

# Maidenhill School

# Knowledge Organiser

Year 7 – Term 6



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

Name:

Tutor: 7

# Planner - Term 6



Week 1	Notes
Monday 2 <sup>nd</sup> June	
Tuesday 3 <sup>rd</sup> June	
Wednesday 4 <sup>th</sup> June	
Thursday 5 <sup>th</sup> June	District Athletics
Friday 6 <sup>th</sup> June	
Week 2	Notes
Monday 9 <sup>th</sup> June	
Tuesday 10 <sup>th</sup> June	
Wednesday 11 <sup>th</sup> June	
Thursday 12 <sup>th</sup> June	
Friday 13 <sup>th</sup> June	

Week 1	Notes
Monday 16 <sup>th</sup> June	
Tuesday 17 <sup>th</sup> June	
Wednesday 18 <sup>th</sup> June	
Thursday 19 <sup>th</sup> June	
Friday 20 <sup>th</sup> June	INSET DAY
Week 2	Notes
Monday 23 <sup>rd</sup> June	
Tuesday 24 <sup>th</sup> June	
Wednesday 25 <sup>th</sup> June	
Thursday 26 <sup>th</sup> June	
Friday 27 <sup>th</sup> June	



Week 1	Notes
Monday 30 <sup>th</sup> June	RP3 published
Tuesday 1 <sup>st</sup> July	
Wednesday 2 <sup>nd</sup> July	Sports Day
Thursday 3 <sup>rd</sup> July	
Friday 4 <sup>th</sup> July	

Week 2	Notes
Monday 7 <sup>th</sup> July	Science Fair 12-3pm
Tuesday 8 <sup>th</sup> July	School Production
Wednesday 9 <sup>th</sup> July	School Production
Thursday 10 <sup>th</sup> July	School Production
Friday 11 <sup>th</sup> July	School Production

Week 1	Notes	
Monday 14 <sup>th</sup> July	Activities Week	
Tuesday 15 <sup>th</sup> July		
Wednesday 16 <sup>th</sup> July		
Thursday 17 <sup>th</sup> July		
Friday 18 <sup>th</sup> July		

Notes...



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

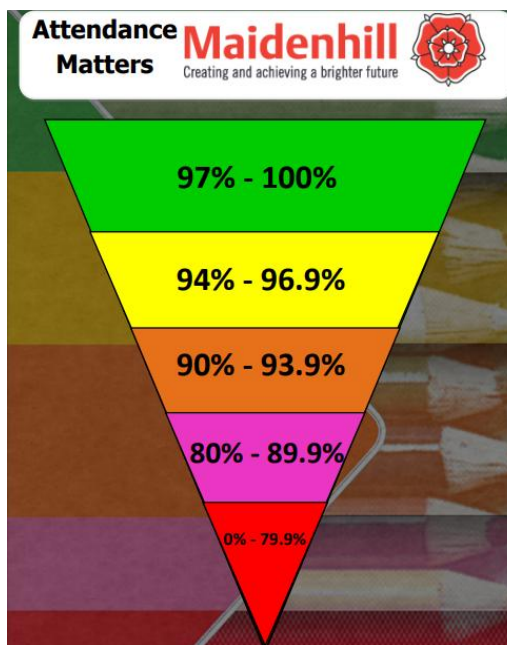
Have a problem?  
Worried about someone or something?  
Need someone to talk to? Scan the QR code and let us know.

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)



100%	0 DAYS	0 DAYS MISSED
99%	1 DAY	1 DAY MISSED
98%	3 DAYS	3 DAYS MISSED
97%	1 WEEK	5 DAYS MISSED
96%	1.5 WEEKS	7.5 DAYS MISSED
94%	2 WEEKS	10 DAYS MISSED
93%	2.5 WEEKS	12.5 DAYS MISSED
92%	3 WEEKS	15 DAYS MISSED
90%	3.5 WEEKS	17.5 DAYS MISSED

MAXIMISE YOUR POTENTIAL.  
ATTEND SCHOOL EVERY DAY.

## 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



## 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

# 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.







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:

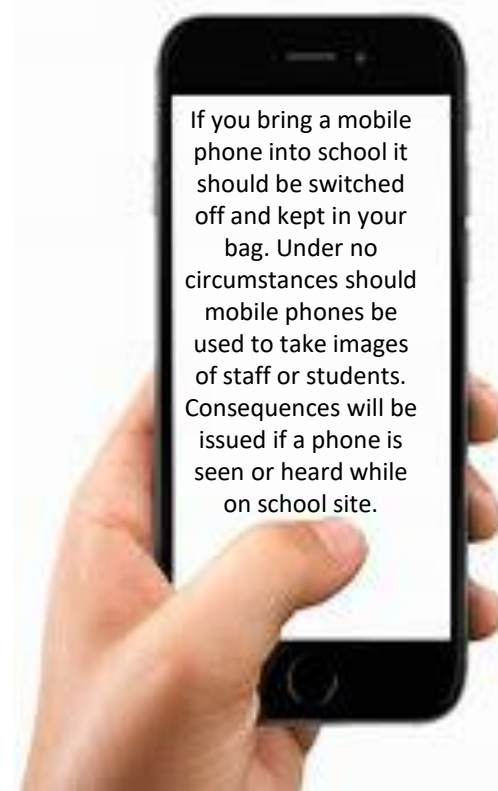
- In possession, under the influence of or dealing in illegal drugs. This also extends to alcohol and other toxic substances
- Serious physical or verbal aggression towards others
- Serious rudeness, defiance, threatening behaviour or inappropriate language towards a member of the school staff
- Anti-social 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 3



	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.



Subject	Attitude to Learning	Attitude to Homework	Organisation	Achievement
English				
Maths				
Science				

Reflections

I am proud of

I have made the most progress in

I know this because

I know I still need to work on

I will do this by

# Tutor time – Maths Task 1



<b>Question 1</b> Complete 660 seconds = ..... minutes	<b>Question 2</b> What is the time 40 minutes after 1:15?	<b>Question 3</b> Work out $1\frac{3}{5} + 1\frac{1}{4}$	<b>Question 4</b> Work out $2\frac{1}{3} + 2\frac{1}{2}$
<b>Question 5</b> Solve $x + 11 = 17$	<b>Question 6</b> Solve $x + 4 = 8$	<b>Question 7</b> Work out $8 \times 0.4 =$	<b>Question 8</b> Work out $11.7 \times 9 =$
<b>Question 9</b> Find 20% of £660	<b>Question 10</b> Find 20% of £740	<b>Question 11</b> Work out $15.48 \times 100 =$	<b>Question 12</b> Work out $15.27 \times 10 =$
<b>Question 13</b> Complete 1530 m ..... 3.57 km (< = or >)	<b>Question 14</b> Complete 1.66 km ..... 2280 m (< = or >)	<b>Question 15</b> Complete using < = or >  0.33    0.334	<b>Question 16</b> Complete using < = or >  0.347    0.35
<b>Question 17</b> List the factors of 50	<b>Question 18</b> List the factors of 28	<b>Question 19</b> Work out $\frac{3}{5} \times \frac{2}{3}$	<b>Question 20</b> Work out $\frac{1}{3} \times \frac{1}{2}$

# SKILLS CHECK



Score

# Tutor time – Maths Task 2



<b>Question 1</b> Complete 300 minutes = ..... hours	<b>Question 2</b> What is the time 10 minutes before 10:15?	<b>Question 3</b> Work out $1\frac{1}{5} + 1\frac{1}{3}$	<b>Question 4</b> Work out $1\frac{2}{3} + \frac{1}{2}$
<b>Question 5</b> Solve $x \times 2 = 8$	<b>Question 6</b> Solve $x \times 6 = 18$	<b>Question 7</b> Work out $10 \times 0.2 =$	<b>Question 8</b> Work out $8.9 \times 4 =$
<b>Question 9</b> Find 20% of £300	<b>Question 10</b> Find 90% of £60	<b>Question 11</b> Work out $0.134 \times 10 =$	<b>Question 12</b> Work out $150.1 \times 10 =$
<b>Question 13</b> Complete 220 cm ..... 24 mm (< = or >)	<b>Question 14</b> Complete 50 cm ..... 7 mm (< = or >)	<b>Question 15</b> Complete using < = or >  <div>0.9    0.88</div>	<b>Question 16</b> Complete using < = or >  <div>0.75    0.748</div>
<b>Question 17</b> What is the 9th multiple of 4?	<b>Question 18</b> List the factors of 29	<b>Question 19</b> Work out $\frac{2}{7} \times \frac{2}{3}$	<b>Question 20</b> Work out $\frac{2}{7} \times \frac{1}{4}$

