

# Maidenhill School

# Knowledge Organiser

Year 7 – Term 4



**Be kind, Aspire, Persevere, Achieve**

Name:

Tutor:

# Planner - Term 4



Week 2	Notes
Monday 24 <sup>th</sup> February	
Tuesday 25 <sup>th</sup> February	
Wednesday 26 <sup>th</sup> February	
Thursday 27 <sup>th</sup> February	
Friday 28 <sup>th</sup> February	
Week 1	Notes
Monday 3 <sup>rd</sup> March	
Tuesday 4 <sup>th</sup> March	
Wednesday 5 <sup>th</sup> March	
Thursday 6 <sup>th</sup> March	Y7 Parent's Evening 4 – 6.30pm
Friday 7 <sup>th</sup> March	

Week 2	Notes
Monday 10 <sup>th</sup> March	
Tuesday 11 <sup>th</sup> March	
Wednesday 12 <sup>th</sup> March	
Thursday 13 <sup>th</sup> January	
Friday 14 <sup>th</sup> March	
Week 1	Notes
Monday 17 <sup>th</sup> March	
Tuesday 18 <sup>th</sup> March	
Wednesday 19 <sup>th</sup> March	
Thursday 20 <sup>th</sup> March	
Friday 21 <sup>st</sup> March	



<b>Week 2</b>	<b>Notes</b>
Monday 24 <sup>th</sup> March	
Tuesday 25 <sup>th</sup> March	
Wednesday 26 <sup>th</sup> March	
Thursday 27 <sup>th</sup> March	
Friday 28 <sup>th</sup> March	
<b>Week 1</b>	<b>Notes</b>
Monday 31 <sup>st</sup> March	
Tuesday 1 <sup>st</sup> April	
Wednesday 2 <sup>nd</sup> April	
Thursday 3 <sup>rd</sup> April	
Friday 4 <sup>th</sup> April	

<b>Week 2</b>	<b>Notes</b>
Monday 7 <sup>th</sup> April	RP2 published
Tuesday 8 <sup>th</sup> April	
Wednesday 9 <sup>th</sup> April	
Thursday 10 <sup>th</sup> April	
Friday 11 <sup>th</sup> April	

Notes...

# Self-certification / Out of lessons



## Self-certification

Every student is entitled to self-certify to go to the toilet on 2 occasions each term, when they do not have a medical exemption (issued by school only, in conjunction with parents). This will equate to 12 opportunities a year.

Sign below and show to your teacher. If you have a reason that requires this page to be refreshed before the end of term, please speak to your Head of Year.

Date	Time	Student signature


Insert medical exemption here (Head of Year)  
Review/end date:

## Student out of lesson record

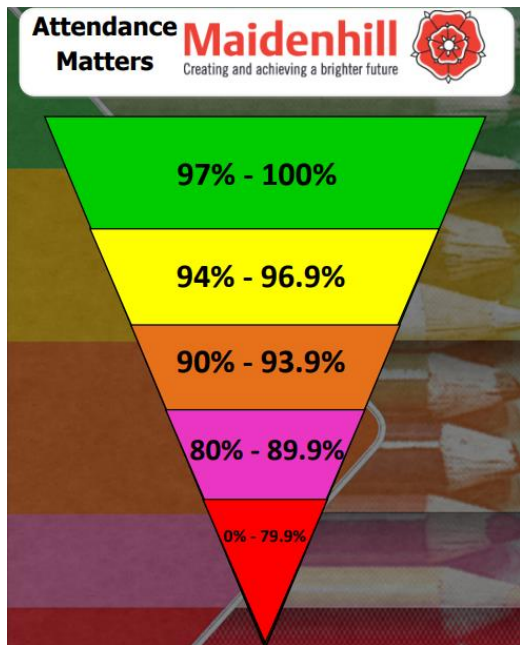
Date and time	Reason	Staff signature

Have a problem?  
Worried about someone or something?  
Need someone to talk to? Scan the QR code and let us know.

Reporting your concerns



# Attendance



Attendance Groups	
Green	Expected Attendance
Yellow	Risk of Underachievement
Amber	Serious Risk of Underachievement
Pink	Severe Risk of Underachievement (PA)
Red	Extreme Risk (PA)



## Personal Attendance Record

Week	Monday	Tuesday	Wednesday	Thursday	Friday	%	Colour	↑ → ↓
1								
2								
3								
4								
5								
6								
7								

# Home School Agreement and uniform expectations



## As a student of the school I will:

- Attend school every day and on time
- Represent the school in a positive way on my way to and from school
- Wear the correct school uniform smartly at all times
- Ensure I have downloaded the ClassCharts app and actively use the platform so that I am up to date with notifications regarding my behaviour, attendance, homework and detentions
- Follow the “Maidenhill Expectations” for all students regarding their Behaviour for Learning and uphold the school’s expectations to ‘Be kind, Aspire, Persevere and Achieve’
- Not use my mobile phone in school
- Go to reception if I need to contact home
- Be polite and considerate to all members of the school community
- Ensure that my behaviour has a positive impact on other students’ learning and progress
- Refuse to take part in bullying or anti-social behaviour, including on social media
- Take responsibility for my own learning and actively participate in lessons
- Actively seek ways to improve my work and respond effectively to feedback
- Complete all my classwork and homework to the best of my ability and on time
- Respect the environment of the school and its neighbourhood, and help to keep it clean and tidy, free from litter and graffiti
- Represent the school in a positive way in the local community and when participating in school activities or visits, and on social media
- Talk with my parent(s)/carer(s) and school staff about any concerns in school
- Pass any written correspondence to my parents’/carers’ on the day they are issued
- Interact positively with any school social media platforms.

Student Signature .....

## Maidenhill Uniform

- ❖ Maidenhill school blazer needed at all times
- ❖ Maidenhill school tie
- ❖ Long or short sleeved plain white shirt, **tucked in when in the school building**
- ❖ Plain black, smart, tailored trousers
- ❖ Footwear should be a shoe and not a boot, and entirely black
- ❖ White, grey or black socks with no logos
- ❖ Black or nude tights. No patterns.
- ❖ Optional
  - Maidenhill skirt
  - Maidenhill shorts
  - Simple black belt
  - Maidenhill jumper



- ❖ Jewellery must be easily removed for practical lessons. Earrings must be studs and not dangle. Necklaces should be underneath the shirt
- ❖ Make-up should be discreet
- ❖ Hair must not be of extreme style or colour. Long hair should be tied back for health and safety reasons in certain subjects



## Maidenhill PE Uniform

- ❖ Red Maidenhill PE polo shirt
- ❖ Red Maidenhill hooded jumper
- ❖ Optional Rugby shirt
- ❖ Options for the lower half:
  - Plain black shorts with no logos
  - Black tracksuit bottoms with no logos
  - Maidenhill leggings
  - Maidenhill Skort
  - Plain black leggings with no logos

- ❖ Socks
  - White or black
  - Red needed for all fixtures
- ❖ Shoes
  - Suitable trainers
  - Optional studded boots for football/rugby



## Borrowed uniform items

Date	Item	Number	Returned

Home School Agreement and Uniform

# Equipment and acceptable use of the school ICT facilities



## Equipment

You should be fully equipped for every lesson. Make sure you have the correct books for each lesson. It is always a good idea to pack your school bag the night before. Remember to check your timetable first. Here is a useful checklist.

### Essential requirements

- At least 2 black pens
- 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- Ruler
- Rubber
- Pencil Sharpener
- Scientific calculator
- Colouring pencils and/or colouring pens
- Headphones for music
- PE kit to be worn on days with PE or dance

### Student property

You are expected to have your clothing marked with your name and, wherever possible, all other items of property which you are expected to bring to school with you such as bags, pencil cases and PE kit named too.

Money, bus passes and other similar items of value should always be carried with you and never left in bags around the school at break and lunchtimes.

You have the opportunity, if you wish, to hand valuables to a teacher before PE and arrangements will be made for safe keeping. The changing rooms are not always locked during lessons. If you do not do this, the school cannot guarantee full security for your property.

## Network rules

**Never share your password with anyone** – not even your best friend – if you suspect that someone knows it, change it or see an ICT technician as soon as possible

**Never share your user area with anyone** – email files to a friend or home as an attachment, or use Office 365 “One Drive”

**Always log off before leaving a computer**

**Never tamper with ICT equipment**, if your PC or laptop is damaged or not working properly, please inform a member of staff immediately. DO NOT disconnect, reconnect or move or swap any cables at any time

**Never give a stranger any information about you or your home**

**Always communicate with strangers politely** – ask a teacher to check before sending

**Don't suffer bullying** – report and give a printout of any email or other material that offends you to a teacher

**Avoid the spreading of computer viruses** – from the internet or home. Keep your home virus checking software up to date

**Do not attempt to download or install software** – use only the software provided

**Always give credit for information obtained from the internet**

**Do not eat or drink close to electronic equipment or in any computer room**

**Use your printing credits with care** – extra print credits in any one week can only be obtained through the permission of a teacher whose work you need to print

**The use of the internet at school must be in support of learning.** The use of all chat systems is strictly forbidden. Inappropriate use will result in access being withdrawn. A log of all internet access and activity is monitored throughout the day by the network staff so misuse of the system can be quickly identified and dealt with.

To access email from home, log on [rmunify.com](http://rmunify.com). School emails should only be used to communicate with staff/students about school related matters. You can also speak with staff via the message function on ClassCharts.

Visit the website ‘[thinkyouknow](http://thinkyouknow.co.uk)’ for essential and excellent advice on using the internet safely outside of school.





# Behaviour for Learning

At Maidenhill School we believe that students have the right to learn, and teachers have the right to teach.

When you make good choices and follow the rules, you will be rewarded.

## Rewards

You can collect positive reward points in lessons and for completing quality homework. Rewards can be spent in the reward shop at the end of each term on vouchers, chocolate, stationery and much more! We have end of term rewards and end of year rewards in the form of our activities week, all to recognise the positivity and hard work you show each and every day.

If you make poor choices and do not follow the rules, then a clear set of consequences will follow.

## Consequences

**C2** – This is a verbal warning

**C3** – Issued with a BFL detention of 40mins

**C3r** – This is when you are sent out of a lesson, and you must move to the referral room. You will be issued with a 55mins detention. Those students that are removed from lesson five times in a term, will then receive a 1 day internal isolation in the refocus room for every subsequent C3r. This will be reset at the start of the next term

**C4** – Isolation in the refocus room

**C4e** – Educated off site at an alternative provision

**C5** – Fixed term suspension

## C5 Exclusions

**If a student receives a C5 they will be excluded from school for a fixed period of time.**

Incidents for which a students may be excluded include:

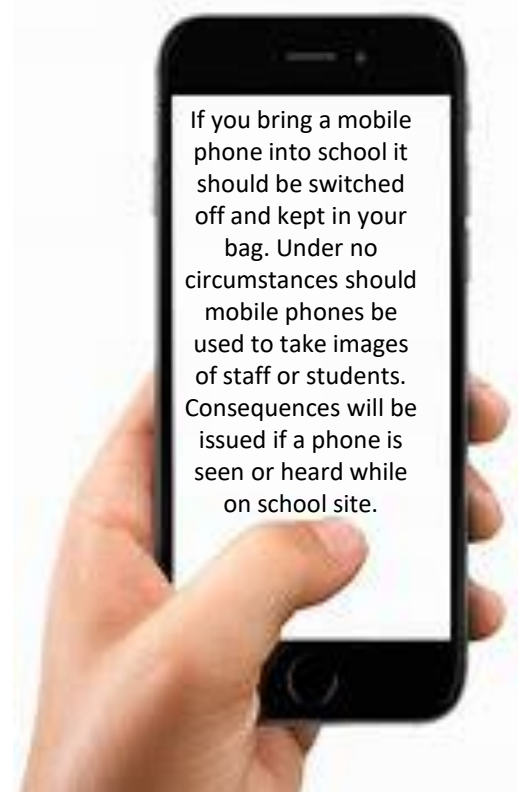
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social behaviour such as theft or damage to property
- A build-up of incidents which are unacceptable and contravene school standards
- Repeated disruption and defiance which has disturbed the learning of other students
- Persistent poor behaviour

If a student persistently behaves in an unacceptable manner, this could lead to a permanent exclusion.

**In exceptional circumstances, it is appropriate for the Headteacher to permanently exclude a student for a first offence. These might include such things as:**

- Serious actual or threatened violence against another individual
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon

The school can take no responsibility for valuable items brought into school by students (so students are advised not to bring in expensive items).



**The following items are not allowed to be brought into school:**

- Alcohol and drugs
- Knives and other weapons
- Fireworks
- Cigarettes/e-cigarettes, vapes, tobacco, matches and lighters
- Tippex or other correcting fluids
- Aerosols
- Illegal substances
- Energy/fizzy drinks

*Smoking is not permitted in school or on the way to and from school. Students found to be smoking/vaping or in possession of smoking/vaping equipment will receive a significant sanction.*





## What is bullying?

Bullying is when one person or a group of people deliberately hurt, threaten or frighten someone over a period of time. It can be physical; like punching or kicking, or emotional like teasing or calling names.



