



Opportunity
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Courage

Year 7

Homework Booklet

Autumn Term 1 • 2026–27

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Name

Tutor group



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YEAR 7 HOMEWORK · AUTUMN TERM 1

My Homework Tracker

Tick each piece of homework when it is complete

Homework	Week 1 w/c ____	Week 2 w/c ____	Week 3 w/c ____	Week 4 w/c ____	Week 5 w/c ____	Week 6 w/c ____	Week 7 w/c ____
Maths — Sparx							
Maths — TTRS							
English task							
French spellings							
History							
Art							
Food & DT							
PE quiz							

Deadlines to remember

Parent / carer comment

Signed: _____ Date: _____

Consistency builds success. **A little every week** makes a big difference — be proud of your progress!



COMPLETE YOUR HOMEWORK **EVERY WEEK**



BE ORGANISED, **BE PREPARED**



BE PROUD OF **YOUR PROGRESS**

Welcome

Your homework for Autumn Term 1 — all in one place

This booklet holds every Year 7 homework task for the first half of the Autumn Term. Keep it in your bag, bring it to lessons and use it to plan your week. Your teachers will tell you deadlines — write them on the tracker at the front so you never miss one.

What's in this booklet

Subject	What you'll do	How often	How	Page
● Tracker	Tick off every homework each week	Every week	In this booklet	2
● Maths	Sparx Maths + Times Tables Rock Stars	Every week	Online	4
● English	Myths, Legends & Heroes menu	One task a week (20–30 mins)	Book / paper	5
● French	Spellings — one set a week	Weekly test in class	Learn & self-test	6
● History	Migration timeline	One task this half term	Paper or digital	8
● Art	Tints & shades shape design	One task	A5 paper	9
● Food & DT	Autumn Design Project	One project	Photo to teacher	10
● PE	Fitness, Football & Netball quizzes	As set by your teacher	In this booklet	11

Consistency is the key

Small amounts of work, done **every week**, build knowledge that lasts. Homework is how you practise what you learn in lessons so that it sticks.



Same time, every week

Pick regular homework slots — for example, Maths on Monday, French spellings on Wednesday.



Bring your booklet

Teachers may check your progress in lessons, so keep it neat and with you.



Stuck? Ask early

Speak to your teacher before the deadline, or use homework club. Asking for help is courageous!

Before you hand it in

- ☐ I answered every part of the task.
- ☐ I explained my ideas, not just described them.
- ☐ I checked my spelling and key vocabulary.
- ☐ My work is neat and has my name on it.

My homework logins

Sparx Maths

Username: _____

School: Sir William Stanier School

Times Tables Rock Stars

Username: _____

Rock name: _____

Keep your passwords private — never write them in this booklet.





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Maths

Sparx Maths — weekly homework

Complete your Sparx Maths homework every week. Your teacher sets it online to support and consolidate your learning. These are the topics you will cover this term — the codes (e.g. M763) match the Sparx videos.

NUMBER SENSE

1

- Using number lines (M763)
- Integer place value (M704)
- Decimal place value (M522)
- Ordering negative numbers (M527)
- Rounding integers (M111)
- Rounding decimals (M431)

ADDING & SUBTRACTING

2

- Adding integers (M928)
- Adding decimals (M429)
- Subtracting integers (M347)
- Subtracting decimals (M152)

MULTIPLYING

3

- $\times$ and $\div$ by 10, 100 and 1000 (M113)
- Multiplying using place value (M911)
- Written method: multiply integers (M187)
- Written method: multiply decimals (M803)

DIVIDING

4

- Dividing into equal groups (M462)
- Written method: divide integers (M354)
- Dividing with a remainder (M873)
- Dividing to get a decimal answer (M262)
- Dividing by decimals (M491)

NEGATIVE NUMBERS & ORDER OF OPERATIONS

5

- Add & subtract with negatives (M106)
- Multiply & divide with negatives (M288)
- Roots and powers (M135)
- Correct order of operations (M521)

EXPRESSIONS

6

- Algebraic notation (M813)
- Algebraic terminology (M830)
- Simplifying: single variable (M795)
- Simplifying: multiple variables (M531)
- Simplifying: non-linear terms (M949)

SUBSTITUTION

7

- Expressions with one operation (M417)
- Expressions with multiple operations (M327)
- Algebraic formulae (M208)
- Real-life formulae (M979)