# SKILLS CHECK



Score

# Tutor time – Maths Task 3



<b>Question 1</b> Complete 7.5 minutes = ..... seconds	<b>Question 2</b> What is the time 15 minutes before 4:25?	<b>Question 3</b> Work out $3\frac{1}{3} + 1\frac{1}{2}$	<b>Question 4</b> Work out $1\frac{2}{5} + 1\frac{1}{3}$
<b>Question 5</b> Solve $x \div 5 = 9$	<b>Question 6</b> Solve $x \times 12 = 24$	<b>Question 7</b> Work out $11 \times 0.6 =$	<b>Question 8</b> Work out $14.3 \times 3 =$
<b>Question 9</b> Find 20% of £320	<b>Question 10</b> Find 85% of £200	<b>Question 11</b> Work out $39.4 \times 10 =$	<b>Question 12</b> Work out $18.07 \times 1000 =$
<b>Question 13</b> Complete 105 cm ..... 22 mm (< = or >)	<b>Question 14</b> Complete 1.37 km ..... 1440 m (< = or >)	<b>Question 15</b> Complete using < = or >  <div>0.94    0.944</div>	<b>Question 16</b> Complete using < = or >  <div>0.983    0.99</div>
<b>Question 17</b> What is the 14th multiple of 8?	<b>Question 18</b> What is the 14th multiple of 4?	<b>Question 19</b> Work out  $\frac{2}{3} \times \frac{1}{2}$	<b>Question 20</b> Work out  $\frac{8}{9} \times \frac{5}{8}$

## SKILLS CHECK



Score

# EXTRA PRACTICE– Maths Task 1



<b>Question 1</b> Complete 5 hours = ..... minutes	<b>Question 2</b> What is the time 25 minutes before 5:30?	<b>Question 3</b> Work out $2\frac{4}{5} + 1\frac{3}{4}$	<b>Question 4</b> Work out $3\frac{4}{5} + \frac{1}{3}$
<b>Question 5</b> Solve $x - 3 = 6$	<b>Question 6</b> Solve $x - 5 = 7$	<b>Question 7</b> Work out $8 \times 0.6 =$	<b>Question 8</b> Work out $9.3 \times 2 =$
<b>Question 9</b> Find 10% of £680	<b>Question 10</b> Find 80% of £760	<b>Question 11</b> Work out $15.53 \times 10 =$	<b>Question 12</b> Work out $0.783 \times 10 =$
<b>Question 13</b> Complete 325 cm ..... 11.5 mm (< = or >)	<b>Question 14</b> Complete 0.75 km ..... 59 m (< = or >)	<b>Question 15</b> Complete using < = or >  <div>0.41    0.394</div>	<b>Question 16</b> Complete using < = or >  <div>0.13    0.130</div>
<b>Question 17</b> What is the 4th multiple of 9?	<b>Question 18</b> List the factors of 35	<b>Question 19</b> Work out  $\frac{2}{3} \times \frac{5}{6}$	<b>Question 20</b> Work out  $\frac{3}{10} \times \frac{8}{9}$

**SKILLS CHECK**

Score



# EXTRA PRACTICE– Maths Task 2



<b>Question 1</b> Complete 9.5 minutes = ..... seconds	<b>Question 2</b> What is the time 40 minutes before 11:20?	<b>Question 3</b> Work out $2\frac{1}{4} + 1\frac{1}{2}$	<b>Question 4</b> Work out $3\frac{3}{5} + \frac{1}{2}$
<b>Question 5</b> Solve $x + 11 = 18$	<b>Question 6</b> Solve $x + 8 = 12$	<b>Question 7</b> Work out $9 \times 0.4 =$	<b>Question 8</b> Work out $15.4 \times 7 =$
<b>Question 9</b> Find 5% of £740	<b>Question 10</b> Find 20% of £120	<b>Question 11</b> Work out $202.2 \times 100 =$	<b>Question 12</b> Work out $1.115 \times 10 =$
<b>Question 13</b> Complete 2140 m ..... 2.43 km (< = or >)	<b>Question 14</b> Complete 3.52 km ..... 71 m (< = or >)	<b>Question 15</b> Complete using < = or >  <div>0.61    0.595</div>	<b>Question 16</b> Complete using < = or >  <div>0.756    0.8</div>
<b>Question 17</b> List the factors of 47	<b>Question 18</b> What is the 10th multiple of 15?	<b>Question 19</b> Work out $\frac{8}{10} \times \frac{5}{7}$	<b>Question 20</b> Work out $\frac{3}{7} \times \frac{5}{9}$

## SKILLS CHECK



Score

# EXTRA PRACTICE– Maths Task 2



<b>Question 1</b> Complete 720 seconds = ..... minutes	<b>Question 2</b> What is the time 50 minutes before 2:30?	<b>Question 3</b> Work out $3\frac{1}{5} + 1\frac{5}{8}$	<b>Question 4</b> Work out $2\frac{3}{5} + \frac{1}{2}$
<b>Question 5</b> Solve $x + 7 = 13$	<b>Question 6</b> Solve $x + 7 = 18$	<b>Question 7</b> Work out $7 \times 0.6 =$	<b>Question 8</b> Work out $9.3 \times 4 =$
<b>Question 9</b> Find 20% of £600	<b>Question 10</b> Find 45% of £880	<b>Question 11</b> Work out $238.9 \times 10 =$	<b>Question 12</b> Work out $93.9 \times 100 =$
<b>Question 13</b> Complete 3910 m ..... 0.33 km (< = or >)	<b>Question 14</b> Complete 0.5 km ..... 1970 m (< = or >)	<b>Question 15</b> Complete using < = or >  <div>0.87    0.873</div>	<b>Question 16</b> Complete using < = or >  <div>0.501    0.5</div>
<b>Question 17</b> List the factors of 46	<b>Question 18</b> List the factors of 31	<b>Question 19</b> Work out $\frac{5}{7} \times \frac{1}{3}$	<b>Question 20</b> Work out $\frac{1}{2} \times \frac{2}{3}$

## SKILLS CHECK



Score

## Task 1

Read this speech and using your green pen, correct the SPaG errors. This includes full stops, capital letters, commas and spelling errors.

### hello everyone

have you ever had a moment when you felt really proud of yourself I want to tell you about mine the first time I scored a goal in football

at first, I was nervous. I didn't think I was good enough to play on the team But I kept practicing, and one day during a match i saw the ball coming toward me I kicked it as hard as I could and it went in!

that moment taught me something if you keep trying, even when you're scared, you can suprise yourself so next time you feel like giving up, remember you might just be one kick away from your proudest moment.

### Thank you

### 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

Referring to the speech in Task 1– answer the questions below:

Question	Answer
What was the speaker's proudest moment?	
How did the speaker feel before scoring the goal?	
What lesson did the speaker learn from the experience?	
Why is the story of scoring a goal important to the speech?	



**Task 3**

Read the short speech below. Highlight the following techniques: direct address, rhetorical question, imperative, list of three, opinion and facts.

Hi everyone,

Do you ever feel like school can get a little... boring?

Well, imagine learning history by walking through a real castle or understanding science while exploring a zoo. School trips are fun, exciting and help us learn in new ways!

I believe we should have more school trips. They're not just a break from class; they help us remember things better, work as a team and feel more confident.

Some people say trips are too expensive. But many schools offer help and we can plan affordable ones nearby.

So next time someone asks if we need more school trips, just say: YES! Because learning should be an adventure.

Thank you!

