Maidenhill School Knowledge Organiser

Year 8 – Term 1

Be kind, Aspire, Persevere, Achieve

Name: Tutor: 8

Planner

Week 1	Notes
Monday 1st September	INSET DAY
Tuesday 2nd September	
Wednesday 3rd September	
Thursday 4th September	
Friday 5th September	

Week 2	Notes
Monday 8th September	
Tuesday 9th September	
Wednesday 10th September	
Thursday 11th September	
Friday 12th September	

Week 1	Notes
Monday 15th September	
Tuesday 16th September	
Wednesday 17th September	
Thursday 18th September	
Friday 19th September	

Week 2	Notes
Monday 22nd September	
Tuesday 23rd September	
Wednesday 24th September	Open Evening
Thursday 25th September	
Friday 26th September	INSET DAY

Planner

Planner - Term 1

Week 1	Notes
Monday 29th September	
Tuesday 30th September	Open morning
Wednesday 1st October	Open morning
Thursday 2nd October	
Friday 3rd October	

Week 2	Notes
Monday 6th October	
Tuesday 7th October	
Wednesday 8th October	
Thursday 9th October	
Friday 10th October	

Week 1	Notes
Monday 13th October	
Tuesday 14th October	
Wednesday 15th October	
Thursday 16th October	
Friday 17th October	

Week 2	Notes
Monday 20th October	
Tuesday 21st October	
Wednesday 22nd October	
Thursday 23rd October	Open morning
Friday 24th October	

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 (this is 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:

NSPCC CHILD PROTECTION HELPLINE 0808 800 5000

ChildLine 0800 1111

Student out of lesson record

Date and time	Reason	Staff signature

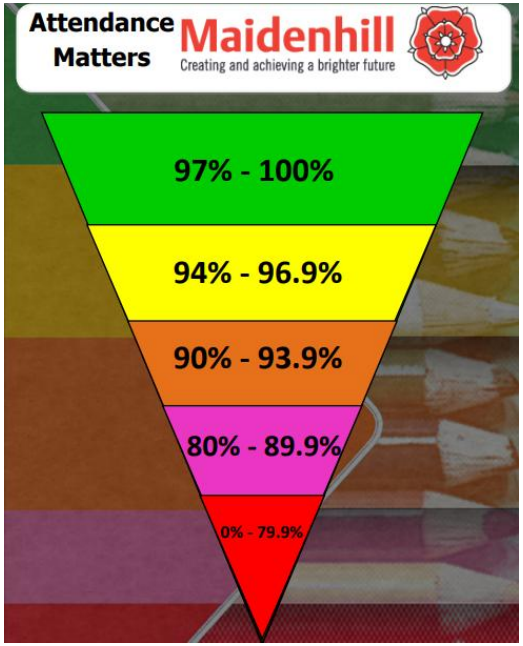
Have a problem? Worried about someone or something? Need someone to talk to? Scan the QR code and let us know.

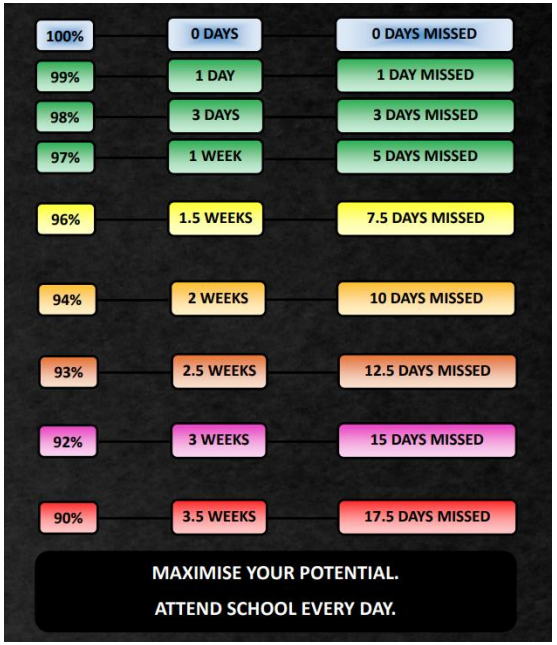
Reporting your concerns

Self-certification / Out of lessons

Attendance Matters

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								
8								

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

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
- ❑ Green pen
- ❑ 2 pencils and 2 x 2b or 4b pencils for Art, Design and Nutrition
- ❑ Ruler
- ❑ Rubber
- ❑ Pencil sharpener
- ❑ Scientific calculator
- ❑ Whiteboard and whiteboard pen
- ❑ Headphones for music
- ❑ Reading book
- ❑ Plastic wallet and knowledge organiser

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 to 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' 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

Be kind, Aspire, Persevere, Achieve

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.

Behaviour for Learning

Bullying

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

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

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

ALL REPORTED INCIDENTS WILL BE TAKEN SERIOUSLY, INVESTIGATED AND APPROPRIATE ACTION TAKEN

Tutor time – Maths

Question 1 Work out 90,000 + 8,000 + 8 + 0.5 +0.2	**Question 2** Work out 90,000 + 2,000 + 4 + 0.6 + 0.009	**Question 3** Work out 55 x 15	**Question 4** Work out 77 x 34
Question 5 Simplify 9a + 2b – 8a – 3a	**Question 6** Simplify 9a + 5b + 7a + 8b	**Question 7** Work out the value of 2b + 6 When b = 9	**Question 8** Work out the value of c - 5 When c = 15
Question 9 Round 213 to 1 significant figure	**Question 10** Round 2,270 to 1 significant figure	**Question 11** Solve x + 9 = 11	**Question 12** Solve x - 4= 3
Question 13 Find the missing terms in the sequence 24, 33, ?, ?, 60	**Question 14** Find the missing terms in the sequence 27, ?, 23, ?, 19	**Question 15** Expand 3(1 + 11x)	**Question 16** Expand 5(3 – 11x)
Question 17 Complete 140mm = _____cm	**Question 18** Complete 39.2m = _____cm	**Question 19** What is the 3^{rd} cube number?	**Question 20** What is the 9^{th} square number?

SKILLS CHECK

Score

Tutor time – Maths

Question 1 Work out 20,000 + 4,000 + 10 + 0.08 + 0.004	**Question 2** Work out 4,000 + 200 + 3 + 0.1 + 0.04	**Question 3** Work out 94 x 69	**Question 4** Work out 80 x 66
Question 5 Simplify 8a + 3b -6a -7b	**Question 6** Simplify 8a + 4b – 3a + 5b	**Question 7** Work out the value of b + 5 When b = 10	**Question 8** Work out the value of x ÷ 9 When x = 18
Question 9 Round 2.36 to 1 significant figure	**Question 10** Round 2.3 to 1 significant figure	**Question 11** Solve x x 10 = 60	**Question 12** Solve x ÷ 9 = 2
Question 13 Find the missing terms in the sequence 33, ?, 29, ?, 25	**Question 14** Find the missing terms in the sequence 21, 29, ?, ?, 53	**Question 15** Expand 3(11x + 1)	**Question 16** Expand 4(5x – 11)
Question 17 Complete 100cm = _____m	**Question 18** Complete 650cm = _____m	**Question 19** What is the 4^{th} cube number?	**Question 20** What is the 4^{th} square number?

SKILLS CHECK

Score

Tutor time – Maths

Question 1 Work out 50,000 + 7,000 + 900 + 0.09 + 0.003	**Question 2** Work out 9,000 + 700 + 50 + 0.1 + 0.003	**Question 3** Work out 25 x 53	**Question 4** Work out 52 x 24
Question 5 Simplify 5a + 4b + 6a – 5b	**Question 6** Simplify 5a + 3b + 4a – 4b	**Question 7** Work out the value of x - 4 When x = 18	**Question 8** Work out the value of 22 – 2b When b = 5
Question 9 Round 100941 to 1 significant figure	**Question 10** Round 766 to 1 significant figure	**Question 11** Solve x - 6 = 5	**Question 12** Solve x ÷ 5 = 9
Question 13 Find the missing terms in the sequence 33, ?, 25, ?, 17	**Question 14** Find the missing terms in the sequence 26, 21, ?, ?, 6	**Question 15** Expand 6(2 – 5x)	**Question 16** Expand 3(3 + 5x)
Question 17 Complete 17.2m = _____m	**Question 18** Complete 100cm = _____m	**Question 19** What is the 5^{th} cube number?	**Question 20** What is the 12^{th} square number?

SKILLS CHECK

Score

Tutor time – Maths

Question 1 Work out 200,000 + 50,000+ 900 + 0.03 + 0.002	**Question 2** Work out 200 + 10 + 7 + 0.9 + 0.01	**Question 3** Work out 69 x 58	**Question 4** Work out 83 x 78
Question 5 Simplify 8a + 2b + 7a + 5b	**Question 6** Simplify 9a + 5b + 6a + 5b	**Question 7** Work out the value of x - 6 When x = 11	**Question 8** Work out the value of 6b + 5 When b = 7
Question 9 Round 7,901 to 1 significant figure	**Question 10** Round 76.8 to 1 significant figure	**Question 11** Solve $x \div 5 = 11$	**Question 12** Solve $x \div 5 = 5$
Question 13 Find the missing terms in the sequence 22, 19, ?, ?, 10	**Question 14** Find the missing terms in the sequence ?, 26, 22, ?, 14	**Question 15** Expand 2(11 - 2x)	**Question 16** Expand 5(3x – 1)
Question 17 Complete 39.6m = _____m	**Question 18** Complete 13.1m = _____m	**Question 19** What is the 13^{th} square number?	**Question 20** What is the 4^{th} cube number?

SKILLS CHECK

Score

Tutor time – Maths

EXTRA PRACTICE – Maths

Question 1 Work out 400 + 10 + 80 + 0.9 + 0.01	**Question 2** Work out 60,000 + 8,000 + 40 + 0.06 + 0.002	**Question 3** Work out 53 x 61	**Question 4** Work out 93 x 61
Question 5 Simplify 6a + 3b + 8a – 5b	**Question 6** Simplify 6a + 2b + 7a + 7b	**Question 7** Work out the value of 3x + 9 When x = 11	**Question 8** Work out the value of 2x - 8 When x = 5
Question 9 Round 101.5 to 1 significant figure	**Question 10** Round 47,895.4 to 1 significant figure	**Question 11** Solve x x 7 = 49	**Question 12** Solve x + 7 = 18
Question 13 **Fin**d the missing terms in the sequence 34, ? 28, ?, 22	**Question 14** Find the missing terms in the sequence ?, 35, 43, ?, 59	**Question 15** Expand 6(7 + 11x)	**Question 16** Expand 3(3 + 5x)
Question 17 Complete 10,500m = _____km	**Question 18** Complete 160mm = _____cm	**Question 19** What is the 3rd cube number?	**Question 20** What is the 2nd cube number?

SKILLS CHECK

Score

EXTRA PRACTICE – Maths

Question 1 Work out 20,000 + 8,000 + 400 + 0.02 + 0.001	**Question 2** Work out 9,000 + 200 + 2 + 0.5 + 0.08	**Question 3** Work out 34 x 51	**Question 4** Work out 40 x 40
Question 5 Simplify 5a + 5b – 6a + 8b	**Question 6** Simplify 6a + 3b – 5a – 8b	**Question 7** Work out the value of y ÷ 10 When y = 50	**Question 8** Work out the value of 12 - c When c = 8
Question 9 Round 12,882 to 1 significant figure	**Question 10** Round 47,424 to 1 significant figure	**Question 11** Solve x + 6 = 15	**Question 12** Solve x – 6 = 2
Question 13 Find the missing terms in the sequence ?, 33, 41, ? , 57	**Question 14** Find the missing terms in the sequence 18, ?, 36, ? ,54	**Question 15** Expand 2(7x - 1)	**Question 16** Expand 6(5x + 2)
Question 17 Complete 15m = _____km	**Question 18** Complete 170mm = _____cm	**Question 19** What is the 4^{th} square number?	**Question 20** What is the 5^{th} cube number?

SKILLS CHECK

Score

EXTRA PRACTICE – Maths

Question 1 Work out 10,000 + 6,000 + 300 + 0.09 + 0.007	**Question 2** Work out 8,000 + 800 + 80 + 0.3 + 0.04	**Question 3** Work out 92 x 25	**Question 4** Work out 32 x 57
Question 5 Simplify 6a + 3b + 7a – 7b	**Question 6** Simplify 10a + 2b + 3a + 4b	**Question 7** Work out the value of 5a When a = 8	**Question 8** Work out the value of y - 2 When y = 18
Question 9 Round 48,166 to 1 significant figure	**Question 10** Round 5516 to 1 significant figure	**Question 11** Solve x ÷ 2 = 10	**Question 12** Solve x ÷ 9 = 4
Question 13 Find the missing terms in the sequence 27, 23, ?, ?, 11	**Question 14** Find the missing terms in the sequence 16, ?, 6, ?, -4	**Question 15** Expand 2(5x + 2)	**Question 16** Expand 2(2 – 5x)
Question 17 Complete 150cm = _____m	**Question 18** Complete 1,000m = _____km	**Question 19** What is the 4^{th} cube number?	**Question 20** What is the 11^{th} square number?

