Year 7 Autumn Term 1:

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| **What will your child know, understand or know how to do?** | | **Home learning/how parents can help?** | |
| Maths: | |  | |
| The value of digits in decimals, measures and integers  Understand multiples  Understand integer exponents and roots  The unique prime factorisation of a number  The structures that underpin addition and subtraction strategies.  The structures that underpin multiplication and division strategies.  The laws and conventions of arithmetic to calculate efficiently.  The laws and conventions and vocabulary of algebra including forming and interpreting algebraic expressions and equations.  Simplify algebraic expressions by collecting like terms to maintain equivalence.  Simplify algebraic expressions by collecting like terms to maintain equivalence | | We set regular home learning, either written or on the “MyMaths” website. Usually this is set once every 3 lessons.  You can help by:  Remind them to use their maths book or the lessons on the mymaths website to help them if they get stuck on their homework.  Keep a note of their mymaths username and password somewhere safe.  Ask them to tell you what they are learning about, or talk you through a worked example from their book.    [www.mymaths.co.uk](http://www.mymaths.co.uk)  We teach using the mastery approach – Pearson have put together a useful guide for parents, which can be found here.  [Parents’ guide to the mastery approach](https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/Learner/Primary/Primary%20parents/pearson-maths-mastery-parent-factsheet-final-web.pdf) | |
| Science: | | | |
| Names and uses of common laboratory apparatus.  Symbols for lab equipment  Safety procedures for the laboratory  Layout of an experimental report  Work and importance of famous scientists.  Know that cells are the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope  The functions of the cell wall, cell membrane, cytoplasm, nucleus, vacuole, mitochondria and chloroplasts  the similarities and differences between plant and animal cells  The role of diffusion in the movement of materials in and between cells  The structural adaptations of some unicellular organisms  The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms | | Key words & definitions are issued at the start of a new unit and reviewed through a match up activity in class midway through the unit. Pupils to spend 30 minutes on this home learning.  Challenge mat – a series of multiple-choice questions on the topic and 3 research questions. The challenge mats contain a link to a suitable website to complete the research. This home learning is issued midway through the unit and reviewed prior to the end of the unit. Pupils to spend 30 minutes on this home learning.  You can help by:  Practising the definitions and of key terms with your child, for example by reading them together and quizzing each other.  Displaying Key words at home.  Asking your child to use the words in a sentence.  Some additional helpful resources are below:  https://www.youtube.com/watch?v=\_TfT9q36754 (results tables)  https://www.youtube.com/watch?v=iaewZmc4TYQ&t=66s (variables)  https://www.youtube.com/watch?v=0A55QRyJHPM (variables)  https://www.bbc.co.uk/bitesize/articles/zfh296f (graphs) | |
| English: | | | |
| Know the conventions of a Myth and the conventions of a Legend  Knowledge of the plot and characters of the following texts and their contexts:  Beowulf  Robin Hood  Medusa  Lady of Shalott  Daedalus and Icarus  Theseus and the Minotaur  Krakus and the Dragon  Not my best side  Willow pattern story  Daedalus and Icarus  Know the definitions of the following poetry key terms:  Rhyme  Rhythm  Alliteration  Onomatopoeia  Assonance  Verse  Stanza  Enjambment  Metaphor  Simile  Personification  Anthropomorphism and personification | | All students in Y7-9 are given access to Bedrock Vocabulary: <https://app.bedrocklearning.org/> a fantastic app that works with your child to increase their vocabulary knowledge and application. Students have their passwords and usernames recorded in their planners, and are expected to complete a minimum of two sessions per week as part of their homework. Should you wish to create a parent account, allowing you to monitor your child’s progress and explore the vocabulary that they are currently learning, you will need your child’s log in information, along with a parent access code (again, found in your child’s planner). Further guidance can be found on the links below:  **Parents’ guide to using Bedrock at home**  <https://bedrocklearning.org/wp-content/uploads/2020/04/Parents%E2%80%99-guide-to-using-Bedrock-at-home-parents-of-school-users-5e9c7ef847935.pdf>?    **Parents of Bedrock School Users**  <https://bedrocklearning.org/parents-of-bedrock-school-users/?utm_source=Bedrock+Learning+Master+Audience&utm_campaign>  Students are set regular reading homework as part of their LRC reading lessons. Please find a list of recommended reads below, that will help to enhance their knowledge surrounding Global Mythology, being studied in this first half term:  The Percy Jackson Series  The Ickabog, JK Rowling  Children of Blood and Bone, Tomi Adeyemi  The Girl of Ink and Stars, Kiran Hargrave  Neverwhere, Neil Gaimen  Students will also be given a “pick and mix” homework sheet – students will be set homework at specific points in time, but are also welcome to complete any extra tasks. | |
