15 May 2020

Dear Parent/Carer

**Year 7 School Work**

An overview of the work which has been set for the second part of this half term is below for your information, the next ‘batch’ of work will be set on 1st June. Please note that the **deadlines are flexible** and that we are using the week commencing 18th May as a ‘catch up’ week for students:

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| **Subject** | **Tasks** | **Deadline** |
| Art | *The Art projects which were set when we closed should take 8 weeks in total to complete***Insects booklet** – a range of tasks including artist research, drawing, facts about insect and pattern**Art Experimentation booklet** – a range of mark making activities exploring different materials, key vocab, themes and artists.**Independent Learning project** – tasks include research a famous movement in Art, an artist copy and a 30 day drawing challenge.  | 26th May |
| Computing | **The Vault**Tasks 4, 5 and 6 | 15th May |
| D&T | *The D&T booklet should take 5 weeks to complete*Home study booklet- Various D&T Related interleaving, retrieval and new knowledge tasks based around materials, tools, equipment and processes, Product analysis and product developmentOptional Extension activity- PIXL Knowledge CAD CAM IT worksheet with various questions  | 22nd May |
| English | **Myths**Task 5: Write a letter to the editor of the mythology encyclopaedia *Mytholopaedia* discussing whether or not you think ‘Thugine and the Wandering Boys’ should count as a mythTask 6: Write your own Myth Task 7: Choose a popular Myth and create a presentation (with an accompanying speech) to explore the myth and its meanings.  | 15th May |
| Geography (Sets 1-4) | *Weeks 3 and 4 of a 4 week project***UK Research project**Population Physical landscapes Industry / business  | 15th May |
| History (Sets 1-4) | **Castles**3.) Produce a table of the key differences between each of the castles that you have researched. Do the same for similarities OR produce a detailed double bubble map of similarities and differences together.Explain what caused each castle to change – explain what you believe is the biggest change overall.4.) Answer the question: **How and why did castle designs differ between 1066 and 1500?** Divide your work into paragraphs. E.g. better defence, comfortable living standards, cost, show off wealth and statusConclude: Why did castle designs change over time? | 15th May |
| Literacy (Set 5) | * Reading book (they took 2 home) and AR quizzes
* 'Literacy Support' booklet (given three difficulty levels)- Recap of grammar points
* Spelling patterns- activity booklets x5
* 'Reading and Reasoning' booklet- short reading comprehensions
* 'Living Maths' booklet- literacy and maths in context- 2 levels of difficulty
* IDL Online Literacy programme
* Touch Typing- BBC Dance Mat
* Handwriting practice for some (paper provided)
 | Daily practise – no set number of pages students can chose |
| Literacy – Humanities (Set 5) | **The Romans**Part 3-Read 'Roman Invasion'-Create a map of the Roman Empire at its largest- marking Rome and Hadrian's Wall (use blank map and copy from filled map)-Look at BBC Bitesize 'How they conquered Britain'.-Write a news report as if you were a reporter at the outermost part of the Empire (Hadrian's Wall)- Summarise the expansion of this massive empire and where it might end.-Optional extras- Reading comprehension (3 ability levels), Invasion Timeline-Learn these keywords:InvasionEmpirePart 4-Watch the BBC Teach video, 'The Effect of the Romans.' -Look at BBC Bitesize, 'How did they change Britain?'-Read the booklet, 'Romans in Britain' and create a quiz to share with the others (don't forget to include and answer sheet!)-Look at the worksheet showing photographs of Roman innovations- try to name them (the answers are on the powerpoint).-Complete the worksheet about your daily life and the things that have been influenced by the Romans.-Optional extras: There are 5 BBC Teach videos in all. They are quite short and worth watching. There are lots of 'Class Clips' on BBC Bitesize when you go to the 'Romans in Britain' learning page. Romans in Britain timeline to put in order. Roman Numeral activity. Do the True or False quiz about Roman inventions-Learn to read these keywords:TownsRoadsBuilding plansTaxesSanitationBuildingHeatingLanguageEngineering | Part 3 8th MayPart 4 15th May |
| Maths | Weekly MyMaths tasks for key knowledgeEnd of Unit assessments once a full topic has been completed | Weekly deadlines |
| Music | *This project will take several weeks to complete***Elements of Music and Instruments of the Orchestra**- Produce your own knowledge organiser or revision poster on the elements (pitch, tempo, dynamics, duration, texture, tonality)- Produce your own knowledge organiser or revision poster on the instruments (break into families -strings, brass, woodwind, percussion).- Create a booklet with the information of the elements and another about the instruments to make it suitable for a child at primary school (around Year 4)- Create a variety worksheets and quizzes (with answers) on both the elements of music and the instruments | 2 tasks fully complete by 22nd May |
| PE | Complete an Exercise Diary | 15th May |
| RS (Sets 1-4) | *This project should take 5 weeks to complete***Hinduism*** Booklet is divided into 10 sections.
* The weekly quiz is set on Teams.
 | 2 sections of the booklet and 1 quiz per week, final deadline 20th May |
| Science | **Ecosystems**Forms quizzes and longer answer question | 15th May |
| Spanish | All setsSelection of tasks including comprehension, grammar, translation and vocabulary learning.  | 15th May |

If your child has a subject specific query then please contact the teacher concerned via their school email address.

Additional resources which may be of use to parents/carers for home education can be found at:

Bitesize <https://www.bbc.co.uk/bitesize>

Government funded Oak Academy resources <https://www.thenational.academy/online-classroom>

A national helpline to support parents/carers called ‘StarLine’ is also available <https://www.starline.org.uk/> or call 0330 313 9162

**Please be reassured we have no expectation that you will be ‘teaching’ your children. As you have been doing throughout the closure so far, please just continue to support them however you are able to and do whatever is best for your child.**