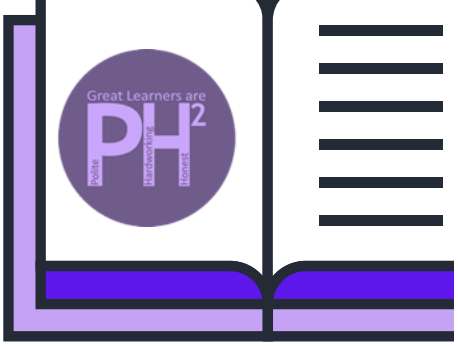
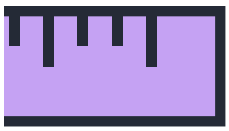
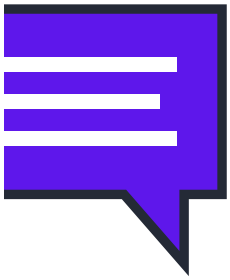


HOME-LEARNING

YEAR 7



HALF TERM 5



"THE BEAUTIFUL THING ABOUT LEARNING IS THAT NO ONE CAN TAKE IT AWAY FROM YOU."

B.B. KING

Core Values

Our school community is built on three important values which underpin all we do.

We believe that great learning comes from:

Politeness

- We treat every person and thing as we want to be treated
- We are respectful, polite and courteous at all times
- We help others at all times

Hard-work

- We never give up
- We remain positive so that we have the strength to persevere with even the hardest work
- We do what it takes, for as long as it takes

Honesty

- We are true to ourselves and others and we do not make excuses
- We look to ourselves to see what needs to be done.

What is learning?

A big part of learning is about getting knowledge to go into your long-term memory and then using this knowledge. Our brains will only remember knowledge in the long term if we think really hard about it. Just reading, or highlighting does not make our brains work hard enough. We must **practise** remembering things – this will feel difficult at the time but worth it in the end.

What is a knowledge organiser?

A knowledge organiser is a document that contains key facts and information. A knowledge organiser will not include every possible fact on a topic; it will include facts needed to understand the main points. Knowledge organisers make knowledge clear. So, even if a learner misses a lesson, they have a constant point of reference.

Why are knowledge organisers good for learning?

Research shows that our brains remember things more efficiently when we know the 'bigger picture' and can see the way that 'nuggets' of knowledge link. Making links helps information move into our long-term memory. A knowledge organiser shows linked facts on a single topic.

Knowledge organisers can be used for retrieval practice (practising remembering things). Regular retrieval of knowledge helps us remember more effectively with our long-term memory. Developing our long-term memory is a vital first step. Without knowledge we have nothing to work with, nothing to think about! Retaining knowledge over time is essential.

To help us understand learning better, Gateacre students and staff have created a series of videos that explain how memory works and what we can do to make it stronger. Follow the QR code or the Learning to Learn link to view them.

How can you best use your knowledge organiser?

There are many ways you can use a knowledge organiser. The most important thing to say, however, is 'use it'. Owning one does not make you remember facts… **you must practise** if you are to improve at anything! There will be mistakes – this is how you learn. Ultimately, the best way to remember things is to try and remember facts that you can't quite remember instantly… practice, practice and practice.

Here are some ways you could try to improve your **long-term memory** – they are all based on making you **think**, getting you to **test your memory**. That way your memory will get stronger:

Hide and seek

Read through a small section of your knowledge organiser (three or four key words), cover the facts and try to write out as much as you can remember. Check your answers and correct them if needed. Then choose your next words or check ones you have already done again.

Quiz

Test your memory by asking someone to quiz you on facts from your knowledge organiser. Write down your answers and see how many you get right. Correct any facts you get wrong.

Teach it!

Teach and explain to someone your key facts – you could even test them!

Back to front

Write down a fact from memory and then compose a question that would lead to that answer.

Sketch it

Draw pictures /diagrams to represent each of the facts or dates (time lines, flow diagrams, or labelled pictures are great ways of remembering parts of a system or orders of events).

Repackage it (from memory)

Create a mind map that brings different facts together under one title. Check that your key words are spelt correctly… or, take a key word and create a sentence that uses it.

Take pride in how you present your work. Each page should be clearly labelled with an underlined date. There should be at least one page of work.

Always check your answers and correct anything you got wrong…. You are allowed to get things wrong… That is how you learn! Getting yourself to think is the key!

Do not just copy a knowledge organiser out – that would not help learning and would only waste your time! Make sure you are having to think!

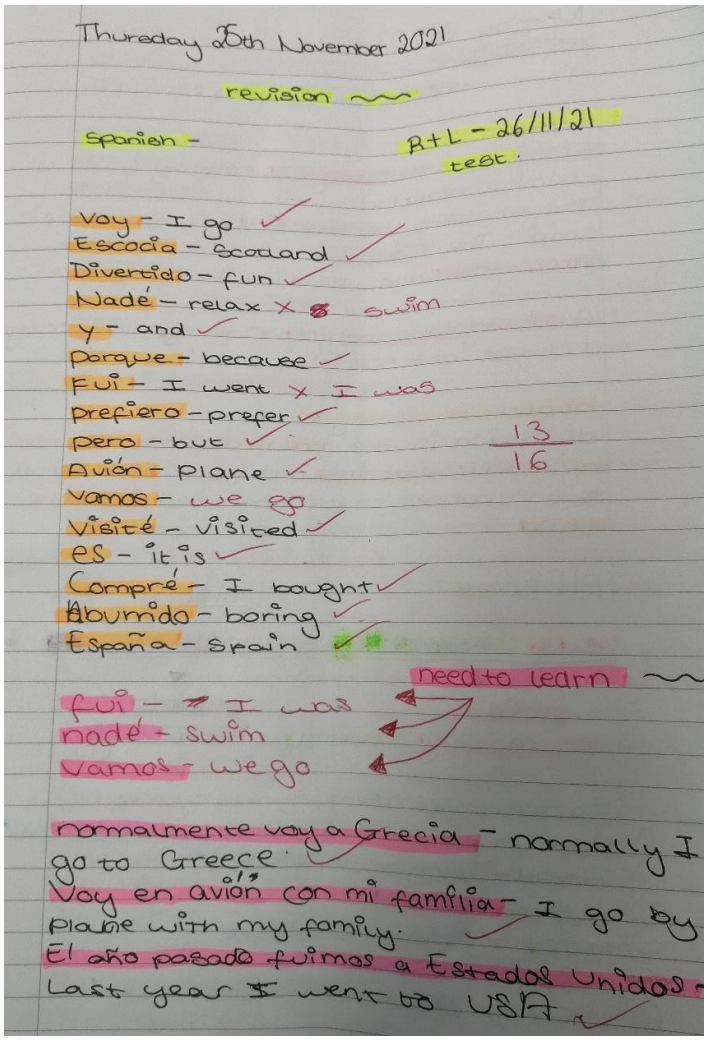
What does effective home-learning look like?

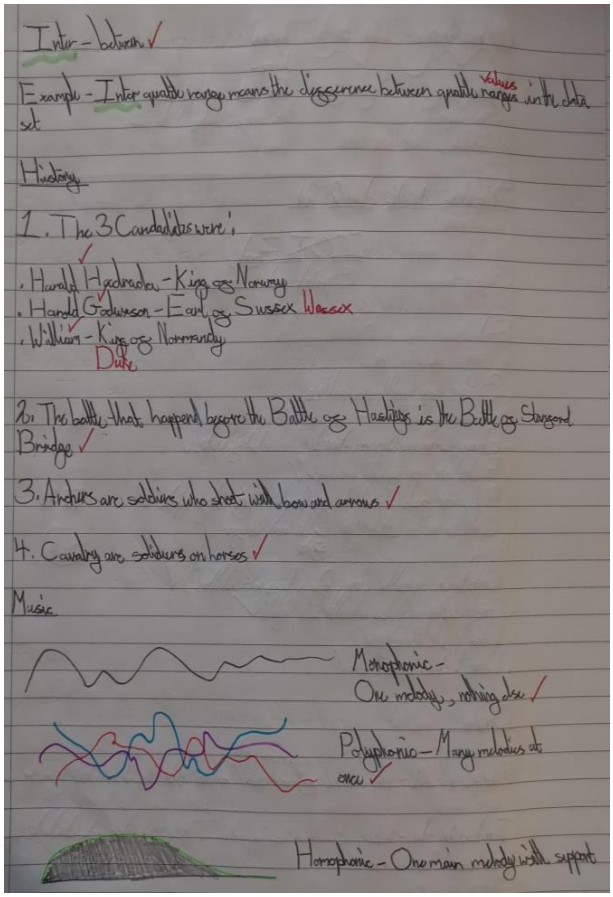
Here are some essential points to remember and some examples to see.

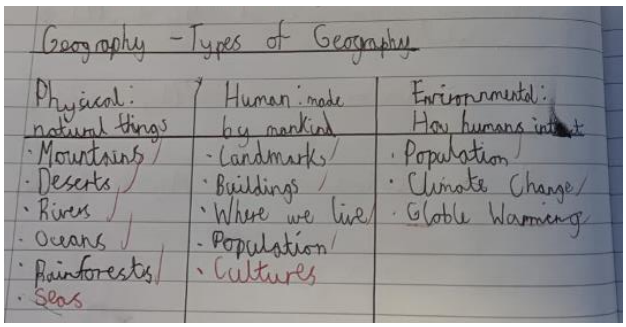
- Long term memories are created when you have to **think**. Simply copying does not help you remember. Testing yourself will make you **think** and remember

- The process of reflection and self-assessment is important if you are to fix mistakes. Do not worry about getting things wrong as long as you check, fix it and try again

All these learners have **read**, **thought**, **tested themselves** and then **checked** their work. They will start to develop long term memory which they can then use in the future.







MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Maths [Hegarty Maths On-Line]	**Computing**	**English** [Supported by Educake Tasks]	**Art**	
History	**Food/Drama**	**Geography**	**Science**	
Music	**Spanish**	**Dt**	**Active Lifestyles/RS**	

Where subjects share a slot it is for **you** to decide which one **you** know less about - which one should **you** revise?

You decide which one to do, or you could, of course, revise both.

Literacy: Do take time to engage with the **Listen Project**. Developing our vocabulary is immensely important if we are to develop as learners. The **listen Project** is an opportunity to listen to interesting ideas, facts and make our vocabulary better. You can do this sh[illegible] point within the week.

Remember, you can always do more. Challenge yourself to be the best you can be!

SCAN ME

The 'Listen' Project #1

How to use the 'Listen' Project

Start Here

Being read to is a vital part of learning - hearing words that we are unfamiliar with, ideas that we don't understand yet and thoughts we haven't had a chance to think.

