

Cycle 2

January to March 2017

Year 7 Learning Guide



Dear Parents / Carers

Re: Up-coming Key Stage 3 Exams Week

We are now approaching the second series of KS3 exams. These will take place the week beginning 20th March and a timetable will be available shortly on Firefly. Most exams take place in the hall but for those being taken in the classroom some may occur the week before.

These exams will help teachers to assess students' progress against the Key Performance Indicators (KPIs) that have been taught this cycle since January. Students will also be tested on some of the knowledge and skills from the previous cycle.

It is really important that your son/daughter is well prepared for their exams so that they can perform to the best of their ability. Please support your son/daughter by making sure that they have access to and use the resources included in this guide and provided by their class teacher.

If you would like a paper copy of the learning guides one can be collected by your son/daughter from their pastoral office.

One month prior to the exams students will be set revision homework by their classroom teachers which may be a set task to support students prepare or may be independent revision time. To do this students should:

1. Maths – use their last report to find out what KPIs they did not previously meet and then watch the films and practise these using Hegarty Maths.
2. English – download the work packs provided by the English department. These can be found on Firefly and again a printed copy can be collected from their pastoral office.
3. Students should ask to take home their class book to revise from. The best way to do this is for students to read through the material and write questions. These flash cards can then be used by students to quiz themselves and each other.

I would also like to take this opportunity to remind you of the KS3 team. My role as KS3 Raising Standards Leader is to ensure that students are on a path to achieving their personal, academic best. I will be working closely with year 7, Mr Sacree with year 8 and Ms Joyce year 9. Our main job will be to keep a close eye on the students' progress and achievement over the course of the year especially in English and Maths.

You will receive your son/daughter's report at the beginning of the Summer Term. In the meantime if you have any questions please don't hesitate to get in touch with one of the KS3 team, your son/daughter's pastoral team or their class teacher.

Yours sincerely



Ms V Penney
Assistant Principal

YEAR 7
ENGLISH KPIs - CYCLE 2

Pupils will be looking at improving their skills of analysis of writer's viewpoints and perspectives. The students will be working on how to summarise the differences between two texts picking out details from both. Students will be working on analysing the *effect* of the writer's choice of language to describe events. Students will also be making detailed comparisons across two texts to ensure that students can identify the differences and similarities. Year 7 will be focusing on transactional writing and on newspaper writing, autobiographical writing, letter writing and writing for magazines.

Date of Assessment	Week beginning Monday 20 th March
KPI No.	KPI and Success Criteria
ENGLISH 7.1	<p>(Understanding) I can independently select the information I need to support my ideas and comments.</p> <p>Students should be able to pick out quotations from a text to support and demonstrate that they have fully understood a text. They should be able to justify their opinion using evidence picked from the text.</p>
ENGLISH 7.4	<p>(Themes and Ideas) I can identify the purpose of a text and justify my point of view.</p> <p>Students should be able to identify what the purpose of a text is and say if it is designed to inform, persuade, advise or argue. They should be able to pick out key parts of the text which show this purpose.</p>
ENGLISH 7.5	<p>(Themes and Ideas) I can recognise and comment on the conventions of a specific genre.</p> <p>Students should be able to identify which genre a piece of writing falls within and be able to say how they know this and give reasons for their thoughts and opinions using quotations.</p>
ENGLISH 7.7	<p>(Themes and Ideas) I can compare and contrast characters and events in a text.</p> <p>Students should be able to compare how characters behave and interact across two different texts and be able</p>

	to compare the similarities and differences with these across the two texts.
ENGLISH 7.8	<p>(Writing) I can use the appropriate structure, conventions and vocabulary for both formal and informal letter writing.</p> <p>Pupils should be able to lay out a formal letter using the correct structure and write using formal language. They should know the difference between a formal letter and an informal letter and should be able to explain this difference as well as demonstrate an ability to write one.</p>
ENGLISH 7.9	<p>(Writing) I can use standard English in my writing.</p> <p>Pupils should be able to demonstrate that they can write using standard English and not write in slang or use phrases which are not considered formal or standard.</p>

YEAR 7 CYCLE 2 ENGLISH REVISION

Year 7 students should refer to their English Cycle 2 Revision Guides which will be made available from the **beginning of the Spring 2 term**. These can be downloaded from Firefly and printed versions can also be collected from the Pastoral Office.

These guides will walk the pupils through their cycle 2 exam and will be looked at by the class teacher. They should be completed to the best of the student's ability and should be completed in full. It is vital that this revision guide is completed as students who do not will be putting themselves at a real disadvantage.

Students will be advised how much they should write and how long they should spend on these questions in the examination.

YEAR 7

Maths KPIs – CYCLE 2

In year 7 students will be working towards a number of KPIs covering the areas of angles, 2d shapes, symmetry and rotation, fractions and percentages. The students will be assessed throughout the year to ensure they are meeting the KPIs associated with each topic.

Date of Assessment	Week beginning Monday 20 th March
KPI No	KPI and Success Criteria
MATHS 7.9	<p>Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles</p> <ul style="list-style-type: none"> • Apply angle facts including straight lines, points, triangles, quadrilaterals and opposite angles. • Measure, draw, estimate and name angles.
MATHS 7.10	<p>Derive, describe and illustrate properties of triangles, quadrilaterals and other plane figures [for example, equal lengths and angles] using appropriate language and technologies.</p> <ul style="list-style-type: none"> • Draw and apply correct terms of straight lines, points, parallel lines, perpendicular, right-angle, triangles and combinations e.g. right-angled isosceles. • Name, identify and list properties of a square, rectangle, parallelogram, rhombus, kite, arrowhead, trapezium, isosceles. • Name polygons up to 10 sides. • Understand the meaning of parallel and perpendicular.
MATHS 7.11	<p>Understand and use the formula for the area of a parallelogram.</p> <ul style="list-style-type: none"> • Apply formulae to calculate and solve problems involving area of parallelograms.
MATHS 7.12	<p>Describe, sketch and draw regular polygons, and other polygons that are reflectively and rotationally symmetric.</p> <ul style="list-style-type: none"> • Recognise and visualise simple reflection. • Recognise line symmetry. • Find the order of rotational symmetry for any shape.
MATHS 7.13	<p>Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1.</p> <ul style="list-style-type: none"> • Calculate the equivalent fraction of another fraction. • Simplify fractions to their lowest term. • Convert between improper fractions and mixed numbers. • Use approximation to divide rectangles into halves, thirds, quarters, fifths, sixths, eighths, ninths and tenths. • Use approximation to divide circles into halves, thirds, quarters, fifths, sixths, eighths, ninths and tenths.

MATHS 7.14	<p>Use addition and subtraction, including formal written methods, applied to proper and improper fractions, and mixed numbers.</p> <ul style="list-style-type: none"> • Add and subtract fractions using common denominators. • Add and subtract mixed numbers and improper fractions using common denominators.
MATHS 7.15	<p>Compare and order fractions by creating common denominators. Interpret fractions and percentages as operators.</p> <ul style="list-style-type: none"> • Approximate where fractions lie on a number line. • Use a number line as a model for ordering fractions using the symbols =, ≠, <, >, ≤, ≥ • Solve division questions represented as fractions. • Recognise special fractions over 0, 1 or where the numerator and denominator are equal. • Calculate simple fraction of amounts. • Draw a pie chart involving simple fractions of 360°.

YEAR 7 CYCLE 2 MATHS REVISION

You will need to use your exercise book and Hegarty homework book to help you revise for your cycle 2 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

KPI 7.9 Apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles

Resources

Hegarty Maths; clip numbers, 455-461, 477-491.

Mymaths → shape → angles

Mymaths associated games.

KPI 7.10 Derive, describe and illustrate properties of triangles, quadrilaterals and other plane figures [for example, equal lengths and angles] using appropriate language and technologies.

Resources

Hegarty Maths; clip numbers 477-491.

Mymaths → shape → 2D and 3D shapes

Mymaths associated games.

KPI 7.11 Understand and use the formula for the area of a parallelogram.

Resources

Hegarty Maths; clip numbers 553-559.

Mymaths → shape → area

Mymaths associated games.

KPI 7.12 Describe, sketch and draw regular polygons, and other polygons that are reflectively and rotationally symmetric.

Resources

Hegarty Maths; clip numbers, 455-461, 560-565.

Mymaths → shape → symmetry

Mymaths → shape → construction

Mymaths associated games.

KPI 7.13 Express one quantity as a fraction of another, where the fraction is less than 1 and greater than 1.

Resources

Hegarty Maths; clip numbers, 57-65.

Mymaths → number → fractions

Mymaths associated games.

KPI 7.14 Use addition and subtraction, including formal written methods, applied to proper and improper fractions, and mixed numbers.

Resources

Hegarty Maths; clip numbers, 60-80.

Mymaths → number → fractions

Mymaths associated games.

