**Year 7 – Week Beginning 18th May**

**Please look at the PSHE resources –**<https://www.waltonledale.lancs.sch.uk/curriculum/what-are-students-learning-now/pshe>

**Please look at the Thought for the Week – Kindness –**<https://www.waltonledale.lancs.sch.uk/curriculum/thought-for-the-week>

**If you need to catch up on previous weeks then you will find them at this link -**<https://www.waltonledale.lancs.sch.uk/curriculum/what-are-students-learning-now/other-curriculum-maps>

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| English | Your teacher will be emailing and uploading a takeaway menu of activities. Please choose to complete as many or as few of these activities as you feel you are able. The menu of activities will be in place until Half Term. I will also ask Mr Harris to upload a copy to the school website.  You could also have a look at the following link to access lessons from BBC Bitesize:  <https://www.bbc.co.uk/bitesize/articles/zdxr47h>  Or look at the English lessons on the Oak Academy website:  <https://www.thenational.academy/online-classroom/year-7/english#subjects>  There are also lots of activities on Doddle for you to complete. Take care and stay safely at home. | | | | | | | |
| Maths | 7A1 | 7A2 | | 7A3 | 7B1 | 7B2 | | 7B3 |
| Solving Equations   1. Mark last week’s work 2. Complete the starters 3. Solve simple equations. 4. Use the flow chart method to solve 2 step equations. 5. Attempt the extension equations, more difficult solving | Solving Equations   1. Mark last week’s work 2. Complete the starters 3. Solve simple equations. 4. Use the flow chart method to solve 2 step equations. 5. Attempt the extension equations, more difficult solving | | Solving Equations   * Complete the starter questions * Read through the explanations and examples * Complete the ‘Try it out’ questions * If confident have a go at the ‘Challenge Questions’ * Optional ‘Problem Solving Extension Task’ – work out the 4 values | Solving Equations   * Complete the starter questions * Read through the explanations and examples * Complete the ‘Try it out’ questions * If confident have a go at the ‘Challenge Questions’ * Optional ‘Problem Solving Extension Task’ – work out the 4 values | Solving Equations   * Complete the starter questions * Read through the explanations and examples * Complete the ‘Try it out’ questions * If confident have a go at the ‘Challenge Questions’ * Optional ‘Problem Solving Extension Task’ – work out the 4 values | | Solving Equations   * Complete the starter questions * Read through the explanations and examples * Complete the ‘Try it out’ questions * If confident have a go at the ‘Challenge Questions’ * Optional ‘Problem Solving Extension Task’ – work out the 4 values |
| Science | 7A1 | 7A2 | | 7A3 | 7B1 | 7B2 | | 7B3 |
| DMA – We are to continue with the C4 topic solutions and we will be looking at concentration and separating mixtures. An educake homework will be added this week to. | We are beginning a new topic on variation & classification.  Lesson 1: The 5 kingdoms  Lesson 2: Vertebrates  Lesson 3: Invertebrates  All lessons emailed on Monday | | DMC - Students will be continuing with the C4 Solutions topic. They have some simple kitchen experiments to enjoy as part of this weeks 2 lessons.  HLA – Continue with the B4 topic; variation and classification. This week's lesson is about whether characteristics are inherited or environmental. We will look at different characteristics and try to categorise them. I will email on Monday with resources and tasks to complete. | We are starting a new topic this week; P1 Energy Resources. There will be 3 lessons and we will have a look at how we use energy from the sun, how fossil fuels are formed and how we access the energy stored in fossil fuels. I will email all of the resources and tasks on Monday. | We are beginning a new topic on variation & classification.  Lesson 1: The 5 kingdoms  Lesson 2: Vertebrates  Lesson 3: Invertebrates  All lessons emailed on Monday | | C4 – Solutions  This week we will start the chemistry topic 4. Lots of key words to learn on this topic. Activities will be detailed on Teams as usual. |
| Technology | Graphics | | Resistant Materials | | Textiles | | Food Technology | |
| Continuing with our experimentation with letterforms; this week you are going to use letters to make patterns.  1) To begin with: write out the definitions for the following words: symmetrical, repetition, pattern, overlap, consistent, layout, composition.  2) Find out what is meant by the terms: *primary colours, secondary colours, complementary colours, analogous colours.*  3) Now for the practical task...Firstly, cut out the letters that make up your name or the name of something important to you. For example, you could use letters/words like NHS, mum, friendship, nature etc... Try to make sure that your letters are decorative, neatly cut out and that they are all roughly the same size and style.  4) Next, fold a piece of paper into 4 equal sections. Use the fold lines to help you neatly position your letters and draw round them to create a pattern  5) Add colour using one of, or a combination of the colour schemes mentioned in task 2. If you can use hard and soft shading to accentuate edges and overlaps.  6) Write 3xWWW and 3xEBI.  Please check your emails for further images/video. | | This week we are going to combine technology and history and make your own timeline. Look around you, everything man made was invented by someone at some point in history. Choose some items that interest you, look them up and write the objects name, the year it was invented and the inventors name (if you can find it) on a small piece of paper or post it note. When you have a few of them, put them in order. You could stick them around your room, peg them to a line etc. to show a timeline. Add to it as the days go by – perhaps a new item for every day of lockdown?  They may be household items such as the invention of elastic bands, canned food, microwave, chocolate (!) major events such as walking on the moon, building of the colosseum etc or periods of historical note. Enjoy. | | Firstly, I would like you to finish off your “Guide to Textiles at WLD”. Remember this is for the new Year 7 starting in September.  Then using the knowledge gained earlier in the rotation I would like you to find textiles items (clothing or interiors) within your home which are made from the following materials: cotton, polyester, wool, nylon, polycotton, viscose, linen and leather. If you do not have an item in any of the materials, then use two different examples of one that you do have.  Then complete the grid that I will email to you using 365.  Extension task: As you should now have a better understanding of fabrics why not help at home to sort and load all the laundry for the next few loads to see how different items need different care. (Check the care labels for specific instructions) | | Fairtrade  Produce a one-page profile on Fairtrade and email your work to my school email please.  What is Fairtrade? Who does it help? How is it used? What does the logo look like? Add some pictures to your profile. What food items are Fair trade? Are there other items in shops that are Fairtrade? What town in the UK was the first to implement Fairtrade? | |