Bullying includes repeated:

- Hitting
- Insults
- Cruel nicknames
- Making threats
- Isolating someone
- Damaging, taking or hiding property
- Writing or telling lies about someone
- Sending cruel text messages, video messages or emails
- Spreading rumours
- Being unfriendly and turning others against someone
- Posting inappropriate comments on websites and social media

### Types

- Physical
- Cyber
- Verbal
- Emotional
- Prejudice based

### If you are being bullied, do not suffer in silence:

- Be firm – look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult, peer or friend what has happened, straight away
- If you are scared to tell someone, get a friend to go with you
- Keep on speaking up until someone listens
- Don't blame yourself for what has happened

### If you are being bullied, you can expect that:

- You will be listened to and taken seriously
- Action will be taken to help stop the bullying
- You will be involved in the process of deciding what action to take to stop the bullying and any worries that you may have will be listened to and respected
- You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour
- If you are ever in fear of your physical safety, staff will take immediate action to keep you safe

### When you are talking about bullying, be clear about:

- When it started
- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where and when it happened
- What you have already done about it

# Review Point 2



	Attitude to Learning	Attitude to homework	Organisation
<b>Outstanding</b> because student...	<p>...always engages with activities showing resilience when challenged</p> <p>...actively seeks ways to improve work and responds effectively to feedback</p> <p>...demonstrates consistently high levels of effort and focus</p>	<p>...always demonstrates high levels of determination and motivation</p> <p>...works hard to proof read IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows great pride in their presentation of homework</p>	<p>...is always on time to lessons and enters the classroom ready to learn</p> <p>...always brings correct equipment</p> <p>... always meets deadlines and is well prepared for tests, assessments and exams</p>
<b>Good</b> because student...	<p>...engages with activities often showing resilience when challenged</p> <p>...improves their work by responding to feedback</p> <p>...demonstrates high levels of effort and focus</p>	<p>...often demonstrates determination and motivation</p> <p>...proof reads IS for spelling, punctuation and grammar (SPAG)</p> <p>...shows pride in their presentation of homework</p>	<p>...is on time to lessons and enters the classroom ready to learn</p> <p>...brings the correct equipment</p> <p>...meets deadlines and is prepared for tests and exams</p>
<b>Not yet good</b> because student...	<p>...sometimes engages with learning activities but can be passive</p> <p>...responds to feedback but doesn't always work hard enough at this</p> <p>...sometimes demonstrates high levels of effort and but not consistently</p>	<p>...sometimes demonstrates determination but sometimes effort is below expectation</p> <p>...checks IS for spelling, punctuation and grammar (SPAG) but could put more effort into this</p> <p>...could take more pride in their presentation of homework</p>	<p>...does not always arrive on time and/or is not always ready to learn.</p> <p>...sometimes forgets to bring the correct equipment for learning</p> <p>...sometimes does not meet deadlines and/or is not prepared for tests and exams</p>
<b>Urgent improvement required</b> because student...	<p>...rarely engages with learning activities but not at the standard expected</p> <p>...rarely improves their work by responding to feedback and doesn't put enough effort into this</p> <p>...can make poor choices regarding behaviour and/or disrupts the learning of others</p>	<p>...rarely demonstrates determination and effort is often below expectation</p> <p>...makes insufficient effort to proof read for spelling, punctuation and grammar (SPAG)</p> <p>...rarely takes pride in their presentation of homework</p>	<p>...is often late to lessons and/or often enters the classroom not ready to learn</p> <p>... often lacks the correct equipment</p> <p>...often misses deadlines and/or is often unprepared for tests and exams</p>
<b>X</b>	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.	Teacher is unable to comment due to student absence.



# Tutor time – Maths Task 1



<b>Question 1</b> Find the lowest common multiple of 70 and 30	<b>Question 2</b> Find the lowest common multiple of 55 and 66	<b>Question 3</b> $7 \times 5 - 3$	<b>Question 4</b> $2 \times (12 - 6)$
<b>Question 5</b> Work out $162 \div 9 =$	<b>Question 6</b> Work out $492 \div 6 =$	<b>Question 7</b> Find the next 2 terms in the sequence 41, 38, 35, 32,....	<b>Question 8</b> Find the next 2 terms in the sequence 42, 37, 32, 27,....
<b>Question 9</b> Find 20% of £340	<b>Question 10</b> Find 5% of £360	<b>Question 11</b> Write down the value of the figure 4 in 41068	<b>Question 12</b> Write down the value of the figure 7 in 75064
<b>Question 13</b> Express as a mixed number  $\frac{7}{5}$	<b>Question 14</b> Express as a mixed number  $\frac{17}{4}$	<b>Question 15</b> Simplify $44 : 4$	<b>Question 16</b> Simplify $35 : 55$
<b>Question 17</b> Work out $331 \times 1000 =$	<b>Question 18</b> Work out $40.6 \times 10 =$	<b>Question 19</b> Complete using $< =$ or $>$  $\frac{6}{7}$ $\frac{3}{4}$	<b>Question 20</b> Complete using $< =$ or $>$  $\frac{8}{10}$ $\frac{6}{8}$

# SKILLS CHECK



Score

# Tutor time – Maths Task 2



<b>Question 1</b> Find the lowest common multiple of 36 and 45	<b>Question 2</b> Find the lowest common multiple of 21 and 28	<b>Question 3</b> $8 \times 5 - 4$	<b>Question 4</b> $6 \times (5 + 4)$
<b>Question 5</b> Work out $74 \div 2 =$	<b>Question 6</b> Work out $560 \div 7 =$	<b>Question 7</b> Find the next 2 terms in the sequence 16, 21, 26, 31,....	<b>Question 8</b> Find the next 2 terms in the sequence 45, 41, 37, 33,....
<b>Question 9</b> Find 5% of £640	<b>Question 10</b> Find 10% of £180	<b>Question 11</b> Write down the value of the figure 8 in 81042	<b>Question 12</b> Write down the value of the figure 4 in 39467
<b>Question 13</b> Express as a mixed number  $\frac{20}{7}$	<b>Question 14</b> Express as a mixed number  $\frac{3}{2}$	<b>Question 15</b> Simplify $8 : 40$	<b>Question 16</b> Simplify $110 : 130$
<b>Question 17</b> Work out $748 \times 1000 =$	<b>Question 18</b> Work out $8.8 \times 10 =$	<b>Question 19</b> Complete using $< =$ or $>$  $\frac{3}{4}$ $\frac{1}{3}$	<b>Question 20</b> Complete using $< =$ or $>$  $\frac{3}{5}$ $\frac{1}{2}$

# SKILLS CHECK



Score

# Tutor time – Maths Task 3



<b>Question 1</b> Find the lowest common multiple of 77 and 33	<b>Question 2</b> Find the lowest common multiple of 49 and 42	<b>Question 3</b> $20 - 2 \times 3$	<b>Question 4</b> $10 \times (2 + 3)$
<b>Question 5</b> Work out $104 \div 8 =$	<b>Question 6</b> Work out $792 \div 9 =$	<b>Question 7</b> Find the next 2 terms in the sequence 46, 43, 40, 37,....	<b>Question 8</b> Find the next 2 terms in the sequence 20, 25, 30, 35,....
<b>Question 9</b> Find 20% of £40	<b>Question 10</b> Find 10% of £220	<b>Question 11</b> Write down the value of the figure 9 in 59200	<b>Question 12</b> Write down the value of the figure 6 in 86709
<b>Question 13</b> Express as a mixed number  $\frac{8}{3}$	<b>Question 14</b> Express as a mixed number  $\frac{7}{5}$	<b>Question 15</b> Simplify $55 : 25$	<b>Question 16</b> Simplify $16 : 8$
<b>Question 17</b> Work out $178 \times 10 =$	<b>Question 18</b> Work out $6.6 \times 1000 =$	<b>Question 19</b> Complete using $< =$ or $>$  $\frac{2}{3}$ $\frac{1}{2}$	<b>Question 20</b> Complete using $< =$ or $>$  $\frac{4}{6}$ $\frac{2}{3}$

# SKILLS CHECK



Score

# Tutor time – Maths – Extra practice



<b>Question 1</b> Find the lowest common multiple of 24 and 16	<b>Question 2</b> Find the lowest common multiple of 16 and 48	<b>Question 3</b> $4 + 2 \times 4$	<b>Question 4</b> $9 \times (5 + 3)$
<b>Question 5</b> Work out $297 \div 9 =$	<b>Question 6</b> Work out $420 \div 5 =$	<b>Question 7</b> Find the next 2 terms in the sequence 16, 24, 32, 40,....	<b>Question 8</b> Find the next 2 terms in the sequence 37, 32, 27, 22,....
<b>Question 9</b> Find 20% of £240	<b>Question 10</b> Find 10% of £760	<b>Question 11</b> Write down the value of the figure 1 in 61800	<b>Question 12</b> Write down the value of the figure 8 in 86902
<b>Question 13</b> Express as a mixed number  $\frac{7}{5}$	<b>Question 14</b> Express as a mixed number  $\frac{17}{4}$	<b>Question 15</b> Simplify $11 : 55$	<b>Question 16</b> Simplify $6 : 66$
<b>Question 17</b> Work out $7 \times 10 =$	<b>Question 18</b> Work out $39.9 \times 1000 =$	<b>Question 19</b> Complete using $< =$ or $>$  $\frac{3}{5}$ $\frac{1}{2}$	<b>Question 20</b> Complete using $< =$ or $>$  $\frac{6}{9}$ $\frac{1}{3}$

## SKILLS CHECK



Score

# Tutor time – Maths – Extra practice



<p><b>Question 1</b> Find the lowest common multiple of 21 and 28</p>	<p><b>Question 2</b> Find the lowest common multiple of 6 and 10</p>	<p><b>Question 3</b> <math>7 + 6 \times 2</math></p>	<p><b>Question 4</b> <math>6 \times 4 - 4</math></p>
<p><b>Question 5</b> Work out <math>78 \div 6 =</math></p>	<p><b>Question 6</b> Work out <math>516 \div 6 =</math></p>	<p><b>Question 7</b> Find the next 2 terms in the sequence 14, 17, 20, 23,....</p>	<p><b>Question 8</b> Find the next 2 terms in the sequence 11, 13, 15, 17,....</p>
<p><b>Question 9</b> Find 10% of £840</p>	<p><b>Question 10</b> Find 10% of £580</p>	<p><b>Question 11</b> Write down the value of the figure 2 in 42965</p>	<p><b>Question 12</b> Write down the value of the figure 6 in 57600</p>
<p><b>Question 13</b> Express as a mixed number</p> $\frac{9}{5}$	<p><b>Question 14</b> Express as a mixed number</p> $\frac{11}{3}$	<p><b>Question 15</b> Simplify <math>9 : 18</math></p>	<p><b>Question 16</b> Simplify <math>8 : 44</math></p>
<p><b>Question 17</b> Work out <math>16 \times 100 =</math></p>	<p><b>Question 18</b> Work out <math>6.4 \times 10 =</math></p>	<p><b>Question 19</b> Complete using <math>&lt; =</math> or <math>&gt;</math></p> $\frac{3}{9} \quad \frac{2}{4}$	<p><b>Question 20</b> Complete using <math>&lt; =</math> or <math>&gt;</math></p> $\frac{7}{8} \quad \frac{4}{6}$

**SKILLS CHECK** 

Score





<b>Question 1</b> Find the lowest common multiple of 30 and 40	<b>Question 2</b> Find the lowest common multiple of 80 and 60	<b>Question 3</b> $6 + 12 \times 2$	<b>Question 4</b> $20 - 7 \times 5$
<b>Question 5</b> Work out $84 \div 7 =$	<b>Question 6</b> Work out $48 \div 4 =$	<b>Question 7</b> Find the next 2 terms in the sequence 41, 37, 33, 29,....	<b>Question 8</b> Find the next 2 terms in the sequence 43, 40, 37, 34,....
<b>Question 9</b> Find 20% of £80	<b>Question 10</b> Find 20% of £200	<b>Question 11</b> Write down the value of the figure 1 in 76108	<b>Question 12</b> Write down the value of the figure 3 in 63091
<b>Question 13</b> Express as a mixed number  $\frac{9}{7}$	<b>Question 14</b> Express as a mixed number  $\frac{5}{4}$	<b>Question 15</b> Simplify $63 : 9$	<b>Question 16</b> Simplify $6 : 15$
<b>Question 17</b> Work out $662 \times 1000 =$	<b>Question 18</b> Work out $1.2 \times 10 =$	<b>Question 19</b> Complete using $< =$ or $>$  $\frac{4}{9}$ $\frac{4}{8}$	<b>Question 20</b> Complete using $< =$ or $>$  $\frac{1}{3}$ $\frac{1}{2}$

## SKILLS CHECK



Score





## Task 1

Read this paragraph, which is a short biography of William Shakespeare.

Using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

william shakespeare 1564–1616 was an english writer actor and poet he is famous for creating amazing plays and poems that are still loved today he was born in Stratford upon Avon England and was baptised on April 26 1564 so he was probably born a few days before that when he was 18 he married anne hathaway and they had three children Susanna and twins named Hamnet and Judeth

shakespeare moved to London when he was older and started working in theaters he helped run a theater called the Globe and was part of a famous acting group called the Kings Men He wrote 39 plays including funny ones like A midsummer Nights dream sad ones like romeo and Juliet and Hamlet and stories about kings like Henry V He also wrote 154 poems called sonnets

shakespeare's stories are about things we all feel like love jealousy and wanting to be powerful His words were so clever and beautiful that people still read and perform his plays today he retired later in life and went back to Stratford where he died on April 23 1616 Even after 400 years Shakespeare is remembered as one of the greatest writers in history

### Reminders:

- Start of a sentence: capitalise the first word of every sentence.
- Use a full stop to indicate the end of a statement and start the next sentence with a capital letter.
- Use a comma when joining two sentences with "but," or "or." Example: *She was late, but she finished the work.*
- After intro. words: use a comma after a word or phrase at the beginning of a sentence. Example: *After school, we played football.*
- Extra information: use commas to add extra details that aren't necessary for the sentence to make sense. Example: *My brother, who is 10, loves football.*



## Task 2

Read the poetic techniques listed below and match the technique to the definition.