KPI 7.15 Compare and order fractions by creating common denominators. Interpret fractions and percentages as operators.

Resources

Hegarty Maths; clip numbers, 57-80, 81-90.

Mymaths → number → fractions

Mymaths → number → fractions

Mymaths → number → percentages

Mymaths associated games.

Year 7 Science KPIs – Cycle 2

This cycle year 7 students will be working towards a number of KPIs that will allow students to describe the arrangement of particles in solids, liquids and gases and explain changes of state in terms of energy and the particle model. Students will be able to identify substances as pure and impure and how to separate them.

Students will also complete a unit on forces. Here they will learn how to draw and interpret force diagrams to describe the motion of an object, calculate pressure, weight and average speed as well as interpret distance time graphs.

Date of Assessment	Week beginning Monday 20 th March
KPI No.	KPI and Success Criteria
SCIENCE 7CP 1	<p>Describe the arrangement of particles in a solid, liquid and gas, and link this to their properties.</p> <ul style="list-style-type: none"> • Identify the states of matter. • Describe the properties of different states. • Compare particle arrangements of different states.
SCIENCE 7CP 2	<p>Explain changes of state in terms of the particle model.</p> <ul style="list-style-type: none"> • Identify the changes of state. • Describe changes of state in terms of energy. • Explain how particle energy affects change of state.
SCIENCE 7CP 3	<p>Classify substances as pure and impure, and describe techniques to separate mixtures.</p> <ul style="list-style-type: none"> • Describe substances as pure and impure. • Identify simple techniques to separate mixtures.
SCIENCE 7CP 4	<p>Explain the differences between reversible and non-reversible reactions.</p> <ul style="list-style-type: none"> • Identify reactions as reversible or irreversible. • Describe changes in chemical reactions
SCIENCE 7PF 1	<p>Use diagrams with correctly labelled force arrows to display a range of forces in different situations.</p> <ul style="list-style-type: none"> • Identify forces occur when two objects interact. • Describe the effect forces have on objects.
SCIENCE 7PF 2	<p>Interpret force diagrams to determine the motion of an object</p> <ul style="list-style-type: none"> • Describe forces using arrows on diagrams. • Explain the effects of balanced or unbalanced forces on an object's movement. • Calculate resultant forces.

SCIENCE 7PF 3	<p>Calculate pressure, weight and average speed using appropriate equations</p> <ul style="list-style-type: none"> • Describe the relationship between force, area and pressure. • Calculate pressure. • Describe the relationship between mass and weight. • Calculate weight of objects. • Describe how speed is measured. • Calculate the speed of an object.
SCIENCE 7PF 4	<p>Relate the description of a journey to a distance-time graph</p> <ul style="list-style-type: none"> • Describe the journey using a distance time graph.

YEAR 7 CYCLE 2 SCIENCE REVISION

Particles

7CP1 and 7CP2

http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/particle_model/revision/1/
pg 1-6.

http://www.bbc.co.uk/bitesize/ks3/science/chemical_material_behaviour/particle_model/activity/
<https://www.le.ac.uk/se/centres/sci/selfstudy/particle01.html>

7CP3

<https://www.youtube.com/watch?v=88MBCyiaPSM>

<http://www.pindex.com/b/ks3chemistry/pure-and-impure-substances> (this would be useful for the whole unit of work)

7CP4

<http://changesinscience.blogspot.co.uk/2013/11/reversible-and-irreversible.html>

<http://k8schoollessons.com/reversible-changes/>

Word	Meaning
dense	Something which is heavy for its volume.
flow	Move.
gas	Something that does not have a fixed shape or volume, and is easy to squash.
liquid	Something with a fixed volume but no fixed shape.
property	A description of how a material behaves and what it is like. Hardness is a property of some solids.
solid	Something with a fixed shape and volume.
states of matter	There are three different forms which a substance can be in; solid, liquid or gas. These are the three states of matter.
bonds	Forces holding particles together.
particles	The tiny pieces that everything is made out of.
vibrate	Move backwards and forwards.
diffusion	When particles mix with each other without anything moving them.

Force and motion.

7PF1 and 7PF2

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/forces/revision/2/

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/forces/revision/5/ Pg 5 – 7

<https://www.youtube.com/watch?v=9kMntZvYmqQ>

7PF3

http://www.bbc.co.uk/bitesize/ks3/science/energy_electricity_forces/forces/revision/3/ pg 3-4

<https://animatedscience.co.uk/blog/ks3-forces-and-pressure>

http://www.schoolphysics.co.uk/age11-14/Matter/text/Pressure_/index.html

http://www.bbc.co.uk/schools/gcsebitesize/science/add_edexcel/motion_forces/forcesrev4.shtml

http://www.ducksters.com/science/physics/mass_and_weight.php

<http://www.bbc.co.uk/education/guides/zwwmxnb/revision>

<https://www.youtube.com/watch?v=nAKwhZyXnw>

7PF4

<http://www.absorblearning.com/advancedphysics/demo/units/010103.html>

Word	Meaning
air resistance	A force that tries to slow things down that are moving through air. It is a type of friction.
contact force	A force that needs to touch an object before it can affect it (e.g. friction).
drag	Air resistance and water resistance are both sometimes called drag.
force	A push or a pull.
force meter	Piece of equipment containing a spring, used to measure forces.
friction	A force that tries to slow things down when two things rub against each other.
gravity	The force of attraction between any two objects. The Earth is very big and so has strong gravity that pulls everything down towards it.
magnetism	A force that attracts objects made out of iron.
newton meter	Another name for a force meter.
non-contact force	A force that can affect something from a distance (e.g. gravity).
speed	How fast something is moving. Often measured in metres per second (m/s).
upthrust	A force that pushes things up.
water resistance	A force that tries to slow things down that are moving through water. It is a type of friction.
newton	The unit of force (N).
stationary	Not moving.
distance/time graph	A graph that shows how far and how fast something travels during a journey.
kilometres per hour (km/h)	Units for speed when the distance is measured in kilometres and the time is measured in hours.
metres per second (m/s)	Units for speed when the distance is measured in metres and the time is measured in seconds.
miles per hour (mph)	Units for speed when the distance is measured in miles and the time is measured in hours.
speed	How fast something is moving. Often measured in metres per second (m/s).

YEAR 7

Art KPIs – CYCLE 2

This term students have been looking at the work of The Delaunay's and colour theory. They have been creating their own circular abstract painting inspired by a range of artists.

During the spring test they will be assessed on the KPIs we have been looking at this term (KPI 7.6 - 10).

Date of Assessment	Week beginning Monday 13 th March
KPI and Success Criteria	
ART 7.6	<p>I can use hot and cold colours to add depth to my work</p> <ul style="list-style-type: none"> I can use hot colour in the foreground (red, yellow, orange) and cold colours in the background (blue, green, turquoise) of my work to create a feeling of depth
ART 7.7	<p>I can make links between colour and emotion</p> <ul style="list-style-type: none"> I know that hot colours link with happy emotions and cold colours link with sad emotions. I can give examples of a colour and an emotion both verbally and written in my sketchbook.
ART 7.8	<p>I can identify the complementary colours</p> <ul style="list-style-type: none"> I know that the complementary colours are: I know that they make each other stand out (complement each other).
ART 7.9	<p>I can list the visual elements of art</p> <ul style="list-style-type: none"> I know that the visual elements are: Colour, pattern, tone, texture, line, form, shape, space
ART 7.10	<p>I can explain why I have positioned objects in specific places within my composition</p> <ul style="list-style-type: none"> I can use some key words from my art lessons to explain why I have positioned objects in specific places in my work.

YEAR 7 CYCLE 2 ART REVISION

Revision material can be found on Firefly by following this link
<https://shoreham.fireflycloud.net/the-arts/art/yr-7-art/spring-term>

YEAR 7 Drama KPIs CYCLE 2

This term we will be assessing the students on the following KPIs through written homework, written work in class and practical participation on the topic of The Titanic. We will also be learning about what it means to be a refugee through which students are taught a range of skills in order to express empathy.