| Languages: | | | |
| French Know how to:   * Describe a thing or person * Say what people have * Describe things * Distinguish between having and being * Talk about a thing or person * Talk about doing and making things * Recognise, pronounce, spell and use words in sentences  Spanish Know how to:   * Describe places and location * Say what someone is like at the moment * Say what someone is like in general * Say what people have * Say what people do | | Home learning:   * Regular vocab-learning homework * Self quizzing homeworks   How you can help:   * Test your child on the vocab set via the QR codes on the homework sheets * With your child, look through the white vocab booklet which they were given at the start of the year * Use BBC Bitesize to deepen knowledge and understanding:   French - <https://www.bbc.co.uk/bitesize/subjects/zgdqxnb>  Spanish - <https://www.bbc.co.uk/bitesize/subjects/zfckjxs> | |
| History: | | | |
| Chronology as a historical skill.  Know how early migration affected Britain and what impact the Celts, Romans, Anglo-Saxons, Vikings, Normans had.  Know some local historical sites such as the Roman amphitheatre in Chester and the Anglo-Saxon crosses in Sandbach.  Know how different groups such as Jews, Roma, Huguenots and Palatines have migrated to Britain and their experiences.  Know about the crusades and what they demonstrate about the significance of religion in the Medieval period.  Know different inventions that were introduced between the period 1066-1500 and what this demonstrates about changes to literacy, warfare, exploration etc. | | “Research, review and do” homework tasks when set by teachers.  Learn key terms by using key word glossary in exercise book.  Use BBC Bitesize to help with understanding, including the following links:  Anglo-Saxons <https://www.bbc.co.uk/bitesize/topics/zp6xsbk>  Medieval period <https://www.bbc.co.uk/bitesize/topics/zbn7jsg>  Crusades <https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1> | |
| Geography: | | | |
| The three types of Geography  How to use map skills.  Know the terms “population” and “urbanisation”  Know how human and physical processes interact to influence and change landscapes, environments and the climate; a  Know how human activity relies on effective functioning of natural systems  Know how to use fieldwork to collect, analyse and draw conclusions | | “Research, review and do” tasks when set by teachers.  How you can help?  Explore this bitesize lesson with them:  <https://www.bbc.co.uk/bitesize/topics/zm38q6f/articles/z6hb3j6> | |
| RE: | | | |
| Definitions of key terms  Students will investigate how Religion has influenced the world and how it links with Geography and History.  The effect religion has on their personal lens  Understand and develop their own worldview  Understand what influences on their worldview  Look at a non-religious organised worldview and the rules they follow  Reflect on the value of a worldview | | | Complete the reflection worldviews sheet  Create: Worldview glasses homework. Complete the humanities project.  How you can help:  Talk to your child about your own influences and worldview.  Explore a non-religious worldview with your child using this Oak academy lesson on Humanism: <https://classroom.thenational.academy/lessons/humanism-cmr62d?from_query=humanism> |
| Art History: | | | |
| History of art via a timeline - including periods, styles and major movements from ancient times up to the present day.  Students will be introduced to the formal elements in Art & Design:  Line  Tone  Texture  Shape  Pattern  Colour  Composition | Formal Elements revision.  How you can help:  Support your child with the Art & Design article homework tasks, discussing linked questions and helping with new definitions.  Look at work by the named artists, with your child, ask them to explain how the artist has used the key features listed (e.g. line, texture). | | |
| Drama: | | | |
| To know the definitions of key vocal skills such as;  Pitch, Projection, Pause, Articulation, Volume, Tone, Pace, Accent.  To know how to adapt your voice to apply the vocal skills successfully.  To know how to successfully create Freeze Frames and the skills needed to create a freeze frame.  To know how to use the two types of improvisation; planned improvisation and spontaneous improvisation.  To know how to create a character using role on the wall. | Home Learning:  Practice spellings of skills.  Write definitions of the drama techniques.  How you can help:  Encourage your child to practice the spellings and describing the definitions of the key terms and techniques.  Watch drama performances online or visit a local theatre. | | |
| Music: | | | |
