YEAR 7 — APPLICATION OF NUMBER
Fractions and percentages of amounts

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Find a fraction of a given amount
- Use a given fraction to find the whole or other fractions
- Find the percentage of an amount using mental methods
- Find the percentage of a given amount using a calculator

Keywords

Fraction: how many parts of a whole we have
Equivalent: of equal value
Whole: a number with no fractional or decimal part.
Percentage: parts per 100 (uses the ∕ symbol)
Place Value: the value of a digit depending on its place in a number. In our decimal number system, each place is 10 times bigger than the place to its right
Convert: change into an equivalent representation, often fraction to decimal to a percentage cycle.

Fraction of a given amount

The bar represents the whole amount

Find $\frac{2}{5}$ of £205

£205

| £41 | £41 | £41 | £41 | £41 |

2 out of the 5 equal parts
$2 \times £41 = \underline{£82}$

£205 ÷ 5 = £41
Each part of the bar model represents £41

90

| 30 | 30 | 30 |
| 15 | 15 | 15 |

45

Use bar models for comparisons
$\frac{1}{3}$ of 90 = 30

$\frac{2}{3}$ of 45 = 30

$\therefore \frac{1}{3}$ of 90 $= \frac{2}{3}$ of 45

Use a fraction of amount

$\frac{2}{3}$ of a value is 70. What is the whole number?

70

| 35 | 35 | 35 |

$70 ÷ 2 = 35$
Each part of the bar model represents 35.

$35 \times 3 = 105$
The whole number is 105

The wording of the question is important to setting up the bar model

63

| 21 | 21 | 21 | 21 |

Find the whole

$\frac{3}{4}$ of a number is 63.

What is $\frac{1}{6}$ of the number?

84

| 14 | 14 | 14 | 14 | 14 | 14 |

= 14

Use the whole to find a given part

Find the percentage of an amount (Mental methods)

The **whole** represents 100%

$10\% = \frac{1}{10}$ of the whole

0%   20%   40%   60%   80%   100%

$10\% = \frac{1}{10}$ of the whole $50\% = \frac{5}{10} = \frac{1}{2}$ of the whole

$20\% = \frac{2}{10} = \frac{1}{5}$ of the whole $5\% = \frac{1}{20}$ of the whole

Find 65% of 80

80

| 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 | 8 |

For bigger percentages it is sometimes easier to take away from 100%

Method 1:
65% = 10% x 6 + 5%
= (8 x 6) + 4
= 52

Method 2:
65% = 50% + 10% + 5%
= 40 + 8 + 4
= 52

Find the percentage of an amount (Calculator methods)

Using a multiplier

Find 65% of 80

Fraction, decimal, percentage conversion

$65\% = \frac{65}{100} = 0.65$ ← The multiplier

$0.65 \times 80 = \underline{52}$

Using the percent button

Find 65% of 80

Type 65

Press [SHIFT] [( ] (%)

Press [X] 80 and then press =

This brings up the ∕ button on screen
You will see 65%

You can also use the calculator to support non calculator methods and find 1% or 10% then add percentages together

"of" can represent 'x' in calculator methods

Operations with equations and directed numbers

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:
- Perform calculations that cross zero
- Add/ Subtract directed numbers
- Multiply/ Divide directed numbers
- Evaluate algebraic expressions
- Solve two-step equations
- Use order of operations with directed number

Keywords

Subtract: taking away one number from another.
Negative: a value less than zero.
Commutative: changing the order of the operations does not change the result
Product: multiply terms
Inverse: the opposite function
Square root: a square root of a number is a number when multiplied by itself gives the value (symbol $\sqrt{\ }$)
Square: a term multiplied by itself.
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Perform calculations that cross zero

Number lines are useful to help you visualise the calculation crossing 0

$4 - 6 = -2$

Use the number line to guide subtraction of 6

Start at 4

Find the difference between 6 and -4

From 6 to 0
6
From 0 to -4
4

10 beads between them

$-5 + 5 = 0$

$5 - 5 = 0$

Rearrangements of the same equation

Add directed numbers

🔴 = −1
🟡 = 1
Representations

$2 + -4 = -2$

Zero pair
$(-1 + 1 = 0)$

Two "−1" left
= −2

$8 + -3 = 5$

Partitioning

$8 + -3 = 5$

$5 + 3 + -3 = 5$

Partition the value to create a zero pair calculation

Generalisation
$+ \ - \ = \ -$

Subtract directed numbers

🔴 = −1
🟡 = 1
Representations

Representation for calculation

"Subtract" – means take away or remove

$2 - -1 = 3$

Take away one 🔴

Start with the representation of 2

$2 - -3 = 5$

= 3

= 5

Generalisation
$- \ - \ = \ +$

Multiply/ Divide directed numbers

| −3 | −3 |

Two representations of the same calculation

$2 \times -3 = -6$

Negative, Negative calculation

-2×-3

This is the negative of 2×-3

$-2 \times -3 = 6$

The act of making counters into their negative is turning them over

Divisions are the inverse operations

Evaluate algebraic expressions

$a = 5$ $b = -4$

$a^2 = 5^2$ $b^2 = (-4)^2$
$a^2 = 25$ $b^2 = 16$

With negative numbers the brackets are important so that it performs -4 x -4

Brackets around negative substitutions helps remove calculation errors

$2a - b = 2 \times 5 - (-4) \ = 10 + 4 = \underline{14}$

$3b - 2a = 3(-4) - 2(5) = -12 - 10 = \underline{-22}$

Two-step equations

Bar Model

10

| x | x | x | x | 2 |

10

$4x + 2 = 10$

Representing the same question (use fact families)

