



Need to KNOW
LOOE COMMUNITY ACADEMY

NAME:

TUTOR GROUP:

*Be the
BEST
you can be*



- YEAR 7 -

AUTUMN 1
2019 - 2020

TABLE OF CONTENTS

Page 3	Introduction to 'Need To Knows' The Power of Yet Austin's Butterfly	
Page 4	The Learning Pit	
Page 5 & 6	Homework/Revision Timetable	
Page 7	Reading Log	
Page 8	English	<i>The Island</i>
Page 9	Mathematics	<i>Times Tables, Square & Cube Numbers</i>
Page 10 & 11	Science	<i>Cells & Functions of Body Systems</i>
Page 12	History	<i>Medieval Life</i>
Page 13	Geography	<i>It's My Planet</i>
Page 14	E.P.R.	<i>Religion Overview</i>
Page 15	Computer Science	<i>Handed Separately</i>
Page 16	Languages	<i>Helpsheet</i>
Page 17	Art	<i>Colour Theory</i>
Page 18	Music	<i>Going Instrumental</i>

Page 19	Drama	<i>Second World War</i>
Page 20	Dance	<i>World Dance</i>
Page 21 – 23	Girls' P.E.	<i>Netball</i>
Page 24 – 26	Boys' P.E.	<i>Rugby</i>
Page 27	Graphics	<i>Birthday Party Place Setting</i>
Page 28	Resistant Materials	<i>Birthday Party Place Setting</i>
Page 29	Food Technology	<i>Basic Food Skills</i>
Page 30	Textiles	<i>Making a Fabric Picture</i>
Page 31	GCSE Tracker	
Page 32	Revision Methods to Use	
Page 33	Graphic Organisers	
Page 34	Learning Expectations	
Page 35 – 37	Notes	



**Need
toKNOW**
LOOE COMMUNITY ACADEMY

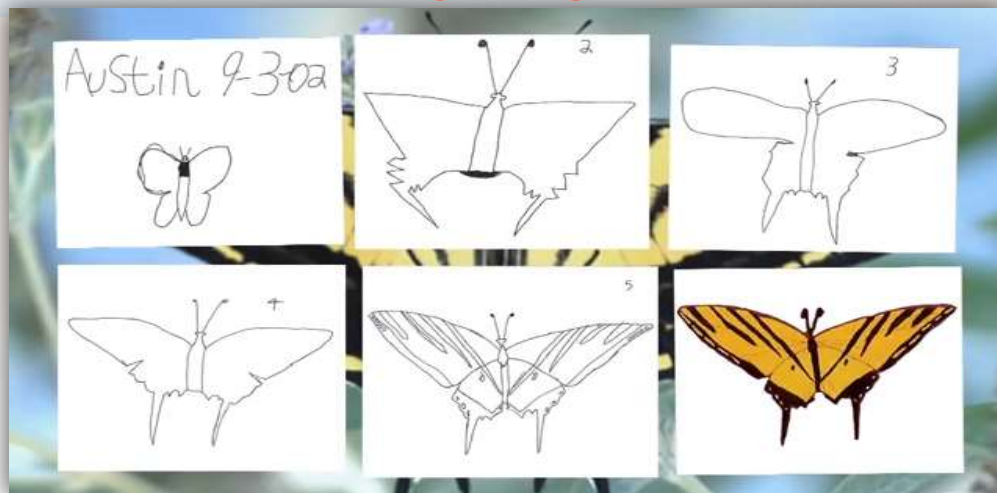
To become an **expert learner** you need to have the right mindset and understand the '**Power of YET**'!

Access the link below to learn how you can achieve more than you first imagined:

<https://goo.gl/ceiyN9>

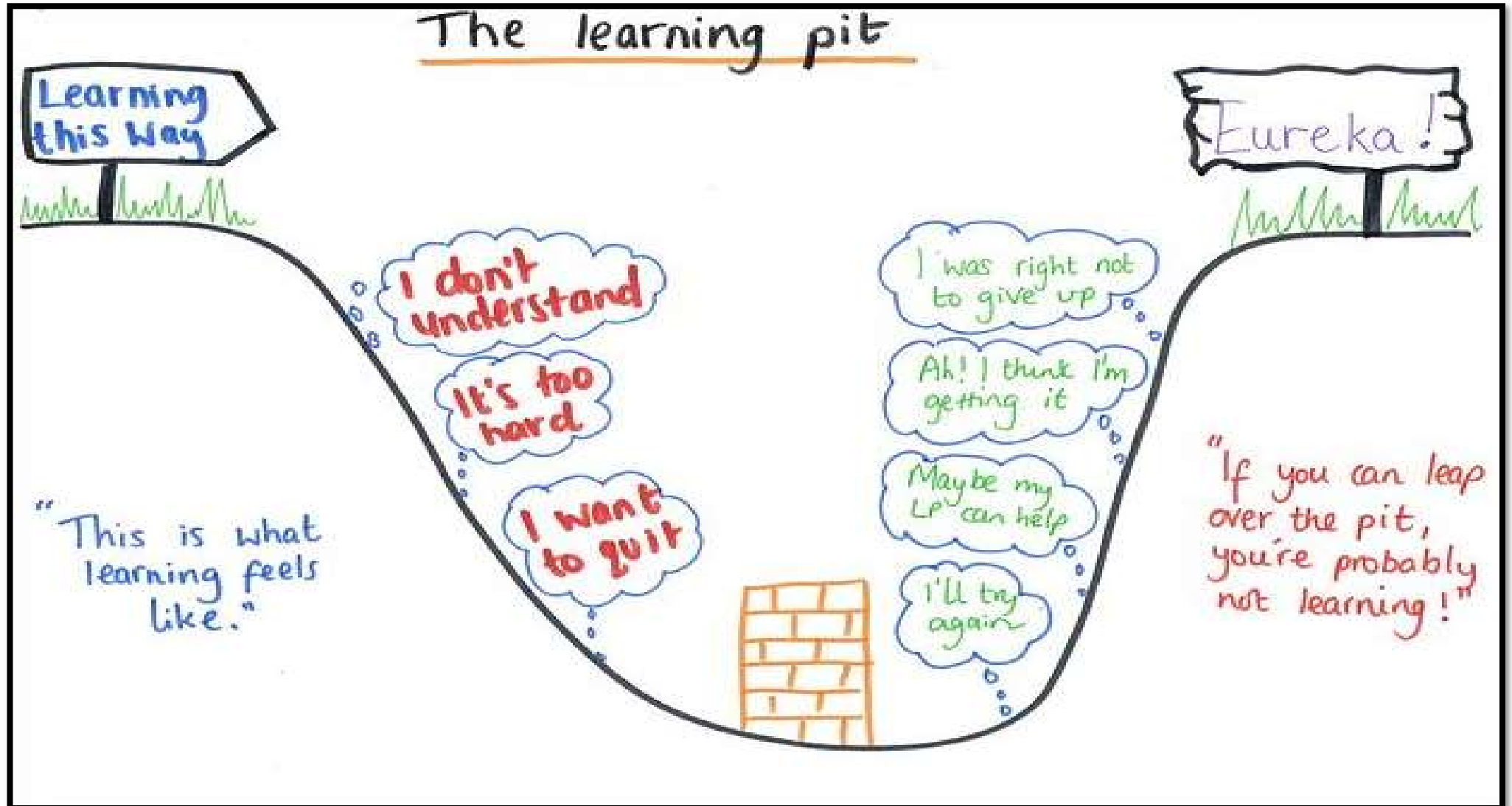
Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!

<https://goo.gl/3kfx1X>





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



Week 1	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

Week 2	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

Week 3	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Computer Science		
Tue		EPR		
Wed	Science	PE		
Thu	Maths	History		
Fri		Music		

Week 4	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

List of Revision Methods Used	Parental Comments on Effort

Week 5	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Computer Science		
Tue		EPR		
Wed	Science	PE		
Thu	Maths	History		
Fri		Music		

Week 6	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

Week 7	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

Week 8	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Computer Science		
Tue		EPR		
Wed	Science	PE		
Thu	Maths	History		
Fri		Music		

List of Revision Methods Used	Parental Comments on Effort

Although the days you are expecting to complete homework on do not exactly match some subjects, it is as close as possible

I NEED TO KNOW:

How to describe using effective language and punctuation. How writers choose language to create an effect on the reader.

