

# Knowledge Organiser

Year 7 Spring 2 2024

Create Your Future

## Be confident:

"Sometimes success looks like this — collecting trophies — sometimes it's just waking up and putting one step in front of the other. There's only one of you in the world, and that's more than good enough. Be unapologetically yourself."

**Mary Earps**

*England Goalkeeper and Sports Personality of the Year 2023*



Name:

Tutor Group:

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Science, PE and Technology are on a rotation so have multiple pages in this booklet.  
Your teacher will direct you to the appropriate pages when setting work.


## In Class Expectations



## Out of Class Expectations



# Words of the Fortnight

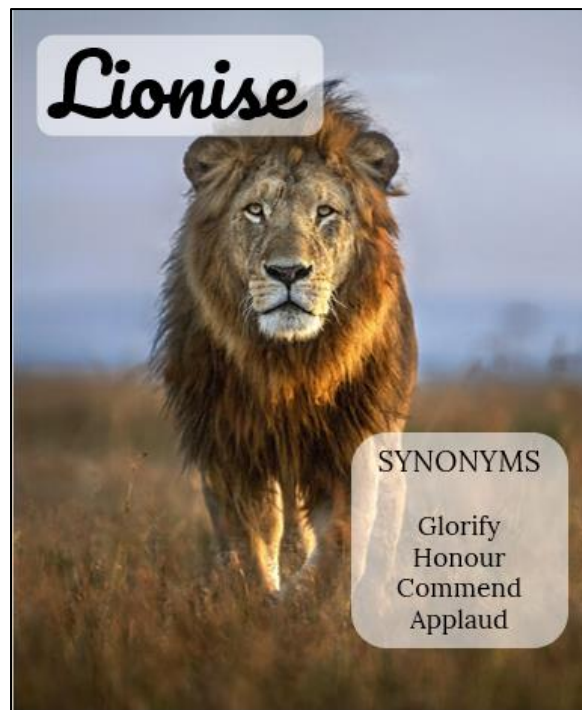


**SYNONYMS**

- Embodiment
- Paragon
- Essence
- Archetype

**Epitome**

**NOUN:** a person or thing that is a perfect example of a particular quality or type.



**Lionise**

**SYNONYMS**

- Glorify
- Honour
- Commend
- Applaud

**VERB:** give a lot of public attention and approval to someone; treat as a celebrity.

Word	Where have you used this in your work over the fortnight?	Examples of use in a sentence from a subject	Merits received?

# Guided Reading Tracker

Date	Title and author	Summary of reading (+interesting or new vocabulary learned)	Signed:	

As part of your library lessons, you are expected to complete **at least 20 minutes** of reading once a fortnight.

To track your reading, you need to complete a row of the table before each library lesson to show details of the book you have read.

Your table also needs to be signed by someone who has witnessed you reading. This will most likely be a parent/guardian but it can alternatively be signed by your tutor, classroom teacher, buddy reader, TA or Sarah in the library.





### Section 1: Key Vocabulary

#### Tier 3 vocabulary

#### Definition

<b>Groundlings</b>	Members of the peasant classes who stand in 'the pit' at the Globe Theatre
<b>Galleries</b>	Boxes for the more affluent members of society to sit and view a play at the Globe Theatre
<b>Gentlemen's Boxes</b>	Area for the rich & famous in society which cost a shilling to access.
<b>Cutpurses</b>	Pickpockets who frequented places like the Globe Theatre, looking for purses to slice open.
<b>Bear-baiting</b>	A blood sport where a chained up bear was pitted against a pack of dogs for entertainment
<b>Elizabethan Period</b>	The period of Queen Elizabeth I's reign - 1558- 1603

#### Tier 2 vocabulary

#### Definition

<b>Alliteration</b>	Repetition of consonant sounds at the beginning of a group of words. Eg <b>Groovy Greeks</b>
<b>Rhyme</b>	When the two final syllables sound the same in two words. Eg <b>Stormin' Normans</b>
<b>Rhetorical Question</b>	A question asked in order to create a dramatic effect or to make a point rather than to get an answer.
<b>Exclamatory Statement</b>	A sentence which ends with an exclamation mark.
<b>Rule of Three</b>	Grouping three ideas together for greater impact.
<b>Conventions</b>	Specifics rules for different writing formats

### Section 2: New Key Skills/Strategies

#### Diary Entry Writing Conventions:

- Written in **past tense**
- Written in the **first person**
- Events structured in **chronological order**
- Inclusion of **thoughts, feelings & opinions**
- Inclusion of **figurative language** techniques, including:
  - Similes, metaphors & personification
  - Vivid imagery
  - Sensuous imagery & sensory appeals

#### Horrible Histories

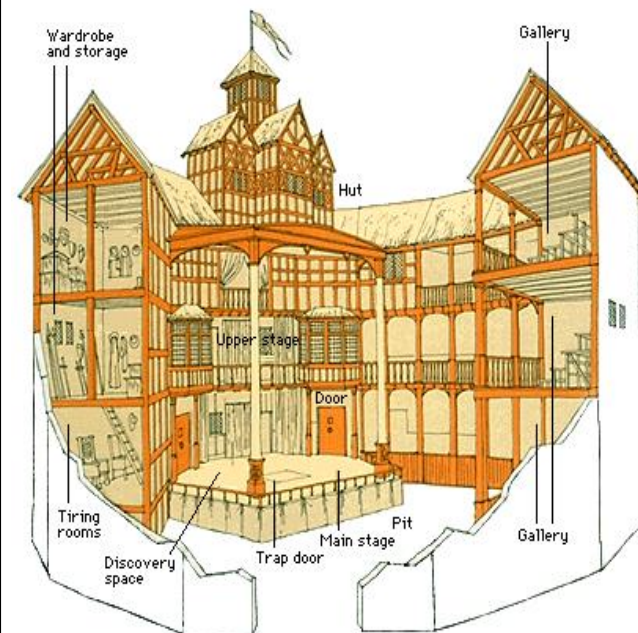
#### Writing Strategies:

The HH Blurb & Info Pages use a range of rhetorical devices to engage readers including:

- Exclamatory Statements
- Alliteration
- Sibilance
- Rule of Three
- Rhetorical Questions
- Emotive Language
- Plosives
- Fricatives
- Rhyme

### Section 3: Shakespeare's Life and Times / Horrible History Blurb

#### The Globe Theatre



#### Horrible History Blurb Examples

#### History with the nasty bits left in!

*The Vicious Vikings* is packed with frightening facts about these vile invaders – and their savage Saxon enemies – from cruel kings and vengeful Viking warriors to the suffering slaves, the thralls.

#### Want to know:


- Why some vicious Vikings had names like Fat-thighs, Oaf and Stinking?
- How to build a vicious Viking longboat?
- Which vicious Viking god dressed up as a woman?

Read on to find out about some truly terrible torture techniques, vile Viking legends full of gruesome giants and deadly dwarves, and the messy murder of King Edmund.

History has never been so horrible!

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Stanza</b>	A group of lines forming the structure of a poem; a verse, a paragraph.
<b>Rhyme Scheme</b>	The ordered pattern of rhymes at the end of the lines in a poem.
<b>Sibilance</b>	Repetition of the 's' sound in a group of words in the same sentence. Often produces a hissing sound.
<b>Simile</b>	A comparison of two things using the words 'like' or 'as'.
<b>Metaphor</b>	A comparison of two things that states one thing is another.


Section 2:		
C	Connective	Firstly, Secondly, Furthermore
P	Point	the writer uses a simile,
E	Example	"the classroom glowed like a sweetshop"
A	Analysis	This suggests... This implies...
T	Think - intention (why)? And Impact (What)?	The writer's intention is to... This evokes a sense of...

Section 3: Poem Structures	
<b>Kenning Poems:</b> A kenning poem is a special type of poem that describes an object or a creature without ever using its name. They are made up of a noun (object) + noun or a noun + verb (action word).	
Animal worrier Night mover Meat eater Paw licker Prey hunter Woods dweller Moon howler	
By Ryan Year 4	<b>WOLF</b>

Tier 2 vocabulary	Definition
<b>Imagery</b>	Visually descriptive language that you can image in your mind.
<b>Alliteration</b>	Words in a sentence that begin with the same letter or sound.
<b>Suggests</b>	Use in a CPEA paragraph in the 'A' section. To mention as a possibility.
<b>Highlights</b>	Use in a CPEA paragraph in the 'A' section. To draw special attention to.
<b>Infers</b>	Use in a CPEA paragraph in the 'A' section. To conclude something from evidence and reasoning.



Use these sentences starters to strengthen your CPEAT	
POINT	The poet describes... The poet presents... The poet uses imagery to presents...
EVIDENCE	This is clearly shown in the quote... This can be exemplified through the quote...
ANALYSIS	This shows... This suggests... The use of the simile highlights...

Acrostic Poem:	
An acrostic is a poem in which the first letter of each line spells out a word, message or the alphabet.	
<b>W</b> inds stiff and cold nip at my nose. <b>I</b> cicles hang from rooftops and sparkle like jewels. <b>N</b> ightfall comes early and darkens the world. <b>T</b> rees bare and still wear coats of white snow. <b>E</b> ager children grab sleds and run up steep hills. <b>R</b> esting animals hibernate until spring breezes blow.	

**Section 1: Key Vocabulary**

Tier 2 vocabulary	Definition
<b>Futile</b>	Pointless or useless
<b>Auditory imagery</b>	Words or phrases that describe sound eg '...a gradual crescendo of excitement and laughter ... interspersed with barked orders.'
<b>Comparative adjectives</b>	Adjectives used to compare eg 'It was sweeter than the sweetest bran-mash I had ever tasted.'
<b>Metaphor</b>	A literal comparison eg 'She was a star'
<b>Pathos</b>	Evoking a strong feeling in the reader, usually sadness, using emotive language.

Tier 3 vocabulary	Definition
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<b>Cavalry</b>	Soldiers who fought on horseback
<b>Colt</b>	A young, male horse
<b>Halter</b>	A strap or rope placed around the head of a horse used for leading it
<b>Artillery</b>	Heavy military weapons
<b>Ammunition</b>	A supply or quantity of bullets and shells.

**Section 2: New Key Skills/Strategies- CPEAT Writing**

**Example- How does the writer present the futility of war in War Horse?**

**C Connective - Firstly, Moreover, In conclusion,**

**P Point - The writer uses a simile to...**

**E Example - This is illustrated by the example '.....'**

**A Analysis- This suggests/ This infers...**

**T Think intention and impact - The writer's intention is... this evokes a sense of ...**

Firstly, the writer uses emotive language to show the futility of war. For example 'The wounded were everywhere – on stretchers, on crutches, in open ambulances, and etched on every man was the look of wretched misery and pain.' The abstract nouns 'misery' and 'pain' show how distressed the soldiers were and evokes pathos within the reader as we feel so sad for them. The writer's intention is to show how futile war is; it makes us question why so many men had to die in such awful conditions.

**Section 3: WW1 Context and War Horse themes****Key dates**

WW1- 1914-1918

**Horses in Word War 1**

Prior to WWI, horses had been used by the cavalry as a quick and effective strategy in winning battles. With the introduction of trenches, barbed wire and machine guns, this form of attack became useless. Instead they were used to haul artillery to the front line, aid the transportation of the injured and help with logistical support. Hundreds of thousands of horses were killed or injured during the war.

