



Need ● ● ●
to KNOW
LOOE COMMUNITY ACADEMY

Year 7
Autumn 1

Be the
BEST
you can be

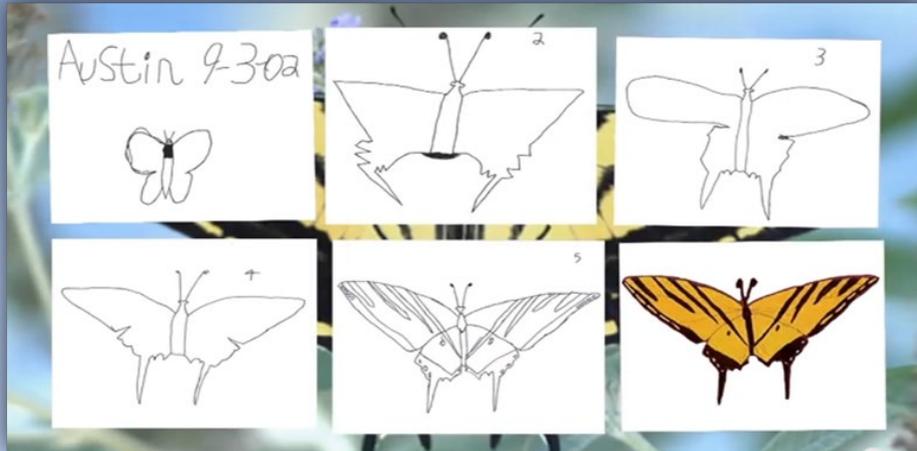




Need to KNOW
LOOE COMMUNITY ACADEMY

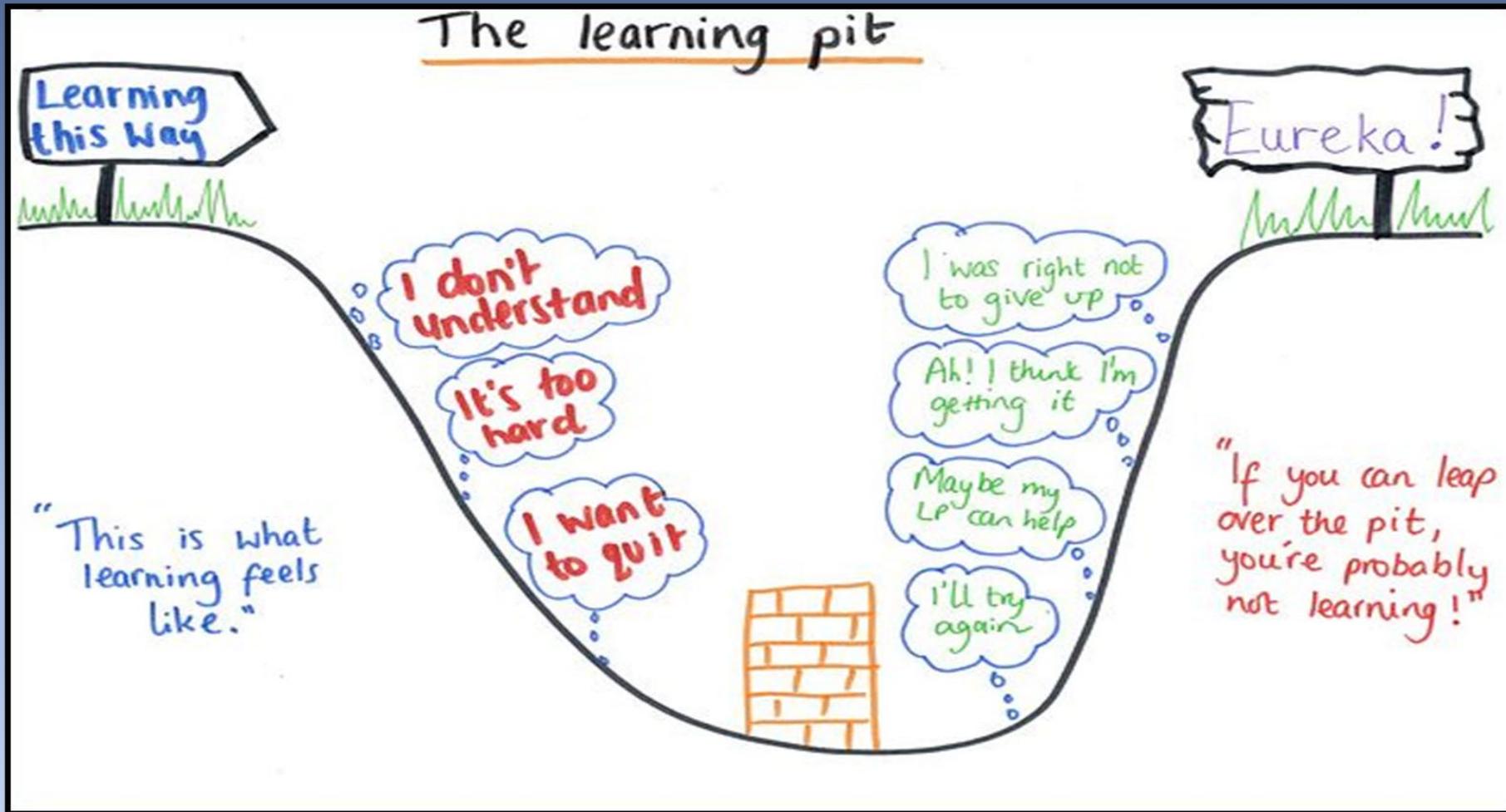
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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





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!



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 growth 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!

I NEED TO KNOW:

How to describe using effective language and punctuation.
How writers choose language to create an effect on the reader.

Week 1

What's it all about?

When you describe, do not tell a story. Do not use characters or action, just focus on **the senses: what you can see, hear, smell, touch and taste.**

Use interesting words and techniques to engage the reader by creating clear pictures in their head.

