



**Need
toKNOW**
LOOE COMMUNITY ACADEMY

**Year 7
Autumn 2**

*Be the
BEST
you can be*

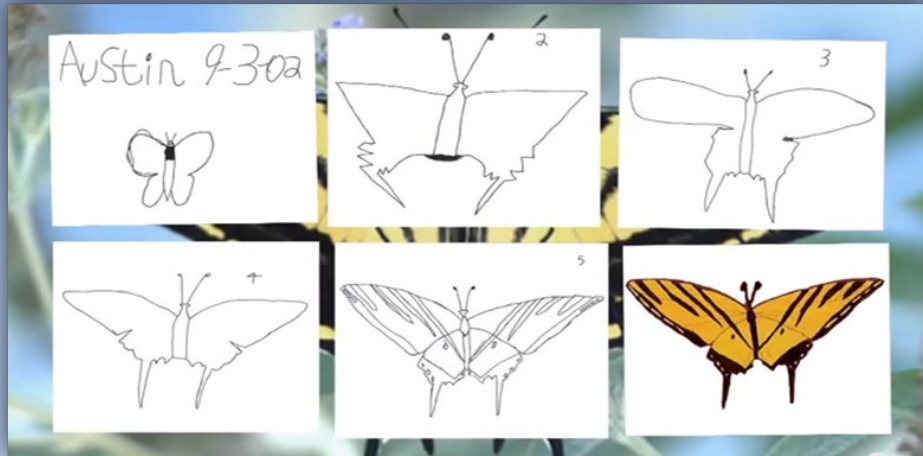




**Need
toKNOW**
LOOE COMMUNITY ACADEMY

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

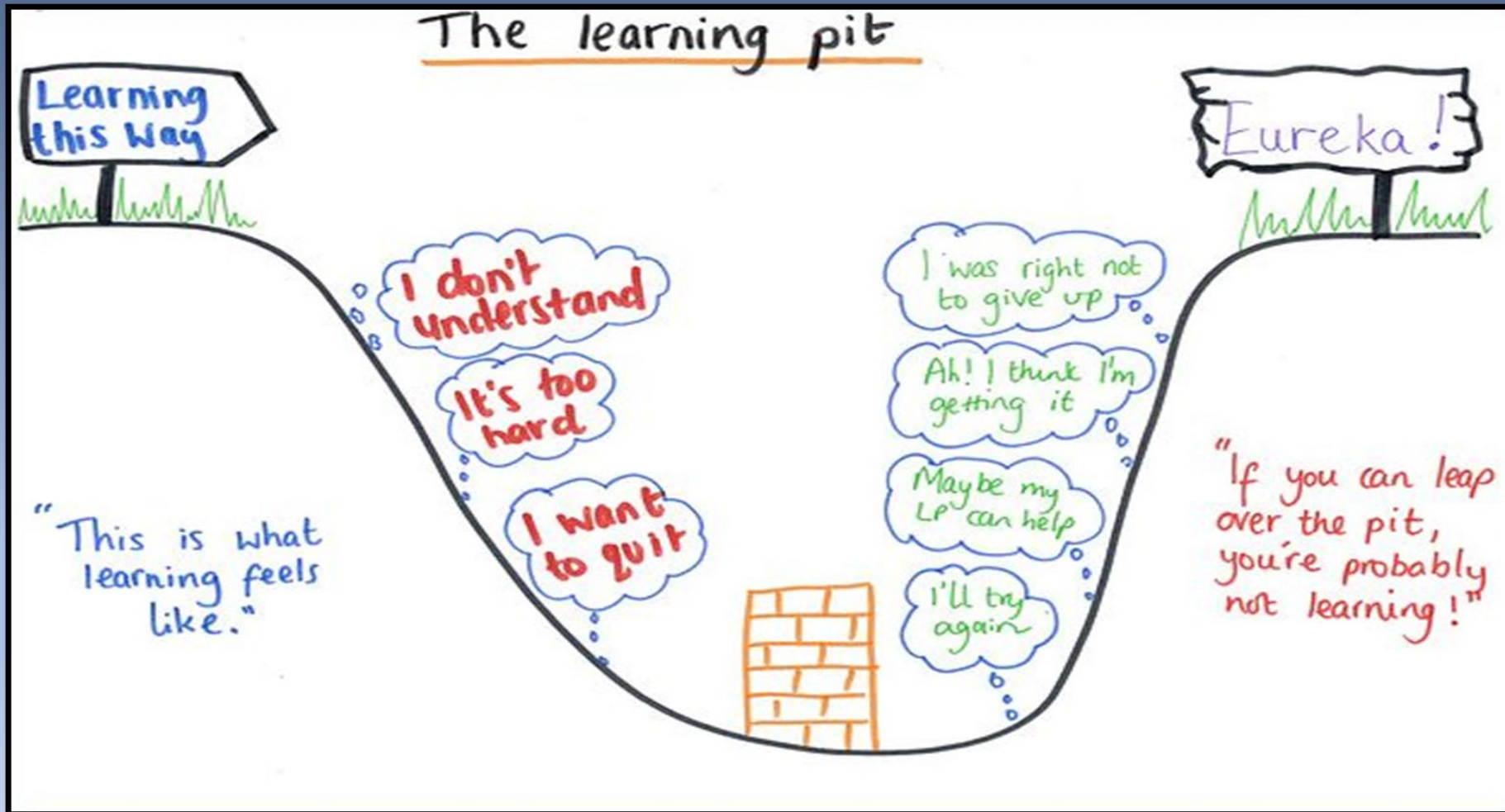
Check out Austin's butterfly picture below and learn how he seeks feedback to improve his work to achieve the most amazing results!