Date of Assessment	Teacher Assessment only
KPI No.	KPI and Success Criteria
DRAMA 7.6	<p>To participate in group work and in practical tasks creating work using some basic drama skills.</p> <ul style="list-style-type: none"> • In small groups prepare an improvisation whole group/small group and spontaneous. • Research stories from the Titanic/Refugees using independent learning skills at home or school. • Give ideas or practically to show how levels can be used in the improvisations. • Communicate ideas to your group. Participate in all practical tasks.
DRAMA 7.7	<p>To perform and share your work with the class. To be able to be seen and heard in the space.</p> <ul style="list-style-type: none"> • Think about how the character(s) would feel at various different times in the story. Discuss the feelings of the passengers/refugees at various times through their journey • Use your body language, facial expression, vocal expression, gesture and movement when you perform and try to think about how you would have acted in difficult situations. • When in the performance space think about your position and show that you are making progress on how you use stage positions in verbal feedback. • Learn how we need to have empathy to role play these characters and perform this story. Attempt to show this practically in performance. Using emotional memory techniques by Stanislavski and visualisation.
DRAMA 7.8	<p>To evaluate your work and others verbally or in written form.</p> <ul style="list-style-type: none"> • Try and feedback in more detail on other's work. Make an attempt to use drama key words. • When creating work, attempt to reflect on how the narrative, the skills and the positions are all working. • Communicate ideas to your group.
DRAMA 7.9	<p>To understand role-on-the wall, dramatic pause, split scene. To research an historical event to create characters.</p> <ul style="list-style-type: none"> • Use the facts from the research and put the facts into the Role on the Wall gingerbread man around the outside. • Throughout the term participate in the whole group's spontaneous improvisation that includes teacher-in-role and student- in-role. Be prepared to think quickly and work as a team to keep the practical improvisation being effective. • Working in your groups use split scene and dramatic pause, thought tracking and still image.

YEAR 7 EBacc KPIs - Cycle 2

In term 2, year 7 students will be working towards a number of KPIs covering the topic of Natural World and Anybody Out There?

Date of Assessment	Week beginning Monday 20th March
KPI No	KPI Success Criteria
SCIENCE 7.3	<p>Organism Biodiversity</p> <p>Habitats – Be able to give definition and examples.</p>
GEOG 7.10	<p>Location and place: I can identify and describe different environmental regions (including key countries, continents and oceans)</p> <ul style="list-style-type: none"> • Features and definitions of Biomes and Climates (Polar – Taiga and Tundra, Temperate – Woodland and Grassland, Tropical – Forest and Grassland, Arid – Desert and Grassland). What animals and plants may live there? • Adaptations – Examples of how specific animals have adapted to their environment (Polar Bear and Camel are simple examples). Be able to match adaptations to biome. • Explain how an animal may need to adapt to a new environment – with new physical features - if it was forced to.
SCIENCE 7.4	<p>Natural selection</p> <ul style="list-style-type: none"> • Classification - All living things divide into plants and animals. All animals divide into vertebrates and invertebrates (definitions). Need to know 5 vertebrates (Fish, Mammal, Reptile, Amphibian and Bird).
SCIENCE 7.1	<p>Energy: Energy Transfer</p> <ul style="list-style-type: none"> • Food Chains/Webs (Omnivore, Carnivore, Herbivore, Producer, Consumer, Decomposer, Predator (Apex Predator), Prey). • Understand the energy transfer. Food chain effects to increase/decrease.
GEOG 7.3	Geographical Skills: draw diagrams with annotations that explain
LITERACY 7.1	<p>Infer and deduce from a text, especially to enhance independence with vocab</p> <ul style="list-style-type: none"> • Dinosaurs – Types and differences (Features of Carnivore and Herbivore) – Compare and Contrast.

	<ul style="list-style-type: none"> • Timelines – Know there were Triassic, Jurassic, Cretaceous and Cenozoic eras. Know there was a gap between modern humans and the ‘dinosaurs’ (65mya and 5mya).
HISTORY 7.2	<p>Knowledge: I am able to identify and describe key details of an event/period/person being studied</p> <ul style="list-style-type: none"> • Extinction – Know a theory of extinction for dinosaurs – Link this idea to food chain. • Evolution – Natural selection, basic human timeline, survival of the fittest, fossils and DNA. Basic knowledge of Charles Darwin. Journey of the Beagle.
GEOG 7.10	<p>Location and place: I can identify and describe different environmental regions (including key countries, continents and oceans)</p> <ul style="list-style-type: none"> • Plate Boundaries (and Continents). Cross section of the Earth. • Convergent, divergent, transform • Understand what a tectonic plate is.
GEOG 7.11	<p>Patterns and Processes: I can apply a case study (human & physical) to describe the causes of, impacts of and responses to an event</p> <ul style="list-style-type: none"> • Know the details of the CASE STUDIES: • Mount St. Helens – Volcano • Haiti – Earthquake • Hurricane Katrina - Hurricane • Boxing Day Tsunami – South East Asia - Tsunami
SCIENCE 7.7	<p>Earth Science: Space and Relative Size</p> <ul style="list-style-type: none"> • Solar System – knowledge of planets in order. • Space – Sizes and components – Moon, Planet, Star, Solar System, Galaxy, Universe (Definitions). • Phases of the moon, Seasons – Knowledge of the causes of each. Be able to draw a diagram to show. • Life in Space – Atrophy, Food, Exercise, ISS – International Space Station • Other Life in space – Science behind it – Habitable zone
SCIENCE 7.3	<p>Ecological Relationships: Organism Biodiversity</p> <ul style="list-style-type: none"> • Genetic Modification – Basic understanding of splicing and examples of engineering to improve.

PLEASE NOTE: The following competency-based KPIs will be assessed in EBacc classes through ongoing independent projects.

EBacc 7.1	Time management <ul style="list-style-type: none"> Pirate Puppet Play and class tasks. <i>Students understand the importance of managing their own time, and develop preferred techniques for doing so.</i>
EBacc 7.2	Creative Thinking <ul style="list-style-type: none"> Pirate Puppet Play. <i>Students understand what is meant by being entrepreneurial and initiative-taking, and how to develop their capacities in these areas.</i> Creating the play script and puppets
EBacc 7.3	Self-Reliance <ul style="list-style-type: none"> Pirate Puppet Play. <i>Students develop an understanding of how to manage aspects of their own lives and the techniques they might use to do so, including managing their financial affairs.</i>
EBacc 7.4	Research <ul style="list-style-type: none"> <i>Students develop a range of techniques for accessing, evaluating and differentiating information and have learned how to analyse, synthesise and apply it.</i>
EBacc 7.5	Reflection <ul style="list-style-type: none"> <i>Students understand the importance of reflecting and applying critical judgement and learn how to do so.</i>
EBacc 7.6	Leadership and coaching <ul style="list-style-type: none"> <i>Students understand how to relate to other people in varying contexts in which they might find themselves, including those where they manage, or are managed by, others; and how to get things done.</i> <i>Students understand how to develop other people, whether as peer or teacher.</i>
EBacc 7.7	Teamwork <ul style="list-style-type: none"> Pirate Puppet Play. <i>Students understand how to operate in teams and their own capacities for filling different team roles.</i>
EBacc 7.8	Communication <ul style="list-style-type: none"> Pirate Puppet Play. <i>Students develop a range of techniques for communicating by different means, and understand how and when to use them.</i>

YEAR 7 CYCLE 2 EBACC REVISION

You will need to use your exercise book to help you revise for your cycle 2 assessment. Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Point Evidence Explain)

<http://www.bbc.co.uk/bitesize/ks3/english/reading/character/revision/6/>

PAPER A

Habitats <http://www.bbc.co.uk/education/guides/zq4wjxs/revision>

Biomes and Climates <http://www.bbc.co.uk/education/guides/zh2p34i/revision>

Adaptations

http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/classification_inheritance/variationrev1.shtml

<http://www.bbc.co.uk/education/clips/zswvcdm>

Classification

http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway_pre_2011/environment/0_ecology_organisms4.shtml

Food Chains/Webs <http://www.bbc.co.uk/education/guides/zq4wjxs/revision>

Dinosaurs <http://www.bbc.co.uk/nature/14343366>

Timelines <http://www.nhm.ac.uk/discover/dino-directory/timeline/early-jurassic/gallery.html>

Extinction

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/changes_in_environment/revision/3/

Evolution <http://www.bbc.co.uk/education/guides/zw9jq6f/revision>

<http://www.sciencekids.co.nz/sciencefacts/scientists/charlesdarwin.html>

Mount St. Helens – Volcano

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/volcanoes_rev7.shtml

Haiti – Earthquake

<https://handygeography.wordpress.com/gcse/the-restless-earth-revision-materials/earthquake-case-study-haiti-poor/>

Boxing Day Tsunami – South East Asia

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/tsunamis_rev2.shtml

Natural Disasters – Weather created

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/weather_climate/revision/9/

Climate Change – Climate Treaty/Agreement (Article analysis)

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/changes_in_environment/revision/6/

Climate Change – Persuasive speech – Climate Change

<http://www.bbc.co.uk/climate/evidence/>

http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/speaking/revision/3/

CASE STUDIES (Hurricane Katrina)

http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/weather_climate/revision/10/

PAPER B

Solar System

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revision/2/

Space & Phases of the moon, Seasons

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revision/5/

http://www.bbc.co.uk/bitesize/ks3/science/environment_earth_universe/astronomy_space/revision/6/

Life in Space <https://www.nasa.gov/audience/foreducators/stem-on-station/dayinthelife>

https://www.esa.int/esaKIDSen/SEM01JWJD1E_LifeinSpace_0.html

ISS – International Space Station

http://www.bbc.co.uk/science/space/solarsystem/space_missions/international_space_station

Other Life in space

http://www.bbc.co.uk/schools/gcsebitesize/science/21c_pre_2011/earth_and_space/starsandgalaxiesrev4.shtml

http://www.bbc.co.uk/science/space/solarsystem/sun_and_planets/earth

Genetic Modification

http://www.bbc.co.uk/bitesize/ks3/science/organisms_behaviour_health/variation_classification/revision/6/

<http://www.bbc.co.uk/education/clips/z94nfg8>

YEAR 7

Food Technology KPIs – CYCLE 2

In year 7 students will study Food and Nutrition for 1 hour a week for half of the academic year. During this time they will work towards achieving the KPIs through written and practical tasks. Practical tasks will include fruit salad and vegetable kebabs for knife skills, fruit scones and cheese straws for the rubbing in method, focaccia and pizza for bread dough and burgers and chilli for preparation of raw meat. Students will also learn how to use the hob, grill and oven safely and correctly.

