



**Need to KNOW**  
LOOE COMMUNITY ACADEMY

NAME:

TUTOR GROUP:

*Be the  
**BEST**  
you can be*



- YEAR 7 -

**SPRING 1**

2019 - 2020

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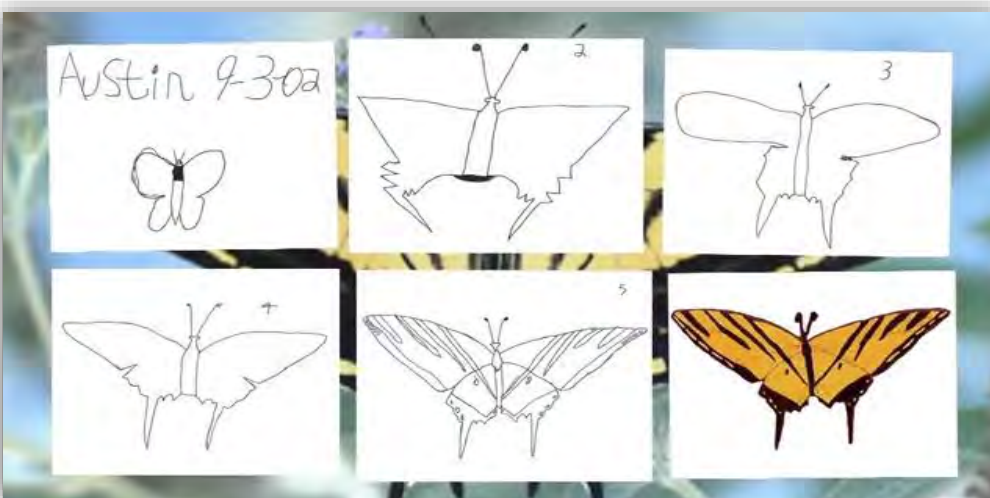
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

Access the link below to learn how you can achieve more than you first imagined:

<https://goo.gl/ceiyN9>

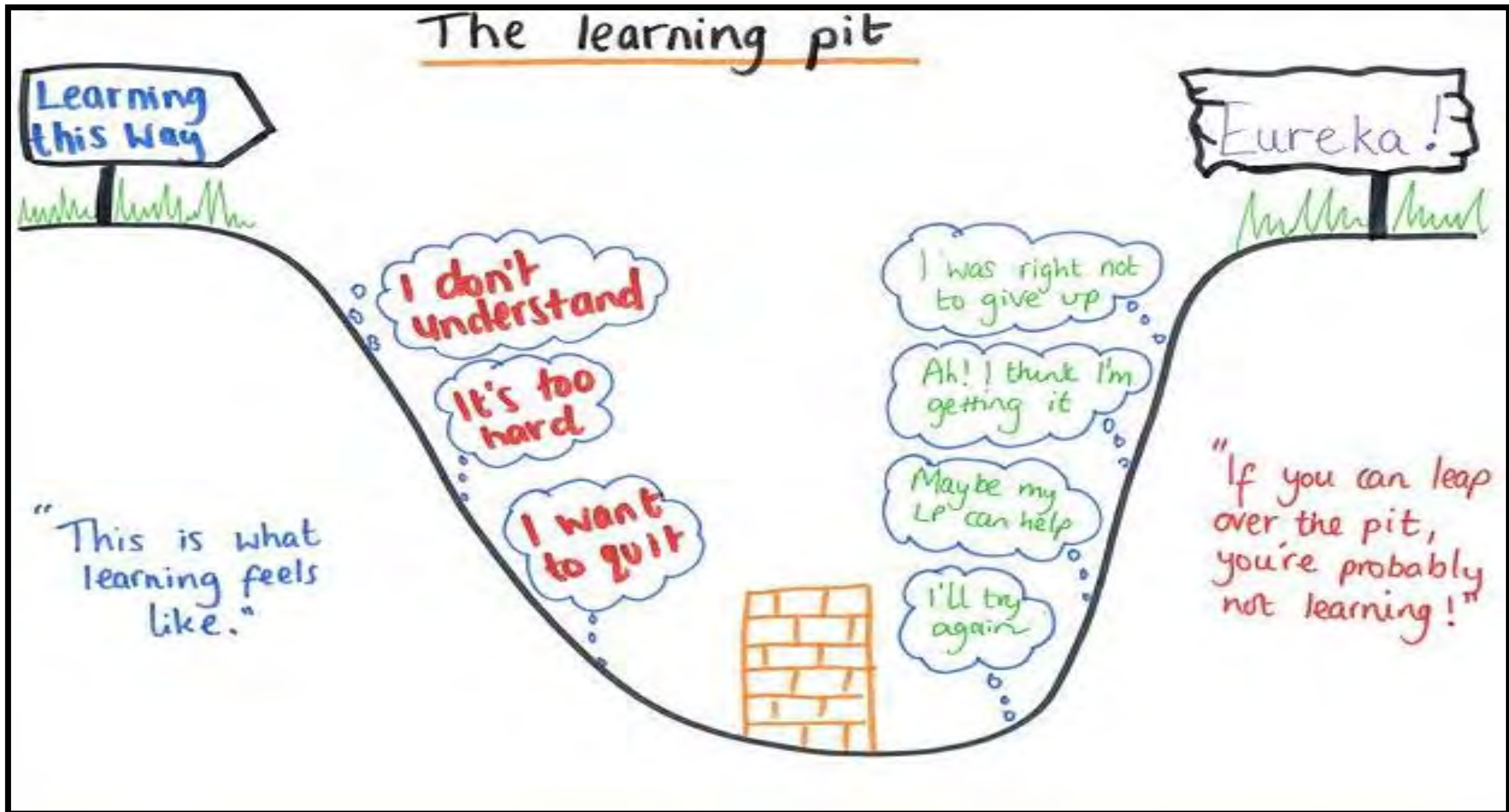
Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!

<https://goo.gl/3kfx1X>





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



Week 1	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

Week 2	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

Week 3	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Computer Science		
Tue		EPR		
Wed	Science	PE		
Thu	Maths	History		
Fri		Music		

Week 4	Subject 1	Subject 2	Reading (30 mins)	Signed Off
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

List of Revision Methods Used	Parental Comments on Effort

<b>Week 5</b>	<b>Subject 1</b>	<b>Subject 2</b>	<b>Reading (30 mins)</b>	<b>Signed Off</b>
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

<b>Week 6</b>	<b>Subject 1</b>	<b>Subject 2</b>	<b>Reading (30 mins)</b>	<b>Signed Off</b>
Mon	English	Dance & Drama		
Tue		MFL		
Wed	Science	Technology		
Thu	Maths	Art		
Fri		Geography		

<b>List of Revision Methods Used</b>	<b>Parental Comments on Effort</b>

Although the days you are expecting to complete homework on do not exactly match some subjects, it is as close as possible

**I NEED TO KNOW:**

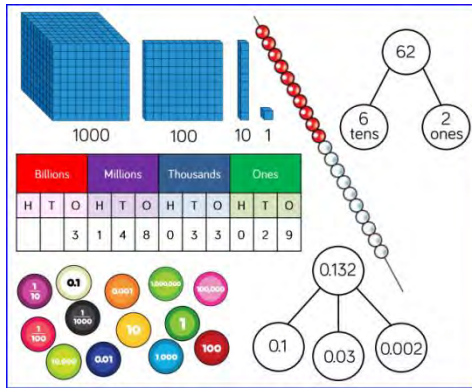
What are the ingredients of a horror story? What writing skills do I need to improve and use in my own horror story?

<p><b>WEEK 1</b></p>	<p><b><u>INGREDIENTS OF A HORROR STORY</u></b> What types of horror stories do you already know? You can also think about what horror films you may have seen. What makes them scary? Discuss your favourite horror stories with your friends, family or carers. Create a mind map of all the horror films or books you know.</p>
<p><b>WEEK 2</b></p>	<p><b><u>Character, setting and pathetic fallacy</u></b> Think about characters you have remembered from your own reading. What made them memorable? What would be a good setting for a horror story? Try to think about a place that other people wouldn't think of. Create a detailed drawing of a character or setting which you have read about or you can imagine. What is pathetic fallacy? Look up the definition.</p>
<p><b>WEEK 3</b></p>	<p><b><u>Senses</u></b> What are the five senses? Why is it useful to use the 5 senses when writing a description? Look at a section of your AR /reading book. Identify the senses the writer has used.</p>
<p><b>WEEK 4</b></p>	<p><b><u>Punctuation</u></b> How many different types of punctuation can you use accurately? Revise the punctuation you do not feel confident with or your teacher has set as a target. Use your book and the internet to help you. Create 10 sentences which show off the different types of punctuation you can use.</p>
<p><b>WEEK 5</b></p>	<p><b><u>Paragraphs</u></b> Do you know the rules of how to paragraph? Find out what TiP ToP stands for; this will help you to remember when to paragraph.</p>
<p><b>WEEK 6</b></p>	<p><b><u>Reflection</u></b> What progress have you made with your writing this term? What have you learned? How could you improve your writing next term? Are there any areas that you still don't feel confident about? Can you revise these areas using your book or the internet?</p>

**I NEED TO KNOW:**

That I can use concrete, pictorial and abstract representations to support my understanding of place value and proportion. **Remember to work systematically and show your reasoning.**

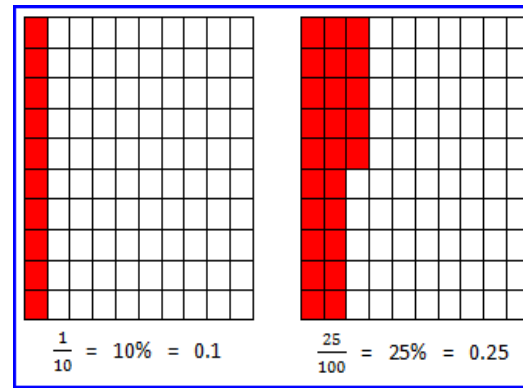
**Key representations**



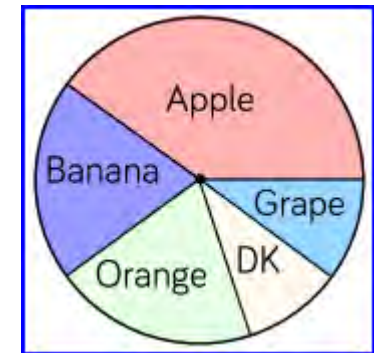
**Mathematical symbols**

=	equal to
≠	not equal to
≈	approximately equal to
>	is more than
<	is less than
≥	is more than or equal to
≤	is less than or equal to
≡	identical to
∴	therefore

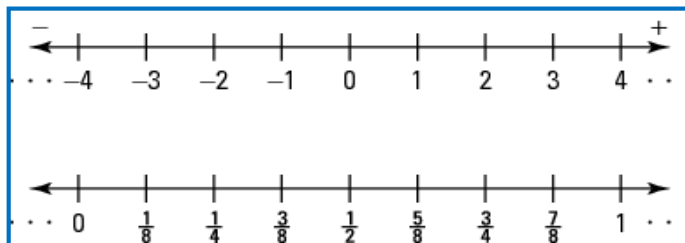
**Represent tenths and hundredths**



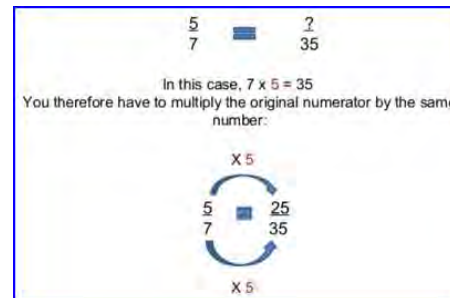
**Interpret pie charts**



**Represent, compare and order using number lines**



**Equivalent fractions**



**Powers of ten**

One	1	$10^0$
Ten	10	$10^1$
Hundred	100	$10^2$
Thousand	1,000	$10^3$
Ten Thousand	10,000	$10^4$
Hundred Thousand	100,000	$10^5$
Million	1,000,000	$10^6$
Ten Million	10,000,000	$10^7$
Hundred Million	100,000,000	$10^8$

**Place value and ordering**

- Recognise and use integer place value up to one billion
- Recognise and use decimal place value to at least hundredths
- Work out intervals and use number lines
- Compare and order numbers
- Use ordered lists to find the range and the median of a set of numbers
- Round numbers to positive powers of ten
- Round numbers to one significant figure

**Fraction, decimal and percentage equivalence**

- Represent tenths and hundredths on diagrams and number lines
- Interchange between fractions, decimals and percentages for multiples of one tenths and one quarter
- Interpret pie charts
- Equivalent fractions
- Converting between any fraction, decimal and percentage



**I NEED TO KNOW:**

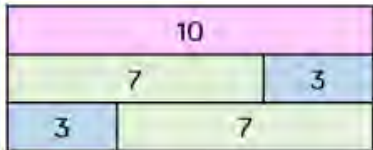
Command words are the words and phrases used in exams and other assessment tasks that tell you how you should answer the question.