Week 2

Do you know the meanings of these words? Can you use them in your writing?

- | | |
|-------------------|------------------|
| adjective | imagery |
| verb | simile |
| noun | metaphor |
| connective | personification |
| complex sentence | pathetic fallacy |
| simple sentence | onomatopoeia |
| compound sentence | symbolism |
| connotation | |

Week 3

How many types of punctuation can you use accurately?

- , ‘ ? “ ”
: ; - () !

Week 4

TARGET: Be more adventurous with your vocabulary. **Keep learning new words and don't be afraid to use them – take risks!**

- Adjectives:**
polychromatic
beguiling
intoxicating

sultry

ephemeral
oppressive

- Verbs:**
sabotage
recuperate
ooze

lambaste

forage
fabricate

Week 5

Remember to vary the ways you start sentences:

- 1) **With an adverb:** Quietly, the woman hobbled towards...
- 2) **With a simile:** As white as ghost, the woman started to...
- 3) **With a time connective:** Meanwhile, I tried to speak to...
- 4) **With a word ending in 'ed':** Terrified, she crouched behind...
- 5) **With a verb:** Crying, the woman...

Week 6

Paragraphing

- Ti= time
P= place
To= topic
P= person

I NEED TO KNOW: Accurately recall facts, terminology and definitions.

Maths Command Words

Estimate
Don't work out exactly!
Round the numbers to one significant figure first.
Estimate 4.7×6.2
Answer: $5 \times 6 = 30$

Explain
You must state why.

Work out
A written or mental calculation is needed.
Work out 6^2
Answer: $6 \times 6 = 36$

Simplify
Collect like terms together
Simplify $e + 7e$
Answer: $8e$

Calculate
You will need to do a sum either with or without your calculator.

Expand
Multiply out the brackets
Expand $4(3x - 2)$
Answer: $12x - 8$

You must show your working
If you don't show your working you won't get ALL the marks!

Describe fully
Usually with transformations:
Translation by a vector (2 marks)
Enlargement of a scale factor about a point (3 marks)
Reflection in a mirror line (2 marks)
Rotation through an angle about a point (3 marks)

Solve
Find the value of the variable in the question.
Solve: $3x = 12$
Answer: $x = 4$

Factorise
To find factors and put brackets in.
Factorise $6x + 10x^2$
Answer: $2x(3 + 5x)$

Sketch
An accurate drawing is not needed; freehand will do!

Construct, using ruler and compasses
Use your ruler and pair of compasses to make an accurate drawing.

Measure
Use a ruler or protractor to accurately measure lines or angles.

Diagram NOT accurately drawn
Don't measure angles or sides.

$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$	$5 \times 1 = 5$	$6 \times 1 = 6$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$	$5 \times 2 = 10$	$6 \times 2 = 12$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$	$5 \times 3 = 15$	$6 \times 3 = 18$
$1 \times 4 = 4$	$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$	$5 \times 4 = 20$	$6 \times 4 = 24$
$1 \times 5 = 5$	$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$	$5 \times 5 = 25$	$6 \times 5 = 30$
$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$
$1 \times 8 = 8$	$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$	$5 \times 8 = 40$	$6 \times 8 = 48$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$
$1 \times 10 = 10$	$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$	$5 \times 10 = 50$	$6 \times 10 = 60$
$1 \times 11 = 11$	$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$
$1 \times 12 = 12$	$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$

Fractions	Decimals	Percentages
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	$0.\dot{3}$	33.3%
$\frac{2}{3}$	$0.\dot{6}$	66.6%
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.2	20%
$\frac{1}{10}$	0.1	10%
$\frac{1}{20}$	0.05	5%
$\frac{1}{100}$	0.01	1%

I NEED TO KNOW:

- 1) The different stages in a scientific investigation
- 2) What a cell is including its structure, how to use a microscope, examples of specialised cells and how material is transported in and out of cells
- 3) Hierarchy of organisation in multicellular organisms, the process of breathing and gas exchange, the structure of the skeleton and how muscles work

HOW SCIENCE WORKS

BBC BITESIZE: <https://shorturl.at/cmwX7>

YOUTUBE: [Scientific Variables – YouTube](https://www.youtube.com/watch?v=qAJ8IF4HI20) & <https://www.youtube.com/watch?v=qAJ8IF4HI20>

Section 1- Asking Scientific Questions	
You need to know: How scientists develop questions and identify variables	
Learn the meanings of independent, dependent and control variables	
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control Variable	The variables kept constant in an investigation

Section 2- Planning Investigations	
You need to know: How to write a scientific plan, risk assessment & what makes data accurate & precise	
Preparation	
Find out what a plan should include	
Accurate	Data that is close to the true value
Precise	Set of repeat measurements that are close together
Reproducible	Other people can carry out an investigation and get similar results

Section 3- Recording Data	
You need to know: How to make & record observations, present data & calculate mean averages	
Research the similarities & difference between line and bar graphs	
Mean	Average set of data found by adding all the values together and dividing by the number of sets of data
Continuous	A variable that has values that can be any number
Discrete	A variable that can only have whole number values

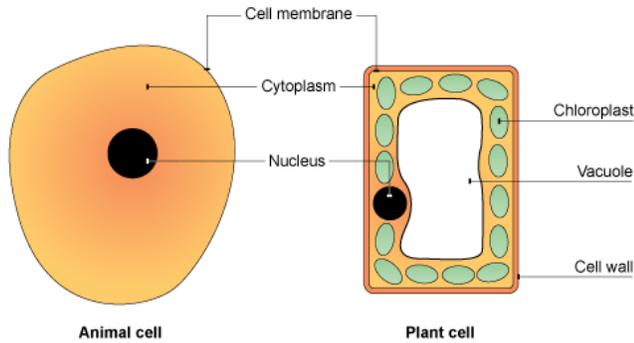
Section 4- Analysing Data	
You need to know: Identify patterns in data and draw conclusions	
Find out what a line of best fit is and how to draw one	
Analyse	A process of looking at data and writing about what you have found out
Line of best fit	Smooth line on a graph that travels as close to as many points as possible
Conclusion	What you have found out in an investigation