Week 1	Week 2	Week 3																
<p>What's it all about?</p> <p>When you describe, do not tell a story. Do not use characters or action, just focus on the senses: what you can see, hear, smell, touch and taste.</p> <p>Use interesting words and techniques to engage the reader by creating clear pictures in their head.</p>	<p>Do you know the meanings of these words? Can you use them in your writing?</p> <table><tr><td>adjective</td><td>imagery</td></tr><tr><td>verb</td><td>simile</td></tr><tr><td>noun</td><td>metaphor</td></tr><tr><td>connective</td><td>personification</td></tr><tr><td>complex sentence</td><td>pathetic fallacy</td></tr><tr><td>simple sentence</td><td>onomatopoeia</td></tr><tr><td>compound sentence</td><td>symbolism</td></tr><tr><td>connotation</td><td></td></tr></table>	adjective	imagery	verb	simile	noun	metaphor	connective	personification	complex sentence	pathetic fallacy	simple sentence	onomatopoeia	compound sentence	symbolism	connotation		<p>How many types of punctuation can you use accurately?</p> <p>. , ‘ ? “ ” : ; - () !</p>
adjective	imagery																	
verb	simile																	
noun	metaphor																	
connective	personification																	
complex sentence	pathetic fallacy																	
simple sentence	onomatopoeia																	
compound sentence	symbolism																	
connotation																		
Week 4	Week 5	Week 6																
<p>TARGET: Be more adventurous with your vocabulary. <i>Keep learning new words</i> and don't be afraid to use them – take risks!</p> <table><tr><td>Adjectives:</td><td>Verbs:</td></tr><tr><td>polychromatic</td><td>sabotage</td></tr><tr><td>beguiling</td><td>recuperate</td></tr><tr><td>intoxicating</td><td>ooze</td></tr><tr><td>sultry</td><td>lambaste</td></tr><tr><td>ephemeral</td><td>forage</td></tr><tr><td>oppressive</td><td>fabricate</td></tr></table>	Adjectives:	Verbs:	polychromatic	sabotage	beguiling	recuperate	intoxicating	ooze	sultry	lambaste	ephemeral	forage	oppressive	fabricate	<p>Remember to vary the ways you start sentences:</p> <p>1) With an adverb: Quietly, the woman hobbled towards...</p> <p>2) With a simile: As white as ghost, the woman started to...</p> <p>3) With a time connective: Meanwhile, I tried to speak to...</p> <p>4) With a word ending in 'ed': Terrified, she crouched behind...</p> <p>5) With a verb: Crying, the woman...</p>	<p>Paragraphing</p> <p>Ti= time P= place To= topic</p> <p>P= person</p>		
Adjectives:	Verbs:																	
polychromatic	sabotage																	
beguiling	recuperate																	
intoxicating	ooze																	
sultry	lambaste																	
ephemeral	forage																	
oppressive	fabricate																	

Times tables and associated division facts up to 12 x 12.

Pupils need to be aware that if they know

$$7 \times 8 = 56$$

Learners should also be able to quickly recall that,

$$8 \times 7 = 56$$

$$\left. \begin{array}{l} 56 \div 7 = 8 \\ 56 \div 8 = 7 \end{array} \right\} \text{These are the associated division facts.}$$

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

Subject: **Mathematics – Prior learning for Years 7 and 8**

Focus : Times tables and associated division facts up to 12 x 12

Square numbers and square roots

Cube numbers <https://www.mymaths.co.uk/>

NEVER
NEVER
NEVER
GIVE
UP

Square numbers and square roots

Pupils need to be able to quickly recall the first 15 square numbers and their associated square roots. You should understand what it means to square a number, and understand that square rooting is the inverse (opposite) operation. You should recognise square numbers up to 15 x 15. When you square a number, you multiply that number by itself. You will often see a little "2" written at the top-right-hand corner of the number to show you are squaring it. It is very important to remember that this little 2 means "square" and not "multiply by 2"! When a number is written like this, it shows that you are raising the big number to the power of the little number. So, we could say "to the power of 2" rather than "squared". These little numbers are also known as indices or powers. Square rooting is the opposite of squaring. When you square root a number, you work out which number multiplied by itself gives the number under the square root sign. For example, the (positive) square root of 16 is 4, because $4 \times 4 = 16$.

Square numbers and roots

Square Numbers

$$\begin{array}{l} 1 \times 1 = 1^2 = 1 \\ 2 \times 2 = 2^2 = 4 \\ 3 \times 3 = 3^2 = 9 \\ 4 \times 4 = 4^2 = 16 \\ 5 \times 5 = 5^2 = 25 \\ 6 \times 6 = 6^2 = 36 \\ 7 \times 7 = 7^2 = 49 \\ 8 \times 8 = 8^2 = 64 \\ 9 \times 9 = 9^2 = 81 \\ 10 \times 10 = 10^2 = 100 \\ 11 \times 11 = 11^2 = 121 \\ 12 \times 12 = 12^2 = 144 \\ 13 \times 13 = 13^2 = 169 \\ 14 \times 14 = 14^2 = 196 \\ 15 \times 15 = 15^2 = 225 \end{array}$$

Positive Square Roots

$$\begin{array}{l} \sqrt{1} = 1 \\ \sqrt{4} = 2 \\ \sqrt{9} = 3 \\ \sqrt{16} = 4 \\ \sqrt{25} = 5 \\ \sqrt{36} = 6 \\ \sqrt{49} = 7 \\ \sqrt{64} = 8 \\ \sqrt{81} = 9 \\ \sqrt{100} = 10 \\ \sqrt{121} = 11 \\ \sqrt{144} = 12 \\ \sqrt{169} = 13 \\ \sqrt{196} = 14 \\ \sqrt{225} = 15 \end{array}$$

Cube numbers

Learners will need to be able to quickly recall the first 5 cube.

Cubes up to 5

- $1^3 = 1 \times 1 \times 1 = 1$
- $2^3 = 2 \times 2 \times 2 = 8$
- $3^3 = 3 \times 3 \times 3 = 27$
- $4^3 = 4 \times 4 \times 4 = 64$
- $5^3 = 5 \times 5 \times 5 = 125$

$$\text{cube} \quad 1^3 = 1 \times 1 \times 1 = 1$$

$$2^3 = 2 \times 2 \times 2 = 8$$

$$\text{cube} \quad 3^3 = 3 \times 3 \times 3 = 27$$

$$4^3 = 4 \times 4 \times 4 = 64$$

Cube numbers

Learners will need to be able to quickly recall the first 5 cube.

Cubes up to 5

- $1^3 = 1 \times 1 \times 1 = 1$
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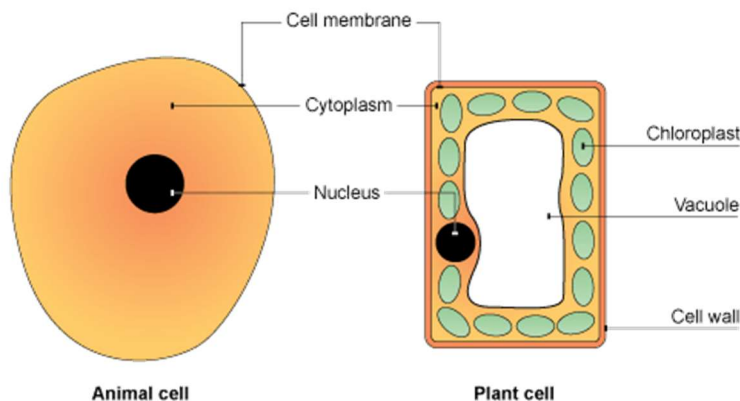
I NEED TO KNOW:

By the end of this topic you will need to know about what a cell is including its structure, how to use a microscope, examples of specialised cells, the process of diffusion and the structures of unicellular organisms

Section 1- Types of cells		
You need to know: What the structures found in cells do, how to use a microscope & examples of specialised cells		
Preparation	Learn the basic structure of animal & plant cells	
Terminology	Cell	<i>Smallest functional unit of an organism- the building blocks of life</i>
	Nucleus	<i>The cell component that contains genetic material</i>
	Cytoplasm	<i>A substance with no other substances mixed with it</i>
	Mitochondria	<i>The cell component where respiration takes place</i>

Section 2- Movement of substances		
You need to know: How substances move in and out of cells by diffusion		
Preparation	Research what substances move in and out of cells	
Terminology	Diffusion	<i>Movement of particles from a high to a low concentration</i>
	Concentration	<i>A measure of the number of particles in a volume</i>
	Semi-permeable membrane	<i>Membrane that will only let certain particles through</i>
	Concentration gradient	<i>Difference between two areas of concentration</i>

Section 3- Unicellular organisms		
You need to know: What a unicellular organism is & the structures of amoeba & euglena		
Preparation	Find out what amoeba & euglena are & where they live	
Terminology	Unicellular	<i>Consisting of just one cell</i>
	Amoeba	<i>A unicellular organism</i>
	Euglena	<i>Unicellular organism that performs photosynthesis</i>
	Flagellum	<i>Tail-like structure that allows euglenas to move</i>



These pictures show the basic structures of animal and plant cells including the components found inside, known as organelles.