**Need
toKNOW**
LOOE COMMUNITY ACADEMY

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:

What it means to be a British citizen.

This includes how we are a democratic society and how elections work. Explaining racism and where the term 'race' came from and how extremism is causing problems in the UK

Democracy – when people vote for their leader. Britain is a democratic country.

General election – when people vote for which political party should govern the country

Political party – a group which have a certain set of ideas about how the country should be run

Racism – treating someone differently because they have characteristics or features, which people have long believed make them a certain 'race'

Stereotyping – an incorrect assumption about a group of people, e.g all blondes are stupid, or all old people drive slowly.

Xenophobia – dislike of or prejudice against people from other countries.

Extreme nationalism – thinking your country and its people are the best, to the extent that you are prejudice towards people from other countries.



I NEED TO KNOW:

What is poetry? How do writers use language in poems? How do they organise (structure) their poems and why?

Exploding a poem

Think about the Subject matter

What is the poem about?

Does it tell a story? This is the literal or surface level meaning.

What can **you** see in **your** head as you read?

Who is the poem about?

Is there a protagonist or an antagonist?

Who is **speaking** in the poem? Is there a **narrator**? To whom are they speaking? Why do you think the poet chose this perspective?

What are the **ideas** or **themes** of the poem?

Personal Response

What **you** think is important!

How do **you** feel about the poem?
Did you enjoy reading it? Why or why not?

Do you **agree/disagree** with the poem's message? Why?

How to explain your ideas

Poetry PEE

Point = name the technique

Evidence= quote " "

Explain= explain what the quote shows/the effect

What are these language and structural techniques?

Adjective

Adverb

Alliteration

Assonance

Caesura

Enjambment

Imagery

Juxtaposition

Simile

Metaphor

Onomatopoeia

Personification

Repetition

Rhyme

Sibilance

Symbolism

Verb

What do these words mean? Look them up.

Language

Technique

Explain

Quotation

Effect

Stanza

Theme

Analyse

Challenge Yourself



Be original, develop your own interpretations.



Be critical, give your own justified opinions.

Tone and Mood

Poets and authors set a **TONE** or **MOOD** in poetry by conveying an emotion or emotions through words.

Tone often reveals the **poet's attitude** towards the subject matter, characters and situations.

Think about: What words best describe the tone of the poem? Is there a shift or change in the tone of the poem at any point? What effect does that change have?

Mood is the overall atmosphere or feeling the reader gains from a text. It is the **feelings the reader experiences** as they read the poem.

What words best describe the mood of the poem?

What feelings does the mood cause the reader to experience?

Words to describe Tone or Mood:

melancholy, depressed, passionate dramatic, angry, optimistic, humorous, tragic, adventurous, romantic, relaxed

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.

