2 Week Independent Learning plan **Week 11 and 12**

Monday June 8th to Friday June 19th

Select your set (ctrl + click) or scroll down for lessons:

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| --- | --- | --- |
| Group  | Teacher | Support contact details  |
| [7X1](#Set1) | Mr Peace | jpeace@Waseleyhills.worcs.sch.uk |
| Clicking Images, Stock Photos & Vectors | Shutterstock[7X2](#Set2) | Mr Watkins | H2watkins@Waseleyhills.worcs.sch.uk |
| [7Y1](#Set3) | Mr Desai | ddesai@Waseleyhills.worcs.sch.uk |
| [7Y2](#Set4) | Mr Peace | jpeace@Waseleyhills.worcs.sch.uk |
| [7Y3](#Set5) | Miss Purewal | spurewal@Waseleyhills.worcs.sch.uk |
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Three stages to online learning

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| **Stage One – Reading Task** | **Stage Two – Completing Tasks** | **Stage Three – Assessing your learning and feedback** |
| Read the lessons in the table below. Think about what you need to learn from the task. It may help to look at the other lessons too as this will show you where your learning is heading.  | Find the resources you need. In some instances you may need to log into HomeAccess+ and find the file on the coursework drive (S). Login with your normal school username and password. Use the resource as described to complete the suggested task. Reflect on the teacher’s question.Click here for HomeAccess+ drive | At the end of the two weeks you will be set a task by your teacher on Show My Homework. This is submitted in SMHWK. This task will assess your learning and allow us to give you feedback.These assessment tasks are optional but submitting them is very helpful for you and your teacher to understand what you have learnt. |



We are here to help you within school opening hours:

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| **Email your teacher** | **Join your teacher for a support chat session** | **Ring school reception** |
| You can now email your teacher using your Office 365 email address. You can also email Mr Baker or the Subject Leader using the contact info above. |  You will also receive an invite during the two week period to join an online support chat with your teacher. | Call 0121 4535211 within school hours. They will email your teacher and ask them to contact you. |

SET 7Y3 Year: 7 Topic/theme:

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| **Lesson**  | **Aim:**What you need to take from this lesson  | **Resource(s) to use:**Hyperlinks to videos etcHomeAccess+ file location | **Suggested task:** |
| 1 | **In this lesson you will learn…**That a Translation is a type of transformation. You will see how a translation changes the position of a shape.  | **Description of resource:**Worksheet on Location: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26-30/7Y3/Lesson 1 Explaining Translations PowerpointLesson 1 Explaining Translations Powerpoint | **Description of what you need to do (step by step):*** Watch the power point for this lesson.
* Explain to another person in your household what a translation is in Mathematics. Remember to tell them how it changes where the shape is positioned on a grid. Does it change the size of the shape?
* Challenge: Think of things in real life where you see translations in practice. For example, moving pieces on a chessboard is an example of a translation. How many more can you think off? Make a power point/poster to display translations in real life. Aim for at least 5 things.

**A question your teacher would have asked you at the end of this lesson is:**A reflection is a flipping movement, a rotation is a turning movement. What type of movement is a translation? How would you describe that movement?  |
| 2 | You will also be introduced to vectors and how they are used to translate shapesRemember the top number in a vector tells you how far to move to the right (+) or left (-). The bottom number tells you how far to move up (+) or down (-) | **Description of resource:**Worksheet on Location: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26-30/7Y3/Lesson 2 Vectors Code Breaker TaskVideo cliphttps://www.mathspad.co.uk/i2/transform.php?a=translationLesson 2 Vectors Code Breaker TaskLesson 2 Vectors Snakes and Ladders | **Description of what you need to do (step by step):*** Log on to the link and see how a translation changes the position of a shape on a grid. (Press the right arrow to get more shapes, and press **show solution** to see where the new shape ends up)

What do you notice about how the numbers in the vectors at the bottom of the screen relate to how the shape moves?* Print out the code breaker activity and have a go using vectors to carry out the translations
* Or print out the vectors snakes and ladders and play it with someone in your household

**A question your teacher would have asked you at the end of this lesson is:**What vector would you use if you were moving a shape 3 squares to the left and no squares up? |
| 3 | **In this lesson you will learn…**How to use vectors to carry out and describe translations. | **Description of resource:**Worksheet on Location: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26-30/7Y3/ Video cliphttps://corbettmaths.com/2012/08/10/transformations-translations/Lesson 3 - Carrying out and describing translations using vectors. | **Description of what you need to do (step by step):*** Watch the video

Remember the top number in a vector tells you how far to move to the right (+) or left (-). The bottom number tells you how far to move up (+) or down (-)* Now print questions from the worksheet and have a go at completing them.
* Then check your work against the answers provided in the answers folder.