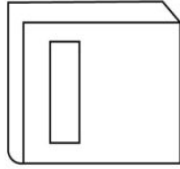
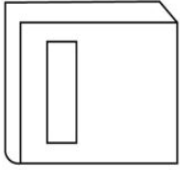
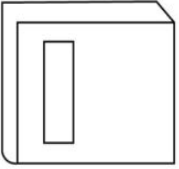
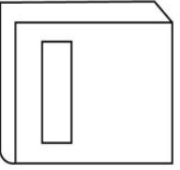
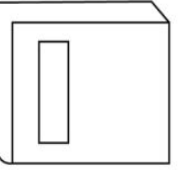
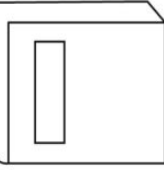
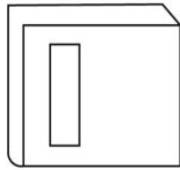
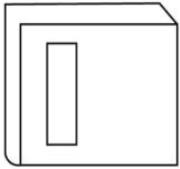
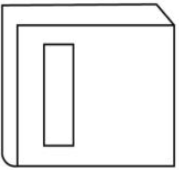
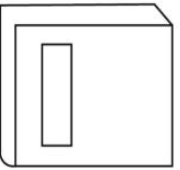
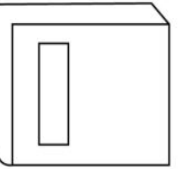

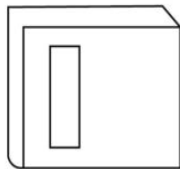
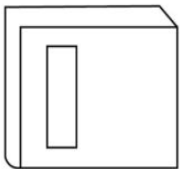
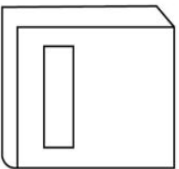
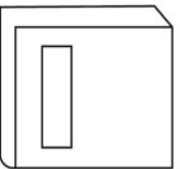
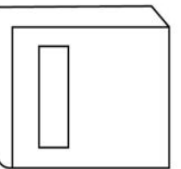

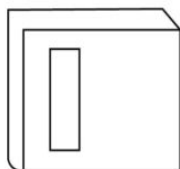
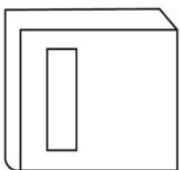
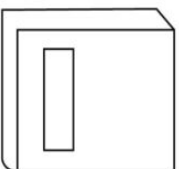
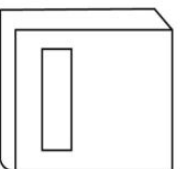
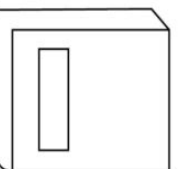

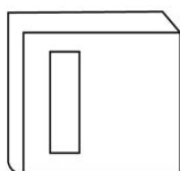
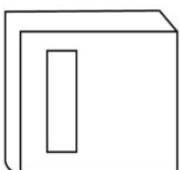
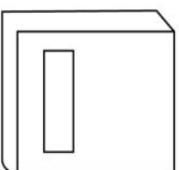
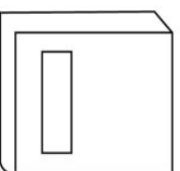
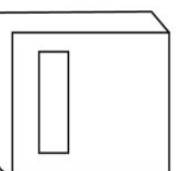

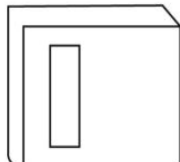
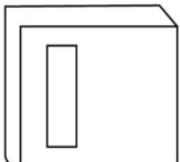
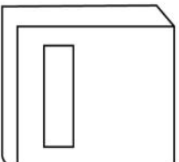
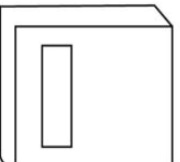
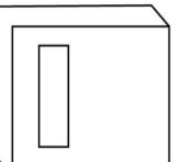

**Reading**

Current Reading Book:	
Date	
Pages read	
Current Reading Book:	
Date	
Pages read	

# READING LOG



Color in a book for every day you do your daily reading.

**"The more that you read, the more things  
you will know. The more that you learn, the  
more places you'll go."**

-Dr. Seuss





## 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.

**Rhythm**  
 The flow of a poem, often effected by the punctuation and shape of a poem.

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

**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).

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

**POETIC TECHNIQUES**

## 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

22

**admitted**  
**advised**  
**agreed**  
**assured**  
**avowed**

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

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

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

**began**  
**bragged**  
**chatted**  
**cheered**  
**commented**  
**convinced**  
**crowded**  
**exclaimed**  
**gushed**  
**instructed**

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

## Non-fiction...

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







# Conjunctions

Addition	Summary	Place
Further Also Too Besides Finally Last Additionally In addition Then	In short In other word Anyway In brief It seems Clearly In sum After all In general	There Here In the back Adjacent to Next to Nearby Beyond Opposite to At that point

Example	Comparison	Time
Such as For one thing For instance For example That is Specifically Illustrated by In particular	Equally A similar ... Likewise Similarly Comparable As with Another ... like In the same way	Meanwhile Finally At last Presently Currently In the past In the meantime Eventually Immediately

PUNCTUATION					
QUESTION MARK ?	Use at the end of a sentence to express 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.
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.
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.
				COLON :	Use to introduce a list or a definition.
				SEMICOLON ;	Use to connect subjects and verbs into a single sentence.

**THERE** →

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

**THEIR** ↑

(Shows's 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





## 1.1 What is Debate?

A **debate** is like a verbal tug-of-war with brains instead of biceps!

Imagine two (or more) teams on opposite sides of a topic: "Should pineapple be allowed on pizza?" One side shouts, "Yes, it's deliciously daring!" The other yells, "No, it's a tropical crime!" But instead of yelling, they use logic, clever arguments, facts and a bit of flair to convince the audience or judges that *their* side is right.

It's not about who shouts louder, it's about who argues smarter.

## 1.2 How to structure a debate

### Structured Speeches

Each speaker has a turn, usually with time limits. They present:

- **Introduction** (set out their position)
- **Main Arguments** (with evidence and examples)
- **Rebuttals** (respond to the other side's points)
- **Conclusion** (sum up and reinforce their stance)

## 1.3 Debate Topics

### **Food Fights (but friendly!) Should pineapple be allowed on pizza?**

Is chocolate better than crisps?

Should we have dessert before dinner?

### **School Life**

Should homework be banned?

Should school start later in the morning?

Should students choose what subjects they study?

### **Pets and Animals**

Should every student be allowed to bring a pet to school?

Are dogs better than cats?

Should zoos be banned?

### **Tech and Screen Time**

Should mobile phones be allowed in school?

Is watching YouTube better than reading books?

Should kids be allowed unlimited screen time on weekends?

### **Fun and Imagination**

Would you rather live in a world made of Lego or chocolate?

Should superheroes be allowed to run for Prime Minister?

Is it better to be invisible or be able to fly?

**These interesting topics can lead to lively debates while encouraging critical thinking and respectful discussion.**

## 1.4 Extension Tasks

- Research Demosthenes, recognised as one of the greatest ancient Greek orators.
- Research modern day debaters. Are there people out in the world who are making their mark? Bring your research into school and share with your teacher.

## 1.5 Sentence Starters



### Reasoning and Explanation Words

Because...

Since....

As a result...

Consequently



### Emphasising Evidence

For example...

For instance...

Research shows...

According to...

Statistics prove...



### Persuasive Techniques (Rhetoric)

Imagine if...

Just think...

Surely you can see...

Don't you agree...?

Isn't it obvious that...?



### Commanding or Urging Words (Imperatives)

You must...

We need to...

Take action now!

Join us today!

Stand up for...

## 1.6 Exemplar Speech

Hey everyone, guess what? So, today we're talking about junk food, and we're totally convinced it should be banned from schools. Seriously! You know why? Because junk food is so not cool for us, right?

Okay, check it out. You ever notice how when we eat junk food, we feel all tired and lethargic afterward? Yes, that's because it's loaded with sugar that's not good for us. Plus, it's like, everywhere in school! It's way too easy to grab a bag of crisps or a cake when we're hungry, but we're not really thinking about what it does to our bodies.

And get this. Junk food messes with our brains too! It can make it harder to concentrate in class, and sometimes it even makes us all hyper and fidgety. Not cool when we're trying to learn, right?

So, we're thinking, why not kick junk food out of schools? Like, seriously, let's swap those crisps and fizzy drinks for healthier snacks that actually make us feel good and help us focus. It's not about taking away our freedom; it's about making it easier for us to make healthy choices.

So, let's do this! Let's say bye-bye to junk food in schools and hello to feeling awesome every day. Who's with us?

## 1.7 Key Vocabulary

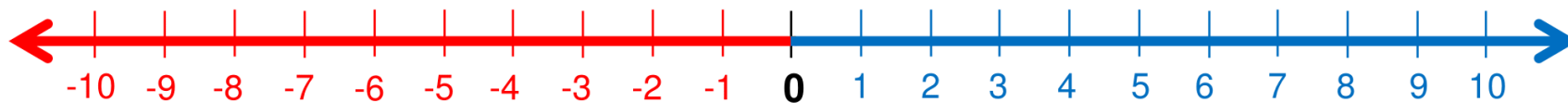
**Persuade** - To induce another party to undertake a course of action or embrace a point of view by means of argument or reasoning.