$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$	$5 \times 1 = 5$	$6 \times 1 = 6$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$	$5 \times 2 = 10$	$6 \times 2 = 12$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$	$5 \times 3 = 15$	$6 \times 3 = 18$
$1 \times 4 = 4$	$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$	$5 \times 4 = 20$	$6 \times 4 = 24$
$1 \times 5 = 5$	$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$	$5 \times 5 = 25$	$6 \times 5 = 30$
$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$
$1 \times 8 = 8$	$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$	$5 \times 8 = 40$	$6 \times 8 = 48$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$
$1 \times 10 = 10$	$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$	$5 \times 10 = 50$	$6 \times 10 = 60$
$1 \times 11 = 11$	$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$
$1 \times 12 = 12$	$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$
$7 \times 1 = 7$	$8 \times 1 = 8$	$9 \times 1 = 9$	$10 \times 1 = 10$	$11 \times 1 = 11$	$12 \times 1 = 12$
$7 \times 2 = 14$	$8 \times 2 = 16$	$9 \times 2 = 18$	$10 \times 2 = 20$	$11 \times 2 = 22$	$12 \times 2 = 24$
$7 \times 3 = 21$	$8 \times 3 = 24$	$9 \times 3 = 27$	$10 \times 3 = 30$	$11 \times 3 = 33$	$12 \times 3 = 36$
$7 \times 4 = 28$	$8 \times 4 = 32$	$9 \times 4 = 36$	$10 \times 4 = 40$	$11 \times 4 = 44$	$12 \times 4 = 48$
$7 \times 5 = 35$	$8 \times 5 = 40$	$9 \times 5 = 45$	$10 \times 5 = 50$	$11 \times 5 = 55$	$12 \times 5 = 60$
$7 \times 6 = 42$	$8 \times 6 = 48$	$9 \times 6 = 54$	$10 \times 6 = 60$	$11 \times 6 = 66$	$12 \times 6 = 72$
$7 \times 7 = 49$	$8 \times 7 = 56$	$9 \times 7 = 63$	$10 \times 7 = 70$	$11 \times 7 = 77$	$12 \times 7 = 84$
$7 \times 8 = 56$	$8 \times 8 = 64$	$9 \times 8 = 72$	$10 \times 8 = 80$	$11 \times 8 = 88$	$12 \times 8 = 96$
$7 \times 9 = 63$	$8 \times 9 = 72$	$9 \times 9 = 81$	$10 \times 9 = 90$	$11 \times 9 = 99$	$12 \times 9 = 108$
$7 \times 10 = 70$	$8 \times 10 = 80$	$9 \times 10 = 90$	$10 \times 10 = 100$	$11 \times 10 = 110$	$12 \times 10 = 120$
$7 \times 11 = 77$	$8 \times 11 = 88$	$9 \times 11 = 99$	$10 \times 11 = 110$	$11 \times 11 = 121$	$12 \times 11 = 132$
$7 \times 12 = 84$	$8 \times 12 = 96$	$9 \times 12 = 108$	$10 \times 12 = 120$	$11 \times 12 = 132$	$12 \times 12 = 144$

Fractions	Decimals	Percentages
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	$0.\dot{3}$	$33.\dot{3}\%$
$\frac{2}{3}$	$0.\dot{6}$	$66.\dot{6}\%$
$\frac{1}{4}$	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:

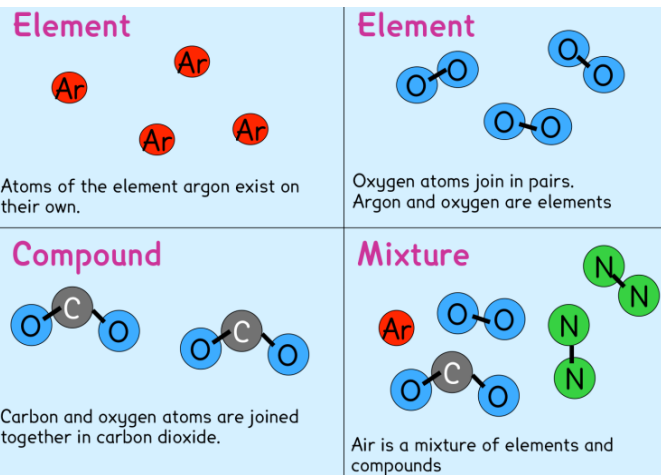
- Order of hierarchy within body systems
- Describe different organ systems
- How to use the correct terminology to describe atoms, elements and compounds
- Compare physical and chemical changes



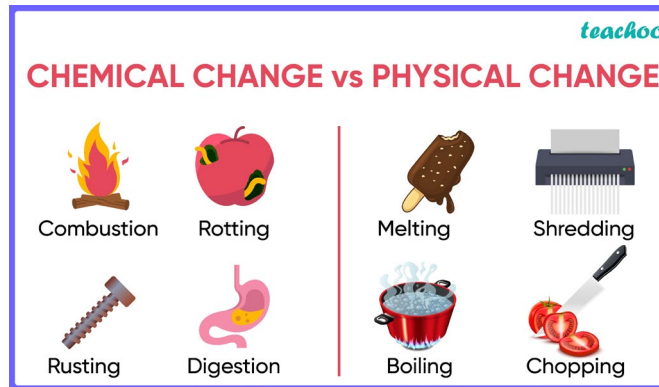
<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>