Technique and effect
<b>Metaphor</b> – when you are saying something is something else for dramatic effect.
<b>Simile</b> – used to compare love to something that is intense and overwhelming.
<b>Personification</b> – it makes the feeling sound intense and extreme.
<b>Exclamation</b> – to highlight excitement, panic or fear.
<b>Repetition</b> – to create emphasis on what is being said.

Quote
"A horse! A horse! My kingdom for a horse!" ( <i>Richard III</i> )
"All the world's a stage, and all the men and women merely players." ( <i>As You Like It</i> )
"Some are born great, some achieve greatness, and some have greatness thrust upon them." ( <i>Twelfth Night</i> )
"My love is like a fever, longing still." ( <i>Sonnet 147</i> )
"When sorrows come, they come not single spies, but in battalions." ( <i>Hamlet</i> )

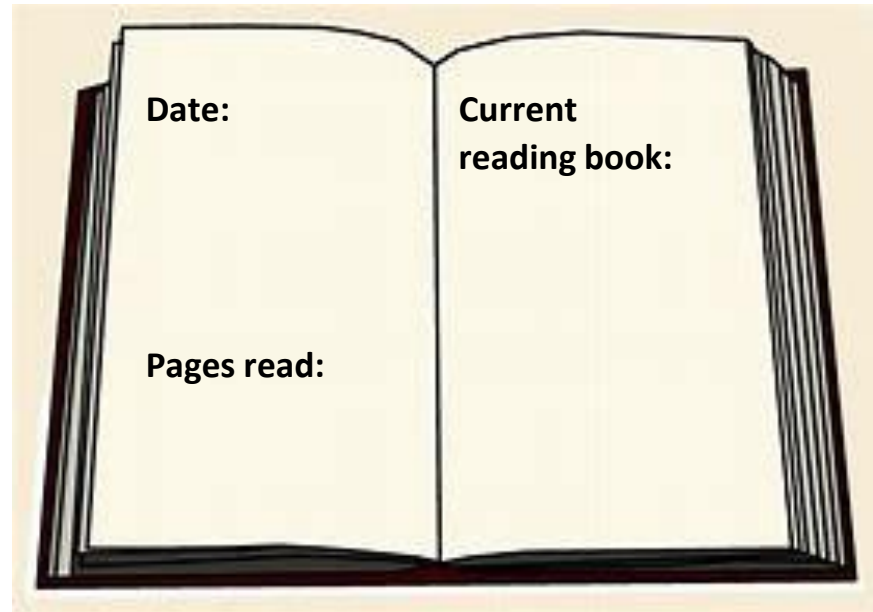
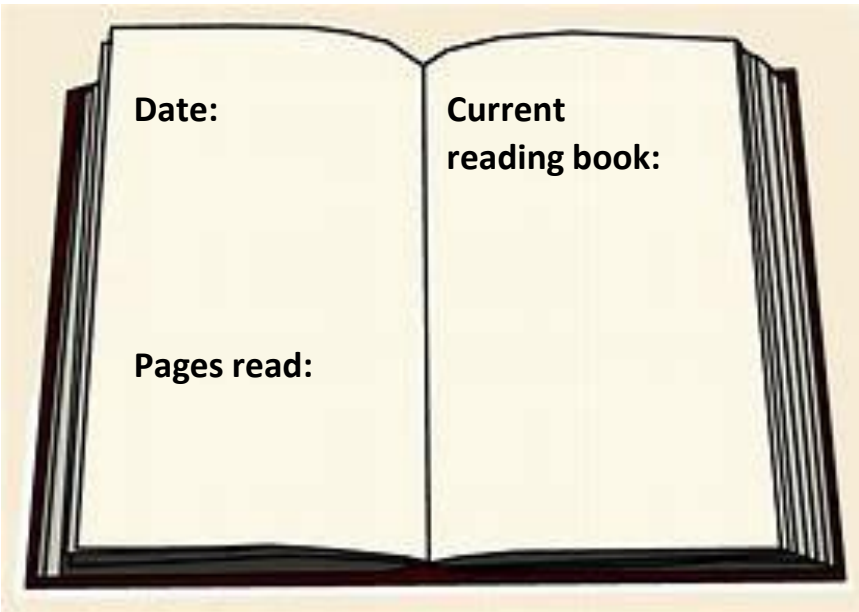
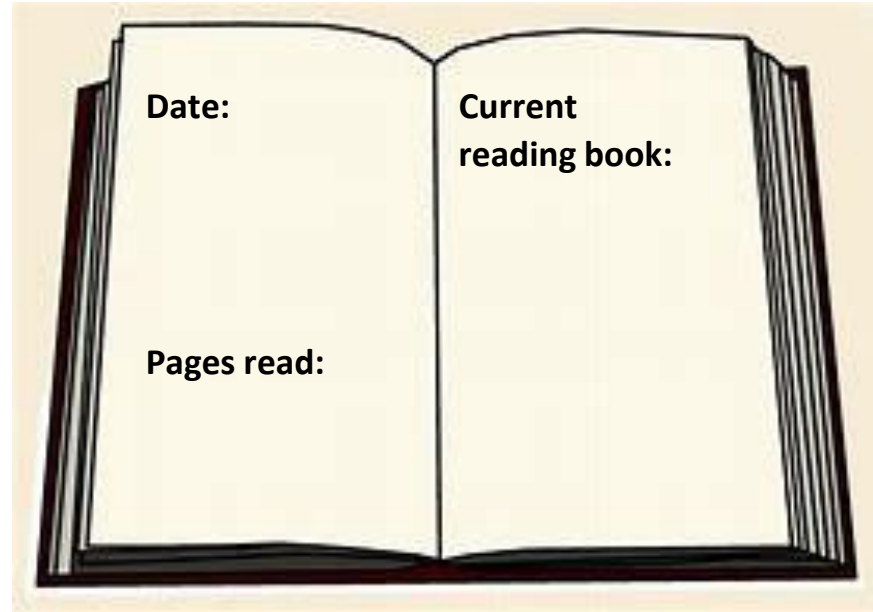
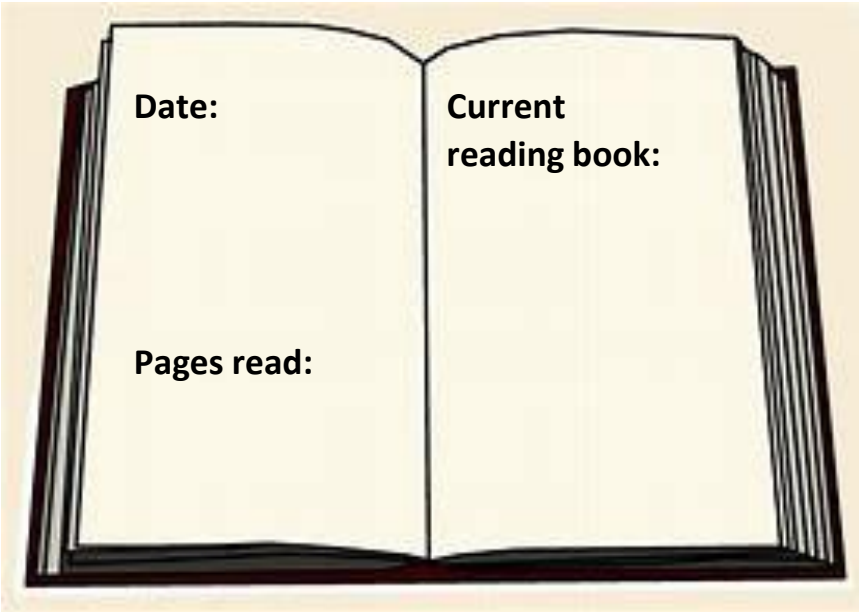


### Task 3

Read the description of Shakespeare below.

Highlight the adjectives that have been used in the passage. Adjectives are describing words.

William Shakespeare was a brilliant, creative and timeless writer whose works remain influential and inspiring centuries after his time. Known for his imaginative storytelling and poetic language, he was a prolific playwright, producing a vast collection of captivating dramas, comedies and histories. His characters are complex and relatable, and his themes are universal and thought-provoking. Shakespeare's mastery of words was both innovative and expressive, weaving vivid imagery and emotional depth into his works. He was also a dedicated actor and a keen observer of human nature, which made his plays realistic and profound. Above all, Shakespeare remains legendary and unforgettable as one of the greatest writers in history.





## Your Knowledge Organiser for each subject can be found in the following order:

1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Dance (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies
13. Spanish

## Expectations

You are responsible for looking after your Knowledge Organisers. You should:

- ✓ *Memorise and build upon the information in each Knowledge Organiser.*
- ✓ *Keep them neat and tidy.*
- ✓ *Bring them to school each day.*
- ✓ *Refer to them in lessons and when completing homework.*

# 100 Colorful Words to Use in Place of "Said"

**Rhyme**  
Rhyming words occur very often in poems, sometimes in patterns.

**Onomatopoeia**  
When a word imitates the sound it makes (e.g. BANG, SPLASH)

**Rhymen**  
The flow of a poem, after expected by the punctuation and shape of a poem.

**POETIC TECHNIQUES**  
Repetition  
When words and phrases are repeated multiple times.

**Similes**  
Compares two different things, using the words "like" or "as".

**Metaphors**  
Identifies something as being the same as something else.

**Alliterations**  
More than one word beginning with the same letter (close together in text).

admitted  
advised  
agreed  
assured  
avowed  
began  
bragged  
chatted  
cheered  
commented  
convinced  
crowded  
exclaimed  
gushed  
instructed

bawled  
complained  
confessed  
cried  
croaked  
denied  
fretted  
gaspd  
groaned  
gurgled  
moaned  
mumbled  
objected  
pleaded  
protested  
sniffled  
sobbed  
squeaked  
stammered

argued  
barked  
bellowed  
boasted  
boomed  
coughed  
demanded  
griped  
growled  
hissed  
insisted  
interrupted  
jeered  
ranted  
raved

added  
asked  
babbled  
bargained  
blurted  
chortled  
clucked  
explained  
grumbled  
gulped  
grunted  
lied  
murmured  
mused  
muttered

## Fiction...

LITERARY DEVICE	DEFINITION	EXAMPLE
<b>Simile</b>	A comparison using "like" or "as"	Her eyes were like shining stars
<b>Metaphor</b>	A comparison without using "like" or "as"	Life is a journey
<b>Personification</b>	Giving human qualities to non-human things	The wind whispered through the trees
<b>Hyperbole</b>	An exaggeration for emphasis	I've told you a million times
<b>Alliteration</b>	Repetition of the same sound at the beginning of words	Peter Piper picked a peck of pickled peppers
<b>Onomatopoeia</b>	Words that sound like what they mean	Buzz, hiss, sizzle
<b>Irony</b>	A contrast between what is expected and what actually happens	A fire station burning down
<b>Foreshadowing</b>	Hinting at what will happen later in the story	The ominous music in a horror movie
<b>Symbolism</b>	Using objects or actions to represent ideas or qualities	A dove as a symbol of peace
<b>Imagery</b>	Descriptive language that creates a picture in the reader's mind	The sun set over the ocean, painting the sky with shades of orange and pink

## Non-fiction...

- Direct address
- Fact
- Opinion
- Rhetorical question
- Repetition
- Emotive language
- Statistics
- Three (list of)
- Imperative







# Conjunctions

## Addition

Further  
Also  
Too  
Besides  
Finally  
Last  
Additionally  
In addition  
Then

## Summary

In short  
In other word  
Anyway  
In brief  
It seems  
Clearly  
In sum  
After all  
In general

## Place

There  
Here  
In the back  
Adjacent to  
Next to  
Nearby  
Beyond  
Opposite to  
At that point

## Example

Such as  
For one thing  
For instance  
For example  
That is  
Specifically  
Illustrated by  
In particular

## Comparison

Equally  
A similar ...  
Likewise  
Similarly  
Comparable  
As with  
Another ... like  
In the same way

## Time

Meanwhile  
Finally  
At last  
Presently  
Currently  
In the past  
In the meantime  
Eventually  
Immediately

# PUNCTUATION

## QUESTION MARK

?

Use at the end of a sentence when asking a question.

## EXCLAMATION MARK

!

Use at the end of a sentence to express a strong feeling.

## PERIOD

.

Use at the end of a sentence.

## COLON

:

Use to introduce a list or a definition.

## APOSTROPHE

'

Use in contractions and to show when something belongs to someone.

## PARENTHESIS

( )

Use to add extra information to a sentence without taking away from the idea.

## HYPHEN

-

Use to join separate words to make one word.

## SEMICOLON

;

Use to connect subjects and verbs into a single sentence.

## COMMA

,

Use to separate parts in a sentence or in a list.

## QUOTATIONS

" "

Use around words that are spoken.

## ELLIPSIS

...

Use to show suspense or that someone is thinking.

# THERE

(Refers to a place)  
He went in the door over there.

# THEIR

(Shows ownership)  
Their cat is the sweetest.

# THEY'RE


(A contraction for "they are")  
They're going to the movies.