KEY WORD	DEFINITION/EXPLANATION
<b>Assess</b>	Make an informed judgement.
<b>Comment</b>	Present an informed opinion.
<b>Complete</b>	Finish a task by adding to given information.
<b>Describe</b>	Set out characteristics.
<b>Draw</b>	Produce a diagram.
<b>Estimate</b>	Assign an approximate value.
<b>Factorise</b>	Take out the common factor or factorise into two brackets if a quadratic.
<b>Give</b>	Produce an answer from recall.
<b>Measure</b>	Use a mathematical instrument, such as a ruler or protractor, to establish the size of a length or angle.
<b>Multiply</b>	Add to itself a specified number of times.

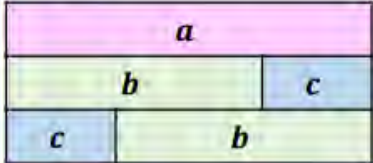
KEY WORD	DEFINITION/EXPLANATION
<b>Plot</b>	Mark on a graph.
<b>Prove</b>	Demonstrate validity on the basis of evidence.
<b>Rotate</b>	Turn around a fixed point.
<b>Shade</b>	Darken an area of a diagram.
<b>Show</b>	Provide structured evidence to reach a conclusion.
<b>Simplify</b>	Collect terms together or cancel down.
<b>Simplify fully</b>	Collect terms together and factorise the answer, or cancel terms completely.
<b>Solve</b>	Arrive at answer using a numerical or algebraic method.
<b>Translate</b>	Move laterally without rotating or flipping.
<b>Work out</b>	Perform one or a set of steps or calculations to arrive at an answer.

**I NEED TO KNOW:**


The focus this term is building on the formal written methods developed at Key Stage 2 and then looking at this in the context of interpreting and solving problems.



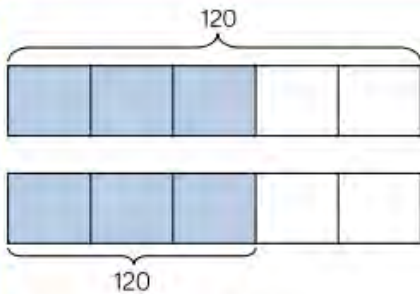
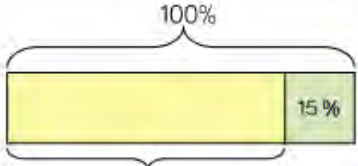
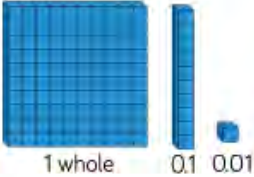
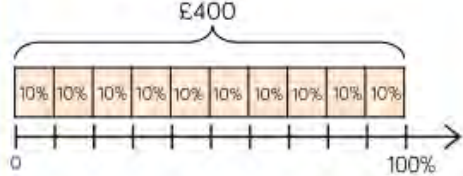
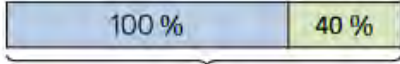
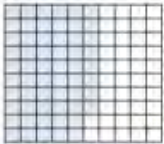
This bar model illustrates that  $7 + 3 = 3 + 7$   
We say addition is **commutative**.



Generalise the above example using this second bar model.  
Is subtraction **commutative**?  
Why, or why not?



Write the fact family for this bar model  
Draw a bar models to illustrate these:  
 $c \div 3 = d$   
 $5p = g$   
What other facts do your models show?

Year 7 | Spring Term 1 | Application of Number

**Addition and Subtraction**

**Small Steps**

- Properties of addition and subtraction
- Mental strategies for addition and subtraction
- Use formal methods for addition of integers
- Use formal methods for addition of decimals
- Use formal methods for subtraction of integers
- Use formal methods for subtraction of decimals
- Choose the most appropriate method: mental strategies, formal written or calculator
- Solve problems in the context of perimeter
- Solve financial maths problems

©White Rose Maths

Year 7 | Spring Term 1 | Application of Number

**Multiplication and Division**

**Small Steps**

- Properties of multiplication and division
- Understand and use factors
- Understand and use multiples
- Multiply and divide integers and decimals by powers of 10
- Multiply by 0.1 and 0.01**
- Convert metric units
- Use formal methods to multiply integers
- Use formal methods to multiply decimals
- Use formal methods to divide integers
- Use formal methods to divide decimals

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Year 7 | Spring Term 1 | Fractions and Percentages of Amounts

**Fractions & Percentages of Amounts**

**Small Steps**

- Find a fraction of a given amount
- Use a given fraction to find the whole and/or other fractions
- Find a percentage of a given amount using mental methods
- Find a percentage of a given amount using a calculator
- Solve problems with fractions greater than 1 and percentages greater than 100%**

©White Rose Maths

Ⓜ denotes higher strand and not necessarily content for Higher Tier GCSE

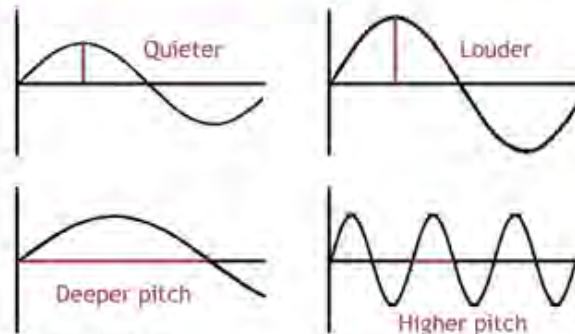
**I NEED TO KNOW:**

By the end of this topic you will need to know the different types of waves and their features, how sound travels, how the human ear works and uses of ultrasound

SECTION 1- WAVES		
You need to know: The different types of waves and how they behave		
<b>Preparation</b>	Draw the 2 types of waves	
<b>Terminology</b>	<b>Transverse</b>	Vibrations are at right angles to the direction the waves moves
	<b>Longitudinal</b>	Vibrations are the same direction the waves moves
	<b>Oscillation</b>	Something that moves backward and forwards
	<b>Vibration</b>	Backwards and forward motion of a liquid or solid

SECTION 2- LOUDNESS & PITCH		
You need to know: The link between loudness & amplitude and frequency & pitch		
<b>Preparation</b>	Research the audible ranges of different animals	
<b>Terminology</b>	<b>Frequency</b>	Number of complete waves per second
	<b>Amplitude</b>	The distance from the middle of the wave to the top or bottom
	<b>Hertz</b>	Unit of frequency (Hz)
	<b>Audible range</b>	The range of frequencies you can hear

SECTION 3- DETECTING SOUND		
You need to know: Different ways we can detect sound		
<b>Preparation</b>	Find out how ultra sound can be used at sea	
<b>Terminology</b>	<b>Decibel</b>	Unit of sound intensity (dB)
	<b>Echo</b>	Reflection of a sound wave by an object
	<b>Reverberation</b>	Persistence of a sound for a longer period than normal
	<b>Amplifier</b>	Device for making sound louder



© www.science.aid.net

This pictures shows different types of sounds drawn as a transverse wave

**SOURCES & INSPIRATIONS**

Waves	Loudness & pitch	Detecting sound
<a href="http://goo.gl/kShwJW">goo.gl/kShwJW</a>	<a href="http://goo.gl/hh0wr">goo.gl/hh0wr</a>	<a href="http://goo.gl/TKVEE4">goo.gl/TKVEE4</a>

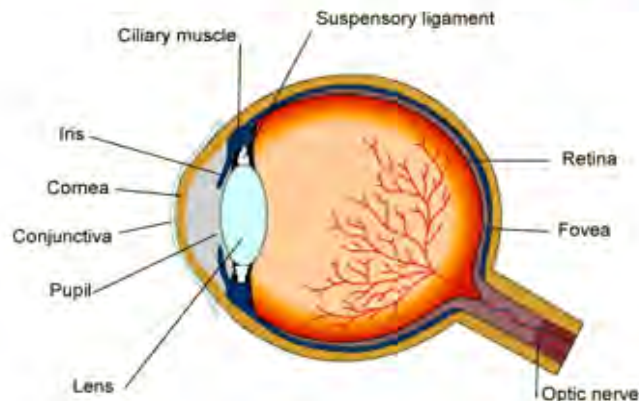
**I NEED TO KNOW:**

By the end of this topic you will need to know how light interacts with objects, describe what happens when light is reflected and refracted, describe how the eye and cameras work and describe how colours are made

SECTION 1- LIGHT WAVES	
You need to know: how light travels & interacts with different objects	
<b>Preparation</b>	Find out the speed of light
<b>Terminology</b>	<b>Transparent</b> <i>Objects that transmit light and you can see through them</i>
	<b>Luminous</b> <i>Gives out light</i>
	<b>Reflection</b> <i>Change of direction of a wave after it hits a surface</i>
	<b>Refraction</b> <i>The change of direction of a wave as a result of its speed changing</i>

SECTION 2- THE EYE		
You need to know: how the eye works & how a camera is like an eye		
<b>Preparation</b>	Learn the names of the structures of the eye	
<b>Terminology</b>	<b>Retina</b>	<i>Layer of sensitive cells at the back of the eye</i>
	<b>Inverted</b>	<i>Upside down</i>
	<b>Photoreceptor</b>	<i>Specialised cell that is sensitive to light</i>
	<b>Pixel</b>	<i>Picture element found at the back of a digital camera</i>

SECTION 3- COLOUR		
You need to know: what happens to light through a prism and how filters work		
<b>Preparation</b>	Name the 3 primary and 3 secondary colours	
<b>Terminology</b>	<b>Prism</b>	<i>Triangular shaped glass used to produce a spectrum of light</i>
	<b>Spectrum</b>	<i>Band of colours produced when light is spread out through a prism</i>
	<b>Primary colour</b>	<i>Red blue and green</i>
	<b>Secondary colour</b>	<i>Colours obtained by mixing 2 primary colours</i>



This picture shows the structures of the human eye



Light Waves	The eye	Colour
<a href="https://goo.gl/kVQq6v">goo.gl/kVQq6v</a>	<a href="https://goo.gl/Y5JQFN">goo.gl/Y5JQFN</a>	<a href="https://goo.gl/DdDyKd">goo.gl/DdDyKd</a>