**Themes****The Futility of War**

When war is announced, the hopelessness of war is discussed when the villagers talk about the loss of young men on the front line. During his time in France, Joey sees soldiers on both sides and believes there is not much difference between them and that they do not really understand why they are fighting. This is shown in the story when both sides work together to free Joey from the barbed wire, and then go back to fighting – they are not true enemies but fight because of their situation.

**Relationships**

The story explores the deep and lasting relationships between a horse and his rider. Joey and Albert form an emotional bond from the very beginning, and each demonstrates his commitment, loyalty and love to the other. Michael Morpurgo also explores similar relationships between the artillery horses and soldiers of both sides through Joey's description of them.

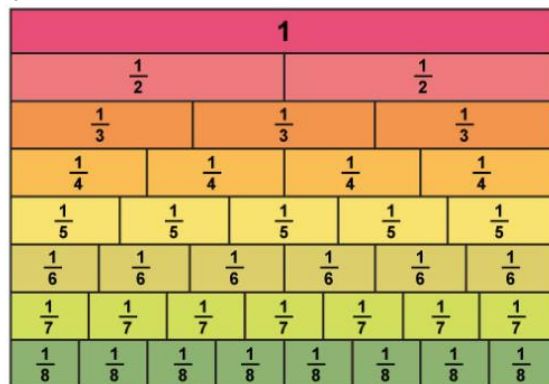


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Terminating Decimal</b>	A decimal number which can be expressed in a finite number of figures, such that all figures to the right of some place are zero
<b>Recurring decimal</b>	A decimal number in which a figure or group of figures is repeated indefinitely, ie $0.666 \dots$ or $1.851851851$
<b>Numerator</b>	The part of a fraction <i>above</i> the vinculum, or fraction bar
<b>Denominator</b>	The part of a fraction <i>below</i> the vinculum, or fraction bar
<b>Improper fraction</b>	A fraction with a numerator greater than the denominator, such as $\frac{6}{5}$
<b>Mixed number</b>	A number made up of an integer and a proper fraction such as $4\frac{2}{3}$

Tier 2 vocabulary	Definition
<b>Infinite</b>	Endless and immeasurable, such as the sequence of counting numbers
<b>Simplify</b>	To reduce the numerator and denominator of a fraction, whilst maintaining their multiplicative relationship
<b>Equivalent</b>	Fractions are equivalent if they express the same value ie $\frac{2}{4} = \frac{1}{2} = 0.5$

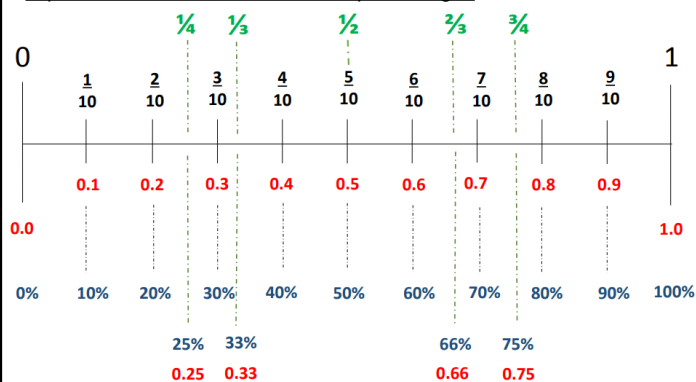
## Section 2: Representations

### Fraction wall



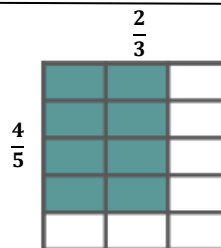
The interval between any two integers can be separated into equal parts of any size. Equivalent fractions represent the same distance along the fraction wall

## Equivalent fractions, decimals and percentages



### Multiplying a fraction by a fraction

$$\frac{2}{3} \times \frac{4}{5} = \frac{8}{15}$$



### Section 3: Operations

### Dividing a fraction by an integer

$$\frac{8}{9} \div 4 = \frac{2}{9}$$



$\frac{8}{9}$  shared into 4 equal parts of size  $\frac{2}{9}$

### Using equivalence to find a fraction between two others

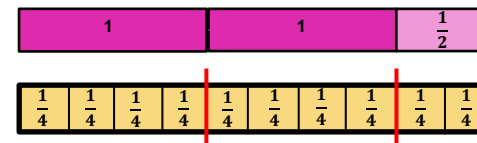
Find a fraction between  $\frac{2}{3}$  and  $\frac{4}{5}$

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9} = \frac{8}{12} = \frac{10}{15}$$

$$\frac{4}{5} = \frac{8}{10} = \frac{12}{15}$$

$$\frac{2}{3} = \frac{10}{15} < \frac{11}{15} < \frac{12}{15} = \frac{4}{5}$$

### Division by a fraction



To divide by a fraction, convert the dividend into a fraction of common denominator to the divisor.

Here, we see that  $2\frac{1}{2}$  when contains 10 lots of  $\frac{1}{4}$  so:

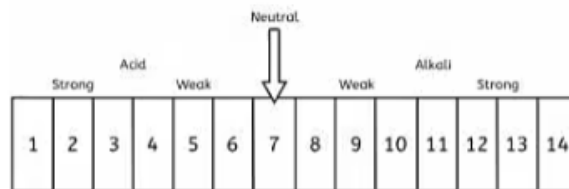
$$2\frac{1}{2} \div \frac{1}{4} = \frac{5}{2} \div \frac{1}{4} = \frac{10}{4} \div \frac{1}{4} = \frac{10}{1} = 10$$

**Section 1: Key Vocabulary**

Tier 3 vocabulary	Definition
<b>Indicator</b>	A substance used to distinguish an acid from an alkali
<b>pH</b>	A number assigned to a substance to identify it as acid, alkali or neutral
<b>Reactant</b>	The starting substances which react together
<b>Product</b>	The substances which are created from the chemical reaction
<b>Sodium Hydroxide</b>	A common alkali with formula NaOH
<b>Hydrochloric acid</b>	A common acid with formula HCl
<b>Sulfuric acid</b>	A common acid with formula H <sub>2</sub> SO <sub>4</sub>
<b>Nitric acid</b>	A common acid with formula HNO <sub>3</sub>
<b>Hydrogen</b>	All acids contain hydrogen. Molecules of hydrogen exist in pairs - H <sub>2</sub>
Tier 2 vocabulary	Definition
<b>Neutralisation</b>	A chemical reaction between an acid and an alkali
<b>Hazard</b>	Something that could cause harm
<b>Concentration</b>	A measure of how many particles are dissolved in a solution
<b>Combustion</b>	Scientific word for burning
<b>Neutral</b>	pH7, when a substance is neither an acid or an alkali

**Section 2:**

Colour in the pH scale below;



Hazard symbols tell us why we need to be careful with certain substances. Goggles to be worn at all times during practical activities as a safety precaution.

**General word equations for neutralisation**

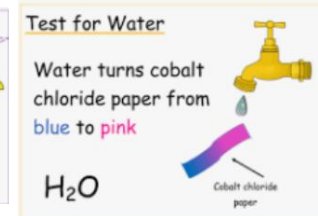
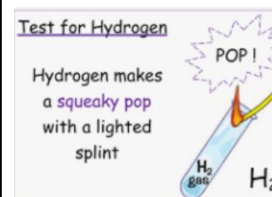
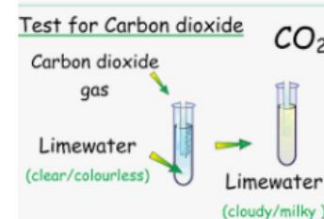
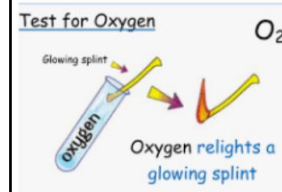
Acid + alkali → salt + water

Acid + metal → salt + hydrogen

Acid + metal carbonate → salt + water + carbon dioxide

Bee stings are acidic, what might you put on it to treat it?

\_\_\_\_\_

**Section 3:****Gas Tests****Signs that a reaction is happening**

- A change in colour / appearance
- A change in temperature
- Fizzing / gas production

Label the fire triangle



### Section 1: Key Vocabulary

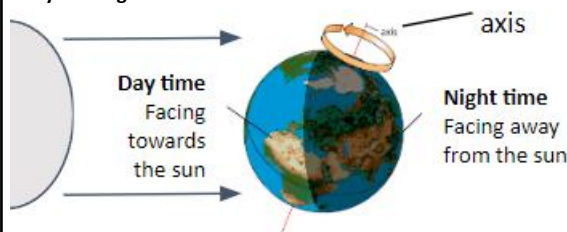
Tier 3 vocabulary	Definition
<b>Galaxy</b>	Collection of stars held together by gravity. Our galaxy is called the Milky Way.
<b>Orbit</b>	Path taken by a satellite, planet or star moving around a larger body.
<b>Axis</b>	An imaginary line about which a body rotates.
<b>Moon Phases</b>	The shape of the Moon's directly sunlit portion, as viewed from Earth
<b>Eclipse</b>	A blocking of the light from one celestial body by the passage of another between it and the observer or between it and its source of illumination.
<b>Hemisphere</b>	A half of the earth, usually as divided into northern and southern halves by the equator
<b>Lunar month</b>	The time it takes the moon to orbit the earth once
<b>Dwarf planet</b>	a celestial body like a small planet but lacking certain criteria

### Tier 2 vocabulary

Tier 2 vocabulary	Definition
<b>Stars</b>	Bodies which give out light, and which may have a solar system of planets.
<b>Satellite</b>	Object orbiting around a planet, either natural or man-made e.g our moon
<b>Planet</b>	Object of large enough mass, roughly spherical which clears its local orbit around a star
<b>Equator</b>	A line drawn on the earth equal distance from the poles, dividing the earth into northern and southern hemispheres
<b>Year</b>	The time it takes a planet to orbit a star, usually given in earth days
<b>Day</b>	The time it takes a planet to rotate about its axis once, measured in hours

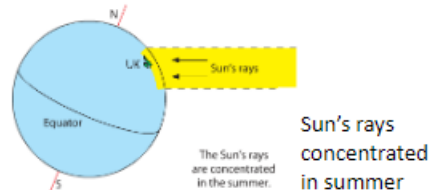
### Section 2:

#### Day and Night



The Earth takes **24hrs** to rotate on its axis once, this is one day and is why the sun appears to rise in the east and set in the west.

When the northern hemisphere is pointed towards the sun it has summer, the southern hemisphere will be in winter.



#### Ways of investigating space

Find examples of each and where they can be used.

#### Telescopes

#### Probe

#### Satellite

#### Lander or rover

### Section 3:

#### Research

Used to stimulate debate, challenge and benefit your deeper knowledge

Determine/list the key details you need to know (list the **key words/phrases** you could look up

**Search** only the important key words (not whole sentences), if this doesn't work, add more specific detail (use "quotation marks" for words in order)

**Scroll** through beyond the first few results

Check the **website** address (the http:// part), does it look sensible? then click this to go to actual website not just google (this address is reference not google)

**Read** the information and maybe **check** from two sources before you use it (ask yourself; do you understand it, does it answer the question you asked, is it a trustworthy site/author, is the information enough, is it what you actually want?)