# Verbs to sharpen your analysis

THIS SHOWS	THIS SUGGESTS	THIS HIGHLIGHTS	THIS INTERESTS
Demonstrates Reveals Exposes Discloses Uncovers Encapsulates Proves Validates Exhibits Establishes Denotes Displays Flaunts Showcases Presents	Implies Infers Hints at Signifies Connotes Denotes Insinuates Intimates Advocates Poses Conjures Symbolises Points towards Indicates Alludes to	Emphasises Stresses Reinforces Spotlights Underlines Accentuates Underscores Foreshadows Exaggerates Reiterates Magnifies Zeroes in on Promotes Publicises Pinpoints	Fascinates Amuses Satisfies Terrifies Enthrals Enthuses Stimulates Galvanises Animates Rouses Stirs Placates Provokes Deceives Astonishes





Plot Summary	Who loves Whom	Characters
<p><b>Act 1:</b> <b>Hermia</b> and <b>Lysander</b> love each other but are not allowed to marry so decide to run away to the forest to get married in secret. <b>Demetrius</b> wants to marry <b>Hermia</b>. <b>Helena</b> loves <b>Demetrius</b>. They follow <b>Hermia</b> and <b>Lysander</b> into the forest.</p>	<p><b>Hermia</b> ↔ <b>Lysander</b>  <b>Demetrius</b> ↔ <b>Helena</b></p>	<p><b>Theseus</b> The duke of Athens. He is a strong and strict ruler of the city.</p> <p><b>Hippolyta</b> Theseus's bride. She was a fearless warrior.</p> <p><b>Oberon</b> The king of the fairies who controls the love potion.</p>
<p><b>Act 2:</b> In the forest, Oberon and Titania are arguing. Oberon sees <b>Demetrius</b> and <b>Helena</b> arguing and commands Puck to use the potion on the Athenian man to make him fall in love with <b>Helena</b>. However, the first Athenian man Puck sees is <b>Lysander</b>, so he puts the love potion on him. <b>Lysander</b> falls madly in love with <b>Helena</b>.</p>	<p><b>Hermia</b> ↔ <b>Lysander</b>  <b>Demetrius</b> ↔ <b>Helena</b></p>	<p><b>Egeus</b> Hermia's stubborn father who wants her to marry Demetrius or be put to death.</p> <p><b>Titania</b> The fierce queen of the fairies who falls in love with Bottom when the love potion is put on her.</p> <p><b>Bottom</b> A weaver and actor who has his head turned into a donkey. Titania falls in love with him when she is under the love potion's influence.</p>
<p><b>Act 3:</b> Puck sees Bottom in the forest and transformed his head into a donkey's head. He puts the love potion on Titania, who falls in love with Bottom. Puck puts the love potion on <b>Demetrius</b> so that he falls back in love with <b>Helena</b>. As a result, both men love <b>Helena</b> so there is chaos. Puck eventually drops a herb in <b>Lysander's</b> eyes to put him back to normal.</p>	<p><b>Hermia</b> ↔ <b>Lysander</b>  <b>Demetrius</b> ↔ <b>Helena</b></p>	<p><b>Hermia</b> Egeus's daughter who is in love with Lysander.</p> <p><b>Lysander</b> He is in love with Hermia and runs away to the forest with her.</p> <p><b>Puck</b> Oberon's mischievous servant who puts the potion on people's eyes </p> <p><b>The Love Potion</b></p>
<p><b>Acts 4 and 5:</b> Oberon finds Titania and Bottom and decides that he has had enough fun. Puck drops a herb in her eyes, she wakes and leaves with Oberon. The lovers return to Athens where Bottom and the other actors perform their play at the wedding of the three happy couples: Egeus and Hippolyta, <b>Lysander</b> and <b>Hermia</b> and <b>Demetrius</b> and <b>Helena</b>.</p>	<p><b>Hermia</b> ↔ <b>Lysander</b>  <b>Demetrius</b> ↔ <b>Helena</b></p>	<p><b>Demetrius</b> He wants to marry Hermia and is disgusted by Helena's love for him.</p> <p><b>Helena</b> Hermia's friend who is desperately in love with Demetrius.</p> <p>The love potion is made from a flower in the forest. The flower is magical because Cupid hit it with his arrow when he was aiming at a young girl. When the potion is put on characters' eyes, they fall in love with the first person they see. It is very powerful. <sup>26</sup></p>



## Background Information

## Key words

Shakespeare went to a grammar school where he was taught Ancient Greek.

**soliloquy** - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters

The play is set in Ancient Greece and follows the rules of a comedy from Ancient Greece.

**severe** - very strict or harsh

When the play was written, Elizabeth 1<sup>st</sup> was Queen. She decided not to get married which many people disagreed with.

**conflict** - a serious disagreement, battle or struggle between two sides or ideas.

Many Elizabethans believed in and feared magic.

**unrequited love** - If a person loves someone who doesn't love them back, the person's love is unrequited

**to mock** - To mock someone is to make fun of them

Cupid is the ancient god of love. He is usually presented as a baby whose arrows make people fall in love.

**chaos** - a situation where there is no order and everyone is confused

**to resolve** - to solve a problem or difficulty

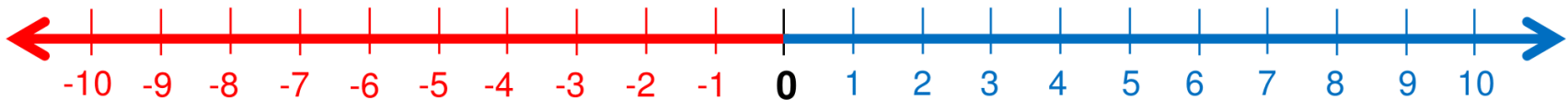


## 'A Midsummer Night's Dream': Knowledge Organiser



## Revision Opportunities

- Research the techniques that Shakespeare used to make his play humorous.
- Use each of the key words in a sentence about A Midsummer Night's Dream.
- Create a storyboard of the plot.
- Go to the library to borrow a version of the play.



## Multiplication Table Grid 1-12

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

# N2 Fractions

## What do I need to be able to do?

By the end of this unit you should be able to:

- Order fractions by finding equivalents
- Add and subtract fractions with different size denominators
- Multiply integers and fractions by a fraction
- Divide integers and fractions by a fraction
- Write a mixed number as an improper fraction
- Write one number as a fraction of another
- Calculate simple fractions of quantities

## Keywords

- Numerator** : the number above the line on a fraction. Represents how many parts are taken
- Denominator**: the number below the line on a fraction. The number represent the total number of parts
- Equivalent**: of equal value
- Mixed numbers**: a number with an integer and a proper fraction
- Improper fractions**: a fraction with a bigger numerator than denominator

## Ordering fractions M335

$$\frac{1}{3}, \frac{3}{4}, \frac{1}{6}$$

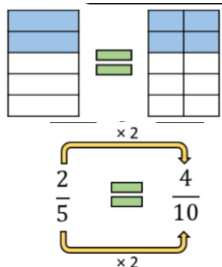
Convert to fractions with a common denominator

$$\frac{4}{12}, \frac{9}{12}, \frac{2}{12}$$

Rewrite the **original** fractions in order

$$\frac{1}{6}, \frac{1}{3}, \frac{3}{4}$$

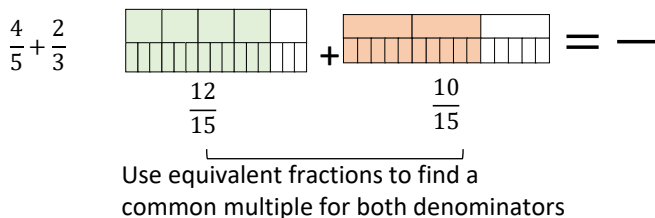
## Equivalent Fractions M410



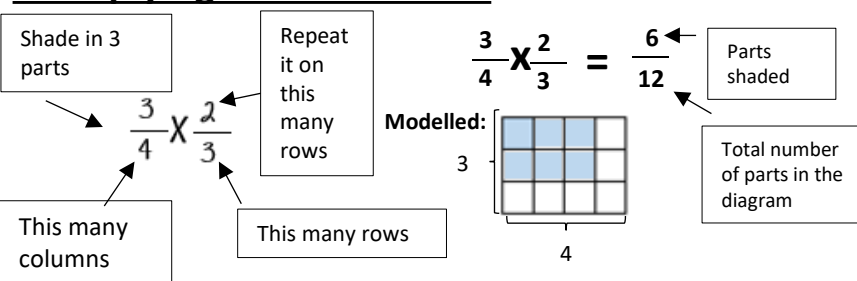
Multiply the numerator and the denominator by the same number.

Find 2 fractions equivalent to  $\frac{4}{7}$

## Add/Subtract any fractions M336

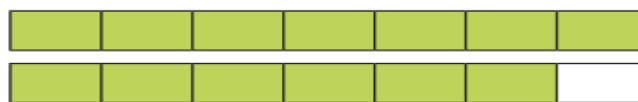


## Multiplying fractions M157

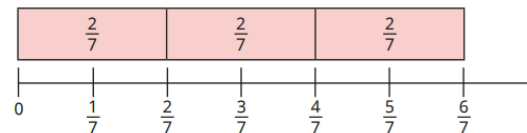


## Improper Fractions and Mixed Numbers M601

$$\frac{13}{7} = 13 \div 7 = 1\frac{6}{7}$$



## Multiplication an integer by a fraction M157



$$3 \times \frac{2}{7} = \frac{6}{7}$$

Multiply numerator by integer.

## Dividing any fractions M110

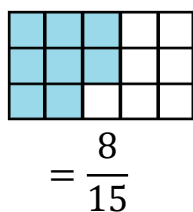
Remember to use reciprocals

$$\frac{2}{5} \div \frac{3}{4}$$

$$\frac{2}{5} \times \frac{4}{3}$$

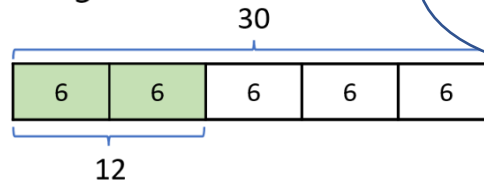
Multiplying by a reciprocal gives the same outcome

Represented



## Fractions of an amount M695

Find  $\frac{2}{5}$  of 30



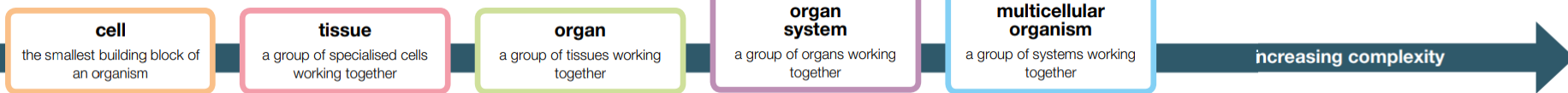
Divide by denominator  
Multiply by numerator.

Enrichment Opportunities





Multicellular organisms are made up of many cells and have five levels of organisation:



### Plant and animal organs

**Human organs:**

- brain – controls the body
- heart – pumps blood around the body
- liver – removes toxins (poisons from the blood) and produces bile to help digestion
- intestines – absorb nutrients from food
- lungs – take in oxygen and remove carbon dioxide
- stomach – digests food
- kidney – filters the blood and produces urine
- bladder – stores urine

**Plant organs:**

- stem – holds the plant upright
- leaf – absorbs sunlight for making food during photosynthesis
- root – anchors the plant into the ground, and takes up water and minerals from the soil

### Respiratory system

The respiratory system is involved in:

- breathing in oxygen (for **respiration**)
- breathing out waste carbon dioxide.

#### Measuring lung volume

When you breathe out fully into the plastic tube, air from your lungs pushes water out of the bottle.

**volume of air in the plastic bottle**  
=  
**lung volume**

### Skeleton

All the bones in your body make up your skeleton.

The four main functions of the **skeleton** are to:

- support the body
- protect vital organs
- help the body move
- make blood cells (in the **bone marrow**).

**Joints** occur between two or more bones. They allow the skeleton to bend.

Three types of joint are:

- Hinge joints**  
forwards/backwards movements only, e.g., knees
- Ball-and-socket joints**  
movement in all directions, e.g., shoulders
- Fixed joints**  
no movement allowed, e.g., the skull

In a joint:

- your bone is protected with **cartilage**
- the two bones are held together by **ligaments**.

### What happens when we breathe?

<p><b>When you breathe in (inhale)</b></p> <ul style="list-style-type: none"> <li>muscles between ribs contract</li> <li>ribs are pulled up and out</li> <li>diaphragm contracts and flattens</li> <li>volume of the chest increases</li> <li>pressure inside the chest decreases</li> <li>air rushes into the lungs</li> </ul>	<p>composition of inhaled air:</p>
<p><b>When you breathe out (exhale)</b></p> <ul style="list-style-type: none"> <li>muscles between ribs relax</li> <li>ribs are pulled in and down</li> <li>diaphragm relaxes and moves up</li> <li>volume in the chest decreases</li> <li>pressure inside the chest increases</li> <li>air is forced out of the lungs</li> </ul>	<p>composition of exhaled air:</p>

### Muscles

Muscles are a type of tissue – lots of muscle cells work together to cause movement.

Types of muscle include:

- cardiac (heart) muscle**
- smooth muscle**
- skeletal muscle**

Muscles are attached to bones by **tendons**.

Muscles produce movement by **contracting** (getting shorter).

If a muscle contracts it pulls the bone, causing it to move.

**Antagonistic muscles**

Pairs of muscles that work together are called **antagonistic** muscles. When one contracts the other relaxes.

For example, biceps and triceps work together to bend and straighten the forearm.

**Key terms** Make sure you can write definitions for these key terms.

alveolus    antagonistic    bone    bone marrow    contract    cartilage    diaphragm    exhale    inhale    joint    ligament    lung    multicellular    organ

organ system    respiration    respiratory system    ribcage    skeleton    tendon    tissue    trachea    volume

#### Enrichment Opportunities

Seneca Learning: <https://senecalearning.com/en-GB/>  
 BBC Bitesize: <https://www.bbc.co.uk/bitesize/guides/z9hyvcw/revision/6>  
 Inner body: <https://www.innerbody.com/>

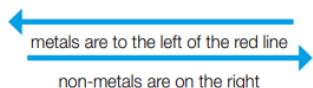




The **Periodic Table** displays the names and symbols of all the **elements** we have discovered which are organised by their **chemical properties** and their **physical properties**.

### Physical properties

The **physical properties** of an element describe how a substance behaves generally. (E.g., **conductor** of electricity, **dense**, **conductor of heat**, **shiny**, **malleable**, **sonorous**, **high melting and boiling points**)



### Chemical properties

The **chemical properties** of an element describe how a substance behaves in terms of its chemical reactions. For example, how reactive it is, what other substances it reacts with, and the products it forms in reactions.