SKILLS CHECK

Score

EXTRA PRACTICE – Maths

Maths workings out

Maths workings out

Task 1

Using a **green pen**, make corrections for all the spellings, punctuation and grammar mistakes in the paragraph below. There are 12 mistakes to find and correct.

being kind to other people is important it dosent cost anything and it can make someone feel alot better when we show kindness we help to build a more careing comunity for example last week i helped my neighbour carry there bags and she was very greatful

Tutor time – English

Task 2

Define the following words:

- ❑ Preposition……
- ❑ Adverb ……
- ❑ Conjunction ……

Give each word a colour key using the boxes above.

Use this colour key to highlight 4 prepositions, 4 conjunctions and 4 adverbs in the paragraph below.

Even though it was raining, Maya kindly helped her neighbour carry boxes into the house. She smiled cheerfully and spoke gently while they worked together. Her neighbour was tired but thankful, because he had injured his arm earlier. They finished the job quickly and sat under the porch to rest. Maya had helped before, so she knew exactly what to do when someone needed support.

Tutor time – English

Task 3: Punctuation Panic!

Read the paragraph below. Rewrite it using the correct punctuation, including capital letters, full stops, commas, apostrophes, and questions marks.

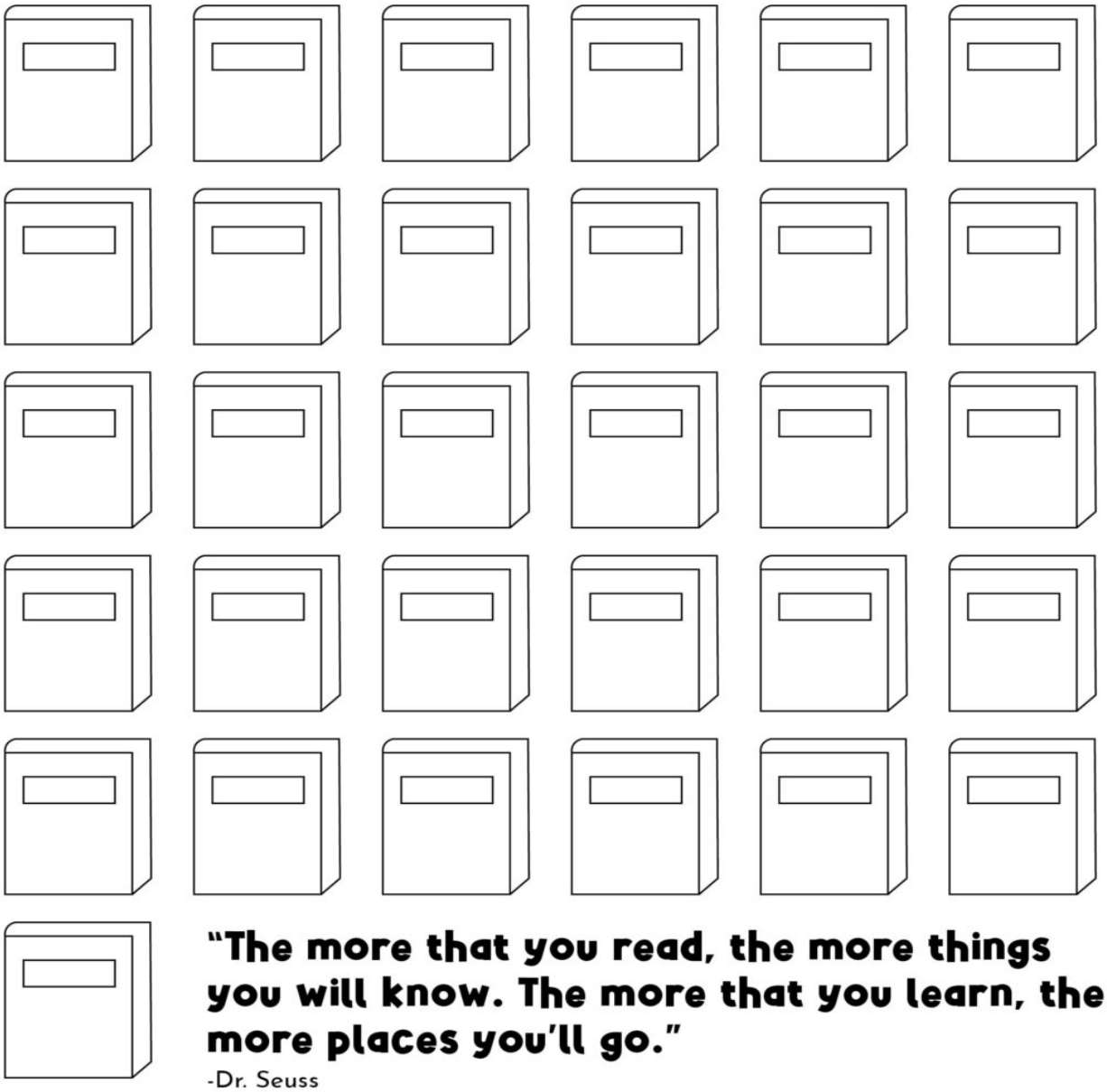
Your handwriting is also important so take time over this too.

last week me and my friend jake helped a old man who had dropped hes shopping outside the shop he looked really upset so we picked up the bags and walked with him back to his house it wasnt far and he was very greatful i think being kind makes a big difference to someones day

Tutor time – English

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:

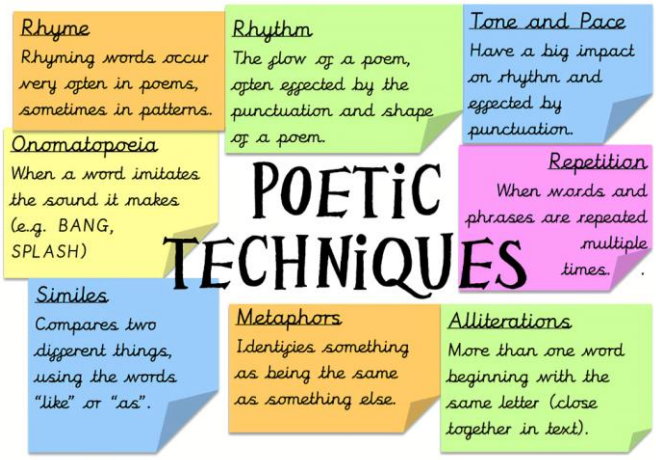
1. English
2. Mathematics
3. Science
4. Art, Design, Nutrition and Creative iMedia (on rotation)
5. Computing
6. Drama
7. French
8. Geography
9. History
10. Music
11. Physical Education
12. Religious Studies
13. Spanish

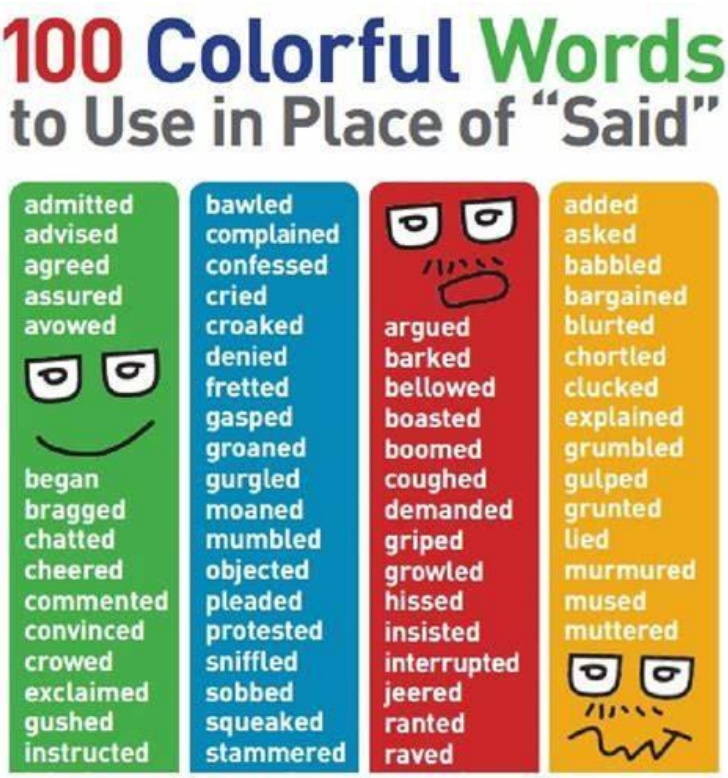
Expectations

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 doing your homework.*

Contents Page



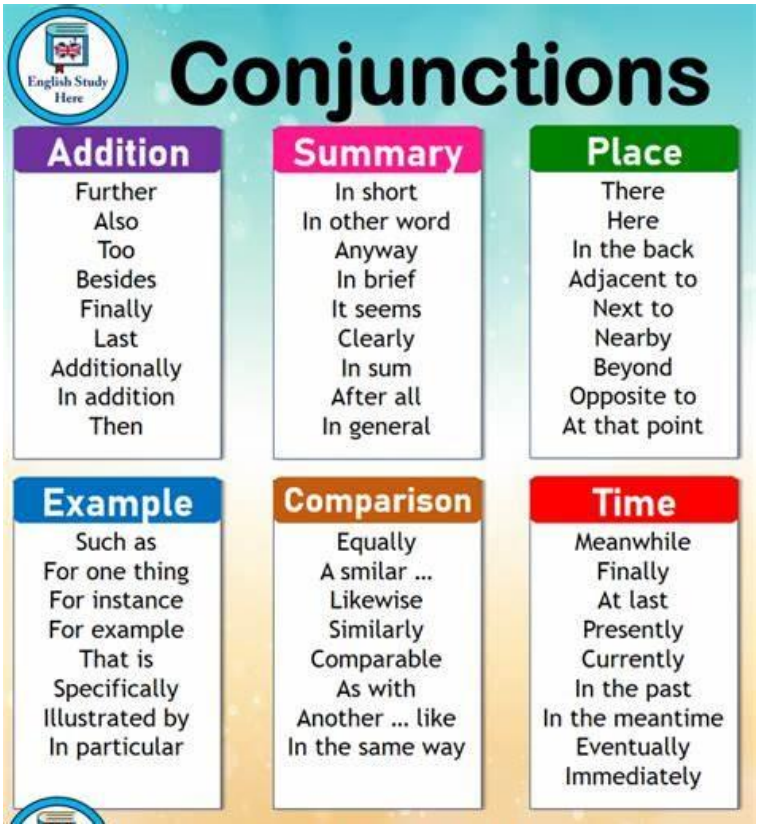


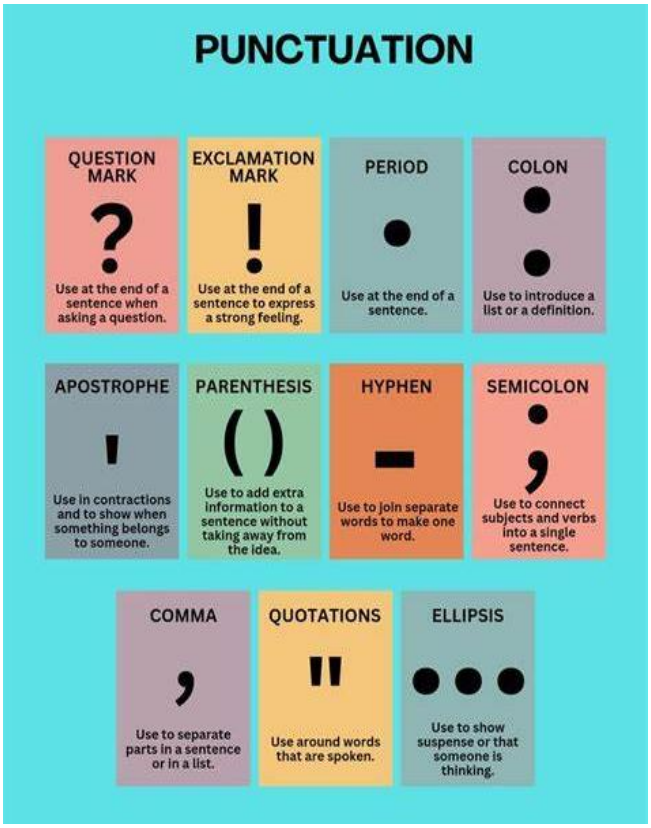
Fiction…

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





Verbs to sharpen your analysis

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

1.2 Key Vocabulary

Retrieval: the act of finding information in a text.