**Do not** copy and paste information this is **plagiarism** and is illegal. Having read the information, write out an answer to the questions you wanted in your **own words**! Best to do this without looking at the original source.

Write **rough** notes first.

If you wish to copy a direct **quote** from a source then it must be in "quotation marks" and referenced.

**Reference** where you got information from, giving the title of book or website and the author if given.

**Present** all your information and references with any **relevant** diagrams in a suitable format

#### Sources of information

**Books** can be borrowed from a library or read online

**Internet** (use google to search, do not copy straight from google, click the link to the website)

**Specialist adults** ensure the person you quote has accurate knowledge

#### Task

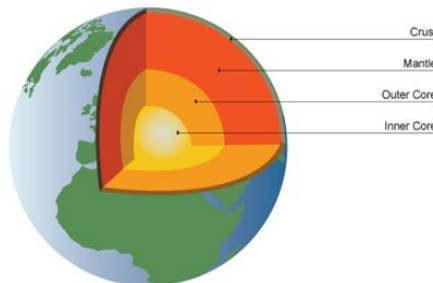
Now use your skills to research and produce a leaflet about the planets and solar system (including asteroid belt).

It should include information on key facts such as **temperature**, **day length** and **year length**, **distance from the sun**, other interesting **facts**.

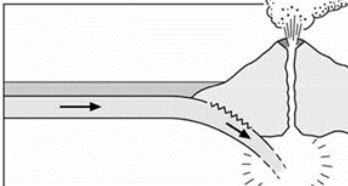
## Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Collision margin</b>	Two continental plates move towards each other causing the crust to fold upwards to make fold mountains.
<b>Conservative margin</b>	Two plates pass each other and cause earthquakes.
<b>Constructive margin</b>	Two plates that are moving apart, magma rises, cools and new crust is formed.
<b>Composite volcano</b>	Steep sided volcano made up of layers of ash and thick lava.
<b>Destructive margin</b>	Two plates moving together - one is oceanic and one is continental. This destroys crust.
<b>Epicentre</b>	The point on the earth's surface immediately above the focus of an earthquake.
<b>Focus</b>	The point underground where an earthquake starts.
<b>Lava</b>	Molten rock flowing out of the ground.
<b>Magma</b>	Molten rock below the earth's surface.
<b>Shield volcano</b>	A volcano with gentle slopes formed by highly fluid lava.
<b>Seismic waves</b>	The waves of energy created by earthquakes.
<b>Tectonic plates</b>	Large sections of the earth's crust.
Tier 2 vocabulary	Definition
<b>Distribution</b>	The spread of earthquakes and volcanoes across the earth.
<b>Natural disaster</b>	A sudden event that causes widespread destruction and loss of life.
<b>Natural hazard</b>	A natural event that threatens or has the potential to cause damage and loss of life.

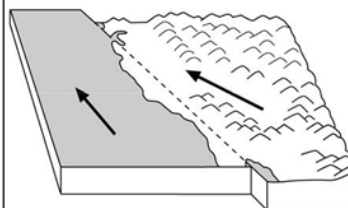
## Section 2: New Knowledge



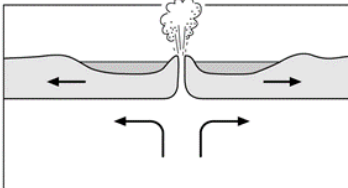
Destructive margin



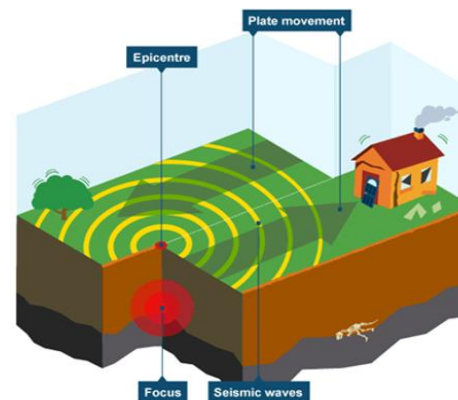
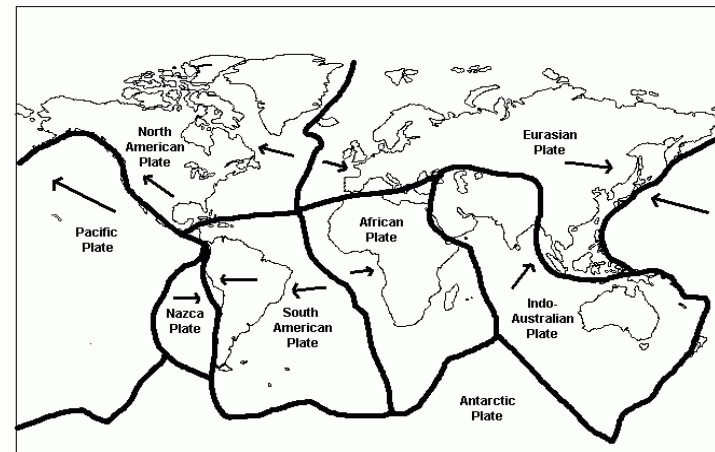
Conservative margin



Constructive margin



**Wegener's Theory** – also known as continental drift theory. Millions of years ago the continents that we know today were joined together as one super continent known as **Pangaea**. This broke up and the continents moved apart. This was later explained by the tectonic plate theory.



How an earthquake occurs

## Managing the risk

- Prediction
- Planning
- Preparation

## Section 3: Geographical Skills

- Interpret atlas maps, eye witness accounts, scientific evidence, public information material, to investigate plate tectonics.
- Describe the distribution of earthquakes and volcanoes – how they are spread out.



## Section 1: Key Vocabulary

## Tier 3 vocabulary      Definition

**Medieval**      Belonging to the Middle Ages.

**Inferences**      To work out the meaning behind messages.

**Museum**      A building that houses historical artefacts.

**Artefacts**      Items from history that teach us about the period they are from.

**Tournament**      A sporting event in Medieval times with sports like jousting.

**Curator**      A person in charge of historical artefacts in a museum.

## Tier 2 vocabulary      Definition

**Intriguing**      Something of interest ;to think about.

**Protagonist**      Character in a story.

**Rhetorical**      Asked for effect not to gain an answer.

**Resonant**      A thing from history that echoes today; is still relevant.

**Significance**      Of importance.

## Section 3

## Life in a Medieval Village

**Creating a Medieval atmosphere**      Using historical detail to aid reader's empathy for characters in a story.

**Building our character**      Creating a character map

**Giving a story structure**      Setting out a plot through planning.

**Researching a historical story**      the importance of planning and gathering historical knowledge.

## Section 3: Tudor Religion Timeline

**1534** Henry VIII becomes Head of Church in England

**1536-9** Dissolution of the Monasteries

**1547** Henry VIII dies and Edward VI becomes king.

**1547-1553** Edward makes the English Church Protestant

**1553** Mary becomes queen as Edward dies.

**1553-1558** Mary reinstates the Roman Catholic church in England and burns 284 Protestants as heretics.

**1558-1603** Elizabeth brings in her Religious Settlement in an attempt to bring Catholics and Protestants together.

## Section 5: Enquiry Questions

What make a good historical story about life in a medieval village?

Assess how much religious change there was under each Tudor monarch.

## Section 6: Source Analysis: what can we infer about the people who lived in these buildings?



## Section 7: Interpretations

How do we incorporate historical detail into fiction?

Why have the contributions of some people in Tudor times been overlooked in history?

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition - to be filled in in class
Persecution	
Christian	
Scholar	
Pharisee	
Christian	
Jewish	
Messiah	
Prophet	
Pacifist	
Resurrection	
Crucifixion	
Inspiration	
Salvation	

Tier 2 vocabulary	Definition
Inequality	
Injustice	
Radical	
Roman	

## Section 2: New Knowledge

In this unit you will cover key concepts such as

1. Which people are special and why?
2. Why is Jesus inspiring to some people?
3. What would Jesus do?
4. Can we live by the values of Jesus in the twenty-first century?



In this unit we will also consider:

1. What was Jesus like?
2. What did he look like? and how did he behave? Begin to consider why his behaviour may not have been liked by others.
3. The Jewish people were expecting a Messiah that was going to free them from the Romans - Did Jesus live up to this expectation?
4. Why people had an issue with Jesus?
5. Was Jesus a pacifist?

## Key People

- Martin Luther King
- Oscar Romero
- Martin Niemöller
- Leo Tolstoy
- Francis of Assisi
- Father John Dear
- Evelyn Underhill
- Dorothy Day
- Archbishop Justin Welby



“Those that live by the sword - die by the sword” Mark’s Gospel.

## Sources of Authority

1. John 20:11-19
2. Matthew 27:55
3. Matthew 26:50-52
4. Matthew 19:21

## Section 3: Assessment Information

## Key Question:

What is so radical about Jesus?

For this question - you will need to:

- Explain who Jesus was.
- Explain what was expected of him at the time.
- Consider who Jesus came to save and whether or not he lived up to this. Think about the time that he lived e.g. the political situation.
- Explain Jesus’ views regarding women. and why these might be considered radical.
- Explain Jesus’ views regarding wealth and poverty and why these might be considered radical.
- Consider whether or not Christians have been or are radical enough based upon Jesus’ example.

## Skills needed

**Knowledge (red)** - of Jesus, the time he was living in, the message he was trying to give and how Christian teachings.

**Impact (orange)**- what impact did Jesus have at the time? What Impact does his example give to Christians today?

**Specialist Terms (yellow)** - use your tier 2 and 3 vocabulary.

**Source of Authority (green)** - make sure that you use the stories/quotes from the Bible to support your ideas.

**Judgement (Blue)** - is this a strong/weak/valid/invalid point and why? Why might others disagree?

**Opinion (purple)** - what is your opinion? why? support?

Section 1: Key Vocabulary and questions	
Tier 3 vocabulary	Definition
<b>infinitive</b>	verb in its original form (to do/doing)
<b>conjugation</b>	correct verb for the subject
<b>liaison</b>	pronunciation of s/t/x + vowel
<b>present tense</b>	'I do' or 'I am doing'
<b>definite article</b>	le, la, les, l' (the)
<b>indefinite article</b>	un, une (a)
<b>regular verbs</b>	follow a pattern (ER, IR, RE)
<b>irregular verbs</b>	follow their own pattern
<b>cognate</b>	words spelt the same in English

Questions	Translation
1. Quel temps fait-il ?	What's the weather like?
2. Tu es sportif/sportive ?	Are you sporty?
3. Qu'est ce que tu aimes faire ?	What do you like to do/doing?
4. Est-ce que tu aimes...?	Do you like...?
5. Qu'est-ce que tu fais ?	What do you do/ are you doing?
6. Est-ce que tu fais...?	Do you do...?
7. Est-ce que tu joues...?	Do you play...?
8. Quand...?	When...?
9. C'est comment...?	What's it like...?
10. Pourquoi ?	Why?

