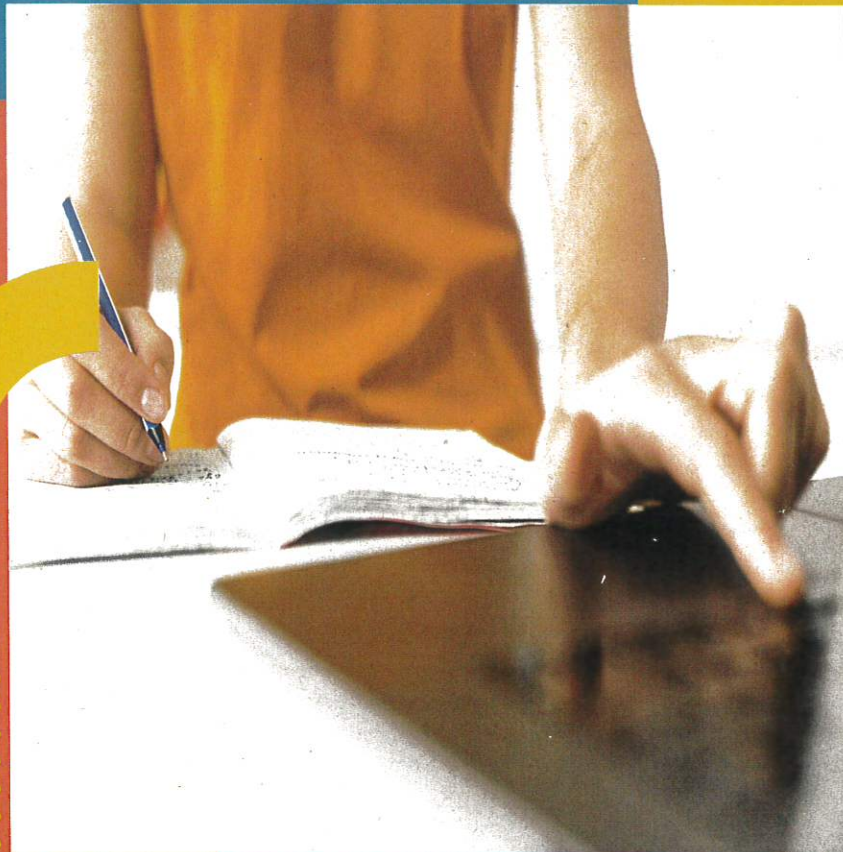




SMITHILLS SCHOOL
SUCCESS FOR ALL

HOMework BOOKLET



YEAR 7
AUTUMN TERM 1

www.smithillsschool.net



CONTENTS PAGE

1. Guidance on how to use the homework strategy: Look, cover, write, check, correct
2. Student guide to logging into Sparx Maths.

Subject Knowledge Organisers and Tasks:

Art – 3

Computing – 4

Dance – 5

Drama – 6

Design Technology – 7

English – 8-12

Food Technology – 13

Geography – 14

History – 15

Maths – 16-18

Music – 19

~~Physical Education (PE) –~~

Religious Education (RE) – 20

Science – 21-25

Spanish – 26-28

Urdu – 29

YEAR 7

Homework Timetable:

	Monday	Tuesday	Wednesday	Thursday	Friday
Green	English	Maths	Science	English	Maths
	Geography	History	MFL Spanish/ Urdu French	RE	
	Music	Dance	PE	Food	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader
Orange	Science	English	Maths	Science	English
	Geography	History	MFL Spanish/ Urdu French	RE	
	Art	Drama	Des Tech	Computing	
	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader	Sparx Reader

Instructions on how to complete your homework:

1. Write the subject and date in your homework exercise book.
2. If you have been given tasks to complete, please do this in your exercise book. If you have been asked to recall information from a knowledge organiser, please use the steps below.



- Look at box/es that your teacher has assigned to you. Repeatedly read the information until you are confident you can remember it. You might find saying them out loud helps you.



- Cover each box so that you cannot see the text.



- Next, in your homework exercise book, write down everything you can remember from each box.



- Uncover the box and check your answers, correct any you got wrong or missed.
- Repeat this one more time as you should be able to remember more from each box on the second round.

3. Rule a line under the homework you have completed.

4. Repeat the process for your next subject/s.

5. Use the QR link below if you would prefer a visual reminder of how to complete this.



Student Guide to Logging In

- 1 Go to **sparxmaths.com**
- 2 Select **Student Login**
- 3 Carefully select your school from the list
- 4 Select **New Sparx user**
- 5 Enter your:
 - First Name
 - Last Name
 - Date of Birth

6 Click **Submit**

7 You will be prompted to set your own password. The password must be at least 6 characters long and you will need to remember it

8 Confirm your username and password, then click **Check your details**

9 You can now log in to Sparx using your username and password

10 If a password is lost, you can select the option to request a new password from your teacher

Use your Sparx login

Username:

Password: [Show](#)

[Forgotten Sparx login details?](#)

New Sparx user?