																H hydrogen							He helium
Li lithium	Be beryllium											B boron	C carbon	N nitrogen	O oxygen	F fluorine	Ne neon						
Na sodium	Mg magnesium											Al aluminum	Si silicon	P phosphorus	S sulfur	Cl chlorine	Ar argon						
K potassium	Ca calcium	Sc scandium	Ti titanium	V vanadium	Cr chromium	Mn manganese	Fe iron	Co cobalt	Ni nickel	Cu copper	Zn zinc	Ga gallium	Ge germanium	As arsenic	Se selenium	Br bromine	Kr krypton						
Rb rubidium	Sr strontium	Y yttrium	Zr zirconium	Nb niobium	Mo molybdenum	Tc technetium	Ru ruthenium	Rh rhodium	Pd palladium	Ag silver	Cd cadmium	In indium	Sn tin	Sb antimony	Te tellurium	I iodine	Xe xenon						
Cs caesium	Ba barium	La lanthanum	Hf hafnium	Ta tantalum	W tungsten	Re rhenium	Os osmium	Ir iridium	Pt platinum	Au gold	Hg mercury	Tl thallium	Pb lead	Bi bismuth	Po polonium	At astatine	Rn radon						
Fr francium	Ra radium																						

■ solids   ■ liquids   ■ gases at room temperature

This version of the Periodic Table does not include every discovered element.

- columns are called **groups**
- rows are called **periods**

Elements in a group normally have similar properties, meaning chemists can predict properties of elements based on their group.

#### Metals

- normally good conductors of heat and electricity
- shiny when cut
- malleable
- **dense** and **sonorous**
- most have high melting points

#### Non-metals

- often have properties the opposite of metals
- low boiling points, so are gases at room temperature
- poor conductors of electricity and heat
- dull in appearance
- low density
- **brittle** and not sonorous

#### Group 1

- called the **alkali metals**
- like all other metals but are very **reactive**
- react vigorously (strongly) with water
- get more reactive as you go down the group
- lower melting points than most other metals
- melting points decrease down the group
- always produce a metal hydroxide and hydrogen gas when reacted with water

#### Group 7

- called the **halogens**
- generally very reactive
- generally the opposite of Group 1
- melting point increases down the group while reactivity decreases.
- take part in **displacement reactions**, where an element from higher up the group takes the place of one from lower down the group in a compound.

For example: *potassium iodide + chlorine → potassium chloride + iodine*

#### Group 0

- called the **noble gases**
- very unreactive
- low boiling points, so are gases at room temperature
- like the halogens, their boiling points increase down the group

Make sure you can write definitions for these key terms.

- alkali metal   brittle   conductor   chemical property   dense   displacement reaction   element   group   halogen   malleable   metal   noble gas   non-metal
- period   Periodic Table   physical property   sonorous   reactive

### Enrichment Opportunities

Interactive periodic table: <https://www.rsc.org/periodic-table>  
 BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zstp34j>  
 Seneca learning: <https://senecalearning.com/en-GB/>



## Sketchbooks:

Artists use sketchbooks in one of two ways. We document what we see and experience around us, this is observation. Or we will record ideas that we have, developing and improving them as we work, this is working imaginatively.

We will work in both ways during our art projects, and we will use your sketchbooks to contain both your classwork and independent study.



## Colour Mixing Help Sheet

### Primary Colours:

Red Yellow Blue

### Secondary Colours:

Green = Yellow + Blue

Orange = Yellow + Red

Purple = Red + Blue

### Tertiary Colours:

Red-ish Purple = Red + Purple

Blue-ish Purple = Blue + Purple

Red-ish Orange = Orange + Red

Yellow-y Orange = Yellow + Orange

Yellow-y Green = Yellow + Green

Blue-y Green = Blue + Green

### Extras:

Brown = Yellow + Red + Blue in this order

Grey = Black + White OR

Grey = Red + Green OR Grey = Blue + Orange

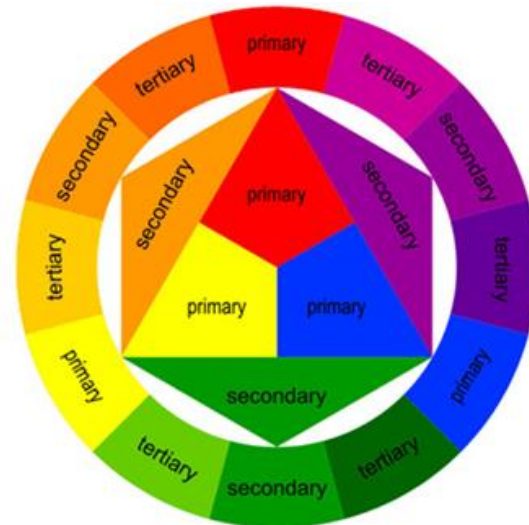
OR Grey = Yellow + Purple

### Tints & Shades:

Tint = Primary colour + White

Shade = Primary colour + Black

Remember to add a TINY amount of black or white at a time.



## Key words to learn:

### 1. Drawing:

**Observational drawing**– Drawing something exactly as one sees it.

**Shading**– Lines or marks used to fill in outlines to show differences in colour or darkness.

**Highlights**– The parts of an object on which the light is strongest.

**Shadows**– The parts of an object which are dark.

**Range of tones**– All the tones between highlights and shadows.

### 2. Colour:

**Primary colour**– The 3 colours, red, yellow and blue, used in combination (along with white and black) to make all other colours.

**Secondary colour**– Colours, green, purple and orange, made by mixing 2 primary colours.

**Tint**– A colour made by mixing colour with white.

**Shade**– A colour made by mixing colour with black.

**Complementary colours**– Colours that appear on opposite sides of the colour wheel, which when used together, create contrast.

### 3. General terms:

**Materials**- the different things we use to make art e.g. paint, pencil, pastel, pen etc.

**Technique**- a method for making art.

**Symmetry**– when shapes, lines, forms etc. look similar on opposite sides of a line. Mirror image.

**Trace**– to copy an image using tracing paper.

**Design**- to draw out an idea/ a drawing of an idea.

**Layout**- the arrangement of elements on a surface.

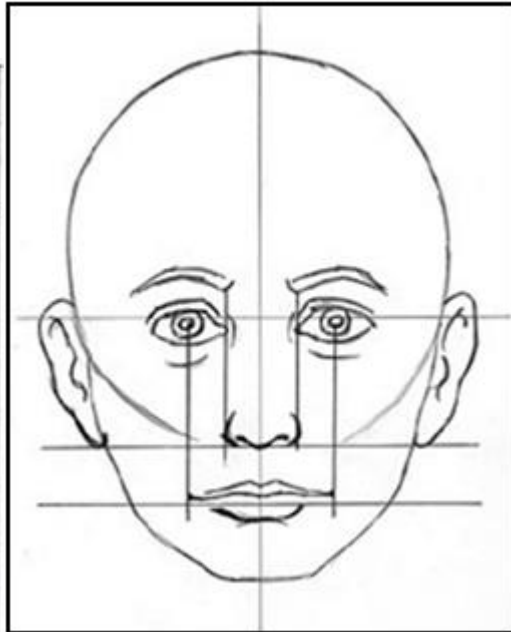
**Composition**- arrangement of objects/ shapes/ forms within an artwork.





# PORTRAITURE

Artists paint self-portraits and portraits not just to represent the visual appearance of a human being, but to show power, importance, virtue, beauty, wealth, taste, learning or other qualities of the person.



## Facial Proportions:

- The face is roughly symmetrical.
- Eyes are half way down the head.
- Nose is half way between the eyes and the chin.
- Mouth is half way between the nose and the chin.
- Top of the ears are level with the eyes and the bottom are level with the nose.
- The corners of the mouth line up with the pupils of the eyes.

Enrichment: explore  
[www.tate.org.uk](http://www.tate.org.uk)

## USING TONE TO MAKE OBJECTS LOOK 3D:

- To prevent objects looking flat, add a range of tonal shading to make objects look 3D.
- Pressing harder and softer with a pencil OR using different layers of marks, creates the different tones.
- As a surface goes away from you the tones usually darken.
- Shading straight across a surface will make an item appear flat.
- Use the direction of your pencil to help enhance the 3D surface.
- Including shadows will also help make objects appear 3D and separate objects from each other.







# FRIDA KAHLO

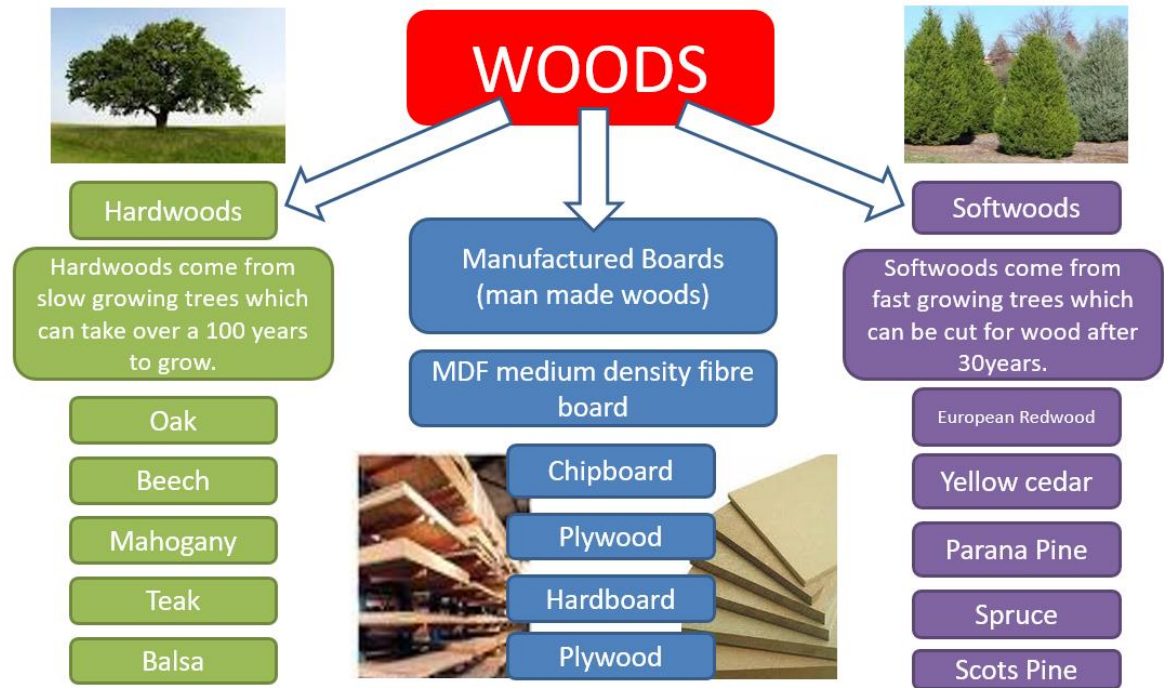


- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus accident at the age of 18, she broke her spine, pelvis and many other bones
- She taught herself to paint whilst recovering in hospital
- She married Mexican artist Diego Rivera

# Materials & Shaping Techniques

## Tools & Equipment

Name of tool	Picture	What the tool is used for
Coping Saw		A hand saw used to cut curves and complex shapes in thin wood or plastic
File		Used to shape or smooth wood, metal and plastic
Glass Paper		An abrasive paper which is used to smooth edges or surface of wood
Pillar Drill		Drilling is used to make holes in wood, plastic or metal



### What is a Design Specification?

A design specification is a list of requirements that the product must meet to make it successful.

### Surface treatments



Used to protect the wood and bring out the wood grain.

### Production Aids

**Jigs:** Jigs are used to repeat the same operation

**Templates:** Used to produce identical shapes



### Health & Safety

1. Always listen carefully to the teacher's instructions and ask if you are unsure.
2. Wear an apron and remove ties.
3. Always carry tools pointing downwards.

### Try these websites to support you

[www.youtube.com/watch?v=ZCvCjlx\\_FRO](http://www.youtube.com/watch?v=ZCvCjlx_FRO)

[www.educationquizzes.com/ks3/d-and-t/resistant-materials-01/](http://www.educationquizzes.com/ks3/d-and-t/resistant-materials-01/)

### Key words:

- Template
- Deciduous
- Coniferous
- Design specification
- Client



# Principles of Nutrition

## The Eat Well Guide & 8 Healthy Eating Tips

### Fruit and Vegetables: 39%

- 5 portions a day.
- 1 portion is a handful or 80g.
- Eat a balance of fruit and vegetables.
- Fruit and vegetables should make up at least 39% of each meal.
- It can be fresh, frozen, tinned, dried or as a juice format.

### Starchy Foods: 37%

- Choose wholegrain or high fibre versions.
- Each meal should be based on at least 37% starchy carbohydrates.
- Starchy carbohydrates include: pasta, rice, potatoes, bread and breakfast cereals.