Section 2: Grammar	
<b>faire (to do/make)</b>	
Subject pronoun	Irregular verb
je tu il/elle/on nous vous ils/elles	<b>fais</b> <b>fais</b> <b>fait</b> <b>faisons</b> <b>faites</b> <b>font</b>
<b>faire + de</b>	
Use <b>faire + de</b> to talk about sports you do and other activities	
de + le → <b>du</b>	le vélo → Je fais <b>du</b> vélo
de + la → <b>de la</b>	la cuisine → Tu fais <b>de la</b> cuisine
de + l' → <b>de l'</b>	l'équitation → Il fait <b>de l'</b> équitation
de + les → <b>des</b>	les randonnées → Elle fait <b>des</b> randonnées
<b>jouer (to play)</b>	
Subject pronoun	Regular verb <b>ER</b>
je tu il/elle/on nous vous ils/elles	<b>joue</b> <b>joues</b> <b>joue</b> <b>jouons</b> <b>jouez</b> <b>jouent</b>
<b>jouer + à</b>	
Use <b>jouer + à</b> to say which sports or games you play	
à + le → <b>au</b>	le basket → Je joue <b>au</b> basket
à + la → <b>à la</b>	la pétanque → Il joue <b>à la</b> pétanque
à + les → <b>aux</b>	les cartes → Tu joues <b>aux</b> cartes

Section 3: Section 3: WAGOLL
<p>Moi, je suis très sportif ! Au collège je joue au rugby et je fais de la natation tous les mercredis. J'adore aussi l'équitation et tous les week-ends j'aime faire du vélo avec ma sœur. En hiver j'adore faire du patin à glace mais je n'aime pas faire du ski parce que c'est vraiment difficile et il fait trop froid !</p>  <p>J'ai deux copains qui s'appellent Antoine et Amandine. Amandine n'est pas très sportive mais elle adore jouer aux cartes et elle télécharge souvent des chansons surtout du pop ! Antoine est assez intelligent et il adore la musique. Il joue de la guitare et il chante tout le temps. Il déteste regarder la télé parce que c'est ennuyeux mais il aime prendre des selfies et partager des photos avec ses copains. En été quand il fait beau on joue au tennis ensemble et on porte un short et un tee shirt. C'est hyper-cool !</p> <p><b>À savoir:</b> Most French students have for two weeks for February half term depending on where they live in France. Where do you think many of them go and what activities do you think they might do?</p>  <p><b>Prepositions:</b> avec - with en - in sur - on</p> <p><b>Other Key Words:</b> tout (m) /toute (f) /tous (m.pl)/toutes (f.pl)- all, every</p>

FRENCH Y7 Word list Spring 2.A	
Quel temps fait-il ?	What's the weather like?
Il fait beau	it's fine weather
Il fait mauvais	it's bad weather
Il fait froid	It's cold
Il fait chaud	It's hot
Il y a du soleil	It's sunny
Il y a du vent	It's windy
Il pleut	It's raining
Il neige	It's snowing
quand	when

FRENCH Y7 Word list SPRING 2.B	
sportif	sporty (ms)
sportive	sporty (fs)
je joue	I play/I am playing
je ne suis pas	I am not
le foot(ball)	football
la pétanque	boules
les cartes	cards
chaque	each/every
aujourd'hui	today
la semaine	week

FRENCH Y7 Word list SPRING 2.C	
le lit	bed
une activité	an activity
la cuisine	cooking
les courses	food shopping
les magasins	shops
faire de	to do a sporting activity
faire	to do/doing, to make/making
le patin à glace	ice-skating
la natation	swimming
le ski	skiing

FRENCH Y7 Word list SPRING 2.D	
parfois	sometimes
souvent	often
tout le temps	all the time
tous les jours	everyday
tous les samedis	every Saturday
quoi	what
été (en été)	summer (in summer)
l'hiver (en hiver)	winter (in winter)
le printemps (au printemps)	spring (in spring)
l'automne (en automne)	autumn (in autumn)

FRENCH Y7 Word list SPRING 2.E	
mauvais	bad (ms)
bon	good (ms)
partager	to share/ sharing
télécharger	to download/downloading
regarder	to watch/ watching
envoyer	to send/ sending
prendre	to take/taking
mal	badly
bien	well
malade	ill

FRENCH Y7 Word list SPRING 2.F	
le weekend	weekend/at the weekend
intéressant	interesting
intelligent	intelligent (ms)
intelligente	intelligent (fs)
méchant	mean (ms)
méchante	mean (fs)
sympa	nice
génial	great
arrogant	arrogant (ms)
arrogante	arrogant (fs)
sur	on
le portable	mobile phone

**REVISION: Scan the QR code below to access the word lists on Quizlet!**

This QR code links to all [the French Year 7 sets](#).



Phonics: ç	
ça	français
garçon	agaçant

Phonics: e	
de	le
je	petit

Phonics: u	
tu	musique
judo	amusant

Phonics: SFC silent final consonant	
marrant	tous
sport	deux

Phonics: qu	
question	quoi
quatre	quand



Section 1: Key Vocabulary/Questions	
Tier 3 vocabulary	Definition
<b>Object pronoun</b>	Grammar term for 'him' 'her' 'it'
<b>Ordinal numbers</b>	Numbers used for dates e.g second/third
<b>conjugation</b>	A verb in all its different parts
<b>interrogatives</b>	Question words
<b>Word order 3</b>	Sentence structure when using a subordinate clause
<b>Subordinate clause</b>	A clause which cannot stand alone as a complete sentence.
<b>Conjunction</b>	A linking word which joins together parts of a sentence.
<b>Qualifier</b>	A word (often an adjective) which modifies the meaning of another word.

Questions	Translation
<b>1. Was ist dein Lieblingsfach?</b>	What is your favourite subject?
<b>2. Magst du Deutsch?</b>	Do you like German?
<b>3. Wie findest du Deutsch?</b>	How do you find German?
<b>4. Wann hast du Mathe?</b>	When do you have maths?
<b>5. Um wieviel Uhr hast du Kunst?</b>	What time do you have art?
<b>6. Wer ist deine Lieblingslehrerin?</b>	Who is your favourite teacher?
<b>7. Wie ist dein Englischlehrer?</b>	What is your English teacher like?

Section 2: Grammar	
Verb FINDEN (TO FIND)	Verb SEIN (TO BE)
<b>ich finde</b> I find	<b>ich bin</b> I am
<b>du findest</b> you find	<b>du bist</b> you are
<b>er/sie/es/man findet</b> he/she/it finds	<b>er/sie/es/man ist</b> he/she/it/one is
<b>wir finden</b> we find	<b>wir sind</b> we are
<b>ihr findet</b> you find (pl)	<b>ihr seid</b> You are (pl)
<b>Sie finden</b> you find (pol)	<b>Sie sind</b> You are(pol)
<b>sie finden</b> they find	<b>sie sind</b> They are
<p><b>Ordinal numbers</b> show position in a sequence e.g 1st, 2nd, 3rd.</p> <p>In German, you add '-ten' to the basic word for numbers up to 19 and '-sten' for 20 and beyond. <b>Examples</b> <i>am zweiten, am zwanzigsten, am dreißigsten</i></p> <p><b>Exceptions</b> <i>am ersten (1st) am dritten (3rd) am siebten (7th)</i></p>	
<p><b>Word Order 3 (W03)</b></p> <p>When using 'weil' and some other conjunctions, the main verb comes last.</p> <p><b>Example</b> Ich lerne gern Mathe. Es ist toll. When we link these two ideas, the word order would be</p> <p><i>Ich lerne gern Mathe, weil es toll ist.</i></p> <p><b>'Ist' is the verb in the second clause and so it comes last.</b></p>	
<p><b>Use interrogatives to ask questions</b></p> <p><b>Examples</b> <i>Wer ist deine Deutschlehrerin?</i> <i>Wann hast du Englisch heute?</i></p>	

Section 3: WAGOLL & phonics
<p><b>Ein Dialog</b></p> <p>A Was machst du gern in deiner Freizeit?  B Ich lese gern aber ich spiele lieber Fußball.  A Spielst du gern Tennis?  B Na, Tennis ist ok aber am liebsten spiele ich Hockey.  A Was spielst du lieber, Fußball oder Rugby?  B Ich spiele lieber Fußball, weil ich Rugby langweilig finde.  A Was spielst du am liebsten?  B Am liebsten spiele ich Volleyball.  A Wie oft gehst du ins Kino?  B Ich gehe normalerweise einmal im Monat.  A Wann schwimmst du?  B Ich schwimme jeden Mittwoch um 17:00.  A Was kann man in Belper machen?  B In Belper kann man vieles machen; zum Beispiel ins Kino gehen, mit Freunden ins Cafe gehen, tanzen gehen oder Sport im Freizeitzentrum treiben.</p>
<p><b>Gut zu wissen</b></p> <p><b>Use the structure 'Man kann....' to talk about things to do in a town. Put the verb at the end of the sentence.</b></p> <p><b>Example:</b>  Man kann in Belper im Sportzentrum schwimmen</p> <p>Man kann in der Schule Fußball und Tennis spielen</p>

GERMAN Y7 Word list Spring 2.A		
	Erdkunde	Geography
	Geschichte	History
	Naturwissenschaften(pl)	Sciences
	Mathe	Maths
	Deutsch	German
	Französisch	French
	Werken/Technik	Technology
	Informatik	ICT
	Kunst	Art
	das Lieblingsfach	favourite subject
GERMAN Y7 Word list Spring 2.B		
	mögen	to like
	ich mag	I like
	du magst	you like
	lieben	to love
	ich liebe	I love
	du liebst	you love
	hassen	to hate
	ich hasse	I hate
	du hasst	you hate
	auch	also, as well
GERMAN Y7 Word list Spring 2.C		
	finden	to find
	ich finde	I find
	du findest	you find
	es/sie	it/them
	weil	because
	langweilig	boring
	schwierig	difficult
	einfach	easy
	nützlich	useful
	der Unterricht	lesson

GERMAN Y7 Word list Spring 2.D		
	Montag	Monday
	Dienstag	Tuesday
	Mittwoch	Wednesday
	Donnerstag	Thursday
	Freitag	Friday
	Samstag	Saturday
	Sonntag	Sunday
	die Stunde	lesson/hour
	die Pause	break
	die Mittagspause	lunch break
GERMAN Y7 Word list Spring 2.E		
	um	at
	die Uhr	clock, o'clock
	wie viel	how much, what time
	immer	always
	oft	often
	manchmal	sometimes
	ab und zu	now and then
	nie	never
	vor	before, in front of
	nach	after
GERMAN Y7 Word list Spring 2.F		
	der Lehrer/die Lehrerin	teacher
	jung	young
	streng	strict
	unpünktlich	unpunctual, late
	hilfsbereit	helpful
	nervig	annoying
	wer	who
	wann	when
	was	what
	wie	how

## REVISION:

Scan the QR code to access the word lists on Quizlet!

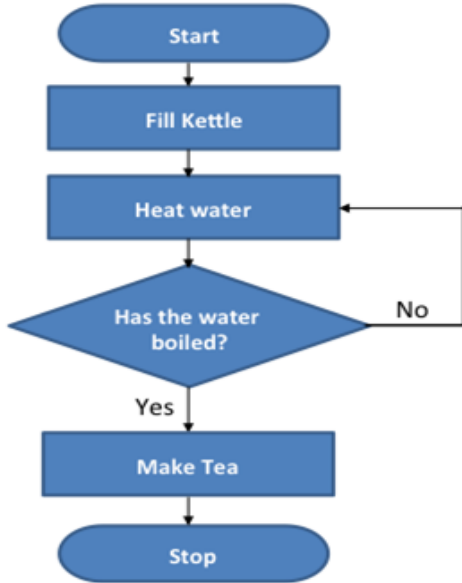
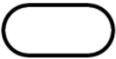



This QR code links to all [the German Y7 QUIZLET sets](#).