Fill in your details below to create your account

Your first name:

David

Your last name:

Smith

Your date of birth:

01 February 2010

Submit

Now set a password, make sure you choose one that you will remember

Choose your password

.....

[Show](#)

Your password needs to:

✓ Be 6 or more characters

Back

Confirm your details >

Let's check you have remembered your log in details

Enter your username:

day smith

Enter your password:

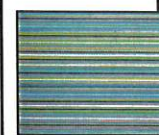
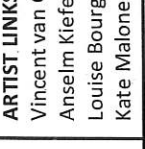
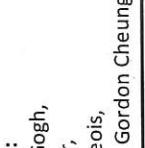
.....

[Show](#)

Back

Check your details >

Year 7 – Autumn Term 1 – Formal Elements

Overview: Formal Elements in art			Key Vocabulary		
There are seven basic formal elements in art: line, Shape and Form, Tone / Value, Texture, Colour, Space, Pattern. The formal elements are what artists consider and use when making their artworks, either explicitly or subtly. Understanding the formal elements of art is important and will help you interpret and analyse different artworks. Some artists like to focus on just one or two formal elements in their artwork, however most artworks have a mix of elements in one piece. Usually, there will be one or two dominant formal elements that help to convey the meaning or mood of an artwork.			Primary source observational drawing	Drawing from something real in front of you.	
			Secondary source observational drawing	Drawing from an image or photograph.	
			Composition	The position and layout of shapes or objects on the page.	
			Directional shading	Shading in a particular direction to make something appear solid.	
			Mark Making	Using different techniques to capture textures, i.e. stippling, scribbling, hatching.	
Key concept 1		Key concept 2		Key concept 3	
LINE: Lines are marks made on a surface that joins different points. They can be straight, curved, thick, thin, horizontal, vertical, diagonal, dotted or dashed. Lines help define shapes and guide the viewer's eye to a focal point in the artwork.		TEXTURE: Texture refers to the surface quality or feel of an object. Artists create texture through the use of different materials, techniques, or representations, adding tactile and visual interest. Texture can be created with mark-making and collage		TONE / VALUE: Tone (often called Value in America) is the degree of lightness or darkness in a colour. Artists use shading and highlighting to create a range of tones, adding dimension and depth to their work. Tone is often associated with blending and pencil work and could refer to black, white and the grey tones between.	
Contour lines	Lines that are used to define the shape or form of an object or to show key details are called outlines or contour lines.	Actual texture	Actual texture really exists, so you can feel it or touch it. You can create actual texture in an artwork by changing the surface, such as sticking different materials or media onto the surface or by combining different material techniques to create interesting textures.	Shading	Shading is used to create different tones in a drawing. A range of different techniques can be used to build up tones.
Descriptive lines	Descriptive lines tell us more about a subject. They help to make a shape look more like a three-dimensional object by showing light, shade and texture.	Visual texture	Visual texture is created using mark to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones.	Hatching	Hatching involves building tone using lines. The thickness and number of lines and the distance between them creates the illusion of depth and form. There are different types of hatching such as crosshatching and contour hatching.
Expressive lines	Lines can be added to artwork using different media. These different media will give the lines a different quality, they may be thicker or thinner, bold or smudged. They can be used to express emotions and to create mood.			Stippling	Dots can be used instead of lines to build up tone. The size, number and distance between the dots will change the tones created.
ARTIST LINKS: Paul Klee, Michael Craig Martin, Andrius, Ridgely Riley		ARTIST LINKS: Vincent van Gogh, Anselm Kiefer, Louise Bourgeois, Kate Malone, Gordon Cheung		ARTIST LINKS: Jim Dine, Cath Riley, Evan Gruzis, Ryan Travis Christian, Josef & Anni Albers	
					
					

Big Picture: You will develop a deeper understanding of information technology and digital literacy by using their skills across the unit to create a digital artefact about E-Safety

Key Concepts:

1. Getting Started	2. Computer Lab Rules	3. Software Applications	4. Formatting Tools
Login - an act of logging in to a computer, database, or system. Username - a unique sequence of characters used to identify a user and allow access to a computer Password - a secret word or expression used by authorized persons to prove their right to access, information Teams - Microsoft Teams is a cloud-based team collaboration software Folder - A folder is a storage space, or container, where many files can be placed into groups and organize the computer Document - A computer document is a file created by a software application	 Computer Lab Rules - No food or drink - Keep your workstation neat - Respect others, work quietly - Don't change setting - Keep your files organized - Print only when necessary - Save often - No social media - Log off - Start safely	Word Processor - software program capable of creating, storing, and printing text documents e.g. Word Spread sheet - Spreadsheet software is a software application capable of organizing, storing and analysing data in tabular form e.g. Excel Presentation - Presentation software is a computer software package used to show information, normally in the form of a slide show e.g. PowerPoint Email - Email software is a program that features and functionality for using electronic mail e.g. Outlook Search Engine - A software program that helps people find the information they are looking for online using keywords or phrases e.g. Google	Bold - Changes the text to be bold, i.e. thicker and more noticeable Font - Allows you to change the style/appearance of the text Align - Moves the text so that it is on the left, centre or right of the page Text colour - Allows you to change the colour of the text Bulleted List - Allows you to create a bullet-pointed list Numbered List - Allows you to create a numbered list Italic - To make the selected characters italic Underline - To make the selected characters underlined
Malware - Short for malicious software, are programs that install and run on your computer without your knowledge or consent. Malware is often downloaded from email attachments or websites that are not properly protected. Virus - Any computer program designed to replicate and damage other computer systems and software Spyware - Spies on users' activities, usually to steal financial details and passwords Trojan horse - Malware that appears legitimate, but performs some malicious activity when it is run. Zombie - Malware that takes over a computer in order to perform some malicious task. Worm - A computer worm is a standalone malware computer program that replicates itself in order to spread to other computers	Social Engineering - You might receive emails from someone pretending to be someone you know. The emails are designed to trick you into giving away personal information, such as your usernames and passwords. - For example, an email might appear to be sent from a social media website. It might say that a password needs resetting, and might provide a link to reset it. The link would lead to a fake website which looks exactly like the real site. This site will capture your details, allowing an unsavoury character access to your accounts. - Phishing emails are often quite easy to spot. Although at first glance they may look very much like a genuine email from a company or website, on closer examination they often contain spelling or grammatical errors. Always remember that it is rare that a website will genuinely send you an email asking for your username and password.	Staying Safe - There are a number of ways to protect against malware: - Antivirus software protects the computer from malware such as viruses and spyware. Antivirus software scans the computer for known malware. If it finds malware, it safely removes it. To remain effective, antivirus software must be regularly updated so that it can recognise and remove as many forms of malware as possible. - A firewall is either a piece of hardware or software that monitors communications coming in from and going out to the internet. The firewall looks for unauthorised communications from malware. Any such communications are blocked by the firewall, preventing the malware from completing its task. - Phishing emails are often quite easy to spot. If in doubt about an email, delete it immediately. Do not follow any links contained in the email. Instead, go to the website directly, and try to log in there.	Anti-Social Behaviour - Trolling is the term given to people who visit other peoples' social media accounts and leave distasteful messages. - Cyberbullying is the bullying of another person using the internet, mobile phones and other digital devices. Cyberbullying can take the form of posts on forums or social media, text messages or emails, all with the aim of hurting the victim. - The easiest way to stay safe online is to stay in control of personal information given out. - Never disclose important details such as name, telephone number, address or school. Never accept someone as a 'friend' on social media simply because they claim to know another friend of yours. Always be cautious about what you say online. - Never agree to meet anyone in person that you've only known online. If somebody does start sending you messages that offend or upset you, tell an adult that you trust.

Big Picture: In your initial dancer training you will learn the fundamental elements of dance which you will continue to use throughout your dance journey at Smithills School. All the key vocabulary and skills will be used and referred to throughout your dance journey. These skills will help you develop your knowledge of choreography and performance. You will also develop your expressive and mental skills throughout your dance journey when working with others' and performing in front of an audience.

1. Key concept – Body Movement		2. Key concept – Choreography	3. Key concept – Rehearsal time and Performance
- The way the body moves helps a dancers create and develop movement ideas when creating a dance. - The dancers body moves in a locomotor way (travelling moves) and/or in a nonlocomotory way (moves that stay in place) - A dancer can create body movement that has a narrative (tells a story) - A dancer can create body movement that is abstract (does not tell a story)		- To create a piece of dance, a dancer will be taught or create a dance motif. A dance motif is a movement phrase, usually 8 – 16 counts in length. The dance motif represents the theme and meaning of the dance idea. - Choreography is the art of creating a dance. It is when dancers or a choreographer makes a dance by gathering movement in an order or pattern. - When a dancer or choreographer creates a dance, they will develop the dance motifs. This is called motif development. The motif can be developed using relationships, actions, dynamics and space, making the dance more interesting.	Rehearsal Discipline Use of rehearsal time is important for a dancer. Successful teamwork in dance choreography helps the dancers to develop, refine and demonstrated a committed performance. Performance Performance and expressive skills helps to engage the audience with the dance piece.
4. Key Vocabulary			
Gesture	A movement of part of the body. A shoulder roll, clap, point, foot tap.	Relationships	The way in which dancers move with other dancers. Mirror image – same movement at the same time. Body Contact – Physical contact with another dancer.
Jump	Where the whole body safely leaves the floor. A leap, tuck jump, star jump.	Actions	What the body does. Gesture, jump, stillness, turn and travel
Stillness	The whole body holds a position.	Dynamics	How the body moves. Moving fast and slow
Turn	Move in a circular direction. Clockwise, anti-clockwise.	Space	Where the body moves. Moving in a direction.
Travel	Moving from position to another as an individual or group.		
		Commitment	Dedication to the dance and group work
		Concentration	Focusing on the dance and group work.
		Projection	Energy of the dance movement.
		Focus	Changing the eyeline in the dance to add interest