Section 5- Evaluating Data	
You need to know: Describe stages of evaluating data & suggest ways to improve investigation	
Research the different types of errors that can occur in investigations	
Evaluate	Looking at the quality of data and suggesting improvements
Error	Difference between the obtained and true value of data
Uncertainty	Doubt in the result because of the way a measurement was made

Section 1- Types of cells

You need to know: What the structures found in cells do, how to use a microscope & examples of specialised cells

Preparation Learn the basic structure of animal & plant cells



Section 2- Movement of substances

You need to know: How substances move in and out of cells by diffusion

Preparation	Research what substances move in and out of cells	
Terminology	Diffusion	<i>Movement of particles from a high to a low concentration</i>
	Concentration	<i>A measure of the number of particles in a volume</i>
	Concentration gradient	<i>Difference between two areas of concentration</i>

BBC BITESIZE: <https://shorturl.at/nGRX7>
https://www.youtube.com/watch?v=fC66AEzP_0M & <https://www.youtube.com/watch?v=u7IN7HTWzLs>

Section 3- Unicellular organisms

You need to know: What a unicellular organism is & the structures of amoeba & euglena

Preparation	Find out what amoeba & euglena are & where they live	
Terminology	Unicellular	<i>Consisting of just one cell</i>
	Amoeba	<i>A unicellular organism</i>
	Flagellum	<i>Tail-like structure that allows euglenas to move</i>

Section 1- Levels of organisation

You need to know: What the structures found in cells do, how to use a microscope & examples of specialised cells

Preparation	Learn the basic structure of animal & plant cells	
Terminology	Tissue	<i>Smallest functional unit of an organism- the building blocks of life</i>
	Organ	<i>The cell component that contains genetic material</i>

Section 2- Breathing & gas exchange

You need to know: How substances move in and out of cells by diffusion

Preparation	Research what substances move in and out of cells	
Terminology	Gas exchange	<i>Movement of particles from a high to a low concentration</i>
	Respiratory system	<i>A measure of the number of particles in a volume</i>

Section 3- The Skeleton

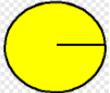
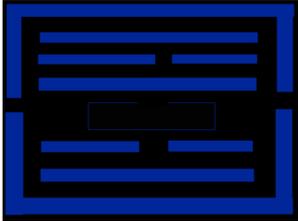
You need to know: What a unicellular organism is & the structures of amoeba & euglena

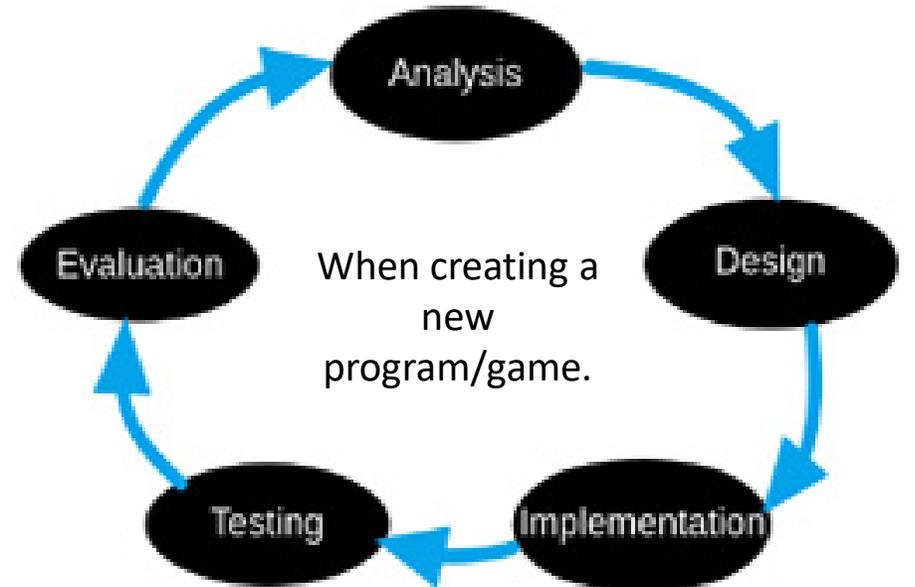
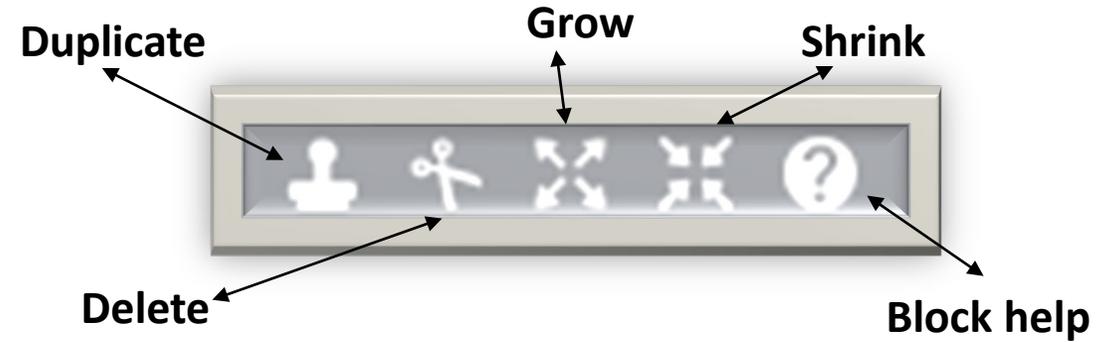
Preparation	Find out what amoeba & euglena are & where they live	
Terminology	Tendon	<i>Tail-like structure that allows euglenas to move</i>
	Cartilage	<i>A unicellular organism</i>