Even simple stories create links from one idea to the next. The fairy tales we heard when we were babies give us the first step to understanding the adventure stories we read in school.

Take time out and listen…

Step 1 – Click the link and listen.

You can follow the text as you are read to or just listen.

Step 2 – Check the text.

Have a look at the texts. There are three pieces of writing.

The first piece may appear to be very simple, maybe even too young for you. These stories are some of the first we hear and often start our journey to understanding more complicated ideas.

The second text may be something you recognise or have read yourself. Is there a link to the first story?

The third is the most complex and may even leave you with a lot of questions.

Step 3 – What's the connection?

The final step is to think about what links these texts and stories together?

Where have you thought about these ideas before?

Do you think about any of these ideas in school?

You can go back and listen to the texts being read as many times as you like.

SCAN ME

The 'Listen' Project #1

The Dreamtime

At the beginning of the Dreamtime, the earth was flat and dry and empty. There were no trees, no rivers, no animals and no grass. It was a dry and flat land.

One day, **Goorialla**, the rainbow serpent woke from his sleep and set off to find his tribe. He crossed Australia from east to west and north to south, stopping to listen for his people. He crossed every part of the dry, flat Australia but found nothing. After searching for a long time, he grew tired and lay down to sleep.

The land he lay down to sleep on was not the same land he had set out to search for his people on, though. As he had looked for his people, his big, long body had cut great gouges into the land. **Goorialla** lay in the sand all alone until he decided to create more life in the world. He called “Frogs, come out!” and frogs rose out of the ground with their bellies full of the water they stored. He tickled the frogs until the water burst from their mouth and filled the gouges in the land. These gouges made the rivers and streams we see today.

As the water flowed over the land, grass and trees began to grow and fill the land with colour.

The God of Dreams…..

Who was Morpheus?
Morpheus was one of the primeval gods, descended from Nyx, the dark goddess of night who was the mother of everything mysterious and anything that was inexplicable, such as death, disease, dreams, ghosts, dreams, witchcraft and enchantments. Morpheus was the eldest son of Hypnos the God of sleep and the leader of the Oneroi. The brothers were triplets and all gods of dreams. Morpheus and the Oneroi are always depicted with wings that conveyed they were gifted with magic and the power of flight. Each of the Oneiroi had a specific area of responsibility in relation to dreams and dreaming:

Morpheus had the ability to take on the appearance of a mortal in dreams. He was the god who relayed messages from the gods and prophecies of the future. He took particular care with the dreams of kings and heroes
Phantasos had the ability to appear in dreams in the form of inanimate objects such as rocks, water, trees. He specialized in strange phenomenon and fantasy
Phobetor (known as Icelus to the gods) was the god to be feared who specialized in bringing nightmares and had the ability to appear in the guise of animals and monsters

Morpheus and the Gates of Horn and Ivory
The Oneroi resided in the 'land of dreams' that was located in the Underworld. Morpheus and his brothers shared the cavernous palace of Hypnos from which they emerged each night like a flock of bats. The nightly route of Morpheus and his brothers passed through one of two gates. One of the gates was made from horn, the second gate was made from ivory. Morpheus would pass through the gates of horn carrying prophetic or true god-sent dreams. Phantasos and Phobetor (Icelus) passed through the gates of ivory carrying false dreams, without true meaning.

Do Robots Dream of Electric Sheep?

Cutie remained motionless before the port, like a steel statue. His head did not turn as he spoke,
"Which particular dot of light do you claim to come from? " Powell searched,
"There it is. The very bright one in the corner. We call it Earth." He grinned, "Good old Earth. There are three billions of us there, Cutie - and in about two weeks I'll be back there with them." And then, surprisingly enough, Cutie hummed abstractedly. There was no tune to it, but it possessed a curious twanging quality as of plucked strings. It ceased as suddenly as it had begun,
"But where do I come in, Powell? You haven't explained my existence. "
"The rest is simple. When these stations were first established to feed solar energy to the planets, they were run by humans. However, the heat, the hard solar radiations, and the electron storms made the post a difficult one. Robots were developed to replace human labor and now only two human executives are required for each station. We are trying to replace even those, and that's where you come in. You're the highest type of robot ever developed and if you show the ability to run this station independently, no human need ever come here again except to bring parts for repairs."His hand went up and the metal visi-lid snapped back into place. Powell returned to the table and polished an apple upon his sleeve before biting into it.
The red glow of the robot's eyes held him. "Do you expect me," said Cutie slowly, "to believe any such complicated, implausible hypothesis as you have just outlined? What do you take me for?"
Powell sputtered apple fragments onto the table and turned red.
"Why, damn you, it wasn't a hypothesis. Those were facts."
Cutie sounded grim,
"Globes of energy millions of miles across! Worlds with three billion humans on them! Infinite emptiness! Sorry, Powell, but I don't believe it. I'll puzzle this thing out for myself. Good-bye."

Dreamtime

Many of the Aboriginal people or Australia have a beautiful and complicated understanding of the way the world began. The time before humans is called the Dreamtime and features spirits, gods and creatures who formed the world that exists now.

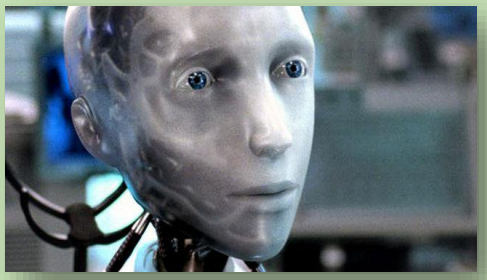
Goorialla is the Rainbow Serpent who formed much of the landscape that we see now with the movement of its body. Aboriginal art is often based around images of the Dreatime and the creation of the world.

The God of Dreams…

The ancient Greeks had a complicated relationship with dreams and sleep, often viewing sleep as a dangerous time when people were vulnerable to the influence of the gods. **Morpheus**, the god of sleep and dreaming, is often depicted as a dark character who brings messages and visions!

Do Robots Dream?……

Perhaps one of the biggest questions we can ask is, what makes us human? **Isaac Asimov**, a Russian Science Fiction writer, asked this question by writing about robots. The robot in the story 'I, Robot' begins to ask questions about its own creation and existence. Asimov began to think about how robots may one day dream like humans.

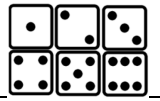
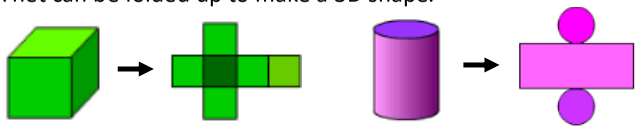
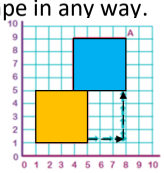
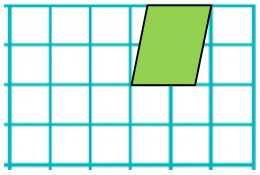


Mathematics

Your Maths Home Learning has two parts:

Part 1 is: Copy the definition of the key word and diagrams into your Home Learning Book, then use these to complete the task

Part 2 is: Access **www.hegartymaths.com** → Watch the video , making notes in your book → Complete the assigned quiz

Week	Key Word	Definition	Task	Hegarty Task
17th April	Face	A face is a flat or curved surface on a 3D shape. e.g. A cube has six faces. A cylinder has three faces and a sphere has just one face.	How many faces does a ordinary die have? How many faces does the pyramid of Giza have?   	831
24th April	Edge	An edge is where two faces meet. e.g. A cube has 12 edges. A cylinder has two edges and a sphere has no edges.	How many edges does an ordinary die have? How many edges does a can of beans have?  	Memri
1st May	Vertex	A vertex is a corner where edges meet. The plural is vertices. e.g. A cube has eight vertices. A cone has one vertex and a sphere has no vertices.	How many vertices does an ordinary die have? How many vertices does a Toblerone have? 	830
8th May	Net	The net of a 3D shape is what it looks like if it is opened out flat. A net can be folded up to make a 3D shape. 	Think of two 3D shapes and draw the net of them in your book. e.g. A cone or a triangular prism (Toblerone)	833
15th May	Translation	Translation means to move a shape into a different position (Up, down, left or right), without changing the shape in any way. e.g. The following square has been moved 3 the right and 4 up. 	Translate the following shape 3 left and 2 down. 	637
22nd May	Vector	A vector is something that has size and a direction. e.g. '2 miles up' is a vector, it has size (2 miles) and direction (up) 'west' is not a vector as it only has direction.	which of the following is a vector 1) 3 kilometres west 2) 10 yards 3) 20 mm 4) 9 km due South-West	622

Year 7 History KNOWLEDGE ORGANISER

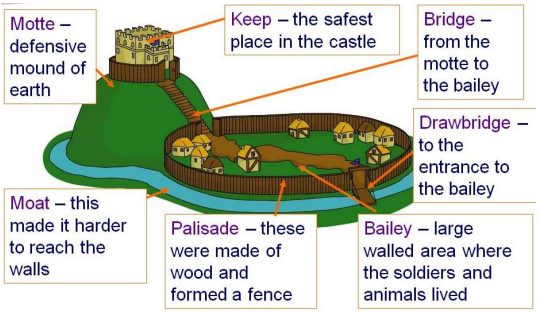
Topic: **Why did castles change across England, Wales and Scotland in the Medieval period?**

YEAR 7
HT 5

Overview

Castles are an important part of our history. They are fortresses that have been used to impose the will of the government on conquered people. Over the years the castle underwent major developments and there was an "arms race" as it became a competition between those trying to capture castles and those trying to defend castles.

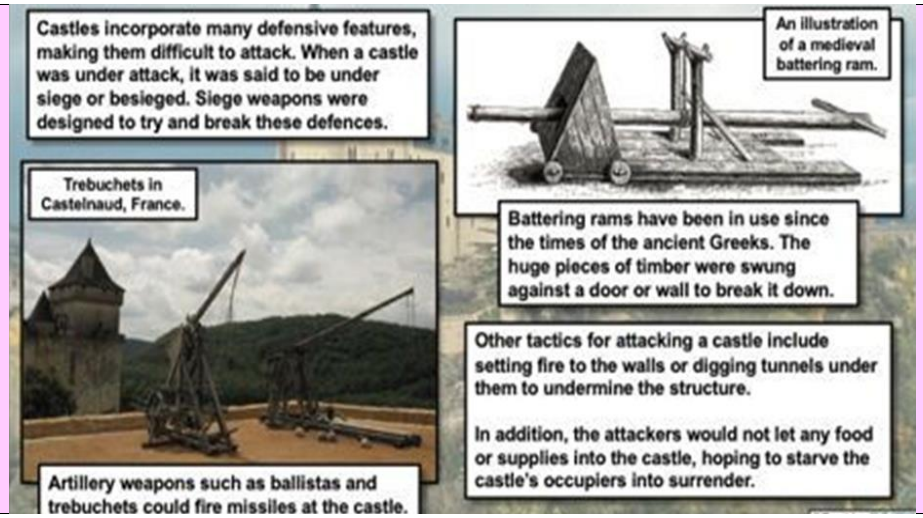
The Motte and Bailey Castle was the first type of castle. It was brought to Britain by the Normans in 1066. It was only ever meant to be a temporary castle while longer lasting ones were built. It was easy to build as it was built out of wood but wood was not very strong and would rot.

