

Year 7 Workbook 3- Catch up activities

See times suggested as a guide.

This workbook has a series of blended activities which do not all require internet activities- However the internet may be used if you have access.

If there is no suggested time, then try to spend between 40 minutes and 1 hour.

Good Luck and do your best!

English

- Choose a character from your favourite fairy tale and write a diary entry from their point of view. (1 hour)
- Write a poem or song about an issue you feel passionate about, for example, racism. Include a simile, a metaphor, onomatopoeia and strong adjectives. Challenge – give it a powerful rhythm. (1 hour or longer)
- Imagine you are involved in a conflict (could be a war, an argument, internal conflict inside your head) and write a description of what is happening and how you are feeling. Remember to use paragraphs, sophisticated vocabulary, language devices and accurate punctuation. (1 hour for each different conflict).
- Think of a conflict you are interested in. It could be a war, or a political issue, or a disagreement involving celebrities. Research it in detail and write up your findings. Include a detailed conclusion where you explain your opinion based on what you have found out. (Do this in chunks to total 6 hours)
- Create a poster or informative leaflet about William Shakespeare. Include information about his background, his work and career, his plays and poetry. Why do you think Shakespeare is still relevant today? Challenge – find out other information about his life that interests you. (3 hours in chunks)
- Watch a TV programme and focus on how the characters look, speak and move. How do these show you what sort of person they are? Create a social media profile for your favourite character. (1 hour)

Year 7 Mrs Wall's Group

- Read any book, comic or newspaper for 20 minutes every day. (Spend 20 mins per day on this)
- Who is a hero in your eyes? Is it your mum, dad, carer or doctor/nurse? Write a description of your hero. Why are they your

<p>English</p>	<p>hero? What did they do for you? (Planning 25 minutes - writing task 30 minutes with rereading and correction time)</p> <ul style="list-style-type: none"> • If you could be a superhero what would be your superpower? Write a newspaper report about what your superhero achieved. Would you be able to listen through walls and hear secret conversations? Would you have super sight, be able to read all secret documents? The superpower to be invisible, you could play pranks on people. (If you can research what an article looks like including the layout - 15 minutes) (plan the article using the questions above as your structure in your article 25 minutes. Write the article up to 40 minutes with rereading and correction time) • Draw your superhero and label all superpowers. (35-45 minutes depending on artistic details) • Write a slogan that can help us to remember to social distance in our classrooms. Use alliteration, make it funny, make it colourful. We can then decorate our classrooms with the best ones. (If you can do some research into this and spend 15 minutes researching. Write the slogan in 25 minutes) • Describe what you would like your first day to look like in Holy Trinity when we all come back as a school community. (30 minutes with reread/correction time)
<p>Maths</p>	<p>We know that some of you do not have access to the internet or to an electronic device such as a laptop at home. If this is the case please, complete the following tasks on paper and keep in a file for your return to school;</p> <ol style="list-style-type: none"> 1) Write out your times tables up to 12 x 12. Focus on learning your 6s, 7s, 8s, 9s and 12s. These are the hardest times tables to memorise but once you know them, they will help you with division, ratio, fractions and even solving equations. You should be able to answer any times table question in a split second! 2) Write out the square numbers up to 20x 20. Eg $1 \times 1 = 1$, $2 \times 2 = 4$, $3 \times 3 = 9$ etc. Learn these twenty square numbers. It is a very valuable skill to have. Can you then work backwards? Eg $\sqrt{121} = 11$ 3) Produce a poster that will help you remember all of the metric units of measurement and how to convert between them eg to convert cm into metres we divide by 100 etc. Can you think of any ways to help you remember this? 4) Look for any examples in real life of averages being used. What are the three types of average? Can you work each out? Can