Analysis: a detailed examination of anything complex in order to understand its nature or to determine its essential features and then asking critical thinking questions such as WHY and HOW in order to reach some conclusions of your own.

Comparison: a consideration or estimate of the similarities or dissimilarities between two things or people.

1.3 DAFORRESTI

Direct address	Rhetorical question
Alliteration	Emotive language
Facts	Statistics
Opinions	Three (list of)
Repetition	Imperative

1. 4 Key Words and Phrases

Key Phrases

'An alternative interpretation, could be…'
'The word 'x' suggests…'
'The use of 'x' emphasises…'
'The author may have intended…'
'The effect on the reader may be…'

Instead of 'shows'
Highlights
Suggests
Implies
Insinuates

Tentative Language
Could
Might
May
Possibly

Balto and Gunnar Kaasen braved 'minus 28 degrees' to transport the medicine the last '91 miles'– Articles relating to the diphtheria outbreak in Nome, 1925.

Conjunctions

At the start
Firstly
Secondly
Next
Meanwhile
Subsequently
In conclusion

Emphasis
Importantly
Significantly
In particular

Addition
Furthermore
Additionally
In addition

Contrast
Although
Whereas
Otherwise
Alternatively

1.5 Transactional Writing

Speech

- Consider the PAFT.
- Open with a welcome/greeting – e.g. 'Good afternoon ladies and gentlemen' or 'Fellow classmates'.
- Outline what the speech will be about: 'I will talk to you about…
- Make 3/4 key points and expand on them.
- Conclusion to summarise ideas.
- End acknowledging the audience: 'Thank you for listening.'
- DAFORRESTI techniques.

Letter

- Address and date in the top right of the page.
- Dear Mrs Fletcher = Yours sincerely or Dear Sir/Madam = Yours faithfully.
- Short introductory paragraph.
- 3-4 middle paragraphs.
- Concluding paragraph summarising ideas or offering solutions.
- DAFORRESTI techniques.

Article

- Introduction to create interest – direct your writing at your reader
- 3-4 middle paragraphs.
- Short but effective conclusion.
- Lively style (humorous).
- DAFORRESTI techniques.

Enrichment Opportunities

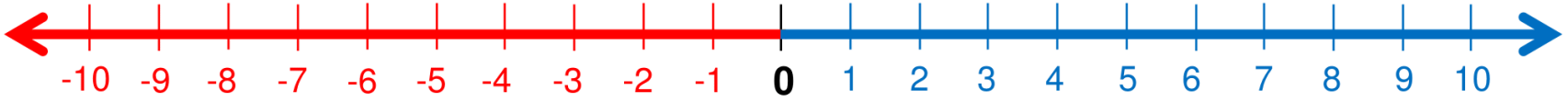
1. The council want to close the local swimming pool. Write a letter giving your views.
2. Write a speech persuading your peers that they should help out more at home.
3. Write a lively article giving advice to teenagers on how to deal with 'difficult' parents.

.

1.6 Homework

Each week you must complete either an Educake quiz or Lexia (directed by your class teacher). If you are unable to access ICT at home; you must attend StudyZone. Record your progress below.

Week (homework set)	Educake (%)	Lexia (time in minutes)	AR Quiz (%)
2			
3			
4			
5			
6			
7			



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

N3 Decimals, Factors and Multiples

What do I need to be able to do?

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

- Round to decimal places and significant figures
- Add, subtract, multiply and divide decimals
- Solve problems involving decimals
- Calculate using negative numbers
- Find the HCF or LCM of two or more numbers

Keywords

Significant figure: Place value of importance
Round: Making a number simpler but keeping its value close to what it was.
Decimal: Place holders after the decimal point.
Multiples: found by multiplying any number by positive integers
Factors: integers that multiply together to get another number.
Prime: an integer with exactly 2 factors.
HCF: highest common factor (biggest factor two or more numbers share)
LCM: lowest common multiple (the first time the times table of two or more numbers match)

Round to 1 significant figure (M994,M131)

370 to 1 significant figure is 400
37 to 1 significant figure is 40
3.7 to 1 significant figure is 4
0.37 to 1 significant figure is _____
0.00037 to 1 significant figure is _____

Round to the first non zero number

Round to decimal places (M431)

"To 1.d.p" – to one number after the decimal.
"To 2.d.p" – to two numbers after the decimal

2 ● 46192 (to 1.d.p) - Is this closer to 2.4 or 2.5?

2.4 ↑ 2.5

This shows the number is closer to 2.5

2 ● 46192 (to 2d.p) - Is this closer to 2.46 or 2.47?

HCF and LCM (M698, M227)

Factors

HCF – Highest common factor

8 1, 2, 4, 8
20 1, 2, 4, 5, 10, 20

Multiples

4 4, 8, 12, 16, 20
6 6, 12, 18, 24, 30

LCM – Lowest common multiple

Division with decimals (M262)

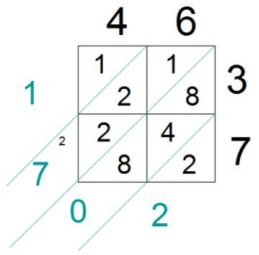
The placeholder in division methods is essential – the decimal lines up on the dividend and the quotient

2.4 ÷ 0.02 → 24 ÷ 0.2 → 240 ÷2

All give the same solution as represent the same proportion.
Multiply the values in proportion until the divisor becomes an integer

Multiplication (M803)

46 × 37 = 1702



Multiplication with decimals

Perform multiplications as integers
e.g. 0.2 x 0.3 2 x 3

Make **adjustments** to your answer to match the question: 0.2 x 10 = 2
0.3 x 10 = 3

Estimations: Using estimations allows a 'check' if your answer is reasonable

Addition/ Subtraction with decimals (M429, M152)

0 can be used to fill empty places with value

The decimal place acts as the placeholder and aligns the other values

4	.	3	8	
7	.	9	0	+

Enrichment Opportunities

Nrich: Terminating decimals or not?

G4 Area & Volume - Unit 2

What do I need to be able to do?

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

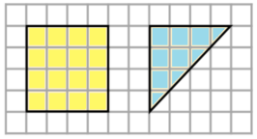
- Display same areas
- Calculate area of triangles and parallelograms
- Find volume by counting cubes
- Find the volume of a cuboid using measure
- Find surface area of cubes and cuboids
- Convert and solve problems with measure

Keywords

Area: the size of a surface (2D shapes)
Perimeter: the distance around a 2D shape
Volume: the amount of 3-dimensional space an object takes up (with liquid this is called capacity)
Perpendicular: two lines that meet at 90°
Vertex: a point where two or more-line segments meet
Face: any of the flat surfaces of a solid object
Edge: a line segment on the boundary joining one vertex to another
Commutative: you can swap the order around in the calculation and still achieve the same answer

G 4.1 Area of triangles M610

Area can be calculated by counting squares.



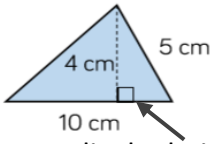
Notice the relationship between the square and the triangle.

Area triangle = $\frac{1}{2}$ area of the square/rectangle

Right-angled triangles

The height of a right-angled triangle

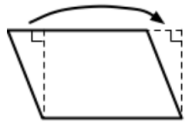
Perpendicular heights



The perpendicular height meets the base at 90°

Area triangle = $\frac{1}{2}$ x base x perpendicular height

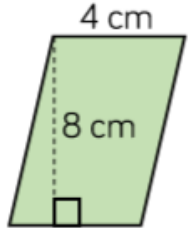
G4.2 Area of parallelograms M291



Parallelogram = Base x Perpendicular height

Properties of parallelograms

- Two sets of parallel lines
- Four sides (quadrilateral)
- Interior angles sum to 360°
- Opposite angles are equal
- 2D shape

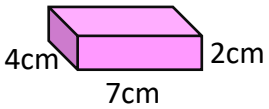


Area = 4 x 8 = 32cm^2

G4.3 Volume of cuboids M765

Counting cubes OR Inputting measures into formula

Volume of cuboid = length x width x height

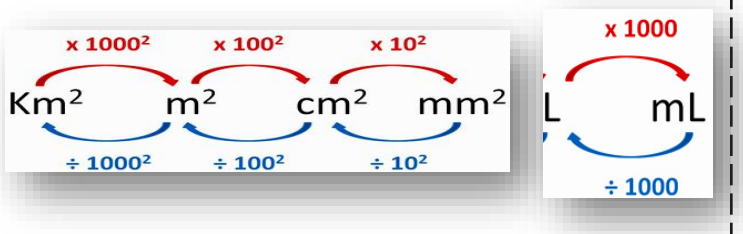


Volume = 4 x 7 x 2 = 56cm^3

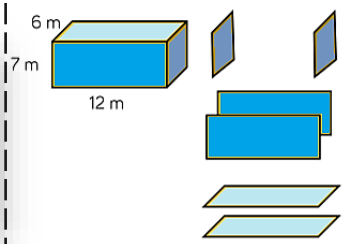
Properties of cuboids

- 3D shape
- 8 vertices
- 6 faces
- 12 edges

G4.6 Measures M465, M728, M761



G4.5 Surface area M534



Sides 6 x 7
6 x 7
Front and back 12 x 7
12 x 7
Top and Bottom 12 x 6
12 x 6

Sum of all sides is surface area

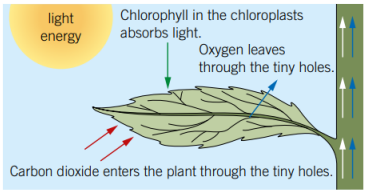
Enrichment Opportunities

Maths – G4 AREA & VOLUME - Unit 2

Photosynthesis

Photosynthesis is a chemical reaction that takes place in the **chloroplasts** to produce **glucose**.

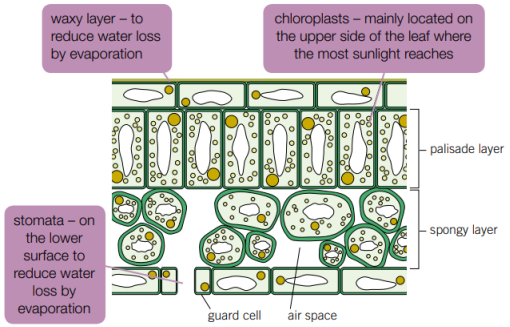
carbon dioxide + water → oxygen + glucose



The minerals plants need for growth are:

1. **nitrates** for growth
2. **phosphates** for healthy roots
3. potassium for healthy leaves and flowers
4. magnesium for making chlorophyll

If a plant does not have enough of a mineral, it may suffer from a mineral **deficiency**. Farmers can use **fertilisers** to add missing minerals to the soil.



Leaves are specially adapted for photosynthesis:

- have lots of green **chlorophyll** – absorb sunlight for photosynthesis
- are thin – allow gases to diffuse in and out of the leaf
- have a large surface area – absorb as much light as possible
- have veins – xylem and phloem transport water and glucose

Respiration

with oxygen

Aerobic respiration

glucose + oxygen → carbon dioxide + water (+ energy)

- Respiration occurs in the **mitochondria** of cells to **transfer** energy.
- Glucose is absorbed from the small intestine into the blood **plasma**. It is transported to the cells where it diffuses in.
- Oxygen is breathed in and diffuses into the bloodstream. Oxygen is then carried by haemoglobin to the cells where it diffuses in.
- Carbon dioxide diffuses out of the cells into the blood plasma. It is transported to the lungs where it diffuses into the air sacs and is exhaled.

without oxygen

Anaerobic respiration (in animals)

glucose → lactic acid (+ energy)

- This occurs when there is not enough oxygen for aerobic respiration, such as during strenuous exercise.
- It transfers less energy than aerobic respiration.
- The lactic acid produced can cause muscle cramps. This causes increased inhalation to break down lactic acid – the oxygen needed is called the **oxygen debt**.

Fermentation (in microorganisms)

glucose → ethanol + carbon dioxide (+ energy)

- Yeast respires anaerobically – this fermentation is important in food production (e.g., bread, beer, and wine).

Food chains and webs

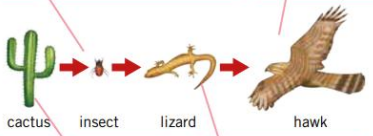
Food chains show the transfer of energy between organisms – the arrows represent the direction of energy transfer.

Food webs show how lots of food chains are connected in an ecosystem.