| To know the musical elements Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence  To know how to read and write music using graphic scores and standard notation    To know how to perform effectively in an ensemble using vocal skills and keyboard skills. | Home Learning:  Learn the topic’s tier 3 vocabulary and develop the ‘speak like a musician’ language when describing music.  How can you help?  We would encourage students to listen to a wide variety of music from differing cultures. We would also invite students to attend a music enrichment club to further develop their musicianship. | | |
| PE: | | | |
| Whilst also learning sport specific knowledge for the activity they are participating in, all students will learn about the key heatlh and safety features of Physical Education.  Know the components of a warm up: Pulse Raiser, Stretches, Skill rehearsal.  Know how to warm up for different activities.  Know how to carry equipment  Know how to move safely in a space  Know bespoke safety instructions for different activities, e.g. whistles in the swimming pool, activity areas, equipment checks etc. | We would encourage all students to follow the government guidelines of exercising for 30minutes every day.  Local sports club information can be found in the PE area of the website and on notice boards in the PE faculty.  Students should also aim to watch a range of different sports, particularly those that they are currently studying. This will aid their knowledge of the rules and tactics. | | |
| ICT/Computing: | | | |
| Know how to log on to the school system and to office 365. How to create folders and use ‘the cloud.’  Know how to use the school email correctly, pupils will send an email, attachment, and screen shot as evidence. Searching correctly requires a video explanation and demonstration by the teacher and then pupils complete a OneNote task.  Know how to identify potential risks, identify and understand personal information, understand the risks and consequences of using the internet on electronic devices.    Identify ‘Input, storage, output, hardware and software’ | Home learning:  Spellings  Key Term Definitions  How you can help:  Talk to your child about being safe on the internet. The NSPCC have produced this information from parents which is helpful:  <https://www.nspcc.org.uk/keeping-children-safe/online-safety/online-safety-blog/> | | |
| Design and Technology: | | | |
| Either Graphics/RM or Food/Textiles:  **Tech RM/Graphics:**  Basic health and safety rules in the workshop  Scales of production (One off, batch & mass production).  Modern manufacturing systems (JIT, Standardised components, Lean Manufacturing)  Identify and name specific materials used in a range of products.  Explain why materials are used in named products  Describe how materials are manipulated to make a range of different products.  **Food:**  Health and safety in a kitchen  Weighing and measuring accurately  Hygiene  Following a recipe successfully  Learning how to carry out a variety of cooking methods, for example rubbing in.  How to lead a balanced and healthy lifestyle including nutrition and the eat well guide  Food science, food provenance and the importance of seasonality and food miles.  **Textiles:**  Know how Health and safety aplies in the textiles room  Know the terms “design brief” and “specification”  Know how to research existing textiles products  Know the sources of common fibres  Know the characteristics od Ancient Roman’s clothing  Knowing about basic fabric construction  Knowthe characteristics of religious clothing  Knowing about past and present designers and artists and how we take inspiration | Home learning:  Health and safety knowledge test  “Jony Ive” reading article  Definitions of key terms  How you can help:  Read through the risk assessments on page 5 of the home learning booklet. Talk to your child about how they would work safely in practical situations.  Help your child to read and learn the definitions printed on the inside of the cover of their homework booklet and test them.  Read the Jony Ive article with your child.  Home Learning:  Food article homework tasks and linked questions.  Allow and encourage your child to help you with any weighing, measuring, peeling and chopping at home.  Encourage your child to watch cookery programmes at home and practice new recipes together.  Home learning: Relevant textiles articles and linked homework questions  How you can help:  Have a look around the home and see what textiles products are made from by studying the labels. Look at the fibre content and where the products were made  Have discussions with your child about any of your favourite designers and/or artists (past or present) and what it is you like about them, how do they inspire you and/or what you wear | | |
| SPIRIT: |  | | |
| Know the SPIRIT values:  Self- regulation  Participation  Integrity  Resilient  Inspired  Tolerance  Know their own strengths and talents.  Know how to be resilient  Know how to improve their own emotional health  Know how to handle critism | Home Learning:  Students will be asked to bring in items to share, about themselves and their talents.  How you can help:  Talk to your child about strategies to use when they feel sad or worried, you could use this article which includes a lovely example of a carrot, an egg and a coffee bean!  <https://www.teacherstoyourhome.co.uk/articles/building-resilience-parent-guide> | | |