Chronology of the Norman Conquest - 1066		Chronology of the Norman Conquest - 1066	
Jan 5 <sup>th</sup>	Edward Confessor dies without a male heir.	1067 – 1068	Harold Godwinson's sons twice attack western England and the town of Exeter is besieged by Norman forces.
Jan 6 <sup>th</sup>	The Earl of Wessex, Harold Godwinson, is crowned King Harold II of England by the Witan.	1068	Revolt of Earls Edwin of Mercia & Morcar of Northumberland. William marches north to put the rebellion down and builds castles in Warwick, Nottingham, York, Lincoln, Huntingdon and Cambridge.
May	Harold gathers his forces in South of England to protect against invasion by William.	Jan – Feb 1069	An English rebellion in the north, led by Edgar the Ætheling is quickly defeated by William.
August	William is ready to invade, but the wind in the English Channel prevents him from sailing.	Sept – Dec 1069	Another English rebellion led by Edgar the Ætheling, this time supported by a Danish army, captures York. William pays the Danes to leave England and recaptures York from the English rebels.
Sept 8 <sup>th</sup>	Harold Godwinson sends his army home for the harvest.	Winter 1069-1070	The Harrying of the North. William's Norman army lays waste to England north of the River Humber, destroying animals and crops, burning villages and salting the soil so no crops could grow. The area becomes an abandoned wasteland.
Sept 18 <sup>th</sup>	Harald Hardrada, King of Norway, lands in north east England.	1070-1071	A rebellion by Hereward the Wake in Ely, supported Earl Morcar and initially by Swain, King of Denmark, is defeated by William.
Sept 20 <sup>th</sup>	Hardrada defeats Edwin and Morcar, the northern Earls, at the Battle of Gate Fulford and captures York.	1075	The Revolt of the Earls. Roger, Earl of Hereford and Ralph, Earl of Norfolk – both Normans – plot with the last Anglo-Saxon Earl, Waltheof to defeat the Normans and take control of England. William is in Normandy at the time, but his regent Archbishop Lanfranc sends armies to defeat the uprising.
Sept 25 <sup>th</sup>	King Harold defeats Hardrada at the Battle of Stamford Bridge. Hardrada is killed.	1076	Earl Waltheof, the last Anglo-Saxon Earl, is executed for his role in the revolt of the Earls.
Sept 27 <sup>th</sup>	The wind in the English Channel changes and William sails to England, landing at Pevensey on the south coast.	1078	William begins the building of the White Tower at the Tower of London
Oct 2 <sup>nd</sup> - 13 <sup>th</sup>	Harold marches South to Hastings via London, collecting new troops.	1085 - 1086	The Domesday Survey is commissioned and the Domesday Book is completed.
Oct 14 <sup>th</sup>	The Battle of Hastings. William's Normans defeat Harold's Saxons and Harold is killed.	Sept 9 <sup>th</sup> 1087	William dies in France, succeeded by his son, William Rufus (William II).
Nov-Dec	William marches to Dover, then captures Canterbury & Winchester, before marching around London to Berkhamsted, via Wallingford, laying waste.		
Dec 10 <sup>th</sup>	Submission of the Earls – the main English nobles pledge allegiance to William.		
Dec 25 <sup>th</sup>	William is crowned King of England at Westminster Abbey.		

#### Key knowledge/concepts/words

#### The crisis of 1066 & The Battle of Hastings

1. Heir	The person who will succeed as the next monarch upon the death of the current monarch. Often the monarch's eldest son.	10. English Channel	The stretch of water separating the south coast of England from the north coast of France (and Normandy)
2. Witan	The council of nobles and senior clergy that advised the King in Anglo-Saxon England.	11. Housecarls	The highly-trained, professional troops of the Anglo-Saxon army.
3. Claimant	In the context of 1066, this refers to the man who 'claimed' the throne, as they felt they should succeed King Edward the Confessor.	12. Fyrd	The regular soldiers of the Anglo-Saxon army called upon as and when the king needed them.
4. Anglo-Saxon	Terms that refers to England between the 5 <sup>th</sup> century, when it was settled by people from present day German (Angles and Saxons), and the Norman Conquest.	13. Cavalry	Soldiers mounted on horseback, armed with swords and lances.
5. Viking	The people of Scandinavia (Norway, Sweden and Denmark) who raided, invaded and settled across north west Europe between the 8 <sup>th</sup> and 11 <sup>th</sup> centuries.	14. Archers	Soldiers armed with bows and arrows.
6. Normandy	A duchy (territory ruled by a Duke) in northern France, created in 911.	15. Shield Wall	An Anglo-Saxon defensive formation on the battlefield in which soldiers stood tightly packed together in a long line with their shields overlapping to provide strength against attack.
7. Earl	A nobleman in Anglo-Saxon England who controlled one of the earldoms.	16. Sirlac	The hill on which the Battle of Hastings was fought.
8. Earldom	A significant region of Anglo-Saxon England, controlled by an Earl. In 1066 there were 4 main earldoms: Wessex, East Anglia, Mercia and Northumberland.	17. Lay waste	To destroy an area of land by attacking its inhabitants, destroying buildings and stealing food supplies.
9. Oath	A promise, usually sworn on holy relics.	18. The Bayeux Tapestry	70m long embroidered cloth depicting the events of the Norman Conquest of England, probably commissioned by Bishop Odo of Bayeux and made by nuns in Canterbury in the late 1060s.

**I NEED TO KNOW:**

This term we will be looking at the physical and human geography of the United Kingdom – our home! We will look at our nations and population, our economy and our cities. We will delve into our mixed physical features – and of course the great British weather!

<b>WEEK 1</b>	The 4 Nations! The UK's political geography
<b>WEEK 2</b>	How do we get about? Planning a UK holiday using our transport network
<b>WEEK 3</b>	The UK economy How do we earn our money? What is our place in the world?
<b>WEEK 4</b>	How developed are we? Would we consider our self a HIC, LIC, or a NEE?
<b>WEEK 5</b>	The Great British Weather? We will try do describe the weather of the UK and how it can be so different in different parts
<b>WEEK 6</b>	Project Britain – What does the future hold? Looking at the future of the UK and assessing what we have learned.

**I NEED TO KNOW:**

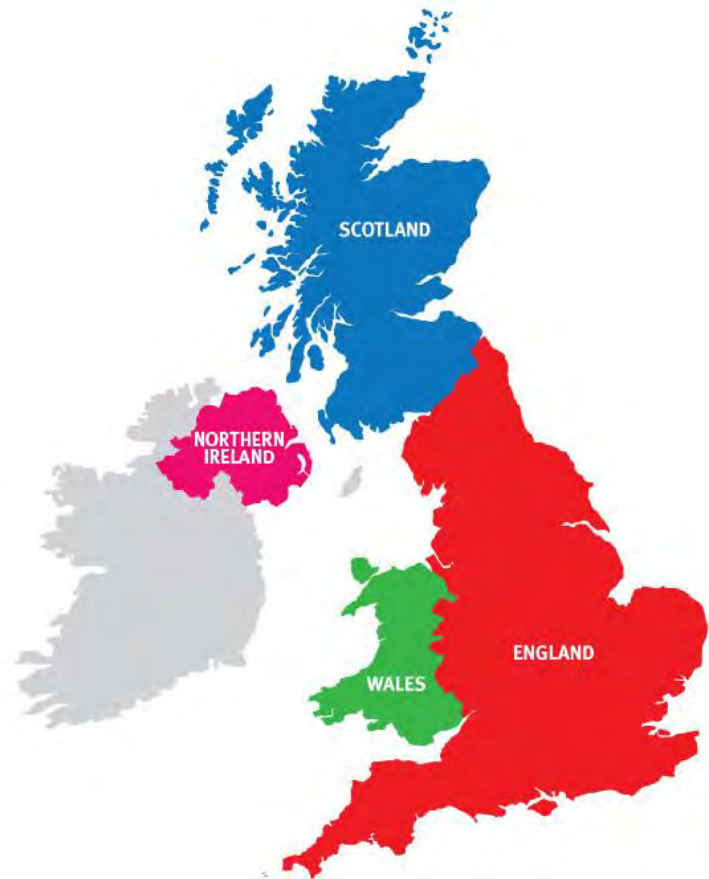
The political and population information about the UK

Countries of the United Kingdom by population

Rank	Name	Population (2015)
2	Scotland	5,373,000
3	Wales	3,099,086
4	Northern Ireland	1,851,621
	United Kingdom	65,110,034

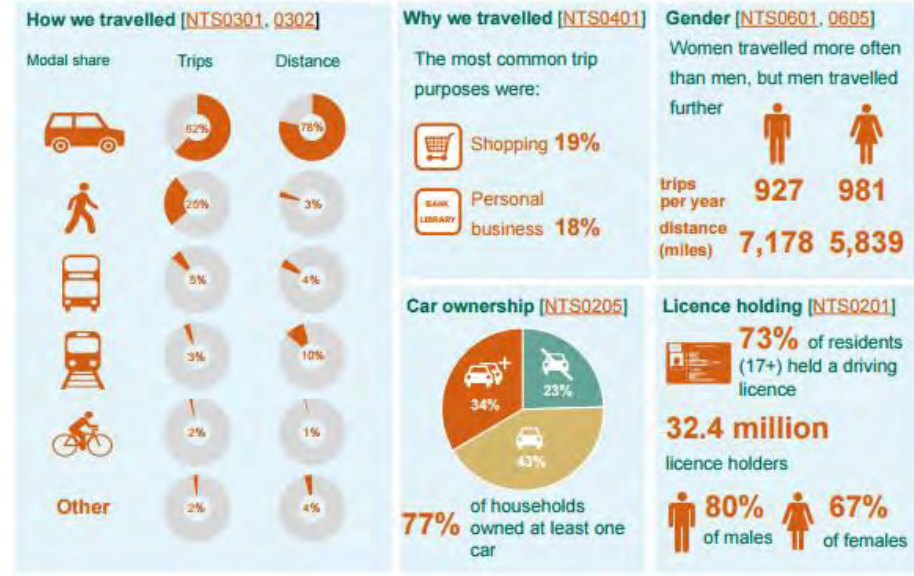
**NUMERACY** Challenge

Calculate the population of ENGLAND



**I NEED TO KNOW:**

The UK has an INTEGRATED transport network – you will need it one day!!



<http://www.nationalrail.co.uk/>



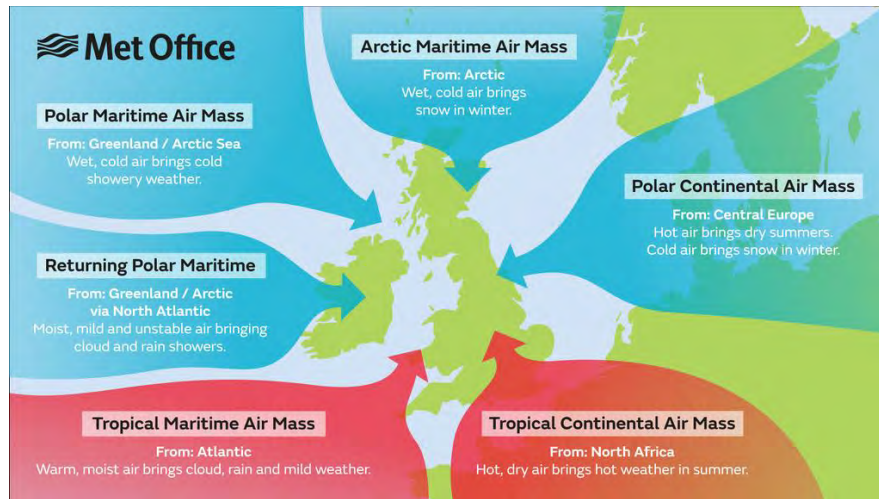
**Key Questions:**

- What is your main mode of transport?
- Do you know the major roads of the SW and which towns and cities they connect?
- Could you get from Looe to London by train?
- Use the link to see how much it would cost and how long it would take.