$10 - 4x = 2$

| x | x | x | x |

8

x

2

Function machine

$x \rightarrow \boxed{\times 4} \rightarrow \boxed{+2} \rightarrow 10$

Inverse operations to find x

Use order or operations

Brackets
Indices or roots
Multiplication or division
Addition or subtraction

²& √
× & ÷
+ & −

Brackets around negative substitutions helps remove calculation errors

Remember square roots have a positive and negative value

x	−3	−2	−1	0	1	2	3
−3	9	6	3	0	−3	−6	−9
−2	6	4	2	0	−2	−4	−6
−1	3	2	1	0	−1	−2	−3
0	0	0	0	0	0	0	0
1	−3	−2	−1	0	1	2	3
2	−6	−4	−2	0	2	4	6
3	−9	−6	−3	0	3	6	9

Year 7 Knowledge Organiser Mixtures

Key Vocabulary:

1	Solute	A substance that can be dissolved in a solvent. *Salt is a **solute** because it can be dissolved in water.*
2	Solvent	A substance in which a solute can dissolve *Water is a **solvent** because salt can dissolve in it.*
3	Solution	A mixture of a dissolved solute and a solvent. *A **solution** of salt and water was used.*
4	Insoluble	A substance is insoluble if it cannot be dissolved in a solvent. *Wood is **insoluble** in water.*
5	Unsaturated solution	A solution which has the maximum possible amount of solute dissolved in it. *The student continued to add salt to the water until no more would dissolve and she had made a **saturated solution**.*
6	Boiling point	The temperature at which a substance changes state from liquid to gas. It is also the temperature at which a substance changes from gas to liquid (condenses). *The **boiling point** of water is 100 degrees Celsius.*
7	Melting point	The temperature at which a substance changes from solid to liquid (melts). It is also the temperature at which a substance changes from liquid to solid (freezes). *The **melting point** of water is 0º Celsius.*

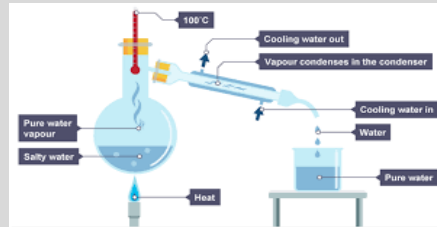## Separation techniques

8 Filtration

Filtration is used to separate an insoluble solid from a pure liquid or a solution eg sand from water.
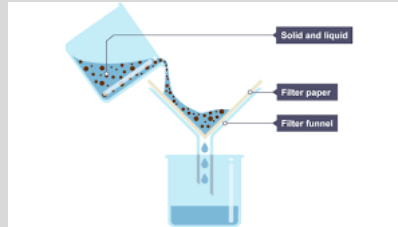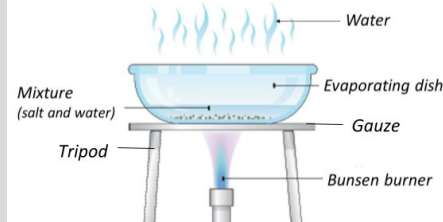
9 Distillation

Distillation is a separation technique used to separate a solvent from a mixture eg water from a salt solution.
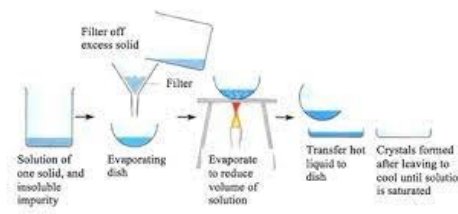
10 Evaporation

Evaporation describes the process of a liquid turning into a gas, is used to separate a soluble solid from a liquid eg salt from water.
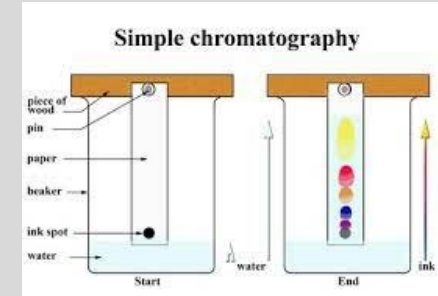
11 Crystallisation

Crystallisation is used to produce solid crystals from a solution eg copper sulphate crystals from copper sulphate solution.
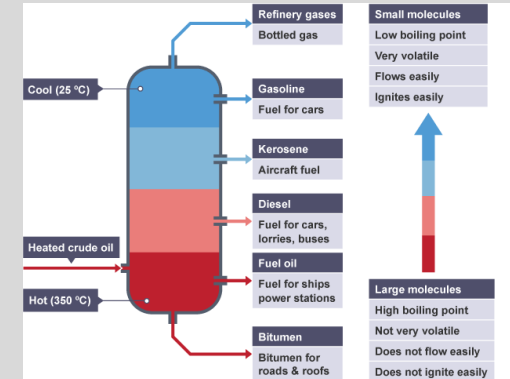
12 Chromatography

Paper **chromatography**. is used to separate mixtures of soluble substances eg inks and dyes.