Food chain

herbivore – type of **consumer** that eats the producer

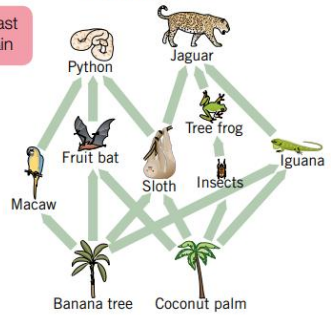
apex predator – last link in a food chain



producer – green plant/algae that makes its own food

carnivore – type of consumer that eats other animals

Food web



Prey: an organism eaten by another organism.

Predator: an organism that eats another organism.

Bioaccumulation is the build up of chemicals, like insecticides, passed along a food chain.

Populations and ecosystems

The number of organisms that live in the same area is called a **population**. Populations of organisms are constantly changing – this affects other populations in a food web.

Interdependence is when living organisms depend on each other to survive, grow, and reproduce.

Ecosystem: all the organisms found in a particular location, and the area they live in.

Community: the organisms in an ecosystem. **Habitat**: the area a community lives in.

Niche: the particular place or role that an organism has within an ecosystem. This reduces competition for resources.

Chemosynthesis

Chemosynthesis is when bacteria use a variety of chemical reactions to make their own glucose. Chemosynthesis:

- uses chemicals as the source of energy
- often uses carbon dioxide as a reactant

For example, sulfur bacteria at the bottom of deep sea vents and nitrogen bacteria in the soil use chemosynthesis to produce glucose.

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

aerobic anaerobic bioaccumulation carnivore chemosynthesis chlorophyll community consumer deficiency ecosystem habitat herbivore interdependence mitochondria niche nitrate oxygen debt plasma phosphate photosynthesis population

Activate – Question • Progress • Succeed

Enrichment Opportunities

A practical you can do at home – how does exercise affect heart rate?: https://www.science-sparks.com/exercise-affect-heart-rate/
BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zvrrd2p and https://www.bbc.co.uk/bitesize/topics/zxhhvcw
Seneca learning: https://senecalearning.com/en-GB/

A **chemical reaction** is a process where atoms are rearranged to make new substances with the atoms joined together in different ways.

Equations

The substances that you start with in a reaction are called reactants, and the ones you finish with are the products.

We can represent a reaction with a **word equation**.

the reactants are on the left
the products are on the right
there is an → from the reactants to the products

copper + oxygen → copper oxide

reactants products

We can also use a **balanced symbol equation** to represent a reaction.

$2Cu + O_2 \rightarrow 2CuO$

A balanced symbol equation shows:

- the formula of each substance in the reaction
- how the atoms are rearranged
- the relative number of atoms of each substance.

What happens during a chemical reaction?

If a chemical reaction is happening you might:

1. see flames or sparks
2. notice a smell
3. hear fizzing or a bang
4. feel the temperature of the reaction mixture going up or down

Speed of reactions

Some reactions are very fast but others can be very slow.

Adding a **catalyst** can speed up a reaction, for example, to make a product more quickly.

Different reactions require different catalysts.

A catalyst isn't used up in the reaction but helps the reaction along.

Chemical reactions are normally not **reversible**.

This means that you cannot turn the products back into reactants

All chemical reactions involve an energy transfer to or from the surroundings:

Energy transfer	Temperature of surroundings	Type of reaction	Example
from the surroundings to the reaction mixture	decreases	**endothermic**	thermal decomposition
to the surroundings from the reaction mixture	increases	**exothermic**	combustion

Conservation of mass

In a reaction, atoms are not created or destroyed – they are just rearranged.

The total mass of the reactants is always equal to the total mass of the products. This is called **conservation of mass**.

If the mass seems to increase, it is because atoms have been added from a gas.

magnesium + oxygen (gas) → magnesium oxide

If the mass seems to have decreased, it is because atoms have rearranged and formed a gas that has escaped.

calcium + water → calcium hydroxide + hydrogen (gas)

Changes of state are not chemical reactions, but they are reversible this is called a **physical change**.

This is because no new substances are made.

for example, water, ice, and steam are all made of molecules of the same substance (H_2O) in different states, and the change from one state to another is reversible

Types of reaction

Thermal decomposition reactions

A **decomposition** reaction is when a substance breaks down into simpler substances.

Most decomposition reactions need heat to happen – this is called **thermal decomposition**.

Burning fuels

Oxidation is when substances react with oxygen.

Combustion is a type of oxidation reaction where a **fuel** reacts (burns) with oxygen. This transfers energy by heating.

Petrol, diesel, and coal are all **fossil fuels** and take millions of years to form.

They cannot be replaced when used, and will eventually run out, so are called **non-renewable**.

Fossil fuels produce carbon dioxide and water when combusted. This release of carbon dioxide is harmful to the environment and a cause of climate change.

Hydrogen can also be combusted and used as a fuel.

This may be better than using fossil fuels because it only produces water as a product.

$2H_2 + O_2 \rightarrow 2H_2O$

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

balanced symbol equation, catalyst, chemical reaction, combustion, conservation of mass, decomposition, endothermic, exothermic, fossil fuel, fuel, non-renewable, oxidation, physical change, product, reactant, reversible, thermal decomposition, word equation

Enrichment Opportunities

Seneca Learning: https://senecalearning.com/en-GB/
BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zqd2mp3/revision/1
Practical to do at home: https://www.sciencefun.org/kidszone/experiments/how-to-make-a-volcano/

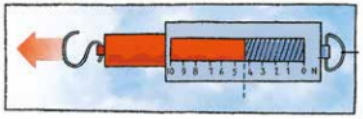
Activate Question • Progress • Succeed

What are forces?

A **force** can be a *push* or a *pull*.

Forces can be measured using a **newtonmeter**.

Forces are measured in **newtons** (N).



Contact forces occur when objects are touching, for example:

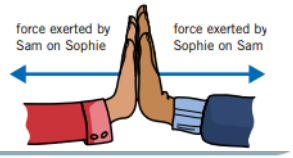
- **friction**
- **drag forces** (**air resistance** and **water resistance**)
- support forces (e.g., **reaction forces**)

Non-contact forces work at a distance, for example:

- **gravity**
- **magnetic force**
- **electrostatic force**

Forces always occur in pairs.

The pairs are called **interaction pairs**.



Balanced and unbalanced forces

When the forces acting on an object are the same size, but act in opposite directions, we say that they are **balanced**.

The balanced forces cancel out, and the object is in **equilibrium**.

If the forces are not the same size, and do not cancel each other out, we say they are **unbalanced**.

The larger the difference between unbalanced forces, the quicker the object will change speed.

Drag forces and friction

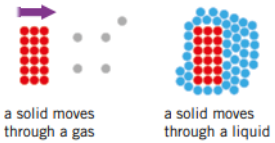
Friction is a contact force that occurs when two objects move against each other. It happens because all surfaces have some roughness – even ones that look smooth.

Friction can be reduced by adding **lubrication** (e.g., oil or grease).

Friction is often useful, for example:

- you need friction to walk across surfaces
- the brakes on a bike need friction to work.

A solid moving through a liquid or a gas has to push the liquid or gas particles out of the way. This produces a drag force on the solid object.



Water resistance and air resistance are drag forces.

Drag forces can be useful if we need to slow something down, for example, by using parachutes.

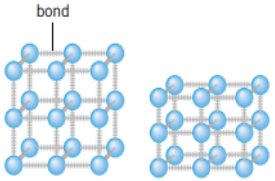
Making an object more **streamlined** will reduce the drag forces on it.

Reaction forces

When you stand on the floor:

- your weight pushes the particles in the floor together
- the bonds between the particles are **compressed**
- the compressed particles push back and support you.

A support force that balances the weight of an object is called the reaction force. **Upthrust** is another example of a support force.



Fields and non-contact forces

In physics, a **field** is a special region where certain objects experience a non-contact force. For example, when

- a mass experiences a force in a gravitational field
- a magnetic material (like iron) experiences a force in a magnetic field
- a charged object experiences a force in an electrostatic field.

As you get further away from a mass, a magnet, or a charged object, the field gets weaker.

Weight and mass

Mass is the amount of 'stuff' something is made of – it is measured in kilograms (kg).

Weight is a force so it is measured in newtons.

$$\text{weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$

The **gravitational field strength** on Earth is about 10 N/kg.

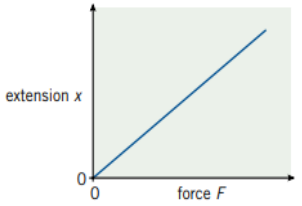
Your weight depends on the gravitational field strength but your mass is the same everywhere.

Hooke's law

Some objects – like springs – can be **stretched** when pulled. The amount they stretch by is called the **extension**.

A force called **tension** makes a spring return to its original length (unless it has gone beyond its **elastic limit**).

Hooke's law states that the extension of a spring doubles when you double the force. This means there is a **linear** relationship between force and extension.



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

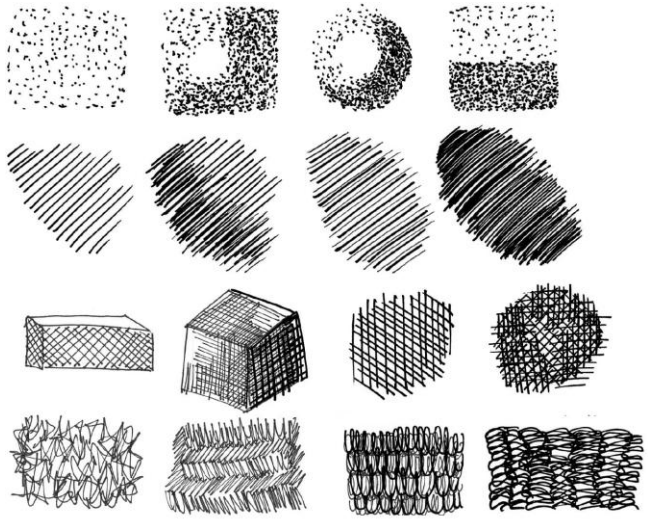
air resistance, balanced, compress, contact force, drag force, elastic limit, electrostatic force, equilibrium, extension, field, friction, gravitational field strength, gravity, Hooke's law, interaction pair, linear, lubrication, magnetic force, mass, newton, newtonmeter, non-contact force

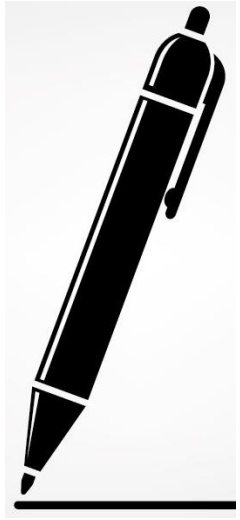
Enrichment Opportunities

Seneca Learning: https://senecalearning.com/en-GB/ BBC Bitesize: https://www.bbc.co.uk/bitesize/guides/zttfyrd/revision/1
Practical to do at home: https://www.fizzicseducation.com.au/category/150-science-experiments/force-movement-experiments/

John Kenn Mortensen

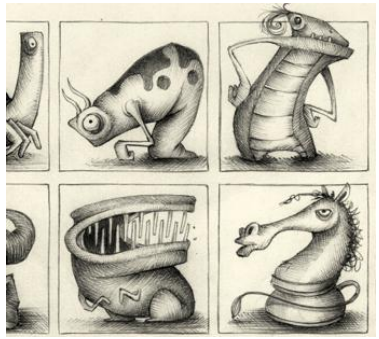
- Born in 1978
- He lives and works in Copenhagen
- JKM is a master with pen and paper, creating imaginative creatures
- He is an animator and director of children's television programmes
- He draws monsters, ghosts and ghouls often onto post it notes



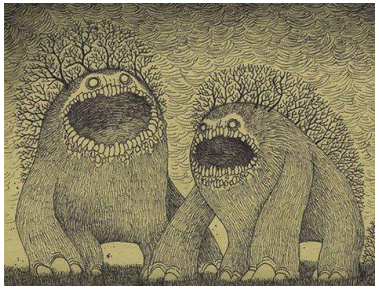


Mythical Creatures
Mythical creatures are created by combining different animals together. E.g. a unicorn = a horse and a narwhal. What 2-3 animals could you combine to create your own mythical creature?

MARK MAKING with Pens:
Biro, ink or writing pens can be used to draw with. They can be used to make dots, dashed, lines, marks and textures, this is called mark making. Italian artist Paride Bertolin uses ball point pens to create his creatures, layering cross hatching to show texture and detail (below).



Imagine you've entered a strange and dark laboratory, what creature would you expect to see in a dusty jar on the shelf?