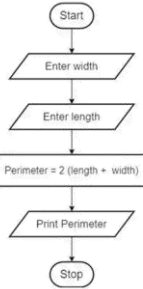
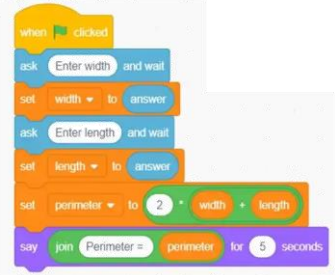


Phonics: ie	
Lieblings-	Wien
schwierig	Stief-
wie	ziemlich
sieben	Knie

Phonics: ei	
Freitag	sein
hilfsbereit	gemein
weil	klein
zwei	bleiben


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Instruction</b>	An instruction is a single command we give to a computer, to perform one action.
<b>Branching</b>	A decision or choice in the program, which makes different.
<b>Process</b>	A single instruction, or group of instructions given a name.
<b>Sub-routine or Sub-program</b>	A “reusable” block of instructions, “called” or used within a procedure.
<b>Flowchart</b>	A picture of the instructions used to solve a problem
<b>Simulation</b>	A simplified copy of a real-world system (traffic lights, train points etc)
<b>Mimic</b>	A the tools to run a simulation in the Flowol software
Tier 2 vocabulary	Definition
<b>Computational Thinking</b>	Identify and understand a problem, work out the steps to solve it.
<b>Model</b>	“Run” or investigate a simulation. eg What would happen if I changed this value...
<b>Investigate</b>	Find out why the program behaves in a specific way.
<b>Modify</b>	Take some working code and change values in it.
<b>Run</b>	Instruct the computer to follow a program.
<b>Comment</b>	Write messages on your flowchart, to help understand it better.
<b>Operate</b>	Control or change values in a program.
<b>Decompose</b>	Split a problem into tiny, solvable steps

Section 2: New Knowledge/Skills	
 <pre> graph TD     Start([Start]) --&gt; FillKettle[Fill Kettle]     FillKettle --&gt; HeatWater[Heat water]     HeatWater --&gt; Boiled{Has the water boiled?}     Boiled -- No --&gt; HeatWater     Boiled -- Yes --&gt; MakeTea[Make Tea]     MakeTea --&gt; Stop([Stop])           </pre>	
In the flowchart above, find (and write down an example of):	
Process	
Decision	
Repetition	
Could you add input or output to this? What would it be?	
Label the symbols:	
	
	

Section 3: Other subject specific things	
Flowol 4	
<p>This is the software we'll be using to experiment with flowcharts. It uses “Mimics” or simple real life situations.</p> <p>We can then easily build a flowchart to control each mimic, and simulate changes, as we control motors, sensors, lights etc.</p> <p>When used as intended, flowol can actually control real devices, like the arduino microcontroller we discussed in Term 2</p>	
Making a Flowchart using Computational thinking techniques:	
<p>A Computer Scientist would use a <i>flowchart</i> before programming (like last term's Scratch) to create a simple, easily understandable version of a problem.</p> <p>The first step is to <i>abstract</i> the problem, by removing any unwanted information or detail (in a program that calculates a perimeter, we don't care what the item is we're calculating it for, or what colour it is - we just need the length and width).</p> <p>Then we <i>decompose</i> the problem into tiny steps - what steps do we need to complete in order to solve the problem?</p> <p>Each step becomes an <i>instruction</i> (or <i>sub-routine</i>).</p> <p>Now we have a clear structure for a flowchart, which then helps to write clear, understandable code.</p>	
<p>You can see how the flowchart below gives us the structure of a Scratch program like the ones we made last term..</p>	
 <pre> graph TD     Start([Start]) --&gt; EnterWidth[/Enter width/]     EnterWidth --&gt; EnterLength[/Enter length/]     EnterLength --&gt; PerimeterCalc[Perimeter = 2 * (length + width)]     PerimeterCalc --&gt; PrintPerimeter[/Print Perimeter/]     PrintPerimeter --&gt; Stop([Stop])           </pre>	 <pre> when clicked   ask "Enter width" and wait   set width to answer   ask "Enter length" and wait   set length to answer   set perimeter to 2 * width + length   say join "Perimeter = " perimeter for 5 seconds           </pre>


# PE: Basketball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Stance</b>	'Knees and Squeeze' is great phrase to help you into a good stance with the basketball.
<b>Triple threat position</b>	When holding the ball, always be ready to pass, shoot or dribble.
<b>Jump stop</b>	Land on two feet when you catch the ball from a pass or at the end of a dribble.
<b>Pivot</b>	Turn on the ball of one foot when holding the ball to face a different direction.
<b>Chest pass</b>	Pass the ball in a straight line from your chest to your teammate's chest.
<b>Bounce pass</b>	Push the ball towards the floor so that it bounces up into your teammate's hands.
<b>Travel</b>	An important rule: don't run with the ball or shuffle your feet (use your jump stop and pivot).
<b>Double dribble</b>	Another important rule: once you have dribbled the ball, you cannot start dribbling again.

Section 2: New Knowledge/Skills
<p>In your Year 7 basketball lessons you will spend some time developing your <b>co-ordination</b> by doing a wide range of ball skills to improve your control over the ball with your hands.</p> <p>You will learn the key points of the main skills of basketball including: <b>stance, footwork, passing shooting and dribbling</b>.</p> <p>You will learn to play the game using some of the major <b>rules</b> such as: <b>travel, double dribble, out of bounds</b>. You will learn how to <b>start</b> the game with a '<b>tip-off</b>' and how to <b>re-start</b> the game after an infringement or after a basket is scored: <b>endline ball/sideline ball</b>.</p> <p>You will also learn how to play the game by following the <b>Top Tips for being a Good Basketball Player</b>. How many of these can you remember?</p>
 <p>holding the ball</p>


# PE: Table Tennis

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Grip (handshake grip)</b>	Hold the bat the correct way to help you to play all the different shots effectively. Three fingers round the handle and the finger and thumb on the blade.
<b>Stance</b>	The way you stand: to play table tennis effectively, keep the feet apart and the knees slightly bent.
<b>Service/serve</b>	To start the rally, hit the ball so that it bounces on both sides of the net.
<b>Rally</b>	Playing the ball back and forth with your partner/opponent.
<b>Backhand push</b>	Facing the table, with the bat across in front of your tummy/chest area, push the ball smoothly over the net.
<b>Forehand push/dive</b>	Turn your feet and body slightly towards the same side you hold your bat. Keep your elbow close to your body and push the ball back over the net from your strong side. A harder hit is called a drive.

Section 2: New Knowledge/Skills
<p>In your year 7 table tennis lessons you will work towards being able to play a <b>game of singles</b> with a classmate, knowing the important rules and being able to do the basic skills.</p> <p>Firstly, learning to grip the bat correctly and to take up a good stance will be key to your progress: use the handshake grip.</p> <p>You will learn how to <b>serve</b> the ball to start a <b>rally</b>, trying to make sure the ball bounces on both sides of the net.</p> <p>The basic shots needed to keep the rally going are the forehand and backhand push. The forehand push is played on your strong side and the backhand push with your bat across in front of your body.</p>
 <p>How many <b>rules</b> of the game can you remember?</p> <p>← The handshake grip</p>

# PE: Gymnastics

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Routine/sequence</b>	A series of gymnastic movements and skills performed in a flowing given order.
<b>Tension/Extension /Control</b>	The 3 fundamental skills required to hold an aesthetically pleasing balance.
<b>Travel/Transitional Movements</b>	A gymnastic movement through space from one area to another.
<b>Balance</b>	The ability to hold yourself gymnastically within a support base for a minimum of 3 seconds (demonstrating TEC).
<b>Jump</b>	Performing gymnastic shapes and movements in the air.
<b>Roll</b>	A form of gymnastic travel, pivoting around the centre of mass.
<b>Flow</b>	The ability to link gymnastic skills and movements together with no obvious joints (needed during a routine/sequence).

Section 2: New Knowledge/Skills
<p>What do you understand the term <b>aesthetically pleasing</b> to mean? Why is this so important in sports like gymnastics? You should know/demonstrate use of TEC (<b>tension, extension and control</b>) in order to produce high quality balances and also be able to recognise points of balance.</p> <p>Know/demonstrate various methods of gymnastic travel/transitional movements to include <b>hop, jump, slide, crawl, twist, roll</b>.</p> <p>You should be able to perform a simple individual <b>sequence</b>, demonstrating knowledge of or use of the key vocabulary</p> <p>Sequences should incorporate <b>flow</b> between different gymnastic skills and movements.</p> <p>SLD (<b>speed, level and direction</b>) changes should be used to enhance sequences.</p>




# PE: Netball

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Footwork</b>	The landing foot of a player can move until they have passed the ball.
<b>Pivot</b>	Turning on the ball of the foot when holding the ball to face a different direction.
<b>Marking</b>	Standing in front of another player - preventing them from moving or receiving the ball.
<b>Dodging</b>	A method used to move away from a defender.
<b>Passing</b>	Sending the ball to another player.
<b>Signalling</b>	Pointing or indicating to other players to give them useful information.
<b>Centre pass</b>	Method used to start a game or to restart the game after a goal is scored.
<b>Free pass</b>	Method of restarting the game after a foul has been committed.

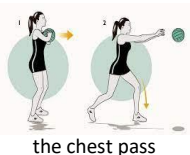
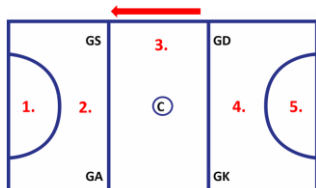
## Section 2: New Knowledge/Skills

A key phrase for remembering the footwork rule is: **CLIP - CLOP**

3 keywords to remember when passing a ball are:  
**STEP - PUSH - POINT**

The different types of passing that can be used within a game of netball are: **Chest, bounce, shoulder and overhead.**

The diagram below shows a netball court and the starting positions of each player at a centre pass. Identify the areas each player can go in.



Free passes are awarded for: footwork, offside, held ball

Only the GS and GA can shoot and this must be from within the shooting circle

# PE: Hockey

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Grip</b>	Always keep the left hand at the top of the stick. The right hand goes about halfway down the stick.
<b>Stance</b>	The ready position to control, dribble or pass the ball; left foot forward, stick at 45 degrees and head up.
<b>Dribble</b>	Moving the ball along by tapping it, rather than pushing it, with your stick. 'Tap/look, tap/look'.
<b>Block tackle</b>	The most effective way to stop a dribbler. Get your legs wide apart and your stick low to the ground.
<b>Push pass</b>	The safest and most accurate way to send the ball to your teammate: 'put/push/point'.
<b>Reverse stick</b>	Turn that stick over to make sure you always use the flat side of the stick.
<b>Self pass rule</b>	Remember that you can dribble the ball to yourself when restraining the game.
<b>Shooting circle</b>	To make hockey safer, no longer shots are allowed - make sure you are inside the circle when you try to score.

## Section 2: New Knowledge/Skills

In year 7 hockey you will learn all the **skills** and **rules** needed for you to be able to safely play a **small-sided game** with your classmates, such as 5v5.