13 Fractional distillation

Fractional distillation is used to separate different liquids from a mixture of liquids. It is useful for separating ethanol from a mixture of ethanol and water.
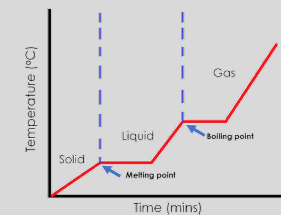
Pure and impure substances

14 Pure and substances

Pure substances melt and boil at specific temperatures.

Mixtures melt and boil at a range of temperatures.

Year 7 – Poetry – HT5 Knowledge Organiser

Poetry	Literary work that expresses feelings and ideas using rhythm and style.
Analysis	Detailed examination of the language elements or structure of a piece of writing.
Comprehension	The understanding when reading a piece of text.
Structure	The structure of a poem is the way it is put together. It refers to the structural techniques and how it looks on the page.
Message	The message of a poem is what the writer intended to say – often poetry will have different layers of meaning.
Imagery	The imagery of a poem refers to the mental images that are created through language use.
Language	The language of a poem refers to word choices. Poets often try to use particularly descriptive vocabulary.
Effect	The effect of a poem refers to the way the writer wants readers to feel after reading.
Stanza	A group of lines in poetry, like a paragraph in writing, or a verse in a song.
Free Verse	Free verse is any poem that does not follow a particular rhyme scheme or rhythm.
First Person Narrative	When a story or poem is written from the perspective of the protagonist using first person pronouns.
Cyclical Structure	When a story begins at the end or ends at the beginning.
Consonance	When the same or similar constant sound occurs in words close to each other in a text.
Abstract	Something that usually only exists through a thought or an idea.
Caesura	A pause in a line of poetry marked by a full stop/end of a sentence.
Dashes	Punctuation that creates particular emphasis.
Refrain	A repeated line through a piece of poetry.
Connotations	The associations a particular word or phrase has.
Rhyme	Words with a similar/identical vowel or consonant sound.

Keywords

Construction – A process of assembling a work of art.

Experiment – Exploring new, creative ideas.

Media – The materials and tools used by an artist.

Earthy – Colours which are a mixture of browns and tans, which can include richer colours containing some brown, such as orange, red, green, yellow, purple, and blue. They tend to more muted and flat colours.

Traditional - Art that is part of a culture of a certain group of people, with skills and knowledge passed down through generations.

Ritual - A sequence of activities involving gestures, words, actions, or objects, performed according to a set sequence. Rituals may be prescribed by the traditions of a community.

African Masks

Most African masks are made by the tribes 'tribal artist' who's training can last many years and they are a very respected person within the tribe. Most African masks are for use in ritual ceremonies held within the tribe, and they are seen more as spiritual than 'nice looking'.

A lot of African masks are heavily patterned and usually consist of warm or earthy colours, patterns can be taken from things they see around them and also can be found on a lot of African fabrics.

WAGOLL

1. Create a tonal drawing of an African mask, using space and detailed patterns.

2. Draw the design onto a piece of cardboard and cut out carefully.

3. Layer up pieces of cardboard and string to create a three-dimensional texture, enhancing your mask.

4. Using warm and earthy colours such as brown, yellow and red, paint your mask. When dry add detail with fine liner or paint.

The Oven

This turns the oven on.

This light goes out when the oven has reached the correct temperature.

This is the temperature control (top is the temperature we are setting)

The Hob

Each hob ring has its own control dial.

The image shows them all turned off.

This is known as 9 O'clock.

When cool, the light for each ring is turned off.
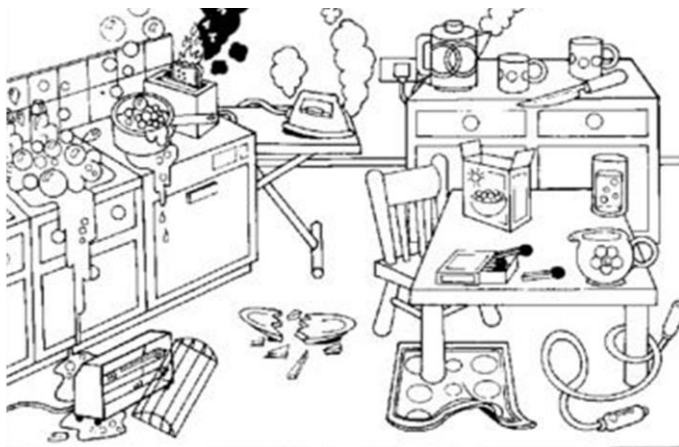

6 O'clock is the full heat

3 O'clock is the medium heat

12 O'clock is the low heat

Bacteria/Pathogens are living things and need certain conditions to grow.

Conditions

Pathogens need the following conditions to grow:

Warmth   Moisture   Food   Time

Remove one or more of these and pathogen can not grow meaning food will last longer and will be safe to eat.

pathogenic bacterial growth

French Knife Cuts
www.snippetsofparis.com

Julienne   Allumette   Jardinere   Batonnet   Baton

Carré   Parmentier   Mirepoix   Macedonie   Brunoise

Rondelle   Paysanne   Emincé en sifflet   Parisienne   Bille

Lozenge   Tourné   Emincé   Chiffonade

Eatwell Guide

Use the Eatwell Guide to help you get a balance of healthier and more sustainable food. It shows how much of what you eat overall should come from each food group.