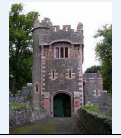


The first developments after the Motte and Bailey castle were stone castles. At first they were simple stone towers (keeps) which were square. Eventually they started to add walls with more towers which were often round as round towers were stronger and had better views.

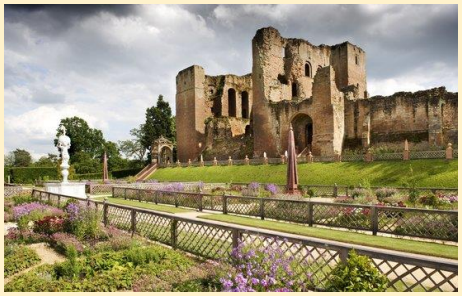
During the Crusades Europeans discovered Concentric Castles which were castles with two sets of walls, with the inner walls being much higher than the outer walls.

Many important Concentric Castles were built by Edward I of England when he conquered Wales in the 1280s. These included Beaumaris, Harlech, Conway and Aberystwyth castles.



Defensive feature	Definition
Moat 	A deep ditch around a castle filled with water and with steep sides to prevent people reaching walls.
Barbican 	A small "mini castle" built over a castle's gateway.
Drawbridge 	A bridge over a moat which could be raised by defenders to make it harder for attackers to get to the gate.
Battlements 	Part of the wall behind which defenders hide and throw/fire things from.
Murder Holes 	Holes in the ceiling of the barbican or gateway from which things could be dropped on any attacker.

A diagram of a stone castle which shows how castles developed from the first wooden Motte and Bailey castles.



A vast medieval fortress that was the scene of a famous siege and later became an Elizabethan palace. Kenilworth Castle is among Britain's biggest historical sites.

Simon de Montford	Was granted the castle by Henry III and was part of a rebellion against the King. He was killed at the battle of Evesham.
Elizabeth I	Queen of England and was a guest at Kenilworth in 1575. The gardens and many improvements to the buildings were done in her honour as Robert Dudley attempted to gain her hand in marriage.
Robert Dudley	Was one of Queen Elizabeth's favourites and made vast improvements to Kenilworth in order to gain Elizabeth's hand in marriage.
King John	Changed Kenilworth from Motte and Bailey timber castle into a stone building, starting with the Keep.
John of Gaunt	Was an extremely powerful Noble with links to the royal family. He made huge renovations to Kenilworth turning it from a castle for just defence into a royal residence.
The Normans	Were Catholic and had conquered England through William the Conqueror in 1066. They also brought their skill in building castles. They followed a strict class system which was the Feudal System.
The Angevins	Were strong Catholics and kept the same class system as the Normans. They had problems with rebellions from the nobility.
The Lancastrians	Catholic and religion was very important. John of Gaunt was a very wealthy and powerful noble during this reign and made Kenilworth fit for a King.
Dudley and Elizabeth	Change in religion from Catholic to Protestant. Massive change towards culture, arts, and paintings. Kenilworth was improved to impress Elizabeth I.
Trade	The location of Kenilworth meant it was on most of the trade routes.
Geoffrey de Clinton	Built an earth and timber castle in the area to keep an eye on the Earl of Warwick for the King, who was fearful of Warwick castle.

Task 1

Look at the "Overview" section on the page above. Explain why castle design needed to change for the English who were building them.

Task 2

Look at the 'Defensive features' section on the page above. Choose the two features that you think would be the most important for the defense of a castle. Explain why these are more important to defend a castle than the other features.

Task 3

Look at the bottom part of the page above which shows methods of attacking a castle and the updated Concentric Castle design. Which methods of attack do you think would have been most damaging to castles? Explain your answer.

Task 4

Read through the Kenilworth Timeline by scrolling down to the bottom of the page at the following link.

https://www.english-heritage.org.uk/visit/places/kenilworth-castle/

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Task 5

Read **BBC Bitesize** *Defending Caerlaverock Castle*. Click on the labels to see how each defensive feature worked for this specific castle. Then scroll down and complete the Test your Knowledge quiz.

https://www.bbc.co.uk/bitesize/topics/z74jpv4/articles/zhrb6v4

SCAN ME

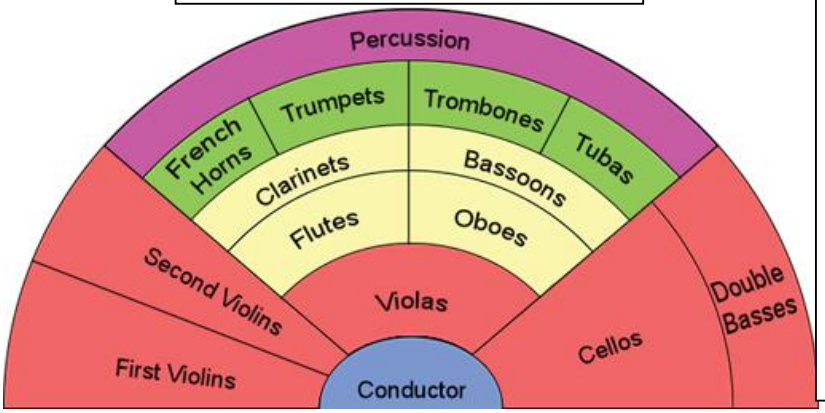
Task 6: Instruments of the Orchestra

INSTRUMENTS

Task 6: Instruments of the Orchestra test

Family	Instrument Names
Strings	Violin; Viola; Cello; Double bass; Harp Acoustic Guitar; Electric guitar; Bass Guitar
Woodwind	Flute Oboe Saxophone Clarinet Bassoon
Brass	Trumpet Trombone French Horn Tuba
Percussion	Timpani (Kettle Drums) Drum Kit Xylophone (wooden) Glockenspiel (metal) Tambourine Piano
Voice	**Female** Soprano (high) Alto (low) **Male** Tenor (high) Bass (low)
Electronic	Electronic Keyboard Synthesiser (can sound like different instruments) Computer Software
Keyboard	Piano Harpsichord Synthesizer Electronic Organ (Hammond) Church Organ

Where the orchestral instruments sit:



Key terms:

Arco: Instruction for a string player to use the bow

Pizzicato: Instruction for a string player to pluck the strings (do not use the bow)

Mouthpiece: the part of a brass or woodwind instrument you blow into.

Slide: the part of a trombone that moves in and out

Valve: the part of a brass instrument that helps to change note. The trumpet has three.

Reed: The thin piece of wood that makes the sound on many woodwind instruments

Orchestra: A large **ensemble** (group) of instruments

Conductor: The person who controls the orchestra

Legato: Instruction to play the notes smoothly

Staccato: Instruction to play the notes short/spikey

Range: What notes an instrument can play – the lowest note to the highest.

Task 1: Learn the Instrument names and families for **strings, woodwind, brass and percussion.**

Task 2: Learn the Instrument names and families for **voice, electronic and keyboard.**

Task 3: Learn the key terms above.

Task 4: Draw a diagram of the orchestra **without the instruments**. After revising where they sit, complete the diagram **from memory – no peeking! Self-assess - fill any gaps in red pen.**

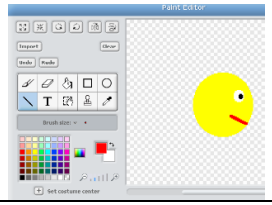
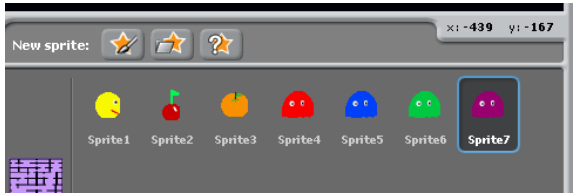
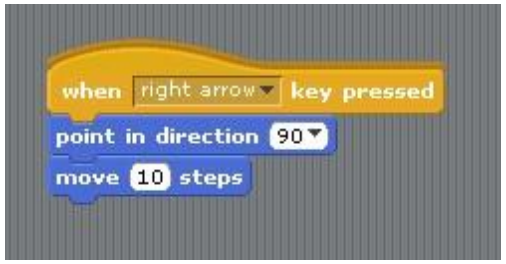
Task 5: Create a 10 mark quiz based on the orchestral instruments (where they sit or which family they are from). Get someone to test you!

Task 6: Watch *The Instruments of the Orchestra* clip (https://www.youtube.com/watch?v=EfedK-dqXWc). Then, complete this *Listening Test* (https://www.youtube.com/watch?v=oHUJz76Z74c).

QR codes for the Youtube clips are at the top.

Task 7: Go through your Home Learning work on Instruments. Make a quiz of any words you found tricky. Get someone to test you!

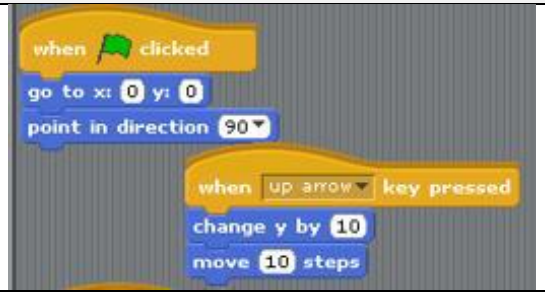
Computing Department Knowledge Organiser: Year 7 Scratch Programming

Scratch Programming	
What is scratch? 	Scratch is a free graphical **programming language** that allows you to create interactive stories, games, animation, music, art and presentations. You will be designing and programming a PAC-MAN game in school.  
Learn how to use Scratch online https://scratch.mit.edu	There are tutorials and projects you can access online. Scan the QR code with a camera to go to the tutorials webpage: https://scratch.mit.edu/projects/editor/?tutorial=all
What is an algorithm? 	An **Algorithm** is the step by step instructions to complete a task. A set of rules to be followed in order. You can write your own algorithms in Scratch. Scratch has pre-programmed blocks of code that can be placed together to create your algorithm to create the instructions for your sprite(s) and the background. The first algorithm will be basic movement of your sprite.
What is a variable? 	A **variable** is something that changes during the running of the program. Variables can be used to create scoring in a game e.g. keys collected or lives.

