

Year 7 – Week Beginning 1<sup>st</sup> June

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 – <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>

English

Continue to complete as many of the activities from the takeaway menu as you can.

**ENGLISH – TAKEAWAY HOMELEARNING MENU:** Over the next few weeks you can choose from the tasks below. The 'Extra Hot' tasks will push you a little harder, but you can complete as much or as many of the tasks as you feel able in your own situations at home.

**Extra Hot:** Write an **article** about how school closures have affected your life. You could:

- Write about how it has changed your day
- Write about how it has affected your chances of seeing friends and teachers
- Interview a family member about how school closures have affected them and include quotes from them

Design an attention-grabbing **webpage** promoting interesting books or TV programmes you enjoy.

Be creative, use any computer programme and include factual information. You could include links to other websites too.

Imagine you are going to teach a lesson about poetic terms e.g. alliteration, simile, enjambment, metaphor, rhyming couplet etc.

Create a game or warm up for the class that could start a lesson off.

**Hot:** Create a **leaflet** giving advice to students about how to cope with life in the lockdown.

Use sub-headings, bullet points and images to make it informative and eye catching.

Create factsheets with information about the following famous authors and poets:

- William Shakespeare
- Darren Shan

Use the internet/books to include extra facts (no copying and pasting!)

Create a **comic strip** to explain the plot of a book we have read at school or at home. You might choose from *Cirque du Freak* or *Macbeth*.

Use lots of pictures and speech bubbles to show the story and characters feelings.

**Mild:** Create a **poster** to support the NHS or reinforce the guidance about staying safe during the pandemic.

Use any key terms you have learnt; make it informative and eye catching!

Design a front cover for a book with the following title:

'It's Now or Never'

You could write the blurb and even write the story of what you think might happen. Use pictures and bright colours.

Write 10 – 15 challenging **quiz questions** about a book we have read so far. You should choose from *Cirque du Freak* or *Macbeth*.

Write the questions and answers (on a separate sheet) to test a peer...

**Lemon Herb:** Create a list of at least 5 synonyms for the following words:

Nice, sad, happy, upset, angry, scary.

Find the definition of the following words and write a dictionary:

Adversity, objectify, relinquish, ascertain, allude

Include the definition and classification of each word e.g. noun, verb, adjective, adverb

Write three **tweets** to summarise your experience of life during the coronavirus pandemic.

Tweets must be no more than 140 characters and they must be informative. Use # for keywords.

Tweet us @WLDHighSchool

You can also use the following link to access lessons from BBC Bitesize:  
<https://www.bbc.co.uk/bitesize/articles/zkgfvk7>

You can also access lessons from the Oak Academy using the following link:  
<https://www.thenational.academy/online-classroom/year-7/english#subjects>

If you fancy a bit of reading you can get lots of audiobooks for free from Audible: <https://stories.audible.com/start-listen>. You can listen to them and escape the world for a bit. There are some new activities available for you to complete on Doodle. Stay safe and take care.