SOURCES & INSPIRATIONS

Cells	Movement of substances	Unicellular organisms
http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/cells_systems/revision/3/	https://www.youtube.com/watch?v=fC66AEzP_0M	https://www.youtube.com/watch?v=u7IN7HTWzLS

Topic: **BI.3 Structure & function of body systems**

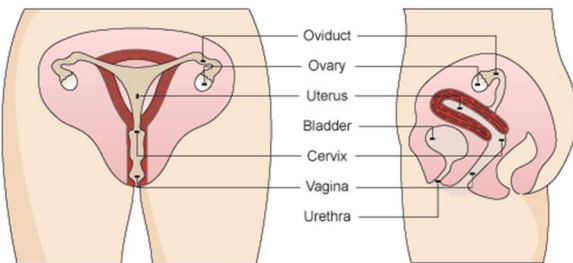
I NEED TO KNOW:

By the end of this topic you will need to know about the structure & function of the reproduction systems, the develop of a baby & the menstrual cycle and how flowers reproduce

Section 1- Reproductive systems		
You need to know: Differences between adolescence & puberty & structure & function of the reproductive systems		
Preparation	List the physical changes that happen during puberty in boys and girls	
Terminology	Adolescence	<i>The period of time when a child changes into an adult</i>
	Puberty	<i>The physical changes that take place during adolescence</i>
	Gametes	<i>Reproductive cells e.g. sperm, pollen and egg</i>
	Fertilisation	<i>The nucleus of a sperm fuses with the nucleus of an egg</i>

Section 2- Development of a baby		
You need to know: Describe the stages of gestation, birth & how pregnancy can occur		
Preparation	Learn the meanings of the terminology below	
Terminology	Gestation	<i>Time in which an organisms is pregnant for</i>
	Fetus	<i>Name given to an unborn baby from 8 weeks of development</i>
	Placenta	<i>Organ where substances pass between mother's & fetus's blood</i>
	Umbilical cord	<i>Connects the fetus to the placenta</i>

Section 3- Flower reproduction		
You need to know: Describe the process of fertilisation & seed dispersal in plants		
Preparation	Label the structure of a flower	
Terminology	Pollination	<i>The transfer of pollen between the anther & the stigma</i>
	Fertilisation	<i>The nucleus of a pollen grain fuses with the nucleus of an egg</i>
	Germination	<i>Period of time when a seed starts to grow</i>
	Seed dispersal	<i>Movement of seeds away from the parent plant</i>



These pictures show the basic structures the male and female reproductive systems

SOURCES & INSPIRATIONS

Cells	Movement of substances	Unicellular organisms
https://goo.gl/Xsk2mj	https://goo.gl/nJ5FyN	https://goo.gl/7CQ5fV

Y7 History Knowledge Organiser: Unit 3 – Medieval Life

Key words:	
Medieval	The period between 1066 and 1500.
Feudal System	The social structure of Medieval England.
Villein	Peasants at the bottom of the Feudal System.
Baron	Nobel land owner who had pledged their loyalty to William.

L3 – A Medieval Village
The Church - It was the centre feature of the village. It was the law that everyone went to church on a Sunday so it was regularly visited. The villagers had to pay taxes or give crops to the church.
The Rectory : This was the small house, next to the church, that the Vicar lived in. He had his own field and could keep some of the taxes given to the church.
The Manor House : The lord or baron would live here. It was a base for the Lord to use to control the surrounding lands. These were the biggest houses in the village and richly decorated. The Lord would have his own field, which no villager could enter or

Wk 1: I need to know **WHAT** happened in the beginning. Circle how well you are 'knowing' each idea.

- * That there was no Universe, no stars, no Earth and no people and then there was the BIG BANG and particles appeared. Know well Partly Not yet
- * How the 1st star, then galaxy, Milky Way, sun, moon and planets were formed.
Know well Partly Not yet
- * That when the Earth cooled, how life (the 1st cells) started in the oceans and it was like this for over 2 billion yrs. Know well Partly Not yet
- * That over millions of years, 2 mass extinctions occurred but that life recovered and land was eventually covered with lush forests. Know well Partly Not yet
- * Also, that following this, there were 2 disasters and a mass extinction, but some species still survived. Know well Partly Not yet
- * That around 230m yrs ago, dinosaurs appeared and then gradually the 1st small mammals. Know well Partly Not yet
- * That an asteroid struck Earth some 66myrs ago & killed 75% of all living things but that evolution still continued until the human species came into being.
Know well Partly Not yet

Wk3: I MUST KNOW: Our place on Earth: Where we are now.

why we live where we do now based on resources available, and how we have built our urban environments to overcome some climatic difficulties.

how SPECIAL planet EARTH is! Evidence of how life evolved on earth is preserved in layers of sedimentary rock as fossils

The Earth's place in the solar system, its journey around the sun and what it is physically like.

The reason the Earth is so special is because it supports life and keeps on changing/evolving.

Wk 2: I need to know the Timescale of Earth's story:

- ♦ Order of the **geological timescale** (maybe a rhyme to help remember; Precambrian, Cambrian, Ordovician, Silurian, Devonian, Carboniferous, Permian, Triassic, Jurassic, Cretaceous, Paleogene, Neogene, Quaternary, Phanerozoic)
- ♦ **when each species appeared;** over time living things evolve (change and develop new characteristics. Creatures best adapted to their environment survive, others become extinct. Earth first formed with no life. Then microscopic life in the sea. 450million years ago plants and animals on land. Reptiles and flying insects around 350 million years ago. Dinosaurs stayed about 160million years-asteroid made them extinct.
- ♦ **Humans 1st appeared** in East Africa, and then migrated (moved) from there about 60,000yrs ago, moving around as ice grew and retreated. We learnt to use fire and simple tools, hunting and gathering wild food. Gradually, we stood more upright, grew bigger brains and lost much of our hair. We are now called 'homo sapiens', from a group of apes called 'hominids'.

Wk 4: I MUST KNOW: Changing Earth:

I must know that the Earth is changing in 2 ways;

1) In a natural way by earth's processes such as earthquakes and volcanoes, and surface-changing factors such as rivers, waves, wind and glaciers.

2).That EARTH is changed by us humans too.

I must know that it's because we have cleared forests, chased away or killed wildlife, built whatever we wanted, divided up the Earth and taken ownership of it. Also that we have caused pollution, global warming and wars.

I need to be able to organise ideas into the 3 main branches of Geography which are:

PHYSICAL, HUMAN and ENVIRONMENTAL.

Physical geography– The study of the natural features of the Earth (coasts, volcanoes, rivers, mountains etc).

Human geography– The study of how and where we live. Man made features of the Earth.

Environmental geography– How we affect our surroundings (for better or worse).

KNOW WELL PARTLY NOT YET

Knowledge check

Lesson 1.

- I can explain what EPR stands for
- I understand the importance of EPR in today's society.

Lesson 2.

- I can explain why there is a need for different religious buildings.
- I understand why there is a need to understand the differing beliefs of people in the same and of differing religions

Lesson 3.

- I can explain what communities I belong in.
- I can state why there are different communities all over the UK

Lesson 4.

- I can detail what happens at a baptism.

Lesson 5

- I can explain what happens at each part of a Muslim baby joining the Islamic community
- I understand why they give to the poor as part of their celebrations

Red Amber Green

Red Amber Green

Red Amber Green

Red Amber Green

Red Amber Green

Red Amber Green

LCA Humanities Homework Takeaway



Choose one item from the menu every 2 weeks. Try to increase the spiciness of the 'dish' each time. "The hotter the dish, the greater number of Vivo points achieved".

LEARNING MAP(4) Create an A3 learning mat about the topic you are studying to use as a revision tool	MOVIE (4) Create a short film or documentary about the topic you are studying at the moment	NEWS (4) Write a news article or record a news report about something you have been learning about.
COMIC STRIP (3) Produce a comic strip about an idea you are learning about. Be creative!	FLASHCARDS (3) Create a set of flashcards about the topic you are learning about	RAP (3) Write a rap, song or poem about the topic you are learning about. Present it to the class if you want.
MIND MAP(2) Create a mind map about the topic we are learning about. Include keywords, pictures, colour and questions.	GLOSSARY(2) Produce an illustrated glossary leaflet for the topic you are learning about. Try to use pictures as well as words to show the ideas	CROSSWORD(2) Create a crossword with keywords from the current topic and definitions for the clues.
QUIZ(1) Create 5 challenging questions (with answers) on the current topic to test your partner.	WORDSEARCH(1) Create a wordsearch with keywords. You must explain what these terms mean underneath	POSTER(1) Create a poster summarising what you have learnt recently.

I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays; school equipment

les Salutations	Meeting and greeting
Bonjour	Hello
Bonsoir	Good evening
Salut	Hi/Bye
Au revoir	Good bye
À plus	See you later
Ca va?	How are you?
Ca va très bien	I am very well
Ca va bien	I am fine
Comme ci comme ça	So,so
Ca ne va pas	I'm not great
merci	thank you
désolé	sorry
Comment t'appelles-tu?	What is your name?
je m'appelle	I am called...
Quel âge as-tu?	How old are you?
J'ai...ans	I am ... years old
C'est quand ton anniversaire?	When is your birthday
Mon anniversaire c'est le...	My birthday is...