Computing Department Knowledge Organiser: Year 7 Scratch Programming

Sequencing

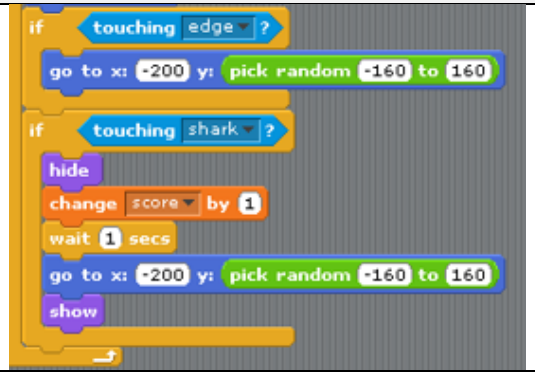
Sequencing is the specific order in which instructions are executed.



Selection

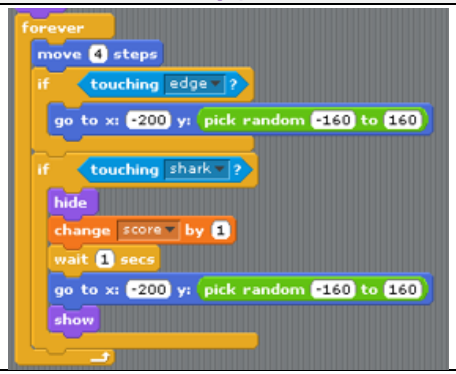
Selection is where a program may need to ask a question because it has reached a step where one or more options are available.

Depending on the answer given, the program will follow a certain step and ignore the others.



Iteration (known as a Loop)

Iteration means repeating steps, or repeating instructions, over and over again. This is often called a 'loop'.



Tasks

- **Task 1** - What is Scratch?
- **Task 2** - What is a sprite?
- **Task 3** - What is an algorithm?
- **Task 4** - What is a variable?
- **Task 5** - Describe sequencing?
- **Task 6** - Describe selection?
- **Task 7** - Describe iteration?

Computing Department Knowledge Organiser: Year 7 Scratch Programming

Scratch - Key terms and definitions

Boolean expression

A Boolean expression is an expression that is either **true or false**. In Scratch, any diamond-shaped block is a Boolean expression.

Comparison operator

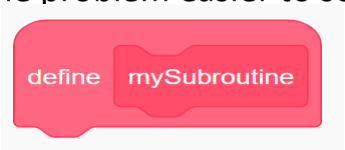
Used to compare two expressions.

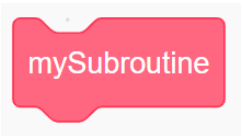
Operator	Meaning	Example
	greater than	 Is price greater than 2,000?
	less than	 Is price less than 2,000?
	equal to	 Is price equal to 2,000?

Decomposition

Breaking down a problem into smaller, more manageable parts in order to make the problem easier to solve.

Subroutine





A block of code within a program that is given a unique, identifiable name. Supports code reuse and good programming technique.

Scratch - Key terms, definitions and tasks

Computer bug

Code that causes your computer to behave in an unexpected way.

Problem Solving

Problem solving is about using logic and imagination to make sense of a situation and to come up with an intelligent solution.

Resilience

The capacity to recover quickly from difficulties.

Tasks

Task 1 - Describe what Boolean expression means?

Task 2 - What is a comparison operator?

Task 3 - Describe what a computer bug is?

Task 4 - Describe what resilience is?

Task 5 - What is a subroutine?

Task 6 - Describe decomposition?

Task 7 - Describe what problem-solving means?

Year 7 – Protein and Alternatives: Soya, tofu, beans, nuts and seeds
These provide protein sources to people who do not eat meat.

Soya		Textured Vegetable Protein (TVP) is mince and chunks developed from the soya bean. Tofu is bean curd made from soya milk. The proteins set, producing a cheese-like product. It can be cut into cubes, grilled or stir-fried.
Beans and pulses		Beans and pulses are seeds from edible plants. They contain protein and are healthy because they are low in fat and high in fibre.
Nuts		Nuts are dry, edible kernels within a shell. Nuts contain protein and fat, but the fat is unsaturated so it is good for us.
Seeds		We can eat the seeds of a wide variety of plants. They are a good source of vitamins and minerals.

Meat

- Meat is the muscle tissue of animals.
- Meat is high in protein, iron and B group vitamins.
- The main types of meat eaten in the UK are beef, pork and lamb.
- Meat from younger animals is tender and cooks more quickly. Meat from older animals is tougher and needs a slow, moist method of cooking.

Popular cuts of meat
Beef- steak, shin, topside and silverside
Pork- Leg, chop and belly
Lamb- Chops, shoulder and leg

Storing and cooking meat

Meat must be kept in the fridge, or it can be frozen. Raw meat should be covered and on the bottom shelf so that it does not contaminate other foods.

Cooking meat destroys harmful bacteria and improves the colour, flavour and texture.

Fish

Fish is very heathy as it is high in protein, and oily fish also contains vitamins A and D.

The government advises that we should aim to eat at least two portions of fish a week, one of which should be oily.

Fish can be divided into three groups: white fish, oily fish and shellfish.

Some examples of **white fish** are:
- Cod, Haddock and Plaice

Some examples of **oily fish** are:
- Mackerel, Salmon, Trout and Tuna

Some examples of **shellfish** are:
- Prawns, Crabs and Scallops

Weekly Tasks

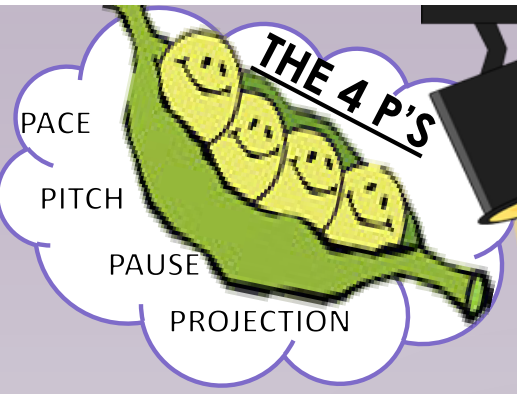
Week 1 - Design a three course meal for a vegetarian – you must include some protein alternatives and highlight them.

Week 2 – Create the protein alphabet – name a protein food for each letter of the alphabet – including types of meats, fish and alternative proteins.

Week 3 – Design a poster or leaflet to encourage people to eat two portions of fish per week – don't forget include the health benefits.

Week 4 – Using the different types of meats listed – develop 5 different meals you could make, including accompaniments, side dishes and sauce.

Week 5 – Complete a practical food diary entry for your Hunter's Chicken – include a sensory evaluation, what went well and how you could improve.



The next scheme is:

Melodrama/Silent Movies

THEATRE ETIQUETTE

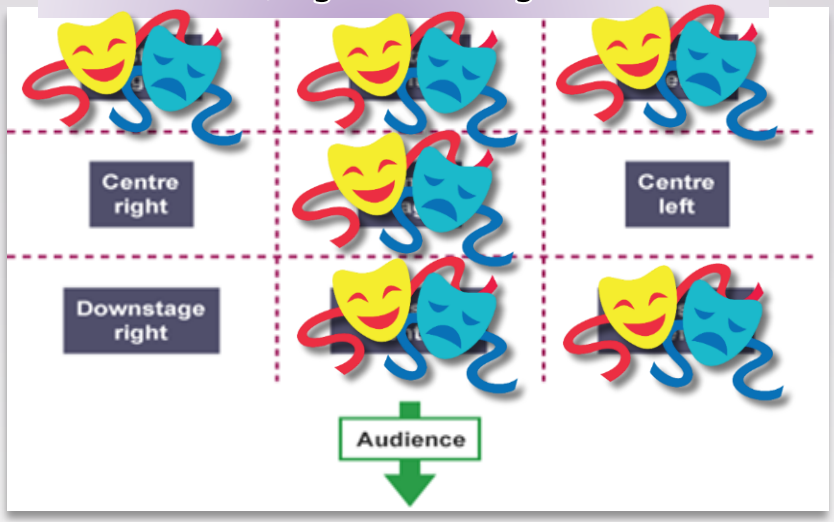
BUT DO ENJOY YOURSELVES!

Scan the QR code to be taken to a video which explains what you need to know about Melodrama!

Week 1 task: Write down notes of information you learn from the video!

New Skill/Technique/Knowledge **Retrieval**

Stage Positioning!



Knowledge/ skill	Definition
Costume designer	The person who designs the costumes for a performance. The costume department of a theatre is often called the wardrobe.
Gesture	In acting gesture is defined as a sign that communicates a character's action, state of mind and relationship with other characters to an audience.
Body as a prop	Using your body to create props and objects on stage.
Levels	Using different heights or levels onstage creates visual interest. It can also help to ensure that the audience see all of the action. Levels can be used to suggest status - meaning the power or authority one character has over another and can also be used to suggest various locations.
Improvisation	A very spontaneous performance without specific or scripted preparation.
Stimuli	The starting point, idea or inspiration or your devised drama. It is what you base your drama around.
Movement	Where we move to on and around the stage avoiding the blocking another actor.
Physical Theatre	Physical theatre is a well-known genre of theatrical performance that encompasses storytelling primarily through physical movement.
Gait	The way an actor walks
Mime	Performing with no dialogue. Very physical type of performance.
Narration	A commentary delivered to accompany a performance.
Slow Motion	Performing in manner whereby the action appears much slower than in real life.
Body language	communication by movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener.

Tasks

Week 2 What stage positions are the drama faces covering? Draw the position diagram in your books and see if you can get them all right!

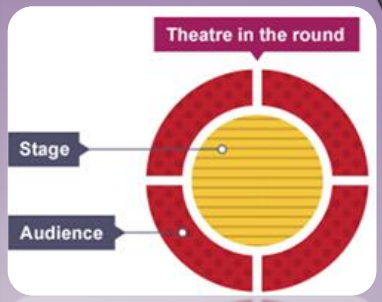
Week 3 Create a costume for a silent movie/melodramatic character who is very wealthy!

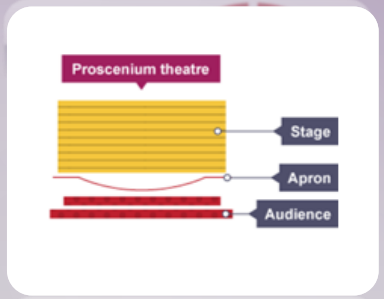
Week 4 Sketch out the stage types and try and match the title of them to each one!