You will learn the key skills of: **grip, stance, dribble, block tackle, push pass and reverse-stick.**

You will learn that in a game you must not touch the ball with your feet or the back of your stick. You will know how to **start** the game (**a pass-back**) and how to **restart** the game after the ball goes out: **sideline ball, top of the circle.**

Watch out for your classmates who use the '**self-pass rule**'!!  
A great way to score before the other team are ready!!

# PE: Swimming

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Technique</b>	The way you perform something in sport.
<b>Stroke</b>	One of the 4 methods of competitive swimming: front crawl, breaststroke, back crawl, butterfly.
<b>Water confidence</b>	The ability to perform a variety of skills in the water.
<b>Push and glide</b>	Making a strong push from the wall and getting the body fully extended to gain momentum at the start of a width.
<b>Streamlined</b>	Keeping the body in a position - straight and narrow - which reduces water resistance.
<b>Personal survival</b>	Skills which may help a person survive in a dangerous situation.
<b>Treading water</b>	Staying afloat in the same place with minimum effort.
<b>Water polo</b>	A team sport where players try to throw the ball into a goal at the end of the pool.

## Section 2: New Knowledge/Skills

It is of vital importance that we follow the **safety rules** in and around the swimming pool. Can you list 3 safety rules that must be followed in your swimming lessons?

You will focus mainly on developing your **technique** in front crawl and back crawl. The two key parts of technique that we will focus on are the arm action and the leg action.

Question - can you describe the key points of the arm and leg actions in front crawl and back crawl?

You will learn and practice a variety of **water skills** and **survival skills** to improve your confidence in the water, including breath holding, underwater swimming and treading water.

Question - Can you list some of the basic rules of **water polo** and describe how to **dribble** and **pass** the ball?



## PE: Rugby

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Carry (grip)</b>	How to hold the ball: hold it in two hands with the hands on the sides of the ball (not the ends).
<b>Passing</b>	Send the ball to a teammate using a two-handed swinging action across the body.
<b>Running with the ball</b>	As soon as you catch the ball - run! Try to go forwards with the ball carried in 2 hands.
<b>Try</b>	Placing the ball down on the floor behind the opponents' try-line to score 5 points.
<b>Support</b>	Helping a teammate by running just behind and to the side of them so that they can pass to you.

### Section 2: New Knowledge/Skills

In Year 7 we will be playing 'touch' rugby. There is no tackling so that you can focus on learning the skills and how to play the game.

You will learn how to carry the ball and how to pass the ball.



Question - What 2 things should you do as soon as you catch the ball?

You will play small-sided games passing the ball between teammates to get the ball across the try-line.

Question - How many points are awarded for a try and what else happens after a try is scored in a full rugby game.

You will learn how to pass the ball backwards and how to position yourself so that a teammate with the ball can pass backwards to you.

Question - What 'code' of rugby do we play at Belper School?  
rugby union or rugby league

## PE: Football

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Passing</b>	Sending the ball to another player.
<b>Receive</b>	Collecting the ball from another player.
<b>Control</b>	Keeping the ball safe when it is collected. This is a cushion action and can be on different levels.
<b>Dribble</b>	Moving with the ball at your feet.
<b>Turn</b>	Changing direction with the ball.
<b>Signalling</b>	Pointing or indicating to other players to give them useful information.
<b>Possession</b>	The team or player in control of the ball.

### Section 2: New Knowledge/Skills

Here are some questions to see what you can remember from your football lessons.

List three different types of **pass**.  
Name three different body parts that a player can use to **control** the ball.

When might a player choose to **dribble** rather than **pass** the ball?

Which ways of **turning** with the ball have you used in lesson time?

Can you identify one rule for each of the following situations when playing a game:  
Kick-off  
Throw-in  
Goal-kick  
Free-kick:



Don't forget to complete the homework task on google classroom once you have completed your football lessons.

## PE: Running

New Knowledge/Skills
Running is an important part of our PE programme for 2 main reasons:
Running is essential to being able to play all other sports, and...
Running is the most popular way across the world that people use to keep fit.
Can you list some of the reasons why running is the most popular keep fit activity?
In our Year 7 running lessons, we will develop our ability to run at a <b>steady pace</b> for a long period of time. We will set a <b>target time</b> and understand what a <b>personal best</b> is.

## PE: Health and Fitness

New Knowledge/Skills
Throughout PE lessons in Year 7, we will consider the 2 main aims of a warm-up:
1. To reduce the chance of injury
2. To improve performance
You will develop a range of exercises to raise your pulse and prepare your body before exercise and you will learn the names of the key muscles.
Can you name 5 of the major muscles in the body?
Can you demonstrate 10 exercises you can use in a warm-up?

## PE: Leadership

New Knowledge/Skills
Leadership is an essential part of all sports and fitness activities.
You will develop your own leadership skills in lessons by helping others to warm-up, by helping others to improve their skills and by officiating some games.
Key question: Why are leaders important in sport?

**Section 1: Key Vocabulary**

Tier 3 vocabulary	Definition
primary colour	Root colour from which secondary colours are mixed
secondary colour	Two primary colours mixed together
tertiary colour	A secondary colour mixed with a neighbouring primary colour
complementary	Colours opposite each other on the colour wheel that contrast highly
abstract	Art that does not attempt to show external reality
non-naturalistic	Not closely imitating real life
impasto	Use of thick paint to create texture
en plein air	Painting outdoors
expressionist	Expressing the inner world of emotion rather than external reality
impressionism	An artistic style capturing a moment of time
stipple	A painting technique using small dots of colour

**Tier 2 vocabulary**

Tier 2 vocabulary	Definition
pigment	The coloured part of paint
blended	One colour merged into another
media	Type of material used, e.g. paint
strokes	Marks used in painting
applied	Added to the painting
landscape	Depiction of an outdoor scene
portrait	Depiction of a person

**Section 2: New Knowledge/Skills**
**ARTISTS:**

Henri Matisse                      André Derain  
Claude Monet                      Berthe Morisot

**Fauvism** - A term applied to a group of artists working in a similar way around 1905-1910. This group included André Derain and Henri Matisse. Their paintings were made using bold, non-naturalistic colours and loose dabs of paint. The paintings were often simplified so appeared quite abstract. Colours were used to express mood and emotion so are also called expressionistic. The Fauvists were particularly interested in using complementary colours - these are pairs of colours which appear opposite each other on the colour wheel. When used side by side in a painting, they form a strong contrast. In Fauvism, artists sometimes applied paint to the canvas thickly - a technique known as impasto.

Complementary colours:

Yellow – Purple  
Red – Green  
Blue - Orange

**Impressionism** - A term applied to a group of artists, initially in France, working in the 1860s onwards. They worked 'on the spot' outdoors - 'en plein air' rather than from sketches in the studio. New technological advances in paint tubes meant paint could be carried outside. The artists found they could capture momentary effects of sunlight by working quickly and so had a greater awareness of light and colour. Brushwork became rapid and broken into separate dabs to show the changing quality of light and movement. The term Impressionism came from Monet's work 'Impression- Soleil Levant' (impression-sunrise). This group of artists included Monet, Renoir, Degas and Berthe Morisot. Subject matter was ordinary everyday life and captured moments of time much as we might do with photography now. (The first portable camera was available in 1884- invented by George Eastman).

**Section 3: Colour Mixing**
**Primary colours:**

Yellow                      Red                      Blue

**Secondary colours:**

YELLOW mixed with RED to make ORANGE  
RED mixed with BLUE to make PURPLE  
BLUE mixed with YELLOW to make GREEN

**Tertiary colours:**

A secondary colour mixed with its neighbouring primary: e.g. orange mixed with red, resulting in red-orange.

**Harmonious colours**

Colours next to each other on the colour wheel. These colours work well with each other and can create an image which is pleasing to the eye. E.g. yellow, yellow-green and green.

**Tint**

A colour mixed with white. E.g. Orange mixed with white.

**Shade**

A colour mixed with black. E.g. Blue mixed with black.

**Tone**

A colour mixed with grey. E.g. Red mixed with grey.

Artists use tints, shades and tones when mixing colours.

**Section 1: Key Vocabulary****Tier 3 vocabulary****Definition**

**Theatre Production** The planning, rehearsal and presentation of a work to an audience at a particular set time.

**Set Design** The set helps show where and when the story of a play takes place, while also conveying meaning to the audience.

**Adaptation** In a theatrical adaptation, material from another artistic medium, such as a novel or a film is re-written and turned into a play or musical.

**Costume** The clothes designed to be worn within a performance to say something about the character and the production.

**Performance Convention** Rules that exist in production.

**Director** A director is responsible for the overall creative vision of the show. They have to bring the different elements of the production together to produce a cohesive final production.

**Tier 2 vocabulary****Definition**

**Character** The person created in a play or novel.

**Analysis** Detailed examination of the elements or structure.

**Evaluation** The making of a judgement about the value of something.

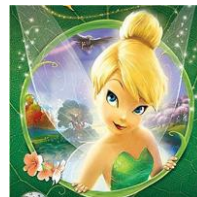
**Section 2: New Knowledge/Skills**

The famous novel 'Peter and Wendy' was written in 1911 by J M Barry and has been adapted many times for stage and screen.



Image from 1953 Disney adaptation.

Other films like 'Hook' and 'Tinkerbell' have focussed on key characters.

**Themes**

The main idea of Peter Pan is that there is a kind of tragedy involved in growing up and leaving behind childhood innocence, imagination, and sense of adventure. For Peter, growing up seems to be the worst possible fate.

"All children, except for one, grow up." This is the opening line of both the book and the play. The main theme of the story is the conflict between wanting to remain a child, but knowing that one has to become an adult. Both Mrs. Darling and Wendy are portrayed as very maternal, and it is suggested that their role in life should be to nurture children. This is a stereotypical depiction of the role of women in society. There is even a suggestion that Wendy is falling in love with Peter, but he tells her he thinks of her more as a mother figure.

**Section 3****Peter Pan by The National Theatre**

The school is lucky to have access to the resource; Drama Online Library. The students watch the National Theatre production of Peter Pan.

The play explores fantasy, childhood and growing up, these themes are also explored in this superb production of the piece.

- How does the company create locations and situations using basic props, furniture and pieces of set?

- Why decide to double the characters of Mrs Darling and Captain Hook and have the latter played by a woman?

- How the flying is achieved in this production and how it is different to other productions where characters fly?

**Flying**

How do the characters fly?

**Mechanics**

- Thick steel wire
- Each actor wears a harness underneath their costume
- Each actor is paired with another
- Ladders are used
- Counterbalance between two actors – one goes up one goes down

**Magic**

- Fairy string
- A wonderful thought

Do you notice the wires as a member of the audience?

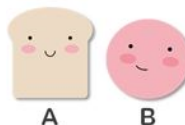


Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Harmony</b>	Playing two or more notes at the same time. The "harmony part" in music is different to the melody part
<b>Melody</b>	The main theme or tune of the music
<b>Pitch</b>	How high or low the note is
<b>Ostinato</b>	A repeated musical pattern. An ostinato can be a repeated rhythm or a repeated melody and are usually short.
<b>Binary Form</b>	A piece of music in two sections. AB
<b>Ternary Form</b>	A piece of music in three sections, where the first sections returns at the end. ABA
<b>Rondo Form</b>	A piece of music which has a recurring melody, which comes between contrasting sections

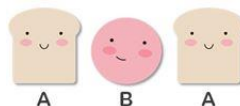
Tier 2 vocabulary	Definition
<b>Contrast</b>	To be different especially in a way that is very obvious
<b>Timing</b>	The ability to play fluently to a beat
<b>Form/ Structure</b>	How a piece of music is organised into different sections of parts
<b>Call and Response</b>	Two short sections within a melody line where one phrase is answered by another

## Section 2: New Knowledge/Skills

**Binary Form (AB)** describes music in two sections. The first section can be labelled "A" and the second section "B" (either or both sections may be repeated). The "B" section **contrasts** musically in some way to the first "A" section.