### Eight Guidelines for a Healthy Diet

The Balance of Good Health is based on the Government's Eight Tips for Eating Well:

1. Base your meals on starchy foods (carbohydrates)
2. Eat lots of fruit and vegetables
3. Eat more fish (omega 3 - good for heart)
4. Cut down on saturated fat and sugar
5. Try to eat less salt - no more than 6g a day
6. Get active and try to be a healthy weight
7. Drink plenty of water
8. Don't skip breakfast



### Nutrients

There are two different types of nutrients:

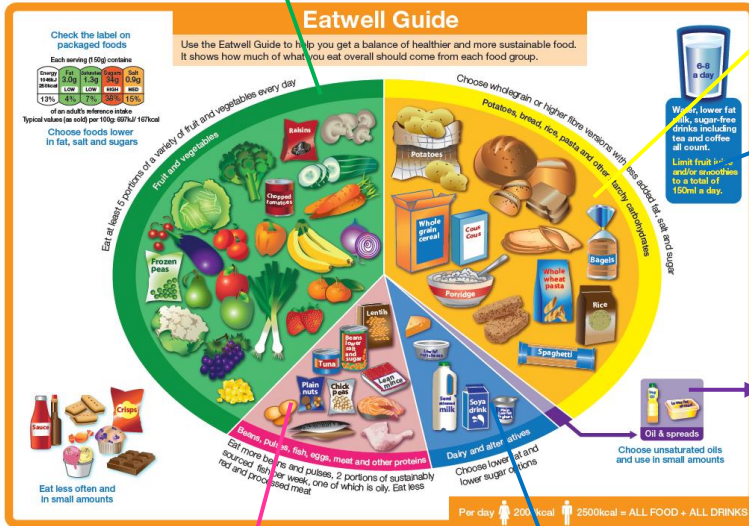
- macronutrients;
- micronutrients.

There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.

There are two types of micronutrients:

- vitamins;
- minerals.



### Water:

- Don't forget to drink 6-8 glasses of water per day to prevent dehydration.

### Sugar: 1%

- Eat sugary foods in small quantities and less often (1%).

### Oils and Spreads: 1%

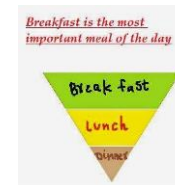
- Although important, we should eat these sparingly and use lower fat versions (1%).

### Milk & Dairy Foods: 8%

- Help bones and teeth to grow strong and stay healthy.
- Milk/dairy foods should make 8% of each meal.
- Try lower-fat options.

### What is Breakfast?

Breakfast is simply 'breaking the fast'. We have not eaten since evening and expecting our body to be fuelled and blood sugar to be replenished for the day without food is unrealistic.



### Key Words:

1. Nutrition
2. Nutrient
3. Balanced Diet
4. Seasonality
5. Cross Contamination
6. Senses
7. Eat Well Guide
8. Kitchen Hygiene
9. Personal Hygiene
10. Food Safety



Food preparation and nutrition



# Key Terms

**Relationship** – with whom or with what the dance will be performed e.g., a solo or group dance.

**Action** – the movements you do. For example, turn, gesture travel, leap, stomp and roll.

**Dynamic** – how you move. How fast or slow you move. Dynamic also means how your dance flows.

**Space** – how you use the performance space.

## Dance Genres:

**Street Dance** – Evolved in 1970’s America in Hispanic and African American communities. Due to their ethnicity, they were not allowed in dance studios, so they took to the streets. Street dances usually have a low centre of gravity (bent knees), and it has a fast dynamic, with dancers doing actions such as break dance, popping and locking.

**Bollywood** – Is an Indian classical dance. Combines the words Bombay and Hollywood to create ‘Bollywood’. Traditionally Bollywood dances were performed to thank Hindu Gods for good harvests. Nowadays Bollywood dancing is mainly in films to tell the audience a story which is usually about love.

**Jazz** – Jazz dance has nothing to do with Jazz music. It is used a lot in West End and Broadway. Evolved from African American culture as a social dance.

**Ceremonial Dances (The Haka)** – The Haka originated in Māori culture, and it was performed before warriors would go to battle. It is a celebration of the triumph of life over death. Nowadays, The Haka is made famous by the New Zealand All Black’s rugby team where they perform The Haka to intimidate their opponents. The Haka must be performed in perfect unison, or it is seen as a bad omen.

**Musical Theatre** – Is a form of dance seen in musicals. Musical Theatre dance is different to normal dance as it relies on using drama techniques such as facial expression to show character. It is usually high energy and uses other forms of dance such as Jazz, Tap and Contemporary.

**The Hand Jive** – The Hand Jive is a form of dance created in the USA. Dance halls were becoming too busy to move freely, The Hand Jive allowed dancers to use up less space. It consists of quick hand movements usually performed with a partner or in a group.

## Choreographing

### Stretch

- Can work well with anyone in the class
- Can think of new and exciting ideas
- Can use RADs to help with choreography
- Can try new ideas with confidence and resilience



### Secure

- Can discuss and contribute to the group's ideas
- Can focus on working in your group without getting distracted
- Can suggest new ideas to the group
- Can rehearse and improve ideas as part of a group

## Performing

### Stretch

- Can use correct actions that relate to genre
- Can show use of RADs during performances
- Will regularly volunteer to perform
- Dances in time with other people in your group



### Secure

- Can regularly perform to the class
- Can dance with confidence
- Dances in time with music
- Can face the audience when performing

## Evaluating

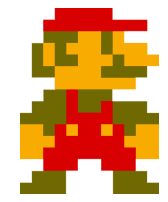
### Stretch

- Can offer detailed feedback on WWW and EBI
- Can evaluate and improve your work during your rehearsal
- Can say why certain dance techniques are being used



### Secure

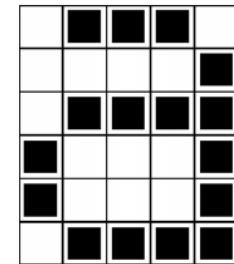
- Can identify What Went Well in your own and others performances
- Can identify Even Better If’s in your own and others performances
- Can recognise key techniques used in dance
- Can give own opinions of professional dance



# Image Representation and compression

Images are represented on a screen by the use of Pixels. Before colour monitors and printers were invented these pixels were represented by 1 bit. 1 = Black and 0 = White.

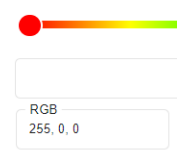
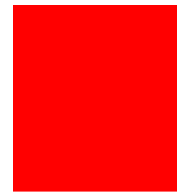
These could then be compressed to give you shorter code sequences. Here on the first line you can see that there is 1 white pixel, 3 black pixels and 1 white pixel.



1, 3, 1  
4, 1  
1, 4  
0, 1, 3, 1  
0, 1, 3, 1  
1, 4

In more recent times monitors/TVs/pictures can represent colours.

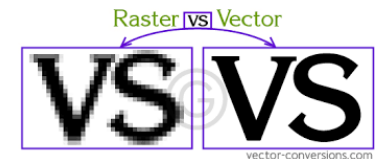
Each pixel has a Red, Green, Blue value of between 0-255. Giving  $256^3 = 16,777,216$  colours that can be achieved.



The higher the number the more colour there will be. Think like mixing a paint pallet.

When compressing a file this can either be done in a Lossy or Lossless fashion.

Lossy removes parts of the image = JPG  
Lossless retains all information = SVG



Therefore, if you try to enlarge a lossy image you lose quality of the image leading to pixilation.

**Raster** images are made up of pixels

**Vector** images are made up of mathematical data that allows for scalability of images.

**Enrichment Opportunities**

<https://csunplugged.org/en/>  
<https://www.digitalschoolhouse.org.uk/computing-at-home-10-activities>

# Binary

Binary is either a 1 or 0. It is the language that a processor can understand because it uses electricity to turn switches on (1) and off (0). Binary is also known as base 2.

As humans we normally count in denary or decimal and this is known as base 10 as there are 10 values 0,1,2,3,4,5,6,7,8,9 that make up the numbers in our counting system.

There are 8 bits in a byte, and this enables you to count up to 255.

## Converting Binary to Decimal Numbers

When you have 1 in a bit then you add that value up.

Position	Bit 8	Bit 7	Bit 6	Bit 5	Bit 4	Bit 3	Bit 2	Bit 1
Bit	1	1	0	1	0	1	0	1
Value	128	64	32	16	8	4	2	1

$28 + 64 + 16 + 4 + 1 = 113$   
 So:  
 Binary Number 11010101 = 113

## Converting Binary to Hexadecimal Numbers

To make Binary easier to understand you can turn them into Hexadecimal numbers of base 16.

Denary	Binary	Hex	Denary	Binary	Hex
0	0000	0	8	1000	8
1	0001	1	9	1001	9
2	0010	2	10	1010	A
3	0011	3	11	1011	B
4	0100	4	12	1100	C
5	0101	5	13	1101	D
6	0110	6	14	1110	E
7	0111	7	15	1111	F

## Key Techniques

**Devising** – Devising is a way of making a performance that starts with an idea rather than with a script. It starts with a stimulus (a starting point).

**Three Act Structure** – a clear beginning, middle and end

**Cross Cutting** – two scenes happening on stage at once

**Stimulus** – a picture, poem, song (anything) to help inspire a performance

**Marking the Moment** – highlighting an important moment to the audience

## Collaboration

1. Clear communication
2. Focus and commitment to your group
3. Everyone pulling their weight
4. Offering ideas
5. Being prepared to try others' ideas
6. Be brave and try ideas out



Extension and Further Info

Creating Backstory



## Voice

**V**olume  
**T**one  
**A**ccent  
**P**itch  
**P**ace  
**E**mphasis

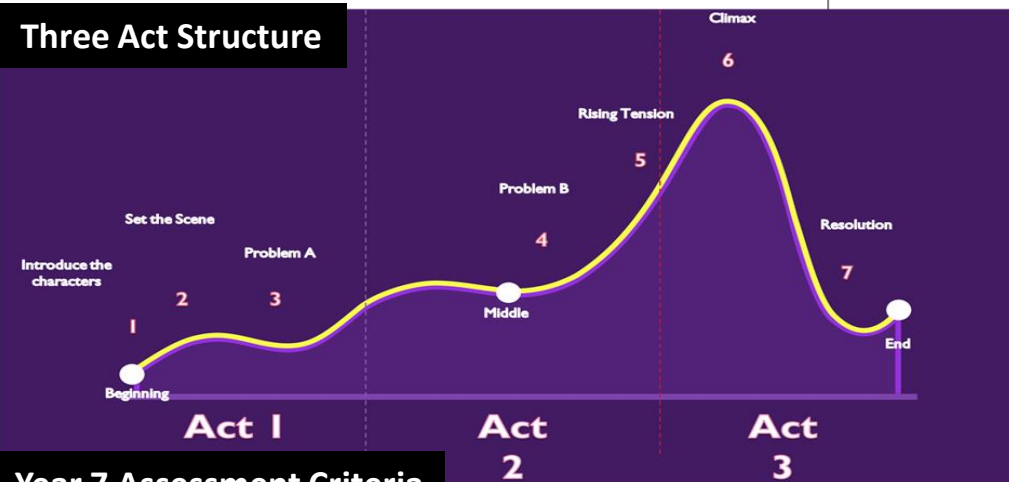
## Body

**F**acial  
**E**xpression  
**M**ovement  
**P**osture  
**I**nteraction  
**G**esture

## Marking the Moment

- Freeze frame – freezing the scene
- Direct address – the character speaking to the audience
- Narration – a narrator describing the scene to the audience
- Slow motion – the action slows down
- Rewind/repeat – you go back to before the moment and repeat it

## Three Act Structure



## Year 7 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
<ul style="list-style-type: none"> <li>• Can identify and use volume, pitch and tempo</li> <li>• Can identify and use facial expression and body language</li> <li>• Can act in role, beginning to use performance skills to show character</li> <li>• Can perform as part of a group to an audience</li> <li>• Can understand the need to speak loud and clear</li> <li>• Can face the audience when performing</li> </ul>	<ul style="list-style-type: none"> <li>• Can discuss characters and their motivation</li> <li>• Can discuss elements they like and dislike in a performance</li> <li>• Can recognise key techniques of theatre</li> <li>• Can discuss how to improve theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Can work together in groups to create performances</li> <li>• Can create ideas from a stimulus</li> <li>• Can use a three act structure</li> <li>• Can create characters and plot in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Can understand role of actor and director</li> <li>• Can demonstrate the role of an actor</li> <li>• Can identify elements of a good audience</li> <li>• Can identify the role of a reviewer</li> </ul>	<ul style="list-style-type: none"> <li>• Can use basic drama techniques such as:                             <ul style="list-style-type: none"> <li>• Freeze frames</li> <li>• Levels</li> <li>• Mime</li> <li>• Cross cutting</li> <li>• Choral Speaking</li> </ul> </li> </ul>



## A Christian Holiday

- Since France is mainly a Christian country, Easter in France is celebrated on a Sunday. The date is dependent on the seasons and the movement of the sun. (We are quite lucky to share the same Easter date with all Christians around the world – unlike Mother’s Day or Father’s Day).
- Easter Sunday and Easter Monday are bank holidays in France, and most shops and administrations will be closed (except your local bakery!).
- Whilst Good Friday is a bank holiday in the UK, in France this is a normal working day (except in the French regions of Moselle in Lorraine, and Haut-Rhin and Bas-Rhin in Alsace).

## History of Easter eggs

- The tradition of giving decorated eggs lies in the fact that eggs symbolise life and renewal. Therefore, it was only natural that it would become a symbol for Easter which commemorates renewal through the resurrection of Christ.
- In medieval times, people offered each other decorated eggs at Easter.
- In France, it was only in the 18th century that people emptied fresh eggs to fill them with chocolate. Then, chocolate-shaped eggs were made to be hidden in the garden for children to find.
- According to French tradition, it is not the Easter Bunny who brings children chocolate on Easter morning, but the Easter bells.

### Enrichment Opportunities

Scan the QR code to find out more about Easter traditions in France



Easter decorations in Alsace

## Easter vocabulary

- Dimanche de Pâques = Easter Sunday
- Lundi de Pâques = Easter Monday
- Les œufs de Pâques = Easter eggs
- Une fête chrétienne = a Christian holiday
- Le lapin de Pâques = the Easter bunny
- Le chocolat à Pâques = Easter chocolate
- Les cloches de Pâques = Easter bells

## Easter Bells

- In France, legend has it that on Maundy Thursday (the day before Good Friday), the bell’s chimes flee to Rome, where the Pope blesses them. There, they collect the Easter eggs, which will be scattered in French gardens on their return journey.
- By the morning of Easter Sunday, they have returned and are ringing out joyfully to declare the resurrection of Christ. When children hear them, they go to the garden on an Easter egg hunt.
- The Easter Bells are often represented with a pair of wings, and ribbons or sometimes are transported in a cart.