Les mois de l'année	The months of the year
janvier	
février	
mars	
avril	
mai	
juin	
juillet	
août	
septembre	
octobre	
novembre	
décembre	
Stratégie When learning new French words, look for cognates: words that are similar in French and English. Also try to learn new nouns with their masculine or feminine article e.g. <u>une gomme</u> not just <u>gomme</u> . That way you will find it easier to remember later on	

I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays; school equipment

les chiffres	numbers
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19

Les chiffres	numbers
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trent	30
trente-et-un	31
Mots essentiels	High frequency words
et	and
mais	but
aussi	also

I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays; school equipment

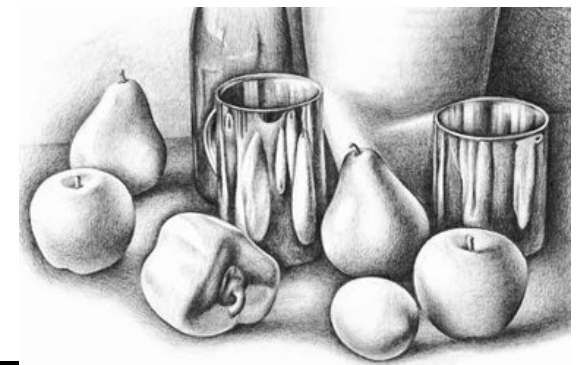
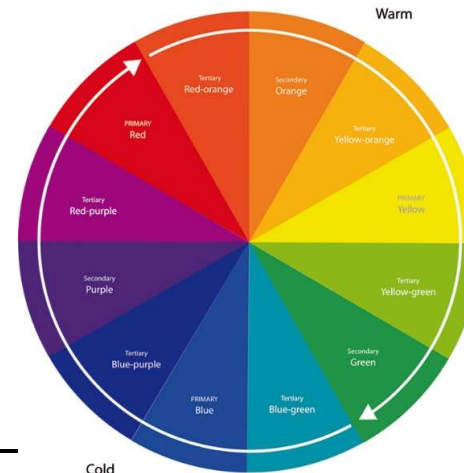
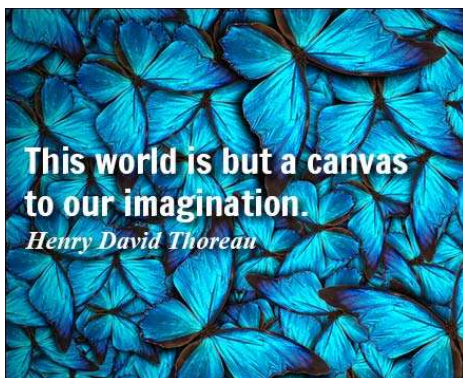
Les animaux	Pets
Tu as un animal?	Do you have a pet?
J'ai...	I have...
un chien	a dog
un chat	a cat
un hamster	a hamster
un lapin	a rabbit
un cheval	a horse
un oiseau	a bird
un cochon d'Inde	a Guinea pig
un poisson rouge	a goldfish
un serpent	a snake
une souris	a mouse
une tortue	a tortoise
je n'ai pas d'animal	I don't have a pet

Dans mon sac...	In my bag...
il y a ...	there is/are
il n'y a pas de	there isn't/aren't
un bâton de colle	a glue stick
un cahier	an exercise book
un classeur	a folder
un crayon	a pencil
un taille-crayon	a pencil sharpener
un dictionnaire	a dictionary
un livre	a book
un sac	a bag
un stylo	a pen
une calculatrice	a calculator
une gomme	a rubber
une règle	a ruler
une trousse	a pencil case
des ciseaux	scissors
des feutres	felt pens
des baskets	trainers

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

KEY WORDS	
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
PRIMARY COLOURS	These colours cannot be created by mixing any other colours. Primary colours form the basis for colour mixing.
SECONDARY COLOURS	A colour resulting from the mixing of two primary colours.
PATTERN	A repeating unit of shape or form.
TONE	The visual element of tone defines the lightness or darkness of a colour.
STILL LIFE	A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
TERTIARY COLOURS	The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.
COLOUR WHEEL	A circle with different coloured sections used to show the relationship between colours.

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Research into the art of Jason Scarpace. goo.gl/dSKQ65
3 & 4	Look at what makes a good still life drawing. goo.gl/Orc1TC
5 & 6	Research the colour wheel and the colour relationships. goo.gl/mkkYcL
7 & 8	Look at applying tone in colour. goo.gl/H1TyKc
9 & 10	What are the hot and cold colours? goo.gl/m1ZjMN
11 & 12	Look into word association with colours. goo.gl/77nm2d



I NEED TO KNOW:

By the end of this topic you will need to know about the four main families of instruments: BRASS, WOODWIND, STRINGS and PERCUSSION. You will also need to know the different ways that you can create a sound using these instruments. You will also need to know the many different genres of music that these instruments play in.

Lesson 1		
Preparation	Get used to listening to a large range of instruments and what they sound like.	
Terminology	Instrument	An instrument is used to make a musical sound.
	Timbre	Timbre is how we describe what sort of sound it is (woody, hollow, tinny etc.)
	Rhythm	These are the beats in the music. Different rhythms can be slow or quick.
	Sound	Sound is how our ears interpret vibrations in the air.

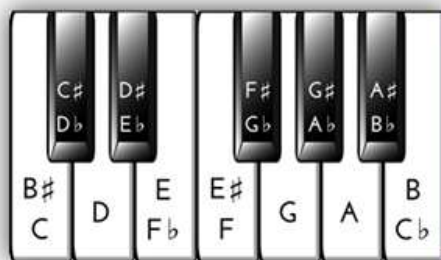
Lesson 2		
Preparation	Research into different woodwind and brass instruments – what interesting ones are there?	
Terminology	Instrument Families	All instruments are grouped into four different families.
	Woodwind	A family of instruments that use breathing to make a sound.
	Brass	A family of instruments that uses your lips buzzing to make a sound.
	Embouchure	The shape of our lips when we blow into an instrument.

Lesson 3		
Preparation	Have a look at different types of string and percussion instruments – any interesting ones?	
Terminology	Strings	A family of instruments that has strings on them to create sound.
	Percussion	A family of instruments that require to you strike or bang them.
	Pitch	This is the musical word we use to describe how low or high a note is.
	Untuned	If an instrument is untuned, it can't play a tune, just a rhythm e.g. a drum kit.

Lesson 4		
Preparation	Try and memorise the notes on a piano well. Use the diagram below to help if you need it.	
Terminology	Keys	These are what we call the notes on a piano.
	Frets	These are the spaces on a guitar or ukulele that tell you where you put your fingers.
	Notes	These are the symbols that we use in music to show what notes we should play.
	Stave	These are the lines that we write music on – there are five lines and five spaces.

Lesson 5		
Preparation	Practice and get comfortable with using your instrument to make a professional sound from it.	
Terminology	Chord	Where two or more notes are played at the same time.
	Riff	A repeated pattern played on an instrument. Often heard on guitars.
	Harmony	Another tune that goes underneath the main melody to add thickness.
	Timbre	Timbre is how we describe what sort of sound it is (woody, hollow, tinny etc.)

Lesson 6		
Preparation	Look at some of the different genres of music and what instruments they mainly use.	
Terminology	Perform	The act of playing music in front of a person or people.
	Stage Presence	How you demonstrate confidence on the stage and in your performance.
	Audience	People taking part in listening and enjoying a live performance.
	Genre	The type of music you are playing. Also called 'style. Rock, Pop, Classical, Dubstep etc.



This keyboard will help you remember where the notes are on a piano or keyboard.

You'll notice that some of these notes have two names. This is because they can be called either depending on how you're playing.

SOURCES & INSPIRATIONS

Virtual Piano	Virtual Guitar	Instrument Sounds	Timbre Quiz
			
goo.gl/Y72ymy	goo.gl/MQpUA9	goo.gl/H4N3M5	goo.gl/UA6bv7

I NEED TO KNOW:

An exploration of how people might have felt when children were evacuated during the Second World War, using drama techniques and skills.