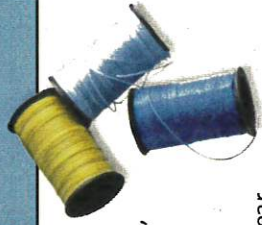
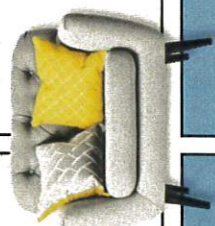
Big Picture: In your initial actor training you will learn all the basics of performance which you will continue to use throughout your Drama journey at Smithills school. All the key vocabulary and skills will be used and referred to throughout your Drama journey. These skills will help you develop your knowledge of performance and stage craft. You will also have the opportunity to improve your confidence and self-discipline when speaking and performing in front of an audience.

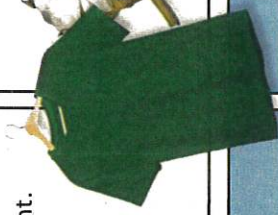
1. Key concept – Voice	2. Key concept – Body Language	3. Key concept – 3 T's
- The voice is one of the actor's most powerful tools, as part and parcel of their characterisation and how the text is interpreted for the audience. - Think about situations in which you're solely reliant on the voice – phone conversations or a radio play – the listener is solely dependent on what they hear. - The actor uses the voice to convey the character's age, status and mood. - Voice can also be used in a more abstract way to create soundscape and atmosphere as well as conveying thoughts, emotions, feelings and ideas.	- Body language is communication coming from movement or position, particularly facial expressions, gestures and the relative positions of a speaker and listener. - There are three main situations when you'll be interested in describing body language: - director's notes – body language is an important part of the armoury that a director can use to help an actor reach the best performance - an actor may write about the body language they used and why in a self-evaluation - when analysing a performance, body language will be something that should be mentioned	Tableau/Tableaux: A frozen image created on stage – can be used to show an important moment. Thought-Track: When the character turns to the audience and tells them how they are feeling. Transition: Moving from one scene to another.

5. Key Vocabulary

Tone	The way an actor uses their voice to show emotion	Gesture	Communicating using hands or arms
Pitch	How high or low the voice is	Posture	The way an actor sits or stands
Pace	How fast or slow the voice is	Gait	The way an actor walks
Volume	How loud or quiet the voice is	Facial Expression	The actor using their face to show emotion
Accent	The way the voice is affected by where you come from	Proxemics	The distance between actors on stage
Emphasis	Putting stress on a particular word or section	Orientation	The direction an actor is facing
Pause	Leaving a short gap in-between words	Mime	Showing the audience an invisible object

Year 7 Textiles: Knowledge Organiser - Autumn 1

Key Outcome 1	
What are textiles? Textiles are materials made from fibres or threads that can be woven, knitted or felted.	
Where can textiles be found? • Clothing: Jeans, t-shirts, underwear • Household items: Curtains, bed sheets, towels • Industrial applications: Carpets, medical fabrics	
The function of textiles • Protection: Gloves, masks, safety clothing • Decoration: Home décor, fashion accessories • Comfort: Bedding, furniture • Industrial uses: Filters, safety equipment	

Key Outcome 2	
What is a Design Brief? A design brief is a document that outlines the requirements and constraints of a project, providing the designer with clear goals and objectives.	
ACCESS - FM acronym for design considerations Aesthetics: How it looks. Cost: How much it costs to make. Client: Who it's for. Environment: Impact on the environment.	
Safety: Is it safe to use? Size: Dimensions and weight. Function: What it does. Materials: What it's made from.	

Key Outcome 3	
What's the difference between natural and man-made fibres? • Natural fibres come from plants and animals (e.g. cotton and wool) are biodegradable, breathable and comfortable. • Man-made fibres (e.g. polyester and nylon) are chemically produced, durable, and can be engineered for specific properties like water resistance and elasticity.	

Keywords	
Textiles	Material made from fibres/threads
Fibres	Raw materials used to make threads
Threads	Long, thin strands of fibre
Woven	Fabric made by interlacing vertical and horizontal threads
Interlacing	Crossing threads over and under each other to form fabric
Function	What a product is used for
Biodegradable	Materials that can naturally break down and decompose in the environment

The Design Process	
Design Brief	A statement outlining what is to be designed and made
Specification	A list of design criteria
Ideas	A range of potential solutions to the problem
Manufacture	Making the outcome
Evaluation	Reviewing strengths and weaknesses of the design work and final product

Career Links	
• Fashion Designer: Creates clothing and accessories. • Textile Designer: Designs patterns for fabrics. • Textile Technologist: Develops and improves textile products. • Sewing Machinist: Operates sewing machines to make garments. • Quality Control Inspector: Ensures textiles meet quality standards.	