<https://www.bbc.co.uk/bitesize/topics/zstp34j>

1. Learn the differences between atoms, elements and compounds



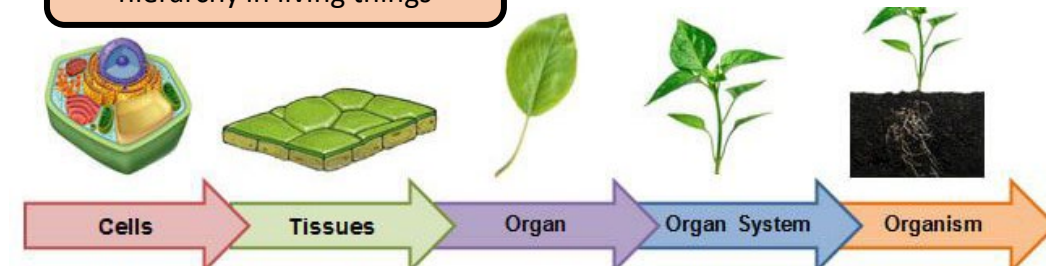
2. Compare physical and chemical changes



3. The structure and function of different organ systems

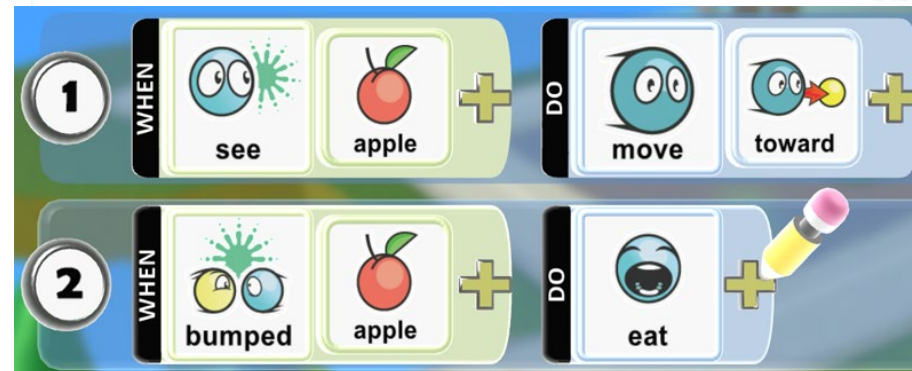
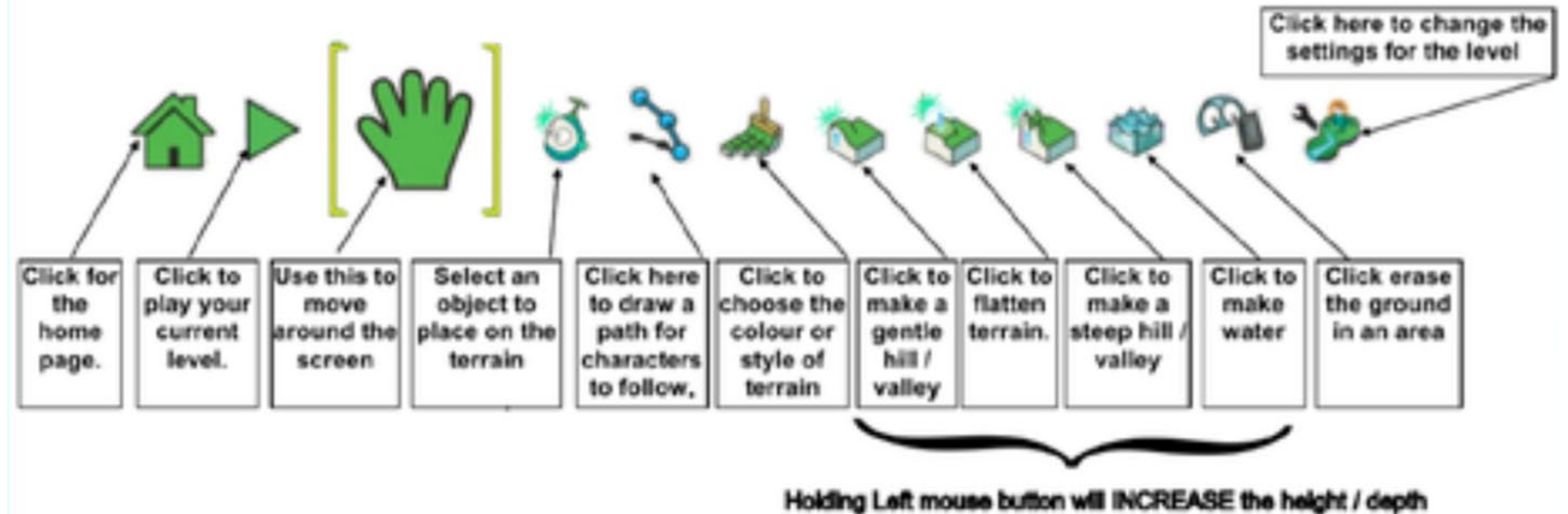
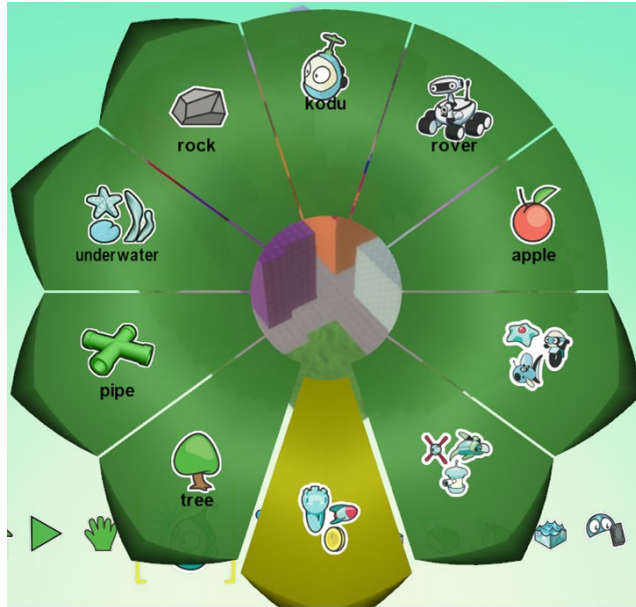
Organ system	Main organs	Function
Circulatory	Heart, veins, arteries	Transports substances in the blood around the body
Respiratory	Lungs	Takes in oxygen, removes carbon dioxide
Digestive	Stomach and intestines	Breaks down food, absorbs nutrients
Reproductive	Uterus, vagina. Penis, testes	Creates offspring