BBC BITESIZE: <https://shorturl.at/ryWZ2>
https://www.youtube.com/watch?v=fC66AEzP_0M & <https://www.youtube.com/watch?v=u7IN7HTWzLs>

I NEED TO KNOW:

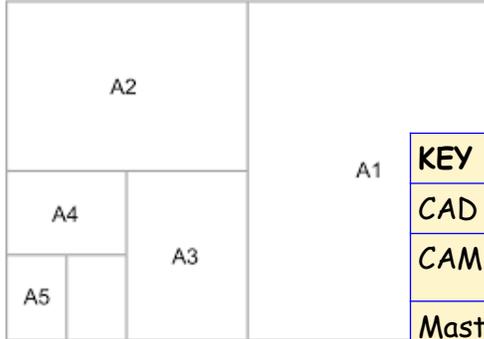
How to create basic computer games using the Scratch programming language. You can practice your work at home by visiting the following website: <https://scratch.mit.edu/>

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





Standard paper sizes



Sharpeners

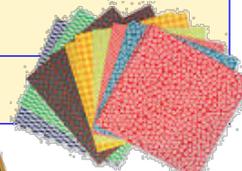
I NEED TO KNOW:

How to use a range of drawing & rendering skills, both freehand & using the computer
 How to make a pop-up card using mountain & valley folds, using cutting and scoring techniques
 How to make a laser-cut cube in card, decorated with my own design



Pop-up card

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 in mm/cm/m
Micron	Measurement of paper thickness. 1/1000 of a millimetre (mm).
Origami	The Japanese art of paper folding



Origami paper

MATERIALS	DEFINITION
Coloured paper	Material often up to a thickness of 200 microns
Coloured card	Material often over a thickness of 200 microns
Decorative paper	Coloured, tissue, textured, hand-made, rainbow, plain, patterned, metallic
Origami paper	Specialised paper for origami, usually square in size
Pearlescent paper	Decorative paper with a two-tone sheen
Decorative card	Holographic, metallic, textured, relief, embossed
Double-sided sticky tape	Tape with adhesive on both sides



TERM	MEANING
Shading	Darkening or colouring of a drawing with lines or blocks of colour used to create the illusion of depth or make an object three-dimensional.
Rendering	Process using colour and shading in order to make a 2D object appear solid, three-dimensional and of that material e.g. wood.
Upscaling Grid	Enlarge a drawing and improve your accuracy without compromising your freehand drawing.
Isometric Drawing	A type of 2D drawing used to draw 3D objects that is set out using 30-degree angles.



Chatterbox

TOOLS

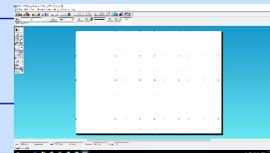
Scissors



Laser Cutter



TechSoft 2D Design Software



Metal rule

Cutting mat

DEFINITION

Tool to cut & score card & other materials

CAM machines use a laser beam to cut through materials to create designs

School-based design programme enabling students to create artefacts on a range of CAM machines

Straightedge on a ruler for cutting/measuring

Self-healing rubber mat for use with sharp blade

I NEED TO KNOW:

Different techniques used within Fashion & Textiles



DON'T SAY NOTHING

Anthony Burrill

Graphic artist Anthony Burrill combines a knack for simplicity that packs a punch with analogue craft skills and powerful, positive messages. Burrill frequently collaborates with other forward-thinking creatives across disciplines spanning music, architecture, curation, education and more; pushing his traditional discipline of choice, letterpress printing, into bold new territories.

Words, gentle humour, no-nonsense communication and people are at the heart of Burrill's practice and his distinctive brand of upbeat messaging: its core DNA is one created through a longstanding passion for creativity without limitations.

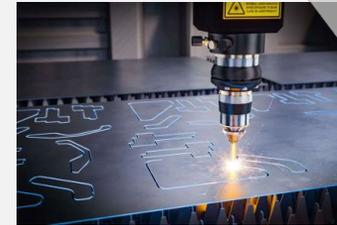


Batik

Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth.

This technique originated from the island of Java, Indonesia. Batik is made either by drawing dots and lines of the resist with a spouted tool called a canting, or by printing the resist with a copper stamp called a cap.

The applied wax resists dyes and therefore allows the artisan to colour selectively by soaking the cloth in one colour, removing the wax with boiling water, and repeating if multiple colours are desired.



Laser Cutting

Laser cutting is a manufacturing process that uses a high-powered laser beam to cut through various materials with exceptional precision. It is commonly used for cutting materials such as metal, wood, plastic, fabric, acrylic, and more.

Laser cutting offers several advantages over traditional cutting methods. It provides high precision, accuracy, and intricate detailing. The non-contact nature of the process minimizes material distortion and reduces the risk of damage. Laser cutting is also fast, efficient, and can easily accommodate changes in designs.



Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.

I NEED TO KNOW:

Key words and basic skills in the food room.



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
Hob	Top of oven used to cook pans

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

D & T FOOD BASIC SKILLS NEED TO KNOW SHEET YEAR 7

Teacher **Mr Webster**

Periods Taught

Weeks in Unit

13-

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

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 so that you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

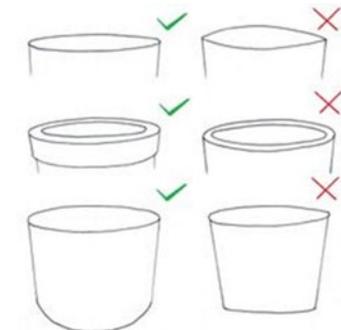
KEY WORDS	
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
PRIMARY COLOURS	These colours cannot be created by mixing any other colours. Primary colours form the basis for colour mixing.
SECONDARY COLOURS	A colour resulting from the mixing of two primary colours.
PATTERN	A repeating unit of shape or form.
TONE	The visual element of tone defines the lightness or darkness of a colour.
STILL LIFE	A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
TERTIARY COLOURS	The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.
COLOUR WHEEL	A circle with different coloured sections used to show the relationship between colours.
SPATIAL RECEPTION	Includes Foreground, Middle-ground and Background. The further away the object the higher up on the picture plain it will be.