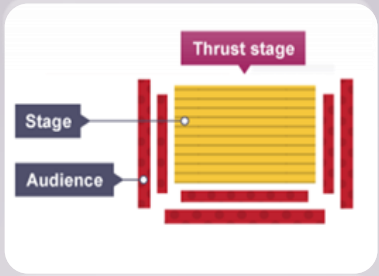
Week 5 Search on YouTube for Silent Movies. There are some great ones on there! Watch some to gain more of an understanding for the scheme.

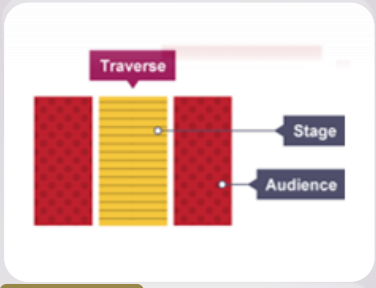
Week 6 Complete a research task on Charlie Chapman. Present your information to your family.

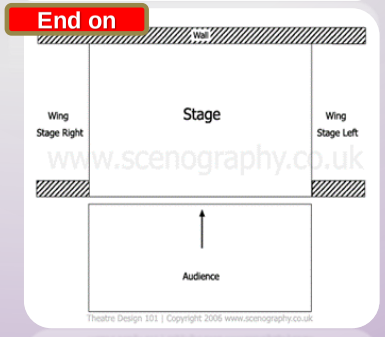
Stage Types











Some key information to take note of as we as costume is a huge part of Melodrama/Silent Movies

COSTUME DESIGN

USE THE ANAGRAM

Colour - How does colour reflect/symbolise personality or social status?

Condition - The state of something with regard to its appearance, quality, or working order.

Cut - The way or style in which a garment is cut.
e.g. "the elegant cut of his dinner jacket"

Ornamentation - Decorative elements added to something to enhance its appearance.

Style - A distinctive appearance.

Texture - The feel, appearance, or consistency e.g. we naturally associate smooth silky fabrics with the rich, and rough, hairy ones with the poor.

Un(fit) - Be of the right shape and size (or not).

Material - Cloth or fabric; the matter from which a thing is or can be made.

Expressing...?- What it expresses/tells us about the character

Other aspects of costume design that should be considered:

Hair, wigs, stage make up, accessories, jewellery, personal props, masks, suitability of movement (i.e. if the piece is highly physical, will the costume help or hinder the performer's physical movement?)

Remember also, all research and designs should initially begin with a moodboard - an arrangement of images, materials, pieces of text, etc. intended to evoke or project a particular style or concept.

Spanish

Go to languagenut.com or download the app from the app store/google play store.

Log in with the username and password given to you by your teacher.

Your weekly task will appear in the "assignments" section.

Tuesday 18th April	Complete the assigned tasks practising school subject vocabulary.
Tuesday 25th April	Complete assigned tasks practising school descriptions vocabulary.
Tuesday 2nd May	Complete assigned task practising school subject opinions vocabulary.
Tuesday 9th May	Complete assigned reading tasks on school.
Tuesday 16th May	Complete assigned translation task on school.
Tuesday 23rd May	Complete assigned writing task on school.

If you're accessing Languagenut from a tablet or computer, you can browse through other sections and practise other skills.

Click "high school" and either "vocab practice", "exam skills" or "sentences and chunks" and practise away!

You get points for each activity you complete and the Top 10 students in the school with the most points at the end of each month will get a prize off Mrs. Foy!

Persuasive Devices

Pronouns - “We/us/our" to create a feeling of belonging and shared responsibility; “You/your" to invoke a feeling of personal responsibility and the sense that the speaker is directly connecting to each listener

Rhetorical questions: Questions that do not need an answer; used to make the listener think

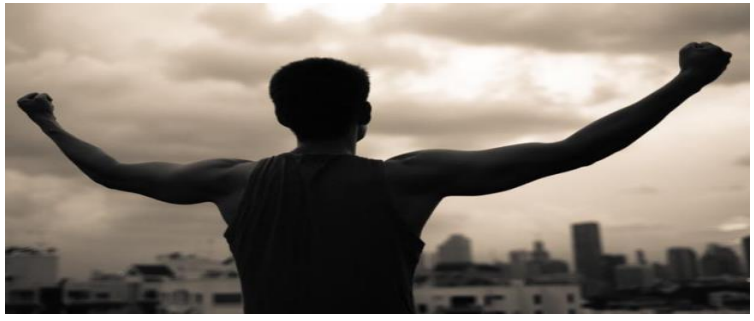
Emotive language: Language that makes the listener feel a certain way e.g. guilt, anger

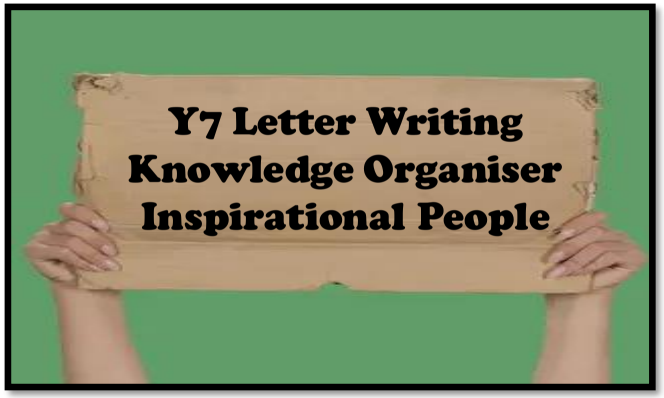
Triples (rule of 3): A list of three things or the same thing repeated three times for emphasis

Anaphora: The repetition of a word or phrase at the beginning of successive clauses

Imagery - Use of metaphor, simile or personification to illustrate an idea or make it more powerful.

Anecdotes - Personal stories given as examples, to make issues seem real, personal and relatable.





Key features of a letter:

- Designed to be read by both a specific person and wider audience
- The purpose will be to give your gratitude to the person who has inspired you and persuade the audience of the newspaper to agree.
- A letter must contain both your address and that of the newspaper’s office.
- It is laid out in paragraphs. Take a new paragraph for each new topic.
- You must include a range of persuasive devices and key word.
- You must use the appropriate salutations – e.g. Dear Mr Smith/Yours sincerely

Key Words and Definitions

Inspire - To give someone the urge or ability to do or feel something, especially to do something creative or brave.

Resilience – To be able to withstand or recover quickly from a difficult situation.

Sanguine – Optimistic or positive, especially in a difficult situation.

Philanthropy - The practice of performing charitable acts to people who need it without wanting anything in return or a love of humanity.

Empathy - the ability to share someone else’s feelings or experiences by imagining what it would like to be in that person’s situation.

Defining moment - A point in your life when you're urged to make a pivotal decision, or when you experience something that fundamentally changes you.

Stereotype - An opinion that is held in common by members of a group that represents a prejudiced attitude,.

Heroic – To be admirably brave or determined

Y7 Home Learning Tasks – Inspirational People

Week 1 – Sporting Heroes

This week you have studied Serena Williams. Research and write down 10 bullet points about another sports star who has proved to be an inspiration.

Week 2 – Poster of Hope

Create a poster encouraging people to have hope. Use at least 3 persuasive features.

Week 4 – Defining Moment

Write down a defining moment in your life and explain what effect it has had on you and why.

Week 3 – Your Philanthropy

You have been studying the good work that Dolly Parton has done with her fortune. Imagine you win the lottery and decide to set up a charity to support a cause close to your heart.
Write a paragraph explaining:

- What cause will your charity support?
- Why have you chosen this particular cause?
- What do you hope it will achieve?

Week 5 – Cross-curricular

Write down the names of any person who you have learnt about in other lessons this term and who you would consider to be inspirational. Note down why they have inspired you.

Week 6 – Inspirational Quotes

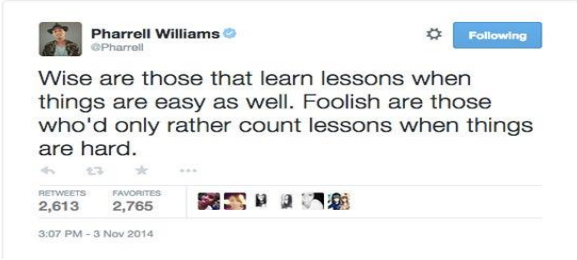
Using the internet or your mobile phone, research 5 inspirational quotes from famous people.

You could find one from:

- An actor
- A scientist
- An author/poet
- A sports star
- A musician

Week 7 – Twitter Post

Adopt the persona of two of the people we have studied in the unit.
Write an inspiring tweet for each one.



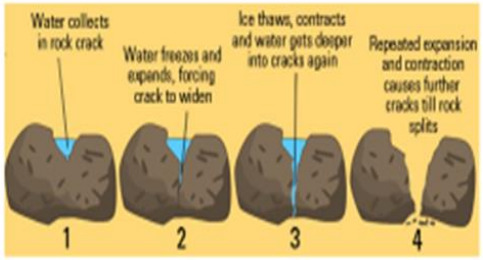
Where are arid environments located?

Weathering

- Rocks on the earth's surface are broken down in their place of origin – i.e. In situ.

There are 3 types of weathering;

- **Physical / Mechanical** : Disintegration of rock without a chemical change e.g. freeze-thaw/exfoliation.



- **Chemical**: The decomposition of the rocks is caused by a chemical reaction within the rock. E.g. acidic rainwater / alkaline seawater and limestone.
- **Biological:** Rocks are broken down by the action of plants and animals e.g. plants roots break apart rocks, animals burrow into banks and some plants can release chemcials that can dissolve rocks slowly over time.

Tasks- if you complete all 7, revisit some or all from memory

Task 1: Learn the names of the Earth's main deserts.
Task 2: Learn the location of the Earth's main deserts using the map.
Task 3: Read over the 3 types of weathering and then cover and write down what you can remember.
Task 4: Draw 4 small diagrams that help you remember the key processes of weathering.
Task 5: Read the bullet points on what are arid environments and create 5 questions with answers based on the information.
Task 6: Extension- find out how plants are adapted to survive in a desert. Choose one to investigate and draw a labelled diagram to highlight its adaptations.
Task: 7 Extension- find out how animals are adapted to survive in a desert. Choose one to investigate and draw a labelled diagram to highlight its adaptations.
Task 8: If completed tasks, redo 1,2,3 and answer your questions from task 5.