# UK Weather

The UK has a varied **pattern** of weather – it changes over time and space.



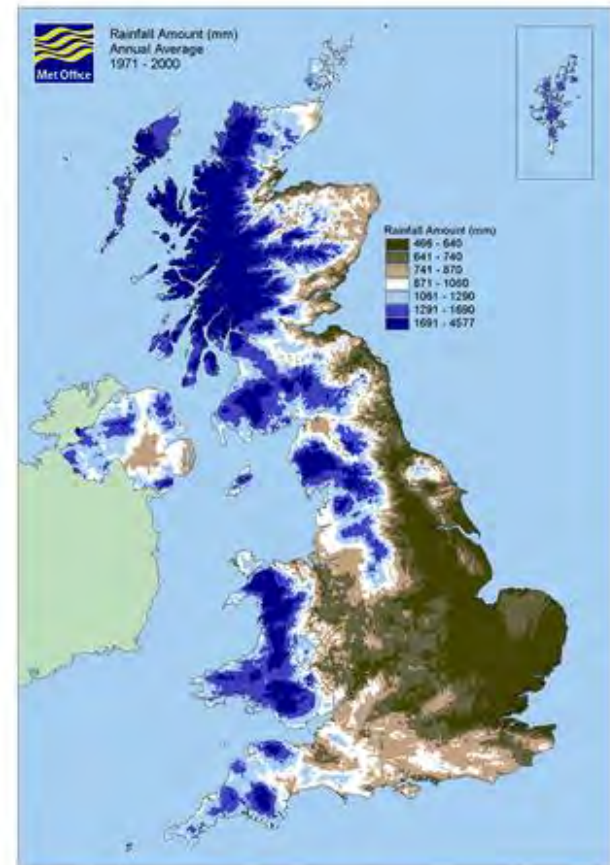
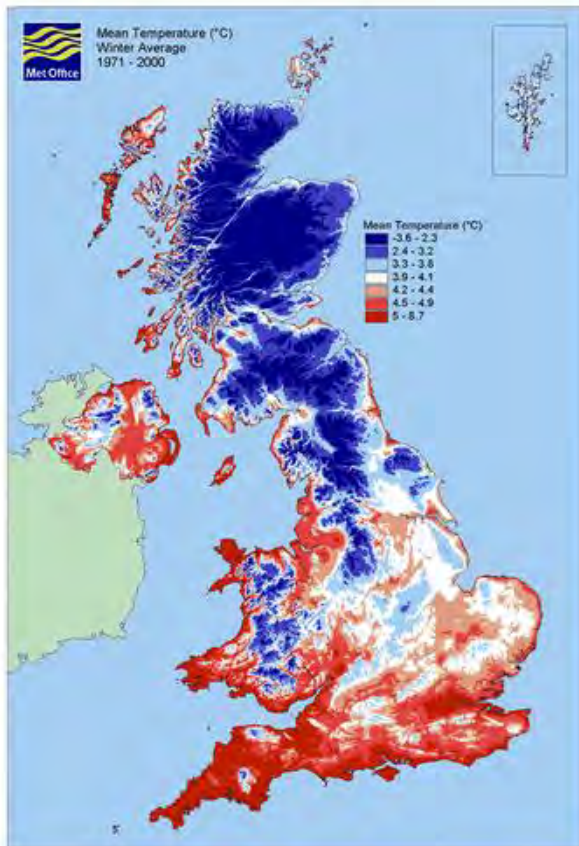
The weather is made up of the following aspects:

- Temperature
- Precipitation, eg rainfall
- Wind speed and direction
- Cloud cover and visibility
- Air pressure
- Humidity (amount of water vapour in the air)
- Sunshine

# Describing Weather patterns

**Could You describe the pattern of weather in the UK?**

**Could You describe the rainfall pattern?**



# The Economy of the UK

## Sectors of Industry

Although there are hundreds of different jobs or occupations, they can all be classified into 4 categories:

Primary



Working with or the extraction of natural resources e.g. Farming, mining or forestry

Secondary



Making things either by manufacturing or construction e.g Nissan Car manufacturing

Tertiary



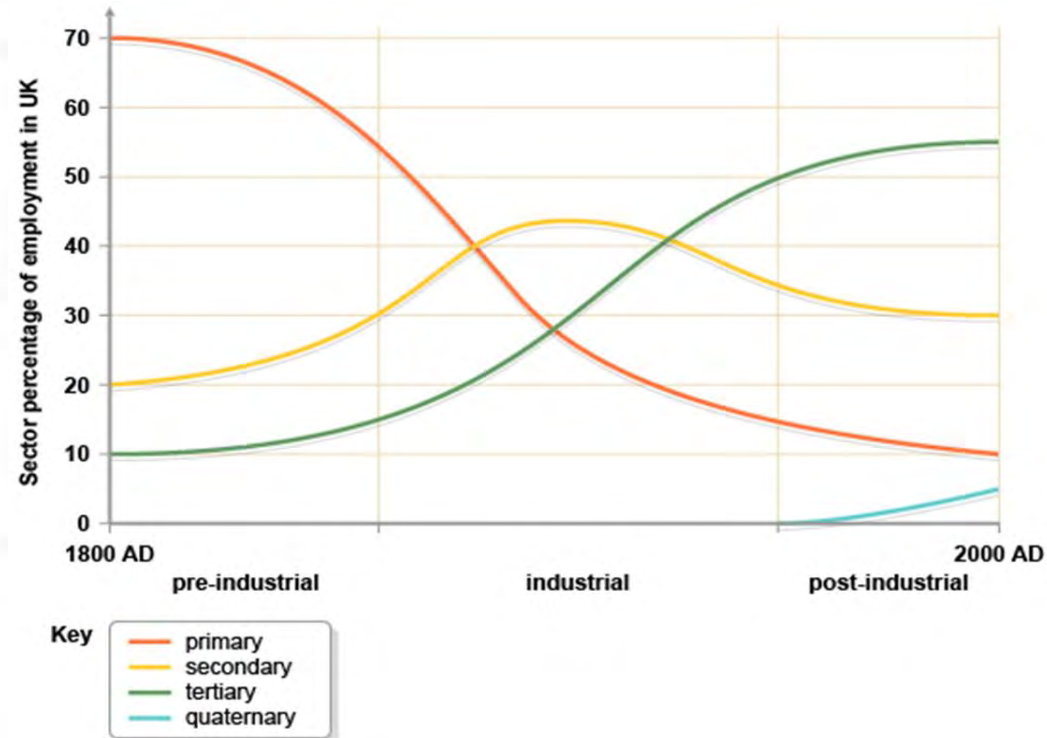
This type of industry provides services. These include commercial services (Shops), Professional (Solicitors), Social (School teacher), entertainment (restaurants), Personal (Hairdressers)

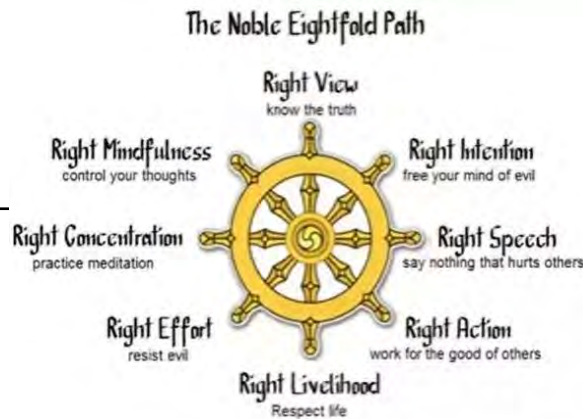
Quaternary



This is a new sector and is linked to ICT and research development (Genetics Researcher)





1. Using the graph below, describe the changes in the UK economy over the period shown. (4)

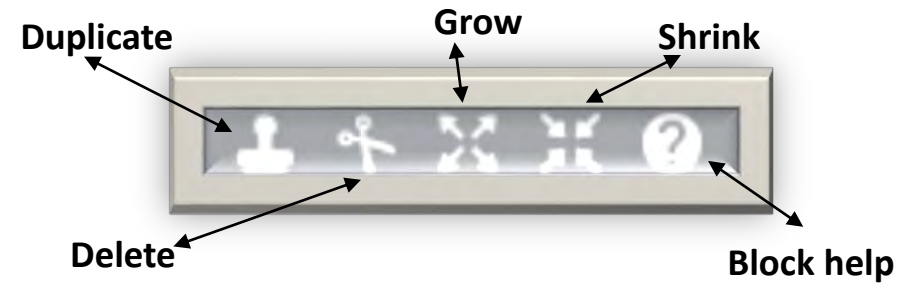


<p><b>WEEK 1</b></p>	<p><b><u>Who is the Buddha</u></b>          To explore how Siddhartha Gautama became the Buddha.          To look at his childhood as a prince.          How he gave up his previous life to become the Buddha and discover his Nirvana.  <a href="http://www.youtube.com/watch?v=1v_aIK_sXNs">http://www.youtube.com/watch?v=1v_aIK_sXNs</a></p>	
<p><b>WEEK 2</b></p>	<p><b><u>The 4 Noble truths</u></b>          To discover and understand one of the key principles and Teaching of Buddhism the 4 noble truths.</p>	 <p>The Noble Eightfold Path</p> <ul style="list-style-type: none"> <li>Right View: know the truth</li> <li>Right Intention: free your mind of evil</li> <li>Right Speech: say nothing that hurts others</li> <li>Right Action: work for the good of others</li> <li>Right Livelihood: Respect life</li> <li>Right Effort: resist evil</li> <li>Right Concentration: practice meditation</li> <li>Right Mindfulness: control your thoughts</li> </ul>
<p><b>WEEK 3</b></p>	<p><i>There is suffering.</i>  <i>Suffering has an origin.</i>  <i>Suffering can cease.</i>  <i>There is a path out of suffering.</i></p>	<p><b><u>The Eightfold Path</u></b>          Pupils to explore the Buddhist teaching of the eightfold path</p>
<p><b>WEEK 4</b></p>	<p><b><u>Meditation</u></b>          To reflect on my own experience of meditation and what benefits there might be to people in the UK.</p>	
<p><b>WEEK 5</b></p>	<p><b><u>Art in Buddhism</u></b>          To understand how the Eight fold path or suffering links to Buddhism and how art is used to help express its meaning          To plan and design a piece of mosaic art work using our understanding of Buddhism</p>	
<p><b>WEEK 6</b></p>	<p><b><u>Assessment</u></b>          Art in Buddhism          To plan and design a piece of mosaic art work using our understanding of Buddhism.</p>	

**I NEED TO KNOW:**

How to create basic computer games using the Scratch programming language. You can practice your work at home by visiting the following website: <https://scratch.mit.edu/>

Scratch terms		
KEY WORD/CONCEPT	DEFINITION/EXPLANATION	EXAMPLE
<b>Sprite</b>	a computer graphic that can be used within a computer game	
<b>Costume</b>	each sprite can have many costumes which displays the sprite in a different way	
<b>Backdrop</b>	this is the main stage area of a game	
<b>Script</b>	each sprite or backdrop can be programmed to do something. This is called a script.	