| OM | A History of Migration – lesson 2  Resources: PowerPoint, Invasions worksheet (2 versions one has more support), Timeline worksheet  Use the information on the PowerPoint to complete Invasion worksheet 1 (choose the best one for you). Complete the timeline worksheet and add it to last week’s timeline.  The videos below give an introduction and extra details:  [Who were the Anglo-Saxons?](https://www.bbc.co.uk/bitesize/clips/zpnrk7h)  [Why the Anglo-Saxons came to England?](https://www.bbc.co.uk/bitesize/clips/zc3b4wx)  [Who were the Vikings?](https://www.bbc.co.uk/bitesize/clips/z3gjmnb)  [The Norman Conquest - an introduction](https://www.bbc.co.uk/bitesize/guides/zsjnb9q/video) | | | | | | | |
| PE | **QUIZ**  If you can get them all, email me your answers  1.What sport can also be eaten?  2.Two people were playing chess and both won. How did this happen?  3.People from what country never fail to complete a marathon?  4.I am a horse without legs and a body, I jump but never run. What kind of a horse am I?  5.Bob’s coach has five players: four are named Jojo, Koko, Lolo and Momo. What is the fifth player’s name?  6.Why are soccer fields always unsure about what to do?  7.We’re five little things that you use all the time, and you’ll find all of us in “a tennis court”.  8.Why did the Pharoah like cheerleaders?  9.I swing around on sticks, and use them to do my tricks, a white powder helps me to grip, and people cheer when I flip. What am I?  10.What do fisherman and boxers have in common?  11.In what sport does the offense score without ever even touching the ball?  12.In a football game not a single man scored a goal, yet the final score was 1-0. How can this be?  13.How can you make a slow and lazy athlete fast?  14.What kind of baseball goes nuts?  15.What happens three times in weightlifting, twice in swimming, but only once in tennis? | | | | | | | |
| ICT | ICT work has been set on Doddle. This week students are looking at databases and how they can be created and used effectively.  In addition to this students should read this [article](https://www.theverge.com/2020/4/23/21232782/bill-gates-coronavirus-contact-tracing-interviewers-database-analysis) featuring Bill Gates, the founder of Microsoft, discussing how databases and other data gathering techniques could be used to help fight Coronavirus.  Practical work is ongoing. Students are using html code to write a web journal of their experiences of Social Distancing. Students should look at this [website](https://www.w3schools.com/html/) made by the inventor of the internet, Tim Berners-Lee, and look at one or two of the tutorials. Students need to add at least one additional feature to their website. | | | | | | | |
| Art | Detailed work will be set by email on Office 365 and if possible, students should respond to the teacher’s email to let them know they have completed the work.  Main Task: (Continued) Modigliani-style celebrity portrait (stretched head) – colour shading. This is continued from last week as the colour shading activity would be split over two lessons to allow students to build up layers of shading (extra information will be emailed to students). If students finish the shading of the portrait then they should add a Modigliani-style background to their portrait, focusing on an appropriate colour scheme.    Homework Drawing Challenge: Draw a view from your home from observation. Use the whole page and add tonal shading/colour. Try to spend at least 20 minutes on the drawing. | | | | | | | |
| Drama | *Carry on with what you started last week.......*  Having been on your virtual journey it is time for you take up the challenge and tell me your own story.  · Imagine that you have been sent on this adventure like the contestants in the television programme to many countries.  · You have only 80 days to get from London and back.  · No flights on an aeroplane. I suggest you create a virtual/online diary and make an entry every day.  An example: · Day 1 March 25th: I boarded Euro Star a St Pancras station. As usual there was a long queue, the train was running late and when I got on the train someone was sat in my seat even though the reserve seat ticket was clear. The man in my seat was clearly annoyed about having to move. At last the train pulled out of the station Paris bound.  · Noon I arrive in Paris, I locate a taxi and arrive at the Café Royale, I sample delicious coffee and a freshly baked pain au chocolate before taking a sail along the Seine to view the remains of Notre Dame Cathedral. Before setting out plan your journey of how you intend to travel and where you will stay.  One day when you are old enough to travel you may try your own travel log out . Jules Verne, the author was a very interesting man.  · Find out about the author and the other books that he has written.  ENJOY! | | | | | | | |
| Music | **Week 5**  Listen to three pieces of music that have a space theme to theme.  They could be pieces of film music, popular songs or any piece of music.  Which is your favourite and why do you think the piece represents the idea of space?  Make notes and send them to your teacher. | | | | | | | |
| French | * This half-term we are learning how to talk about life at home * This week is slightly different because you are going to listen to a French song and complete some activities based on it. * You will be working from a Word document and YouTube * You can turn in or email your work. * Go to Teams to find complete instructions for this week’s assignment dated Monday 18th May. | | | | | | | |