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| Maths | 7A1 | 7A2 | 7A3 | 7B1 | 7B2 | 7B3 |
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|-------------------|--|--|---|---|--|--|
|                   | <p><b><u>Sequences</u></b></p> <ol style="list-style-type: none"> <li>1. Mark work from before half term and submit it.</li> <li>2. Complete the starters.</li> <li>3. Complete the number sequences.</li> <li>4. Complete sequences and state the rule.</li> <li>5. Look at how to use the nth term.</li> <li>6. Complete extension questions on the nth term.</li> <li>7. Complete questions set on mathswatch.</li> </ol>   | <p><b><u>Sequences</u></b></p> <ol style="list-style-type: none"> <li>1. Mark work from before half term and submit it.</li> <li>2. Complete the starters.</li> <li>3. Complete the number sequences.</li> <li>4. Complete sequences and state the rule.</li> <li>5. Look at how to use the nth term.</li> <li>6. Complete extension questions on the nth term.</li> <li>7. Complete questions set on mathswatch.</li> </ol> | <p><b><u>Adding and Subtracting Fractions</u></b></p> <ol style="list-style-type: none"> <li>1. Complete starter questions</li> <li>2. Read through the examples and explanations in the 'basics' section</li> <li>3. Have a go at the 'try it out – same denominator' questions</li> <li>4. Attempt the 'different denominators' questions</li> <li>5. If confident have a go at the 'challenge questions'</li> </ol>  | <p><b><u>Adding and Subtracting Fractions</u></b></p> <ol style="list-style-type: none"> <li>1. Complete starter questions</li> <li>2. Read through the examples and explanations in the 'basics' section</li> <li>3. Have a go at the 'try it out – same denominator' questions</li> <li>4. Attempt the 'different denominators' questions</li> <li>5. If confident have a go at the 'challenge questions'</li> </ol>  | <p><b><u>Adding and Subtracting Fractions</u></b></p> <ol style="list-style-type: none"> <li>1. Complete starter questions</li> <li>2. Read through the examples and explanations in the 'basics' section</li> <li>3. Have a go at the 'try it out – same denominator' questions</li> <li>4. Attempt the 'different denominators' questions</li> <li>5. If confident have a go at the 'challenge questions'</li> </ol>   | <p><b><u>Adding and Subtracting Fractions</u></b></p> <ol style="list-style-type: none"> <li>1. Complete starter questions</li> <li>2. Read through the examples and explanations in the 'basics' section</li> <li>3. Have a go at the 'try it out – same denominator' questions</li> <li>4. If confident, attempt the 'different denominators' questions</li> <li>5. Optional - have a go at the 'challenge questions'</li> </ol> |
| <b>Science</b>    | <b>7A1</b>   | <b>7A2</b>   | <b>7A3</b>  | <b>7B1</b>  | <b>7B2</b>   | <b>7B3</b>   |
|                   | DMA- this week we will start the P4 topic on energy resources. Work to be emailed out by the 1 <sup>st</sup> of June.  | This week we are continuing with the B4 topic. We will be looking at variation within a species and within your families!<br><br>Lessons will be emailed on Monday   | HLA – We have finished the Biology content for this topic so we will be starting to revise B4 Variation and Classification. I will email tasks and resources on Monday.<br><br>DMC – The 2 lessons this week are on Separating techniques. Ways to separate mixtures. There are some experiments to try at home too if you would like to.   | We will continue P4 Energy Resources by looking at how we transfer energy from water, the Sun, wind and the Earth and why these are renewable sources of energy. I will email tasks and resources on Monday.  | This week we are continuing with the B4 topic. We will be looking at variation within a species and within your families!<br><br>Lessons will be emailed on Monday   | <b>C4 – Pure and Impure Substances</b><br>Complete lessons 4 and 5 from the document shared on Teams before half term.<br>Complete the Seneca revision assignment.   |
| <b>Technology</b> | <b>Graphics</b>  |  | <b>Resistant Materials</b>  | <b>Textiles</b>   | <b>Food Technology</b>   |  |
|                   | <p>Please remember – classes have 'rotated' this week so you should be with another technology teacher, see email from Mr Hull sent before half term. You can have a go at any of the Technology tasks and will not get in trouble for doing the 'wrong' one. Any problems please get in touch – <a href="mailto:b.hull@waltonledale.lancs.sch.uk">b.hull@waltonledale.lancs.sch.uk</a></p>  <p>Welcome to Graphics! Graphics is all about using images to create messages and emotions! Your project in Graphics this year is to create a pop-up card that will brighten up someone's day. You could even send it to a member of your family when it's complete!</p> <p><u>This week's tasks for this project are:</u></p> <ol style="list-style-type: none"> <li>1) Google the artist <b>Robert Sabuda</b>. He is famous for the beautiful and intricate pop-up artwork in his books. Use Powerpoint or word (or whichever program you have access to!) to create a <b>research page</b> all about his work. Remember, this is graphics, so your work must look interesting as well as conveying the information. Make sure you include images of your favourite pieces as well as detailed annotation (written comments) explaining why you like this work. Look at how the pieces work together as well as the images themselves.</li> <li>2) Fold a piece of paper into 4 and experiment with different ways of making pop-up images. Further information will be sent out via email.</li> <li>3) Check Doodle for your 'introduction to Graphics' work and complete.</li> </ol> |  | <p>Please remember – classes have 'rotated' this week so you should be with another technology teacher, see email from Mr Hull sent before half term. You can have a go at any of the Technology tasks and will not get in trouble for doing the 'wrong' one. Any problems please get in touch – <a href="mailto:b.hull@waltonledale.lancs.sch.uk">b.hull@waltonledale.lancs.sch.uk</a></p> <p>Using Doodle Learn, students in Mr Hull's classes have been assigned a Plastics and their Properties task. Look through the presentations then check your learning with the mini quiz. Note you can have more than one go at the mini quiz to improve your score. Enjoy learning about a material that is all around us. (NB you may have to 'allow' doodle to run on your computer)</p> | <p>Please remember – classes have 'rotated' this week so you should be with another technology teacher, see email from Mr Hull sent before half term. You can have a go at any of the Technology tasks and will not get in trouble for doing the 'wrong' one. Any problems please get in touch – <a href="mailto:b.hull@waltonledale.lancs.sch.uk">b.hull@waltonledale.lancs.sch.uk</a></p> <p>A virtual introduction to the Textiles Studio and specialist Health &amp; Safety. You will receive an email with tasks attached on the first day back after half term.</p> | <p>Please remember – classes have 'rotated' this week so you should be with another technology teacher, see email from Mr Hull sent before half term. You can have a go at any of the Technology tasks and will not get in trouble for doing the 'wrong' one. Any problems please get in touch – <a href="mailto:b.hull@waltonledale.lancs.sch.uk">b.hull@waltonledale.lancs.sch.uk</a></p> <p><b>Welcome to food year 7</b></p> <p><b>Only if you have the ingredients at home have a go at making a fruit salad/fruit kebab. Photograph your product and email it to my school email address. Produce a one-page profile on 'The Eat Well Guide', what is it, what do each of the sections tell us? What foods are missing? Why do you think they are missing? Look at the NHS web site to help you. Add pictures and email me your work please.</b></p> |  |