**Ternary Form (ABA)** describes music in three sections. The first section can be labelled "A" and the second section "B". The "B" section **contrasts** in some way to the first "A" section which is then **repeated** after the "B" section again.



**Rondo Form (ABACADA...)** describes music where a main **theme** or **melody** "A" keeps returning between different contrasting sections "B, C, D..." (called **episodes**)



## Section 3







**Call and Response** describes music which has a question phrase, the call, which is then followed by the answer phrase, the response. This acts as a musical conversation.

### Staff Notation



### Rhythm Notation

#### Kodály Rhythm Method

	Ta _ _ _
	Two _
	Ta
	Te
	Te-te
	Tecka-tecka

**Binary Form Example:**

**Ternary Form Example:**

**Rond Form Example:**

Links to prior learning: I've Got Rhythm  
Carnival of the Animals



### Section 1: Key Vocabulary

Tier 3 vocabulary	Definition
<b>Dietary Fibre</b>	Found in fruits, vegetables and wholemeal products it helps prevent constipation and reduces the risk of heart disease
<b>Carbohydrate</b>	Found in pasta, rice and potatoes - it gives us energy
<b>Protein</b>	Found in beans, nuts, lentils, meat, fish, eggs & dairy products - it helps us grow
<b>Vitamins</b>	Help to prevent illness
<b>Minerals</b>	E.g. Calcium / Iron - help maintain body processes
<b>Energy balance</b>	Balancing the amount of energy being put into the body through food, and the amount of energy used for activity.
<b>Traffic light labelling</b>	Colour coded food labels comparing fats, sugar & salt to an adult's average requirements. (Red- eat less, amber- not too many, Green- good to go!)
<b>Perishable</b>	Perishable foods are those which need to be kept in the fridge. They are often foods which have a higher risk of giving us food poisoning if they aren't stored or prepared correctly
Tier 2 vocabulary	Definition
<b>Fats</b>	Needed for energy found in margarine, butter, oil.
<b>Vegetarian</b>	A vegetarian doesn't eat meat or fish, but does eat eggs / cheese / milk
<b>Preservation</b>	Making something last longer (extending its shelf life).
<b>Modifying</b>	Changing / altering
<b>Descending order</b>	Most to least e.g. ingredients on a food label

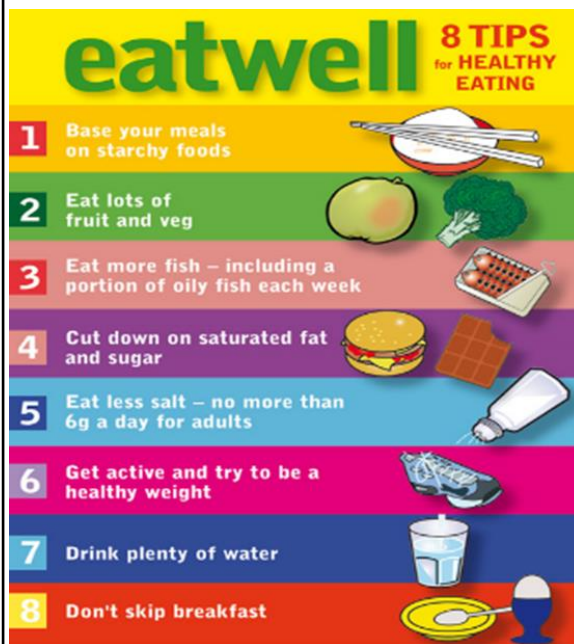
### Section 2: New Knowledge/Skills

#### 5-a-day

Eat at least 5 portions of a variety of fruit and vegetables every day. An adult portion is 80g but children need smaller portion sizes. 1 portion is roughly the amount you can fit in the palm of your hand.

Eat as many of the different categories below as possible because they all contain different combinations of fibre, vitamins, minerals and other nutrients.

Find out more: [www.nhs.uk/live-well/eat-well/why-5-a-day](http://www.nhs.uk/live-well/eat-well/why-5-a-day)



#### Diet related health issues

By choosing to eat the wrong balance of foods we increase our risk of some of the following health issues:

- Heart disease
- Stroke
- Diabetes Type 2
- Tooth Decay
- Cancer

### Section 3:

#### Preservation

Food can be preserved in different ways. This means that it will keep for longer without spoiling or causing food poisoning. Preservation methods include

- Freezing
- Drying
- Pickling
- Jamming
- Canning

Preservation extends a product's **shelf life**.

**Use by** dates should always be followed as they are found on perishable foods which can cause food poisoning.

**Best before** dates are just a recommendation that the food will be at its best quality up to this date, but it can still be eaten for some time afterwards and is safe to do so.

#### Homework 1

Revision for Assessed task. Read the information on both of the Y7 Food Tech Knowledge Organisers to help remind you of the Eatwell guide, nutrients and healthy eating ready for your assessment.

#### Homework 2

Sugar coated cornflakes



of an adult's Reference Intake.  
Typical values per 100g: Energy 1626kJ/381kcal

Each fillet (240g) contains

Battered fried cod



of an adult's Reference Intake.  
Typical values per 100g: Energy 1031kJ/247kcal

Analyse the traffic light labels provided above.

Explain how you would modify the recipes, or what you would swap them to to make them more healthy.

Give two examples of breakfast dishes which would provide a balanced nutritious start to the day instead of sugar coated cereal.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Block Print</b>	A method of printing <b>textiles</b> by stamping ink-dipped blocks—usually made from wood or linoleum—onto <b>fabric</b>
<b>Applique</b>	Means applying (sewing or bonding) one piece of <b>fabric</b> to another – usually shapes or designs on top of a <b>fabric</b> background
<b>Bondaweb</b>	Is a <b>soft adhesive mesh with a transfer paper backing</b> . Makes bonding (or sticking) two fabrics together quick & easy.
<b>Calico</b>	<b>Calico fabric</b> is a plain-woven <b>textile</b> , made from half-processed and unbleached cotton fibres.
<b>Woven</b>	A <b>Woven fabric</b> is any <b>textile</b> formed by <b>weaving</b> . <b>Woven fabrics</b> are often created on a loom
<b>Loom</b>	A <b>loom</b> is a machine or device for <b>weaving</b> thread or yarn into <b>textiles</b> . <b>Looms</b> can range in size from very small hand-held frames, to large free-standing <b>looms</b>
<b>Warp</b>	The <b>warp</b> is the set of yarns that run lengthwise (up & down) on a loom
<b>Weft</b>	Weft threads are the horizontal threads that are interlaced (in & out) through the warp
Tier 2 vocabulary	
<b>Template</b>	A paper or cardboard <b>shape</b> which can be traced onto <b>fabric</b> prior to cutting out. Templates are used when making garments in the fashion industry

## Section 2: Skills

### Applique

You will use applique to decorate the front of your bag. Applique describes adding layers of fabric shapes to make a picture or design. We can use Bondaweb to stick the layers down before we sew them. Bondaweb is a glue that is activated by the heat from the iron to melt it and adhere the layers together.

To use the bondaweb:

1. Firstly cut the shape you want to make from it.
2. Next iron the shape onto the **REVERSE** of the fabric.
3. Cut out the fabric shape using the outside of the Bondaweb as a guide.
4. Peel the paper from the back of the bondaweb
5. Place the bondaweb/fabric shape onto your bag where you want it to go, bondaweb side down.
6. Place a paper towel over the top of your work
7. Iron in place for 10 swirls
8. Check if it has glued in place. If not repeat step 7 again until it is stuck down.

### Block Printing

Block printing is a method of decorating fabric that has been used for many hundreds of years. Traditionally the blocks would be made from carved wood.



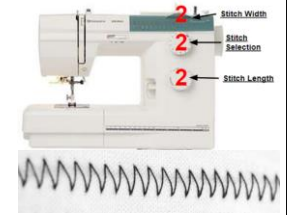
### Manufacturing Steps

1. Mark out the seam allowances on the calico fabric.
2. Use bondaweb to applique the design to the front of the bag.
3. Sew around the applique design.
4. Make the block print
5. Use the block print to make a repeat pattern on the back of the bag
6. Iron the fabric paint when it is dry to fix it into the fabric
7. Fold the bag together **INSIDE OUT**
8. Sew along the seam allowance lines down each side, in straight stitch and zig zag.
9. Fold the top of the bag over twice and sew in place.
10. Make the straps
11. Sew the straps to the top of the bag

## Section 3: Knowledge

### Zig Zag

A zig zag stitch is often used for Decoration around the outside of an appliqued piece of fabric.



It is also useful to neaten the edges of a woven fabric and stop it from fraying.

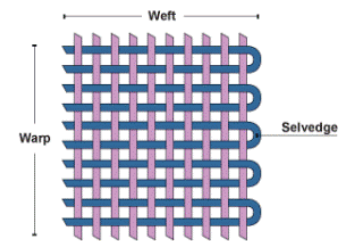
### Fabric Crayons

Fabric crayons are an easy way to add more detail to a fabric design. They work in the same way as normal wax crayons, you draw straight onto the fabric. There is an extra step though to fix the crayons into the fabric you need to iron it. The heat from the iron fixes the crayons into the fibres of the fabric so that you can wash it etc. You need to remember to cover your crayon design with a paper towel so that the excess wax can be absorbed.

### Weaving

The cotton calico fabric you are using for your bag is woven on a loom.

This diagram shows you the key parts of the fabric.



It is easy to remember that the **WEFT** goes from **LEFT** to right if you think of **WEFT=LEFT**

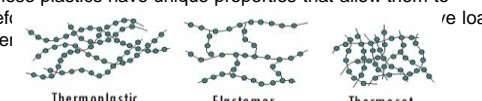
### Homework Tasks

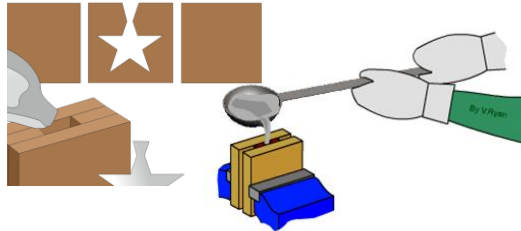
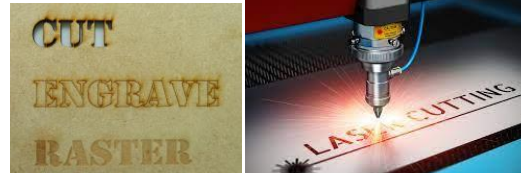
**Task One:** Copy the diagram of the **WEAVING**, label the Warp and Weft. Challenge: can you research the **BIAS** and mark onto your diagram where that would be?

**Task Two:** The settings for a basic zig zag stitch are shown above. Can you predict what would happen the stitch if you adjusted the dials?