Enrichment: Explore the drawing gallery website drawingroom.org.uk

Key words to learn**:**

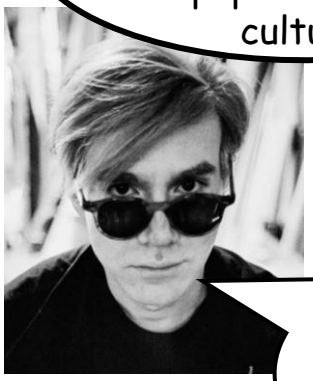
1. Drawing:

Observational drawing– Drawing something exactly as one sees it.
Scale– Size (in relation to something).
Proportion– The size of something in relation to another thing.
Shading– Lines or marks used to fill in outlines to show differences in colour or darkness.
Hatching– A method of shading using parallel lines
Cross-hatching– A shading technique made with 2 or more sets of crossing parallel lines.
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.

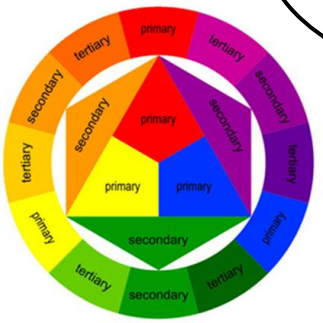
2. Colour:

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.
Tertiary colour– A colour made by mixing a primary & a secondary colour.
Tint– A colour made by mixing any colour with white.
Shade– A colour made by mixing any colour with black.
Harmonious Colours -These appear next to each other on the colour wheel.
Complementary colours– Colours that appear on opposite sides of the colour wheel, which when used together, create **contrast**.

Pop = Popular
Pop Art is influenced by popular mass culture



Andy Warhol printed portraits of celebrities, actors, musicians, politicians and royalty. He was also inspired by packaging, like the soup can.



Warhol and Lichtenstein used bright primary colours to grab your attention

Roy Lichtenstein used cartoon boxes and comic strips

Art & Design – Pop Art

Material & Shaping Techniques

Tools and Equipment

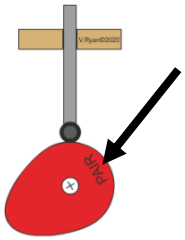
Name of tool	Picture	What the tool is used for
Tenon Saw		Cuts accurate straight lines in small pieces of wood and provide a smooth cut.
Chisel		Chisels are used to cut away and shape wood.
Bench Hook		Holds the material when cutting straight lines.
Disc Sander		This machine smooths surfaces and removes old finishes (e.g. paint)

Timbers & Manufactured Boards

Hardwoods	Softwoods	Manufactured Boards
Oak Mahogany Teak Beech	Pine Spruce Cedar Larch	MDF Chipboard Plywood Hardboard
Uses: High quality furniture	**Uses:** Construction materials, sheds & fences	**Uses:** Flat pack furniture

Computer Aided Design & Computer Aided Manufacture

CAD and CAM is used to design and manufacture products. Both help the transition from product design to product manufacture.



CAMS:
Cams change rotary motion to reciprocating motion

Motion:

Linear – moving one way
Reciprocating – moving backwards and forwards in a straight line.
Oscillating moving backwards and forwards in an arc.
Rotary – moving in a circle.

Try these websites to support you
www.technologystudent.com/cams/camdex.htm
www.youtube.com/watch?v=ugKyeTSpjRQ

Health & Safety

1. Listen carefully to the teacher's instructions
2. Always carry tools pointing downwards.
3. Wear safety glasses when using machines.

Key words;

- Tenon Saw
- Computer Aided Design
- Laser cutter
- CAMS
- Motion
- Design brief
- Abrasive paper

Design & Technology

Multicultural Cuisine & Food Safety

The word cuisine means:
A style of cooking and eating that is characteristic of a particular country or region of the world.
Cuisines around the world have developed over many centuries, by using:

- Distinctive (particular) ingredients that are usually grown or gathered locally in the area.
- Specific preparation and cooking methods
- Specific cooking equipment
- Distinctive presentation and/or serving techniques (practices)

Many cuisines have been influenced by:

- The local geography and climate that influences which foods can be produced.
- The immigration of people from other countries, who have settled in a country and brought their traditional eating patterns with them, which have then become part of that country's cuisine

What does HACCP stand for?

HAZARD ANALYSIS CRITICAL CONTROL POINTS

- It's a way of making sure things don't go wrong when we make our products.
- We must look carefully at our processes, decide what things might go wrong and find ways to make sure they don't.

- To reduce the risk of cross-contamination, the use of colour-coded equipment and chopping boards can be used.
- There are no legal guidelines suggesting which foods should be prepared on which boards, but the accepted coding system in the

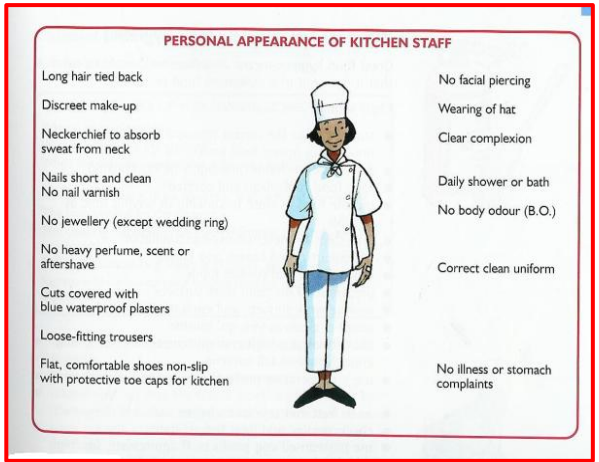
YELLOW: Cooked meats
RED: Uncooked meats
WHITE: bread and dairy products such as cheese
BLUE: Raw fish
GREEN: Salad and fruit
BROWN: Raw vegetables grown within soil

- If colour-coded boards and knives are not available, avoid using the same knife or chopping board for raw meat and then ready-to-eat foods unless they are cleaned thoroughly between uses.

Food Miles: The distance food has travelled to get to your plate. Food must travel from the farm it is grown on or the factory it is made in to a supermarket or shop to be sold.

Bacterial growth and multiplication
All bacteria, including those that are harmful, have four requirements to survive and grow:

- food;
- moisture;
- warmth;
- time.



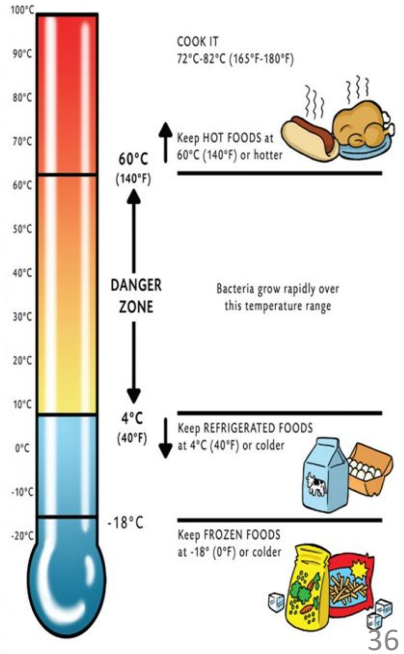
Street Food: Prepared or cooked food sold by vendors in a street or other public location for immediate consumption.

Stretch & Challenge:
Research into the symptoms of food poisoning and the different types

Key Words:

1. Festival
2. Street Food
3. Cuisine
4. Multi-cultural
5. Food Miles
6. Fair Trade
7. Origin
8. High risk food
9. Hazard
10. HACCP

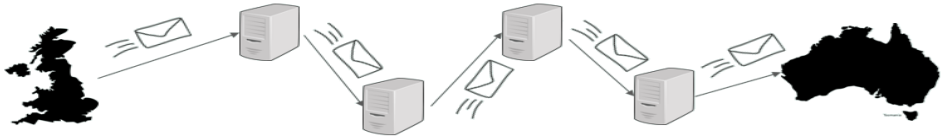
Temperature Danger Zone

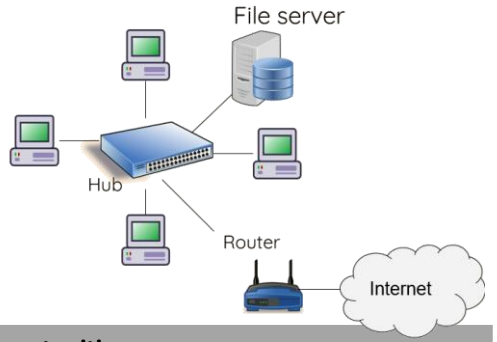


Food preparation and nutrition

Networking Key Terms

Bandwidth	The amount of data that can be transferred over a network in a certain amount of time
Bluetooth	Allows electronic devices like cell phones and computers to exchange data over short distances using radio waves
Client	Any part of the network that receives data such as a workstation
Computer Network	Computers connected together for the purpose of sharing information and resources
E mail	An exchange of electronic messages between computers that are connected to the Internet or some other computer network
Firewall	Part of a computer system that is designed to block unauthorized access
FTP	A communications method for transferring data between computers on the Internet
Host	Any part of the network that gives data out (where client accesses the data from) such as a server
HTTP	Hypertext Transfer Protocol: The protocol that deals with sending webpages across the internet.
Hub	A device that uses its ports to connect devices (computers, printers, etc.) together
IOT	Internet of Things: Internet enabled devices found in the home (Alexa, Smart Heating etc.)
LAN	Local Area Network; a geographic network that covers a relatively small geographic area such as a building or a small campus - no more than a mile distance between computers
Modem	A device that allows computers to communicate over telephone lines
Network Interface Card	A card installed in a computer that allows you to connect to a network (can be Ethernet, telephone, or wireless)
Node	Any device physically connected in a network (such as computer workstations, server, printers, etc.)
Protocol	How data is formatted, transmitted and received in a network
Router	A device that transfers data from one network to another in an intelligent way
Server	A computer with large processing resources that stores all of the software that controls the network, as well as the software that can be shared with the computers attached to the network
Switch	A computer networking device that connects network segments
The Internet	A global network of interconnected computers.
Topology	The physical and logical design of a computer network; examples include mesh, bus, ring and star; the physical layout of the network devices and the cabling, and how all the components communicate with each other
WAN	Wide Area Network; largest type of network in terms of geographic area; largest WAN is the Internet
Wifi	Wireless local area network that uses radio signals to transmit data
Wireless Adapter	The device that you must have on your computer in order to connect to a wireless network
WWW	World Wide Web – The web pages that make up the services on the internet.





Enrichment Opportunities

Packet Tracer Free on Android and Apple mobiles -

Video Further explaining Networks

Drama - Commedia Dell'arte

History

Commedia Dell'arte is a historic style of performance that involves masks, physical comedy and improvisation. The first recorded versions of Commedia date back to the 16th century, but may be older. The performance style is characterized by exaggerated physical acting linked to specific, recognizable characters.

Commedia Dell'arte or "Italian theatre" was developed in Rome, Italy and was originally used as a way for lower class performers to mock the wealthy people of the time. It was originally performed in the streets using masks and exaggerated costume to make fun of the rich.

In modern day theatre, elements of "Commedia" can be seen in Pantomime and Punch and Judy performances, whilst you may also recognize stock characters, such as Harlequin, which can be seen in various forms in modern culture.

Extension and Further Info

One Man Two Guvnors – dramaonlinelibrary.com/national-theatre-collection
Log in details available on Satchel: One

Key Terms

Stock Characters - A collection of characters with specific physical traits that appear in "Commedia" performances.

Improvisation - Creating a spontaneous performance, or part of a performance, with minimal planning and little or no pre-planned dialogue.

Slapstick - A style of comedy that is characterized by physical, exaggerated acting that often involves characters being hurt or involved in mishaps

Lazzi/Lazzo - A slapstick or physical comedy joke that appears in "Commedia" performances. They were often linked to specific actors, similar to a catchphrase.

Rule of Three - When a physical performer uses repetition to create humour. They often repeat something twice with something unexpected happening on the third time.

Year 8 Assessment Criteria

Performing	Analysing	Devising	Drama Roles	Drama Techniques
• Can identify and use accent, tone, emphasis • Can identify and use Gesture, posture • Can act as a range of characters • Can apply performance skills to different styles of performance including comedy, naturalism, Shakespeare • Can perform scripted scenes confidently	• Can identify characteristics of different styles of performance including comedy, naturalism, Shakespeare • Can identify WWW and EBI in own and others work • Can offer opinions on professional theatre • Can understand historical elements of drama	• Can plan and structure their performances in detail using the three act structure • Can create ideas from a range of stimuli • Can improvise scenes • Can improvise characters • Can create work in a specific genre or style	• Can explore design elements for creating atmosphere • Can understand the role of a fight choreographer	• Can use drama techniques such as: • Stock characters • Slapstick comedy • Cross cutting • Audience interaction • Marking the Moment • Stage fighting • Conscience Corridor

Drama - Commedia Dell'arte

Character Lazzi

Pantalone Lazzi

1. He makes money appear from anywhere
2. He tries to pretend to be young and healthy
3. Forgetfulness. He forgets what he is doing halfway through an activity

Zanni Lazzi

1. Poor sight. He will talk to someone, they leave, and he continues to talk to them without noticing
2. Poor hearing. He misunderstands instructions or repeats things back in a nonsense way
3. He drops something he is carrying for food

Capitan Lazzi

1. Braggs about being brave but always has an excuse not to when put to the test.
2. Tries to stop others fighting and gets beaten up himself.
3. He becomes very nervous around beautiful women

Dottore Lazzi

1. Conducts experiments which usually end badly for his subjects
2. Tries to treat other characters for imagined injuries/ailments
3. Steals food/hides that he is eating food

Arlechino Lazzi

1. Physically distorts his body, often to put his head under someone's arm or between their legs
2. Uses props or furniture as a different object
3. If he gets injured he will lose it and wail, scream and cry until he is silenced or knocked out.