SOLVING EQUATIONS

8

- One-step equations (M707)
- Equations of the form $ax + b = c$ (M634)
- Equations of the form $x/a + b = c$ (M647)

TIME & MEASURES

9

- Converting units of time (M515)
- Using clocks (M892)
- Calculating with time (M627)
- Using timetables (M963)
- Using calendars (M747)
- Estimating length, mass, capacity (M828)
- Converting units (M774)
- Using appropriate units (M487)

Times Tables Rock Stars

Spend a few minutes each week practising your multiplication and division facts. Improve your fluency, take on challenges and missions, and compete in tournaments and league tables. **A few minutes each day makes a big difference!**



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English

Myths, Legends & Heroes — homework menu

ORIGIN MYTHS

GREEK MYTHS (PERSEUS & THESEUS)

BEOWULF

KING ARTHUR

One task a week
20–30 minutes each.

Any order
Choose the tasks that interest you.

Be creative
Do your best and enjoy it!

KNOW

Build your knowledge

1 What is a myth?

Create a clear definition of a myth. Then list five features you might expect to find in a myth and give an example of each.

☐ Done

2 Creation Stories

Choose one creation myth from anywhere in the world. Who/what existed first? How was the world created? What does the story explain? What might it reveal about the people who told it?

☐ Done

3 Meet a Greek God

Choose one Greek god or goddess. Create a profile including their name, role, symbols, powers, relationships and one important myth about them.

☐ Done

4 The World of King Arthur

Find out what each of these is and explain its importance in Arthurian legend: Camelot, Excalibur, the Round Table, Merlin and the Holy Grail.

☐ Done

WORDS

Grow your vocabulary

5 Vocabulary Builder

Learn: **myth, legend, hero, quest, prophecy, fate, supernatural, mortal, immortal**. Write a definition and an accurate sentence for each.

☐ Done

6 Monsters of Myth

Research a mythical monster (Minotaur, Medusa, Hydra, Cyclops or Cerberus). Describe its appearance, powers and story. Finish: *This creature would have frightened ancient audiences because...*

☐ Done

7 Beowulf Vocabulary

Learn and use: **warrior, reputation, honour, loyalty, vengeance, courage, monstrous, formidable, boast, legacy**. Write each in a sentence about a hero or monster.

☐ Done

8 Arthurian Words

Learn and use: **chivalry, loyalty, honour, brave, noble, quest, realm, knight, legendary, destiny**. Write each in a sentence about the world of King Arthur.

☐ Done

THINK

Explore ideas & explain

9 Hero or Not?

What qualities make someone a hero? Choose five and rank them from most to least important. Explain your top three choices.

☐ Done

10 Theseus' Decision

Imagine you are Theseus before entering the Labyrinth. Write a short diary entry: what you are about to do, why, and how you feel.

☐ Done

11 Beowulf: Heroic Code

Rank these qualities for an Anglo-Saxon hero: strength, courage, loyalty, generosity, reputation, leadership, willingness to fight. Explain your top three.

☐ Done

12 What Makes a Legend Last?

Myths about Perseus, Theseus, Beowulf and Arthur have survived for hundreds of years. Write a paragraph: why do people keep retelling these stories?

☐ Done

CREATE

Imagination & storytelling

13 Design a Creation Myth

Imagine an ancient culture trying to explain thunder, earthquakes, the seasons, volcanoes or the stars. Write a short creation myth explaining one of them.

☐ Done

14 Perseus Storyboard

Create a six-stage storyboard of Perseus and Medusa. Under each image, write one sentence explaining what happens.

☐ Done

15 Build a Monster

Design a monster for an ancient legend. Write a 150-word description that makes it seem threatening, with at least three deliberate language choices underlined.

☐ Done

16 Create a Quest

Plan a legendary quest. Your hero needs a goal, a dangerous journey, an enemy, a helper, a difficult choice and a final challenge. Present it as a six-stage story map.

☐ Done

Choose ONE task each week. Tick it off when it's done. Show pride in your work and have fun exploring myths, legends and heroes!

French

Spellings — learn one set each week for a test in class

Look • Say • Cover • Write • Check. Learn one set each week. Practise saying each word aloud, cover the French, write it from memory, then check your accents (é, è, ç, â, û) — they count! Tick ✓ each word once you can spell it.