Did you know? An estimated 13 billion plastic bottles are disposed yearly. The fashion industry is working to reduce waste and create sustainable clothing. A pair of jeans could include 8 recycled plastic bottles!





SMITHILLS SCHOOL

Year 7

HOMework

Stories Through Time

Homework Booklet

Autumn 1

Week One: Why stories are important?

Re-read and **summarise** what Amy Chua is saying about WHY telling stories is important to her. You can use a mind map or bullet points.

Amy Chua: 'To Build Dynasties of Meaning'



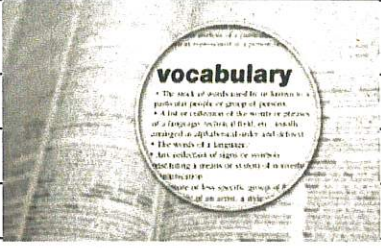
When my mother was 1, her family boarded a junk and left China forever. They were bound for the Philippines, where, in their new home, my grandmother enthralled her with spellbinding tales of drunken deities and wandering poets, of wise fools and talking animals, of the Yellow Emperor, the Great Wall and other glories of the magnificent 5,000-year-old civilization that was the Middle Kingdom. When I was growing up in West Lafayette, Ind., my mother told me the

same stories. But she also told me about her harrowing childhood living through the Japanese occupation of the Philippines. She recounted how her parents disguised her as a boy — I only realized much later that this was because they had heard so many horrific stories of what Japanese soldiers had done to young girls. And she recalled the exhilarating day when Gen. Douglas MacArthur liberated the Philippines and she and her friends ran after the American jeeps, cheering wildly as soldiers tossed out cans of Spam. When I had my own two daughters, I told them all the stories my mother had told me. When they were 13 and 16, I wrote a book called "Battle Hymn of the Tiger Mother" about how I was trying to raise them the same way my parents had raised me and why I asked so much of them, retelling stories of my daughters' childhood from my perspective. The book was part love letter, part apology, part apologia. I never expected so many people to find my stories so hair-raising. But stories mean different things to different people. And they have a way of taking on a life of their own, generating more stories and counter-stories and meta-stories.

We tell stories for countless reasons: to delight and destroy, to arm and disarm, to comfort and crack up. These days, I love regaling my students with tales of rejection and humiliation from my younger days — mortifying total fails that still make my face burn. Stories can bridge chasms, connecting us in our common ridiculousness. Among outsiders, we tell stories to preserve, to transmit pride across generations, to build dynasties of meaning.

Challenge Task: Explain what the biggest difference is between an **oral** story and a **written** one.

Week Two: Vocabulary

tradition	
sonnet	
convention	
integrity	
narrative	
Epic poem	
manuscript	

Challenge Task: use each word in a sentence.

Week 3: Context – Elizabethan England

We are looking at the play 'A Midsummer Night's Dream' written by William Shakespeare around 1595. It is a comedy based around marriage.

Find **three interesting facts** about what it was like to live in Shakespeare's lifetime.



Week 4: Character description

Task one: mind – map

Mind map the conventions (the key features) of an **Epic Hero**

Task two: write a description

Write a paragraph to **describe** your own epic hero. What is special about how they look and how they behave? Do they move in an unusual way that show everyone how special they are?

Remember to show, not tell in your descriptive writing. **Try to avoid characters that already exist.**

Week Five: Summarising

Recall the story in *Beowulf* and create a timeline to capture the main events of the story.

The Monster: Grendel

The Hero: Beowulf

Week Six: Guess who?

Complete the table below by looking at which character is being described in each quotation and what it implies about them.

The characters you can choose from are: Grendel, Beowulf, Egeus, Puck, King Oberon and Helena

WHO???	Quote	What does it suggest about them?
	"Full of vexation come I, with complaint against my child..."	
	'he grabbed and mauled a man on his bench... leaving the body utterly lifeless, eaten up hand and foot'	
	"And stolen the impression of her fantasy with bracelets of thy hair, rings, gawds, conceits, knacks, trifles, nosegays, sweetmeats, messengers..."	
	"The king doth keep his revels here to-night: Take heed the queen come not within his sight..."	
	'The man whose name was known for courage' 'with the strength of thirty in the grip of each hand.'	

Week Seven: Mind-Map

What have you learnt about the character of **Helena** from 'A Midsummer Night's Dream' so far?

- What does she look like?
- How does she behave?
- What does she like?
- What happens to her?
- What issues (worries) does she have?

Week Eight: Creative Writing

Write an alternative ending for Beowulf. What if Grendel didn't die? What if there wasn't a 'Happy Ever After'?

Consider:

- Hooking the reader with an exciting opening sentence for your alternative ending.
- Start some sentences with verbs or adverbs.
- Add descriptive language to draw your reader in, e.g. adjectives, similes, personification etc.

Health and Safety in the Kitchen

Getting Ready

- Hair:** Tie back long hair to stop it falling in the food.
- Clothes:** Wear an apron to protect your clothes from spills.
- Hands:** Wash your hands thoroughly with soap and warm water before handling food and after using the toilet, blowing your nose, or touching rubbish.