**I NEED TO KNOW:**

Talking about likes/dislikes; Talking about your survival kit; describing yourself; talking about other people; describing a musician

Mon autoportrait	My self-portrait
les animaux	animals
les araignées	spiders
la capoeira	Brazilian Dance
les chats	cats
les chiens	dogs
le cinéma	cinema
les consoles de jeux	games consoles
la danse	dancing
le foot	football
les gâteaux	cakes
le hard rock	hard rock
l'injustice	injustice
les insectes	insects
les jeux-video	video games
les livres	books
la musique	music
les mangas	mangas
les maths	maths

Mon autoportrait	My self-portrait
les pizzas	pizzas
la poésie	poetry
le racisme	racism
le rap	rap
le reggae	reggae
les reptiles	reptiles
le roller	roller-skating
le rugby	rugby
le skate	skateboarding
les spaghettis	spaghetti
le sport	sport
la tecktonik	tecktonik (dance)
la télé	TV
le tennis	tennis
le théâtre	theatre
les voyages	journeys
la violence	violence

**I NEED TO KNOW:**

Talking about likes/dislikes; Talking about your survival kit; describing yourself; talking about other people; describing a musician

Les opinions	Opinions
j'aime	I like
je n'aime pas	I don't like
Tu aimes...?	Do you like...?
il/elle aime	He/she likes
Oui, j'aime ça	Yes, I like that
Non, je n'aime pas ça	No, I don't like that
Tu es d'accord?	Do you agree?
Je suis d'accord	I agree
Je ne suis pas d'accord	I don't agree
C'est...	It's...
génial	great
cool	cool
bien	good
ennuyeux	boring
nul	rubbish
essentiel	essential
important	important
Ce n'est pas bien	It's not good

Mon Kit de Survie	My survival kit
j'ai	I have
je n'ai pas	I don't have
tu as	you have
il/elle a	He /she has
un appareil-photo	a camera
Une barre de céréales	a cereal bar
un bâton de colle	a glue stick
des chips	crisps
des clés	keys
une clé USB	a memory stick
une gourde	a water bottle
des Kleenex	tissues
des lunettes de soleil	sun glasses
un magazine	a magazine
un miroir	a mirror
un portable	a mobile phone
un porte-monnaie	a purse
des surligneurs fluo	fluorescent highlighters

**I NEED TO KNOW:**

Talking about likes/dislikes; Talking about your survival kit; describing yourself; talking about other people; describing a musician

Les yeux et les cheveux	Eyes and hair
j'ai	I have
tu as	you have
il/elle a	he/she has
mon ami(e) a	my friend has
J'ai les yeux	I have ... eyes
bleus/verts	blue/green
gris/marron	grey/brown
J'ai les cheveux	I have...hair
longs/courts/mi-longs	long/short/mid-length
frisés/raides	curly/straight
blonds/bruns/noirs.roux	blonde/brown/black/red

les musiciens	Musicians
Il/elle joue	he/she plays
de la batterie	the drums
de la guitar	the guitar
Il/elle chante	he/she sings
Il/elle a beaucoup de talent	he she has a lot of talent

Moi et les autres	Me and other people
Je suis	I am
je ne suis pas	I am not
tu es	you are
il/elle s'appelle	he/she is called
il/elle est	he/she is
beau/belle	good-looking
branché(e)	trendy
charmant(e)	charming
cool	cool
curieux/curieuse	curious
de taille moyenne	average height
drôle	funny
généreux/généreuse	generous
gentil(le)	kind
grand(e)	tall
impatient(e)	impatient
intelligent€	intelligent
petit(e)	small
poli(e)	polite





**I NEED TO KNOW:**

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

<p><b>WEEK 1</b></p>	<p>Look at examples of collage art and consider the materials they used . You could make a list or place some examples in your book – with the title 'Art which uses lots of materials'</p>
<p><b>WEEK 2 &amp; 3</b></p>	<p>Look at depictions of musical instruments in art . Make a note of the patterns and shapes. It may help you to look Musical instrument still life paintings</p>
<p><b>WEEK 4 &amp; 5</b></p>	<p>Wider experimentation: Set up a still life at home and take 4 photographs from different angles. Print them off and cut them up . Then put them back together mixing up the angles – inspired by cubism</p>
<p><b>WEEK 6 &amp; 7</b></p>	<p><a href="https://www.youtube.com/watch?v=V15rXg1nJ6w">https://www.youtube.com/watch?v=V15rXg1nJ6w</a> Watch the video on how to produce a cubist still life</p>

THE  
EARTH  
WITHOUT  
ART  
IS  
JUST  
'EH'

Careers Link

**I NEED TO KNOW:**

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KEY WORD/CONCEPT	DEFINITION
<b>George Braque Pablo Picasso</b>	Artists associated with cubism art style
<b>Cubism</b>	<b>Collage</b> (from the French: coller, "to glue"; French pronunciation: is a technique of an <b>art</b> production, primarily used in the visual <b>arts</b> , where the <b>artwork</b> is made from an assemblage of different forms, thus creating a new whole piece of work.
<b>Layer</b>	A level of material, such as a type of Paint , that is different from the material above or below it e.g the paint is layered on the paper and then worked on top of with a secondary layer of pencil colours
<b>Mix media</b>	mixed media is an artwork in which more than one medium or material has been employed. Assemblages and collages are two common examples of art using different medias that will make use of different materials including cloth, paper, and/or wood.
<b>Design</b>	A plan or drawing produced to show the look and function of something , or other object before it is made.
<b>Mono chrome</b>	Using only black, white, and grey in a piece of work . You could also use a limited pallet such as sepia ( browns)
<b>Recreate</b>	To <i>recreate</i> means to give new life to something, to redo, or remake it. To take something and produce it again either as accurately as possible or with your own style

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills beforehand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your skills in the 4 assessment objective areas – research, observe, experiment and present.

KEY WORDS	
<b>SHAPE</b>	An element of art that is two-dimensional, flat, or limited to height and width.
<b>FORM</b>	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
<b>SCALE</b>	The relative size of something.
<b>PROPORTION</b>	Ensuring the correct size of objects/things in a picture in comparison to each other.
<b>COMPOSITION</b>	In the visual arts, composition is the placement or arrangement of visual elements or ingredients in a work of art.
<b>CREATIVITY</b>	The use of imagination or original ideas.
<b>PATTERN</b>	A repeating unit of shape or form.
<b>TOPE</b>	The visual element of tone defines the lightness or darkness of a colour.
<b>BACKGROUND</b>	The part of a scene or picture that is farthest from the viewer.
<b>FOREGROUND</b>	The portion of a scene nearest to the viewer.
<b>TEXTURE</b>	The visual "feel" of a two-dimensional work.

LESSON	PREPARATION TASK & HELPFUL LINKS
<b>1 &amp; 2</b>	Read the poem the 'Jabberwocky' <a href="http://goo.gl/hMUZ">goo.gl/hMUZ</a>
<b>3 &amp; 4</b>	Have a look how different artists have drawn the 'Jabberwocky'. <a href="http://goo.gl/v2jjF4">goo.gl/v2jjF4</a>
<b>5 &amp; 6</b>	Practise drawing surface textures for creatures e.g. scales, fur. <a href="http://goo.gl/UWbWzK">goo.gl/UWbWzK</a> <a href="http://goo.gl/eBuEwT">goo.gl/eBuEwT</a>
<b>7 &amp; 8</b>	Look at body proportions for drawing characters. <a href="http://goo.gl/hm7XEc">goo.gl/hm7XEc</a>
<b>9 &amp; 10</b>	Look at woodland and tree drawings. <a href="http://goo.gl/R89LSy">goo.gl/R89LSy</a>
<b>11 &amp; 12</b>	Research castle drawings for the final scene. <a href="http://goo.gl/J2SYHm">goo.gl/J2SYHm</a>



**TO BE CREATIVE,  
LOSE THE FEAR OF  
BEING WRONG.**


**I NEED TO KNOW:**

HOW TO USE MY VOICE IN DIFFERENT WAYS IN ORDER TO CREATE A SOUND. I WILL NEED TO KNOW HOW TO BEATBOX, RAPE, HUM, SING AND BUZZ WITH MY VOICE BOX. I WILL ALSO NEED TO KNOW HOW TO WORK SUCCESSFULLY IN A GROUP TO CREATE MUSIC.

<b>WEEK 1</b>	<p><b><u>EXPLORING BEATBOXING</u></b></p> <p>In the lesson we will be looking at how to beatbox and the different ways that you can use your voice to create <b>percussive</b> sounds. Research into the different ways the voice can be used and come up with a way to remember this through flashcards, a poster, a leaflet or any other way that can help you remember.</p>
<b>WEEK 2</b>	<p><b><u>EXPLORING GROUP SINGING</u></b></p> <p>In the lesson we will be exploring singing as a group in this lessons and how to sing together. Research into the different types of ensembles (groups) that there are in music. You can write these down, draw them, create posters/leaflets/flashcards to help you remember.</p>
<b>WEEK 3</b>	<p><b><u>EXPLORING MICROPHONES</u></b></p> <p>During this lesson we will be learning about microphones, their invention, and why/how they are used. Look into the different types of microphones there are, and why they are used in different ways? Can you find anything about how each microphone picks up sound?</p>
<b>WEEK 4</b>	<p><b><u>EXPLORING LYRICS</u></b></p> <p>During this lesson we will working on ensuring that we remember lyrics. Make sure that you practice the songs sert to you in lesson.</p>
<b>WEEK 5</b>	<p><b><u>EXPLORING A CAPELLA SINGING</u></b></p> <p>This lesson you will be looking at how to sing without music – it sounds easy, but it takes a lot of listening to make sure you’re singing the right key and that you are in time with your friends. Have a look at some famous a capella songs, what makes them good?</p>
<b>WEEK 6</b>	<p><b><u>EXPLORING REHEARSAL</u></b></p> <p>This lesson will be focussed on making sure that our final performance both in class and at the Concert are great. Work on your rehearsals at home to make sure that you feel confident, will sound loud and remember all of your lyrics.</p>

**I NEED TO KNOW:**

HOW TO USE MY VOICE IN DIFFERENT WAYS IN ORDER TO CREATE A SOUND. I WILL NEED TO KNOW HOW TO BEATBOX, RAPE, HUM, SING AND BUZZ WITH MY VOICE BOX. I WILL ALSO NEED TO KNOW HOW TO WORK SUCCESSFULLY IN A GROUP TO CREATE MUSIC.

CONCEPT OR DIAGRAM
<p><b>P                      K    TSS or T</b></p>  <p>Here is a reminder of the beatboxing sounds that you will need that mimic a drum kit.</p> <p>Try to remember to just pronounce the syllable, and not a word (e.g. 'p' instead of 'puh').</p>

KEY WORD/CONCEPT	DEFINITION
<b>VOCALS</b>	THIS IS THE TERM TO DESCRIBE SINGING IN A SONG.
<b>BEATBOXING</b>	THESE ARE THE BEATS IN THE MUSIC. DIFFERENT RHYTHMS CAN BE SLOW OR QUICK.
<b>ENSEMBLE</b>	SOUND IS HOW OUR EARS INTERPRET VIBRATIONS IN THE AIR.
<b>A CAPPELLA</b>	THIS DESCRIBES MUSIC THAT HAS NO ACCOMPANIMENT AND IS JUST SINGING.
<b>DYNAMICS</b>	THIS WORD DESCRIBES THE VOLUME AND LOUDNESS OF THE MUSIC.
<b>ROUND</b>	A SONG THAT HAS MULTIPLE PARTS, WHERE ONE PART REPEATS OVER ANOTHER (E.G. LONDON'S BURNING).
<b>SYLLABLE</b>	A UNIT OF SOUND THAT FORMS PART OF A WORD.

**I NEED TO KNOW:**

An exploration of how actors communicated without sound.