<p>WEEK 1 & 2</p>	<p>Think what sort of character you might be in a World War 2 evacuation re-enactment.</p> <p>A) Scared and worried. B) Excited for a new adventure. C) Pretending to be excited but really deep down you are scared.</p> <p>*Background information: goo.gl/Yl6EgE *Accent help: goo.gl/0JJrIC</p>
<p>WEEK 3 & 4</p>	<p>Think what would be more interesting to show an audience? A play with a FLASHBACK, SPLITSCENE or a FLASHFORWARD. How could you present this transition?</p> <p>*SPLITSCENE explained: goo.gl/ZdjUrX</p>
<p>WEEK 5 & 6</p>	<p>Think about what your character might be thinking deep down? Would it be very different to what they say out loud?</p> <p>*Evacuees stories: goo.gl/FRtQwg</p>

I NEED TO KNOW:

An exploration of how people might have felt when children were evacuated during the Second World War, using drama techniques and skills

CONCEPT	DEFINITION/EXPLANATION
	Second World War evacuation- Many children living in big cities (like London) were temporarily moved to the countryside, which were considered to be safer. The British evacuation began on Friday 1 st September 1939. It was known as 'Operation Pied Piper'.
Role play-	<i>'Stepping into someone else's shoes'.</i> Speaking and moving as a character.

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
TIR (Teacher In Role)	<i>In order to create the idea of a setting/situation your Teacher will take on a role and will pretend to be someone else.</i>
COCKNEY RHYMING SLANG	<i>A form of slang first used in the east end of London by market traders. It was probably a 'cant' - a language designed to disguise what is being said from passers-by.</i>
FREEZE FRAME	<i>Like you've paused a film and captured a moment. Think about having clear facial expressions, body language and use interesting positions and levels.</i>
FLASHBACK	<i>You swap to a scene of how things were in the past. You need to have a movement/sound effect or some other way to show the audience that you have gone back in time.</i>
SPLITSCENE	<i>You show another setting ALONGSIDE the current one. You will need to make sure that the original scene freezes or mimes when this other scene is performed.</i>
FLASHFORWARD	<i>You swap to a scene of how things could be in the future. You need to have a movement/sound effect or some other way to show the audience that you have gone forward in time.</i>
THOUGHT TRACK	<i>You speak your character's inner thoughts out loud to an audience (the other characters won't hear).</i>
THOUGHT BUBBLE	<i>You speak another character's inner thoughts out loud to an audience (the other characters won't hear), by placing your hand on their shoulder.</i>

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared.

Lesson 7		
Preparation	Do you know the history of African Dancing?	
Terminology	Characteristics	<i>A quality belonging to a style</i>
	Speed	<i>Fast, medium, slow</i>
	Direction	<i>Left, right, u, down forward, backwards</i>
	Rehearse	<i>Recapping movement material</i>

Lesson 8		
Preparation	Why is Rhythm so important in African Dancing?	
Terminology	Tempo	<i>Timing</i>
	Rhythm	<i>Pattern of the music</i>
	Contrast	<i>Something that's different</i>
	Compliment	<i>Something that links</i>

Lesson 9		
Preparation	What have you found easy? What have you struggled with during this unit of work? WWW EBI	
Terminology	Accumulation	<i>Adding a dancers on</i>
	Starting	<i>The beginning of the dance, still position on or off stage</i>
	Ending	<i>The end of the dance, on or off stage</i>
	Multi Direction	<i>Changing a direction a number of times</i>


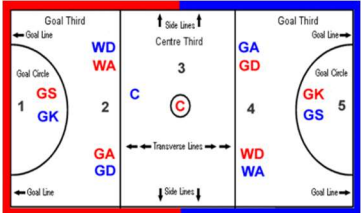
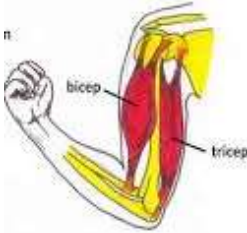
Lesson 10		
Preparation	What do Lindy Hop, Boogie-Woogie and Rock N Roll all have in common?	
Terminology	Choreography	<i>Your dance</i>
	Choreographer	<i>Someone that makes dancers up</i>
	Pathway	<i>Floor pattern a dancer travels in</i>
	Style	<i>Different types of dance, ballet, tap, street, lyrical.</i>


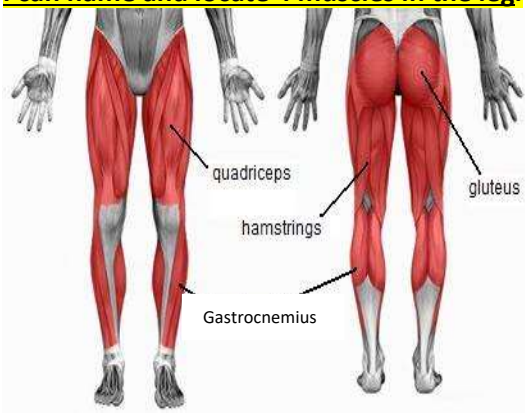
Lesson 11		
Preparation	What technical skills are required to be a dancer?	
Terminology	Co - ordination	<i>Ability to link movements together</i>
	Posture	<i>How you sit and stand</i>
	Stamina	<i>Ability to keep going for a long period of time</i>
	Extension	<i>Making actions as big as possible</i>

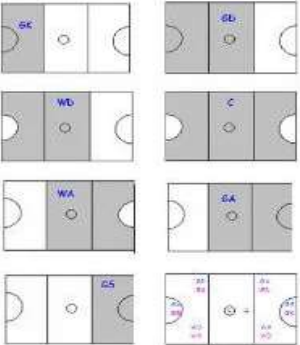
Lesson 12		
Preparation	Which has been your favourite and least favourite style studied this term?	
Terminology	Performers	<i>People entertaining others</i>
	Audience	<i>Watching people present their work</i>
	Balance	<i>Ability to hold a position</i>
	Strength	<i>The power to perform movements</i>

<u>ACTION</u>	<u>SPACE</u>
Jump, Turn, Gestures, Travel, Transfer of weight, Balance	Level, Pathways, Directions, Formations, General Space
<u>DYNAMICS</u>	<u>RELATIONSHIPS</u>
Soft, Smooth, Rough, Gentle, Jerky, Delicate, Fluid, Sudden, Power, Weak	Solo, Duet, Group, Canon, Unison, Contact, Counterpoint, Mirroring, Question and Answer

GIRLS PE

	Lesson focus	Performance	Coaching	Knowledge
1	Recap passing Skills & fundamental rules Do you know the footwork, contact and obstruction rules? Can I demonstrate a range of skills in small sided games?	I can use 4 types of passes in netball 	I can explain the footwork rule. Rule: Footwork A player can receive the ball: With one/both feet grounded or jump to catch the ball and land on one/two feet simultaneously. You may then take a step in any direction with one foot (but not both) and pivot on the spot with the other foot. If you break the footwork rule, a free pass will be awarded to the opposing team.	I can explain the three stages of warming up and why they are important Stage 1- Light running/jogging <ul style="list-style-type: none"> Increases heart rate Increases blood flow to muscles Raises the body temperature. Stage 2- Stretches <ul style="list-style-type: none"> Allows easier movement. Increases joint flexibility Stretches the muscles. Stage 3- Practice activities. <ul style="list-style-type: none"> Warms up specific parts of the body that will be used in the activity
2	Timing of pass/support play How might the player without the ball assist the ball carrier?	I know the 7 positions in netball Goal shooter, goal attack, wing attack, centre, wing defence, goal defence, goal keeper. I can explain who each player marks 	I can explain the footwork rule. Rule: Held Ball A player is only allowed to hold the ball for 3 seconds. A free pass will be awarded to the opposing team if the ball is held over 3 seconds.	I can name and locate the bicep and the tricep. 

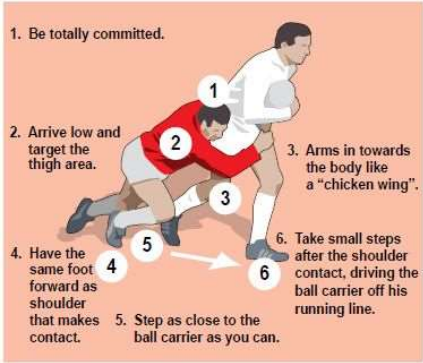
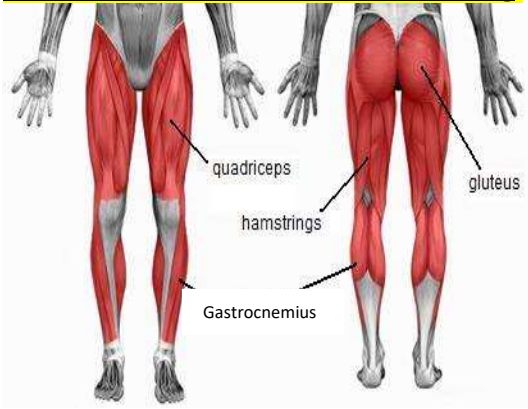