**A question your teacher would have asked you at the end of this lesson is:** If you moved 4 squares to the right and 1 square down to translate a shape, what vector would you use to get the shape back to its original position? |
| 4 | **In this lesson you will learn…**How to create a tessellation print by translating a shape | **Description of resource:**Worksheet on Location: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7Y3/https://youtu.be/VEBFKtyZdjw | **Description of what you need to do (step by step):*** Watch the you tube video on how to make a tessellation pattern using translations.
* Taking some paper, scissors and a pen, see if you can follow the steps and create a similar print yourself (or alternatively, you can try and re-create what is in the video)

**A question your teacher would have asked you at the end of this lesson is:**What is the name of the artist who created tessellation pictures using translations? |
| 5 | **In this lesson you will learn…**How to combine Reflections and Translations | **Description of resource:**Worksheet on Location: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7Y3/Lesson 5 -Combining Reflections and Translations | **Description of what you need to do (step by step):*** Look back at the work you need in last few weeks on reflections. Remind yourself on how to reflect a shape in the y axis and x axis.
* Now complete the activity on the worksheet called ‘Combining Reflections and Translations’.

**A question your teacher would have asked you at the end of this lesson is:**If I translate a shape 3 squares right and 4 squares up, followed by another translation of 6 squares left and 5 squares down – can I do these 2 translations in one single translation? What would that one single translation be?  |
| **Need help?**HomeAccess+ https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap (use your normal school username and password).Pupil and parent help page: https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils | **How will we assess you learning?**Exit ticket task on SMHWK after each two weeks of lessons. |

SET 7Y2 Year: 7 Topic/theme:

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| **Lesson**  | **Aim:**What you need to take from this lesson  | **Resource(s) to use:**Hyperlinks to videos etcHomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will learn to simplify fractions. | Description of resource: worksheet on simplifying fractionsLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\simplifying-fractions-pdf1.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ Answers\ simplifying-fractions-answers.pdf | Description of what you need to do (step by step):View video 146 on <https://corbettmaths.com/2013/03/03/simplifying-fractions-2/>Then do**Fractions: simplifying****Q1)** [a],[b], & [c]**Q2)** [a],[b], & [c]**Q3)** [a],[b], & [c]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| 2 | In this lesson you will learn to put fractions in order. | Description of resource: worksheet on ordering fractionsLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ Ordering-Fractions-pdf.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\Answers\ Ordering-Fractions-Answers.pdf | Description of what you need to do (step by step):View video 144 on https://corbettmaths.com/2013/02/17/ordering-fractions/Then do**Fractions: simplifying****Q1)** [a],[b], & [c]**Q2)** [a],[b], & [c]**Q3)** [a],[b], & [c]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| 3 | In this lesson you will learn to change mixed numbers to improper fractions. | Description of resource: on mixed numbers and improper fractionsLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ Improper-Fractions-and-Mixed-Numbers.pdf Answers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\Answers\ Improper-Fractions-Mixed-Numbers-Answers.pdf | Description of what you need to do (step by step):View video 140 onhttps://corbettmaths.com/2013/02/15/mixed-numbers-to-improper-fractions/ Then do**Fractions: mixed number to improper fractions** **Q1)** [a],[b],[c],[d],[e], & [f]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| 4 | In this lesson you will learn to change fractions to percentages. | Description of resource: worksheet on fractions and percentagesLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ Fractions-to-Decimals-pdf.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ \ Answers\ Fractions-to-Decimals-Answers-pdf.pdf | Description of what you need to do (step by step):View video 126 on https://corbettmaths.com/2013/03/29/fractions-to-percentages/Then do**FDP: fractions to percentages** **Q1)** [a],[b], & [c]**Q2)** [a],[b], & [c]**Q3)** [a],[b], & [c]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| 5 | In this lesson you will learn to work out the percentage of an amount. | Description of resource: worksheet on finding a percentage of an amountLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ Percentages-of-amounts-234-pdf.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y2\ Answers\ Percentage-of-an-amount-non-calc.pdf | Description of what you need to do (step by step):View video 234 on <https://corbettmaths.com/2012/08/20/percentages-of-amounts-non-calculator/>Then do**Percentages: of an amount (non-calc)****Q1)** [a],[b], & [c]**Q2)** [a],[b], & [c]**Q3)** [a],[b], & [c]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| **Need help?**HomeAccess+ https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap (use your normal school username and password).Pupil and parent help page: https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils | **How will we assess you learning?**Exit ticket task on SMHWK after each two weeks oflessons. |

SET 7Y1 Year: 7 Topic/theme:

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| **Lesson**  | **Aim:**What you need to take from this lesson  | **Resource(s) to use:**Hyperlinks to videos etcHomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will learn how to find a percentage value of a given amount without using a calculator | Description of resource:View video 234 on <https://corbettmaths.com/contents/>Worksheet exercise:Workout questions 1, 2 ,3 and 4Location:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y1 - Mr DesaiFile Name: Percentages of amounts | Description of what you need to do (step by step):Watch the video.Answer the given questions - show full method to help with flow of your answer.Self-mark your work - reflect and correct where possible.A question your teacher would have asked you at the end of this lesson is: Find 30% of £30. |
| 2 | In this lesson you will learn how to find a percentage value of an amount with a calculator | Description of resource:View video 235 on <https://corbettmaths.com/contents/>Worksheet exercise:Workout questions 1,2 and 3Location:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y1 - Mr DesaiFile Name: Percentages calc | Description of what you need to do (step by step): Watch the video.Answer the given questions - show full method to help with flow of your answer.Self-mark your work - reflect and correct where possible.A question your teacher would have asked you at the end of this lesson is: Find 12% of 230g |
| 3 | In this lesson you will learn how to express one amount as a percentage of another | Description of resource:View video 237 on <https://corbettmaths.com/contents/>Worksheet exercise:Workout questions 1,2,3 and 4Location:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y1 - Mr DesaiFile Name: Express as a percentage | Description of what you need to do (step by step):Watch the video.Answer the given questions - show full method to help with flow of your answer.Self-mark your work - reflect and correct where possible.A question your teacher would have asked you at the end of this lesson is: Express £10 as a percentage of £35 |
| 4 | In this lesson you will learn how to find the new value of an amount after a % increase/decrease | Description of resource:View video 238 on <https://corbettmaths.com/contents/>Worksheet exercise:Workout questions 1, 2, 3 and 4Location:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7Y1 - Mr DesaiFile Name: Increasing by a percentage | Description of what you need to do (step by step): Watch the video.Answer the given questions - show full method to help with flow of your answer.Self-mark your work - reflect and correct where possible.A question your teacher would have asked you at the end of this lesson is: What is the value of £2.50 after a 20% increase? |
| 5 | In this lesson you will learn how to find the multiplier value  | Description of resource:View video 239 on <https://corbettmaths.com/contents/>Worksheet exercise:Workout questions 1,2,3 and 4Location:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26 - 30\7Y1 - Mr DesaiFile Name: Multipliers | Description of what you need to do (step by step): Watch the video.Answer the given questions - show full method to help with flow of your answer.Self-mark your work - reflect and correct where possible.A question your teacher would have asked you at the end of this lesson is: If a value is to be increased by 15% what is the multiplier? |
| **Need help?**HomeAccess+ https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap (use your normal school username and password).Pupil and parent help page: https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils | **How will we assess you learning?**Exit ticket task on SMHWK after each two weeks oflessons. |

SET 7X2 Year: 7 Topic/theme:

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| **Lesson**  | **Aim:**What you need to take from this lesson  | **Resource(s) to use:**Hyperlinks to videos etcHomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will learn…Revise ordering numbers, including negative values | Description of resource:Worksheet on ordering numbersLocation: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7X2 – Mr Watkins/ ordering-numbers-pdf1Video linkhttp://corbettmaths.com/2013/06/06/ordering-numbers-including-negatives/ | Description of what you need to do (step by step):Watch the video and then answer all parts of all of the questions on the worksheetA question your teacher would have asked you at the end of this lesson is:Why do you think I set you this piece of revision at the start of this series of lessons? |
| 2 | In this lesson you will learn…Revise addition and subtraction involving negative numbers | Description of resource:Worksheet on addition and subtraction involving negative numbersLocation: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7X2 – Mr Watkins/Negatives-addition-and-subtractionVideo linkhttps://corbettmaths.com/2013/06/08/negatives-addition-and-subtraction-2/ | Description of what you need to do (step by step):Watch the video and then answer the questions from the ‘Apply’ section of the worksheetA question your teacher would have asked you at the end of this lesson is:Why does subtracting a negative number have the same effect as adding that number on? |
| 3 | In this lesson you will learn…Revise multiplication and division with negative numbers | Description of resource:Worksheet on area of a trapeziumLocation: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7X2 – Mr Watkins/Negatives-multiplication-and-division-pdf1Video linkhttps://corbettmaths.com/2012/08/20/multiplying-negative-numbers/andhttps://corbettmaths.com/2012/08/20/dividing-involving-negatives/ | Description of what you need to do (step by step):Watch the video and then answer all parts of questions 1 – 6 on the worksheetA question your teacher would have asked you at the end of this lesson is:If -2 x -3 = 6 what is –a x –b? |
| 4 | In this lesson you will learn…Revise harder questions involving multiplication and division involving negative numbers  | Description of resource:Worksheet on area of a trapeziumLocation: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7X2 – Mr Watkins/Negatives-multiplication-and-division-pdf1Video linkhttps://corbettmaths.com/2012/08/20/multiplying-negative-numbers/andhttps://corbettmaths.com/2012/08/20/dividing-involving-negatives/ | Description of what you need to do (step by step):Watch the video and then answer the questions from the ‘Apply’ section of the worksheetA question your teacher would have asked you at the end of this lesson is:Why are written questions harder? |
| 5 | In this lesson you will learn…Answer questions on real life situations where negative numbers are used | Description of resource:Worksheet on area of a trapeziumLocation: HomeAccess+/Coursework drive S/ Maths/School Closure work/Year 7/Lessons 26 -30/7X2 – Mr Watkins/real-life-negatives-pdf1Video linkhttps://corbettmaths.com/2013/05/15/negative-numbers-temperature/ | Description of what you need to do (step by step):If you need to, watch the video again, then answer all of the questions on the worksheetA question your teacher would have asked you at the end of this lesson is:How could you come up with a way of making sure that you can remember the method for this? |
| **Need help?**HomeAccess+ https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap (use your normal school username and password).Pupil and parent help page: https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils | **How will we assess you learning?**Exit ticket task on SMHWK after each two weeks oflessons. |