Set 1 Greetings

Test date: _____ Score: ____ /10

	Français	English	✓
1	Bonjour	Hello	
2	Coucou	Hi / Hey	
3	Salut	Hi	
4	Ça va ?	How are you?	
5	Ça va	I am OK	
6	Ça va bien	I am well	
7	Ça va mal	I am not well	
8	Et toi ?	And you?	
9	Je m'appelle...	I am called...	
10	Moi, c'est...	I am (name)	

Set 2 Classroom instructions

Test date: _____ Score: ____ /10

	Français	English	✓
1	Levez la main	Put your hand up	
2	Asseyez-vous	Sit down	
3	Regardez-moi	Look at me	
4	Écoutez	Listen	
5	Ouvrez vos cahiers	Open your books	
6	Fermez vos cahiers	Close your books	
7	S'il vous plaît	Please	
8	Merci	Thank you	
9	Madame	Miss / Mrs	
10	Monsieur	Sir	

Set 3 Classroom requests

Test date: _____ Score: ____ /10

	Français	English	✓
1	Debout	Stand up	
2	Regardez le tableau	Look at the board	
3	Silence	Silence	
4	J'ai besoin d'un stylo noir	I need a black pen	
5	J'ai besoin d'une règle	I need a ruler	
6	S'il vous plaît	Please	
7	Est-ce que je peux...	Can I...	
8	...aller aux toilettes ?	...go to the toilet?	
9	Au revoir	Goodbye	
10	À bientôt	See you soon	

Set 4 Numbers 1–10

Test date: _____ Score: ____ /10

	Français	English	✓
1	un	1	
2	deux	2	
3	trois	3	
4	quatre	4	
5	cinq	5	
6	six	6	
7	sept	7	
8	huit	8	
9	neuf	9	
10	dix	10	



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French

Spellings — sets 5 to 8

Set 5 Numbers 11–20

Test date: _____ Score: ____ /10

	Français	English	✓
1	onze	11	
2	douze	12	
3	treize	13	
4	quatorze	14	
5	quinze	15	
6	seize	16	
7	dix-sept	17	
8	dix-huit	18	
9	dix-neuf	19	
10	vingt	20	

Set 6 Numbers 21–30

Test date: _____ Score: ____ /10

	Français	English	✓
1	vingt-et-un	21	
2	vingt-deux	22	
3	vingt-trois	23	
4	vingt-quatre	24	
5	vingt-cinq	25	
6	vingt-six	26	
7	vingt-sept	27	
8	vingt-huit	28	
9	vingt-neuf	29	
10	trente	30	

Set 7 Months

Test date: _____ Score: ____ /10

	Français	English	✓
1	janvier	January	
2	février	February	
3	mars	March	
4	avril	April	
5	mai	May	
6	juin	June	
7	juillet	July	
8	août	August	
9	septembre	September	
10	octobre	October	

Set 8 Months & me

Test date: _____ Score: ____ /10

	Français	English	✓
1	novembre	November	
2	décembre	December	
3	Comment tu t'appelles ?	What are you called?	
4	Je m'appelle	I am called	
5	Moi, c'est	I am (name)	
6	Quel âge as-tu ?	How old are you?	
7	J'ai onze ans	I am 11	
8	J'ai douze ans	I am 12	
9	Quelle est la date de ton anniversaire ?	When is your birthday?	
10	Mon anniversaire, c'est le...	My birthday is...	

Challenge: use Set 8 to write three sentences about yourself — your name, your age and your birthday.



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YEAR 7 HOMEWORK · AUTUMN TERM 1

History

Enquiry: Who migrated to England after 1066?

Complete **one History homework task this half term**. It helps you answer the enquiry question and practise key historical skills. Your teacher will tell you the deadline. You may complete it by hand or digitally unless told otherwise.

What you will study

- What migrants before 1066 left behind
- Roman Britain and the 'Dark Ages'
- Vikings: invaders and settlers
- Alfred the Great and resistance

Homework: Migration Timeline

- Create an **illustrated timeline** of four groups: Romans, Anglo-Saxons, Vikings and Normans.
- For each group include **when** they arrived, **why** they came and **one impact** on England.
- Finish by explaining **which group had the biggest impact** and why.

Planning grid

Use this to gather your research before you make your final timeline.