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| <p><b>OM</b></p>    | <p><b>Social History Project – Migration</b><br/>This is the third lesson in the project about migration to Britain. This lesson focuses on the different groups that have moved to Britain to escape persecution.</p> <p>Use the information, on the PPT and video clips, to complete the tasks on the worksheet. One of the tasks is to write a letter to the Mayor explaining the good and bad side of refugees moving to Britain - you need to include at least two positives and two negatives and then make an overall judgement as to whether taking in refugees is good or bad.</p> <p>Then complete the third part of your timeline – remember to keep it all safe. The final piece of work is to revisit your definition of British from lesson 1 and decide whether you still agree with that definition or whether you want to rewrite it.</p> <p>Send any work to your OM teacher (Miss Sharple’s class can send it to Miss Main) for feedback and ASPIRE Classchart points.<br/>Take care and keep safe.</p>  |
| <p><b>PE</b></p>    | <p><b>Pick &amp; Mix: Pick at least one or a mix of the following tasks.</b></p> <p>1. Find a ‘Sport’ documentary on Netflix or YouTube and write us a short review of it. Some ideas are: The Last Dance (Michael Jordan), Stop at Nothing (Lance Armstrong), Formula 1 Drive to survive, Sunderland til I die. That’s just to name a few there are hundreds out there so find one that you are interested in and have a watch.</p> <p>2. Work-Out of the day (WOD) -Have a quick warm up &amp; stretch. Make sure you are in suitable clothing and footwear. Ensure the area you are working in is safe from any hazards.<br/>Set your timer for 10, 15 or 20 minutes, see how many rounds you can do of the following exercises:<br/><a href="#">10 Burpees, 10 squats, 15 press ups, 20 sit ups, 20 high knees.</a><br/>How many rounds did you manage in your time set? How many times during the week have you attempted your workout?</p> <p>3. Running challenge: Set your timer for 6 minutes, go and run out for 6 minutes (somewhere safe &amp; let an adult know or you could count how many laps of the garden or street you manage in the 6 minutes)<br/>Have a 3-minute rest and reset your timer for 6 minutes. See if you can get back home before the timer is up or beat the amount of laps that you managed in your first 6 minutes.<br/>Email your results and reviews to Mrs Eastham <a href="mailto:l.eastham@waltonledale.lancs.sch.uk">l.eastham@waltonledale.lancs.sch.uk</a></p> |
| <p><b>ICT</b></p>   | <p><b>Your work this week has been set on doddle and is all about how we interpret information. Please read through the presentations and complete all tasks.</b></p> <p>ICT work has been set on Doddle. This week students are looking at using data to draw conclusions and create models. In addition to this, students should read this <a href="#">blog</a> that shows what people in the UK are searching for. What can information like this tell us about our society?</p> <p>Watch the following TED talks: <a href="https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles">https://www.ted.com/talks/eli_pariser_beware_online_filter_bubbles</a><br/><a href="https://www.ted.com/talks/amber_case_we_are_all_cyborgs_now?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare">https://www.ted.com/talks/amber_case_we_are_all_cyborgs_now?utm_campaign=tedsread&amp;utm_medium=referral&amp;utm_source=tedcomshare</a></p> <p>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 <a href="#">website</a> 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.</p>  |
| <p><b>Art</b></p>   | <p>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.</p> <p>Main Task: Modigliani Self-Portrait – this week you will plan your self-portrait and start the line drawing (no shading or colour). Information and help sheet saved will be emailed to you. Focus on elongated proportions. It would be great if you can use a large sheet of paper but if you don’t have this, that’s fine, but you might be able to find an alternative such as cardboard packaging, cereal packet etc. (if you don’t have any of these – normal paper will do fine).</p> <p>Homework Drawing Challenge: A tin of food. A crushed or empty can might be more challenging to draw – be careful of sharp edges! Use the whole page and add tonal shading/colour. Try to spend at least 20 minutes on the drawing.</p>  |
| <p><b>Drama</b></p> | <p>Drama research and reading....useful websites.<br/><a href="https://www.royalexchange.co.uk/">https://www.royalexchange.co.uk/</a><br/><a href="https://www.shakespearesglobe.com/learn/secondary-schools/">https://www.shakespearesglobe.com/learn/secondary-schools/</a><br/><a href="https://www.rsc.org.uk/">https://www.rsc.org.uk/</a></p>   |
| <p><b>Music</b></p> | <p>Week 1<br/>An introduction to Indian music. Read through the PowerPoint and answer the questions at the end of it. Send your answers to your teacher.</p>  |

## WHAT TO DO:

Read through the information on the slides and listen to the musical example.

At the end of the slide are 5 questions.

Answer the questions in full sentences and send them to your teacher as a document or a picture of your handwritten answers.



### French

- This half-term we are going to be learning how to talk about making plans in the future, places in town and weekend activities.
- This week we will be focusing on places in town.
- You will be working from a Powerpoint document, a word document and Dynamo online.
- You can turn in or email your work.
- Go to Teams to find complete instructions for this week's assignment, dated Monday 1<sup>st</sup> June.