3	<p>Shooting</p> <p>Explain the technique of a successful shot?</p>	<p>I can explain the technique points of shooting in netball.</p> <p>Watch clip: https://www.youtube.com/watch?v=wGUXLyYXvzU</p> 	<p>I can explain the footwork rule.</p> <p>Rule: Replayed ball - A player may not replay the ball. Specifically you can't:</p> <ul style="list-style-type: none"> - lose control of the ball and pick it up again if it has not been touched by another player, • Players cannot catch a rebound from a shot on goal if the ball has not touched the post or another player • Players cannot toss the ball into the air and catch it again without it being touched by another player. 	<p>I can name and locate 4 muscles in the leg.</p> 
4	<p>Attacking play/dodging</p> <p>How might spatial awareness be used in a game?</p>	<p>I can explain the importance of movement in netball</p> <p>Watch https://www.youtube.com/watch?v=Scuw-RWS_Q</p> <p>Movement types</p> <ul style="list-style-type: none"> • Dodge • Double dodge • Roll • Change of speed. 	<p>I can explain the offside rule</p> <p>Rule: Obstruction</p> <p>A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. This distance is measured from the landing foot of the player in possession of the ball. The defender may jump to intercept or defend the ball from this 0.9m (3ft) feet distance but you must ensure if you do jump to defend a ball, you don't land any nearer that 3ft or this is obstruction (i.e. shortening your distance).</p>	<p>I can define two components of fitness.</p> <p>Agility – The ability to change direction quickly, at speed, whilst remaining in control.</p> <p>Speed- The maximum rate in which an individual is able to perform a movement or cover a set distance</p>


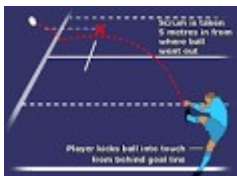
5	<p>Defending/positional awareness</p> <p>How can you close the space? Why is it important to make good decisions after intercepting the ball?</p>	<p>I know the what area each position covers</p> 	<p>I can explain the offside and contact rule</p> <p>Rule: Offside - A player with or without the ball cannot move into an area of the court that is not designated for their position. This will result in a free pass being awarded to the opposing team</p> <p>Rule: Contact occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate</p>	<p>I can define two further components of fitness.</p> <p>Reaction time- The time it takes to initiate a response to a stimulus.</p> <p>Flexibility- The range of movement around a joint.</p>
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6	Outwitting Opposition	I can demonstrate the ability to perform within different roles	I can explain the over a third rule.	I can give examples of where reaction time, flexibility, speed and agility are shown within netball								
	How do you know who should take the free pass? Think about players positions and where they are allowed to go.											
		<table><tr><th>Role</th><th>Skills gained</th></tr><tr><td>Performer</td><td>Maximize potential.</td></tr><tr><td>Official</td><td>Improve your knowledge of the rules. Can still contribute when unable to play.</td></tr><tr><td>Coach</td><td>Improved self-confidence, develop communication skills.</td></tr></table>	Role	Skills gained	Performer	Maximize potential.	Official	Improve your knowledge of the rules. Can still contribute when unable to play.	Coach	Improved self-confidence, develop communication skills.	Rule: Over a third - The ball cannot be thrown over a complete third of the court without being touched or caught by a player (i.e. it cannot cross two transverse lines). A free pass shall be taken from the area where the ball crossed the second transverse line (i.e. where the ball shouldn't have been).	For example: When playing netball, you will be constantly marked by the opposition; to get away from them and ready to receive the ball you need to use agility to dodge and change direction quickly
	Role	Skills gained										
	Performer	Maximize potential.										
Official	Improve your knowledge of the rules. Can still contribute when unable to play.											
Coach	Improved self-confidence, develop communication skills.											

BOYS PE

	Lesson focus	Performance	Coaching	Knowledge
1	<p>Outwitting opponents and ball handling</p> <p>To develop and replicate fundamental rugby handling skills.</p>	<p>I can use pass whilst moving</p> <p>Spin pass on the run</p>  <ol style="list-style-type: none"> 1 Take the ball early. 2 Reposition hands. 3 Pull the ball back and open the hips. 4 Pass and follow through to target. <p>https://www.youtube.com/watch?v=SiGE7z1OnJQ</p>	<p>I can explain how a rugby pass must go backwards</p> <p>Rule: passing</p> <p>The ball must not be passed or thrown "forwards". Always aim to pass "backwards" - to a player who is "behind" you. You will rarely throw forward accidentally. A player may be 5 metres away to your right and 1 centimetre behind you.</p>	<p>I can explain the three stages of warming up and why they are important</p> <p>Stage 1- Light running/jogging</p> <ul style="list-style-type: none"> Increases heart rate Increases blood flow to muscles Raises the body temperature. <p>Stage 2- Stretches</p> <ul style="list-style-type: none"> Allows easier movement. Increases joint flexibility Stretches the muscles. <p>Stage 3- Practice activities.</p> <ul style="list-style-type: none"> Warms up specific parts of the body that will be used in the activity
2	<p>Outwitting opponents and ball handling</p> <p>To be able to use a range of passes to get past opponents</p>	<p>I can explain how to use passing to make progress</p> 	<p>I can explain what is meant by a 'knock on'.</p> <p>Rule: knock on</p> <p>A knock-on occurs when a player loses possession of the ball and it goes forward, or when a player hits the ball forward with the hand or arm, or when the ball hits the hand or arm and goes forward, and the ball touches the ground or another player before the original player can catch it.</p>	<p>I can name and locate the bicep and the tricep.</p> 

3	<p>Develop tackling technique</p> <p>To develop an understanding and knowledge of tackling technique. To replicate the correct technique on advancing opposition.</p>	<p><u>I understand the tackling technique</u></p>  <p>https://www.youtube.com/watch?v=6Y4iLr4BOCU</p>	<p><u>I can explain the tackling rule.</u></p> <p>Rule: tackling</p> <p>A tackle occurs when the ball carrier is held by one or more opponents and is brought to ground.</p> <p>A ball carrier who is not held is not a tackled player and a tackle has not taken place.</p> <p>Opposition players who hold the ball carrier and bring that player to ground, and who also go to ground, are known as tacklers.</p> <p>Opposition players who hold the ball carrier and do not go to ground are not tacklers.</p>	<p><u>I can name and locate 4 muscles in the leg.</u></p> 
4	<p>Rucking</p> <p>To understand the importance of rucking and when it might be needed</p>	<p><u>I can explain the importance of rucking in rugby</u></p> <p><u>Watch</u> https://www.youtube.com/watch?v=_2iMHprgNbU</p> 	<p><u>I can explain how a ruck is form</u></p> <p>Rule: The ruck</p> <p>A ruck is a phase of play where one or more players from each team, who are on their feet, in physical contact, close around the ball on the ground. Open play has ended.</p> <p>Players are rucking when they are in a ruck and using their feet to try to win or keep possession of the ball, without being guilty of foul play.</p>	<p><u>I can define two components of fitness.</u></p> <p>Agility – The ability to change direction quickly, at speed, whilst remaining in control.</p> <p>Speed- The maximum rate in which an individual is able to perform a movement or cover a set distance</p>

5	<p>Kicking</p> <p>What type of kick should I use?</p> <p>High or low, long or short. Why is it important to kick accurately?</p>	<p><u>I know different types of kicks in rugby</u></p> <div><p>RUGBY LEAGUE CHEATS & SHORT CUTS</p><p>THE AMAZING TORPEDO KICK</p><div><div>1</div><div>Hold the ball with your right hand underneath it and then put your left hand on the side to steady it. If you are left handed do this the other way round!</div></div><div><div>2</div><div>Drop the ball onto your foot and kick it in the middle with the flat part of your foot just above the toe.</div></div><div><div>3</div><div>As you kick the ball pull your arms inwards to help you balance. If you do it right, the ball really should fly like a torpedo!</div></div><div></div></div> <p>Watch</p> <p>https://www.youtube.com/watch?v=F5Pj1KxyhyY</p>	<p><u>I can explain how I can kick for territory</u></p> <p>Rule: Kicking into touch</p> <p>When the ball is put into a team's 22 by the opposition, without having touched (or been touched by) a player of the defending team before crossing the 22 and the ball is then kicked into touch by the defending team, the throw-in is where the ball went into touch. Kicks indirectly into touch.</p> <div></div>	<p><u>I can define two further components of fitness.</u></p> <p>Reaction time- The time it takes to initiate a response to a stimulus.</p> <p>Flexibility- The range of movement around a joint.</p>								
6	<p>Outwitting Opponents in a competitive game situation</p> <p>Think about player's positions and attacking space.</p>	<p><u>I can demonstrate the ability to perform within different roles</u></p> <table><tr><th>Role</th><th>Skills gained</th></tr><tr><td>Performer</td><td>Maximize potential.</td></tr><tr><td>Official</td><td>Improve your knowledge of the rules. Can still contribute when unable to play.</td></tr><tr><td>Coach</td><td>Improved self-confidence, develop communication skills.</td></tr></table>	Role	Skills gained	Performer	Maximize potential.	Official	Improve your knowledge of the rules. Can still contribute when unable to play.	Coach	Improved self-confidence, develop communication skills.	<p><u>I can explain what is meant by offside</u></p> <p>Rule: Most offside decisions in rugby union happen at rucks and mauls, especially when the ball is being recycled a lot. Like the scrum, an imaginary line is drawn through the hindmost foot of the last player in the ruck or maul. Players must either join the ruck or maul or retreat behind the offside line.</p>	<p><u>I can give examples of where reaction time, flexibility, speed and agility are shown within rugby</u></p> <p>For example: When playing rugby you will need to use your speed and agility to outwit opponents and score tries.</p>
Role	Skills gained											
Performer	Maximize potential.											
Official	Improve your knowledge of the rules. Can still contribute when unable to play.											
Coach	Improved self-confidence, develop communication skills.											