Body

Facial
Expression
Movement
Posture
Interaction
Gesture

Voice

Volume
Tone
Accent
Pitch
Pace
Emphasis

Stock Characters

Masters

Pantalone

An old, wealthy, grumpy character who is always looking for ways to make money. He is named after his baggy pantaloons.

Physicality: Back hunched with age; sharp eyes; feet pointing out; hands protecting his purse.

Dottore

"The Doctor" is a large and pompous man who believes he is extremely clever. He is a "gas bag" who will talk for ever about anything.

Physicality: Leaning back (weight on heels); big belly; gesturing with his hands; walks in small shuffling steps.

Capitano

"The Captain" is an exaggerated hero character who believes himself brave and handsome. He is often neither.

Physicality: Feet wide apart; chest out; heroic hand gestures; he strides or marches everywhere; confident voice.

Servants

Zanni

A stupid and slow-witted servant who represents the lower classes of the time. He his always hungry and is often the butt of the others jokes

Physicality: Bent at the waste; bent knees and elbows; head up; follows his nose; silly movements

Arlechino

"Harlequin" was a silly character who was always trying to use tricks to get his own way. He is charming but forgetful.

Physicality: Acrobatic and flexible; fast; elements of Zanni.

La nourriture française

French food and dishes

- **Foie gras** – a soft and buttery pâté made with duck liver. This is a staple at any Christmas and New Year celebrations. It is usually prepared with sea salt and black pepper. It is spread on small toasts of crispy, warm bread.
- **Steak-frites** – a steak of beef with French fries. The steak is usually rib-eye, sirloin or T-bone. French people usually like their beef cooked rare with butter and parsley on top.
- **Jambon-beurre** – this is a ham and butter baguette. It is the most popular sandwich in France and can be found at bakeries around the country.
- **Fromage** – cheese is very popular in France. Often served with a French baguette, French people enjoy a huge variety of cheeses. There are 365 varieties of cheese in France – one for each day of the year! In a traditional French meal, the cheese comes after the main course that is often consumed before a dessert, unlike in the UK.
- **Charcuterie** – this consists of cured meats such as saucisson, salami, and other cured hams. It is often served on a platter with a baguette, some cheeses and some grapes.
- **Crêpes salées** – a savory equivalent of the famous sweet crêpes. These thin buckwheat pancakes are originally from Brittany, but are popular across the country. They are very versatile and served with a wide variety of ingredients, from salmon to duck to any kind of cheese or vegetable. They are often served with a fried egg inside too.
- **Quiche** – a savory pie with a crust dough which can be filled with cheese, vegetables, smoked salmon, meat. You can eat this hot or cold.
- **Huîtres** – the French word for oysters. This is a French specialty that is not for the faint-hearted! They are eaten raw directly from the shell with a dash of lemon juice or a vinegary sauce.
- **Moules** – mussels are one of the most popular seafoods in France. They are often served in a creamy, white wine sauce, with chips and a piece of bread.
- **Escargots** – snails are the most exotic French specialty. They are quite chewy and taste of the sauce they are cooked in, which is traditionally garlic, butter, parsley and white wine. Escargots are served in their shell and a special spoon is used to scoop them out.
- **Cassoulet** – this is one of the most traditional dishes from southwestern France. It is a casserole made with white beans and various types of meat, including pork, sausage and even duck legs in some recipes. All the ingredients are slow cooked together for a few hours.
- **Confit de canard** – this is a meal of duck that is very famous in France. It is served with creamy potatoes and a green salad.
- **Salade niçoise** – this salad is originally from Nice (in the south of France). This salad includes tuna, tomatoes, hard boiled eggs, onions, olives and green beans.
- **Boeuf bourguignon** – this is a rich beef stew that originates from Burgundy. In contains red wine, beef, potatoes, garlic, onions and carrots which is slow cooked in a gravy.

French food culture

- French gastronomy is famous worldwide for its fine cuisine.
- What makes French food specific is the range of great local and regional specialties that vary widely from north to south.
- French food is one of the main reasons tourists go to France.
- French people love to eat out at restaurants. It is a big part of their social life.
- When eating out, French people usually order a starter, a main course and a dessert.
- French food culture is all about family, friends and socialising.

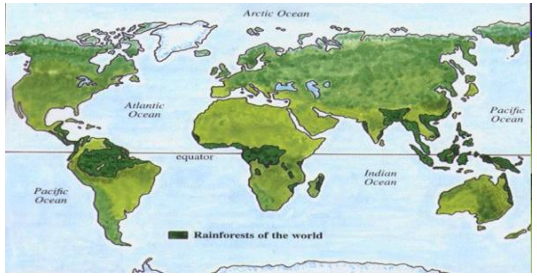
Enrichment Opportunities

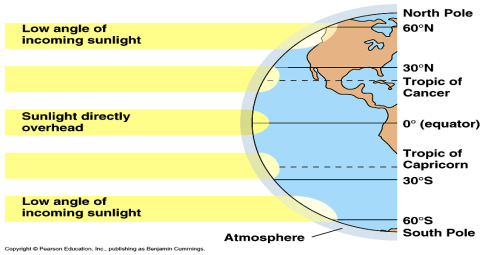
Use the QR code to find out all about how a French menu works

Key word definitions

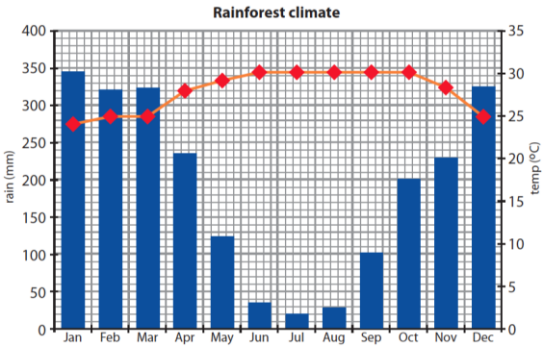
Abiotic – The non-living parts of an ecosystem, e.g. Soil, rock type.
Adaptation – When a plant or animal has a specific feature that helps it survive in an environment.
Biome – a large community (ecosystem) of plants and animals found in a major habitat e.g. tropical rainforest.
Biodiversity – The variety of life (plants and animals) in a place.
Biotic – The living parts of an ecosystem e.g. plants and animals.
Climate graph – A combination of a bar graph and a line graph, showing both temperature and precipitation in an area.
Consumer – An animal that eats producers to survive
Decomposer - An organism, especially bacteria, fungus or invertebrate, that breaks down dead organic material
Deforestation – Cutting down trees on a large scale. The main causes of deforestation in the Amazon are farming, mining, cattle ranching and development such as roads.
Ecosystem – A biological community of interacting organisms and their physical environment.
Ecotourism – Eco-friendly activities and accommodation that encourages tourists to take care of the environment.
Food web – Multiple connections in the food chain.
Indigenous – People who are native to an area.
International Agreements – The government of countries working together to set goals to reduce deforestation.
Interdependence – Living things depending on each other for survival.
Nutrients – A substance that provides nourishment essential for growth and the maintenance of life.
Producer – Start of the food chain. They create energy through photosynthesis.
Selective logging – Choosing specific trees to cut down and leaving the rest unharmed.
Sustainability – When materials and resources are used in a way that will balance the needs of the present without compromising the future.

An equatorial climate is the name of the climate found along the equator.

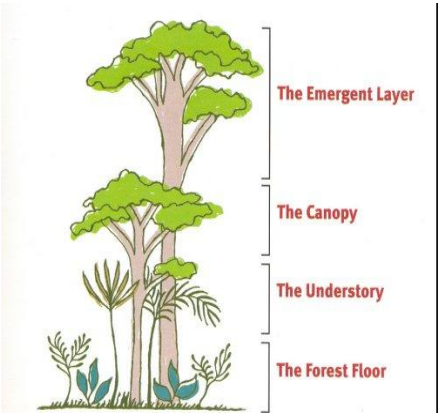




Tropical rainforest are found along the equator, within 10° north and south. Here latitude has a strong influence on the high temperatures (av'27°c) as the sun is directly overhead. Low pressure and maximum evaporation, due to the high temperatures, account for the high rainfall (approx. 2400 mm)



This is a climate graph for an equatorial climate. The BLUE bars shows the average precipitation for each month, the data is shown on the left. The RED line show the average temperature for each month. There is very little range in temperature in the TRF. The data is displayed on the right.



This diagram shows the layers for the rainforest. The emergent are the tallest trees, the canopy is the main layer, containing most life. The forest floor is dark and damp.

Revision suggestion

Type 'KS3 bitesize geography biomes' into google and click on the first weblink available. From here you can select subtopics like 'tropical rainforest's and read through the information. Each subtopic has a quick recap knowledge quiz so you can test your short and long-term memory.

1.1 Timeline

1533
Henry VIII marries Anne Boleyn

1536
Closure of monasteries begins

1547
Edward VI is King. Plans to make the country Protestant

1553
Lady Jane Grey is Queen for nine days

1559
Elizabethan Religious Settlement passed by Parliament

1534
Henry VIII declares himself Head of the Church of England

1549
Book of Common Prayer published

1553
Mary I is Queen. Plans to bring back the Catholic faith

1558
Elizabeth I is Queen. Plans for religious compromise

Do you want to know more?

Read: 'Adventures in time – The Six Wives of Henry VIII' by Dominic Sandbrook

Listen: BBC Homeschool History Podcast – Mary Queen of Scots https://www.bbc.co.uk/programmes/m000hv9f

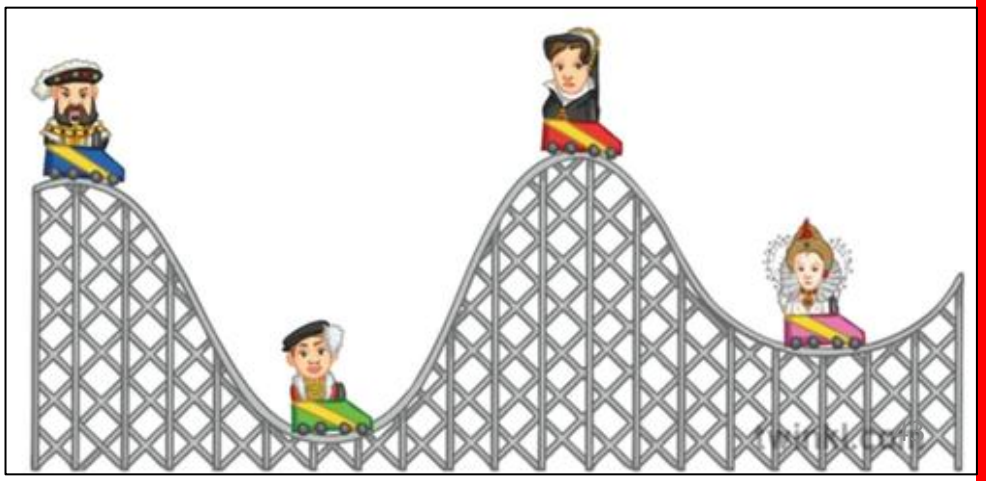
Knowledge Organiser – Why was the C16th a Religious Rollercoaster?