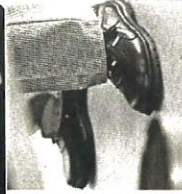


Work Area: Check your work area is clean and free from clutter. Report any spills or breakages to your teacher.



Shoes: Wear closed-in shoes to protect your feet from dropped equipment or spills.

Jewellery: Take off any jewellery that could fall off and contaminate food.



Being Safe in the Kitchen

Knives: Only use knives under teacher supervision and always cut away from yourself.

Hot Equipment: Be careful around hot ovens, hobs and pans. Use oven gloves when handling hot items.

Spills: Report any spills immediately and clean them up carefully with a cloth provided by your teacher.

Breakages: Report any broken equipment to your teacher straight away. Don't pick up broken glass yourself.

Running: Avoid running or messing around in the kitchen.

Tasting: Never taste food unless your teacher instructs you to.

Keeping Food Safe

Hygiene: Always maintain good hygiene practices to prevent food poisoning.

Washing Food: Wash fruit and vegetables under cold running water before using them.

Cooking Temperatures: Cook food thoroughly to the correct temperature to kill any harmful bacteria. Your teacher will advise you on safe temperatures.

Storage: Store food correctly in the fridge or cupboard as instructed.

Cleaning Up: Wash dishes and equipment properly with hot soapy water.

Remember!

Ask your teacher if you are unsure about anything.

Follow your teacher's instructions carefully.

Look out for your classmates and work safely together.

SUSTAINABILITY KNOWLEDGE ORGANISER YR7: SUSTAINABILITY

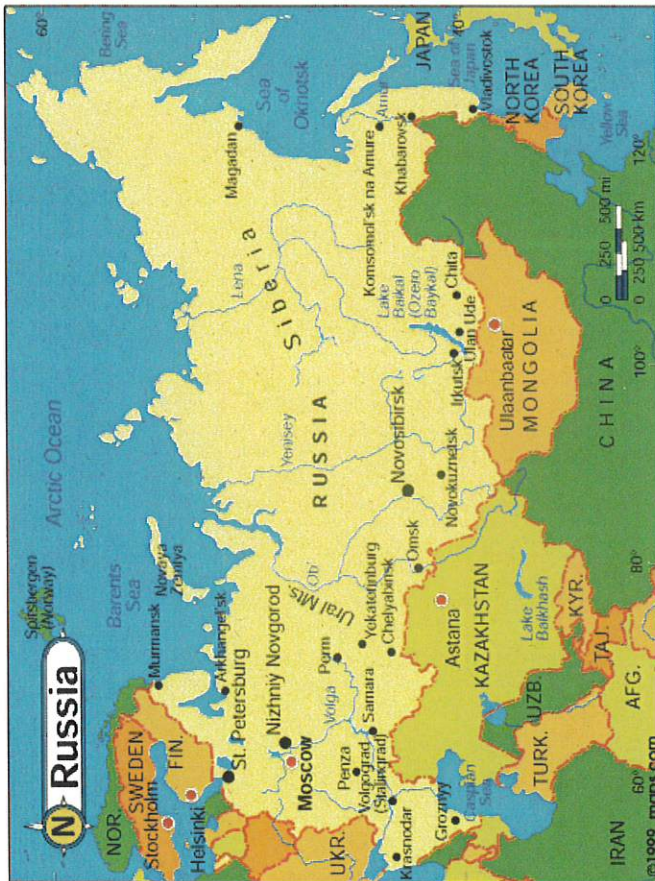


1. COMPONENT KNOWLEDGE

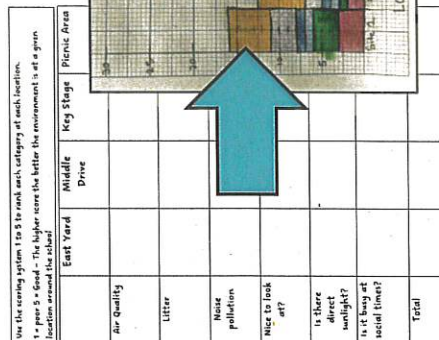
- Know that the concept of sustainability explains ways in which we might aim to reduce human harm to the planet
- Know the main ways in which we can be sustainable (energy generation, transport, recycling, planning)
- Know the main indicators of a harmed or polluted environment for example poor air quality and lack of green space
- Know that fieldwork techniques can be used to assess a local environment such as environmental surveys
- Know the main ways in which a local community can be more sustainable
- Know that fieldwork techniques can be used to present results for sustainability in a local environment for example in a composite bar graph
- Know the location of the world's oceans (see map)
- Know the main sources of plastic waste pollution in the world's oceans (plastic pollution and fishing products)
- Know the location of the world's main countries (see map)
- Know that Russia is the world's largest country by area and it is found in two different continents (Asia and Europe)
- Know that Russia has many neighbours with which it has a land border for example Mongolia, Finland and Ukraine
- Know that Russia can take a number of steps to reduce its carbon footprint
- Know that Russia has many factors which make it favourable for sustainable energy production (such as its rivers)