**Argument** - A fact or statement put forward as proof or evidence.

**Debate** - A formal contest of argumentation in which two opposing teams defend and attack a given proposition.

**Paralinguistic features** – How we communicate without words.





## 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





# Lines and Angles

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

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

- Use a protractor accurately
- Identify different types of angles, triangles, and quadrilaterals
- Use the rules for angles on a straight line, angles around a point, and vertically opposite angles.
- Use the rule for the sum of angles in a quadrilateral

## Key Words

**Protractor:** mathematical equipment used to measure angles

**Angle:** the amount of turn between two lines around their common point

**Adjacent:** lying next to each other

**Polygon:** an enclosed 2D shape made up of straight lines

**Quadrilateral:** a four-sided polygon

**Scalene triangle:** a triangle with all different sides and different angles

**Regular Polygon:** a polygon with equal angles and all sides the same size

## Types of angles (455)

**Acute Angles**  
 $0^\circ < \text{angle} < 90^\circ$

**Obtuse Angles**  
 $90^\circ < \text{angle} < 180^\circ$

**Reflex Angles**  
 $180^\circ < \text{angle} < 360^\circ$

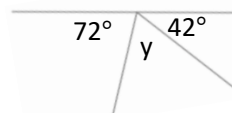
**Right Angles**  
 $90^\circ$

Right angle notation

**Straight Line**  
 $180^\circ$

## Angle rules (478, 479, 485, 812,

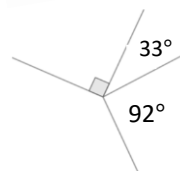
Angles on a straight line add up to  $180^\circ$



$$180 - 72 - 42 = 76^\circ$$

Missing angle =  $76^\circ$

The sum of angles around a point is  $360^\circ$



$$360 - 90 - 92 - 33 = 155^\circ$$

Missing angle =  $155^\circ$

All interior angles in a triangle add up to  $180^\circ$



All interior angles in a quadrilateral add up to  $360^\circ$



Vertically opposite angles are equal



## Types of triangles (823)

**Equilateral Triangles**

All sides the same length  
All angles the same size



**Isosceles Triangles**



Two sides the same length  
Base angles the same size

Dash notation indicates equal length sides.

**Scalene Triangles**

No angles or sides are the same

## Quadrilaterals (824-5)



**Rhombus**

All sides equal size  
Opposite angles are equal

**Trapezium**

One pair of parallel lines



**Parallelogram**

Two pairs of parallel sides  
Opposite angles are equal  
e.g. rectangle, square, rhombus and parallelogram

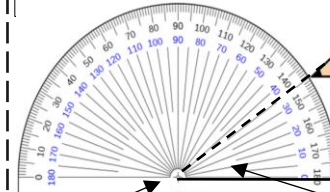
**Kite**

No parallel lines  
Equal lengths on top sides  
Equal lengths on bottom sides  
One pair of equal angles



## Draw angles up to $180^\circ$ (461)

Draw a  $35^\circ$  angle



Make sure the cross is at the end of the line (where you want the angle)

The angle

Make a mark at  $35^\circ$  with a pencil  
And join to the angle point (use a ruler)

Enrichment Opportunities

Nrich.maths.org/6870



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

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

- Enlarge shapes by a positive scale factor
- Recognise line symmetry
- Reflect in a horizontal line
- Reflect in a vertical line
- Reflect in a diagonal line

## Keywords

**Mirror line:** a line that passes through the centre of a shape with a mirror image on either side of the line

**Line of symmetry:** same definition as the mirror line

**Reflect:** mapping of one object from one position to another of equal distance from a given line.

**Vertex:** a point where two or more-line segments meet.

**Perpendicular:** lines that cross at  $90^\circ$

**Horizontal:** a straight line from left to right (parallel to the x axis)

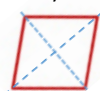
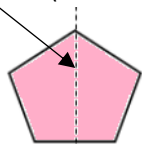
**Vertical:** a straight line from top to bottom (parallel to the y axis)

**Enlarge:** to make a shape bigger (or smaller) by a given multiplier (scale factor)

**Scale Factor:** the multiplier of enlargement

## Lines of symmetry (M523)

Mirror line (line of reflection)



**Rhombus**  
two lines of symmetry

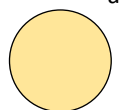
**Parallelogram**

No lines of symmetry



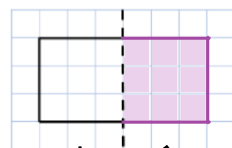
Shapes can have more than one line of symmetry....

This regular polygon (a regular pentagon has 5 lines of symmetry)

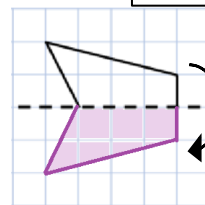


A circle has an infinite amount of lines of symmetry

## Reflect horizontally/ vertically (M290)



Reflection in a vertical line



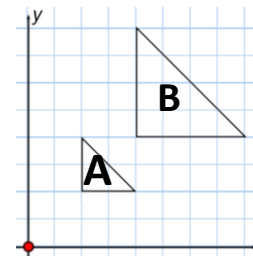
Reflection in a horizontal line

Note: a reflection doubles the area of the original shape

## Enlarge shapes (M178)

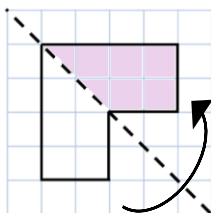
Enlarge shape **A** by SF 2

The shape is enlarged by 2



## Reflect Diagonally (M290)

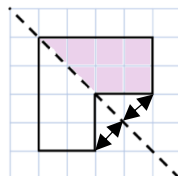
Points on the mirror line don't change position



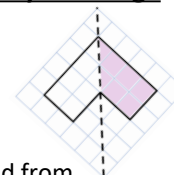
Fold along the line of symmetry to check the direction of the reflection

If you turn your image it becomes a vertical/ horizontal reflection (also good to check your answer this way)

**Turn your image**



Perpendicular lines to and from the mirror line can help you to plot diagonal reflections



## Enrichment Opportunities





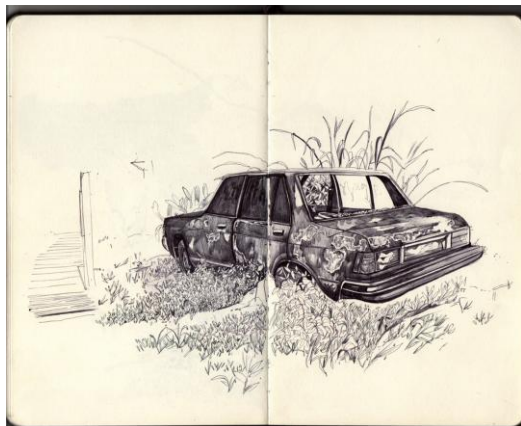
Key word	Definition
<b>accurate</b>	Close to the true value of what you are measuring.
<b>analyse</b>	The process of looking at data and writing about what you have found out.
<b>bar chart</b>	A way of presenting data when one variable is discrete or categoric and the other is continuous.
<b>categoric</b>	A variable that has values that are words.
<b>conclusion</b>	What you write down to say what you have found out during an investigation.
<b>confidence</b>	How sure you are of your conclusion based on the data.
<b>continuous</b>	A variable that has values that can be any number.
<b>control variable</b>	A variable that you have to keep the same in an investigation.
<b>data</b>	Words or numbers that you obtain when you make observations or measurements.
<b>dependent variable</b>	A variable that changes when you change the independent variable.
<b>discrete</b>	A variable that can only have whole-number values.
<b>evaluate</b>	To discuss the quality of data collected during an investigation and suggest improvements to the method.
<b>independent variable</b>	A variable you change that changes the dependent variable.
<b>investigation</b>	An experiment or set of experiments designed to produce data to answer a scientific question or test a theory.
<b>line graph</b>	A way of presenting results when there are two numerical variables.
<b>line of best fit</b>	A smooth line on a graph that travels through or very close to as many of the points plotted as possible.
<b>mean</b>	An average of a set of data, found by adding together all the values in the set and dividing by the number of values in the set.
<b>observation</b>	Carefully looking at an object or process.
<b>outlier</b>	A result that is very different from the other measurements in a data set.