Year 7 Geography Arid Environments K0

What are arid environments?

- Arid environments (deserts) are usually found near to the Equator in between the Tropics of Cancer and Capricorn.
- Typical environments are mainly hot and dry.
- Arid environments: receive under 250mm of rain per year.
- Largest hot desert is the Sahara which is located in the continent of Africa. Stretches over many countries such as Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Sudan and Niger.
- Antarctica is classed as a desert because it gets less than 200mm of rainfall.

ART KNOWLEDGE ORGANISER

Topic: Nature in Art (Responding to the work of Colleen Wilcox)

YEAR 7
Term 3-Nature in Art

History/Context:

During this term, you'll be exploring the theme of 'Nature' and looking at the work of Colleen Wilcox. Through your own drawings and research on Colleen Wilcox's work you will be developing your own artwork and building on your painting skills that you have learned so far this year.

Colleen Malia Wilcox is an artist living in Honolulu, Hawaii. She creates acrylic on canvas paintings, as well as designs for surfboards and accessories. Her swirling, fluid style is filled with vibrant colours and stylised images of tropical flowers, waves, marine life, and island scenery. She is inspired by her beautiful natural surroundings and enjoys surfing, exploring landscapes filled with tropical plants and flowers and spending time near the ocean. Her deep love for Hawaii and the island lifestyle is reflected continuously throughout her work.

Colleen Wilcox's distinct style has mostly come to life in the last few years and it is constantly evolving. She started out doing really realistic artwork (copying photos mostly) when she was a child/ teenager and more recently decided to work on developing her own unique art style. She began by experimenting with bold lines over watered-down acrylic to try and capture the essence of a subject like a wave or figure. She will still use this technique but now she adds a lot of detail to her paintings. Colleen Wilcox adores bright colours and curvy, organic lines and she likes to create a lot of movement and energy in her art work.

Home Learning tasks:

Week 1: Practice key literacy vocab 1-5 – look, cover, write, check, correct x 3. Read the sentences again and check for understanding.

Week 2: Practice key phrases 6 -10 - look, cover, write, check, correct x3. Read the sentences again and check for understanding.

Week 3: Produce a creative mind map and add as many words as you can to describe the work of Colleen Wilcox and how she is inspired by nature. Add your key literacy words and maybe some small drawings. Look for about 30 words on the page!

Week 4: Research the work of Colleen Wilcox. Try to find out a little bit about how she created her work and what inspires her. Select one of your favourite paintings she has produced and write about what you like about the piece and why.

Week 5: Create a page of patterns inspired by the work of Colleen Wilcox. The images below may help you.

Week 6: Produce a design for a surf board in the style of Colleen Wilcox in your Home Learning book. Draw your surf board outline to fill your page. Decorate with patterns and images taken from nature using her unique style. Remember to add bright, vibrant colours and curvy, organic lines to create movement and energy in your surfboard design.

Key Literacy Vocabulary:

Experimentation: Trying out new ideas and ways of working using different materials and techniques.

Organic: Shapes, often curved and irregular in appearance which are similar to those found in nature such as plants and flowers. **Movement:** The feeling of movement or action created in a piece of artwork. This can be created by the use of line and pattern.

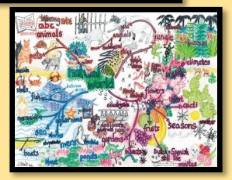
Natural: An object found in nature which has not been changed or altered.

Tropical: Oversized plants and flowers, bright colours, and animal prints.

Warm Colours: Colours which give the feeling of warmth such as red, orange and yellow. **Cool Colours:** Colours which give the feeling of coolness such as blue, green or pale purple. **Harmonizing Colours:** Colours which are next to each other on the colour wheel which work well together to create a pleasing colour combination. **Contrasting Colours:** Colours from opposite ends of the colour wheel which clash. For example, red and green.

Line: A mark made using a drawing tool or brush.

Week 3: Mind Map



Use these examples for inspiration.

Week 4: Artist Research

You can find out some more about Colleen Wilcox on this website.

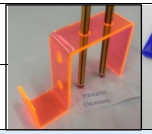
Week 5 Patterns

To help you create your Pattern page

Week 6: Surfboard Design

DESIGN TECHNOLOGY KNOWLEDGE ORGANISER

Topic: Keeping your desk tidy




YEAR 7 DT

My Tool Box

Tenon Saw – Used to cut straight lines in wood.

Hand file – Used to smooth out different materials

Try Square – Used to mark out right angles.

Bench hook – Used to hold work in place when cutting

Wood Vice – Used to secure material while working on it (cutting, filing sanding etc.)

Pillar/Bench Drill – Used to drill holes into different materials.

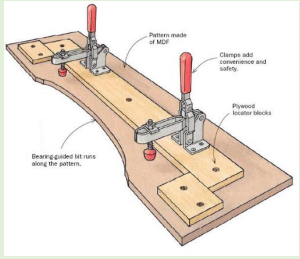
Machine vice – Used to hold workpiece securely during drilling.

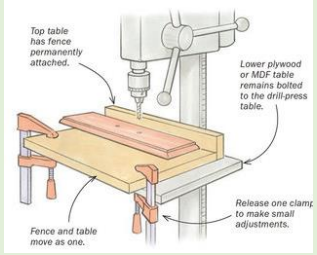
Belt Sander – Used to sand/smooth down different materials

Focused Topics

PPE equipment and signage

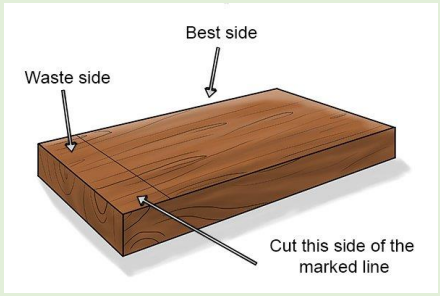
Drill jigs





A jig is a device used to hold a piece of material and guide tools. They are used to ensure the process can be repeated accurately and to a high quality.

Correct way of cutting timber



When cutting from a long length of wood we should always mark one first, cut to length on the waste side of the line allowing for the kerf of the saw. Then mark the second section and repeat the process.

Key Terms

Softwood - the wood from a conifer (such as pine, fir, or spruce)
Manufactured Board – timber sheets which are produced by gluing wood layers or fibers together (such as MDF, Plywood and Chipboard)
Drill jig - a tool made to help place a material in the same place repeatedly when drilling.
Template - a shaped piece of material used as a pattern to mark around
Kerf - the width of material that is removed by a cutting process

Tasks

Task 1: Learn the tool names and their use.
Task 2: Learn the key words and the definition.
Task 3: Create 6 questions that can be answered from the information in the focused topic column.
Task 4: Draw two tools and write what they are for.
Task 5: Create a quiz based on task 1, 2 or 3. Get someone to test you.
Task 6: Create a mind map for the information you remember and red pen anything you've forgotten.
Task 7: Teach it. Create a task that can be used to teach some of the information from here.

To go further:

Introduction to isometric crating:

More information about natural and manufactured timbers:

Week One

Using your Home Learning book, make a quiz containing at least 10 questions from the topic **Sound.**

Remember to include:

3. Answers to each question written in full sentences,
4. A variation in the type of question, Draw/state/explain etc.

Week Two

Read your knowledge organiser focusing on **Sound** for 5 minutes. Then turn the organiser over and write a short summary of the topic.

The summary should include:

1. No more than 40 words
2. And should be written in full sentences.

Week Three

Answer the following questions in full sentences in your home learning workbooks.

1. What hazard symbol would you find on a bottle of hydrochloric acid in the lab?
2. How can we keep ourselves safe when using acids and alkalis in the lab?
3. Why are we able to eat some acids?
4. Define the term 'indicator'
5. Which indicator do we use mostly in the lab?
6. What pH indicates a neutral solution?
7. If a substance has a pH of 1, what type of substance is it?
8. If a substance has a pH of 14, what type of substance is it?

Week Four

Pick 4 key words from the knowledge organiser page title **Acids and Alkalis.** Using those 4 key words make as many links between the words as you can.

Remember to include:

1. The 4 key words you have chosen
2. The links you have made between the words, these should be written along the arrow that connects them.

Week Five

Using your Home Learning book, make a quiz containing at least 10 questions from the topic **Acids and Alkalis.**

Remember to include:

1. Answers to each question written in full sentences,
2. A variation in the type of question, Draw/state/explain etc.

Week Six

Answer the following questions in full sentences in your home learning workbooks.

1. Define the term 'neutralisation'
2. Define the term 'salt'
3. What additional product is made when using a metal carbonate as the base?
4. Name the salt produced when lithium oxide and hydrochloric acid react together
5. Name the salt produced when calcium hydroxide and sulfuric acid react together
6. Name the salt produced when tin carbonate and nitric acid react together

Have you completed your 4 daily goals?

Complete 4 daily goals each week to ensure success in Science! 😉

Home learning tips:

1. Answer any questions in full sentences.
2. Take your time reading through your knowledge organiser.
3. Read the task twice.
4. Ask your teacher in your next lesson if you are unsure about anything.
5. Not sure which week to do? Ask your teacher!

7.8 – Sound

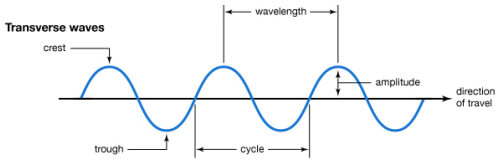
What do I need to be able to do?

- Describe waves on water as undulations which can be reflected and add or cancel – superposition.
- Describe frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound
- Understand that sound needs a medium to travel, the speed of sound in air, in water, in solids
- Describe sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal
- Know the auditory range of humans and animals.
- Describe pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound; waves transferring information for conversion to electrical signals by microphone.

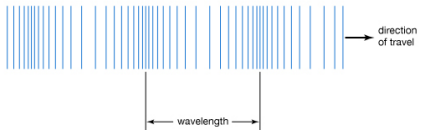
1. Waves

Waves transfer **energy** without any overall transfer of **matter**.

Transverse waves oscillate **perpendicular** to the direction of energy transfer, e.g. **Light**



Longitudinal waves oscillate **parallel** to the direction of energy transfer, e.g. **Sound**



2. Sound and Energy Transfer

We **see lightning** before we **hear the thunder**.

This is because light travels much faster than sound.

- Light travels at 300 000 000 m/s.
- Sound travels at 330 m/s

Oscillation is the scientific word for "vibration".

The tuning fork **oscillates** and you hear a sound.

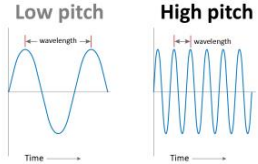
Sounds are made when an object oscillates. Sound travels because the vibrating object makes nearby particles oscillate.