4. Describe the order of hierarchy in living things



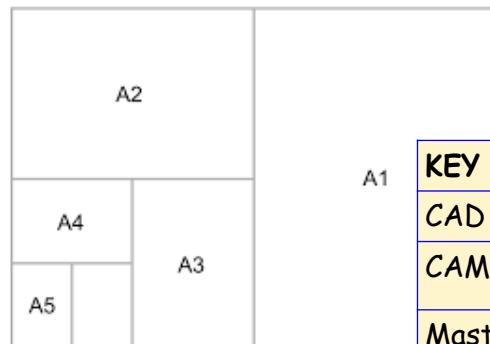
I NEED TO KNOW:

How to code using Kodu blocks. Use the crib sheet below to help you remember the key information.





Standard paper sizes



Sharpeners

I NEED TO KNOW:

How to use a range of drawing & rendering skills, both freehand & using the computer

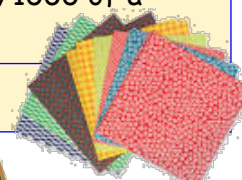
How to make a pop-up card using mountain & valley folds, using cutting and scoring techniques

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

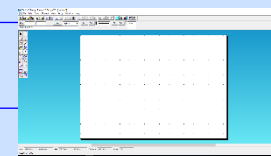
Laser Cutter



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.

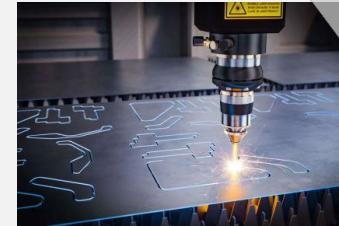


Batik

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

& 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:

Different joints and how to make them, how to produce 2D drawings, how to safely use different tools

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.



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

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

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 before hand 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 knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

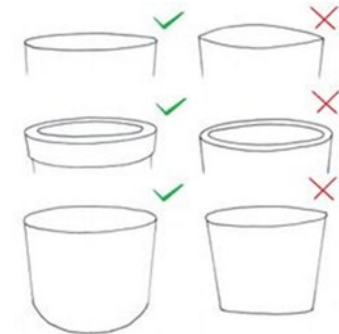
KEY WORDS	
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a 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.
TOPE	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 recession	Includes Foreground, Middle-ground and Background. The further away the object the higher up on the picture plain it will be.



KEY CONCEPTS

- Visual Accuracy
- Visual Analysis

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



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.