## 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

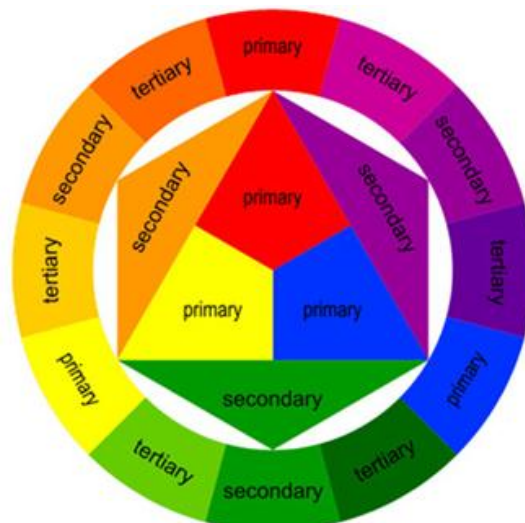
OR Grey = Yellow + Purple

### 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.

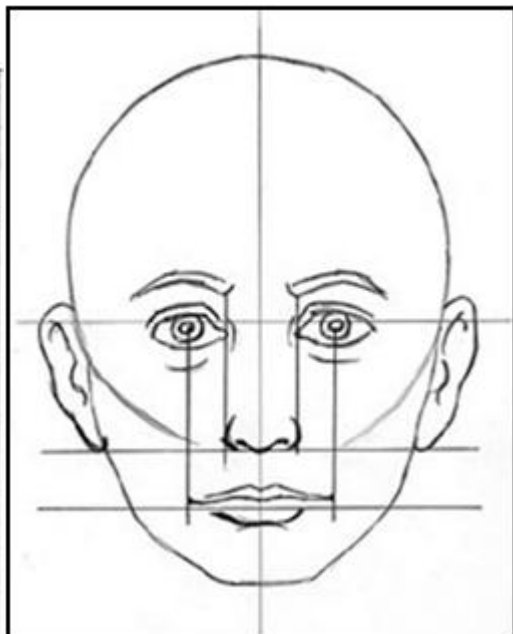
**Layout**— the arrangement of elements on a surface.

**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







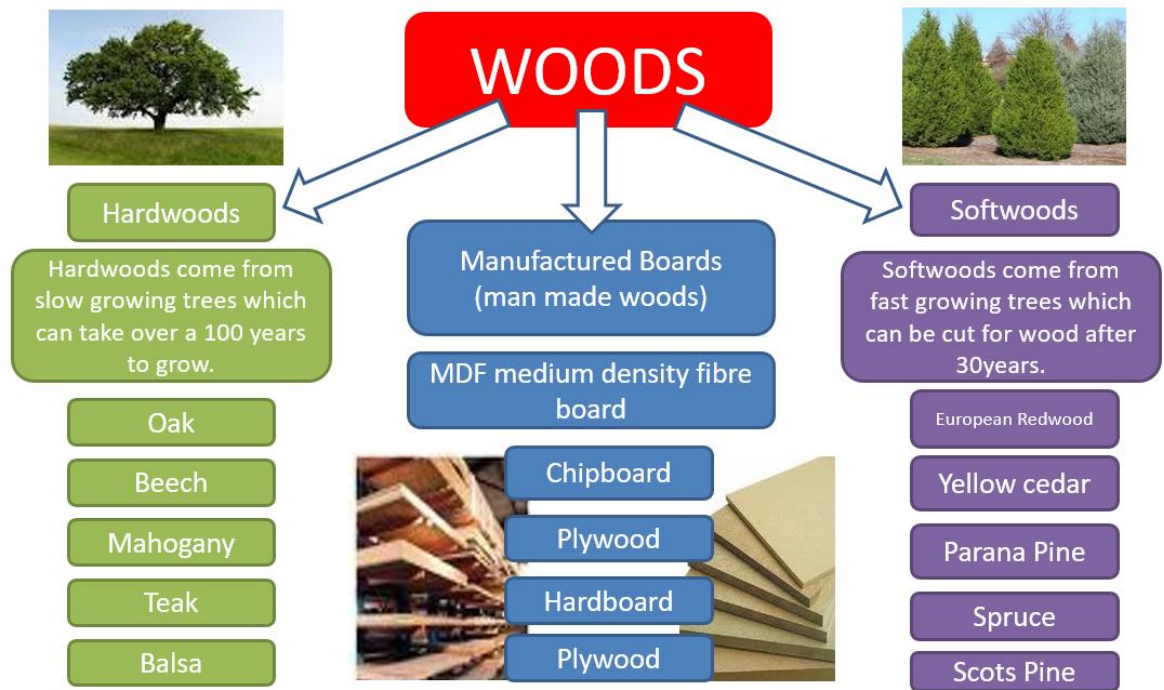
- 1907-1954
- Most famous Mexican artist
- Known for her self-portrait and portrait paintings
- Used her personal life experiences, family, husband and pets in her paintings
- She contracted polio at the age of 6 and was left disabled by the disease
- She suffered with constant pain from a serious bus 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](https://www.youtube.com/watch?v=ZCvCjlx_FRO)

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

### 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.

### Meat, Fish & Alternatives: 12%

- Help the body to grow and stay healthy.
- Eat a range of meat, fish, eggs, nuts, seeds, tofu, beans, and pulses.



## 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.

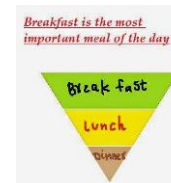
There are three macronutrients that are essential for health:

- carbohydrate;
- protein;
- fat.



There are two types of micronutrients:

- vitamins;
- minerals.



## 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



## Meet KODU

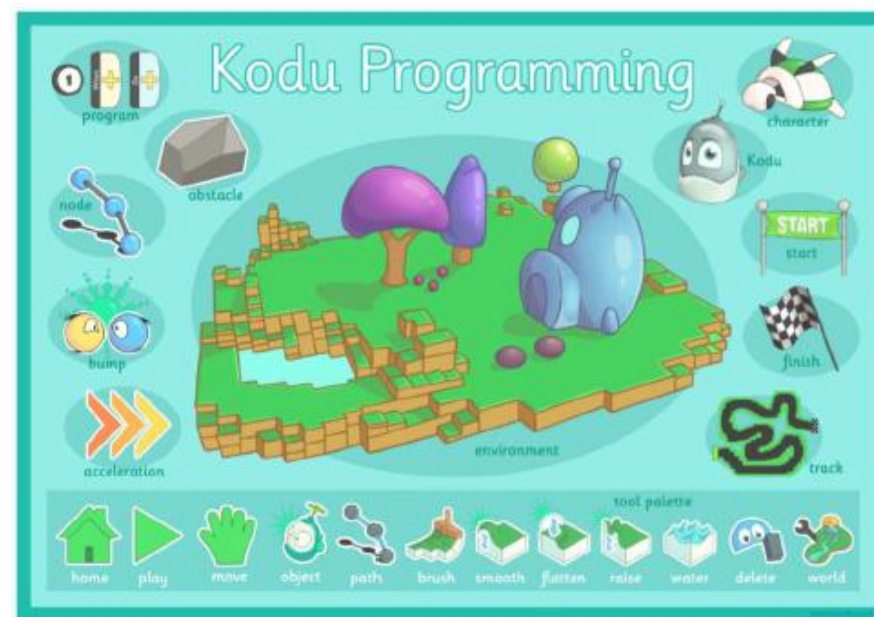
<https://www.kodugamelab.com>

A free 3D games design software with a WHEN/DO coding environment.

## Genres

A Genre is the type of game that can be created

- Platform
- Shooter
- Fighter
- Survival
- RPD
- Adventure
- Strategy
- Sports
- Social deduction



## Target Audience

Who the game is targeted at:

- Universal
- 18+
- Boys/Girls?
- A certain lifestyle? Sports/Money etc.

## Planning

Using a GANTT chart to plan what you will do in each lesson

Fill the boxes when you will do these tasks in which lesson.

Task	1	2	3	4	5	6	7
Plan your game							
Create KODU first level							
Create scenery							
Add characters/objects							
Add objective (win/loss condition)							
Add a second level							
Evaluate KODU							

## Key Terms

<b>Properties</b>	Characteristics (size, invisible, damage etc.)
<b>Behaviours</b>	Things it can do (see, hear, bump etc.)
<b>Actions</b>	Things it can perform (move, launch, glow etc.)
<b>Terrain</b>	Stretch of land
<b>Path</b>	A set path to follow
<b>Kodu</b>	A sprite/character in your game
<b>Program code</b>	A list of coded instructions
<b>World</b>	(Potentially) A stage within your game
<b>Scoring</b>	Scoring points within your game

## Enrichment Opportunities

Bafta Young games designers - <http://ygd.bafta.org/>

Youtube Kodu Tutorials:

[https://www.youtube.com/watch?v=Ls\\_jFKwAesY&list=PL\\_NqIViiP9nHKyYZ3UG-Mr-U-2Ib\\_oG3I](https://www.youtube.com/watch?v=Ls_jFKwAesY&list=PL_NqIViiP9nHKyYZ3UG-Mr-U-2Ib_oG3I)



## Summary

Circus as a performance style began in the north of England during the 18<sup>th</sup> century with skilled horse riders performing tricks whilst riding (this is why a circus ring is in a circle – so the riders can ride round and round).