1.2 Key words

Monarchy	A country ruled by a King or Queen
Republic	A country ruled without a King or Queen
Pope	The leader of the Catholic Church
Catholic	A type of Christian who believed the Pope was in charge
Protestant	A type of Christian who wanted plainer churches and no Pope
Indulgences	Money people would pay to the Catholic church to forgive their sins
Mass	A church service where Christians receive the Eucharist
Purgatory	A middle ground between Heaven and Hell, full of suffering
Heir	The next in line to the throne
Martyr	Someone who gives up a lot for their cause
Heretic	Someone who goes against the beliefs of the church.
Divine Right	The monarch is appointed by God
Civil War	A war fought between two opposing sides of the same country

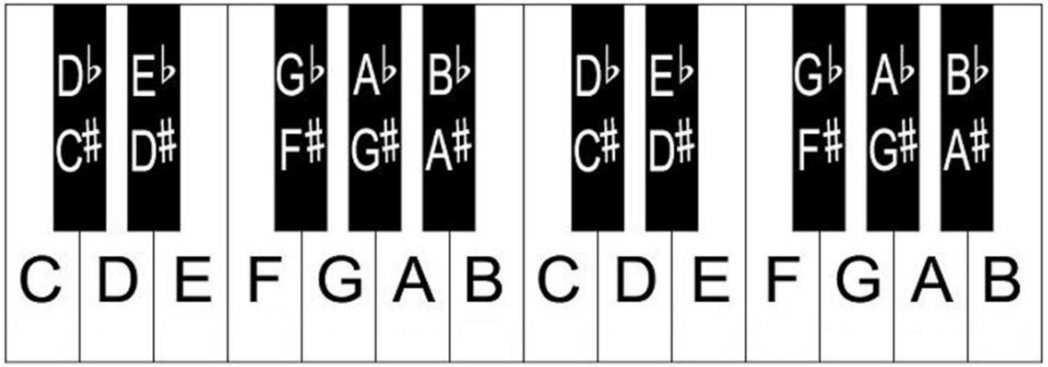
1.3 Catholic and Protestant beliefs and practices

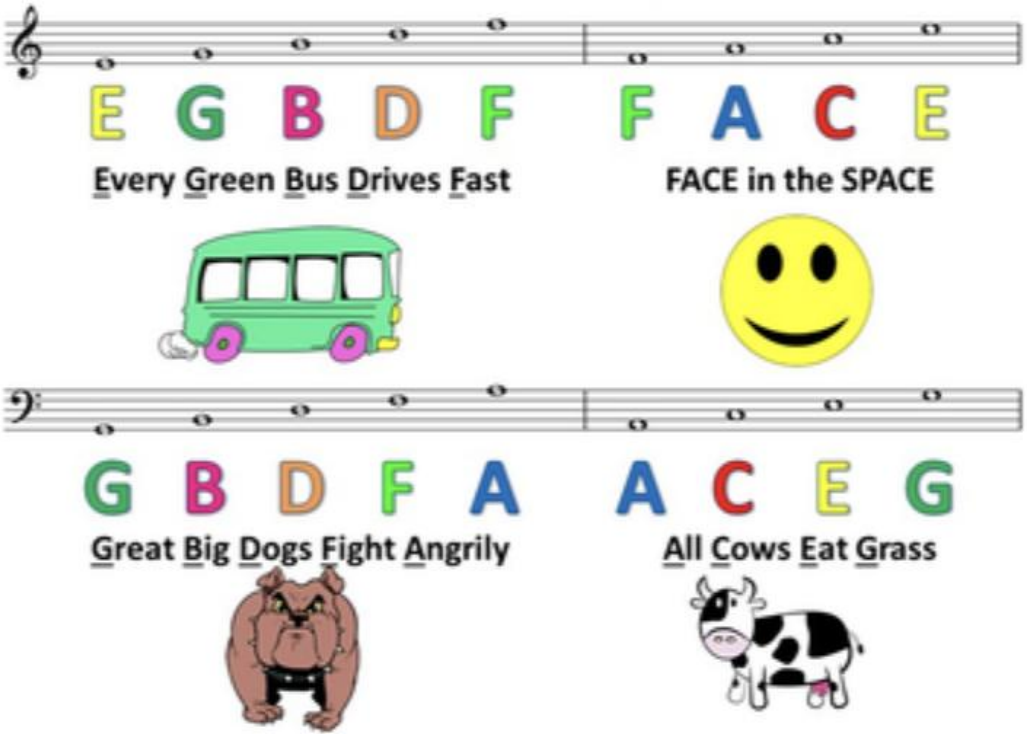
Catholic	Protestant
Bible and Church services in Latin.	Bible and services in English
Highly decorated churches and altars	Simple and plain churches, no stained glass windows
Priests are a special link to God with the power to forgive sins. They are not allowed to marry	Ministers are ordinary people who should wear simple robes and be able to marry
Following the teachings of the Pope and the Church is the way to Heaven	Believing in Jesus and following the Bible is the way to Heaven
The Pope is the head of the Church.	The monarch should be the head of the Church



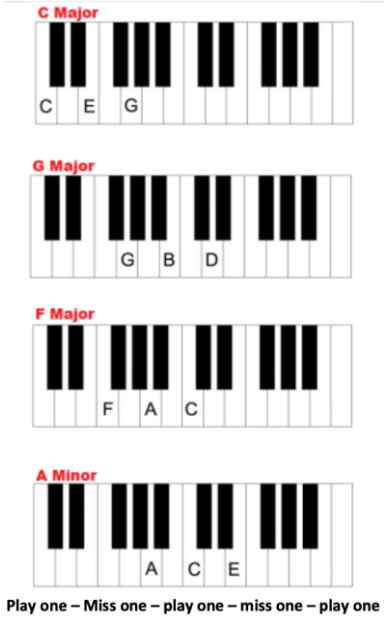
History – Why was the C16th a 'Religious Rollercoaster'?

Piano Keys and Notes





Keyboard Chords



MAD T-SHIRT

Melody – the tune, combination of different pitches of notes

Articulation – the way it is played

Dynamics – how loud the music is

Texture – layers of sound **Thick / Thin**

Structure – the order in which the music happens

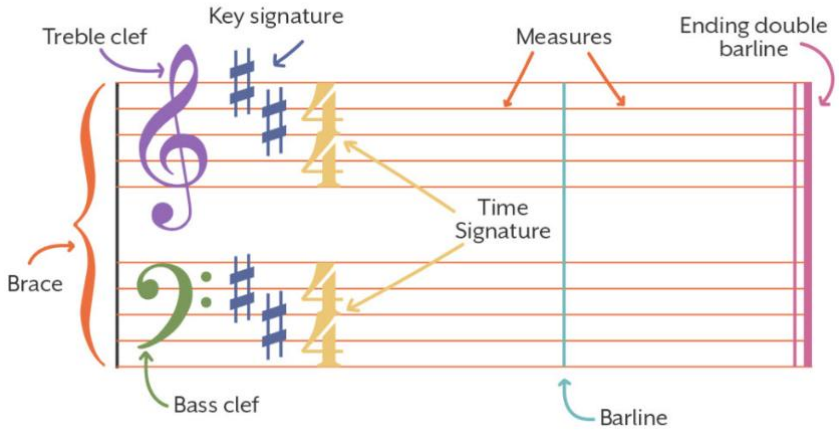
Harmony – How the notes sound together. **Chords,** notes played at the same time

Instrumentation – Ukulele, Vocals

Rhythm and Tempo – combination of long and short notes, fast or slow, **bpm** – Beats Per Minute

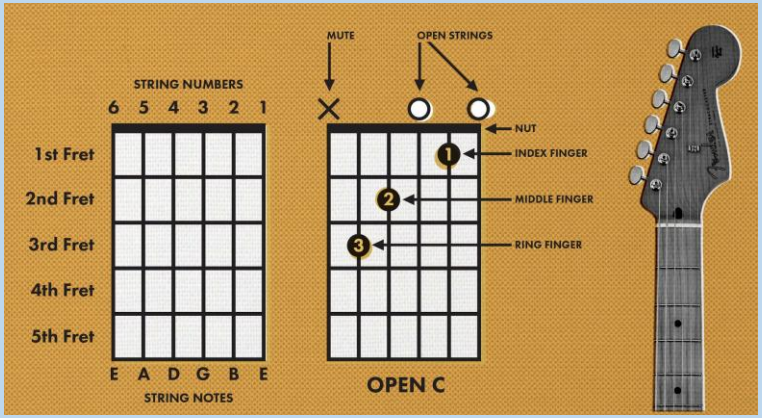
Timbre – the quality of the sound

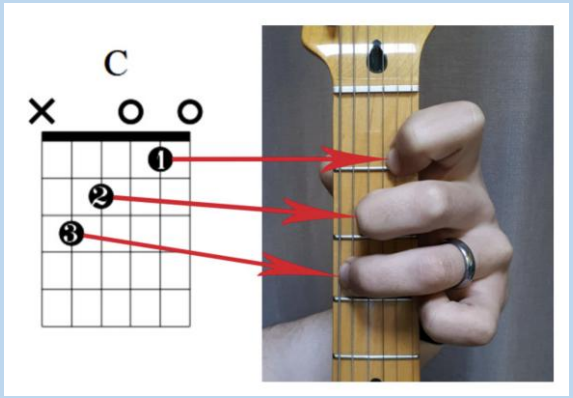
Grand Staff

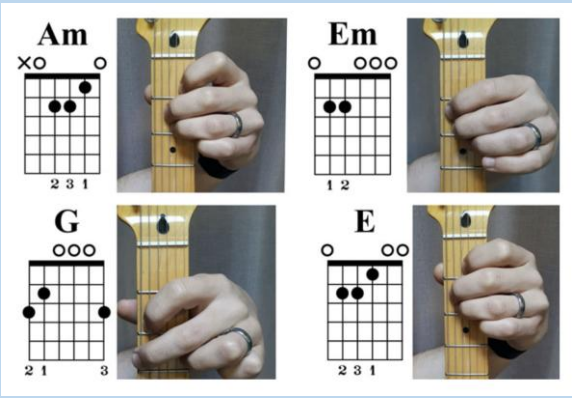


Music

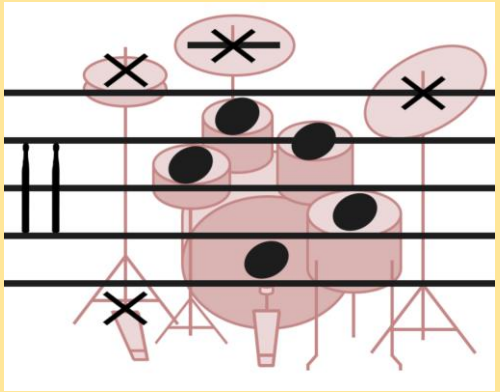
How to read Guitar Chords

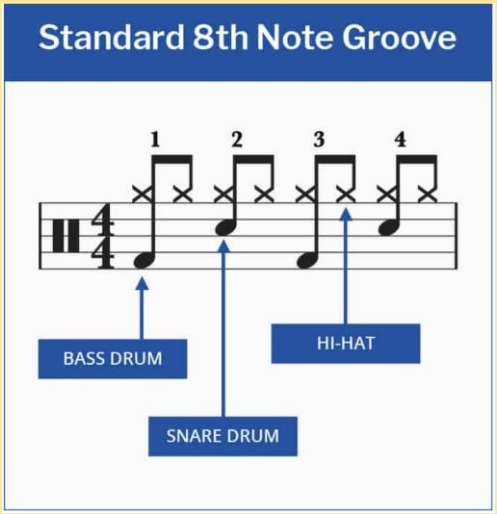


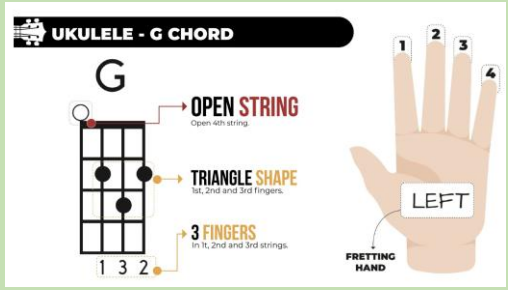


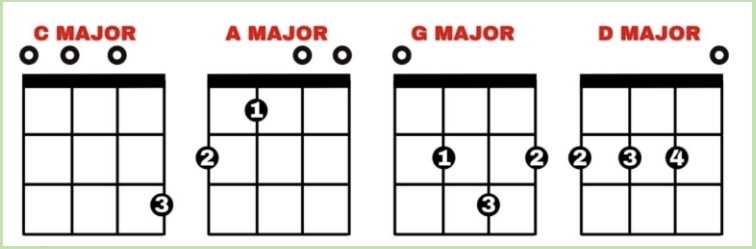


How to read Drum Tab









Music

Time values

NOTE	NAME	LENGTH (duration)	REST
	Semibreve	4 beats	
	Minim	2 beats	
	Crotchet	1 beats	
	Quaver	½ beats	
	Semiquaver	¼ beats	
A dot after the note increases its length by half:			
	Dotted minim		
	Dotted crotchet		

Groups of quavers/semiquavers are usually beamed together:

Dynamics

pp	*p*	*mp*	*mf*	*f*	*ff*
PIANISSIMO	PIANO	MEZZO PIANO	MEZZO FORTE	FORTE	FORTISSIMO
very soft (v.quiet)	soft (quiet)	moderately soft	moderately loud	loud	very loud

crescendo (cresc.)	diminuendo (dim.)
gradually getting louder	gradually getting quieter

Form and structure

BINARY **A B**

Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast.