Romans	Anglo-Saxons	Vikings	Normans
When? 	When? 	When? 	When?
Why? 	Why? 	Why? 	Why?
One impact 	One impact 	One impact 	One impact

My verdict: the group with the biggest impact was...

☐ I used accurate names, dates and evidence.

☐ I explained my ideas rather than only describing.

Looking ahead — Half Term 2: Why did William win the Battle of Hastings? (1066 Breaking News front page).

Your task

1. On an A5 piece of paper, draw a range of shapes.
2. Make sure they **overlap**, and use both **geometric shapes** (squares, triangles, rectangles) and **curved shapes** (circles, arcs, waves).
3. Colour your design using **tints and shades of ONE colour only**.
4. Use any materials you have at home — pencil crayons, pens or watercolours.

Key words

Tint — a colour mixed with white to make it *lighter*.

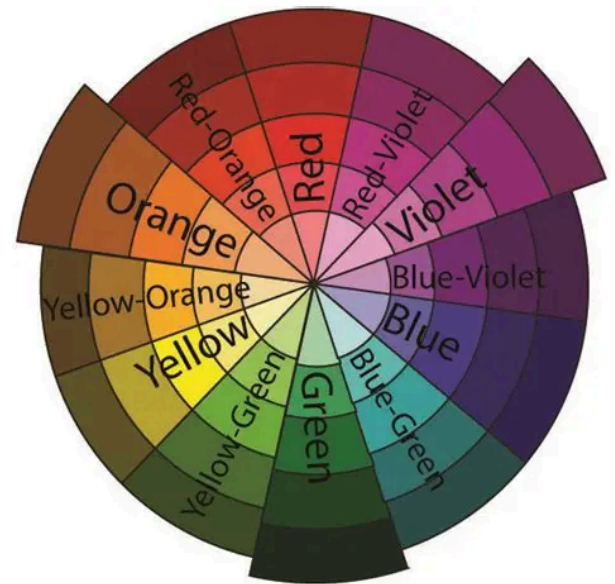
Shade — a colour mixed with black to make it *darker*.

Monochrome — using just one colour.



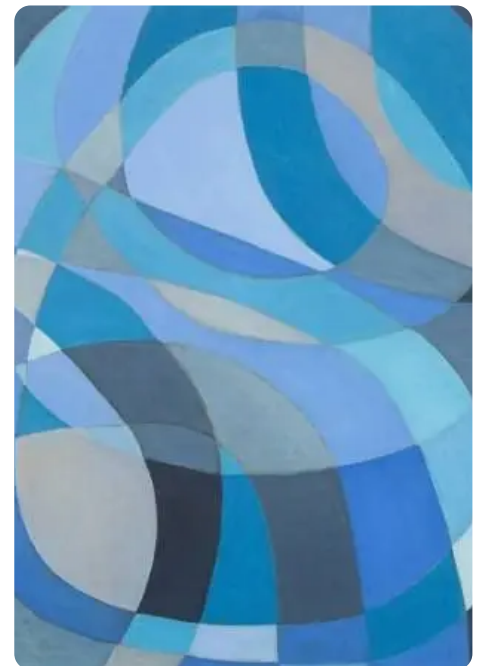
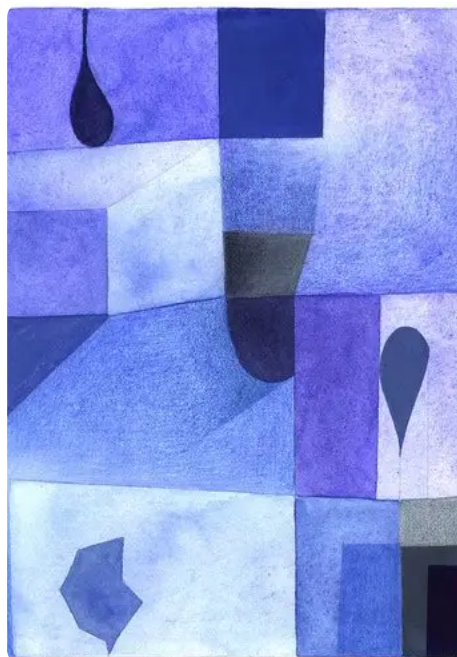
Light blue (tint)

Darker blue (shade)



Pick **ONE** colour from the wheel

Example outcomes



Top tip: press lightly for tints and build up layers for shades — aim for at least five different tones of your colour.