With the addition of acrobats, jugglers, rope dancers and clowns in the 19<sup>th</sup> century, this traveling entertainment style became very popular as it would bring the performance to your town with new and exciting tricks and curiosities to marvel at.

One of the key men in this time is P T Barnum who the film The Greatest Showman was based on. Unfortunately he was not a very nice man in real life and was known for treating his performers poorly.

## Key Acts

**Ringmaster** – The leader of the circus. They introduce the acts with energy and excitement.

**Juggler** – A performer who throws objects about to amaze the crowd

**Clown** – A comic performer who is often silly and clumsy

**Acrobat** – Physical performers who amaze with feats of gymnastics, flexibility or strength

**Aerial** – A group of performances that take place in the air. This includes trapeze, ropes, ring, silks and Chinese Poles.

**Strongman/strongwoman** – A performer who impresses with acts of strength

## A Confident Performance

- A tall/upright posture
- Your head up and chest out
- Open body language (don't cross your arms or legs or have your hands in your pockets)
- A smile or open facial expression
- Strong and confident body and arm movements
  - taking up lots of space
- A loud and clear voice
- A slow and dramatic pace



Extension and Further Info

Cirque Du Soleil YouTube Page

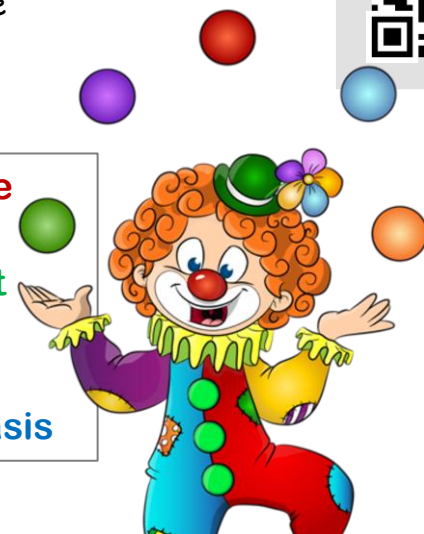


### Body

**Facial**  
**Expression**  
**Movement**  
**Posture**  
**Interaction**  
**Gesture**

### Voice

**Volume**  
**Tone**  
**Accent**  
**Pitch**  
**Pace**  
**Emphasis**



## 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>



# La Fête Nationale en France – Bastille Day in France

## What is Bastille Day?

- “Bastille Day” is known in France simply as “*le Quatorze Juillet*”, a reference to the date on which it is held. July 14 became an official national holiday in 1880 to commemorate key turning points in French history.

## What is the Bastille?

- The Bastille was a fortress for the people of Paris. It was built in the 1300s during a war against the English.
- It had eight towers that were 30 meters high, all connected by walls that were as tall as they are, making it hard to break in or out.
- There was also a moat around it that was more than 80 feet and 24 meters wide so no one could get inside without being seen first.
- It also was guarded by regular soldiers and Swiss mercenaries. It became a French State prison and place for important people to be held who were charged with various things in the 17th and 18th centuries.
- Some people in the prison were writers and thinkers and political opponents of the King.



## Enrichment Opportunities

Scan the QR code to find out more about Bastille Day in France!

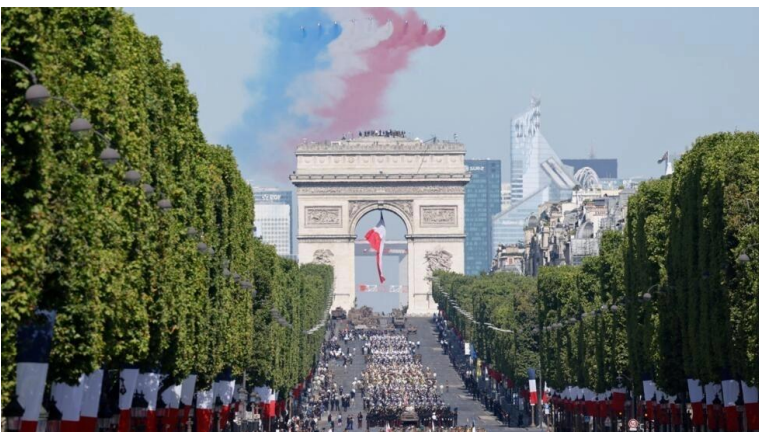


## July 14<sup>th</sup>, 1789

- On July 14<sup>th</sup> 1789, a Paris mob, hungry from a poor harvest and angry at the king and government for their suffering – stormed the Bastille prison, which had become a symbol of the absolute power of the King after he confined many of his opponents there.
- The mob freed a handful of prisoners and seized large stores of weapons.
- After a fierce fight, the revolutionaries captured the prison. They found only seven prisoners. However, the power of the people had been made known, encouraging them to fight for liberty and equality.
- The attack is considered to be the beginning of the French Revolution which forced the King to give up control of the country.
- Bastille Day was first celebrated on July 14<sup>th</sup> 1790, while the French Revolution was still in progress. Bastille Day did not become a French national holiday until 1880, long after the Bastille itself had been demolished by a revolutionary government.

## How is it celebrated today?

- July 14<sup>th</sup> is a public holiday in France. Celebrations include fireworks, parades and parties.
- The French military parade is the oldest in the world. It has been happening since 1880 with French officials and world leaders.
- The celebrations are all about France’s tricolor flag and the words “Liberté, Égalité, Fraternité.” Both are symbols of France from the French Revolution.





### **Key word definitions:**

**Adaptation** Action that helps cope with the effects of climate change - for example construction of barriers to protect against rising sea levels.

**Biofuel** A fuel made from renewable, natural sources, including crops such as sugar cane, and some forms of waste.

**Carbon capture and storage** The collection and transport of concentrated carbon dioxide gas. The gases are then injected into deep underground reservoirs.

**Carbon dioxide (CO<sub>2</sub>)** Carbon dioxide is a gas in the Earth's atmosphere. It occurs naturally and is also a by-product of human activities such as burning fossil fuels.

**Climate change** A pattern of change affecting global or regional climate. This variation may be caused by both natural processes and human activity. Global warming is one aspect of climate change.

**Fossil fuels** Natural resources, such as coal, oil and natural gas, containing hydrocarbons. These fuels are formed in the Earth over millions of years and produce carbon dioxide when burnt.

**Global warming** The steady rise in global average temperature in recent decades, which experts believe is largely caused by man-made greenhouse gas emissions.

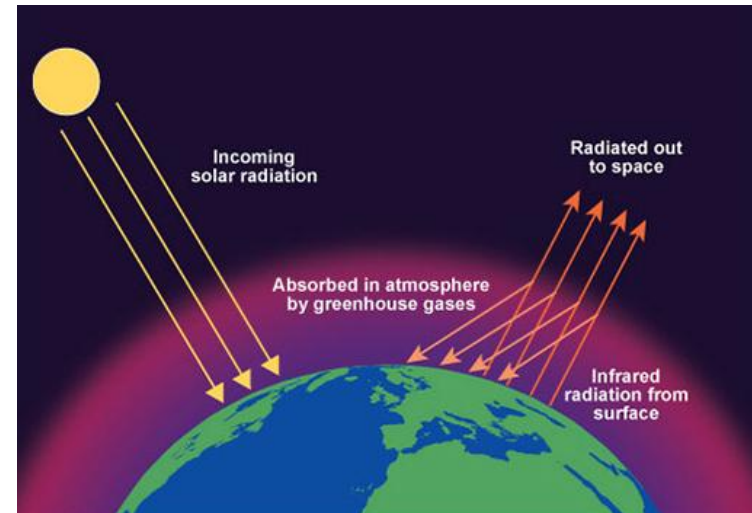
**Greenhouse effect** The insulating effect of certain gases in the atmosphere, which allow solar radiation to warm the earth and then prevent some of the heat from escaping.

**Methane** The second most important man-made greenhouse gas. Sources include both the natural world (animals) and human activity (agriculture, waste dumps, leaks from coal mining).

**Mitigation** The action of reducing the carbon emissions/taking carbon out of the atmosphere and therefore reducing global warming. This is usually done by using renewable energies, carbon capture and planting trees.

**Renewable energy** Renewable energy is energy created from sources that can be replenished in a short period of time. The five renewable sources used most often are: biomass (such as wood and biogas), the movement of water, geothermal (heat from within the earth), wind, and solar.

## **The Greenhouse Effect**



### **Enrichment Opportunities**

Research how Iceland uses geothermal energy to power the country. What are the advantages and disadvantages of this energy source? Produce a poster to display any facts and figures.





### 5. 1 Ming Dynasty

**The Builders of the Great Wall:** Parts of the Great Wall of China we see today were built during the Ming Dynasty to keep out invaders.