WK 1 & 2	<p><u>Capoeira</u> 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>
WK 3 & 4	<p><u>Perform and appreciate</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>
WK 5 & 6	<p><u>Indian Dancing</u> 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. <u>Perform and appreciate</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>

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:

Discovering how the voice can be used as an instrument

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

Preparing to sing

Looking at the ways a singer prepares before singing. This includes other voice users such as beatboxing and rap.

WEEK 3 & 4

Pitch, Harmony and Dynamics

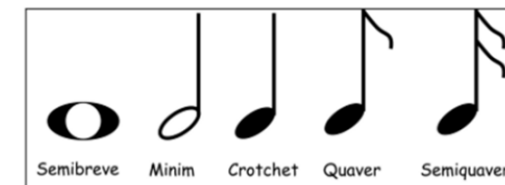
How to use technique exercises and songs to learn tuning, lyrics, dynamics and harmony

WEEK 5 & 6











Christmas Performance

How to use our voices in performance. Solo, groups and ensemble.

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

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>

I NEED TO KNOW:

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.

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>

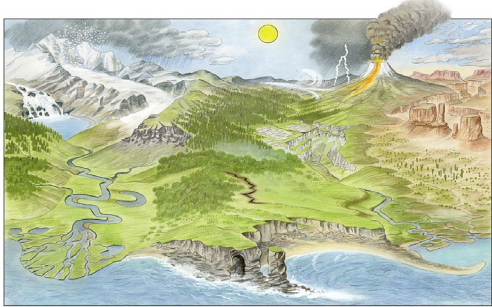
Effective teams and sportsman ship		
Invasion Games	Invade opponent's territory and score a goal or point.	
Football Rugby	Attacking skills	<i>Passing and moving, shooting</i>
	Defending skills	<i>Marking tackling</i>
	Working with others	<i>Being part of a team</i>
	Fair play	<i>Respecting rules and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

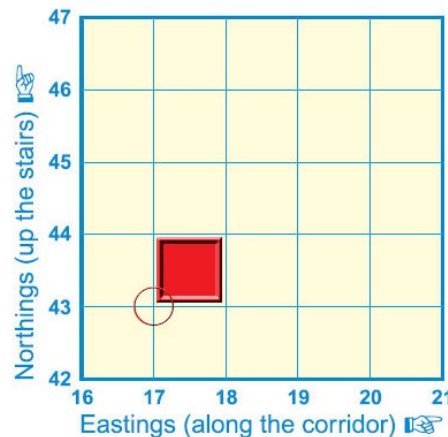
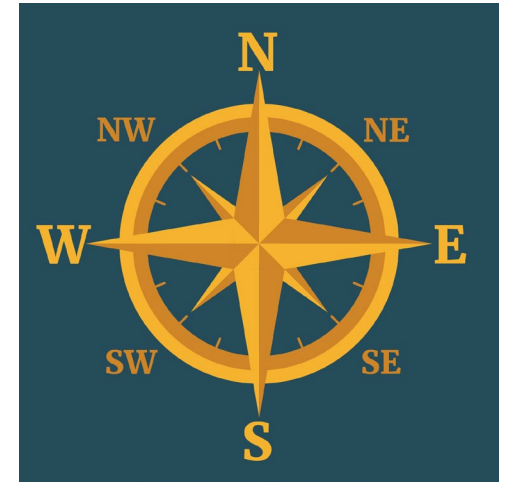
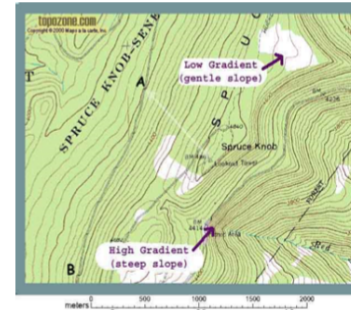
Who might need to use a map? PLANNERS who need to decide where a new road or housing estate needs to be built. PIZZA DELIVRIES so that they can quickly get to you whilst the pizza is still hot! TOURISTS trying to find their way. CYCLISTS planning their route for a day out. THE ARMY when planning an attack. 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:



In this unit we will look specifically at Judaism and Islam. Next term, we will explore how Christianity started when looking at the life of Jesus.



Identity and community

What do Muslims and Jews believe about the importance of Jerusalem?
How did they both start?

An introduction to Judaism and Islam.