<p><b>WEEK 1 &amp; 2</b></p>	<p><b>Think how someone could communicate if they were not able to be heard?! History of film: <a href="http://goo.gl/SUAF8z">goo.gl/SUAF8z</a></b></p>
<p><b>WEEK 3 &amp; 4</b></p>	<p><b>How can you 'fool' your audience? Charlie Chaplin (look at how he communicates with his face, body and gestures) <a href="https://youtu.be/mpjEyBKSfJQ">https://youtu.be/mpjEyBKSfJQ</a></b></p>
<p><b>WEEK 5 &amp; 6</b></p>	<p><b>How can you tell a story in silence? Trying to communicate in a non-verbal way: <a href="https://youtu.be/0clo0PkBs2c">https://youtu.be/0clo0PkBs2c</a></b></p>

**I NEED TO KNOW:**

An exploration of how actors communicated without sound.

**DEFINITION/EXPLANATION**



**Silent Movies:** A silent movie is a film without any recorded sound so the actors use exaggerated facial expressions, gestures, music and title cards to tell the dialogue and story. When films were first made in the 1890s to 1920s the technology was not available to record sound as well. It wasn't until 1927 that 'talkies' became popular.

**KEY WORD/CONCEPT**

**DEFINITION/EXPLANATION**

**TALKIES**

*When sound was able to be broadcast in silent movies (1927) they called them 'Talkies' because the actors could finally talk.*

**EXAGGERATE**

*Make a movement more obvious by doing it bigger than normal or finding a way to draw more attention to it.*

**GESTURE**

*A movement of part of the body, especially a hand or the head, to express an idea or meaning.*

**SLAPSTICK**

*Clever techniques that make it look like people are fighting, but they involve little or no contact!*

**MIME**

*Acting techniques that make the audience believe that invisible objects are in fact real.*

**CHARADES**

*A game where someone has to get the other players to guess the title of a film/book by communicating silently. For example whether it's a book or film, how many words, if it sounds like something etc.*



**I NEED TO KNOW:**

An exploration of various dance styles from around the global you will learn new movements , ways of working and have a better appreciation of different cultures.




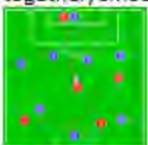
<p><b>WEEK 1 &amp; 2</b></p>	<p><u><b>Rock n Roll</b></u> In the lesson we'll be looking at the importance of exercise for your body and your mind. You will be introduced to Rock n roll, learning new movements, watching video clips and creating your own movement material in small groups. You will development movement material by using a range of choreographic devices.</p>
<p><b>WEEK 3 &amp; 4</b></p>	<p><u><b>Perform and appreciate</b></u> Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop</p>
<p><b>WEEK 5 &amp; 6</b></p>	<p><u><b>African</b></u> Appreciate and understand the origins and characteristics of African Dance Use African Dance as a stimulus to create a duet and apply the characteristics of African dancing within your choreography. Perform your piece to another group and provide feedback using dance terminology</p>







**I NEED TO KNOW:**




These key dance words are used in most dance lessons and you will need to be able to use them when reflecting on your own and on others work.

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
<b>Unison</b>	<i>Performing the same movement at the same time</i>
<b>Canon</b>	<i>Performing movements one after another</i>
<b>Mirroring</b>	<i>Performing movements opposite to a partner</i>
<b>Contact</b>	<i>Supporting or lifting another dancer or object</i>
<b>Action</b>	<i>Key movements</i>
<b>Space</b>	<i>Movement performed on the stage</i>
<b>Dynamics</b>	<i>How the movement is performed</i>
<b>Relationships</b>	<i>Dancing with others</i>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
<b>Levels</b>	<i>Example- laying, sitting, standing, jumping</i>
<b>Transitions</b>	<i>The link between movements</i>
<b>Formations</b>	<i>Positions dancers are placed on stage</i>
<b>Repetition</b>	<i>Movements can be repeated more than once</i>
<b>Perform</b>	<i>Perform in front of others</i>
<b>Appreciation</b>	<i>Recognising effort and progression</i>
<b>Expressive skills</b>	<i>skills required when performing</i>
<b>Technical skills</b>	<i>Skills required to be a dancer</i>

	Lesson focus	Performance	Coaching	Knowledge
1	<p><b>Movement with the ball – Dribbling, Receiving &amp; Turning</b></p> <p>To be able to perform the basic dribbling movements with control. To be able to outwit opponents with the use of these techniques. To be able to perform skills in a small sided game making decisions about how best to advance on opposition territory.</p>		<p><b>I can explain dribbling technique.</b></p> <ul style="list-style-type: none"> <li>Use your arms.</li> </ul> <p>When you dribble with speed move your arms as you would when you sprint without the ball. ...</p> <ul style="list-style-type: none"> <li>Stay in an athletic position.</li> </ul> <p>An athletic position will help you remain balanced. ...</p> <ul style="list-style-type: none"> <li>Use the front of your feet. ...</li> <li>Use your place foot correctly. ...</li> <li>Raise up your knee</li> </ul> <p><b>When and why do you dribble:</b> Dribbling means travelling with the ball.</p> <p>Dribbling is most often used in offensive situations. One player keeps control of the ball and, as long as he does so, he has control of the game. He uses his agility to set up passes and buy time for his teammates to position themselves for attack. He must fend off tackles, plan his movements, and keep an eye firmly on the rest of the field.</p>	<p><b>I can explain the three stages of warming up and why they are important</b></p> <p><b>Stage 1- Light running/jogging</b></p> <ul style="list-style-type: none"> <li>Increases heart rate</li> <li>Increases blood flow to muscles</li> <li>Raises body temperature.</li> </ul> <p><b>Stage 2- Stretches</b></p> <ul style="list-style-type: none"> <li>Allows easier movement.</li> <li>Increases joint flexibility</li> <li>Stretches the muscles.</li> </ul> <p><b>Stage 3- Practice activities.</b></p> <ul style="list-style-type: none"> <li>Warms up specific parts of the body that will be used in the activity</li> </ul>
2	<p><b>Passing and movement off the ball.</b></p> <p>To be able to replicate passes in a space with changing environment. To understand the importance of width and playing into space in order to attack and outwit opponents. To identify the type of information you might provide team mates when off the ball.</p>	<p><b>I know the basic technique of short passing in football</b>  <a href="http://news.bbc.co.uk/sport1/hi/football/skills/4189008.stm">http://news.bbc.co.uk/sport1/hi/football/skills/4189008.stm</a></p> <p><b>Short passing</b></p>  <p><b>Passing quickly gets the ball upfield and reduces the risk of giving away possession.</b></p>	<p><b>I can explain the key techniques of the short pass &amp; why we use it.</b></p> <p>The <b>sidefoot</b> (inside of the foot) provides the greatest accuracy for passing. &gt;difficult to generate power /easy for opponent to see where you are intending pass the ball / best to use this skill just for short passes.</p> <p>1: approach ball at an angle of about 30 degrees to give room to swing kicking leg through. Non-kicking foot close to the side of the ball, use arms for balance, keep your head still, eyes on the ball.</p> <p>2: Keeping ankle firm, bring kicking foot through and strike centre of the ball (to it on the ground) with side of the foot. Looking to keep the ball low so control is easy.</p> <p>3: Weight you put on the pass is also critical. Follow through with the kicking leg increase power. Weight of the pass will depend on how far away your team-mat and opposition players are.</p>	<p><b>I can name the main muscles in the leg.</b></p> 
3	<p><b>Passing Variations</b></p> <p>To be able to accurately replicate the core skills of passing and receiving. To understand the type of pass needed and when. To be able to outwit opponents with a variety of passes in a competitive small sided game.</p>	<p><b>I can explain the different types of passes</b></p>	<p><b>I can explain the offside rule</b></p> <p><b>Rule: Offside</b></p> <p><b>Offside</b> is one of the laws of association football, codified in Law 11 of the <b>Laws of the Game</b>. The law states that a player is in an <b>offside position</b>, when he receives the ball which is played by a teammate, actively involved in the play. A player is in an offside position if any of their body parts with which they can touch the ball during any other part of the play is in the opponents' half of the pitch and closer to the opponents' goal line than both the ball and the second-to-last opponent (usually, but not necessarily always, the last defensive player in front of the goalkeeper).</p>	<p><b>I can define two components of fitness.</b></p> <p><b>Balance:</b> maintaining the <u>centre</u> of the mass of the base of support. Balances can be static or dynamic.</p> <p><b>Co-ordination:</b> the ability to use two or more different parts of the body together, smoothly and efficiently.</p> 

<p>4</p> <p><b>Shooting</b> To demonstrate a controlled shooting motion on a goal. To develop an understanding of how to create space to shoot. To understand how to adjust shot selection based on opponents positioning &amp; environment.</p>	<p><b>I can explain the basic technique points of shooting.</b></p> <p>Watch clip: <a href="https://www.youtube.com/watch?v=wGUXLyYXvzU">https://www.youtube.com/watch?v=wGUXLyYXvzU</a></p> 	<p><b>I can explain the different types of shooting techniques and when to use them</b></p> <p><a href="http://the-soccer-essentials.com/2010/05/soccer-shooting-skills-different-shooting-techniques/">http://the-soccer-essentials.com/2010/05/soccer-shooting-skills-different-shooting-techniques/</a></p>	<p><b>I can demonstrate 2 static stretches</b></p> 								
<p>5</p> <p><b>Attack/outwitting an opponents</b> To develop a knowledge of how to outwit an opponent using the core football skills. To understand and appreciate the need to make decisions about skill choice. To begin to refine ideas as a team when unsuccessful.</p>	<p><b>I know the different formations and tactics to benefit a game.</b></p> 	<p><b>I can explain the BASIC fa rules &amp; understand fundamental tactics and strategy</b></p> <p><b>Laws of the game &amp; FA rules:</b> <a href="http://www.thefa.com/football-rules-governance/lawsandrules/laws/football-11-11/law-12--fouls-and-misconduct">http://www.thefa.com/football-rules-governance/lawsandrules/laws/football-11-11/law-12--fouls-and-misconduct</a></p> <p><b>Football formations explained:</b> <a href="http://news.bbc.co.uk/sport1/hi/football/rules_and_equipment/4197518.stm">http://news.bbc.co.uk/sport1/hi/football/rules_and_equipment/4197518.stm</a></p> <p><b>Football tactics:</b> <a href="http://www.talkfootball.co.uk/guides/football_tactics.html">http://www.talkfootball.co.uk/guides/football_tactics.html</a></p>	<p><b>I can define two further components of fitness.</b></p> <p><b>Agility</b> – The ability to change direction quickly, at speed, whilst remaining in control.</p> <p><b>Speed</b>- The maximum rate in which an individual is able to perform a movement or cover a set distance</p>								
<p>6</p> <p><b>Attack/outwitting an opponents</b> To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. To be able to perform basic defensive skills to stop opponents from advancing. To identify strengths and weaknesses when playing small sided games and adapt strategies where necessary.</p>	<p><b>I can demonstrate the ability to perform within different roles</b></p> <table border="1" data-bbox="352 935 839 1228"> <thead> <tr> <th>Role</th> <th>Skills gained</th> </tr> </thead> <tbody> <tr> <td>Performer</td> <td>Maximize potential.</td> </tr> <tr> <td>Official</td> <td>Improve your knowledge of the rules. Can still contribute when unable to play.</td> </tr> <tr> <td>Coach</td> <td>Improved self-confidence, develop communication skills.</td> </tr> </tbody> </table>	Role	Skills gained	Performer	Maximize potential.	Official	Improve your knowledge of the rules. Can still contribute when unable to play.	Coach	Improved self-confidence, develop communication skills.	<p><b>I can understand, use and explain these key words effectively:</b></p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li>▪ Flexion</li> <li>▪ Extension</li> <li>▪ Aerobic Exercise</li> <li>▪ Lactic Acid</li> <li>▪ Agility</li> <li>▪ Cardio Vascular Endurance</li> <li>▪ Co-Ordination</li> <li>▪ Dehydration</li> <li>▪ Etiquette</li> <li>▪ Fitness</li> </ul> <div style="border: 1px solid black; padding: 5px; width: 150px;"> <ul style="list-style-type: none"> <li>▪ Attack</li> <li>▪ Defence.</li> <li>▪ pressing,</li> <li>▪ formation,</li> <li>▪ finding &amp; using space,</li> <li>▪ changing speed,</li> <li>▪ being direct,</li> <li>▪ marking,</li> </ul> </div> </div> <p>Scan these QR codes for information</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>Dribbling</p> </div> <div style="text-align: center;">  <p>Passing and Angles</p> </div> <div style="text-align: center;">  <p>Small Sided Games</p> </div> </div>	<p><b>I can give examples of where reaction time, balance, speed, agility and Cardio Vascular endurance are shown within football</b></p> <p>For example: When playing football, you will be need to move and change direction quickly, at speed, while maintaining control in a number of attacking and defensive situations, e.g dribbling the ball to evade an opponent and to receive a pass by getting away from a marker. (Agility)</p>
Role	Skills gained										
Performer	Maximize potential.										
Official	Improve your knowledge of the rules. Can still contribute when unable to play.										
Coach	Improved self-confidence, develop communication skills.										

