	black
blanco	white
gris	grey
rojo	red
rosa	rose
verde	green
azul	blue
naranja	orange
amarillo	yellow

SPANISH

Week 4 – Describing People

Tengo el pelo...	I have the hair…
Tiene el pelo...	He/she has the hair…
marrón	brown
rubio	blond
negro	black
gris	grey
pelirrojo	red
corto	short
largo	long
1.	
2.	
Tengo los ojos…	I have the eyes…
Tiene los ojos…	He/she has the eyes…
marrones	browns
grises	
verdes	
azules	
1.	
(No) llevo gafas	I (don't) wear glasses
(No) lleva gafas	He/she (doesn't) wear glasses
¿Puedes describir las personas con quien vives?	

Week 5 – Describing People (Ser)

¿Cómo eres?	What are you like?
¿Cómo es?	What is he/she like?
(No) soy…	I am (not)...
(No) es	he// she is(n't)
muy	very
bastante	quite
un poco	a little
alto	tall
bajo	short
1.	
2.	
(No) soy…	I am (not)...
(No) es	He/she is (not)….
amable	kind
simpático	nice
amable	friendly
callado	quiet
divertido	fun
aburrido	boring
feliz	happy
1.	
2.	
key -ar verbs	
hablar	to talk
bailar	to talk
ayudar	to help
escuchar	to listen
estudiar	to study

Week 6 – A Typical Day

¿A qué hora…?	At what time …?
a	at
a la una	at one o'clock
a las dos	at two o'clock
a las tres y media	at half past three
a las siete y cuarto	at quarter past four
a las ocho menos diez	at ten to eight
muy temprano	very early
por la mañana	in the morning
por la tarde	in the afternoon
al mediodía	at midday
normalmente	normally
de vez en cuando	from time to time
todos los días	every day
a menudo	often
a veces	sometimes
los domingos	on Sundays
los martes	on Tuesdays
los fines de semana	at the weekends
key -er verbs	
aprender	to learn
leer	to read
beber	to eat
comer	to drink