Abraham	A patriarch who is a key figure to Jews and Muslims
Al Aqsa mosque	Muslims believe Muhammed(p.b.u.h)
Descendants	People that are related from an earlier person.
Hadith	Sayings of the prophet Muhammed (p.b.u.h)
Hajj	Pilgrimage to the city of Mecca.
Salah	Prayer
Sawm	Fasting in Islam
Shabbat	The Jewish day of rest from Friday night to Saturday night.
Shahadah	What Muslims believe – the declaration of faith.
Shia and Sunni	Two different groups in Islam. Muslims could be Sunni or Shia
Western wall	The remains of the temple. One of the holiest sites for Jews in the world.
Qur'an	Muslim holy book.

Jews follow the religion of Judaism. This is a monotheistic faith where Jews believe in one God

Abraham is a key figure in the Torah (the Jewish holy book). His descendants became the 12 tribes of Israel. Jews believe that they are all descended from these groups.

Abraham is tested for his belief in one God. Before him, people believed in many gods.

Abraham's son Ishmael is said to have become the founder of the Arab people. Ishmael and Hagar's search for water in the desert is remembered during the Muslim pilgrimage.

Muslims who follow Islam, believe that Muhammed (p.b.u.h) was the last in a long line of prophets. He received the Qur'an in a message from the Angel Jibril.

Islam split into two main groups- Sunnis and Shias. They disagree about whether Muhammed chose a successor or not. All Muslims believe in the FIVE PILLARS OF ISLAM.

I NEED TO KNOW:

Talking about school subjects, giving opinions and reasons, describing your timetable, using the 12 hour clock, describing your school day, talking about food

Les matières scolaires	School subjects
le français	French
le théâtre	drama
la géographie	geography
la musique	music
la technologie	technology
l'anglais	English
l'EPS (f)	PE
l'histoire (f)	history
l'informatique (f)	ICT
les arts plastiques (m)	art
les maths	maths
les sciences	science
Les opinions	Opinions
J'aime...	I like...
J'aime beaucoup...	I like... a lot
J'aime assez...	I quite like...
J'adore...	I love...

Les opinions	Opinions
Tu aimes/Est-ce que tu aimes..?	Do you like...?
Je n'aime pas...	I don't like...
Je déteste...	I hate...
C'est ma matière préférée.	It's my favourite subject.
T'es fou/folle.	You're crazy.
Les raisons	Reasons
C'est...	It's...
ennuyeux	boring
intéressant	interesting
facile	easy
difficile	difficult
génial	great
nul	rubbish
marrant	funny
On a beaucoup de devoirs.	We have a lot of homework.
Le/la prof est sympa.	The teacher is nice.
Le/la prof est trop sévère.	The teacher is too strict.

I NEED TO KNOW:

Talking about school subjects, giving opinions and reasons, describing your timetable, using the 12 hour clock, describing your school day, talking about food

L'emploi du temps	The timetable
le lundi	On Mondays
le mardi	On Tuesdays
le mercredi	On Wednesdays
le jeudi	On Thursdays
le vendredi	On Fridays
À (neuf heures), j'ai (sciences).	At (nine o'clock), I've got (science).
le matin	(in) the morning
l'après-midi	(in) the afternoon
le mercredi matin	On Wednesday morning
le jeudi après-midi	On Thursday afternoon
la récréation/ la récré	breaktime
le déjeuner	lunch

La journée scolaire	The school day
On a cours (le lundi).	We have lessons (on Mondays).
On n'a pas cours...	We don't have lessons...
On commence les cours à...	We start lessons at...
On a quatre cours le matin.	We have four lessons in the morning.
On étudie neuf matières.	We study nine subjects.
À la récré, on bavarde et on rigole.	At break, we chat and have a laugh.
On mange à la cantine.	We eat in the canteen.
On finit les cours à...	We finish lessons at...
On est fatigués.	We are tired.

I NEED TO KNOW:

Talking about school subjects, giving opinions and reasons, describing your timetable, using the 12 hour clock, describing your school day, talking about food

Qu'est-ce que tu manges?	What do you eat/are you eating?
Je mange...	I eat/I'm eating...
du fromage	cheese
de poisson	fish
du poulet	chicken
du steak haché	beefburger
du yaourt	yoghurt
De la pizza	pizza
de la purée de pommes de terre	mashed potatoes
de la glace à la fraise	strawberry ice-cream
de la mousse au chocolat	chocolate mousse
de la tarte au citron	lemon tart
des crudités	chopped, raw vegetables
des frites	chips
des haricots verts	green beans
Bon appétit!	Enjoy your meal!