Date of Assessment	Week Beginning Monday 19 th June
KPI No.	KPI and Success Criteria
FOOD & NUTRITION 7.1	Use a knife safely applying the bridge and claw method: <ul style="list-style-type: none"> • Naming the different methods of using a knife • Using the knife safely and correctly when preparing fruit
FOOD & NUTRITION 7.2	Apply safety and hygiene rules during practical work <ul style="list-style-type: none"> • Applying rules for Food Tech when completing practical tasks • Using equipment safely as demonstrated
FOOD & NUTRITION 7.3	To know and understand the 'Eatwell Guide' <ul style="list-style-type: none"> • What the 'Eatwell guide' tells us • The names of the sections and examples of food found in these sections.
FOOD & NUTRITION 7.4	Understand the meaning of seasonal, organic and Fair trade <ul style="list-style-type: none"> • Explain the meaning of each • Give examples of foods
FOOD & NUTRITION 7.5	To know how to complete the rubbing in method <ul style="list-style-type: none"> • Explain the method • Give examples of foods made using this method • To be able to use the method
FOOD & NUTRITION 7.6	Use digital scales to weigh ingredients <ul style="list-style-type: none"> • Explain how to weigh ingredients • To weigh ingredients accurately
FOOD & NUTRITION 7.7	Use an oven safely and correctly <ul style="list-style-type: none"> • To use oven gloves and follow safety rules • To select the correct function and temperature
FOOD & NUTRITION 7.8	To select ingredients based on their sensory properties <ul style="list-style-type: none"> • Identify sensory properties for a range of ingredients • Students can label sensory properties on their design ideas
FOOD & NUTRITION 7.9	To use a grill safely and correctly <ul style="list-style-type: none"> • Use oven gloves and follow safety rules • Select the correct function and temperature
FOOD & NUTRITION 7.10	To know how to make bread dough <ul style="list-style-type: none"> • To be able to explain what yeast does in bread making • To demonstrate bread making skills in practical lessons

FOOD & NUTRITION 7.11	To handle raw meat safely and follow all hygiene and safety rules <ul style="list-style-type: none"> • Know to wash hands after touching raw meat • Know not to touch taps after touching raw meat • Demonstrate safety rules for preparing raw meat during practical lessons
FOOD & NUTRITION 7.12	To understand the appropriate use of colour coded equipment when preparing food <ul style="list-style-type: none"> • Know the 6 colours • Know which colour is used for which food.

YEAR 7 CYCLE 2 REVISION

Below you will find useful links to help you revise the topics covered by each KPI.

FOOD & NUTRITION 7.1 - I can use a knife safely applying the bridge and claw method

www.foodafactoflife.org.uk

<http://www.bbc.co.uk/education/subjects/zb8jmp3>

FOOD & NUTRITION 7.3 - I know and understand the 'Eatwell guide'

<https://www.gov.uk/government/publications/the-eatwell-guide>

FOOD & NUTRITION 7.4 - I understand the meaning of seasonal, organic and Fair trade

<http://www.lovebritishfood.co.uk/british-food-and-drink/fruit-and-vegetables>

<https://www.soilassociation.org/organic-living/why-organic/?gclid=CISEqtbTts8CFcEp0wod7iIPvw>

<http://www.fairtrade.org.uk/en/what-is-fairtrade>

FOOD & NUTRITION 7.5 - I know how to complete the rubbing in method

<http://www.bbcgoodfood.com/videos/techniques/how-rub-butter-and-flour>

FOOD & NUTRITION 7.6 - Use digital scales to weigh ingredients

<https://www.youtube.com/watch?v=JyFuyk64zc>

FOOD & NUTRITION 7.7 – To use an oven safely and correctly

<http://www.which.co.uk/reviews/built-in-ovens/article/oven-symbols-and-controls>

<https://www.leaf.tv/articles/how-to-bake-in-an-electric-oven/>

FOOD & NUTRITION 7.8 – To select ingredients based on their sensory properties

<http://www.foodafactoflife.org.uk/attachments/f35b0666-2f16-41f1cf819859.ppt>

<http://www.foodafactoflife.org.uk/sheet.aspx?siteId=19§ionId=83&contentId=308>

FOOD & NUTRITION 7.9 - To use a grill safely and correctly

<http://www.foodafactoflife.org.uk/VideoActivity.aspx?siteId=19§ionId=108&contentId=502&titleId=556>

FOOD & NUTRITION 7.10 - To know how to make bread dough

<http://www.bbcgoodfood.com/videos/techniques/how-make-bread>

FOOD & NUTRITION 7.11 - To handle raw meat safely and follow all hygiene and safety rules

<https://www.food.gov.uk/news-updates/campaigns/campylobacter/fsw-2014>

FOOD & NUTRITION 7.12 - To understand the appropriate use of colour coded equipment when preparing food

<http://ajstuart.co.uk/shop/category/0163/colour-coded-chopping-boards>

YEAR 7

French KPIs – CYCLE 2

In Cycle 2, year 7 students are learning to give their opinions on school subjects and talk about their school day and timetables. They will learn to tell the time in French and to talk about what they eat and drink in the canteen. They will then move on to learn to talk about hobbies and free time activities.

Date of Assessment	Week beginning Monday 13 th March
KPI No.	KPI and Success Criteria
French 7.6	Speaking. <ul style="list-style-type: none"> • Can learn and perform a short pre-learned dialogue
French 7.7	Writing. <ul style="list-style-type: none"> • Can write a paragraph of at least 4 sentences about school including joining sentences and giving opinions.
French 7.8	Reading and Listening. <ul style="list-style-type: none"> • Can understand pre-learnt vocabulary and beginning to use the context to attempt some understanding of new words.
French 7.9	Skills / Grammar <ul style="list-style-type: none"> • Can conjugate the present tense for “ER-“ verbs
French 7.10	Skills / Grammar <ul style="list-style-type: none"> • Can use the partitive article (du, de la, des)

YEAR 7 CYCLE 2 FRENCH REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under French, Year 7, cycle 2 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Studio 1 Unit 2 as you can (even if you have done them before)

KPI 7.6 Speaking.

Example and translation of questions on firefly – you will prepare your answers to learn in class.

KPI 7.7 Writing.

Vocab for revision on firefly and you will have put together some sentences in class and taken home to pre-learn as homework

KPI 7.8 Reading and Listening.

Key vocab for revision on firefly

KPI 7.9 Grammar.

ER verbs – the ‘pattern’ will be on Firefly for you to learn by heart. Once you are confident that you know the pattern then you can practise forming this type of verb on this site:

www.language-gym.com From the menu on the left hand side choose French => Present indicative => 1. Regular –er verbs (e.g. regarder)

KPI 7.10 Grammar.

Use Funwithlanguages.vacau.com to practise du, de la, des:

Go to French => KS3 => Unit 2 Mon Collège => Food

In particular, do the activities that refer to du, de la and des in the description.

Les matières scolaires • School subjects

le français	French
le théâtre	drama
la géographie/la géo	geography
la musique	music
la technologie	technology
l'anglais (m)	English
l'EPS (f)	PE
l'histoire (f)	history
l'informatique (f)	ICT
les arts plastiques (m)	art
les mathématiques/maths (f)	maths
les sciences (f)	science

Les opinions • Opinions

Tu aimes/Est-ce que tu aimes ... ?	Do you like ... ?
J'aime ...	I like ...
J'aime beaucoup ...	I like ... a lot.
J'aime assez ...	I quite like ...
J'adore ...	I love ...
Je n'aime pas ...	I don't like ...
Je déteste ...	I hate ...
C'est ma matière préférée.	It's my favourite subject.
Moi aussi.	Me too.
T'es fou/folle.	You're crazy.

Les raisons • Reasons

C'est ...	It's ...
intéressant	interesting
ennuyeux	boring
facile	easy
difficile	difficult
génial	great
nul	rubbish
marrant	fun/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.