2. KEY VOCABULARY

- Sustainability- is the practice of using natural resources responsibly, so they can support both present and future generations. Forests are one natural resource that sustainability groups are focused on conserving.
- Fossil fuels- is a generic term for non-renewable energy sources such as coal, coal products, natural gas, derived gas, crude oil, petroleum products and non-renewable wastes
- Carbon Footprint-is a number, often measured in tonnes, kilograms, or grams, that represents the total amount of carbon dioxide (CO₂) and other equivalent greenhouse gases that are associated with an individual, product, person or even country.
- #TeamSeas-is an international collaborative fundraiser that was started by YouTubers MrBeast and Mark Rober as a follow-up to Team Trees. The fundraiser succeeded in raising over 33 million U.S. dollars.
- Fieldwork- the process of observing and collecting data about people, cultures, and natural environments



5 oceans

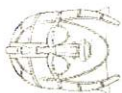


1. Key content	2. Vocab	
- The Celts were tribes of people who settled in areas. The developed tools during the iron age and were some of the first people to settle in Britain permanently. - The Romans came to Britain because of its rich soil and metals. The Celts had mixed reaction to the invasion, some joined the Romans and traded, whereas others fought against them. - The Romans had introduced a lot of things to Britain, like roads, public health and food. They also brought people from all over the empire to settle in Britain, before they left when the empire fell. - The Anglo Saxons invaded from Germany. They gave Britain it's name and started to unite the island. - The Vikings began raiding small villages before they settled in Northern England, they made a vast empire and introduced a lot of their culture to England.	Danelaw	Area of land ruled by Vikings
	Empire	A collection of countries under one ruler
	Invasion	Take a country by force
	Rebellion	Fight back against the people in charge
3. People Boudicca – Celtic Queen who fought against the Romans and lost Julius Caesar – The first Roman emperor to successfully conquer Britain. Alfred the Great – Anglo-Saxon king who defeated the Vikings. Æthelstan – Grandson of Alfred the Great who unified all England		



500 BC

Celts arrive, they begin to settle in one place and farm



43 AD

Romans invade multiple times, colonising the Celts

410 AD

Romans leave and Anglo Saxons arrive from Germany

793 AD



Vikings start to attack in the east, they settle in places like York

1066 AD

Normans Conquest



YEAR 7 — ALGEBRAIC THINKING

Equality and Equivalence

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Form and solve linear equations
- Understand like and unlike terms
- Simplify algebraic expressions

Keywords

Equality: two expressions that have the same value

Equation: a mathematical statement that two things are equal

Equals: represented by '=' symbol — means the same

Solution: the set or value that satisfies the equation

Solve: to find the solution

Inverse: the operation that undoes what was done by the previous operation (The opposite operation)

Term: a single number or variable

Like: variables that are the same are 'like'

Coefficient: a multiplicative factor in front of a variable e.g. $5x$ (5 is the coefficient, x is the variable)

Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Equality

$$2 + 14 = 5 + 5 + 6$$

16 16

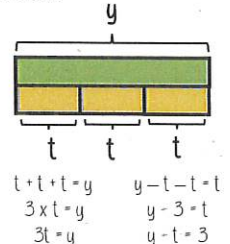
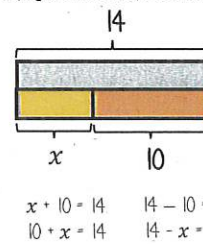
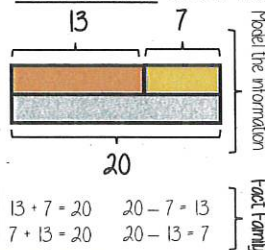
"Is equal to"

Saying it out loud sometimes helps you to understand equality

The sum on the left has the same result as the sum on the right

Fact Families

Use a bar model to display the relationships between terms and numbers



Solve one step equations (+/-)

There is more to this than just spotting the answer

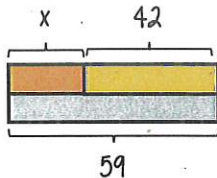
$$x + 42 = 59$$

$$x + 42 = 59$$

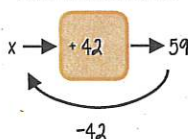
$$42 + x = 59$$

$$59 - x = 42$$

$$59 - 42 = x$$



Don't forget you know how to use function machines



Solve one step equations (x/÷)