**The Forbidden City:** The Ming emperors built a giant palace in Beijing called the Forbidden City. It's super fancy and was only for the emperor and his court.

**Zheng He's Amazing Adventures:** Zheng He was like the superhero of sailors! He sailed huge ships to faraway places to bring back treasures and make friends around the world.

**Beautiful Porcelain:** The Ming Dynasty made pretty blue-and-white pots and vases that people all over the world wanted to have.

**Smart Tests:** To work for the emperor, people had to take really hard tests called civil service exams. Only the smartest passed!

**A Long Time Ago:** The Ming Dynasty lasted nearly 300 years, from 1368 to 1644.

### 5. 2 Mongol Empire

**Genghis Khan, the Great Leader:** Genghis Khan was the founder of the Mongol Empire. He united many tribes and started one of the biggest empires in history.

**The Largest Empire Ever:** The Mongol Empire spread across Asia and Europe. It was so big that people called it the largest land empire ever!

**Fast Riders:** The Mongols were amazing horseback riders and used their speed to win battles and deliver messages quickly.

**The Silk Road:** The Mongols helped keep the famous Silk Road safe for traders, so people could buy and sell goods like silk and spices.

**Respecting Different Cultures:** The Mongols liked learning about other cultures and often let people in their empire keep their own traditions.

**Life in Yurts:** Mongols lived in round tents called yurts, which they could move easily as they travelled.

### 5. 3 Mali Empire

**King Mansa Musa:** Mansa Musa was one of the richest kings in history. He ruled the Mali Empire and made it famous around the world for its wealth.

**Gold, Gold, and More Gold:** The Mali Empire had so much gold that people called it the "Land of Gold"!

**The Amazing City of Timbuktu:** Timbuktu was a big centre for learning, with schools and libraries that people from far away came to visit.

**Great Trade Routes:** The Mali Empire controlled important trade routes where people traded goods like gold, salt, and spices.

**Muslim Kingdom:** Mansa Musa was a Muslim king, and he built beautiful mosques and helped spread Islam in West Africa.

**Camel Caravans:** Traders used camels to travel across the desert to bring goods to and from the Mali Empire.

### 5. 4 Inca Empire

**The Kings of the Andes:** The Inca Empire was the largest empire in South America, and it stretched across mountains, deserts, and jungles.

**Machu Picchu:** A famous city built high in the mountains—so high, it's often called the "Lost City of the Incas!"

**Amazing Builders:** The Incas were expert builders who made strong stone walls without using any cement. Their roads and bridges connected the whole empire!

**Gold Everywhere:** The Incas loved gold and decorated their temples and buildings with it. Gold was so shiny, they thought it was the sweat of the sun!

**The Sun God:** The Incas worshipped a sun god named Inti, and they built temples to honour him.

**No Written Words:** Instead of writing, the Incas used knotted strings called quipus to send messages and keep records.



## 5. 5 Khmer Empire

**Angkor Wat:** The Khmer Empire built Angkor Wat, one of the biggest and most beautiful temples in the world! It was dedicated to the Hindu god Vishnu and later became a Buddhist temple.

**The Great Builders:** The Khmer were amazing architects and created many temples, reservoirs, and canals to support their cities.

**Life Around Water:** The Khmer Empire was great at managing water. They built big water systems to grow rice, which was their main food.

**Strong and Powerful:** The Khmer Empire was one of the most powerful empires in Southeast Asia, ruling from the 9th to the 15th century.

**Jayavarman VII:** One of their most famous kings, Jayavarman VII, built a lot of temples and hospitals and made the empire even bigger!

**Nature and Religion:** The Khmer people believed in both Hinduism and Buddhism and loved decorating their temples with carvings of gods and nature.

## 5. 6 Kievan Rus

**The Land of the Rus:** Kievan Rus was a medieval state that existed from the 9th to the 13th century, with its capital in Kyiv (modern-day Ukraine).

**Vikings and Slavs:** The state was founded by Vikings, called Varangians, who united the Slavic tribes and started ruling the region.

**Golden Age:** The reigns of Vladimir the Great and Yaroslav the Wise were the "Golden Age" of Kievan Rus, with lots of progress in culture and religion.

**Christianity:** Vladimir the Great made Orthodox Christianity the official religion, and many beautiful churches were built.

**Trade and Wealth:** Kievan Rus was rich because it controlled important trade routes between Europe and Asia.

**The Mongol Invasion:** The empire ended when the Mongols invaded in the 13th century, breaking it into smaller states.

## 5. 7 Songhai Empire

**One of Africa's Largest Empires:** The Songhai Empire was huge! It covered parts of West Africa and lasted from the 15th to the 16th century.

**Capital City of Gao:** Gao was the main city of the empire, where all the important decisions were made.

**Great Leaders:** Askia the Great was one of the famous rulers of the Songhai Empire. He made the empire strong and improved education.

**Trade Along the Niger River:** The empire was rich because it controlled trade routes where gold, salt, and goods were traded along the Niger River.

**Timbuktu, the Learning Centre:** Timbuktu was part of the Songhai Empire and had schools and libraries where people studied history, science, and religion.

**Islam and Culture:** The rulers of Songhai were Muslim, and they spread Islam and built beautiful mosques.

## What makes a good presentation?

**Be Confident:** Stand up tall, smile, and believe in yourself—you're the star of the show!

**Start with a Hook:** Begin your presentation with something exciting like a question, a fun fact, or a short story to grab everyone's attention.

**Be Clear and Organized:** Talk about your ideas in order, one by one, so it's easy for people to follow along.

**Use Pictures and Props:** Add colourful slides, drawings, or even objects to make your presentation interesting.

**Practice Makes Perfect:** Rehearse your presentation a few times so you feel comfortable and ready.

**Speak Slowly and Loudly:** Make sure everyone can hear and understand you—no rush!

**Look at Your Audience:** Make eye contact to show you're connecting with the people listening.

**Have Fun:** Show your excitement about your topic—it will make your presentation more enjoyable for everyone!



**ABLETON LIVE** is a Digital Audio Workstation or **DAW** and **MIDI** (Musical Instrument Digital Interface) sequencing software available on both PCs and MACs. Combined with hardware such as keyboards, launch pads and microphones the software is used to create music.

**LIVE** is not only a compositional tool but also a performance tool. It can be played, just like a musical instrument. During this project you are going to learn how to compose a piece of music using **Samples** and **looping**.

## Session View



Audio	A sound or music that has been recorded with a microphone
MIDI	Sounds that have been created by a musical instrument plugged into a computer
Samples	Small sections of Audio
Looping	When a sample is repeated

## Arrangement View



## KEY WORDS

# DR SMITH

**D**ynamics – how loud or quiet the music is

**R**hythm – combination of long and short notes

**S**tructure – the order in which the music happens - ABA, AABB

**M**elody – the tune, combination of different pitches

**I**nstrumentation – Strings, Woodwind, Percussion, Brass

**T**empo – fast or slow, bpm – Beats Per Minute

**H**armony – How the notes work together

**Recommended Listening** - Debussy - Prélude from Suite Bergamasque, Mendelssohn Piano Concerto A min, Grieg - Piano concerto A Min, Mahler Piano Quartet in A min.

## Extension and Further Info

<https://learningsynths.ableton.com/>  
<https://www.ableton.com/en/blog/loop/>





## IMPORTANT TECHNIQUES



Head up – looking toward bowler

Feet open the stance to stand side-ways on.

Bat is drawn back

Eyes focus on the ball

Hands open to create a “net”, one hand with a glove

Feet and body behind the ball



## Overview of the Rules

Each team consists of 9 players and teams can be of mixed gender.

### Batting

1. A game lasts for at least one “innings” per team.
2. Each team bats once in each innings before the sides switch.
3. A batter must successfully strike the ball and run around as many bases as possible. Once they get all the way around and back to home plate without being given out a run is scored.
4. If the ball is struck out of the first and third base line it is in the foul area. Once the ball crosses this line before it bounces the ball is deemed ‘dead’ and play restarts with a new pitch.
5. A home run can be scored by hitting the ball over the outfield (beyond the field of play) and into a dead ball area. The batsmen can then stroll around the bases to score along with any additional batsmen on base.