Per day   2000kcal   2500kcal = ALL FOOD + ALL DRINKS
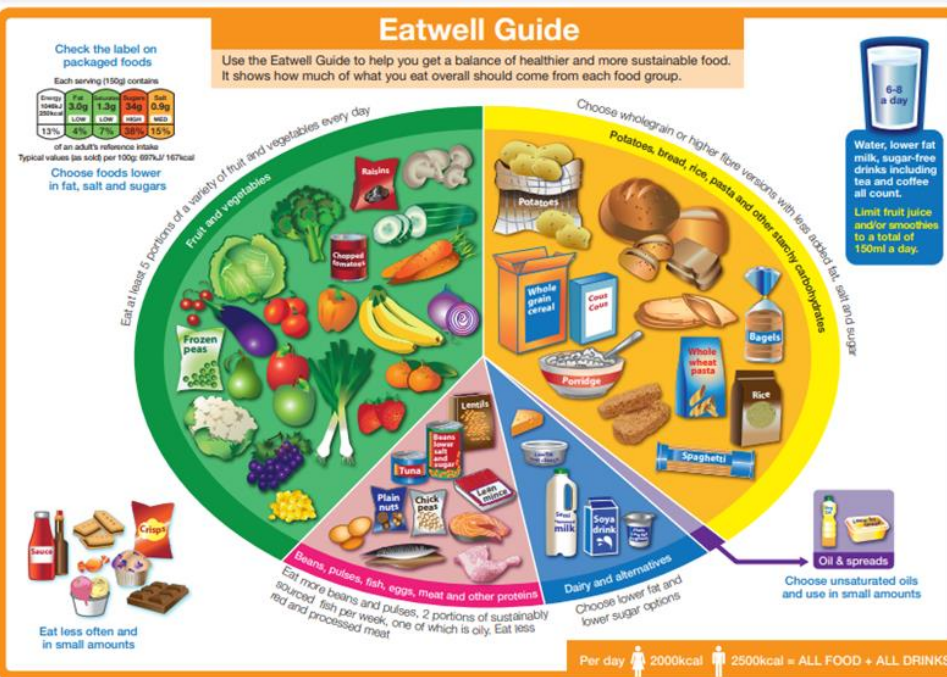
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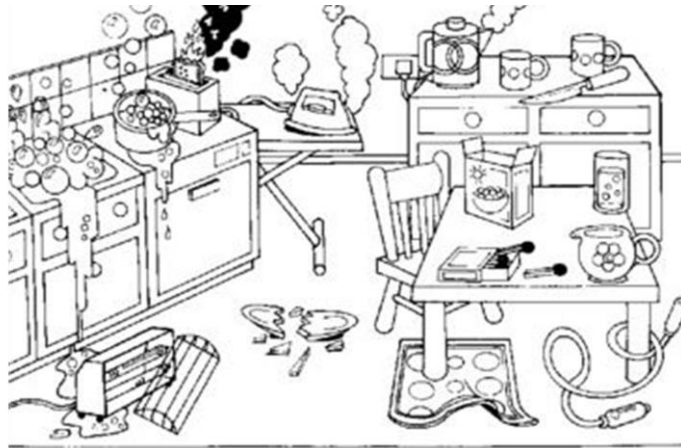

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Year 7 Food

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Summary of topic
Students are introduced to Shakespeare's comedy Midsummer Nights Dream. They understand the complex plot and characters through script exploration.

Aims of the topic
To be introduced to and explore a Shakespearian text including the challenging language using iambic pentameter.

Midsummer Nights DreamY7

Knowledge Organiser

Skills & Definitions
Duologue – Drama involving two actors.
Monologue – Speech from one actor.
Narrative/plot – the story of the play.
Mime – Movement and no sound.
Comedy – Drama which seeks to make the audience laugh.
Scripted performance – Drama from a play-text.
Shakespeare – Playwright of Midsummer Night's Dream.

DRAMA

Main characters	
Hermia	In love with Lysander
Helena	In love with Demetrius but he loves Hermia
Lysander	In love with Hermia
Demetrius	Caught in a love triangle with Lysander, Hermia.
Egeus	Hermia's father.
Bottom	Falls in love with Titania. Turns into a donkey.
Oberon	King of Fairies
Titania	Queen of the Fairies.

Key Words

Performance	Focus	Technical Theatre	Direction	Characterisation	Lysander	Demetrius	Lighting
Titania	Oberon	Hermia	Helena	Atmosphere	Duologue	Athenians	Puck
Exploration	Staging	Technical Theatre	Script	Ensemble	Creativity	Monologue	Storytelling

KS3

Longdendale
HIGH SCHOOL

Year 7 Music Topic Overview

Topic – Get it Together	HT5
In this topic students will learn about the dance music genre. They will play club dance music on the keyboard, individually and then as an ensemble. They will increase their understanding and skills in the area of ensemble performance.	

Students know	1. The fundamentals of club dance music
	2. The geography of the keyboard
	3. Use of appropriate sounds for club dance music
	4. How musical ensembles are layered

Students can spell and define	1. Dance	2. Ensemble
	3. Sample	4. Synth
	5. Beat	6. Timing
	7. Balance	8. Keyboard

Students can	1. Answer questions about dance music (listening)
	2. Identify notes on a keyboard
	3. Perform an individual part of dance music
	4. Perform with another pupil or pupils (ensemble playing)

Dance

Knowledge

Explore movements, stylistic features, actions, space and dynamics in dance. Action steps and co-ordination (travel, step, turn, balance, stillness) performance skills (projection and facial expressions) musicality (tempo, speed and timing) jumping. Stretching, bending

Skills

Explore movements, stylistic features, actions, space and dynamics in dance.