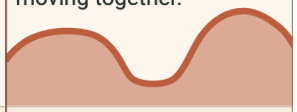
TERNARY **A B A**

Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes.

RONDO **A B A C A**

A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys.

Texture

MONOPHONIC	A single melodic line. 
HOMOPHONIC	A chordal style or melody and accompaniment: moving together. 
POLYPHONIC	A more complex (contrapuntal) texture with a number of different lines. 

Tempo

LARGO	LENTO/ ADAGIO	ANDANTE/ MODERATO	ALLGRETTO	ALLEGRO/ VIVACE	PRESTO
v.slow	slow	walking pace/ moderate	quite fast	quick/lively	very quick

The structure of a pop/rock song may include:

INTRO: short opening section, usually instrumental.
VERSE: same music but different lyrics each time.
CHORUS: repeated with the same lyrics each time (refrain).
MIDDLE EIGHT: a link section, often eight bars, with different musical ideas.
BRIDGE: a link/transition between two sections.
OUTRO: an ending to finish the song (coda).
*You may also hear a pre-chorus, instrumental interlude or instrumental solo.

Music

Key rules of netball:

No Traveling: Players cannot move with the ball and must pass it within three seconds once received.

Defending: Defenders must stand at least 3 feet away from the player with the ball. If a defender is caught closer than 3 feet defending an attacker with the ball, a foul is given for obstruction.

Contact: Players cannot snatch or hit the ball out of another player's hands.

Offside: Players have designated areas on the court that they are allowed to be in and cannot enter an unassigned area, or they will give away a foul for 'offside'.

General Gameplay: The ball must be passed around the court, and only designated players can shoot from within the semi-circle.

Positions:

matches consist of two 7-a-side teams, with each player having a unique position and role. These positions include:

Goalkeeper (GK) who marks **Goal Shooter (GS)**
Goal Defence (GD) who marks **Goal Attack (GA)**
Wing Defence (WD) who marks **Wing Attack (WA)**
Centre (C) who marks opposition **Centre (C)**

Each position has designated areas that they can enter and are not permitted to exit their assigned zones.

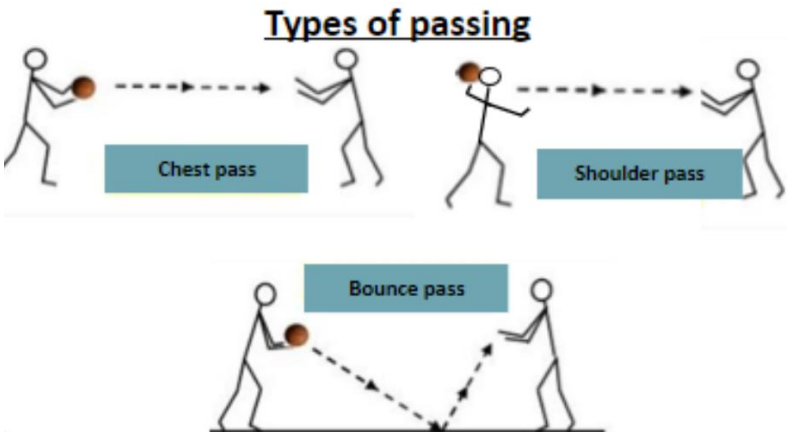
It is the role of each player to evade their opposition marker or successfully mark their foe to limit the oppositions opportunities while creating their own for the team.

Skills: Passing

Chest pass – Start with the ball in two hands on your chest and thrust your hands forward with the ball, aiming for your teammate's hands/chest. Step while you release to add power. Intended for shorter passes.

Overhead pass – Begin with the ball in one hand behind your head and aim with the other arm. Push the ball from behind your head into the direction you would like. Intended for longer passes.

Bounce pass – Similar to the chest pass, start with the ball on your chest. Look to bounce the ball in the midpoint between yourself and the intended target. Push the ball downwards, looking to avoid any opposition players. Intended for passing to a marked teammate.

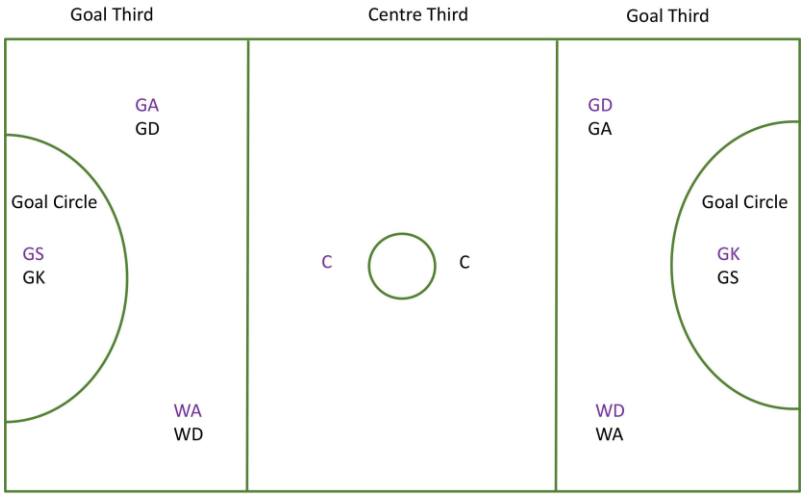


Aim and timing:

The aim of netball is to score more points than your opposition by shooting the ball through the net.

A netball game lasts for 60 minutes. This is split into four quarters, each quarter lasting 15 minutes. Between the first and second quarter, and the third and fourth quarter, there is a three-minute break. Between the second and third quarter - half-time - there is a five-minute break.

Netball court



1.1 Key Vocabulary: Hindu Dharma

Brahman – the one supreme God of Hinduism
Trimurti – the 3 main aspects of Brahman
Brahma – the creator god
Vishnu – the protector and preserver god
Shiva – the god of destruction and regeneration
Avatar – living form of Vishnu
Murti – an image or statue of a deity
Deity – a god or a goddess
Sanskrit – An ancient language in India which Hindu texts are written in
Sacrifice – A method of worship that involves offering animals or food to the gods
Caste System – A series of social classes that determine someone's job and status in society
Brahmin – a Hindu priest (top of caste system)
Ramayana – a Hindu holy book about Rama and Sita
Dharma - Means religious duty, but also refers to the Hindu code of conduct and way of life

1.2 The main groups of Hindus

Vaishnava – A Hindu that believes Vishnu is the Supreme God
This makes up the biggest group in the Hindu population.

Shaiva – A Hindu that believes Shiva is the Supreme God

Shakti – A Hindu that believes the goddesses Devi is the Supreme God

Hindu Dharma is a **pluralistic religion**. This means a diverse one, where the people in it believe all kinds of different things and tolerate each other's beliefs. Hindus will often worship a god that has traditionally been worshipped in their local area. However, they see this god as a form or extension of the Supreme God. There are often temples built to local gods as well as to Vishnu, shiva and other gods.

1.3 The Trimurti

Brahman - Many people misunderstand Hindu beliefs about God. Hindus believe in one God who can be seen in many forms. The different forms of God are referred to as the deities. Brahman is often represented through the Aum symbol: ॐ

Trimurti

To help them to start to understand God, many Hindus break down Brahman into the **Trimurti**. Trimurti means 'three forms', the three images of God:

- **Brahma** – the creator – God creates everything.
- **Vishnu** – the preserver – God supports everything in life.
- **Shiva** – the destroyer – God takes life.

So, images show the creator, the preserver and the destroyer qualities of God.

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.

1.4 Key Vocabulary: Buddhism

Arhat – A 'perfected person' who has overcome the main sources of suffering

Asceticism – A lifestyle of strict self-denial – rejected by Siddhartha for the Middle Way

Bodhisattva - An enlightened person who chooses to remain in samsara to teach others

Dharma – The Buddha's teachings – how to reach the state of enlightenment

Dukkha – Suffering or dissatisfaction – something Buddhists seek to overcome

Enlightenment – The practice of focusing the mind

Four Noble Truths - Four truths the Buddha taught about suffering and how to overcome it

Mediation – The practice of focusing or calming the mind and reflecting on teachings

Three Watches - Three realisations Siddhartha made in order to become enlightened

Three Marks of Existence - Three Buddhist beliefs about the truth of existence

1.5 The Buddha life and Four Sights

Buddha was born **Siddhartha Gautama** around 500BC in southern Nepal. He grew up in a life of **luxury** as the son of a Queen. He was inspired to leave this life by the **Four Sights**. After this he lived an **ascetic** life of self-denial and pain but wasn't able to become enlightened so left it for the Middle Way between pain and luxury.

The **Four Sights** Siddhartha saw on his trip outside the palace were:

1. An **old** man – everyone ages
2. An **ill** man – everyone becomes ill
3. A **dead** man – all things die

A **holy** man – the only answer to these problems

1.6 Enlightenment + 3 Watches

After the failure of Siddhartha's ascetic life to provide him with enlightenment Siddhartha chose to follow the **Middle Way**. He meditated under a tree and was tempted by **Mara** who tried to distract him, but he stayed focused on meditation and reaching enlightenment.

Eventually he became enlightened during the **Three Watches of the Night** where he understood:

1. Knowledge of **all his previous lives**
2. The cycle of life, death and re-birth (**samsara**)
3. That all beings suffer due to **desire**.

After this Siddhartha became enlightened and began to be known as Buddha.

1.7 Four Noble Truths

The **Four Noble Truths** are what Buddha taught about suffering:

1. There is suffering
2. Suffering has a cause
3. Suffering can come to an end
4. There is a way to end suffering

One of the main causes of suffering is **tanha** or craving. Other causes are known as the **Three Poisons** of greed, hatred and ignorance. Ultimately Buddha teaches that we can and must overcome these causes of suffering in order to become enlightened and reach **nirvana** – a state of freedom, happiness and peace

1.8 Three Marks of Existence

The **Three Marks of Existence** are the fundamental Buddhist beliefs about the nature of human existence.

Dukkha
Suffering is a part of life that all people must face. Buddhists can try and overcome it.

Anicca
The idea of **impermanence** – that everything constantly changes, and we suffer when we resist it

Anatta
The idea that we **don't have a fixed soul** – there is no unchanging essence to us

Spanish Music

- There are many different styles and genres of music that are popular in Spain and Spanish-speaking countries. Below we will look at two of the most popular.

Salsa:

- Salsa is one of the top types of Spanish music.
- The first salsa was created in Cuba in the 1920s as a mixture of Cuban son and rumba music. Over the decades, this early salsa absorbed various other musical influences, such as jazz, rock, and mambo.
- Instruments used in salsa music include: keyboard, bass guitar, bongo and conga drums, claves, maracas, guiros and maybe even a brassy orchestra.
- The often romantic and poetic lyrics in salsa music are ideal for language learners who want to expand their vocabulary.

Reggaeton:

- Reggaeton is a music genre that originated in Puerto Rico in the late 1990s. It is a blend of reggae, Latin American, and Caribbean music.
- Reggaeton has become incredibly popular in recent years, with artists like Daddy Yankee, Bad Bunny, and J Balvin dominating the charts.
- Reggaeton was originally known as “underground” music, as it was not mainstream in the beginning.
- Reggaeton’s popularity has spread beyond Latin America, with many artists collaborating with international stars like Beyoncé and Justin Bieber.
- The most popular reggaeton songs include “Despacito”, “Gasolina” and “Reggaeton Lento”.

Enrichment Opportunities

Scan the QR codes below to listen to popular reggaeton music and find out more about its origins.

Scan the QR codes below to listen to traditional Salsa music and find out more about its origins.

Spanish music vocabulary:

Find the words and phrases below in your vocab book or on www.wordreference.com

1. Me gusta =
2. Me encanta =
3. La letra =
4. La melodía =
5. el ritmo =
6. una canción =
7. cantante =
8. un grupo =

Fill in the gaps about yourself:

1. Mi canción favorita es _____
2. Mi cantante favorito/a es _____
3. Mi grupo favorito es _____
4. No me gusta _____

Spanish – Spanish music

Date	KO*	WB*	Case*	Date	KO*	WB*	Case*
1/9				29/9			
2/9				30/9			
3/9				1/10			
4/9				2/10			
5/9				3/10			
8/9				6/10			
9/9				7/10			
10/9				8/10			
11/9				9/10			
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22/9				20/10			
23/9				21/10			
24/9				22/10			
25/9				23/10			
26/9				24/10			

*Knowledge Organiser * Whiteboard * Pencil Case

RUBBER

PENCIL

WHITEBOARD PEN

GREEN PEN

BLACK PEN

You should also have:

- Reading book
- Calculator
- Headphones
- Protractor
- Sharpener
- Compass
- (no scissors)

You should also have when needed:

- Ingredients - PE kit - Completed homework

RULER

You can borrow core items without penalty between 8.30-8.45am before passing your Head of Year