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Look at what makes a good still life drawing
3 & 4	Research the art of Giorgio Morandi
5 & 6	Research the colour wheel and the colour relationships.
7 & 8	Look at how to apply different shades in colour.
9 & 10	What are the hot and cold colours?
11 & 12	Look into word association with colours.
	Look up and practise how to draw an ellipse



KEY CONCEPTS

- Visual Accuracy
- Visual Analysis



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>WK 1 & 2</p>	<p>Capoeira Looking at the importance of warming up correctly for Dance and other sporting activities. You will be introduced to Capoeira through discussions, watching video clips and exploring the style in a practical way</p>
<p>WK 3 & 4</p>	<p>Perform and appreciate 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>WK 5 & 6</p>	<p>Indian Dancing Appreciate and understand the origins and characteristics of Indian dance Use Indian dance as a stimulus to create a duet and apply the characteristics of Indian dance within your choreography, performing gestures and footwork. Develop your group choreography, using some patterns and formations to seamlessly transition between each section in your dance. Perform and appreciate 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>

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

KEY CONCEPTS

- Appreciation
- Choreographic

I NEED TO KNOW:

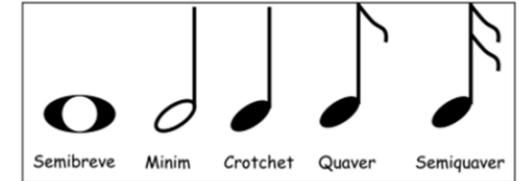
An introduction to music through discovery of rhythm, pulse and pitch

KEYWORDS

Duration	How long a note lasts for
Pitch	How high or low a note is
Tempo	How fast or slow a note is
Dynamics	How loud or quiet the music is
Timbre	The quality of sound
Texture	How thick or thin the music is
Structure	How the sections of music are laid out e.g. chorus, verse etc.
Silence	When the instruments stop playing

WEEK 1 & 2	<p>Base level assessment What do you listen to? How does music make you feel? What instruments can you play?</p> <p>Discover Pulse Through listening tasks, tap, clap the pulse of a played piece of music</p>
WEEK 3 & 4	<p>Rhythms Develop knowledge of various and construct own rhythm patterns to perform in small groups. Body percussion tasks. Try this at home for practice https://www.youtube.com/watch?v=SGp3EHmGLH8</p>
WEEK 5 & 6	<p>Pitch Increase your knowledge of the pitch and placement of notes when written on a STAFF. A staff are the 5 lines and spaces that we write music on. Compose on melody (tune)</p>

NOTE VALUES



NOTE AND REST DURATION CHART

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
	Whole (4 Beats)	
	Half (2 Beats)	
	Quarter (1 Beat)	
	Eighth (1/2 Beat)	
	Sixteenth (1/4 Beat)	



NOTES on STAFF

Concepts:
Listening- Creating-Performing

Concepts: Using Facial Expressions, Body Language & Thought Tracks.

Use this sheet to understand the key terminology that you will be learning. It is recommended that you prepare yourself for each lesson by looking over the information below. The project will develop your skills using the key areas of – EXPLORE, EXPRESS and EVALUATE.

I NEED TO KNOW:

KEY WORDS & CONCEPTS	
Facial Expressions	<p>F= Features (the parts of the face, an emotion is usually communicated by our mouth and eyebrows mainly)</p> <p>A= Act it (if you act the emotion you are more likely to get the correct facial expression. We can use Konstantin Stanislavski's Emotional Memory to help us)</p> <p>C= Clear (make every facial expression clear not vague)</p> <p>E= Expressions (think how your face behaves for each expression it goes up for happy, down for sad, scrunched for angry etc).</p>
Body Language	<p>B= Bent over/Upright (a confident character is more likely to stand upright but a shy character might hunch their shoulders and hang their head)</p> <p>O= Open/Closed (a happy person is more likely to open up their body but a sad/scared person will try and protect themselves by closing it off)</p> <p>D= Dynamics (how fast does your character move)</p> <p>Y= Young/Old (is your character young or old but be careful you get young people who act like they are old and old people who act like they are young).</p>
Thought Track	<p>I= Inner Thoughts (what is normally kept hidden)</p> <p>N= No filters (no filter or censoring)</p> <p>S= Said out loud</p> <p>I= I (uses first person. We can use Konstantin Stanislavski's Magic if to help us)</p> <p>D= Direct Address (said directly to the audience)</p> <p>E= Emotion and feeling words.</p>

WEEK	PREPARATION TASKS & HELPFUL LINKS
	<p>Think what sort of character you might be in a World War 2 evacuation re-enactment.</p> <p>A) Scared and worried. B) Excited for a new adventure. C) Pretending to be excited but really deep down you are scared.</p> <p>*Background information: https://shorturl.at/hor49</p> <p>*Accent help: https://shorturl.at/uzCK7</p>
WEEK 3 & 4	<p>Think what would be more interesting to show an audience? A play with a FLASHBACK, SPLITSCENE or a FLASHFORWARD. How could you present this transition?</p> <p>* https://shorturl.at/aeAFL</p>
WEEK 5 & 6	<p>Think about what your character might be thinking deep down? Would it be very different to what they say out loud?</p> <p>*Evacuees stories: https://shorturl.at/ktBV8</p>

**By the end of this term, you will develop fundamental motor competence, walking, hopping, running, jumping throwing, skipping and galloping.
Understand 3Rs – Respect, resilience, and responsibility.**