Quelle heure est-il? • What time is it?

Il est ...	It's ...
huit heures	eight o'clock
huit heures dix	ten past eight
huit heures et quart	quarter past eight
huit heures et demie	half past eight
neuf heures moins vingt	twenty to nine
neuf heures moins le quart	quarter to nine
midi	midday
minuit	midnight
midi/minuit et demi	half past twelve (midday/midnight)

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 après-midi	on Wednesday 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.

Les ordinateurs et les portables

• Computers and mobile phones

Qu'est-ce que tu fais ...	<i>What do you do/are you doing ...</i>
avec ton ordinateur?	<i>on your computer?</i>
avec ton portable?	<i>on your mobile phone?</i>
Je joue.	<i>I play/I'm playing games.</i>
Je surfe sur Internet.	<i>I surf/I'm surfing the net.</i>
Je chatte sur MSN.	<i>I chat/I'm chatting on MSN.</i>
Je regarde des clips vidéo.	<i>I watch/I'm watching video clips.</i>
Je télécharge de la musique.	<i>I download/I'm downloading music.</i>
J'envoie des SMS.	<i>I text/I'm texting.</i>
Je parle avec mes ami(e)s/ mes copains/ mes copines.	<i>I talk/I'm talking to my friends/mates.</i>
J'envoie des e-mails.	<i>I send/I'm sending e-mails.</i>

La fréquence • Frequency

quelquefois	<i>sometimes</i>
souvent	<i>often</i>
tous les jours	<i>every day</i>
tous les soirs	<i>every evening</i>
tout le temps	<i>all the time</i>
de temps en temps	<i>from time to time</i>
une fois par semaine	<i>once a week</i>
deux fois par semaine	<i>twice a week</i>

Le sport • Sport

Je joue ...	<i>I play ...</i>
au basket	<i>basketball</i>
au billard	<i>billiards/snooker</i>
au foot(ball)	<i>football</i>
au hockey	<i>hockey</i>
au rugby	<i>rugby</i>
au tennis	<i>tennis</i>
au tennis de table/ au ping-pong	<i>table tennis</i>
au volleyball	<i>volleyball</i>
à la pétanque/aux boules sur la Wii	<i>boules on the Wii</i>
Tu es sportif/sportive?	<i>Are you sporty?</i>
Je suis (assez) sportif/ sportive.	<i>I'm (quite) sporty.</i>
Je ne suis pas (très) sportif/sportive.	<i>I'm not (very) sporty.</i>
Mon sportif/Ma sportive préfér(e) est ...	<i>My favourite sportsman/ sportswoman is ...</i>

Qu'est-ce que tu fais? • What do you do?

Je fais du judo.	<i>I do judo.</i>
Je fais du parkour.	<i>I do parkour.</i>
Je fais du patin à glace.	<i>I go ice-skating.</i>
Je fais du roller.	<i>I go roller-skating.</i>
Je fais du skate.	<i>I go skateboarding.</i>
Je fais du vélo.	<i>I go cycling.</i>
Je fais de la danse.	<i>I do dance.</i>
Je fais de la gymnastique	<i>I do gymnastics.</i>
Je fais de la natation.	<i>I go swimming.</i>
Je fais de l'équitation.	<i>I go horse-riding.</i>
Je fais des promenades.	<i>I go for walks.</i>

Quand? • When?

en été	<i>in summer</i>
en hiver	<i>in winter</i>
quand il fait beau	<i>when it's good weather</i>
quand il fait chaud	<i>when it's hot</i>
quand il pleut	<i>when it rains</i>
quand il fait froid	<i>when it's cold</i>

Qu'est-ce que tu aimes faire? • **What do you like doing?**

le soir/le weekend	<i>in the evenings/ at the weekends</i>
le samedi matin/ après-midi/soir	<i>on Saturday mornings/ afternoons/evenings</i>
J'aime ...	<i>I like ...</i>
... retrouver mes amis en ville.	<i>... meeting my friends in town.</i>
... regarder la télévision (la télé).	<i>... watching TV.</i>
... jouer sur ma PlayStation.	<i>... playing on my PlayStation.</i>
... écouter de la musique.	<i>... listening to music.</i>
... faire les magasins.	<i>... going shopping.</i>
... faire du sport.	<i>... doing sport.</i>
... jouer au football.	<i>... playing football.</i>
... traîner avec mes copains.	<i>... hanging out with my mates.</i>
... téléphoner à mes copines.	<i>... phoning my mates.</i>

Qu'est-ce qu'ils font? • **What do they do?**

Il fait de la lutte.	<i>He does wrestling.</i>
Elle fait du jogging.	<i>She goes jogging.</i>
Elle a gagné le match.	<i>She won the match.</i>
Il est champion régional.	<i>He's the regional champion.</i>
Elle s'entraîne (trois) fois par semaine.	<i>She trains (three) times a week.</i>
Ils font de la musculation.	<i>They do weight training.</i>
Elles écoutent de la musique.	<i>They listen to music.</i>
Ils jouent au foot.	<i>They play football.</i>
Elles regardent la télé.	<i>They watch TV.</i>
Ils sont des clowns.	<i>They're clowns.</i>
Elles aiment le R&B.	<i>They like R&B.</i>

Les mots essentiels • **High-frequency words**

sur	<i>on</i>
en (été)	<i>in (summer)</i>
quand	<i>when</i>
tout/toute/tous/toutes	<i>all</i>
par (deux fois par semaine)	<i>per (twice a week)</i>
d'habitude	<i>usually</i>
d'abord	<i>first of all</i>
ensuite	<i>then/next</i>
puis	<i>then/next</i>



Stratégie 3

Words that won't go away!

When you learn French in *Studio* you see that some words come up again and again. No matter what you're talking about they're there all the time. These are 'high-frequency words'. Because they occur so often they are extremely important. You need to know what they mean.

These *Vocabulaire* pages at the end of each module all contain a selection of high-frequency words. However, there are lots more. Look through the words on these pages and see how many more you can find. Write down what they mean in English. Here are a couple to start you off:

je
très

Qu'est-ce que tu manges? • What do you eat?/ What are you eating?

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

Les mots essentiels • High-frequency words

à	<i>at</i>
et	<i>and</i>
aussi	<i>also</i>
mais	<i>but</i>
très	<i>very</i>
trop	<i>too</i>
assez	<i>quite</i>
un peu	<i>a bit</i>
pourquoi?	<i>why?</i>
parce que	<i>because</i>
beaucoup (de)	<i>a lot (of)</i>
tous les jours	<i>every day</i>
aujourd'hui	<i>today</i>
pardon	<i>excuse me</i>
merci	<i>thank you</i>
est-ce que (tu) ... ?	<i>do (you) ... ?</i>
qu'est-ce que (tu) ... ?	<i>what do (you) ... ?</i>
avec	<i>with</i>



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: pizza → 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 can you find on pages 46 and 47? Here's one to get you started:

musique → music

There's also one word on Page 46 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 knowledge of English to help you work out the meanings of French words, but be careful. There are some that can trip you up.

YEAR 7 German KPIs – CYCLE 2

In cycle 2, year 7 students are learning to talk about their family and pets; appearance and character. They then move on to describe where they live, activities and their daily routine.

Date of Assessment	Week beginning Monday 13 th March
	KPI and Success Criteria
German 7.6	Speaking. <ul style="list-style-type: none"> • Can learn and perform a short pre-learned dialogue
German 7.7	Writing. <ul style="list-style-type: none"> • Can write a paragraph of at least 4 sentences about your family including joining sentences and giving opinions.
German 7.8	Reading and Listening. <ul style="list-style-type: none"> • Can understand pre-learnt vocabulary and beginning to use the context to attempt some understanding of new words.
German 7.9	Skills / Grammar. <ul style="list-style-type: none"> • Can show knowledge of importance of gender for possessive and other adjectives eg mein and meine for my
German 7.10	Skills / Grammar. <ul style="list-style-type: none"> • Can demonstrate knowledge of some regular and key irregular verbs with a frame.

YEAR 7 CYCLE 2 GERMAN REVISION

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under German, Year 7, cycle 2 revision.

GENERAL

Use your personal password on www.vocabexpress.com and work your way through as many exercises for Echo1 Unit 3 as you can (even if you have done them before)

Go on <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>

Do all the games and exercises to revise my family vocab

If the link does not work on your home computer just go to www.languagesonline.org.uk then click **Deutsch** on the left and go to **beginners** on the menu across the top of the page. Then select **Die Familie**.

There are also lots of fun games to practise vocabulary and grammar on

<http://www.funwithlanguages.vacau.com/ks3-4Familie.htm>

If the link does not work go to website and and choose German – KS3 – and use the units on Familie und Freunde and mein Zuhause

KPI 7.6 Speaking.