A **medium** is a substance waves move through.

3. Loudness and Pitch

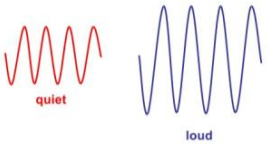
Frequency, f, is the number of oscillations per second, measured in **Hertz** (Hz).

In a sound wave, the frequency determines the **pitch**. Low f = Low pitch.

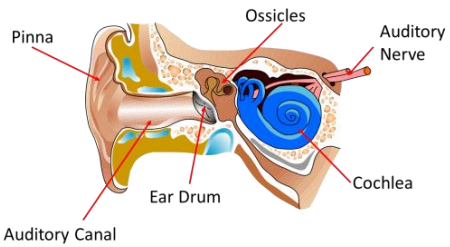


The **amplitude, A,** is the maximum height of a wave.

In a sound wave, the amplitude is the **loudness**. Higher A = louder sound.



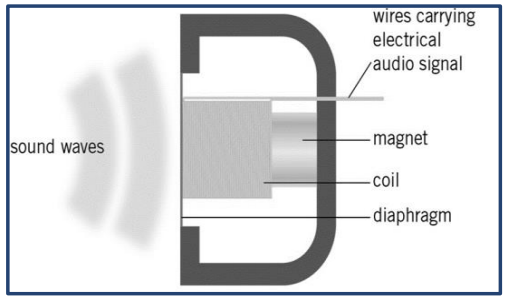
4. Detecting Sound – The Ear



How we hear!

- The **pinna** collects the sound wave
- The sound waves move through the **auditory** canal
- The sound waves cause the **ear drum** to oscillate
- The **ossicles** amplify the oscillations
- The **cochlea** turns these oscillations into electrical signals
- The signals travel up the **auditory nerve**, to the brain.

5. Detecting Sound – The Microphone



The microphone:

- The sound waves hit the **diaphragm**
- This causes the diaphragm to oscillate
- The **coils of wire** and **magnet** behind the diaphragm work together to produce an electric signal
- This is sent as an **audio signal** through cables

6. Echoes and Ultrasound

When a sound wave hits a surface, it is **reflected** and heard a little time later. This is known as an **echo**.

The delay in hearing the sound is dependent on the distance the wave has to travel.

Distance (m) = speed (m/s) x time taken (s)

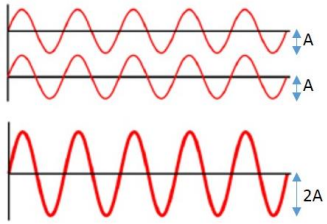
Ultrasound is sound with a frequency of **above 20 kHz** (20,000 Hz) **1 kHz = 1,000 Hz**

Uses of Echoes & Ultrasounds:

- **Mapping** the sea floor
- **Scanning** unborn babies
- **Detection** of surroundings for some animals including Bats and Dolphins (Echolocation)

7. Measuring Waves

As the two waves pass through each other they experience "**superposition**". This means they combine to form a single wave.



We can use **experiments** to measure various **properties** of waves. Scan the QR code on this section for an example of a step-by-step method.

SCAN ME

7.9 – Acids & Bases

What do I need to be able to do?

- Define acids and alkalis in terms of neutralisation reactions
- Describe the reactions of acids with alkalis to produce a salt plus water
- Understand the pH scale for measuring acidity/alkalinity; and indicators
- Construct word equations to demonstrate neutralisation reactions
- Identify pH from colour of indicator and vice versa
- Describe the hazards associated with acids and alkalis

1. Hazards

Strong acids and alkalis are **corrosive.** This means that that they can damage or destroy materials, including skin, if they are spilled.

You'll see this **warning label** on bottles of strong acids and alkalis that we use in the lab.

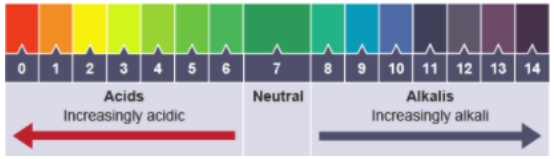
To keep ourselves safe from harm we should wash our hands immediately if we get any on our skin, and report spillages to the teacher

Weak acids and alkalis do not pose much risk. Acids have a **sour taste** so can be used in food e.g. vinegar (ethanoic acid). Alkalis **feel soapy** so are used in toothpaste and shampoos. Even though weak acids are less hazardous, they will still hurt if you get them in your eyes!

2. Indicators & The pH Scale

An **indicator** is a substance that **changes colour** when it is added to an acidic or alkaline solution. *Litmus paper and universal indicator are commonly used in the lab.*

Universal indicator is a very useful indicator because it not only tells us if a substance is acidic or alkaline, it can also indicate the **strength.**



- The closer to pH 0 you go, the more strongly acidic a solution is
- The closer to pH 14 you go, the more strongly alkaline a solution is

3. Neutralisation

A **neutralisation** reaction occurs when an acid and a base are mixed together. A neutral solution is made if you add the right amount of acid and base together.

Neutralisation is an **exothermic** reaction. Hint – See 7.5 Reactions for more on exothermic reactions

Different types of bases will make different products during neutralisation:

Metal oxide + acid → salt + water
e.g. copper oxide + sulfuric acid → copper sulfate + water

Metal hydroxide + acid → salt + water
e.g. lithium hydroxide + sulfuric acid → lithium sulfate + water

Metal carbonate + acid → salt + water + carbon dioxide
Zinc carbonate + sulfuric acid → zinc sulfate + water + carbon dioxide

4. Naming Salts

To name the salt made in neutralisation reactions:

- Prefix of the name is dependent on the metal used
- Suffix is dependent on the acid used:

Type of Acid	Suffix of salt name
Hydrochloric acid	Chloride
Sulphuric acid	Sulphate
Nitric acid	Nitrate

e.g.
Lithium oxide + hydrochloric acid → lithium chloride + water

$Li_2O + 2HCl \rightarrow 2LiCl + H_2O$

Calcium carbonate + sulphuric acid → calcium sulphate + water + carbon dioxide

$CaCO_3 + H_2SO_4 \rightarrow CaSO_4 + H_2O + CO_2$

5. Making Salts

To make crystals of the salt, copper sulfate:
Copper oxide + sulfuric acid → copper sulfate + water

1. Warm the sulfuric acid gently using a Bunsen burner – *to increase the rate of reaction*
2. Add a spatula of copper oxide to sulfuric acid, one at a time and stir, until no more will dissolve – *this is to ensure all of the acid reacts*
3. Pour the mixture through funnel and filter paper – *to remove the excess copper oxide that didn't dissolve.*
4. Transfer the filtered solution to an evaporating dish and evaporate most (but not all) of the water using a Bunsen burner
5. Remove from the heat and leave to cool – *crystals will form*

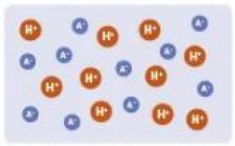
To see this done

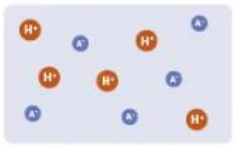
6. Strength vs. Concentration

Strength and concentration of an acid or an alkali are very often used interchangeably but they are very different!

The **strength** of an acid or an alkali is related to the identity of the substance. Some acids are stronger (hydrochloric acid) than others (ethanoic acid)

Concentration of an acid or an alkali is the **Number of particles in a given volume of water**. We can make an acid more dilute, by adding water





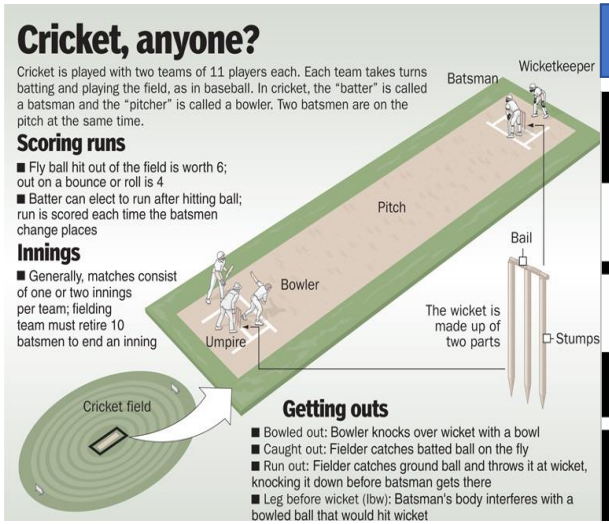
7. Uses of Neutralisation

Farmers use the base calcium oxide to neutralise acid soils, caused by acid rain

Your stomach contains hydrochloric acid, and too much of this causes indigestion. Antacid tablets contain bases such as magnesium hydroxide and magnesium carbonate to neutralise the extra acid.

Bee stings are acidic. They can be neutralised using baking powder, which contains sodium hydrogen carbonate

Bacteria in your mouth produce plaque acid that can damage your teeth. Toothpaste contains the base calcium carbonate to neutralise the plaque acid.



Cricket bowl

Batting:

1.Grip the cricket bat properly. If you're right-handed, place your left hand on top of the handle with the right hand under it; left-handers place the opposite way.

2. **Proper stance.** If you're right-handed, stand sideways in the crease (the "safe" area in front of the wicket) with your left shoulder towards the bowler (who "pitches" the ball); left-handed batters do the opposite.

3.**Weight movement.** Shift your weight from your back foot onto your forefront to meet the ball.

4. **Swing the bat properly.** When the ball is pitched, swing the bat backwards in a straight line. The back-swing provides the power for the shot; a good swing clears the top of the wicket.

1

2

Forehand shot

Part 1
- Face sideways with your shoulder and arm pointing towards the opponent.
- The racket arm should be at a 45° angle with the face of the racket at head height.
- Body weight should be on the back foot.
- Keep your eyes on the ball.

Part 2
- When ready to strike the ball, transfer body weight from back to front foot.
- Rotate your body quickly to face forwards.
- Drop the racket head lower as you start to accelerate forwards.
- The forward swing should travel from low to high, aiming to hit the ball at its highest point.
- Keep your eyes on the ball.

Part 3
- Make contact with the ball at around waist height.
- Begin to rotate the racket at impact, so the strings point down towards the ground.
- The racket will follow through, finishing to the left of the shoulder.
- Return back to ready position for the next shot.