	Lesson focus	Performance	Coaching	Knowledge
1	<p><b>Introduce the grip and ready position and 3 main court lines</b></p> <p><b>BRONZE:</b> I am able to demonstrate &amp; use the correct grip and ready position. To understand the different lines and areas on the court and be able to move around between them quickly.</p> <p><b>SILVER:</b> I am able to recognise the flight of the shuttle and to be able to contact the shuttle with the face of the racket.</p> <p><b>GOLD:</b> I can begin to outwit opponents with movement of the shuttle by placing the shuttle in the spaces.</p>	<p><b>I can name the court lines</b>  <b>Hold my racquet correctly and be in the ready position</b></p>   	<p><b>I can explain how to score a point in badminton</b></p> <p>To score a point in badminton the shuttle must land within the court lines on the opponent's side.</p> <p>If the shuttle lands outside of the court lines the point goes to the other player.</p>	<p><b>I can name the main joints in the arm and type</b></p> <p>Shoulder – Ball and Socket Joint  Elbow – Hinge Joint  Wrist – Condyloid Joint</p> <p>The main joint is the shoulder as this allows the greatest degree of range of movement and helps to create power.</p>

### Low serve

**BRONZE:** I am able to demonstrate the low serve and aim for the shuttle to land just past the service line. I understand court markings and basic scoring, i.e. winning points and gaining serve

**SILVER:** I am able to use the low serve under pressure in a match situation with the shuttle landing the correct side of the service line.  
**GOLD:** I know when to use the low serve to outwit my opponent with success.

### I know how to set myself up and action the low serve



- Racquet foot forward
- Elbow high on racquet arm
- Hold shuttle by the feather with the head close to the racquet.
- Push the shuttle with the face of the racquet.
- The shuttle should just skim the top of the net and land behind the opponent service line

### I can explain the rules relating to the low serve

The racquet must be below hip height.

The shuttle should land just past the service line.

I cannot move my feet when serving.

Mostly used in doubles



### I can name and locate the deltoids and pectorals



### Overhead clear

**BRONZE:** I can perform and replicate overhead clear with control and accuracy (and power). I understand court markings and basic scoring, i.e. winning points and gaining serve

**SILVER:** I can outwit an opponent by controlling the placement of the shot, in a small sided game implementing basic strategies and tactics

**GOLD:** I can use a combination of shots to create space to attack and score points

### I can perform the overhead clear



- Turn body sideways
- Bring racquet back (as scratching your back)
- Point with non-racket hand towards flight path of shuttle.
- Make contact on high arc of shuttle.
- Transfer weight forward and follow through with racquet

### I can explain when I would use a overhead clear in a match situation

An overhead clear is used to move the opponent to the back of the court, and create space in the front section

### I can explain dynamic balance and understand why it is important during badminton

A dynamic balance is performed when movement takes place.

Dynamic balance can help improve your coordination and ability to react to sudden changes of direction. This is important for badminton as you are constantly having to move around the court to return shots.

### Underarm Clear

**BRONZE:** I can perform and replicate underarm clear with control and accuracy and I understand when to use overhead/underarm clear

**SILVER:** I can outwit an opponent using a combination of shots to open up spaces in order to attack and score points.

**GOLD:** I understand and can use basic scoring for either double or singles, i.e. service sides.

### I can perform the underarm clear



- Lunge forward with racquet leg
- Make contact with the shuttle when it is in front of you
- Follow through with your swing for a high shot

### I can explain scoring when serving and which lines apply

When serving the shuttle must land in the service boxes diagonally across from you.

If the shuttle lands in the service box you win the point.

If the shuttle lands in front of the service line the points goes to your opponent and they win the serve.

When playing singles you play to front service line, inside service line and back boundary line (Long and Thin - Red line)

When playing doubles you play to front service line, outside side line and inside back boundary line. (Short and Fat – Yellow line)



### I can define two components of fitness.

**Co-ordination** – The ability to use two or more different parts of the body together, smoothly and efficiently.

**Muscular endurance** – The ability of a muscular group or muscle to undergo repeated contractions, avoiding fatigue.

Fatigue means to get tired.



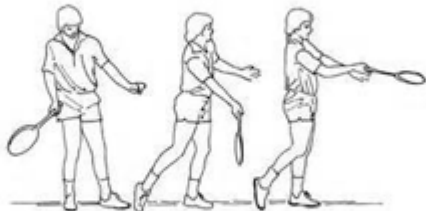
### High serve

**BRONZE:** I am able to demonstrate the low serve and aim for the shuttle to land just past the service line. I understand court markings and basic scoring. i.e. winning points and gaining serve

**SILVER:** I am able to use the low serve under pressure in a match situation with the shuttle landing the correct side of the service line.

**GOLD:** I know when to use the low serve to outwit my opponent with success.

### I can perform a high serve and when to use in a match



- Standing side on
- Non-racquet leg forward
- Racquet behind swing forward
- Drop shuttle and make contact just in front of you
- Follow through with racquet

Remember – **DROP, WAIT, HIT**  
Aim for ceiling not back line

### My tactical knowledge and understanding enables me to explain which serve to use in a match

**Low serve:** Aim to hit the shuttle so it just clears the net and lands as close to the service line as possible. Keeping the shuttle low and short will make it very difficult for an opponent to hit an attacking return.

**High serve:** Aim is to send the shuttle high and long and make it drop as close to the furthest back line as possible. This will make it very difficult for an opponent to hit an effective return

### I can link the two components of fitness to badminton, Co-ordination and Muscular Endurance.

I need co-ordination during a badminton match as I am using my hands, feet, legs and arms, head and trunk. Hand eye co-ordination is also key when playing shots.

Muscular endurance is need for the repeated contractions that take place in the arms as you play shots and the legs are you move and lunge around the court.

### Defending/positional awareness

**BRONZE:** I can describe the difference in doubles court markings and I can work with my partner to outwit our opponents  
**SILVER:** I can make decisions about choice of strategy depending on whether I am attacking or defending.  
**GOLD:** I am able to assess & evaluate my own performance, identifying strengths and areas for improvement

### I can demonstrate the ability to perform within different roles

Role	Skills gained
<b>Performer</b>	Maximize potential.
<b>Official</b>	Improve your knowledge of the rules. Can still contribute when unable to play.
<b>Coach</b>	Improved self-confidence, develop communication skills and provide quality feedback to players.

### My tactical knowledge and understanding enables me to explain court positioning during double match

#### Attacking Doubles



#### Defending Doubles



### I can explain the importance of a cool down after physical activity

- To prevent injury
- To reduce the heart rate back to resting
- To reduce breathing rate back to normal
- Lengthening and relaxing the muscles through stretching

Teacher **Mr Langdon**

Period(s) Taught

Thurs 4

No. of lessons

12

### What you will need to know

- You will need to know how to measure in millimetres
- You will need know how to divide lines equally without measuring
- You will need to be able to mark out a finger joint
- You will need to know how to cut out a finger joint
- You will need to know how to make a rectangular box with a base
- You will need to know how to finish pine and apply a coat of linseed oil.
- You will need to know how to make a template for a lid.
- You will need to know how to use 2D design

MATERIAL	DEFINITION
Pine	A light coloured softwood with an attractive grain that come from an evergreen tree
Hardboard	Thin board made from wood pulp that is used on the bottom of boxes, drawers and the back of cupboards
Medium Density Fibreboard (MDF)	Board also made from wood pulp than can be thin but also come in a wide variety of other thicknesses
Acrylic	A thermoplastic used for the lid of our boxes
PVA	The best glue to use when gluing wood to wood.



Rule

Fret saw

Tenon Saw

Try Square

Bench Hook



Disk Sander

MACHINERY	DESCRIPTION
Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Laser cutter	A machine that uses a laser to cut and engrave onto materials

PROJECT STRUCTURE	KEY STAGES IN ORDER
Design Brief	Outline of the project you are about to do
Research	Finding out accurate measurements for your chosen phone
Manufacture	Making your product
Evaluation	What worked well and even better if .....

KEY WORD	DEFINITION
Millimetres	A small unit of measurement which enables you to be very accurate
Measurements	A distance between two points
Try square	A tool used to mark a right angle
Coping saw	A saw with a thin blade that allows you to cut curves
Tenon saw	A saw with a thick blade which allows you to cut straight lines
Bench hook	A support that fixes into a vice to help you hold work when cutting
Vice	A clamp fixed to a bench

HEALTH & SAFETY REGULATION	REASON
Only use a machine once you have been shown how to use it safely	You are more likely to injure yourself if you do not know how to use it safely
Always wear goggles on machines	This will prevent debris going into your eyes
Tie any long hair up	This will prevent it getting caught in a machine
Wear an apron	This will keep you safe and your uniform clean
Never run or be silly in the workshop	This will help keep you and others safe
Carry tools carefully	This will help keep you and others safe
Listen carefully to the teacher and follow exact instruction	So you know how to behave safely and use the equipment safely
Be aware of the emergency stop buttons	So you know how to use them in an emergency

Teacher

Mrs Kyte

Time Taught

Weeks in Unit

## Key Learning Objectives

### By the end of this unit you will:

- Make a number of crafting activities like a paper pin wheel and origami
- Know how to use a range of drawing tools in TechSoft 2D Design
- Understand how to draw and make the net of a cube
- Be able to shade and render using coloured pencils
- Understand and make different techniques for pop-up cards
- Know how to score and cut card with accuracy
- Have an awareness of a variety of decorative graphical materials such as holographic card

MATERIAL	DEFINITION
Vinyl	Sticky backed coloured plastic
Low tack tape	Low adhesive tape for application of vinyl text/images
Coloured paper	Material up to a thickness of 100 microns
Coloured card	Material over a thickness of 100 microns
Double-sided tape	Tape that has adhesive on both sides
Pearlescent paper	Paper with a high sheen to it



Computer

Paper Sizes	
A2	A1
A4	A3
A5	



TechSoft 2D Design

Master Sheet



Pin Wheel



Laser Cutter



Chatterbox



Scissors

PROJECT STRUCTURE	KEY STAGES IN ORDER
Design Brief	Outline of the project you are about to do
Research	Finding out about your design brief to enable you to design better
Design Ideas	Ideas based on your research - at least three ideas
Development	Making your best idea more detailed
Manufacture	Making your product
Evaluation	What you did well or not so well, and how you could improve

MACHINERY	DESCRIPTION
TechSoft 2D	Computer software
Laser cutter	CAD/CAM machine which uses laser to accurately cut material

KEY WORD	DEFINITION
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
Master sheet	TechSoft 2D Design file to use as template
Dimensions	Measurements given to an object
Micron	Measurement of paper thickness. 1/1000 of a millimetre.
Origami	The Japanese art of paper folding