You will prepare you answers to learn in class.

KPI 7.7 Writing.

Vocab for revision on firefly and you will have put together some sentences in class and taken home to pre-learn as homework

KPI 7.8 Reading and Listening.

Key vocab for revision on firefly

KPI 7.9 Grammar.

Importance of gender

<http://www.funwithlanguages.vacau.com/German/Y7unit2cDescribePetsWordsForItCloze.swf>

KPI 7.10 Grammar.

Go on Firefly to subjects – Languages – German – year 7 – revision cycle 2

Learn haben and sein off by heart – worksheet on firefly and exercises to practise.

Geschwister

Hast du Geschwister?

Ich habe ...

- einen Bruder.
- einen Halbbruder.
- einen Stiefbruder.
- zwei Brüder.
- eine Schwester.
- eine Halbschwester.
- eine Stiefschwester.
- zwei Schwestern.

Ich bin Einzelkind.

Familie

Das ist ...

- mein Vater.
- mein Stiefvater.
- mein Großvater.
- mein Cousin.
- mein Onkel.
- mein Bruder.
- meine Mutter.
- meine Stiefmutter.
- meine Großmutter.
- meine Schwester.
- meine Tante.
- meine Cousine.

Ist das ...

- dein Onkel?
- dein Bruder?
- dein Vater?
- dein Stiefvater?
- dein Großvater?
- dein Cousin?
- deine Mutter?
- deine Stiefmutter?

Brothers and sisters*Do you have any
brothers and sisters?**I have...*

- a brother.*
- a half-brother.*
- a stepbrother.*
- two brothers.*
- a sister.*
- a half-sister.*
- a stepsister.*
- two sisters.*

*I am an only child.***Family***That's ...*

- my father.*
- my stepfather.*
- my grandfather.*
- my cousin (male).*
- my uncle.*
- my brother.*
- my mother.*
- my stepmother.*
- my grandmother.*
- my sister.*
- my aunt.*
- my cousin (female).*

Is that ...

- your uncle?*
- your brother?*
- your father?*
- your stepfather?*
- your grandfather?*
- your cousin (male)?*
- your mother?*
- your stepmother?*

deine Schwester?

deine Großmutter?

deine Tante?

deine Cousine?

Wie heißt er / sie?

Er / Sie heißt ...

Wie alt ist er / sie?

Er / Sie ist elf Jahre alt.

Wie siehst du aus?

Ich habe ...

Du hast ...

Er hat ...

Sie hat ...

- blaue Augen.
- braune Augen.
- graue Augen.
- grüne Augen.
- braune Haare.
- blonde Haare.
- rote Haare.
- schwarze Haare.
- lange Haare.
- kurze Haare.
- glatte Haare.
- lockige Haare.

Ich bin ...

Du bist ...

Er / Sie ist ...

- groß.
- mittelgroß.
- klein.
- schlank.
- kräftig.
- dick.

*your sister?**your grandmother?**your aunt?**your cousin (female)?**What is he / she
called?**He / She is called ...**How old is he / she?**He / She is eleven
years old.***What do you look like?***I have ...**You have ...**He has ...**She has ...*

- blue eyes.*
- brown eyes.*
- grey eyes.*
- green eyes.*
- brown hair.*
- blond hair.*
- red hair.*
- black hair.*
- long hair.*
- short hair.*
- straight hair.*
- curly hair.*

*I am ...**You are ...**He / She is ...*

- tall.*
- medium height.*
- short.*
- slim.*
- strong.*
- fat.*

Sport

Ich spiele ...
 Ich spiele gern ...
 Ich spiele nicht gern ...
 Er / Sie spielt gern ...

Basketball.
 Federball.
 Fußball.
 Rugby.
 Tennis.
 Tischtennis.
 Volleyball.

Spielst du gern ... ?
 Ich gehe ...
 Ich gehe gern ...
 Ich gehe nicht gern ...
 Er / Sie geht gern ...

angeln.
 klettern.
 reiten.
 schwimmen.
 segeln.
 wandern.
 windsurfen.

Snowboard fahren
 Wildwasser fahren
 Kanu fahren
 Mountainbike fahren

Freizeit

Was machst du in
 deiner Freizeit?
 Ich spiele
 Computerspiele.
 Ich spiele Gitarre.
 Ich gehe in die Stadt.
 Ich gehe in den
 Jugendklub.
 Ich gehe ins Kino.
 Ich besuche meine
 Freunde.
 Ich fahre Rad.
 Ich faulenze.

Sport

I play ...
I like playing ...
I don't like playing ...
He / She likes playing

basketball.
badminton.
football.
rugby.
tennis.
table tennis.
volleyball.

Do you like playing ...?
I go ...
I like going ...
I don't like going ...
He / She likes going ...

fishing.
climbing.
riding.
swimming.
sailing.
hiking.
windsurfing.

snowboarding
whitewater rafting
canoeing
mountain biking

Free time

*What do you do in your
 free time?*
I play computer games.
I play the guitar.
I go into town.
I go to the youth club.
I go to the cinema.
I visit my friends.
I go cycling.
I laze around.

Ich höre Musik.
 Ich lese.
 Ich sehe fern.
 Ich tanze.
 Hörst du gern Musik?

Fährst du gern Rad?
 Liest du gern?
 Siehst du gern fern?
 Gehst du gern ins Kino?
 Spielst du gern Tennis?

Lieblingssachen

Was ist dein ...
 Lieblingsauto?
 Lieblingshaustier?
 Lieblingssport?
 Was ist deine ...
 Lieblingsmannschaft?
 Lieblingssendung?
 Lieblingsfarbe?
 Lieblingsmusik?
 Lieblingszahl?
 Mein / Meine ... ist

Wie oft?

Wie oft spielst du
 Fußball?
 Wie oft gehst du
 schwimmen?
 Wie oft spielst du am
 Computer?
 Wie oft siehst du fern?
 Wie oft liest du ein
 Buch?
 Wie oft fährst du Rad?
 Jeden Tag.
 Einmal pro Woche.
 Am Wochenende.
 Nie.

I listen to music.
I read.
I watch TV.
I dance.
*Do you like listening to
 music?*
Do you like cycling?
Do you like reading?
*Do you like watching
 TV?*
*Do you like going to
 the cinema?*
*Do you like playing
 tennis?*

Favourite things

What is your ...
favourite car?
favourite pet?
favourite sport?
What is your ...
favourite team?
favourite
programme?
favourite colour?
favourite music?
favourite number?
My ... is ...

How often?

*How often do you play
 football?*
*How often do you go
 swimming?*
*How often do you play
 on the computer?*
*How often do you
 watch TV?*
*How often do you read
 a book?*
*How often do you go
 cycling?*
Every day.
Once a week.
At the weekend.
Never.

YEAR 7 COMPUTING KPIs – CYCLE 2

In cycle 2 students will be working towards KPIs covering the areas of spreadsheets and databases. Spreadsheets: students will learn how to use MS Excel, to create formulas, graphs and insert functions. Databases: Students will learn how to Use MS Access, create queries and add data to an existing database. The Data Protection Act and its importance will also be covered.

Date of Assessment	Week beginning Monday 13 th March
KPI	Success Criteria
COMPUTING 7.11	Spreadsheets – Enter data <ul style="list-style-type: none"> • Students should demonstrate the ability to enter data onto a spreadsheet. • Students should be able to identify data and labels on a spreadsheet
COMPUTING 7.12	Spreadsheets – Adjust cell height/width <ul style="list-style-type: none"> • Students should demonstrate the ability to adjust cell height and width appropriately when using a spreadsheet.
COMPUTING 7.13	Spreadsheets - Create graphs with labels <ul style="list-style-type: none"> • Students should know what a graph/chart is and be able to create graphs using MS Excel, adding appropriate axis labels and graph title.
COMPUTING 7.14	Spreadsheets - Use simple formulas -,+/,,* <ul style="list-style-type: none"> • Students should be able to provide definitions for formulas and be able to create formulas to add, subtract, multiply and divide in Excel • Student should be able to use the correct formulas needed for a model (e.g. formula needed to calculate profits and total costs)
COMPUTING 7.15	Spreadsheets - Use one parameter function <ul style="list-style-type: none"> • Students should demonstrate using at least one parameter function such as min/max/average and also explain what they can do
COMPUTING 7.16	Spreadsheets – Print functions/formulae <ul style="list-style-type: none"> • Students should be able to print in formula view
COMPUTING 7.17	Databases - Give examples of two paper databases

	<ul style="list-style-type: none"> Students should give at least 2 examples e.g. Address book, filing cabinet, Yellow pages.
COMPUTING 7.18	Databases - Give examples of two e-databases <ul style="list-style-type: none"> Students should give at least 2 examples e.g. Access documents, Yell.com, Google.
COMPUTING 7.19	Databases - Add data to an existing database <ul style="list-style-type: none"> Students should demonstrate adding data to a database and select the correct data types.
COMPUTING 7.20	Databases - Create a simple database query <ul style="list-style-type: none"> Students should be able to produce a simple query given specific data (criteria). Students should be able to explain what a query is and why they are used.
COMPUTING 7.21	Databases - Understand concept of Data Protection Act. <ul style="list-style-type: none"> Students should be able to name and briefly describe the purpose of the DPA. They should also be able to give examples of the 8 principles.
COMPUTING 7.22	Databases <ul style="list-style-type: none"> Understand why data must be protected.