3

Tennis serve

TASK 1

Tennis and Cricket

TAP / DRAG TO SELECT WORD

T	B	C	G	E	G	S	T	Y	T
G	Z	Z	G	O	M	M	T	G	E
I	C	G	Y	G	T	H	L	S	C
G	D	R	O	P	S	H	O	T	A
D	B	V	G	A	M	E	V	I	T
T	K	O	M	A	G	Y	E	G	C
B	A	S	W	C	L	D	H	D	H
O	F	I	E	L	D	I	N	G	E
A	V	B	A	T	T	I	N	G	E
S	E	R	V	E	T	A	A	A	D

BATTING
BOWL
CATCH
DROPSHOT
FIELDING
GAME
LOVE
RALLY
SERVE
SET
SMASH

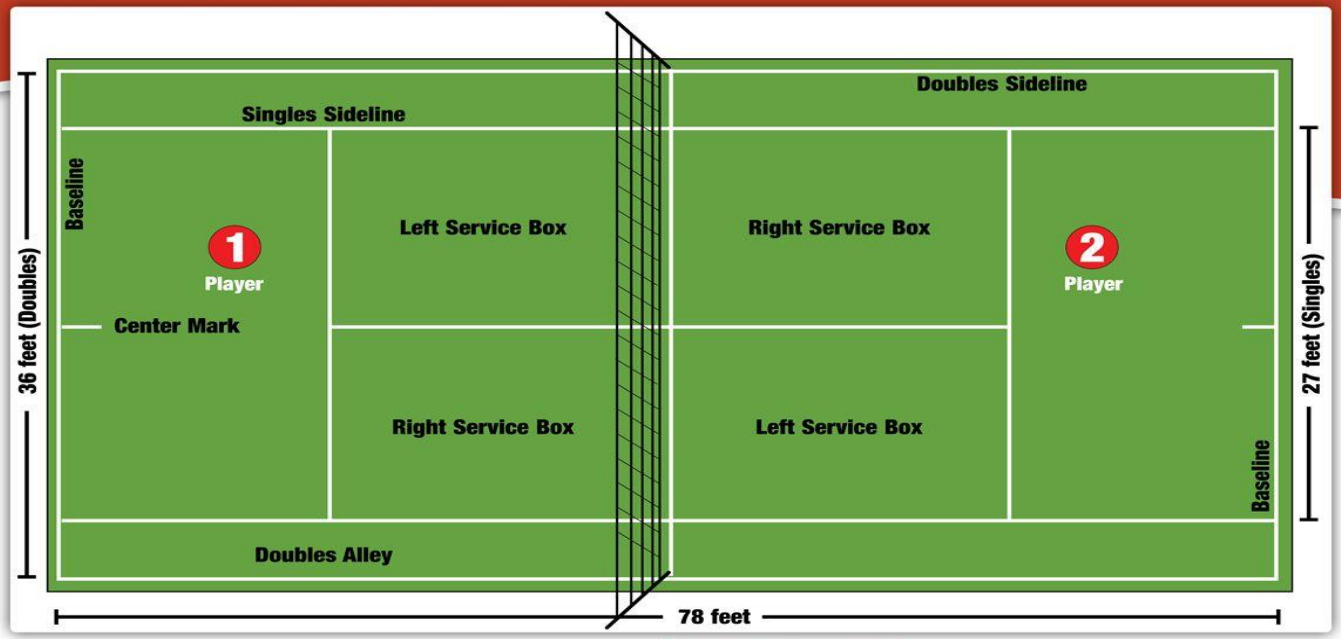
Basic tennis shots
- Serve
- Return
- Forehand
- Backhand
- Slice
- Forehand Volley
- Backhand Volley
- Overhead (or Smash)

Task 2
1) List the 4 ways of getting out in cricket.
2) How many batsmen are on the pitch at the same time?
3) How many players should be on each team?

Task 3
Give a moment in a game when you may use each of the 8 shots in tennis.
For example: I'd play a backhand shot when stretching across court on my weaker side.

4

TENNIS



Scoring

The first number in the score announcement is always the server's score.

'**Game Point**' is announced when the player in the lead only needs one additional point to win. If that one point decides the winner of the set or match, '**Set Point**' or '**Match Point**' are called instead. In an '**Advantage**' situation, it is not necessary to announce Game Point, but it is customary to say, '**Advantage** <Player's Name>', Match (or Set) Point.

From the sixth point on, ties are referred to as '**Deuce**', and the subsequent point is called an 'Advantage'.

'**Game**' is announced when one player has four or more points and leads by two points.

Stroke

Forehand – a ground stroke used when the ball is hit to a player's dominant side.

Backhand – a ground stroke used when the ball is hit to a player's non-dominant side.

Volley – to strike the ball in the air before it hits the ground, typically making contact with the ball while the handle of the racquet is lower than the ball.

The Lob – to hit the ball high and deep to clear your opponent away from the net, but not so far that it lands out of bounds.

QUICK FACT BOX

OBJECT OF GAME: To win points by hitting the ball across the net so that the opposition cannot return it.

DURATION: A minimum of twelve Games in a traditional Match.

OFFICIALS: A Chair Umpire, between three and nine Line Umpires, and a Referee oversee the game.

PLAYERS: One player per side in singles and two per side in doubles.

Game Overview

In this racquet sport, players try to score points by taking shots across the net that their opponent(s) cannot return. Tennis can either be played with two players (singles), one against the other, or four players (doubles), two players versus two players. When playing doubles (two teams of two) the court boundaries are slightly wider than in a singles game.

START OF PLAY: Play begins with one player serving (hitting) the ball over the net to the other. The service often sets the tempo of the game and can easily result in a point, either directly (known as an '**ace**', wherein the served ball is untouched by the opponent) or later in play. To serve, the player stands behind the Baseline and on the right side of the Center Mark and must hit the ball diagonally, across the net into their opponent's Right Service Box. On subsequent points, the server alternates sides. If the serve hits the top of the net, but lands in the correct service box, the serve is re-played with no penalty to the server. Otherwise, the server is charged with a fault. A player who double faults (either by serving inaccurately or by foot faulting – where their foot crosses the Baseline) loses a point.

THE RETURN: The server's opponent must play a properly served ball before it hits the court twice, and the returned shot must land in the appropriate court boundaries (within the Baseline, and either the Singles or Doubles Sideline, depending on the game).

THE RALLY: Once the ball is in play, players continue hitting it back and forth across the net until one of them fails to return it. The last player to successfully return the ball wins the point.

WINNING A MATCH: Matches are divided into Sets, which are further divided into Games.

Games → Sets → Match

To win a Game, a player must gain a minimum of four points, and have a two-point lead. To win a Set, a player must win a minimum of six Games and have a two-Game lead. To win a Match, the player must win a majority of the Sets, traditionally three in number. If after a predetermined amout of games the set is tied, the players will play a tiebreak where each player will take turns serving the ball.

SCORING TABLE

IF THE SCORE IS:		SCORE IS ANNOUNCED AS:
SERVER	RETURNER	
1	0	Fifteen Love 1
0	1	Love Fifteen
1	1	Fifteen All
2	1	Thirty Fifteen
3	1	Forty Fifteen, Game Point 2
3	2	Forty Thirty, Game Point
3	3	Deuce 3
4	3	Advantage <Player Name>
5	3	Game 4

TENNIS POINTS

POINT	NAME
0	Love
1	Fifteen
2	Thirty
3	Forty

BUDDHISM

As we study think about...

- How do these beliefs help Buddhists?
- How do the beliefs and actions make them feel?
- What links can you make with your life?
- What symbols/images do they use?
- How does their history influence modern life?
- How do they express their beliefs in everyday life?
- How do Buddhists express their religious identity?

BUDDHISM BASIC FACTS

Buddhism began in North India during the 6th century AD
The founder of Buddhism was Siddhartha Gautama.
The Buddha is not a god but a teacher.
Buddhists do not believe in a god, but in a universal consciousness
It is the fourth largest religion in the world.
Buddhists believe in **karma** (our good actions in this life influence our future lives and experiences)

BUDDHISM MYTH:

Buddha was not chubby! As he lived a life of moderation he was likely to be slim. The 'laughing Buddha' (the fat one) is a Chinese monk who was believed to be an incarnation of a future Buddha

A Simple Guide to Meditation

*****

Choose a quiet place

Sit comfortably with your back straight but relaxed

Focus your awareness on your breathing

Count 1-2-3-4-5-4-3-2-1 as you breathe in and out

If your mind wanders watch your thoughts as if they are bubbles, floating away then return your attention to your breathing

BUDDHIST FOOD RULES:

- Vegetarianism is encouraged but not compulsory. Some meats (e.g. snake, tiger, dog, etc are forbidden)
- Many Buddhists avoid artificial stimulants like alcohol and caffeine
- Buddhists should avoid 5 pungent herbs: onions, garlic, scallions, leeks and chives

THE LIFE OF BUDDHA

He was born Siddhartha Gautama, the son of a wealthy Indian king. He wanted for nothing. When he became a young adult he ventured out of the palace for the first time in his life. Here he saw the four sights. He saw an **old man, a sick man and a dead man**, none of which he had seen before. He was profoundly disturbed that human beings suffered like this, and he returned to the palace where he met a **holy man (the fourth sight)** who told him to leave his home and find **enlightenment** (a knowledge of all things). Siddhartha left and began his search, first practising self denial for many years. After time, he realised that this was not the answer and one day as he meditated beneath the Bodhi Tree he found enlightenment (awakening). The rest of his life was spent teaching others how to find enlightenment themselves

ENLIGHTENMENT	A state of awareness and knowledge of all things
KATHINA	A festival celebrating community in which monks are given new robes
MEDITATION	A method of clearing the mind of negative thoughts and seeking enlightenment
NIRVANA	A state of freedom from suffering
PRECEPT	A rule or teaching of Buddha that guides a right life
SIDDHARTHA GAUTAMA	Buddha's name before he became enlightened

KEY WORDS

THE FOUR NOBLE TRUTHS

The Buddha taught that there are 4 truths-:

1. Suffering exists ***(Dukkha)***
2. Suffering has a cause, mainly greed and craving ***(Trishna)***
3. There is an end to suffering ***(Nirvana).*** This is a release.
4. A person can reach Nirvana by following the **Eightfold Path** and through meditation. Meditation is a way of clearing your mind of negative thoughts (e.g. anger, hatred) and replacing them with positive ones

SOME TASKS FOR YOU TO COMPLETE

Create key word flash cards or a quiz

Create a flowchart of the Noble Truths

Draw a symbol for each key word

Create a symbol and example for each part of the Noble Path

Write your answers to 3 reflection questions

Find a quiet space and meditate

Create a key facts summary of Buddhism

SCAN ME

Learning to Learn

SCAN ME

The 'Listen' Project #1