I NEED TO KNOW:

Fundamentals	
Warm ups	Pulse Raiser Static and dynamic stretches
How to prepare for exercise	Pulse raiser <i>Heart rates</i>
	Dynamic stretches <i>Stretches on the move</i>
	Static stretches <i>Stretches standing still</i>
	Mental <i>Preparing mindset for the activity</i>

Fundamentals	
Learning to move	Effective movements for rugby and netball
Fundamental Movements	Running <i>Jogging, running, and sprinting</i>
	Jumping <i>For height and distance</i>
	Sidestepping <i>Travelling to right and left</i>
	Throwing <i>Over and underarm</i>

Fundamentals	
Moving to learn	Effective movement in Rugby and netball
Fundamental movements applied	Catching <i>One and two handed</i>
	Passing <i>Accuracy, consistency and power.</i>
	Intercepting <i>Timing</i>
	Keeping possession <i>Teamwork</i>

Respect Resilience Responsibility	
Baseline testing	Know what testing is and how to be resilient Respect the results of themselves and others Carry out tests responsibly
3Rs	Respect <i>Each other, environment, themselves</i>
	Resilience <i>Staying on tasks</i>
	Responsibility <i>PE kit equipment to be the best</i>

Effective teams and sportsman ship	
Invasion Games	Invade opponent's territory and score a goal or point.
Football Rugby	Attacking skills <i>Passing and moving, shooting</i>
	Defending skills <i>Marking tackling</i>
	Working with others <i>Being part of a team</i>
	Fair play <i>Respecting rules and decisions</i>

Positive attitudes and behaviour	
Healthy active lifestyle	Understand how being physically active can benefit physical, mental and social wellbeing
Gymnastics and net sports	Mindset <i>I can't do it yet</i>
	Resilience <i>Staying on a task</i>
	Value of PE <i>Healthy mind and body</i>

I NEED TO KNOW:

What geography is, what a geographer does, and what geography skills I need.

Human and Physical Geography



- How many of the features on these 2 images can you name?
- What links the features on the 2 images?
- What title could you give these images?



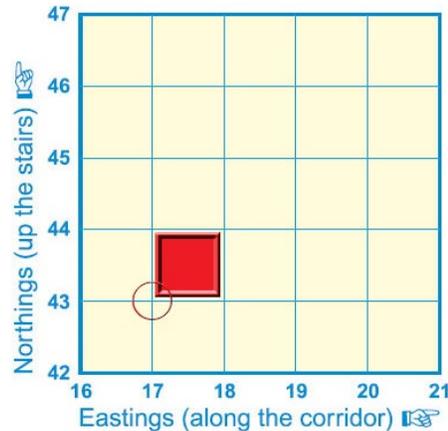
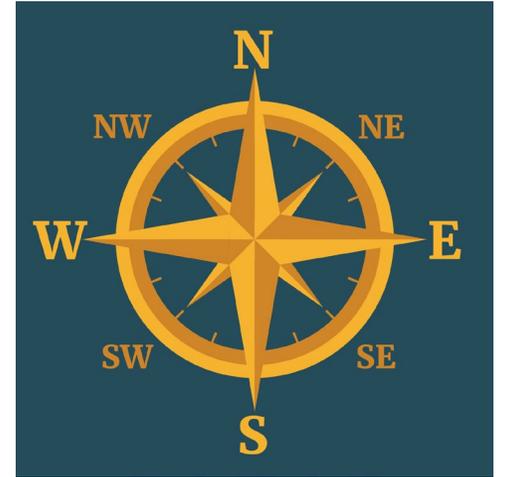
What is a map? A map is a two-dimensional(2D) representation of the real world.
Why do we need maps? Because a map is a drawing of the land around us, it helps us to visualize in our minds what we are going to see. Contour lines on the map let us see how steep a hill is, where there are rivers, train lines, pubs and churches - all sorts of things! They help us to know what to expect and help you to arrive at your chosen destination by making sure you are going in the right direction.
Who might need to use a map? PLANNERS who need to decide where a new road or housing estate needs to be built. PIZZA DELIVERIES so that they can quickly get to you whilst the pizza is still hot! TOURISTS trying to find their way. CYCLISTS planning their route for a day out. THE ARMY when planning an attack. Emergency services trying to answer a call to come quickly to your house.

What are all the different symbols? When drawing a map, a lot of information is required to show the reader what to expect but there simply is not enough room. The only way to get around this problem is to use different shapes and colours to represent things. E.g church with a tower and campsite.

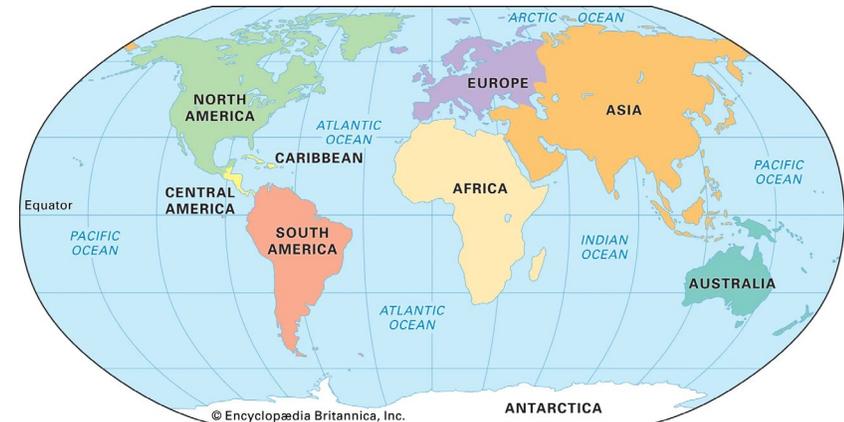
Contour lines will show how flat/hilly the land is according to how close together they are e.g. or

A contour is a line drawn on a map that joins points of equal height above sea level.