### Fielding

The fielding team can prevent the batsmen scoring runs by:

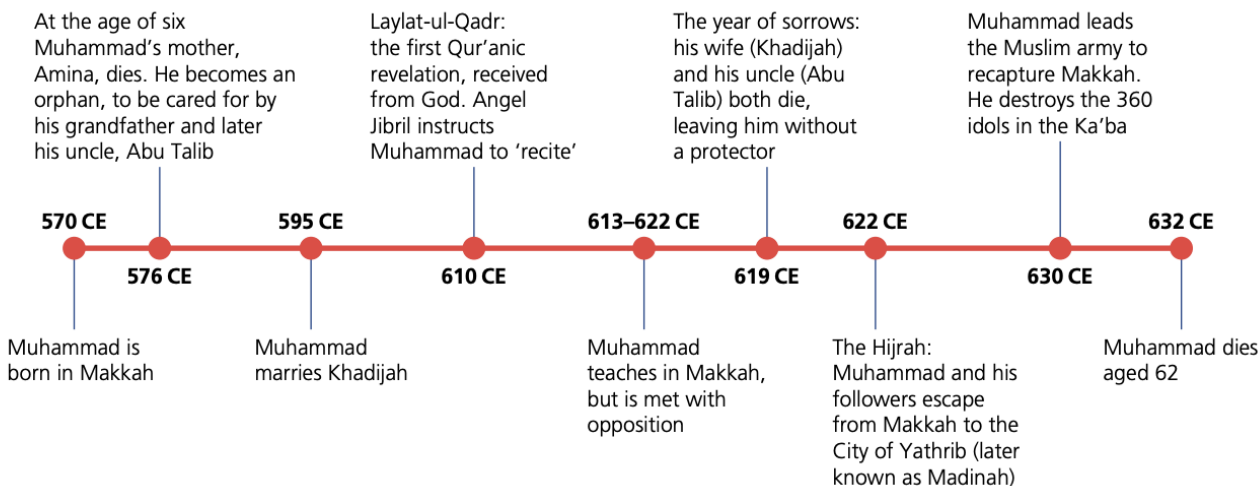
1. Making them miss the ball.
2. Catching the ball.
3. Tagging one of the bases before they reach it.
4. Tagging the batsmen whilst they are running with the ball in hand.



## 1.1 Key Vocabulary

<b>Islam</b>	It means 'peace' or submission.	<b>Tawhid</b>	The Muslim belief in the oneness of God.
<b>Muslim</b>	A person who belongs and believes in the religion of Islam.	<b>Jihad</b>	The strive to be a good Muslim. There are two types. The greater/inner struggle and the lesser/outer struggle.
<b>Allah</b>	The Arabic term for God.	<b>Halal</b>	Actions or things which are permitted within Islam, such as eating permitted foods.
<b>Revelation</b>	A message sent by God and 'revealed' or 'shown' to the human mind.	<b>Haram</b>	Any action or things which are forbidden within Islam, such as eating forbidden foods.
<b>Qur'an</b>	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the Archangel Jibril and written down in Arabic.	<b>Iman</b>	In the Sunni tradition an Iman is the chosen leader in a local mosque.
<b>Prophet</b>	A term used for the messengers of God, beginning with Adam and ending with Prophet Muhammad.	<b>Ka'ba</b>	Known as the House of God, the black covered, cube shaped building at the centre of Islam's holiest City, Makkah.
<b>Hadith</b>	An account describing the words and actions of the Prophet Muhammad	<b>Ummah</b>	The worldwide community of Muslims who share a common religious identity.
<b>Mosque/Masjid</b>	A communal place of worship for a Muslim Community		

## 1.2 The Prophet Muhammad



### Muhammad taught the people of Makkah that:

- There is only one true God
- People should not worship idols
- God should be given thanks through worship
- Lives should be lived according to the revelation of the Qur'an
- There will be a Judgement Day where God will judge how lives have been lived.

Not everyone received this message well. He was ridiculed and insulted. However, some did follow him and they became known as 'Muslims'.



## 1.3 The Prophet Muhammad

### The Five Pillars

Sunni Islam teaches that all Muslims have a duty to worship God by following the Five Pillars. These actions are all ibadah, acts of worship carried out with the intention of obeying God.

**Shahadah:** the declaration of faith which says 'There is no god but God and Muhammad is his prophet'

**Salah:** prayer, five times a day

**Hajj:**  
pilgrimage  
to Makkah.

Hajj

Zakah

Shahadah

Salah

Sawm

**Sawm:** fasting  
during the month of  
Ramadan

**Zakah:** charity, giving money to the poor.

## 1.5 Islam in Britain

- According to the 2021 UK Census 3,801,186 Muslims live in England and Wales, and are 6.7% of the population.
- The Muslim population again grew by over a million compared to the previous census. It is the fast growing religion in the UK.
- The areas that have the highest population of Muslims are Blackburn, Bradford, Manchester, Birmingham and London.
- Nearly half of the Muslim population are born in the UK.
- There are approximately 18,500 Muslim doctors in the NHS which is around 7%.
- Most Muslims living in Britain today are Sunni, but there are many Shi'as too.

## 1.4 Sunni and Shia divide

- The Sunni and Shia divide is almost 1,400 years old. It is the most significant split in Islam's History.
- When Prophet Muhammad died a dispute arose about who was his rightful successor as leader. The choice was between Abu Bakr (The Prophet's closest companion) and Ali (the Prophet's son in law).
- Abu Bakr was appointed as the successor by a large majority of Muslims, who eventually became known as Sunnis. Some Muslims remained loyal to Ali. This second group later became known as the Shi'a, from their original full title 'Shia-t-Ali' which means 'party/house of Ali'.
- Shia's believe that Muhammad, guided by God, appointed 12 descendants to succeed him. They call these the 12 Iman's. Ali was believed to be the first of the Iman's but this was overlooked by Sunnis. Shia's who believe in this are called 'Twelver' Shias.
- In 562CE Ali became the fourth Caliph but was met with opposition of his appointment. In 661CE Ali was assassinated by Kharijites. Ali's eldest son, Hassan, became the official fifth Caliph but resigned and is believed to have been poisoned. This led to his brother, Hussein becoming Caliph but he and his followers were killed. Shi'as now commemorate the massacre with a festival called Ashura, a ten-day period of mourning.

### Revision Suggestions:

- 1). Use BBC bitesize and type in Islam to revise key beliefs and practices in Islam.  
<https://www.bbc.co.uk/bitesize/topics/zfwhfg8/articles/znhjcgq>
- 2). Recreate your own timeline of the life of Prophet Muhammad or the Sunni and Shi'a divide.
- 3). Use flashcards to remember key terms and ask your family and friends to test you on them.





# El Día del Maestro – Teachers' Day

## Teachers' Day in Mexico

- El Día del Maestro (Teachers' Day) is celebrated in Mexico every year on May 15th and dates back to 1917.
- In Mexico, Teacher's Day is usually celebrated with a special gathering of teachers and students. During the celebration, teachers are recognized for their hard work and dedication to education. Students often bring special gifts to their teachers and express their appreciation.
- In some parts of the country, teachers and educators are given white lilies as a gesture of appreciation.



## Teachers' Day around the world

- World Teachers' Day is held annually on 5 October to celebrate all teachers around the globe and has been celebrated since 1994.
- World Teachers' Day is an occasion to mark progress and reflect on ways to counter the remaining challenges for the promotion of the teaching profession.

### Enrichment Opportunities

Read more about Teachers' Day and how you can celebrate it by scanning the QR code:



## El Día del Maestro

En México el 15 de mayo tiene lugar el Día del Maestro. Es una celebración anual y un momento especial para los profesores. Los estudiantes mexicanos reconocen el trabajo de sus profesores – su dedicación, paciencia y responsabilidad.

En muchos institutos hay fiestas con bailes o comida. También hay institutos donde no hay clases el Día del Maestro y los profesores pasan el día con sus familias y amigos.

Además, hay actos oficiales, por ejemplo hay medallas para los profesores con 30 y 40 años de servicio.



## Opiniones

**Sergio:** Me encanta el Día del Maestro porque no hay clases en mi instituto. Monto en bici y juego al baloncesto con mis compañeros. ¡Es muy divertido!

**Dolores:** Me gusta el Día del Maestro pero en mi instituto es un día normal y hay clases. Estudiamos por la mañana pero por la tarde hay una presentación y cantamos.

## Questions:

**1. Find the Spanish for the following from the words underlined in the text.**

- I play \_\_\_\_\_
- (they) recognise \_\_\_\_\_
- We study \_\_\_\_\_
- I ride \_\_\_\_\_
- (they) pass \_\_\_\_\_
- We sing \_\_\_\_\_

**2. Answer the following questions in English**

- When does Teacher's Day take place in Mexico?
- What is the purpose of Teacher's Day according to the text above?
- How do different schools celebrate Teachers' Day?
- What official events take place?

**3. Translate Sergio's and Dolores' texts above**

**4. Do you think it's important to celebrate Teacher's Day? Answer in English.**