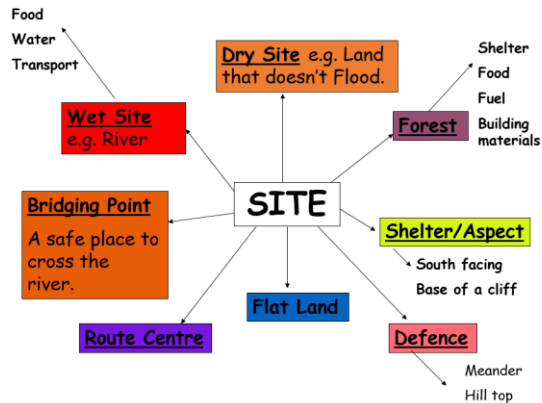
## Easter chocolate

- In many pâtisseries-chocolateries, great attention to detail makes chocolate eggs look more like pieces of art than anything edible.
- Unlike the chocolate shapes sold in the UK and Australia, the French do not purchase only Easter egg shapes. There is a profusion of different shapes, including chocolate Easter bunnies, Easter Bells, Easter Hens, and little Easter Fish called “Fritures de Pâques”.

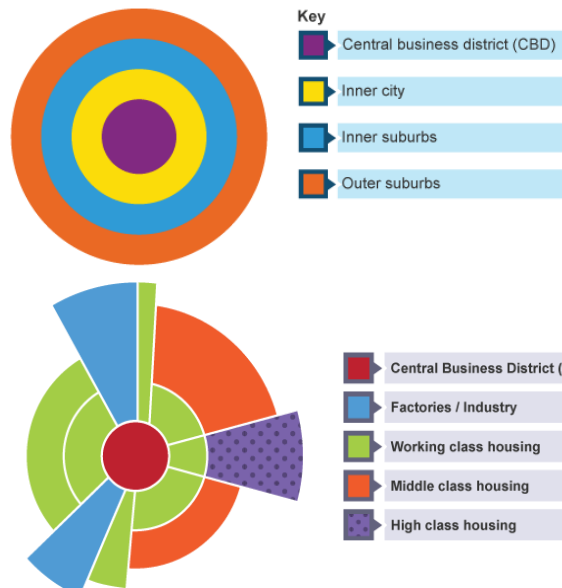
## Key word definitions

- Brown field site** – A site that has previously been built on.
- Central Business District (CBD)** – The city centre, a zone of shops and offices.
- Congestion** – Places becoming overcrowded with vehicle traffic.
- Congestion** – Places becoming overcrowded with vehicle traffic.
- Conurbation** - A region comprising a number of cities, large towns, that have merged.
- Dispersed** – Settlements that are spread out, often found in highland areas.
- Function** – The reason a settlement was built.
- Greenfield site** – A site that has never been built on before.
- Linear settlement** – Settlements that have grown up along a line of communication e.g. a road or river.
- Migration** – The movement from one place to another. This could be national (within the same country) or international (crossing a country's border).
- Nucleated settlement** – Settlements that have grown up clustered around a central point.
- Post-industrial** – An area or economy that no longer relies on manufacturing.
- Regeneration** – Improving the built environment after it has declined, usually done in areas which are post-industrial.
- Settlement** – A place where people live and work.
- Settlement hierarchy** – A way of ordering settlements in order of size and importance.
- Site** – A place where the settlement first grew up.
- Situation** – The location of a settlement in relation to its surrounding features.
- Urbanisation** – The increasing number of people living in towns and cities.

## Factors that influence settlement site



## Urban Land Use Models



## Settlement Hierarchy



Land use models show how a 'typical' city is laid out. The **Burgess model** is based on the idea that land values are highest in the centre.

### Limitations of the model:

- It is now quite old and was developed before mass car ownership.
- New working and housing trends have emerged since the model was developed.
- Every city is different - there is no such thing as a typical city.

The **Hoyt model** was developed as an alternative model showing transport developments.

## Enrichment Opportunities

Research and define what a megacity is, giving examples. What are the challenges faced by cities as they expand due to a rising population? How can those cities become more sustainable? Write down your ideas as an A4 fact file.







### 3.1 Medieval Religion

Christian	Somebody who follows the religion of Christianity. In the Medieval period everybody was Christian
Roman Catholic	A type of Christianity which says that their leader is the Pope in Rome (Italy). All Christians in England during the Medieval period followed the Roman Catholic type of Christianity
Doom Painting	A painting found on the walls of Medieval churches showing heaven and hell and the punishments or rewards waiting Christians in the afterlife
Tithe	One tenth of income in the form of food/animals or money which had to be given to the Church by everybody in England every year.
Pope	The leader of the Roman Catholic (Christian church). During the medieval period the Pope was very powerful (more powerful than some kings) what he said was considered to be direct messages from God
Archbishop	Powerful leaders in the Roman Catholic Church. They were in charge of Bishops and Priests. The Pope was their boss. Some archbishops controlled large amounts of land and wealth. The most important Archbishop in England was the Archbishop of Canterbury.
Bishop	Bishops looked after a group of churches in the area which they controlled. During the medieval period they were often rich and controlled land and the priests who worked in churches in the area.
Priest	A man specially trained to perform religious duties. He could read and speak Latin and held church services. They reported to Bishops. Priests were very important people in their local village acting as leaders and local advisors and judging the sins and crimes of people who lived there. A priest could threaten people with hell if they behaved badly or didn't follow the rules of the Church
Heaven	A place where Christians believe you go after you die to live forever in happiness. In the medieval period Christians believed if you followed the rules of the Church you would go to heaven.
Hell	A place where Christians believe you go after you die to live forever in pain. In the medieval period Christians believed if you broke the rules of the Church you would go to hell.
Monk	A man who devotes his life to study and prayer to God. He lives in a monastery. Monasteries often controlled large areas of land and became rich during the medieval period.
Nun	A woman who devotes her life to study and prayer to God. She lives in a convent.

### 3.2 Medieval Towns and Villages and leisure

Villein	A villein was a type of peasant. They did not own the land they worked on. They had few rights and could not leave their village without permission.
Freeman	A freeman was not tied to the land on which he worked, and he could move on. He paid rent to work on the land to the local lord.
Wattle and Daub	Method that was used to make houses made of clay and animal manure. It was used to make basic houses for the majority of peasants in medieval England.
Hygiene	Referring to being clean. Good hygiene means clean places free of germs. Many medieval towns were unhygienic. Though some occasional attempts were made to clean them up.
Sanitation	Referring to cleaning and removing harmful substances in particular sewage from an area. Medieval towns had poor sanitation, with toilets often being placed directly over water which was used for drinking and washing. Therefore, a major cause of disease in medieval England was poor sanitation.
Feast Days	Days of celebration in medieval England. In the Middle Ages, ordinary people didn't really go on holidays. Instead, there were lots of feast days throughout the year, such as Easter Day, May Day, Midsummer's eve, Christmas, and various Saint's days. On these days, after going to a church service, they would have some free time for themselves. In fact, our work holiday comes from the term 'holy day'.

#### Enrichment Opportunities

Meanwhile Elsewhere ... find out what else was going on at the same time, elsewhere in the world:

- Carry out independent research on the Song Dynasty



### 3.3 The Black death Key Terms , Dates and people

1348	The year that the Black Death arrived in England. It is thought the Black death killed 33-50% of the population within 5 years.
Bubonic Plague	The name of the disease which caused the Black Death. It was carried in the bloodstream and passed through the bite of infected fleas.
Buboes	Large boils the size of tennis balls which would grow on the victims of the Black Death. They might burst spilling out black pus.
Flagellants	People who whipped themselves as a punishment for their sins in order to stop themselves from getting the Black Death.
Edward III	King of England during the Black Death. He did make some laws asking people to clean up towns to try and stop the spread of the disease.
Cause	Something that makes something else happen.
Consequence	Something that happens as a result of something else.
Prevention	Something done to stop a disease from happening.
Treatment	Something done to cure or stop a disease.

### 3.4 Black Death –Beliefs about causes

What did Medieval people think caused the Black death?

- Medieval people had only limited medical knowledge and most people believed disease were caused by God as punishment or for other superstitious reasons.
- Other people though the movement of the planets or bad smells called Miasma caused the Black Death.
- Some people blamed Jewish people and said they had poisoned the drinking water. Many Jewish people were murdered as a consequence.

### 3.5 Black death Consequences

What were the consequences of the Black Death?

- Many people in England died, up to 50 % of the population. This included people from all social classes.
- However, it was not all bad. The lack of people meant that land was freed up and Freeman could demand to be paid for the work they did or for lower rents. Peasants began to move about more freely.
- The Lords and Barons did not like this new freedom and later tried to make laws which returned life to what it was like before the Black Death.

### 3.6 Black Death Prevention and Treatment

Medieval people tried a range of ways to prevent or treat the Black death. They rarely worked

Praying to God	Most people believed in God by praying to him they thought they might be saved from death
Whipping themselves	Groups of people called flagellants whipped themselves to show how sorry they were for sins committed by humankind
Popping the boils with a plucked chicken	This is one example of the ideas Medieval people had based on superstition. Others included killing a toad and rubbing it on your boils
Moving away and locking victims in their homes	Avoiding contact with Black Death victim was one of the only ways to avoid catching the disease but since the disease was so widespread this was virtually impossible.

# ELEMENTS OF MUSIC

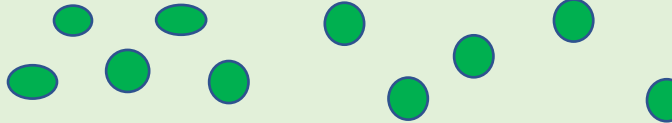
The elements of music are the fundamental elements that make up music. These elements are what make different pieces of music sound different from each other. They are used to **compose** pieces of music to create different moods and feelings. They can also be used to **analyse** pieces of music that have already been written. **Performers** use them to enhance their performances. We use MAD T-SHIRT as a way to remember them.

## MELODIC MOVEMENT / DEVICES

Steps



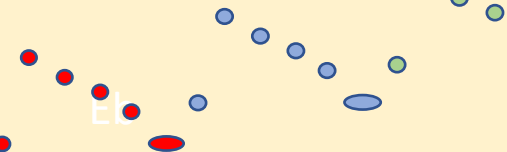
Leaps



Repetition



Sequence



Listening

<https://www.youtube.com/watch?v=zHPqO0UnaW8>

<https://www.youtube.com/watch?v=pDst9A3sqis>

# MAD T-SHIRT

**M**elody – the tune / pitches played

**A**rticulation – the way it is played

**D**ynamics – the volume

**T**exture – layers of sound Thick / Thin

**S**tructure – the order

**H**armony – 2 or more notes at the same time

**I**nstruments – what is making the sound

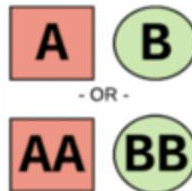
**R**hythm & Tempo – duration of the sound and speed

**T**imbre – the quality of the sound

## STRUCTURE

### BINARY

Two Contrasting Sections



### TERNARY

Three sections with contrasting Middle



## GRAPHIC SCORE TERMINOLOGY

### Dynamics

*pp* – pianissimo – very soft

*pp* – piano - soft

*f* – forte - loud

*ff* – fortissimo – very loud

*sfz* – sforzando – suddenly loud

- crescendo – getting louder

- diminuendo – getting softer

### Tempo

*Lento* – very slow

*Adagio* – Slow and stately

*Andante* – at a walking pace

*Moderato* – moderately

*Allegro* – Fast and bright

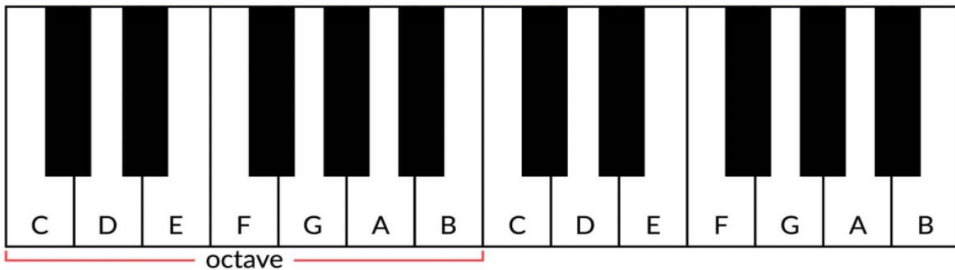
*Vivace* – Very fast

Extension and Further Info

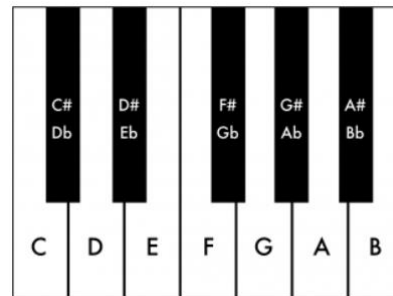
<https://www.bbc.co.uk/bitesize/topics/zcbkjc6>

<https://youtube.com/playlist?list=PLtycXRMafBjmhiYwdnBLDJ3uVN-AM8bjU>

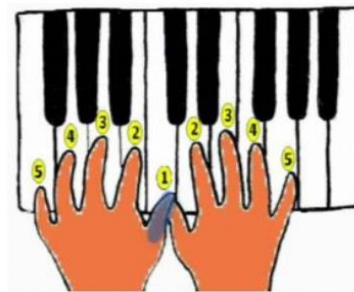
## A. Layout of a Keyboard/Piano



A piano or keyboard is laid out with **WHITE KEYS** and Black Keys (see section G). C is to the left of the two Black Keys and the notes continue to G then they go back to A again. Notes with the same letter name/pitch are said to be an **OCTAVE** apart. **MIDDLE C** is normally in the centre of a piano keyboard.