<p>Maths</p>	<p>you think of times when each average could be used and times when they can't be used? Write up all of your findings and thoughts.</p> <p>Mathswatch</p> <p>Your teachers have looked at the most important topics that were due to be covered this term and have set you tasks that match up to these topics on mathswatch. There is a video attached to each task so please watch this first. They are designed to help you answer the questions independently.</p> <p>Log in to mathswatch during the times that you would normally have your Maths lesson and work through the topics in the order that they are written in the table. Your teacher will be keeping an eye on the work that you have completed and how you are getting on with it. If you do not know your mathswatch login, please email Mrs McCarthy and she will email it to you. Her email address is amccarthy@holytrc.bham.sch.uk.</p> <p>Good luck and remember, all we ever ask is that you try your best.</p> <p>Stay safe, Mrs Henvey</p> <p>Class Mathswatch topics that have been set</p> <p>7A Multiplication by 2,3,4,5,10, Division by 2,3,4,5,10, Ratio, Angle facts, Angles in a triangle, Parallel lines, Transformations, BIDMAS</p> <p>7S Rounding and Estimating, Percentages, Fractions, Probability, BIDMAS, Co-ordinates and Graphs, Angles, Transformations</p> <p>7P Ratio, Graphs, Angles, Properties of 2D shapes and Transformations</p> <p>7I Rounding, Percentages, Fractions, Probability, BIDMAS, Co-ordinates, Angles</p> <p>7R Multiplication by 2,3,4,5,10, Division by 2,3,4,5,10, Ratio and Angle facts</p>
<p>Science</p>	<ol style="list-style-type: none"> 1. What is meant by the term variation? Describe how variation in species occurs. Explain how variation gives rise to different species. (Suggested time for activity 30 minutes.) 2. Explain how organisms are adapted to their environments. You could think about organisms you have seen in your garden or maybe watch a documentary to help you. (Suggested time for activity 30 minutes.) 3. Name some sources of sound. Describe how sound is produced and travels. (Suggested time for activity 30 minutes.)

	<p>4. Identify the causes of weathering and erosion and describe how they occur. Describe how sedimentary rocks are made. Explain in detail how igneous and metamorphic rocks form. Construct a labelled diagram to identify the processes of the rock cycle. (Suggested time for activity 60 minutes.) You may wish to use the following link to help you: https://www.bbc.co.uk/bitesize/guides/zwd2mp3/revision/3</p> <p>5. Find out why the Earth has seasons. How does the length of a day change during the year and depending on where you are? Draw a diagram of the Earth and Sun to show why we have seasons. Explain why the day length changes from summer to winter. Write a description to explain why the Sun only appears to move across the sky. (Suggested time for activity 60 minutes.) You may wish to use the following link to help you: https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/4</p> <p>6. Why does the Moon have phases? Why do we have eclipses? What is the difference between a lunar eclipse and a solar eclipse? When is the next one due? Draw the phases of the moon – you could do this by looking for the Moon each night. Add the names to each phase. Draw a diagram for a solar and a lunar eclipse. Explain when there is a partial eclipse and when/where it is a total eclipse. (Suggested time for activity 60 minutes.) You may wish to use the following links to help you: https://www.natgeokids.com/uk/discover/science/space/the-phases-of-the-moon/</p>
Religious Education	RE – see separate RE Year 7 work pack
MFL	<p>Project on a French or Spanish speaking country - chose a country which speaks either French or Spanish and create a fact file detailing as much information about the country, culture, traditions, food, population, weather etc</p> <p>Create a tourist leaflet or poster with key phrases in French/Spanish to advertise why you should come to the country you have chosen.</p> <p>Find the flags of 20 different countries and translate the countries in to French/ Spanish.</p> <p>Use linguascope and duolingo to learn new vocabulary and reinforce previously learnt vocabulary</p>