Key Words

Stylistic Features – How a dancer or dancers, executes the different dance genres, and their own specific style qualities.

Dynamics – How the dancer moves e.g. fast/ slow, sudden/ sustained

Resilience – The capacity to recover quickly from difficulties; toughness.

Role model – Someone who is worthy of imitation – like your beloved teacher or a well behaved celebrity.

Reflection – Serious thought or consideration.

Knowledge
Lindy hop

The Lindy Hop is an American dance which was born in the African-American communities of Harlem, New York City, in 1928 and has evolved since then. It was very popular during the swing era of the late 1930s and early 1940s. Lindy is a fusion of many dances that preceded it or were popular during its development but is mainly based on jazz, tap, breakaway, and Charleston. It is frequently described as a jazz dance and is a member of the swing dance family.

The first dances named as Lindy Hop were born around the time the aviator Charles Lindbergh made his ground breaking flight across the Atlantic Ocean in May 1927. The most famous Lindy Hop dance, which is not connected to the other Lindy Hop dances, was born in the Harlem dance marathon in 1928 where George Snowden and Mattie Purnell reinvented the breakaway pattern by accident.

Skills- steps
Twist Around (for two 8 counts)
Double Break
Break & Hold with Pecking
"Duck" – Swingout from Closed with Leader's Duck
Promenade
Promenade
Flip Flop
Rhythm Break Forward

Key Vocabulary

|	
Batting order	The order that the batsmen will play in: the strongest go first.
Body position	How the batsman or fielder coordinates their body to strike or field effectively.
Defensive	Deciding on a tactic or action that prevents the other team from scoring.
Field placement	Where the fielders are positioned to be most effective.
Innings	The period of time when one team are batting.
Long barrier	A fielding technique to stop a low or rolling ball.
Offensive	Deciding on a tactic or action that is designed to give your team the best chance of scoring.
Over	6 balls bowled by the same bowler from one end of the pitch.
Stance	How the batter positions their body to strike the ball.
Stroke	The shot that is chosen by the batsman to hit the ball.
Umpire	The official who is in charge of the game.
Wicket	The set of stumps and bails at each end of the pitch.

Rules of the Game

Two teams of 11 players each play an innings of batting and bowling. Each innings will be made up of a set number of overs.

The batting team aim to score as many runs as they can by hitting the ball and running between the two wickets.

The bowling team can get the batsmen out by catching a ball that is hit, or by hitting the stumps with the ball before the batsman arrives.

Once the batting team are all out, or all of their overs are used, the teams swap over.

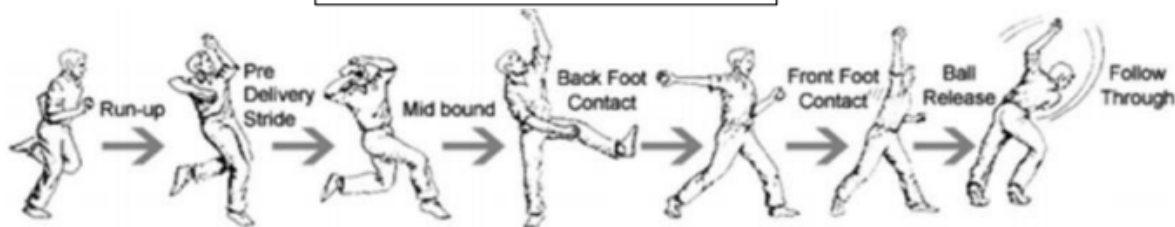## Fielding positions
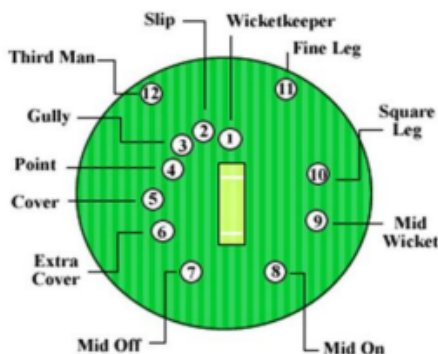
Method of scoring:

Each time the batsman runs between the stumps (swapping with the batsman at the other end), this counts as one run.

If the ball is hit beyond the boundary without touching the ground, this is work six runs.

If the ball reaches the boundary but hits the ground first, this is worth four runs.