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Food & DT

Autumn Design Project

Designers often get their ideas from the world around them — and Autumn is a colourful, inspirational time of year!

Your task

Create something using the theme of **Autumn**. The material is up to you — it can be **wood, metal, food** or something you have **upcycled**.

Ideas to inspire you



A warming stew and bread roll for a cold night



An Autumn-themed decorated cupcake



A birdfeeder from recycled materials



Hand-sewn fruits to celebrate Harvest



An animal made from wood

My idea

What will you make, and what materials will you use?

Sketch it



Send a photo of your design to your Food or Design Technology teacher.

Prizes will be awarded for the most creative designs in each year group!



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YEAR 7 HOMEWORK · AUTUMN TERM 1

PE

Fitness Retrieval Quiz

Name: _____ Class: _____ Score: _____

Section A — Key fitness definitions

- 1 What does **fitness** mean? *Write a short definition.*

- 2 Define **cardiovascular endurance**. *Explain what part of the body it helps.*

- 3 What is **muscular strength**? *One clear sentence.*

Section B — Fitness components

- 4 Give **one example** of an activity that improves **flexibility**.

- 5 What does **speed** measure? *Explain simply.*

- 6 Name **one sport** that requires high **agility**.

Section C — Training & health

- 7 What is the purpose of a **warm-up**? *Give one reason.*

- 8 Why is **cooling down** important after exercise? *Explain how it helps the body.*

- 9 What does **rest and recovery** help prevent? *One clear point.*

Section D — Quick check

- 10 Circle the correct answer: **Cardiovascular endurance** mainly involves the...

A) Muscles B) Heart & lungs C) Bones

- 11 True or False: **Flexibility** is the ability to move a joint through a full range of movement.

TRUE / FALSE

- 12 Fill in the blank: The **FITT** principle stands for Frequency, Intensity, Time and _____.



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YEAR 7 HOMEWORK · AUTUMN TERM 1

PE

Football Skills Retrieval Quiz

Name: _____ Class: _____ Score: _____

Section A — Key skill definitions

- 1 What does **dribbling** mean in football? *Write a short definition.*

- 2 Define **passing**. *Explain what a good pass should achieve.*

- 3 What is **control** (first touch)? *One clear sentence.*

Section B — Movement & decision-making

- 4 Give **one reason** why **finding space** is important for attackers.

- 5 What does **shielding** help a player do? *Explain simply.*

- 6 Why is **communication** important in football? *Give one example.*

Section C — Technical skills

- 7 Name **two types of passes** used in football.

- 8 Choose one pass and explain **when it is most effective**. *E.g. long pass to switch play.*

- 9 Give **one key teaching point** for accurate shooting. *Think about body position or follow-through.*

Section D — Quick check

- 10 Circle the correct answer: **A defender should...**

A) Stand still B) Stay goal-side C) Always tackle immediately

- 11 True or False: **A good first touch helps keep possession.**

TRUE / FALSE

- 12 Fill in the blank: **When dribbling, keep the ball _____ to your feet.**



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YEAR 7 HOMEWORK · AUTUMN TERM 1

PE

Netball Skills Retrieval Quiz

Name: _____ Class: _____ Score: _____

Section A — Key skill definitions

- 1 What does **footwork** mean in netball? *Write a short definition.*

- 2 What is **marking**? *Explain what a defender is trying to do.*

- 3 What does **pivoting** allow a player to do? *One clear sentence.*

Section B — Rules & movement

- 4 State **one footwork rule** that players must follow.

- 5 Why is **finding space** important for attackers? *Give one reason.*

- 6 What is the **3-foot rule**? *Explain in your own words.*

Section C — Passing skills

- 7 Name **two types of passes** used in netball.

- 8 Choose one pass and explain **when it is most effective**. *E.g. bounce pass when a defender is close.*

Section D — Shooting & accuracy

- 9 Give **one key teaching point** for accurate shooting. *Think about stance, aim or follow-through.*

- 10 Why is **timing** important when receiving a pass?

Section E — Quick check

- 11 Circle the correct answer: **You can hold the ball for...**

A) 2 seconds B) 3 seconds C) 5 seconds

- 12 True or False: **You can move both feet after catching the ball as long as you don't step.**

TRUE / FALSE