D & T GRAPHICS Birthday Party Place Setting YEAR 7

Teacher

Period(s) Taught

Weeks in Unit

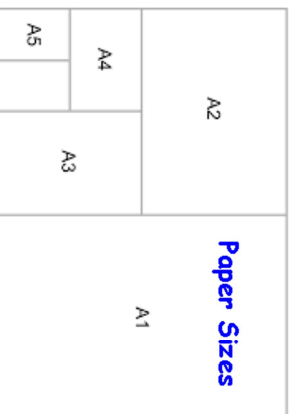
Key Learning Objectives

By the end of this unit you will:

- Be able to create a range of party themed products in paper & card
- Know how to use a range of drawing tools in TechSoft 2D Design
- Be able to design a place mat and party hat that can be manufactured on the laser cutter
- Be able to use the laminator
- Have knowledge and understanding of a professional designer
- Be able to make a piece of origami

Extension Tasks

- Make a serviette holder
- Make a large pin wheel to hang up



PROJECT STRUCTURE	KEY STAGES IN ORDER
Design Brief	Outline of the project you are about to do
Research	Finding out about your design brief to enable you to design better
Design Ideas	Ideas based on your research - at least three ideas
Development	Making your best idea more detailed
Manufacture	Making your product
Evaluation	What you did well or not so well, and how you could improve



KEY WORD	DEFINITION
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
Master sheet	TechSoft 2D Design file to use as template
Dimensions	Measurements given to an object
Micron	Measurement of paper thickness, 1/1000 of a millimetre.
Origami	The Japanese art of paper folding

MATERIAL	DEFINITION
Coloured paper	Material up to a thickness of 200 microns
Coloured card	Material over a thickness of 200 microns
Laminating pouch	See through plastic pouch in which paper/card can be placed in order to laminate it
Origami paper	Specialised paper for origami, usually square in size
Pearlescent paper	Decorative paper with a two tone sheen
Decorative card	Holographic, metallic, textured, relief, embossed

MACHINERY	DESCRIPTION
Laminator	Machine that heat seals paper or card to protect it
Laser cutter	CAD/CAM machine which uses laser to accurately cut material

HEALTH & SAFETY REGULATION	REASON
Stop working & listen when instructed	Important for safety of all
Do not run in workshop	You could cause injury to yourself or others
Be careful when using scissors	You could cut yourself
Put bags in lockers	Trip hazard avoided
Follow instructions in laser workshop	Workshop environment has many hazards
Use scissors carefully	To avoid cuts to yourself and others

Teacher Mr Langdon

Period(s) Taught

Thurs 4

No. of lessons

12

What you will need to know

- You will need to know how to measure in millimetres
- You will need know how to divide lines equally without measuring
- You will need to be able to mark out a finger joint
- You will need to know how to cut out a finger joint
- You will need to know how to make a rectangular box with a base
- You will need to know how to finish pine and apply a coat of linseed oil.
- You will need to know how to make a template for a lid.
- You will need to know how to use 2D design

MATERIAL**DEFINITION**

Pine	A light coloured softwood with an attractive grain that come from an evergreen tree
Hardboard	Thin board made from wood pulp that is used on the bottom of boxes, drawers and the back of cupboards
Medium Density Fibreboard (MDF)	Board also made from wood pulp than can be thin but also come in a wide variety of other thicknesses
Acrylic	A thermoplastic used for the lid of our boxes
PVA	The best glue to use when gluing wood to wood.



Rule



Tenon Saw



Try Square



Fret saw



Bench Hook



Disk Sander

PROJECT STRUCTURE**KEY STAGES IN ORDER**

Design Brief	Outline of the project you are about to do
Research	Finding out accurate measurements for your chosen phone
Manufacture	Making your product
Evaluation	What worked well and even better if

MACHINERY**DESCRIPTION**

Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Laser cutter	A machine that uses a laser to cut and engrave onto materials

KEY WORD**DEFINITION**

Millimetres	A small unit of measurement which enables you to be very accurate
Measurements	A distance between two points
Try square	A tool used to mark a right angle
Coping saw	A saw with a thin blade that allows you to cut curves
Tenon saw	A saw with a thick blade which allows you to cut straight lines
Bench hook	A support that fixes into a vice to help you hold work when cutting
Vice	A clamp fixed to a bench

HEALTH & SAFETY REGULATION**REASON**

Only use a machine once you have been shown how to use it safely	You are more likely to injure yourself if you do not know how to use it safely
Always wear goggles on machines	This will prevent debris going into your eyes
Tie any long hair up	This will prevent it getting caught in a machine
Wear an apron	This will keep you safe and your uniform clean
Never run or be silly in the workshop	This will help keep you and others safe
Carry tools carefully	This will help keep you and others safe
Listen carefully to the teacher and follow exact instruction	So you know how to behave safely and use the equipment safely
Be aware of the emergency stop buttons	So you know how to use them in an emergency

D & T FOOD BASIC SKILLS NEED TO KNOW SHEET YEAR 7

Teacher Mrs Kyte

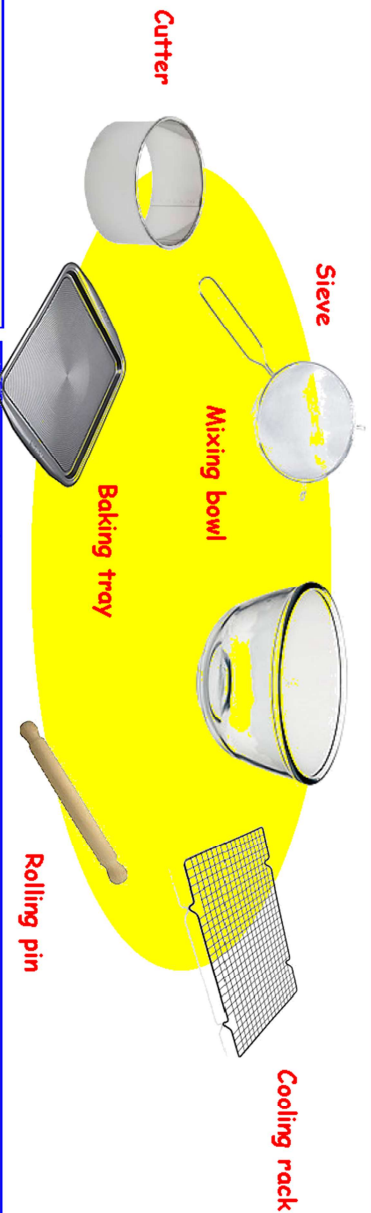
Periods Taught

Mon 4 or Wed 2

Weeks in Unit

17

LESS	CONTENT	LINK
1	Hygiene & food rules DEMO Fruit salad Equipment & environment	SKILL— KNIFE SAFETY & SEGMENTING FRUIT & OPENING A CAN
2	PRACT Fruit salad Eval	LINK— http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit
3	DEMO Spag bol	SKILL— CHOPPING VEGETABLES
4	PRACTICAL Spag bol Eval	LINK— http://www.bbc.co.uk/food/techniques/chopping_vegetables
5	DEMO Fruit Crumble	SKILL—RUBBING IN
6	PRACTICAL Fruit Cr. Eval	LINK— www.bbc.co.uk/food/techniques/rubbing_in
7	EAT WELL THEORY	
8	DEMO Cheese & tom tarts	SKILL—ROLLING OUT PASTRY
9	PRACTICAL Tarts Eval	LINK— http://www.bbc.co.uk/food/techniques/rolling_pasty LINK—EGG WASH http://www.bbc.co.uk/food/techniques/egg_wash
10	DEMO Shortbread biscuits	SKILL—USING A CUTTER
11	PRACTICAL Biscuits Eval	LINK— http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents
12	DEMO Pasta Salad	SKILL—USING HOB SAFELY & COOKING PASTA WELL
13	PRACTICAL Pasta Salad	LINK— http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta
14	DEMO muffins	SKILL—ALL IN ONE METHOD & GRATING
15	PRACTICAL Muffins Eval	LINK— http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked
16	MEAL & MENU DESIGN	
17	FINAL EVAL/QUIZ	



KEY WORD	DEFINITION
Cutter	Shape used to cut pastry
Bacteria	Good hygiene prevents spread of
Rubbing in	Combining flour and butter/marg
Nutrition	Science of food substances
Eat well plate	Proportion of food types that provide a healthy diet
5 a day	Five portions of fruit/veg daily
ml	Millilitres—measurement of liquid
1oz/25g	Ounces—measurement of weight

MACHINERY	DESCRIPTION
Hand blender	Hand held machine to mix ingredients together until fine consistency achieved
Food processor	Work top machine used to chop, mix, blend, whisk ingredients quicker than by hand
Oven	Top or main oven used to cook food
Grill	Heated element used to cook/brown food
Hob	Top of oven used to cook pans

HEALTH & SAFETY REGULATION	REASON
Stop working & listen when instructed	Important for safety of all
Do not run in food room	You could cause injury to yourself or others
Be careful when using knives	You could cut yourself or others badly
Be careful of hot items (oven, pans)	To avoid getting burnt
Apply good food hygiene when cooking	To avoid food poisoning
Put bags in locker	Trip hazard avoided

Year 7 Textiles NEED TO KNOW

Making a Fabric Picture

I can understand the meaning of some textile words.