If the bowler bowls the ball too wide, this counts as one run to the batting team.
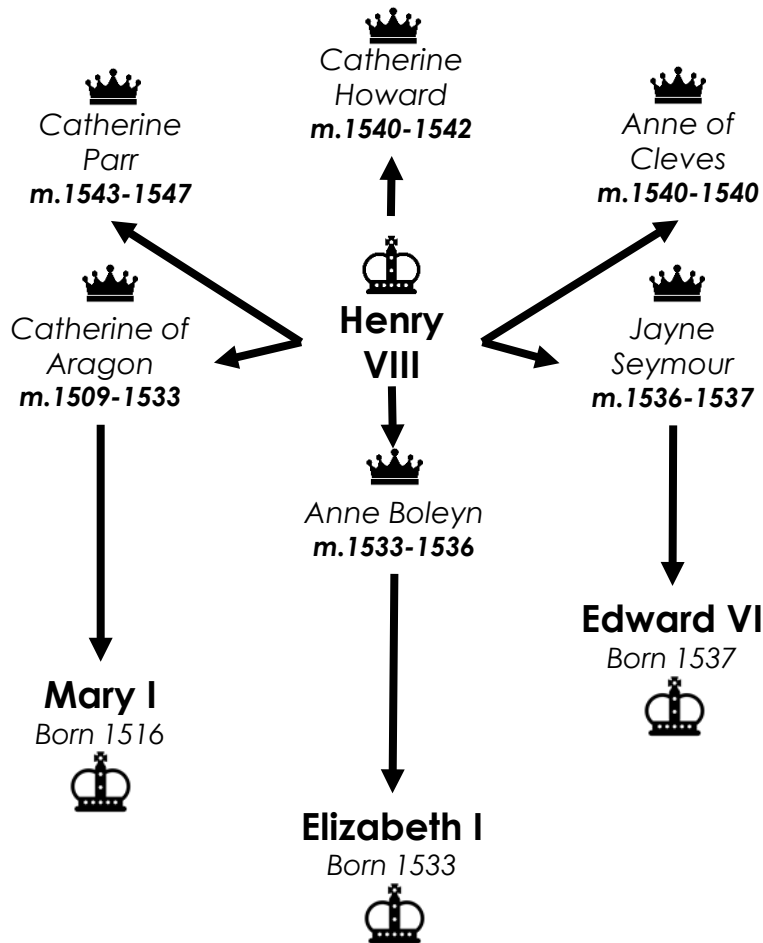
Bowling Action

Year 7 History Term 2 Knowledge Organiser: Tudor Power

The Tudors 1509 - 1603

Catherine Howard
m.1540-1542

Catherine Parr
m.1543-1547

Anne of Cleves
m.1540-1540

Catherine of Aragon
m.1509-1533

Henry VIII

Jayne Seymour
m.1536-1537

Anne Boleyn
m.1533-1536

Edward VI
Born 1537

Mary I
Born 1516

Elizabeth I
Born 1533

THE CHURCH	The whole organisation of priests and churches, ruled over by the Pope.
CATHOLIC	A type of Christianity, ruled by the Pope. Most Christians in the Medieval periods were Catholics.
PROTESTANT	A type of Christianity. Protestants were Christians who did not agree with the teachings of the Catholic Church and PROTESTed against it.
REFORMATION	the period of time when many people left the Catholic Church and became Protestant.
PRIEST	A person who works for the Church to lead prayers and religious services.
SIN	An action or behaviour that breaks the laws of a religion.
HEIR	A person who receives another person's property or title after that person's death.
SUCCESSION	Inheriting another person's title or property.
SYMBOLISM	When a word, image or object stands in the place of something else, such as an idea, another object, a person, or a place.
PROPAGANDA	One-sided information or advertising designed to put across a particular opinion. Sometimes use by governments or monarchs.
PARLIAMENT	A group of people who make the laws for a country.
TAX	Money that people have to pay to the government.
DIVINE RIGHT OF KINGS	The idea that a monarch's right to rule comes directly from God, not from the people.

TIMELINE OF TUDOR POWER

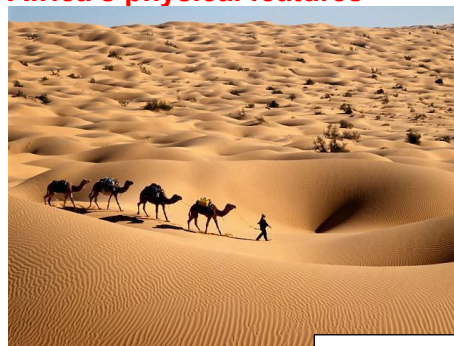| 1509 Henry VIII became King.	1534 Henry VIII made himself head of the Church in England.	1547 Henry VIII died. Edward VI became King of England.	1553 Edward VI died. Mary I became Queen of England.	1558 Mary I died. Elizabeth I became Queen of England.

Africa Knowledge Organiser

Countries of Africa

There are 54 African Countries!

Africa's physical features

One of the physical features in Africa is deserts, for example the Sahara, in northern Africa. There is very limited plant and animal life due to the difficult living conditions.

Rainforests are also pervasive across Africa and lie in central areas, due to the slightly cooler and wetter temperatures further south from the equator. Very many plant and animal species live here, but they're under threat from deforestation.

Perceptions of Africa

Perceptions are the way people perceive something, for example many people's perception of Africa is that it is wretchedly poor and impoverished. However, in many places in Africa this is a **misconception.**

Many parts of Africa are poor and impoverished, but many parts are not. Misconceptions are borne from a lack of information, and we must be critical about where we get our information from in whatever form of media that is.