YEAR 7 CYCLE 2 COMPUTING REVISION

You will need to use your exercise books, homework tasks and firefly to help you revise for your cycle 2 assessment.

For all KPIs on Firefly go to: Subjects - *ICT/Computing – KS3 Computing – Year 7 Computing – Cycle 2*

Firefly resources:

- PowerPoint notes (**for all KPIs**)
- Keywords
- Useful website links/video clips
- Revision tips

Use the following website links to help you with spreadsheet theory/keywords:

KPI 7.11 – 7.16 Spreadsheets:

www.Computingworkout.co.uk Username: Shoreham Password: stand34

Complete the exercise and watch the presentations on spreadsheets

www.bbc.co.uk/bitesize - Use the KS3 ICT section – spreadsheets (revision, activity and quiz/test)

KPI 7.17 – 7.22 Database:

www.Computingworkout.co.uk Username: Shoreham Password: stand34

Complete the exercise and watch the presentations on DBMS1 and DBMS2

<http://www.bbc.co.uk/bitesize/> - Use the KS3 ICT section of the website under data and databases

Remember – A12/D06/K13 are available after school for you to practice using Access and Excel.

YEAR 7 MUSIC KPIs – CYCLE 2

In year 7 students will be working towards a number of KPIs covering performing, composing, listening and appraising. In this cycle they will study film scores.

Date of Assessment	Week commencing 20 th March 2017
KPI No.	KPI and Success Criteria
MUSIC 7.13	Include solos or moments of musical leadership in performance
MUSIC 7.14	Create compositions which make controlled use of the inter-related musical dimensions
MUSIC 7.15	Recognise musical symbols and staff notation and demonstrate an ability to use these in performance
MUSIC 7.16	Identify and comment on musical devices in a range of topics

YEAR 7 CYCLE 2 MUSIC REVISION

For the Performance Test, students are required to practice the different instrumental parts for James Bond.

To prepare for the listening/written test, students are required to learn the key words and definitions linked to the Film Unit of Work:

- Musical cliché: Music which matches an accompanying scene or character. Often, it is so well known that it could not be used for any other piece of music (e.g. the theme to “Jaws”; music for a chase scene or a melancholic scene).
- Silent movie: The early films, where there was no speech. The films relied on music, interspersed with musical clichés, as well as background music.
- Ostinato: a repeated pattern of notes.
- Pitch: High or low sounds.
- Tempo: the speed of the music.
- Dynamics: loud/quiet.
- Ibert: a French composer.
- Divertissement: a piece of music which has a playful nature to it.
- Charlie Chaplin: a famous actor from silent films (who later became a film director).
- Laurel and Hardy: a famous comedy duo, from silent films.

YEAR 7

PE and Health Assessment KPIs – CYCLE 2

In cycle 2, year 7 students will mainly be developing a range of skills in different activities in order to perform under control within a group setting. They will also focus on leading activities within the lesson as well as understanding and applying determination in order to overcome barriers in learning. Students will also be continually assessed on KPIs from cycle 1 (1, 4 and 6). KPI 3 (analysis of performance and 8 (fitness) are continually assessed throughout the 3 learning cycles. The KPIs must be achieved across at least one individual sport and one (different) team sport. This will encourage mastery over the various assessment areas over the year.

Date of Assessment	Ongoing Teacher Assessment
KPI No	KPI and Success Criteria
PE 7.1	<p>Skills - Effectively performs a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.</p> <ul style="list-style-type: none"> • Accurate passing and controlled receiving during a practice or conditioned game. • Make consistent contact when batting and catch a modestly paced ball with good technique in a striking and fielding game. • Perform individual skills in gymnastics such as balances, forward rolls, handstands and headstands with control and quality.
PE 7.2	<p>Decision Making: Successfully employs simple tactics or creative processes in practical settings.</p> <ul style="list-style-type: none"> • Varying the placement of shots to move the opponent in net sports. • Use a side-step or dodge in an invasion game to create space for a pass.

	<ul style="list-style-type: none"> • Improve the quality of an aesthetic performance through applying tension and extension to improve the control and quality.
PE 7.3	<p>Analysis of Performance - Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</p> <ul style="list-style-type: none"> • When performing the role of a coach a student should be able to identify the technique points which another student is performing correctly and incorrectly when performed in isolation or small group setting. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons</i></p>
PE 7.4	<p>Leading in Activity - Successfully leads a simple activity individually or as part of a group, showing respect and empathy for others and good cooperation skills in doing so.</p> <ul style="list-style-type: none"> • Lead a three part warm up for a specific activity to prepare different students for physical activity. • Help to lead a skill or game based activity to be inclusive for all students. • Help to create a simple routine in an aesthetic activity collaborating with others to include all ideas.
PE 7.5	<p>Communicating tactics - Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> <ul style="list-style-type: none"> • Change the positions of players or the team formation in a game activity to improve team's performance. • Change the dynamics of a routine to improve the quality of the performance (eg, mirror, cannon, unison, speed or pathways).
PE 7.6	<p>Growth Mind-set - Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.</p> <ul style="list-style-type: none"> • Show high task persistence within challenging tasks / activities and when challenged to think hard. • Encourage and support other students to be resilient within lessons. • Show enthusiasm for all sports and activities.
PE 7.7	<p>Fitness Level - Demonstrates appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.</p> <ul style="list-style-type: none"> • Complete a PE lesson whilst working at a medium to high intensity. • Have the cardiovascular fitness and physical strength to complete a lesson at a medium exercise intensity. As a guide the student should be able to jog 2 laps of a football pitch without stopping and hold a press up position for 30 seconds.
PE 7.8	<p>Principles of training - Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</p> <ul style="list-style-type: none"> • Lead a warm up which includes a pulse raiser, dynamic stretches & mobility exercise and accurately describe the benefits of a warm up. <p><i>*This KPI can be assessed during any of the 3 assessment cycles and will be reported following appropriate lessons.</i></p>

YEAR 7

Resistant Materials and Graphics KPIs – CYCLE 2

In year 7 students will be working towards a number of KPIs for Resistant Materials and Graphics. Students will complete two projects over the course of the half year. One where they make a microbot learning about plastics, electronics and soldering and the second where they learn about CAD and CAM.

Date of Assessment	Week Beginning Monday 5 th December
KPI No.	KPI and Success Criteria
RESISTANT MATERIALS & GRAPHICS 7.1	<p>To know and understand the types and characteristics of thermoforming and thermosetting polymers (in class assessment/exam).</p> <ul style="list-style-type: none"> • Students know the physical characteristics of thermoforming and thermosetting polymer in terms of density and durability. • Students can name different types of polymers and are able to explain why they are most suitable for a particular use
RESISTANT MATERIALS & GRAPHICS 7.2	<p>To know where thermoforming and thermosetting polymers are resourced and manufactured (in class assessment/exam)</p> <ul style="list-style-type: none"> • To explain the basic process from oil to finished product.
RESISTANT MATERIALS & GRAPHICS 7.3	<p>To know about the ecological footprint of producing and using thermoforming and thermosetting polymers (in class assessment/exam)</p>

	<ul style="list-style-type: none"> Students can explain some of the key ecological issues involved with the production of polymers.
RESISTANT MATERIALS & GRAPHICS 7.4	<p>To know how to apply their understanding of ergonomics to create design ideas (in class assessment)</p> <ul style="list-style-type: none"> Students understand what ergonomics means Students can consider different products and how ergonomics has been used to make them an effective design Students can create their own design ideas explaining how they have applied an understanding of ergonomics to make their design more effective.
RESISTANT MATERIALS & GRAPHICS 7.5	<p>Students can use a ruler and engineers square to accurately mark out measurements from a design onto their material (in class assessment)</p> <ul style="list-style-type: none"> Independently use a ruler and engineers square correctly to mark materials out accurately.
RESISTANT MATERIALS & GRAPHICS 7.6	<p>To be able to identify inputs, processes and outputs devices (exam)</p> <ul style="list-style-type: none"> Students can name examples of input devices Students understand what a process is Students can name examples of output devices
RESISTANT MATERIALS & GRAPHICS 7.7	<p>Students can competently solder components (in class assessment)</p> <ul style="list-style-type: none"> Students understand and apply this knowledge to solder safely Students successfully solder different components without overheating the components or using excessive amounts of solder.
RESISTANT MATERIALS & GRAPHICS 7.8	<p>To use CAD to produce ideas suitable for CAM manufacturing (in class assessment)</p> <ul style="list-style-type: none"> Students can create a new page and use a variety of drawing tools to create a single colour ideogram Students can create a design that is suitable to be cut on the vinyl cutter
RESISTANT MATERIALS & GRAPHICS 7.9	<p>To know what CAD/CAM is and the advantages and disadvantages of using it (exam)</p> <ul style="list-style-type: none"> Students know what CAD and CAM stand for Students identify how CAD/CAM can be used in industry Students are able to explain at least 2 advantages and 1 disadvantage of CAD/CAM
RESISTANT MATERIALS & GRAPHICS 7.10	<p>Students can evaluate products by comparing to a specification and suggesting improvements (in class assessment)</p>