SET 7X1 Year: Topic/theme:

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| **Lesson**  | **Aim:**What you need to take from this lesson  | **Resource(s) to use:**Hyperlinks to videos etcHomeAccess+ file location | **Suggested task:** |
| 1 | In this lesson you will learn to work with angles in a circle (at a point). | Description of resource: worksheet on angles at a pointLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\angle-facts-pdf1.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\ Answers\Answers-angles-facts.pdf | Description of what you need to do (step by step):View video 35 on https://corbettmaths.com/2012/08/10/angles-in-a-full-circle/**Angles: full circle (at a point)****Q3)** [a],[b],[c],[d],[e] & [f]A question your teacher would have asked you at the end of this lesson is:**Question 3 [i]** |
| 2 | In this lesson you will learn to find the size of angles in triangles. | Description of resource: worksheet on angles in a triangleLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\ angles-in-a-triangle-pdf1.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\Answers\Angles-triangle.pdf | Description of what you need to do (step by step):View video 37 on https://corbettmaths.com/2012/08/10/angles-in-a-triangle/Then do**Angles: Triangles****Q1)** [a],[b], & [c]**Q2)** [a],[b], & [c]**Q4)** [a],[b], & [c]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| 3 | In this lesson you will learn to find the size of angles in quadrilaterals. | Description of resource: worksheet on angles in quadrilateralsLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\ angles-in-a-quadrilateral-pdf2.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\Answers\Angles-quads.pdf | Description of what you need to do (step by step):View video 33 onhttps://corbettmaths.com/2013/03/17/angles-in-quadrilaterals/ Then do**Angles: Quadrilaterals****Q1)** [a],[b],[c],[d],[e], & [f]A question your teacher would have asked you at the end of this lesson is:**Question 3 [c]** |
| 4 | In this lesson you will learn to work with vertically opposite | Description of resource:worksheet on vertically opposite anglesLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\angle-facts-pdf1.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\ \ Answers\Answers-angles-facts.pdf | Description of what you need to do (step by step):View video 39 on https://corbettmaths.com/2013/03/16/vertically-opposite-angles/**Angles: Vertically Opposite****Q4)** [a],[b],[c],[d], & [e]A question your teacher would have asked you at the end of this lesson is:**Question 4 [f]** |
| 5 | In this lesson you will learn to work with angles on parallel lines. | Description of resource: worksheet on angles on parallel linesLocation HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1angles-in-parallel-lines-pdf1.pdfAnswers:HomeAccess+ \coursework drive(S)\maths\School Closure Work\Year 7\Lessons 26-30\7X1\ Answers\Angles-alternate-corresponding.pdf | Description of what you need to do (step by step):View video 25 on https://corbettmaths.com/2013/04/04/parallel-lines-angles/**Angles: Parallel Lines****Q1)** [a],[b], & [c]**Q3)** [a],[b],[c] & [d]A question your teacher would have asked you at the end of this lesson is:**Do Q1 in the Apply section at the end of the worksheet** |
| **Need help?**HomeAccess+ https://facility.waseley.networcs.net/HAP/login.aspx?ReturnUrl=%2fhap (use your normal school username and password).Pupil and parent help page: https://www.waseleyhills.worcs.sch.uk/coronavirus-independent-learning/help-for-parents-and-pupils | **How will we assess you learning?**Exit ticket task on SMHWK after each two weeks oflessons. |