Different ecosystems in Africa

There are 4 main ecosystems in Africa – rainforest, desert, steppe and savanna. Deserts and rainforests have been explained previously, but steppe is characterised by high temperatures and only a little rainfall. Shrubs and short grasses grow and animals such as cheetahs, lions and gazelles are found here. The savanna regions have more seasonal weather with rainy and dry seasons all year round. Many species of grass grow, and more rainfall leads to more diverse wildlife such as zebra, wildebeest, giraffe and buffalo which migrate to follow the rainfall.
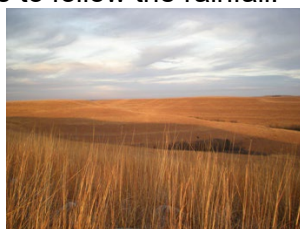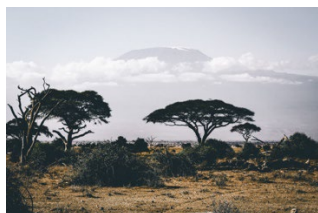
Climate of Africa

The climate in Africa is extremely varied due to the location of the place relative to its latitude. This means places in the south of the continent, such as Sutherland, South Africa (see left climate graph) is much cooler (temperature shown by red line graph) and wetter (blue bar chart) than in the Sahara Desert.
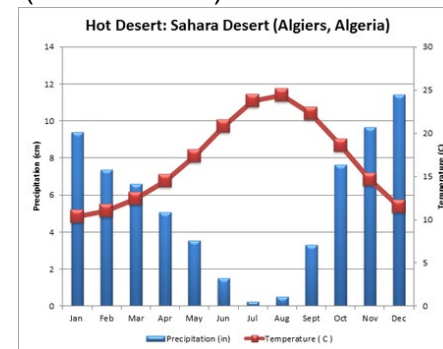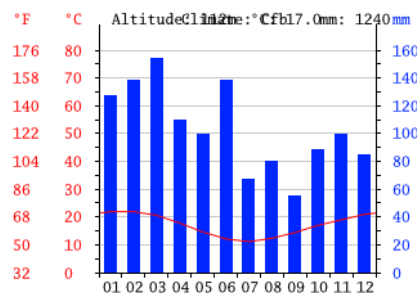
Africa Knowledge Organiser

Nomadic tribes

Nomads are people who move from place to place to live rather than settling in a single place. Usually, this is to take advantage of crops all year round in challenging environments. Their livelihoods are often drastically different to western cultures, and they have deep rooted traditions. Sadly, these tribes' futures are at risk due to issues of desertification and political issues with national governments.

Reducing poverty

Poverty is rife in Africa, with around 50% of Africans living in poverty and around 40% being illiterate (they cannot read or write). However, Africa is extremely rich in terms of the resources (oil, gas, crops etc.) that it has naturally. Therefore, it is confusing and complex as to why Africa is the poorest continent on Earth by far.

In order to reduce poverty, we can seek to improve education to give young children the best chance of getting well-paying jobs. Increasing tourism opportunities also opens these communities up to wages and job opportunities. Water supplies being improved can also improve health and improving the quality and quantity of hospitals and healthcare services would also help here. Improving transport links would help to allow people to move around in search of employment and living facilities more easily and would increase trade.

National parks in Africa

There are many national parks in Africa, for example the Gorongosa national park in Mozambique, which are created and designed to conserve animals which are endangered or on the brink of becoming extinct, such as the rhino which is hunted for its horn. Rhinos can be moved to national parks in order to protect them from poachers, as national parks are government-led and state-funded which means animals are much safer here than in the wild. Animals are also endangered due to pollution/climate change damaging their habitats, overhunting from humans, habitat loss and invasive species. National parks help keep vulnerable species alive and thriving.

Key terms

1. **Hindu –** A person belonging to Hinduism.
2. **Brahman –** The Hindu God
3. **Atman –** Soul.
4. **Karma –** Our past actions affect us, positively or negatively, and what we do now will affect us in the future.
5. **Dharma –** Duties that Hindus must complete.
6. **Samsara–** The cycle of Life and Death.
7. **Reincarnation** – The belief that people are born again into a new body and new life.

Crucial Commands:

Describe: Say in detail what something or someone is like, and the impact it has. E.g. Describe rites of passage in Judaism.

Explain: Say why something or someone is important, and the impact it has. E.g. Explain why Moses is important.

Discuss: Write about at least two points of view and explain why these points of view are valuable or not. E.g. ""Yom Kippur is the most valuable Jewish festival" Discuss.

Brahman:

For Hindus, Brahman is God or the Supreme Being. Brahman is beyond human understanding. However, Hindus try to explain Brahman through various interpretations.
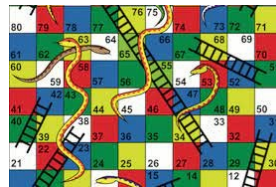
Atman

Atman. is a Hindu word that means 'soul or spirit'. Essentially, it refers to the real person inside an individual. It is made of part of the spirit of Brahman.

Karma

arma means that our past actions affect us, either positively or negatively, and that what we do in the present time will affect us in the future. This means we should behave well now if we want to be happier in the future.

Samsara

Guru Nanak, is the father of all Sikhs – the founder of Sikhism.
Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him. He played a similar role to Jesus and Muhammad.

Dharma

In the Hindu faith, 'dharma' means duty, religion, virtue and morality; it is a central part of a Hindu's daily life.

Hindus believe that there are right and wrong ways to behave, so they must behave correctly, follow the moral law and take their duties seriously.

Reincarnation

The belief that the soul, upon death of the body, comes back to earth in another body or form. The principle that people are rewarded or punished in one life according to their deeds in the previous life.