## E. Left Hand/Right Hand (1-5)



## B. Treble Clef & Treble Clef Notation

A **STAVE** or **STAFF** is the name given to the five lines where musical notes are written. The position of notes on the stave or staff shows their **PITCH** (how high or low a note is). The **TREBLE CLEF** is a symbol used to show high-pitched notes on the stave and is *usually* used for the right hand on a piano or keyboard to play the **MELODY** and also used by high pitched instruments such as the flute and violin. The stave or staff is made up of 5 **LINES** and 4 **SPACES**.



Every Green Bus Drives Fast. Notes in the **SPACES** spell "FACE"



Notes from **MIDDLE C** going up in pitch (all of the white notes) are called a **SCALE**.



### Stretch

## Composition

- Can notate compositions using appropriate formats
- Can identify and use chords I, IV and V accurately
- Can improvise effective melodies
- Can compose using a variety of compositional techniques



### Secure

- Can combine rhythm, tempo and pitch accurately
- Can identify and compose using basic musical structures such as Binary (AB) or Ternary form (ABA)
- Can compose using a variety of instruments including technology
- Can explore correct use of instrumentation

### Stretch

## Performing

- Can confidently perform a piece of music to an audience
- Can take the lead when working in a group and organise group work
- Perform on a number of instruments accurately



### Secure

- Can identify the notes on a keyboard
- Can perform simple melodies on a keyboard using correct rhythms and pitch
- Can follow appropriate notation for various instruments and understand how to play an individual part
- Can perform as part of a group staying in time

### Stretch

## Evaluating



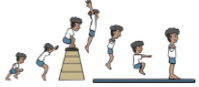

- Can identify targets to improve your own and others work
- Can identify elements of music when listening to music using correct terminology, MAD T-SHIRT
- Can reflect and improve your work throughout a project



### Secure

- Can identify What Went Well in your own and others work
- Can use the correct terminology for Pitch, Tempo and Dynamics when evaluating work
- Can identify how to improve your work



Physical		
Skill	Definition	How do I do this?
<b><u>Inverted Movements</u></b> 	An action where your hips go above your head.	You should be building skill and confidence in a range of inverted movements, e.g., bridge, shoulder stand, headstand. <u>Headstand</u> : Lie on back, place hands on floor. Place soles of feet flat on floor. Push hips up and extend arms. <u>Handstand</u> : Hands placed quietly on the floor. Ears hidden between arms throughout. Upper leg should remain straight throughout.
<b><u>Counter Balance/ Counter Tension</u></b> 	Different forces between performers are spread equally to create balance.	Counter balance is any balance where a person uses another person's weight to stay balanced by pushing against them. Counter tension is any balance where a person uses another person's weight to stay balanced by pulling away from them. Use body tension to maintain control. Ensure a stable grip.
<b><u>Flight from Hands</u></b> 	To travel in the air by propelling/ supporting weight with hands.	Begin by getting used to supporting your weight on hands using a mat, e.g., bunny hops. Gradually move towards higher apparatus. Keep hands apart, beneath shoulders for balance/ support. When using a vault, knees go between hands.
<b><u>Rolls</u></b> 	Moving by turning on the ground.	You should be developing your skill and confidence even with the more difficult rolls, e.g., forward, straddle and backwards. When performing backwards rolls, the head should be tucked in, and arms should be extended to propel you backwards.
<b><u>Making Sequences</u></b>	To put moves together.	Consider how moves look together. Marks for quality and control. You should now be able to use different apparatus and inverted movements within your sequences. You should also be working with larger groups, considering formations and patterns. Think about your starting and finishing position carefully.



Simone Biles is an American artistic gymnast. With a combined total of 30 Olympic and World Championship medals, Biles is the most decorated American gymnast.



Max Whitlock is a British artistic gymnast. He is a five-time Olympic medallist (all around, team, floor exercise and twice on pommel horse), winning two golds and three bronzes, and an eight-time world medallist on the same apparatus with three gold and five silvers.

Social and Emotional			
<b><u>Collaboration</u></b> Collaboration is about working well with others in order to achieve an agreed goal. When performing movements and balances with a partner, strong collaboration is important for both quality and safety. Collaboratively evaluate and improve on sequences.	<b><u>Communication</u></b> We need to communicate using appropriate language in order to provide effective feedback. We should ensure that we consider the feelings of others, and work on ensuring that our feedback is constructive. Use communication skills to evaluate sequences.	<b><u>Perseverance</u></b> Perseverance is about keeping going even when something is difficult or tiring. Gymnastic movements and holds can rarely be achieved the first time – they need you to practice and keep trying even when you fail at first. You should support and encourage others to keep trying through difficulties.	<b><u>Selecting and Applying Actions</u></b> There are a huge range of different movements and holds that we can perform. We should select and apply those that are most effective at different times - you will need to draw on your skills of creativity and imagination. Consider how moves look together in groups, considering formations.

## 1.1 Key Vocabulary

<b>Old Testament</b>	The first part of the Christian Bible that tells about the Jews, their history, and God's words to them in the time before Jesus Christ was born.
<b>New Testament</b>	The part of the Bible that deals with the life and teachings of Jesus Christ and with Christianity in the early Church.
<b>Covenant</b>	An agreement between God and mankind
<b>The Old Covenant</b>	The reference to the agreements and laws given by God in the Old Testament.
<b>The New Covenant</b>	The reference to the agreement in the New Testament that Christians were able to be saved from sin individually, not as a nation by following Jesus.
<b>Sin</b>	To disobey God or break a religious law.
<b>Prophet</b>	Someone chosen by God to deliver a message.
<b>The 7 laws of Noah</b>	The seven laws given to Noah. Jewish Scholars have taken them from instructions given in Genesis to Adam and Noah.
<b>The 10 Commandments</b>	The Ten laws given to Moses from God.
<b>Israelites</b>	Someone who came from the country Israel (a Jew). Some believe they were a chosen nation by God, who were promised The Chosen Land of Canaan.
<b>Messiah</b>	The promised savior of the Jewish nation prophesied in the Bible.
<b>Prophecy</b>	A foretelling of the future.
<b>Atonement</b>	The belief that Jesus' death on the cross healed the rift between God and mankind.
<b>Salvation</b>	The belief that Christians can be saved from sin and have eternal life with God in heaven when they die.

## 1.2 Prophets of the Old Testament

**Adam:** is the name given in Genesis 1-5 to the first human. In Genesis 2 God is believed to have created him from the dust of the ground and breathed life into him. Later Eve was created from his rib as a companion. Adam and Eve were given the Garden of Eden to live in but disobeyed God by eating from The Tree of Knowledge of Good and Evil. This act of disobedience is believed to have brought evil into the world and resulted in them being banished from the garden and told to fend for themselves for the rest of their mortal lives.

**Noah:** is described in the Bible as a righteous man. God instructed him to tell his people that if they didn't repent for their sins and baptise themselves, they would be destroyed by a flood. They didn't believe Noah, so God sent a flood. God instructed Noah to build an Ark to protect his family and animals. Once the flood had gone, God promised Noah he would never do anything like that again.

**Abraham:** obeyed unquestioningly the commands of God. He was promised that God would give him descendants as numerous as the stars and the chosen land for his people. In the Old Testament it tells the account of Abraham's journey to the chosen land. During this journey God destroyed the city of Sodom for their sins and tested Abraham's faith by asking him to sacrifice his son.

**Moses:** was saved by the Egyptian Pharaoh's Daughter in a basket in the river Nile after his instruction to kill the Jewish baby boys. Moses was brought up as an Egyptian prince until he killed an Egyptian slave driver after he saw him brutally beat an Israelite. Moses left Egypt for 40 years but came back after receiving a message from God from the Burning Bush. He was instructed to go back to Egypt and tell the new Pharaoh that he should free the Israelites. The Pharaoh refused each time, so the 10 Plagues were sent. When the Israelites were finally freed, Moses, through the power of God, parted The Red Sea to help them escape. Moses returned to Mount Sinai (where he first spoke to God) and received The 10 Commandments.



# 1.3 The key events of Jesus' life



**The ANNUNCIATION**  
(Luke 1:26-38) - The angel Gabriel's announcement to the Virgin Mary of the Incarnation.



**INCARNATION** (Luke 2:1-7)  
Jesus is born in Bethlehem. (Luke 2:8-20) Angels visited Shepherds to tell them about Jesus. (Matthew 2:1-12) The Magi visited but did not tell Herod where Jesus was.

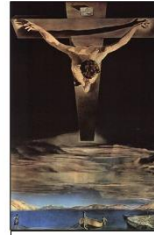


**MIRACLES**

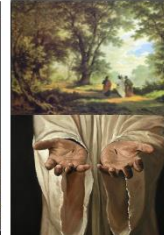
- Matthew 8:23-27 – Calmed the storm
- Matthew 14:15-21 – Fed 5000
- John 2:1-11 – Turned water into wine
- **John 11:41-44 – Raised Lazarus**



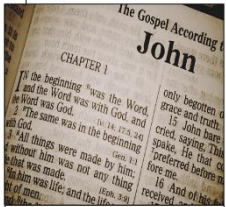
**LAST SUPPER**  
Jesus shared a Passover meal with his disciples. This is now known as the Last Supper and is commemorated by Christians with the Eucharist. At this meal, Jesus gave bread and wine to his disciples.



Jesus was flogged and **CRUCIFIED** at the site of Golgotha on the day that Christians know as **GOOD FRIDAY**.



**RESURRECTION**  
The stone was rolled away, and the body was missing. *Why do you look for the living amongst the dead? He is not here; he has risen!* **LUKE 24:5-6**



In the **BEGINNING** was the **WORD**, and the Word was with God, and the Word was God. He was with God in the beginning. Through him all things were made; without him nothing was made that has been made.

(John 1: 1-3)



Jesus was **BAPTISED** (Matthew 3:13-17), he came up out of the water. Heaven was opened and he saw the spirit of God descending like a dove and alighting on him. Then a voice said from heaven, "This is my own dear son with whom I am pleased."



Jesus is **TEMPTED** (Matthew 4:1-11). The spirit led Jesus into the desert to be tempted by the Devil. After forty days and nights without food, Jesus was hungry. The Devil made promises to Jesus. Jesus replied, "Worship the Lord your God and serve only him!" The Devil left Jesus and angels came and helped him.



Jesus **TAUGHT** Sermon on the Mount (Matthew 5:3–11)

- The Beatitudes
- The law
- Giving
- Prayer
- Treasures in Heaven
- Worrying
- Judging
- False prophets



Jesus was **ARRESTED** for blasphemy as he had been heard calling himself the 'King of Israel' and the authorities disliked this. Judas identified Jesus to the soldiers by kissing him. Peter tried to defend Jesus and cut off one of the soldier's ears with his sword. Jesus reprimanded Peter and miraculously healed the man's ear.



Jesus's body is placed in the **TOMB**.



**ASCENSION**  
40 days after his **RESURRECTION** Jesus rose to heaven.

## Revision Suggestions:

- 1) Create a flash card for each of the key terms not just from the key vocabulary list but the other sections also. On the front write down the key term and, on the back, write down the definition. Use the cards to test yourself and see if you can remember each of the words.
- 2) Use the 1.3 to cover up key bits of information about Jesus' life to help you remember them.



# Frida Kahlo

## Quick fact file:

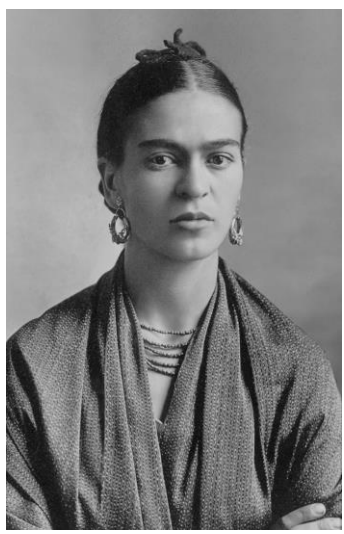
- Full name: Magdalena Carmen Frieda Kahlo y Calderón
- Born: 6th July 1907 in Mexico
- Died: 13th July 1954 (aged 47)
- Known for: her art, in particular her self-portraits

## Her early life

- As a child, Frida Kahlo suffered a bout of polio that left her with a slight limp, a chronic condition she would endure throughout her life.
- Kahlo was especially close to her father, who was a professional photographer, and she frequently assisted him in his studio.
- In 1925 Kahlo was involved in a bus accident, which so seriously injured her that she had to undergo more than 30 medical operations in her lifetime. During her slow recovery, Kahlo taught herself to paint

## Casa Azul

- Frida Kahlo was born and grew up in The Blue House (Casa Azul) and this is where she also created many of her works. It is also where she died in 1954.
- Four years after her death, her husband Diego Rivera donated the house to the Mexican government for it to be turned into a museum dedicated to her life and work. It is still open to visit today.

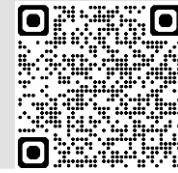


## Frida's Artwork

- In her lifetime, Frida painted around 142 paintings, 55 of which were self-portraits.
- Frida's self-portraits often tell us something about what she was feeling and what was happening in her life at that time.
- Frida Kahlo is considered to be one of the surrealist painters, in the same group as artists like Salvador Dali and Rene Magritte.

## Enrichment Opportunities

Find out more about Frida Kahlo's life and work by scanning the QR codes below:



*“Feet, what do I need them for when I have wings to fly?”*

*-Frida Kahlo*