Maps will always have a key to show the meanings of each symbol, so all you have to do is look at the key if you don't recognize a symbol.



The **four-figure grid reference** is always given for the bottom left-hand corner of the square (the South-West corner) and you always write the Eastings before the Northings [Hint: Along the corridor and up the stairs].



I NEED TO KNOW:

How the Normans won the Battle of Hastings

KEY WORDS- Vocabulary

Anglo- Norman- The ruling class in England after 1066. Mainly Normans that had settled in England.

Baron- The highest rank of medieval society, ruling land directly on behalf of the King.

Bayeux Tapestry- A 70 metre long embroidered cloth depicting William of Normandy's conquest of England.

Bishop- A Christian religious man with authority over a large number of priests.

Civil war- A war between two sides from the same nation.

Conquest- Taking control of a place or people through military force.

Domesday Book- A book organised by William the Conqueror detailing the possessions of every village in England.

Homage- A pledge of loyalty from a feudal worker to their lord.

Feudal system- The structure of medieval society, where land was exchange

Hereditary- Passed through a family, from parents to their child.

Heir- A person set to inherit property or a title, often used to mean next in line to the throne.

Housecarls- The professional bodyguards of Anglo Saxon kings.

Knight- Soldiers on horseback who belonged to the nobility.

Lord- A general term for a medieval landholder, or a member of the peerage today.

Monarch- A royal head of state, can be a king, queen or emperor.

Motte and Bailey castle- A simple castle with an artificial hill and a defensive courtyard.

Noble- Member of the nobility, with land and titles that passes through the generations.

Normans- People from a region in northern France. Who were descended from Viking invaders.

Peasant- The lowest member of medieval society.

Concept Key words:

Cause- The reason why something happens.

Reason- A cause, explanation, or justification for an action or event.

Key people:

Edward the Confessor- An Anglo- Saxon King of England whose death triggered the Norman Invasion.

Harald Hardrada- A fierce Viking warrior, who made a claim for the English throne in 1066.

Harold Godwinson- The last Anglo-Saxon King of England, who led the Saxons at the Battle of Hastings.

William, Duke of Normandy- A French duke who conquered England in 1066.

I NEED TO KNOW:

That everyone has a worldview, even if they are not “religious.”



One dimension is RITUAL.

Religious people have rituals such as praying, bowing, kneeling, dancing.

Do other worldviews have rituals? Mo Salah always prostrates himself when he wants to say thank you on the pitch.

How do we study REW?

We use different disciplines to help us learn more about religion

Sociological lens Looking at data on how many people belong to a religion

Theological lens How does religion impact upon people's lives

Philosophical lens Do beliefs make sense? Thinking

<https://www.slideserve.com/marcie/world-religions-chart>

World Religion Chart

Religion/ Symbol	Followers/ Numbers	Principal Figure(s)	Sacred Writings	Beliefs	Where Origin	Place/ Day of Worship	Other
Judaism ★	Jews About 15 million Followers	Abraham Moses	Torah Hebrew Bible	One God Divine 10 commandments Messiah (Jehovah) Moralist and ethics	Middle East	Synagogue Temple or Shul Saturday High Holy Days (not Friday)	Western Europe Ethiopia Russia Canada in north Australia New Zealand etc.
Christianity ✝	Christians About 2 billion followers	Jesus Christ Also recognized: St. Paul & others	Bible Old & New Testaments	One God Jesus is the central deity Divine will (supernatural) Jesus is the Messiah	Middle East	Church Sunday	Worldwide Central America Latin America Caribbean New Zealand etc.
Islam ☾★	Muslims Over 2 billion followers	Muhammad Angels/Jinn Abraham/Moses and Jesus	Qur'an	One God Five Pillars Angels/Jinn Allah is the only deity Allah is the only deity Allah is the only deity	Middle East	Mosque Friday	Worldwide Middle East Africa Asia Australia New Zealand etc.
Hinduism ॐ	Hindus About 900 million followers	The Aryans	The Vedas	One God Many Gods (polytheism) Karma Dharma Reincarnation Samsara & Moksha	India North India	Temple (Mandir) Daily	South Asia East Asia Africa Australia New Zealand etc.
Buddhism ☸	Buddhists About 100 million followers	Siddhartha Gautama (aka Buddha)	Tripiṭaka	Four Noble Truths Eightfold Path Karma Rebirth Dharma Impermanence	North-East India	Stupa (Stupa) Daily	Central Asia East Asia Southeast Asia Africa Australia New Zealand etc.
Sikhism ☪	Sikhs About 25 million followers	Guru Nanak	Guru Granth Sahib	The Five Virtues (Truth, Compassion, Humility, & Love)	North West India	Gurdwara Daily	South Asia Africa Australia New Zealand etc.

The theologian Ninian Smart believed that a religion is made up of 6 different dimensions.



I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays; school equipment

les Salutations	Meeting and greeting
Bonjour	Hello
Bonsoir	Good evening
Salut	Hi/Bye
Au revoir	Good bye
À plus	See you later
Ça va?	How are you?
Ça va très bien	I am very well
Ça va bien	I am fine
Comme ci comme ça	So,so
Ça ne va pas	I'm not great
merci	thank you
désolé	sorry
Comment t'appelles-tu?	What is your name?
je m'appelle	I am called...
Quel âge as-tu?	How old are you?
J'ai...ans	I am ... years old
C'est quand ton anniversaire?	When is your birthday
Mon anniversaire c'est le...	My birthday is...