LES MOTS ESSENTIELS	HIGH FREQUENCY WORDS
à	at
et	and
aussi	also
mais	but
très	very
trop	too
assez	quite
un peu	a bit
Pourquoi?	Why?
parce que	because
beaucoup (de)	a lot (of)
tous les jours	every day
aujourd'hui	today
pardon	excuse me
merci	thank you
Est-ce que (tu)...?	Do (you)...?
Qu'est-ce que (tu) ...?	What do (you)...?
avec	with

I NEED TO KNOW:

Talking about school subjects, giving opinions and reasons, describing your timetable, using the 12 hour clock, describing your school day, talking about food

Stratégie 2

Cognates and not quite cognates!

A cognate is spelt the same in English as in French. Most of the time they mean exactly the same too, for example: une pizza → a pizza.

In French there are also lots of words that look similar to English words but are not identical. Often these words have exactly the same meaning as the English (but not always!)

How many of these words do you know? Here is one to get you started:
musique → music

There is also one word on these pages that looks (almost) identical to an English word but has a different meaning here. Can you spot it?

So the lesson from this is to use your English to help you work out the meanings of French words, but be careful. There are some that can trip you up.



Careers ideas: Foreign language study can lead to a career in international law. You could work for a private law firm with a global client list or for a multi-national company or organisation as a legal advisor.

**I NEED TO
KNOW:**

Saying what you like to do in your spare time; talking about the weather; saying what sports you do

¿Qué te gusta hacer?	What do you like to do?
Me gusta...	I like...
Me gusta mucho...	I really like...
No me gusta...	I don't like...
No me gusta nada	I don't like at all...
chatear	to chat online
escribir correos	to write emails
escuchar música	to listen to music
jugar a los videojuegos	to play videogames
leer	to read
manadar SMS	to send text messages
navegar por internet	to surf the net
salir con mis amigos	to go out with my frinds
ver la televisión	to watch TV
porque es...	because it's...
porque no es...	because it's not...
interesante	interesting
guay	cool
divertido	amusing, funny
estúpido	stupid
aburrido	boring

¿Qué haces en tu tiempo libre?	What do you do in your free time?
bailo	I dance
canto karaoke	I sing karaoke
hablo con mis amigos	I talk with my friends
monto en bici	I ride my bike
saco fotos	I take photos
toco la guitarra	I play the guitar
Expresiones de frecuencia	Expressions of Frequency
a veces	sometimes
de vez en cuando	from time to time
nunca	never
todos los días	every day
Las estaciones	The seasons
la primavera	spring
el verano	summer
el otoño	autumn
el invierno	winter

I NEED TO KNOW:

Saying what you like to do in your spare time; talking about the weather; saying what sports you do

¿Qué tiempo hace?	What's the weather like?
hace calor	it's hot
hace frío	it's cold
hace sol	it's sunny
hace buen tiempo	it's nice weather
llueve	it's raining
nieva	it's snowing
¿Qué haces cuando llueve?	What do you do when it rains?
Los días de la semana	The days of the week
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday
los lunes	on Mondays, every Monday
los martes	on Tuesdays, every Tuesday

¿Qué deportes haces?	What sports do you do?
hago artes marciales	I do martial arts
hago atletismo	I do athletics
hago equitación	I go horseriding
hago gimnasia	I do gymnastics
hago natación	I go swimming
juego al baloncesto	I play basketball
juego al fútbol	I play football
juego al tenis	I play tennis
juego al voleibol	I play volleyball
¡Me gusta!	I like it!
¡Me gusta mucho!	I like it a lot!
¡Me gusta muchísimo!	I really, really like it!
¡Me encanta!	I love it!

Careers ideas!

If you enjoy learning languages you could pursue a career in translating or interpreting. You could work freelance or for a global organisation like the United Nations or the European Union.



I NEED TO KNOW:

Saying what you like to do in your spare time; talking about the weather; saying what sports you do

PALABRAS MUY FRECUENTES	HIGH-FREQUENCY WORDS
con	with
cuando	when
generalmente	generally
mucho	a lot
no	no
o	or
pero	but
porque	because
sí	yes
también	also,too
y	and
¿Y tú?	And you?

Estrategia 2

Cognates and near-cognates

A cognate is spelled the same the same in English as in Spanish. Most of the time they mean exactly the same too.

e.g. piano = piano

In Spanish there are also lots of words that look similar to English words but are not identical. These words are called near cognates. They often have exactly the same meaning as in English (but not always!)

e.g. música = music

However there are some words that look identical, or almost identical to English words but have different meanings.

These are often called false friends.

e.g. once = eleven

So the lesson from this is to use your knowledge of English to help you work out the meanings of Spanish words, but be careful,. There are some that can trip you up.