1. Draw what you think the shape of the zig zag would be if I changed the Width to 5
2. Draw what you think the shape of the zig zag would be if I changed the width to zero.

Section 1: Key Vocabulary	
Tier 3 vocabulary	Definition
<b>Casting</b>	An object made by pouring molten metal or other material into a mould.
<b>Pewter</b>	An Alloy metal that is mostly made of tin and then mixed with other metals such as copper.
<b>CAD</b>	Computer Aided Design. Using computers to design a product.
<b>CAM</b>	Computer Aided Manufacture. Using a computer to control the machine making a product.
<b>Abrasive</b>	A surface that causes damage or wear by rubbing.
<b>Coping Saw</b>	A handsaw with a thin blade that is attached to the handle by a U-shaped frame, used for cutting curved shapes into wood.
<b>Wet and Dry</b>	Wet and dry paper is a type of sandpaper with a coating of abrasive material. Wet and dry can be used wet with water as well as dry for the purpose of polishing.
<b>File</b>	A tool used to remove fine amounts of material from a workpiece. It is common in woodworking, metalworking, and other material types.
<b>Laser Cutter</b>	Laser cutting is a technology that uses a laser to vaporize materials, resulting in a cut edge. It can also be used to engrave and rasterize.
<b>Die Mould</b>	A mould create with a hollow centre used in the casting process. (See casting definition).
<b>Acrylic</b>	A petroleum based plastic material with outstanding strength, stiffness and variety of thicknesses and colours
<b>Pillar Drill</b>	An electrical drill that can be used to drill holes into a variety of different materials.

Section 2: New Knowledge/Skills
<b>New Skill/ Knowledge</b>
I can explain the casting process
I have researched an existing product
My ideas have been developed focusing on a design for a customer
I have learnt how to use 2D design software basic tool
I can use 2D design software text tools in format text
I can use 2D design software to contour an image from the internet
I have used a pillar drill to drill a hole in my keyring or scrap metal.
I have used a coping saw to remove the spout
I can use a file to remove remainder of spout
I have used wet and dry paper to improve the surface finish of metal
I can explain the difference between engraving and cutting on the laser cutter
I can describe the differences between Acrylic and Pewter
I can use a star diagram to evaluate my work and the work of others
<b>Plastics:</b> Come in 3 main categories <b>Thermofforming Plastics -</b> Thermofforming is a manufacturing process where a plastic sheet is heated to a pliable forming temperature, formed to a specific shape in a mold, and trimmed to create a usable product. These plastic can be reheated and reshaped and usually recycled. <b>Thermosetting Plastics:</b> Thermoset plastics are synthetic materials that strengthen when heated but cannot successfully be remolded or reheated after initial heat-forming or molding. These plastics tend not to be recyclable. <b>Elastomer:</b> These plastics have unique properties that allow them to deform under load and return to their original shape when the load is removed. 

Section 3: Knowledge
<b>Metals.</b> Metals come in 3 different categories: Ferrous, Non-Ferrous and Alloys <b>Ferrous Metals:</b> These metals contain Iron because of this almost all of them are magnetic. <b>Non-Ferrous Metals:</b> These metals do not contain Iron, so do not rust, useful if they are exposed to moisture. <b>Alloys:</b> Are formed when one or more elements are combined with a metal <b>Types of Metal:</b> Iron            Aluminium            Brass Steel            Copper            Stainless Steel <b>Split moulds:</b> A split mould is a great way to cast complex shape of small to medium size quickly and effectively. 
<b>Laser:</b> Is a machine that cuts out designs drawn using CAD. They can make really accurate and fine cuts through paper, card, plastic and sheet metals. <b>Cutting</b> - The laser beam burns away material to get the desired shape. <b>Engraving</b> -Is the practice of using lasers to draw onto an object. <b>Rasterize</b> - Raster engraving is where the material is removed from the materials. 



## Section 1: Key Vocabulary

## Tier 3 vocabulary      Definition

**Characteristic**      A feature or quality belonging to a person

**Achievement**      Something done successfully with effort, skill or courage

**Diversity**      The practice of including or involving people from a range of backgrounds

**Relationship**      The way in which two or more people or groups behave

**Dilemma**      A difficult situation or problem

**Frenemy**      A person who is your friend but might dislike you

**Toxic**      Very harmful or unpleasant

**Genuine**      Something that is truly what it is said to be

**Mutual**      A feeling or action experienced by two people

**Banter**      A playful exchange of teasing remarks

## Section 2:

Understand what a healthy relationship is.

- Explain why diversity is important in society and in school.
- Evaluate the different types of friendship and understanding which are the most positive.
- Understand why banter can be negative.
- Develop strategies navigate friendship issues.
- Assess your own friendship situations.





Section 1: Words we will learn	
Tier 3 vocabulary	Definition
<b>Facial Expression</b>	How we use our faces to communicate and how we read other people faces.
<b>Tone of Voice</b>	How we change the expression in our speech to communicate and how we learn to listen to other people speaking.
<b>Body language</b>	How we speak using our body instead of using words and how we read other people's body language to see how they are feeling.
<b>Classroom rules</b>	The space in which we learn has a list of DO'S and DONT'S.

Useful school terms we will learn	
Tier 2 vocabulary	Definition
<b>Planners</b>	A diary that we use at Belper School.
<b>Planning</b>	Getting used to thinking ahead
<b>Routines</b>	How the school terms work.
<b>Peers</b>	Getting to know the people in the group, or in your class.
<b>Memory</b>	Developing your memory skills and finding ways to remember things more easily.

## Section 2: What we will do

In Bridge Group lessons we will:

- Develop on what we learnt in the Autumn term.
- Get to know each people in the group.
- Learn to share our experiences.
- Learn to develop our turn taking skills.
- Learn to pick out things to talk about them to the group
- Develop our memory skills and find ways to support our memory.
- Use games to develop our key social skills.
- Work on Voice, Face, Body, and Space.

TURN TAKING  
ACTIVITIES



## Section 3: Some games we will play

### Memory Games

We will add to the memory games we play:

**In the attic.....listing around the group an item that they found in Grannie's Attic.**

**Sharing and remembering information about our group.**

**Techniques.....The Story Method, using a story to connect things that need to be remembered.**

**Number Card Game.** We play games every lesson so we will be playing lots more!



## Year 7 Spring 2: Extra – Curricular Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Lunchtime</b>		<b>Girls' Basketball</b> With Leanne Sports Hall 12.15 – 1.00  <b>Carnegie</b> With Tamara Library 12.15 – 1.00	<b>Scalextric/Hornby Railway Club</b> With Phill T2 12.15 – 1.00  <b>Belper Band</b> With Anna Mu1 12.15 – 1.00  <b>Knit and Crochet Club</b> With Emma T5 12.15 – 1.00	<b>Lunch Club</b> With Jenny and Carolyn Library 12.15 – 1.00 By invitation  <b>Basketball</b> With Tom Sportshall 12.15 – 1.00  <b>Dance Club for Night at the Musicals</b> With Sarah A6 12.15-12.45	<b>Chess</b> With Carlos M2 12.15 – 1.00  <b>Inter-tutor</b> With Matt, Rebecca and Sports Leaders Sports Hall 12.15 – 1.00  <b>Games Club</b> With Emma Library 12.15 – 1.00
<b>After School</b>	<b>Recycling/Litter Picking</b> With Marc P2 3.00 – 4.00  <b>Art Club (week 1 only)</b> With Lucy A4 3.00 – 4.00	<b>LGBTQ+/Pride</b> With Karen, Emma and Sally T5 3.00 – 4.00  <b>Music Producers Club</b> With Phil Music Block 3.00 – 5.00	<b>Textiles Club</b> With Sarah T1 3.00 – 4.00  <b>Recycling/Litter Picking</b> With Marc P2 3.00 – 4.00  <b>Football</b> With Tom Field 3.15 – 4.15	<b>Tabletop RPG</b> With Mike H9 3.00 – 5.00  <b>Girls' Football Fixtures</b> With Leanne PE 3.00 – 4.00  <b>Belper Choir</b> With Anna Mu1 3.00 – 4.00  <b>Gardening Club</b> With Marc and Tony Rosie's Garden 3.00 – 4.00  <b>Scalextric/Hornby Railway Club</b> With Phill T2 3.00 – 4.00	<b>Computing Club</b> With Adam, Carol, Jamie. L7 3.14 – 4.00  <b>Art Club</b> With Lucy A4 3.00 – 4.00

2 Black/Blue Pens  
and 1 Coloured Pen



2 Pencils



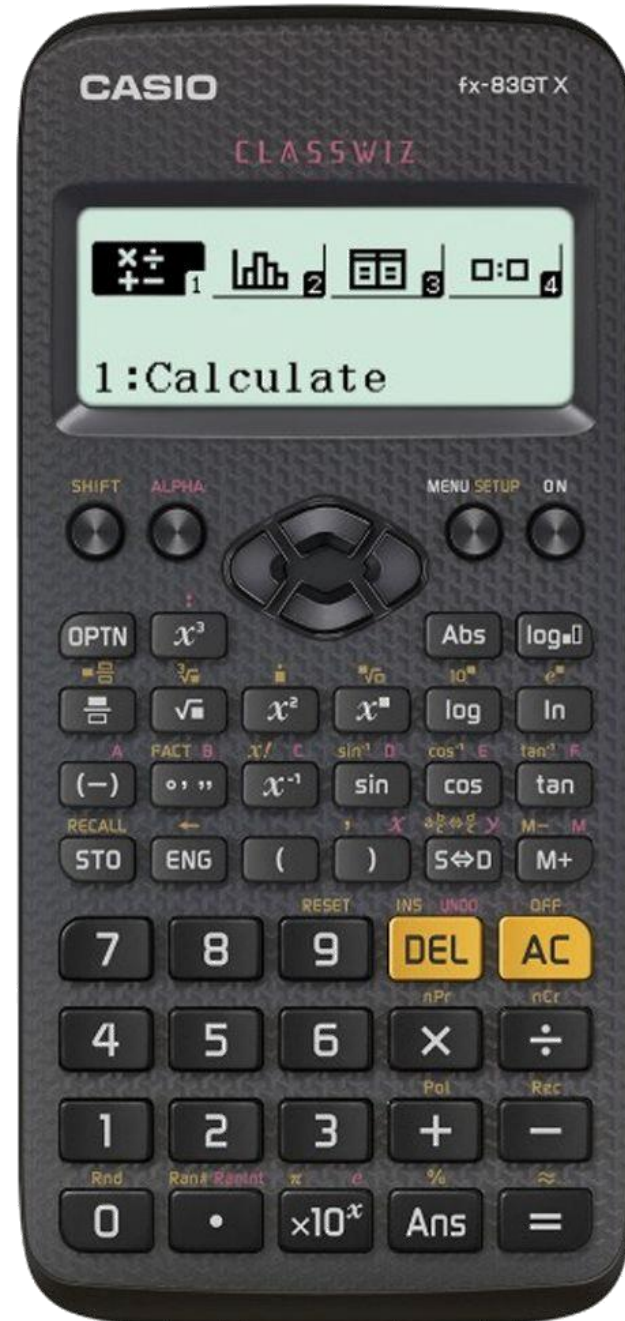
Eraser



Pencil Sharpener



Scientific Calculator



Planner

Ruler