Les mois de l'année	The months of the year
janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December
<p>Stratégie</p> <p>When learning new French words, look for cognates: words that are similar in French and English.</p> <p>Also try to learn new nouns with their masculine or feminine article e.g une gomme not just gomme. That way you will find it easier to remember later on</p>	

I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays; school equipment

les chiffres	numbers
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19

Les chiffres	numbers
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trent	30
trente-et-un	31
Mots essentiels	High frequency words
et	and
mais	but
aussi	also

I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays; school equipment

Les animaux	Pets
Tu as un animal?	Do you have a pet?
J'ai...	I have...
un chien	a dog
un chat	a cat
un hamster	a hamster
un lapin	a rabbit
un cheval	a horse
un oiseau	a bird
un cochon d'Inde	a Guinea pig
un poisson rouge	a goldfish
un serpent	a snake
une souris	a mouse
une tortue	a tortoise
je n'ai pas d'animal	I don't have a pet

Careers ideas! If you enjoy languages and are good numbers you could enjoy a career in international Banking and finance.



Dans mon sac...	In my bag...
il y a ...	there is/are
il n'y a pas de	there isn't/aren't
un bâton de colle	a glue stick
un cahier	an exercise book
un classeur	a folder
un crayon	a pencil
un taille-crayon	a pencil sharpener
un dictionnaire	a dictionary
un livre	a book
un sac	a bag
un stylo	a pen
une calculatrice	a calculator
une gomme	a rubber
une règle	a ruler
une trousse	a pencil case
des ciseaux	scissors
des feutres	felt pens
des baskets	trainers

I NEED TO KNOW:

Meeting & greeting; counting to 31; days of the week; months of the year; birthdays;
Talking about likes/dislikes;; describing yourself; talking about other people;

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

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:

Getting used to Spanish pronunciation; talking about your personality; talking about brothers & sisters; saying when your birthday is; talking about pets

SALUDOS	GREETINGS
¡Hola!	Hello!
¿Qué tal?	How are you?
Bien, gracias.	Fine, thanks.
Fenomenal	Great
Regular	Not bad
Fatal	awful
¿Cómo te llamas?	What are you called?
Me llamo...	I am called...
¿Dónde vives?	Where do you live?
Vivo en...	I live in...
¡Hasta luego!	See you later!
¡Adiós!	Goodbye

¿QUÉ TIPO DE PERSONA ERES?	WHAT SORT OF PERSON ARE YOU?
Soy...	I am...
Divertido/a	Amusing
Estupendo/a	Brilliant
Fenomenal	Fantastic
Generoso/a	Generous
Genial	Great
Guay	Cool
Listo/a	Clever
Serio/a	Serious
Simpático/a	Nice, kind
Sincero/a	Sincere
Tímido/a	Shy
Tonto/a	Silly
Tranquilo/a	Quiet, calm

I NEED TO KNOW:

Getting used to Spanish pronunciation; talking about your personality; talking about brothers & sisters; saying when your birthday is; talking about pets

MI PASIÓN	MY PASSION
Mi pasión es...	My passion is...
Mi héroe es...	My hero is...
el deporte	sport
el fútbol	football
la música	music
el tenis	tennis

¿TIENES HERMANOS?	DO YOU HAVE BROTHERS OR SISTERS?
Tengo...	I have...
una hermana	a sister
un hermano	a brother
una hermanastra	a half-sister/step-sister
un hermanastro	a half-brother/step-brother
No tengo hermanos	I don't have any brothers or sisters.

LOS NÚMEROS 1-16	NUMBERS 1-16
uno	1 (one)
dos	2 (two)
tres	3 (three)
cuatro	4 (four)
cinco	5 (five)
seis	6 (six)
siete	7 (seven)
ocho	8 (eight)
nueve	9 (nine)
diez	10 (ten)
once	11 (eleven)
doce	12 (twelve)
trece	13 (thirteen)
catorce	14 (fourteen)
quince	15 (fifteen)
dieciséis	16 (sixteen)

LOS NÚMEROS 17-32	NUMBERS 17-32
diecisiete	17 (seventeen)
dieciocho	18 (eighteen)
diecinueve	19 (nineteen)
veinte	20 (twenty)
veintiuno	21 (twenty-one)
veintidós	22 (twenty-two)
veintitrés	23 (twenty-three)
veinticuatro	24 (twenty-four)
veinticinco	25 (twenty-five)
veintiséis	26 (twenty-six)
veintisiete	27 (twenty-seven)
veintiocho	28 (twenty-eight)
veintinueve	29 (twenty-nine)
treinta	30 (thirty)
treinta y uno	31 (thirty-one)
treinta y dos	32 (thirty-two)

I NEED TO KNOW:

Getting used to Spanish pronunciation; talking about your personality; talking about brothers & sisters; saying when your birthday is; talking about pets

	HOW OLD ARE YOU?
Tengo... años.	I am... years old.
¿Cuándo es tu cumpleaños?	When is your birthday?
Mi cumpleaños es el... de...	My birthday is the... of...
enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	Juy
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

¿TIENES MASCOTAS?	DO YOU HAVE ANY PETS?
Tengo...	I have...
un caballo	a horse
una cobaya	a guinea pig
un conejo	a rabbit
un gato	a cat
un perro	a dog
un pez	a rat
un ratón	a mouse
una serpiente	a snake
No tengo mascotas	I don't have any pets.
¿Cómo es?	What is it like?
¿Cómo son?	What are they like?
<p>Careers ideas! If you enjoy languages and are good with numbers you could enjoy a career in International banking and finance.</p> 	

I NEED TO KNOW:

Getting used to Spanish pronunciation; talking about your personality; talking about brothers & sisters; saying when your birthday is; talking about pets

LOS COLORES	COLOURS
blanco/a	White
amarillo/a	Yellow
negro/a	Black
rojo/a	Red
verde	Green
gris	Grey
marrón	Brown
azul	Blue
rosa	Pink
naranja	Orange

PALABRAS MUY FRECUENTES	HIGH-FREQUENCY WORDS
bastante	quite
no	no/not
mi/mis	my
muy	very
pero	but
también	also, too
tu/tus	your
un poco	A bit
y	and