There are many cases of people who have believed they have been reincarnated – **Do you believe them?**

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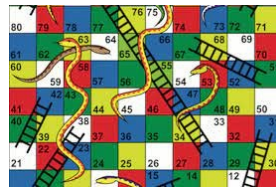
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Year 7 Knowledge Organiser – Mi Pueblo

El objetivo – To describe where I live in Spanish.

A. Tenses

Vivo	I live
Vivimos	We live
Hay	there is(n't)
Me gustaría	I would like
Vivir	To live
Vivía	I used to live

B. Opinions

Me gusta(n)	I like (them)
Me encanta(n)	I love (them)
No me gusta(n)	I don't like (them)
Odio	I hate
Porque es/son…	Because it is/they are…

C. Pronouns

(Yo) Vivo	I live
(Tú) vives	You live
(El/ella) vive	He/she lives
(Nosotros) Vivimos	We live
(Vosotros) Vivís	You (plural) live
(Ellos/ellas) Viven	They live

Connectives:

Y	and
También	also
Además	in addition
Sin embargo	however
Pero	but
O	or

Frases útiles

Muy	very
Un poco	a bit
Bastante	quite
Nada	nothing
Con	with
Sin	without

D. Complexity

Mi casa se sueños	My dream house
Sería	(It) would be
Viviría	I would live
Tendría	I/it would have
Pienso que	I think that
Creo que	I believe that

E. Adjectives

(no)Es….	It is(n't)
Enorme	Huge
Grande	Big
(in)Cómodo	(un)Comfortable
Moderno	Modern
Nuevo	New
Antiguo	Old
Pequeño	Small

F. Translate / Check your answer

Remember that the adjectives must agree with the noun they are describing. E.g. *Mi casa es pequeña.*

¿Dónde vives?	Where do you live?		¿Cómo es tu pueblo/ciudad?		¿Qué hay en tu pueblo/ciudad?	
			What is your town/city like?		What is there is your town/city?	
Vivo en	I live in					
Una casa	a house		Es….	It is…(description)	(no) hay….	There is (no)…
Un piso	a flat		Aburrido	boring	Un centro commercial	a shopping centre
Una granja	a farm		Animado	lively	Un centro de reciclaje	a recycling centre
Un apartamiento	an apartment		Antiguo	old	Un cine	a cinema
Un rascacielo	sky scraper		Ecológico	eco-friendly	Una escuela/un colegio	a school
			Enorme	huge	Una estación de autobus	a bus station
Un barrio	a neighbourhood		Grande	big	Una estación de tren	a train station
Una ciudad	a city		In(Cómodo)	(un)comfortable	Un estadio	a stadium
Un pueblo	a town		Limpio	clean	Una iglesia	a church
Una aldea	a village		Moderno	modern	Una mezquita	a mosque
Está…	it is… (location)		Nuevo	new	Un monumento	a monument
Lejos de Manchester	far from Manchester		Pequeño	small	Un parque	a park
Cerca del mar	near the sea		Sucio	dirty	Una piscina	a swimming pool
En la costa	on the coast		Túristico	touristy	Un polideportivo	a sports centre
En el centro	in the centre		Tranquilo	quiet/peaceful	Un restaurant	a restaurant
En el campo	in the countryside				Un supermercado	a supermarket
			Más…que	more..than	Un teatro	a theatre
			Menos…que	less…than	Una tienda	a shop

Year Subject Term Knowledge Organiser Yr7 : Scratch

Variables are used to store **data** for use in a program. They can store lots of different types of data such as names and scores.

So set variable score to equal 0
If I score a goal then increase variable by 1
A variable can only hold 1 piece of data at a time.

Lists are used to store data for use in a program.

Lists can hold multiple items of data under one name. Just like a shopping list where you can keep adding items.

shopping_list	
1	egg
2	cheese

Sequence, **selection** and **iteration** are all processes.

These are three of the key concepts –the BIG 3
Sequence—the challenge of arranging precise instructions into the correct order
Selection—allowing a program to branch down a different route IF a condition is met
Iteration (repetition) - allowing a repetition of commands by looping back.

Iteration allows for the same code to be repeated.

Count controlled iteration will execute the
commands a set number of times
Example**:** "perform 200 star jumps"

Condition-controlled iteration will execute the commands until the condition you set is no longer being met
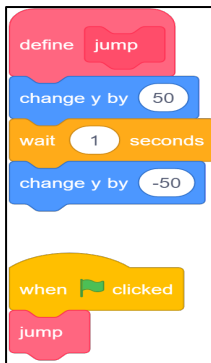Example: "perform star jumps until 3pm"

Key Words

Abstraction	Identify the important aspects to start with
Algorithm	Precise sequence of instructions
Debugging	Looking at where a program might have errors or can be improved
Decomposition	Breaking down a problem into smaller parts
Iteration	Doing the same thing more than once
Lists	Allows multiple items of data to be held
Selection	Making choices
Sequence	Running instructions in order
Subroutine	A group of instructions that can run when called
Variable	Data being stored by the computer.

This subroutine had been named 'jump'. The y axis has been changed by 50 (so jump up), wait 1 second then jump down (-50).

Then the jump subroutine can be called in the program.

define jump
change y by 50
wait 1 seconds
change y by -50

when 🏳 clicked
jump

forever

Will loop the code forever

repeat ◯

Will repeat a set number of times

repeat until ⬡

Will repeat until a condition is met