HEALTH & SAFETY REGULATION	REASON
Stop working & listen when instructed	Important for safety of all
Do not run in workshop	You could cause injury to yourself or others
Be careful when using scissors	You could cut yourself
Put bags in lockers	Trip hazard avoided
Follow instructions in laser workshop	Workshop environment has many hazards
Use scissors carefully	To avoid cuts to yourself and others

Teacher Mrs Kyte

Periods Taught

Mon 4 or Wed 2

Weeks in Unit

17

LESS	CONTENT	LINK
1	Hygiene & food rules DEMO Fruit salad Equipment & environment	SKILL— KNIFE SAFETY & SEGMENTING FRUIT & OPENING A CAN
2	<b>PRACT</b> Fruit salad <b>Eval</b>	LINK— <a href="http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit">http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit</a>
3	DEMO Spag bol	SKILL— CHOPPING VEGETABLES
4	<b>PRACTICAL</b> Spag bol <b>Eval</b>	LINK— <a href="http://www.bbc.co.uk/food/techniques/chopping_vegetables">http://www.bbc.co.uk/food/techniques/chopping_vegetables</a>
5	DEMO Fruit Crumble	SKILL—RUBBING IN
6	<b>PRACTICAL</b> Fruit Cr. <b>Eval</b>	LINK— <a href="http://www.bbc.co.uk/food/techniques/rubbing_in">www.bbc.co.uk/food/techniques/rubbing_in</a>
7	EAT WELL THEORY	
8	DEMO Cheese & tom tarts	SKILL—ROLLING OUT PASTRY
9	<b>PRACTICAL</b> Tarts <b>Eval</b>	LINK— <a href="http://www.bbc.co.uk/food/techniques/rolling_pastry">http://www.bbc.co.uk/food/techniques/rolling_pastry</a> LINK—EGG WASH <a href="http://www.bbc.co.uk/food/techniques/egg_wash">http://www.bbc.co.uk/food/techniques/egg_wash</a>
10	DEMO Shortbread biscuits	SKILL—USING A CUTTER
11	<b>PRACTICAL</b> Biscuits <b>Eval</b>	LINK— <a href="http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents">http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents</a>
12	DEMO Pasta Salad	SKILL—USING HOB SAFELY & COOKING PASTA WELL
13	<b>PRACTICAL</b> Pasta Salad	LINK— <a href="http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta">http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta</a>
14	DEMO muffins	SKILL—ALL IN ONE METHOD & GRATING
15	<b>PRACTICAL</b> Muffins <b>Eval</b>	LINK— <a href="http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked">http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked</a>
16	MEAL & MENU DESIGN	
17	FINAL EVAL/QUIZ	



KEY WORD	DEFINITION
Cutter	Shape used to cut pastry
Bacteria	Good hygiene prevents spread of
Rubbing in	Combining flour and butter/marg
Nutrition	Science of food substances
Eat well plate	Proportion of food types that provide a healthy diet
5 a day	Five portions of fruit/veg daily
ml	Millilitres—measurement of liquid
1oz/25gm	Ounces—measurement of weight

MACHINERY	DESCRIPTION
Hand blender	Hand held machine to mix ingredients together until fine consistency achieved
Food processor	Work top machine used to chop, mix, blend, whisk ingredients quicker than by hand
Oven	Top or main oven used to cook food
Grill	Heated element used to cook/brown food

HEALTH & SAFETY REGULATION REASON	
Stop working & listen when instructed	Important for safety of all
Do not run in food room	You could cause injury to yourself or others
Be careful when using knives	You could cut yourself or others badly
Be careful of hot items (oven, pans)	To avoid getting burnt
Apply good food hygiene when cooking	To avoid food poisoning
Put bags in locker	Trip hazard avoided


<b>Lessons 1 and 2</b>	<b>We are hand sewing</b>
Preparation	Watch <a href="https://bit.ly/2fCSQBx">https://bit.ly/2fCSQBx</a> and <a href="https://bit.ly/2LVIcnn">https://bit.ly/2LVIcnn</a>
Key Words	Threading a needle
	Running stitch
	Tying a knot
	Finishing off a stitch
	Weaving stitch
	Cross stitch

<b>Lessons 6 and 7</b>	<b>We are looking at how fabrics are made</b>
Preparation	Watch <a href="https://bit.ly/2ABeSxR">https://bit.ly/2ABeSxR</a>
Key Words	knitted
	woven
	warp
	weft
	loom
	spindle

Watch <https://bit.ly/1SJGyCA>  
Blanket stitch



<b>Lesson 3 and 4</b>	<b>We are thinking about where we find textiles</b>
Preparation	Look around your home. Where can you see textiles in use? Collect pictures of textiles in use in the world.
Key Words	Domestic (in the home)
	Medical
	Sports
	Bullet proof
	Fire fighting
	Motor vehicle
	Astronauts



<b>Lessons 7, 8 and 9</b>	<b>Weaving</b>
Preparation	Look at your jeans, hoodie, socks and a towel. Which are woven? Which are knitted?
Key Words	yarn
	bias
	shuttle
	frame
	weaving
	knitting

<b>Lesson 5</b>	<b>We are looking at the in different fabrics</b>
Preparation Watch <a href="https://bit.ly/2Ryipa1">https://bit.ly/2Ryipa1</a>	Describe the surface of your jeans, your shoes, a jumper and your school coat or blazer. What is an adjective?
Key Words	adjectives, silky, smooth, woven, knitted, rough, stretchy, fluffy, warm, shiny.

<b>Lesson 10</b>	
Preparation	Watch <a href="https://bit.ly/2Rbs0EI">https://bit.ly/2Rbs0EI</a>
Key Words	India
	colour
	elephant
	Sisha mirrors
	hand embroidery
	sari



## Below is an example of your progress trackers that you will receive in each subject.

Keep an eye on your levels given by your teachers and using this you should be able to track where you should be and the levels of progress that you should be making throughout your 5-year journey at Looe Community Academy.

For example, if you are achieving a **Level 1** at the beginning of **Year 7**, the minimum level you should be aiming for would be a strong level 5 (this would be the same as a B grade).

Average KS2 Score	Equip Old KS2	New GCSE grade	Year 7			Year 8			Year 9			Year 10			Year 11			Equip Grade
			Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	
		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	A**
		9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	9-	A**
		8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	8+	A*
		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	A*
		8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	8-	A*
		7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	7+	A
		7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	A
		7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	7-	A
		6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	6+	B
		6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	B
		6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	6-	B
		5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	5+	B
		5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	B
		5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	5-	C
		4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	4+	C
		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	C
		4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	4-	C
120	6a	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	3+	D
118	6b	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	D
115	6c	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	3-	D
112	5a	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	2+	E
109	5b	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	E
106	5c	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	2-	E/F
103	4a	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	1+	F
100	4b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	F/G
96	4c	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	1-	G
92	3a	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	W6	U
88	3b	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	W5	U
84	3c	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	W4	U
82	2a	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	W3	U
80	2b	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	W2	U
	2c	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	W1	U
<b>W1 to 6 = Working towards</b>			<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	<b>Aut</b>	<b>Spr</b>	<b>Sum</b>	
			<b>Year 7</b>			<b>Year 8</b>			<b>Year 9</b>			<b>Year 10</b>			<b>Year 11</b>			



LEARN TO STUDY USING...

## Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND



### HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.

Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.

You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.

[learningscientists.org](http://learningscientists.org)



LEARN TO STUDY USING...

## Spaced Practice

SPACE OUT YOUR STUDYING OVER TIME

- 1 TESTING
- 2 SPACING
- 3 SKETCHING



### HOW TO DO IT

Start planning early for exams, and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.

Review information from each class, but not immediately after class.

After you review information from the most recent class, make sure to go back and study important older information to keep it fresh.

[learningscientists.org](http://learningscientists.org)



LEARN TO STUDY USING...

## Elaboration

EXPLAIN AND DESCRIBE IDEAS WITH DETAILS



### HOW TO DO IT

Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.

As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.

Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.

[learningscientists.org](http://learningscientists.org)



LEARN TO STUDY USING...

## Interleaving

SWITCH BETWEEN IDEAS WHILE YOU STUDY



### HOW TO DO IT

Switch between ideas during a study session. Don't study one idea for too long.

Go back over the ideas again in different orders to strengthen your understanding.

Make links between different ideas as you switch between them.

[learningscientists.org](http://learningscientists.org)



LEARN TO STUDY USING...

## Concrete Examples

USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS



### HOW TO DO IT

Collect examples your teacher has used, and look in your class materials for as many examples as you can find.

Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.

Share examples with friends, and explain them to each other for added benefits.

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LEARN TO STUDY USING...

## Dual Coding

COMBINE WORDS AND VISUALS



### HOW TO DO IT

Look at your class materials and find visuals. Look over the visuals and compare to the words.

Look at visuals, and explain in your own words what they mean.

Take information that you are trying to learn, and draw visuals to go along with it.

[learningscientists.org](http://learningscientists.org)



**Questions from Texts,  
Teachers and Tests**

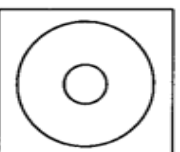
**Thinking Processes**

**Thinking Maps  
as Tools**

How are you defining this thing or idea? What is the context? What is your frame of reference?

**DEFINING IN  
CONTEXT**

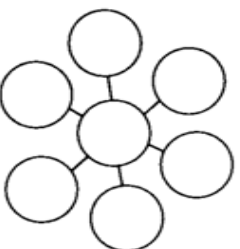
Circle  
Map



How are you describing this thing?  
Which adjectives would best describe this thing?

**DESCRIBING  
QUALITIES**

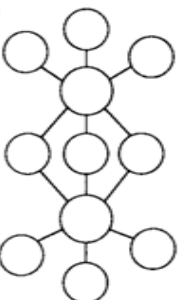
Bubble  
Map



What are the similar and different qualities of these things?  
Which qualities do you value most? Why?

**COMPARING and  
CONTRASTING**

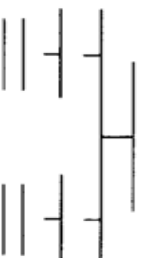
Double  
Bubble  
Map



What are the main ideas, supporting ideas, and details in this information?

**CLASSIFYING**

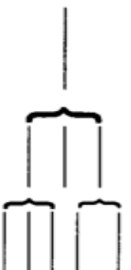
Tree  
Map



What are the component parts and subparts of this whole physical object?

**PART-WHOLE**

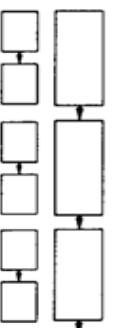
Brace  
Map



What happened?  
What is the sequence of events? What are the substages?

**SEQUENCING**

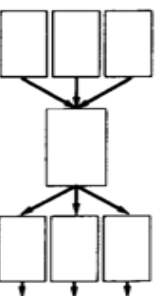
Flow  
Map



What are the causes and effects of this event?  
What might happen next?

**CAUSE and EFFECT**

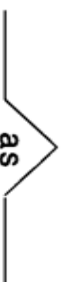
Multi-  
Flow  
Map



What is the analogy being used?  
What is the guiding metaphor?

**SEEING  
ANALOGIES**

Bridge  
Map



1

### Magnificent Metacognition



#### Plan

Is this similar to a previous task?

What do I want to achieve?

What should I do first?

#### Monitor

Am I on the right track?

What can I do differently?

How can I ask for help?

#### Evaluate

What worked well?

What could I have done better?

Can I apply this to other situations?

2

### Marvellous Memory



My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible

Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

### Love My Learning



I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growh bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

### Literacy for Life



Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!