	<ul style="list-style-type: none"> • Students can explain how a product has met a specification point • Students can suggest improvements to the product so that it can meet the specification.
RESISTANT MATERIALS & GRAPHICS 7.11	<p>To know about different production techniques and systems (in class assessment)</p> <ul style="list-style-type: none"> • Students to be able to explain what is meant by the terms batch, one off and mass production • Students are able to explain why a product would be best suited to being produced using batch, one off and mass production methods
RESISTANT MATERIALS & GRAPHICS 7.12	<p>Students to be able to calculate the quantity of materials required (in class assessment)</p> <ul style="list-style-type: none"> • Students are able to calculate the area of rectangles and triangles and work out the amount of materials required for a project.

YEAR 7 CYCLE 2 Resistant Materials and Graphics REVISION

Please use the resources provided on Firefly to revise the topics covered by each KPI.

YEAR 7 SPANISH KPIs – CYCLE 2

In cycle 2, year 7 students are learning to talk about their family and pets; appearance and character, and to talk about eyes and hair. They then move on to describe where they live, activities they do in their house, and to talk about their daily routine.

Date of Assessment	Week commencing 20 th March
	KPI and Success Criteria
SPANISH 7.6	<ul style="list-style-type: none"> • Speaking Can learn & perform short pre-learnt dialogue/role play with some individual elements and opinions
SPANISH 7.7	<ul style="list-style-type: none"> • Writing Can write a paragraph of at least 4 sentences on a known topic including joining sentences with connectives and giving opinions both positive and negative
SPANISH 7.8	<ul style="list-style-type: none"> • Receptive skills Can understand pre-learnt vocabulary and beginning to use context and knowledge of cognates to attempt some understanding from gist
SPANISH 7.9	<ul style="list-style-type: none"> • Skills/grammar Can use the verbs 'tener' and 'ser' in the present tense with help of a frame.
SPANISH 7.10	Can use stem-changing verbs to talk about daily routine.

YEAR 7 CYCLE 2 SPANISH REVISION

You will need to use your exercise book to help you revise for your cycle 2 assessment.

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI.

Pronunciation.

vocabexpress.co.uk/

Writing.

vocabexpress.co.uk/

practice translation exercises

vocab lists

Reading and Listening

Upload listening files and practice reading texts

<http://www.spanish-games.net/>

<http://www.language-gym.com/#/>

Grammar.

On-line dictionaries or Spanish dictionaries: www.wordreference.com and Spanishdict.com

Basic rules – bank of verbs
Practice jumbled sentences.
www.spanish-games.net/

Below you will find useful links for revision notes, quizzes and games to help you revise the topics covered by each KPI. These resources are all on Firefly under Spanish, Year 7, Cycle 2 Revision.

- 1) Use your personal login details on www.vocabexpress.com and work your way through as many exercises for Mira 1, Units 3 and 4 as you can (even if you've done them before).
DON'T FORGET, IF ASKED FOR SCHOOL CODE... IT'S **UKSHAM** (ALL CAPITAL LETTERS)
- 2) Go on <http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>
Go to ESPAÑOL → look under CAMINOS 1 → do exercises from UNIDAD 3, 4, 6, 7 and 8 (Before doing exercises, you will have to select PC, Tablet or i-pad)

Mis hermanos

¿Tienes hermanos?

tener

Tengo ...

Tiene ...

un hermano

una hermana

dos hermanos

tres hermanas

No tengo hermanos.

Soy hijo único.

Soy hija única.

¿Cómo se llama tu hermano?

¿Cómo se llama tu hermana?

Mi hermano se llama ...

Mi hermana se llama ...

¿Cómo se llaman tus hermanos?

¿Cómo se llaman tus hermanas?

Mis hermanos se llaman ...

Mis hermanas se llaman ...

su hermano

sus hermanos

su hermana

sus hermanas

¿Cuántos años tiene tu hermano?

Tiene nueve años.

En mi familia

¿Cuántas personas hay en tu familia?

En mi familia hay tres personas.

mi madre

My brothers and sisters*Do you have any brothers or sisters?**to have**I have ...**He/She has ...**one brother**one sister**two brothers**three sisters**I don't have any brothers or sisters.**I'm an only child. (male)**I'm an only child. (female)**What's your brother called?**What's your sister called?**My brother is called ...**My sister is called ...**What are your brothers (and sisters) called?**What are your sisters called?**My brothers (and sisters) are called ...**My sisters are called ...**his/her brother**his/her brothers (and sisters)**his/her sister**his/her sisters**How old is your brother?**He's nine years old.***In my family***How many people are there in your family?**In my family there are three people.**my mother***En mi familia**

mi padre

mi abuelo

mi abuela

mi tío

mi tía

mi primo

mi prima

Los números 30–100

treinta

cuarenta

cincuenta

sesenta

setenta

ochenta

noventa

cien

treinta y uno

cuarenta y dos

cincuenta y tres

sesenta y cuatro

setenta y cinco

ochenta y siete

noventa y nueve

Los animales

¿Tienes animales?

Tengo ...

un caballo

una cobaya

un conejo

un gato

un hámster

un pájaro

un perro

un pez

un ratón

una serpiente

una tortuga

dos conejos

tres peces

No tengo animales.

In my family (continued)*my father**my grandfather**my grandmother**my uncle**my aunt**my cousin (male)**my cousin (female)***Numbers 30–100**

30

40

50

60

70

80

90

100

31

42

53

64

75

87

99

Pets*Do you have any pets?**I have ...**a horse**a guinea pig**a rabbit**a cat**a hamster**a bird**a dog**a fish**a mouse**a snake**a tortoise**two rabbits**three fish**I don't have any pets.*

Los países

¿Dónde vives?
vivir
Vivo en ...
Vive en ...
Vivimos en ...
Viven en ...

Alemania
Escocia
España
Francia
Gales
Grecia
Inglaterra
Irlanda
Italia
Portugal

¿Dónde vives?

¿Vives en una casa o en un piso?
Vivo en una casa.
Vivo en un piso.

en el campo
en la montaña
en la costa
en una ciudad
en un pueblo

Mi casa

¿Cómo es tu piso?
Es ...
antiguo
moderno
bonito
feo
nuevo
viejo
pequeño
cómodo
grande

Countries

*Where do you live?
to live
I live in ...
He/She lives in ...
We live in ...
They live in ...*

*Germany
Scotland
Spain
France
Wales
Greece
England
Ireland
Italy
Portugal*

Where do you live?

*Do you live in a house or a flat?
I live in a house.
I live in a flat.*

*in the countryside
in the mountains
on the coast
in a city
in a village*

My house

*What's your flat like?
It's ...
old(-fashioned)
modern
pretty
ugly
new
old
small
comfortable
big*

Mi casa

¿Cómo es tu casa?
Es ...
antigua
moderna
bonita
fea
nueva
vieja
pequeña
cómoda
grande

Las habitaciones

¿Qué hay en tu casa/piso?
¿Qué hay abajo?

¿Qué hay arriba?
¿Qué hay fuera?
Hay ...
un comedor
un cuarto de baño
un aseo
un pasillo
un salón
una cocina
un dormitorio
un garaje
un jardín
una terraza
el dormitorio de mis padres
el dormitorio de mi hermano

En mi dormitorio

¿Qué haces en tu dormitorio?
Mando mensajes.
Escucho música.
Bebo Coca-Cola.
Duermo mucho.
Veo la televisión.
Juego con el ordenador.
Estudio.

My house (continued)

*What's your house like?
It's ...
old(-fashioned)
modern
pretty
ugly
new
old
small
comfortable
big*

Rooms

*What is there in your house/flat?
What is there downstairs?
What is there upstairs?
What is there outside?
There's ...
a dining room
a bathroom
a toilet
a corridor
a living room
a kitchen
a bedroom
a garage
a garden
a terrace
my parents' bedroom

my brother's bedroom*

In my bedroom

*What do you do in your bedroom?
I send text messages.
I listen to music.
I drink Coca-Cola.
I sleep a lot.
I watch television.
I play on the computer.

I study.*