<https://mcs3technology.wikispaces.com/file/view/wordleTshirt.jpg/88414963/584x388/wordleTshirt.jpg>

Lessons 4 and 5

I need to use pins correctly

Lessons 6 and 7

I need to use a sewing machine safely and accurately

<http://www.sewmyplace.com/tip/sewing-machine-safety>

Lesson 8 and 9

I need to sew shapes accurately

Lessons 10 and 11

I need to use garment film imaginatively

<http://www.garmentfilms.co.uk/?gclid=CNXbrv7dutUCFSEM0wodznsA6g>

Lessons 12 and 13

I need to evaluate and review my creative work and ideas using imaginative adjectives and well-constructed sentences.



I can design a picture inspired by the theme Under the Sea

Lesson 2 - Research, print and collect pictures that might help and inspire me.

IDEAS - sea horse, aquarium, shell fish, octopus, jelly fish, whale, clown fish, seaweed, sea turtle, sea urchin, ship wreck, anchor, squid, oyster, eel.

I can use at least 4 images and overlap them to create interest.

I need to know the difference between fabric scissors and paper scissors and use them accurately

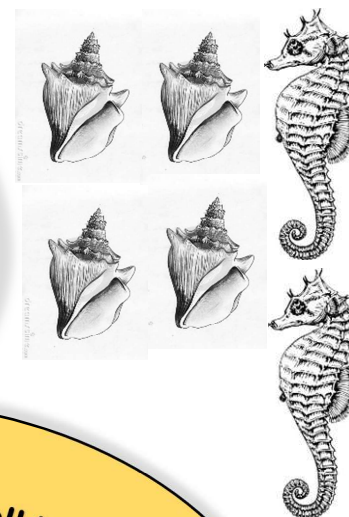
<http://so-sew-easy.com/cut->

Stitch your stress away. ~Author Unknown

Lesson 1

Working safely in the textiles room

<https://textiles4u.wikispaces.com/Health+and+Safety>



I can spell textiles words correctly and write them neatly.

PRACTISE WRITING NEATLY

Keywords

Patterned

Spotted

Speckled

Stippled

Marbled

Dabbed

Pressing

Smearing

Texture

Lesson 3 MARK MAKING

I can use mark making to decorate fabric.

<http://www.tate.org.uk/learn/online-resources/exam-help/themes/mark-making>

Lesson 2

I need to know how to make a tie dye background

<https://www.bestdye.com/Tie-Dye-Instructions.php>

Below is an example of your **progress trackers** that you will receive in each subject.

Keep an eye on your levels given by your teachers and using this you should be able to track where you should be and the levels of progress that you should be making throughout your 5-year journey at Looe Community Academy.

For example, if you are achieving a **Level 1** at the beginning of **Year 7**, the minimum level you should be aiming for would be a strong level 5 (this would be the same as a B grade).

Average KS2 Score	Equiv Old KS2	New GCSE grade	Year 7			Year 8			Year 9			Year 10			Year 11			Equiv Grade
			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	A*+
		9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	A*+
		8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	A*
		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	A*
		8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	A*
		7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	A
		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	A
		7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	A
		6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	B
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	B
		6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	B
		5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	B
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	B
		5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	C
		4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	C
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	C
		4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	C
120	6a	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	D
118	6b	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	D
115	6c	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	D
112	5a	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	E
109	5b	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	E
106	5c	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	E/F
103	4a	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	F
100	4b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	F/G
96	4c	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	G
92	3a	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	U
88	3b	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	U
84	3c	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	U
82	2a	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	U
80	2b	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	U
	2c	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	U
W1 to 6 = Working towards			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
			Year 7			Year 8			Year 9			Year 10			Year 11			



LEARN TO STUDY USING...

Retrieval Practice

PRACTICE BRINGING
INFORMATION TO MIND



HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

[learningscientists.org](https://www.learningscientists.org)



LEARN TO STUDY USING...

Spaced Practice

SPACE OUT YOUR STUDYING
OVER TIME

- 1 TESTING
- 2 SPACING
- 3 SKETCHING



HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

[learningscientists.org](https://www.learningscientists.org)



LEARN TO STUDY USING...

Elaboration

EXPLAIN AND DESCRIBE IDEAS
WITH DETAILS



HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.

As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.

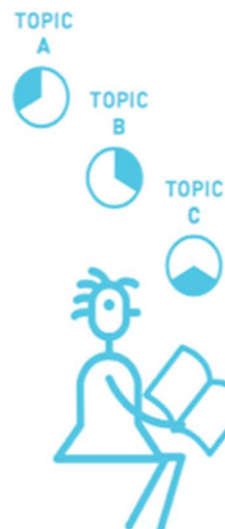
[learningscientists.org](https://www.learningscientists.org)



LEARN TO STUDY USING...

Interleaving

SWITCH BETWEEN IDEAS
WHILE YOU STUDY



HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

Go back over the ideas again in different orders to strengthen your understanding.

Make links between different ideas as you switch between them.

[learningscientists.org](https://www.learningscientists.org)



LEARN TO STUDY USING...

Concrete Examples

USE SPECIFIC EXAMPLES TO
UNDERSTAND ABSTRACT IDEAS



HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.

Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

Share examples with friends, and explain them to each other for added benefits.

[learningscientists.org](https://www.learningscientists.org)



LEARN TO STUDY USING...

Dual Coding

COMBINE WORDS
AND VISUALS



HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.

Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go along with it.

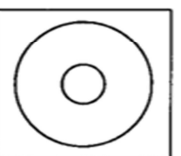
[learningscientists.org](https://www.learningscientists.org)

**Questions from Texts,
Teachers and Tests****Thinking Processes****Thinking Maps
as Tools**

How are you defining this thing or idea? What is the context? What is your frame of reference?

**DEFINING IN
CONTEXT**

Circle
Map

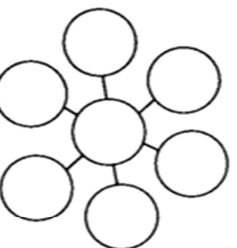


How are you describing this thing?

Which adjectives would best describe this thing?

**DESCRIBING
QUALITIES**

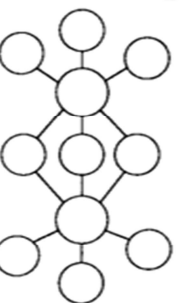
Bubble
Map



What are the similar and different qualities of these things? Which qualities do you value most? Why?

**COMPARING and
CONTRASTING**

Double
Bubble
Map



What are the main ideas, supporting ideas, and details in this information?

CLASSIFYING

Tree
Map



What are the component parts and subparts of this whole physical object?

PART-WHOLE

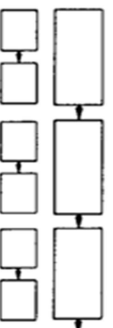
Brace
Map



What happened? What is the sequence of events? What are the substages?

SEQUENCING

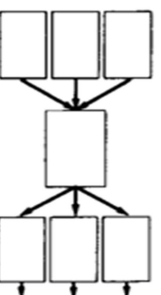
Flow
Map



What are the causes and effects of this event? What might happen next?

CAUSE and EFFECT

Multi-
Flow
Map



What is the analogy being used? What is the guiding metaphor?

**SEEING
ANALOGIES**

Bridge
Map



1

Magnificent Metacognition



Plan

Is this similar to a previous task?

What do I want to achieve?

What should I do first?

Monitor

Am I on the right track?

What can I do differently?

How can I ask for help?

Evaluate

What worked well?

What could I have done better?

Can I apply this to other situations?

2

Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growh bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'I' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!



Need to **KNOW**
LOOE COMMUNITY ACADEMY

NOTES

Use these pages to keep notes on anything you need to remember.

This section could be used to write down any information that your **'Need to Know'** sheets ask you to look into so you can refer back to it at any time.



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