Humanities	<p>Humanities Challenge Project</p> <p>This task is related to your experiences during lockdown. You are to create a time capsule that you can keep / bury (whatever you like really!) that outlines your lockdown experiences. This time capsule is something you can open in 10-20 years time or any date of your choice. This situation will go down as one of the most unprecedented events in History.</p> <p>Your time capsule could include:</p> <ul style="list-style-type: none"> • Daily activities • Newspaper cuttings or stories that have been significant • Diary entry – highs and lows of lockdown • Handprints • Paintings • Photographs • Anything you like really! Just have fun with it!
History	See separate workbook – Year 7 Medieval Monarchs
Geography	See separate workbook – The River Cole Research Summer Project
Computer Science	<p>Year 7</p> <p>What is a Computer?</p> <ol style="list-style-type: none"> 1) Explain why certain devices are considered computers and why other are not and be able to explain the difference between input and output devices of non-standard computers such as a car or a toaster. 2) List as many electronic device which takes in data/commands, processes it and then outputs the result? 3) Draw and list the components that can be found in a computer motherboard. 4) Explain why a watch and a phone is a computer. 5) Lists 3 input devices and 3 output devices of a normal PC system. State what the difference is between an input device and an output device. 6) Explain the difference between an input device and an output device using several devices of a PC with images to support your work. Then explain the input and output devices of a washing machine 7) Explain the difference between an input device and an output device using several devices of a PC with images to support your work. Then explain the input and output devices of a modern day car.

	8) Draw a new super computer and label the parts that make it a superior machine.
Art	<p>Aboriginal Art</p> <p>1. Research Aboriginal Art, create a research page and mind map of what you discover, what colours are used? What symbols? Find out about the use of dots. Include some small sketches.</p> <p>2. Design an Aboriginal boomerang (look on the internet what these look like)</p> <p>3. Aboriginal people use symbols and pictures to tell stories. Create some of your own symbols. Draw in pencil add black pen if you have one. Write down what your symbols represent.</p> <p>4. Create a short story(a couple of paragraphs, more if you wish)</p> <p>5. Create an Aboriginal composition (art piece) in colour, look on the internet or even Pinterest for inspiration. Use some of your own symbols. Be creative, you could make areas 3D, use cut papers, felt pens, wax crayons, paint, whatever you have.</p> <p>Good luck Miss French</p>
Music	<p>Please check your school email address for examples, further resources and tips. Please email me any work or performances you complete - I would love to see / hear it! phancock@holycrc.bham.sch.uk</p> <ol style="list-style-type: none"> 1. If you have access to the internet try out this online piano https://www.onlinepianist.com/virtual-piano You can find tutorials on YouTube to show you how to play different pieces. (30 minutes to 1 hour) 2. Create a body percussion piece: draw out a 4 or 8 beat grid and then make up symbols for different parts of your body (e.g. circle is a stamp, cross is a clap, triangle is a knee slap). Then experiment with putting different symbols into the grid and play the rhythms you created. (15-20 minutes) There will be a video demonstration on the website. 3. Extension – turn your body percussion symbols into musical notation using crotchets, quavers and semiquavers (5 minutes) 4. Keep a listening diary and write down the different pieces of music you listen to each week with a note on what you

Music	<p>liked about it and a brief description of the music. (15-20 minutes)</p> <p>NOTE: all these tasks can be repeated multiple times with different pieces of music. Task 4 is something you could be doing weekly, not just a one off piece of work.</p> <p>See also Body percussion demo video on the Home Learning page on our school website if you have access</p>
PE	<p>Complete the following exercises 1-3 times during a week</p> <p>Week 1. -10min speed walk -Complete 30 seconds of each of the following exercises with a 30 second rest between each exercise. star jumps, squats, plank, crunches, lunges, press ups, high knees, bicycle crunches, calf raises. -2min walk</p> <p>Week 2 &3. -12min speed walk -Complete 40 seconds of each of the following exercises with a 30 second rest between each exercise. star jumps, squats, plank, crunches, lunges, press ups, high knees, bicycle crunches, calf raises. -2min walk</p> <p>Week 4. -15min speed walk -Complete 60 seconds of each of the following exercises with a 30 second rest between each exercise. star jumps, squats, plank, crunches, lunges, press ups, high knees bicycle crunches, calf raises. -2min walk</p> <p>Use the separate file called 'PE exercise guide' to help you improve your technique.</p>
PSD	See the separate PSD work pack 'Motivation'