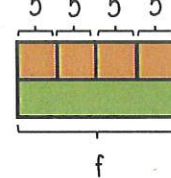
$$\frac{f}{4} = 5$$

$$f \div 4 = 5$$

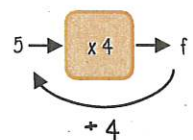
$$f \div 5 = 4$$

$$5 \times 4 = f$$

$$4 \times 5 = f$$



Don't forget you know how to use function machines



Like and unlike terms

Like terms are those whose variables are the same

♥ and 3♥ are like terms

the variable is the same

★ and 3♥ are unlike terms

the variables are NOT the same

Examples and non-examples

Like terms

y , $7y$
 $2x^2$, x^2
 ab , $10ba$
 5 , -2

Un-like terms

y , $7x$
 $2x^2$, $2c^2$
 ab , $10a$
 5 , $-2t$

Note here ab and ba are commutative operations, so are still like terms

Equivalence

Check equivalence by substitution
e.g. $m=10$

$$5m$$

$$5 \times 10 = 50$$

$$2 \times 2m$$

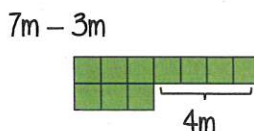
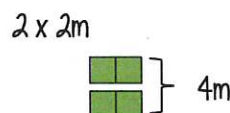
$$2 \times (2 \times 10) = 2 \times 20 = 40$$

$$7m - 3m$$

$$(7 \times 10) - (3 \times 10) = 70 - 30 = 40$$

Equivalent expressions

Repeat this with various values for m to check



Collecting like terms ≡ symbol

The ≡ symbol means equivalent to

It is used to identify equivalent expressions

Collecting like terms

Only like terms can be combined

$$4x + 5b - 2x + 10b$$

$2x + 15b$

Common misconceptions

$$2x + 3x^2 + 4x \equiv 6x + 3x^2$$

Although they both have the x variable x^2 and x terms are unlike terms so can not be collected

YEAR 7 — ALGEBRAIC THINKING...

Sequences

@whisto_maths

□ △ ×
△ × □
× × △
× □ △

What do I need to be able to do?

By the end of this unit you should be able to:

- Describe and continue both linear and non-linear sequences
- Explain term to term rules for linear sequence
- Find missing terms in a linear sequence

Keywords

Sequence: items or numbers put in a pre-decided order

Term: a single number or variable

Position: the place something is located

Rule: instructions that relate two variables

Linear: the difference between terms increases or decreases by the same value each time

Non-linear: the difference between terms increases or decreases in different amounts

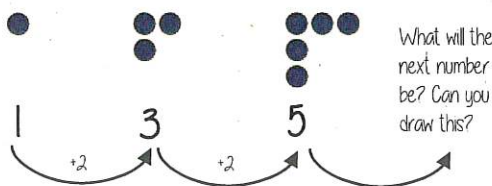
Difference: the gap between two terms

Arithmetic: a sequence where the difference between the terms is constant

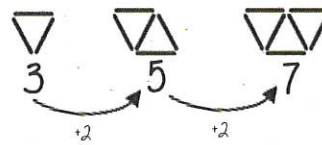
Geometric: a sequence where each term is found by multiplying the previous one by a fixed non zero number

Describe and continue a sequence diagrammatically

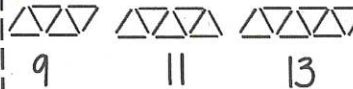
Count the number of circles or lines in each image.



Predict and check terms



CHECK — draw the next terms



Predictions:

Look at your pattern and consider how it will increase.

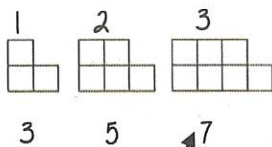
e.g. How many lines in pattern 6?

Prediction - 13

If it is increasing by 2 each time - in 3 more patterns there will be 6 more lines

Sequence in a table and graphically

Position: the place in the sequence



Term: the number or variable (the number of squares in each image)

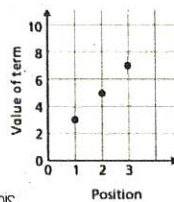
In a table

Position	1	2	3
Term	3	5	7



Because the terms increase by the same addition each time this is **linear** — as seen in the graph

Graphically



Linear and Non Linear Sequences

Linear Sequences — increase by addition or subtraction and the same amount each time

Non-linear Sequences — do not increase by a constant amount — quadratic, geometric and Fibonacci

- Do not plot as straight lines when modelled graphically
- The differences between terms can be found by addition, subtraction, multiplication or division.

Fibonacci Sequence — look out for this type of sequence

0 1 1 2 3 5 8 ...

Each term is the sum of the previous two terms

Continue Linear Sequences

7, 11, 15, 19...

How do I know this is a linear sequence?

It increases by adding 4 to each term

How many terms do I need to make this conclusion?

At least 4 terms — two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence



Continue non-linear Sequences

1, 2, 4, 8, 16 ...

How do I know this is a non-linear sequence?

It increases by multiplying the previous term by 2 — this is a geometric sequence because the constant is multiply by 2

How many terms do I need to make this conclusion?

At least 4 terms — two terms only shows one difference not if this difference is constant (a common difference)

How do I continue the sequence?

You continue to repeat the same difference through the next positions in the sequence



Explain term-to-term rule

How you get from term to term

Try to explain this in full sentences not just with mathematical notation

Use key maths language — doubles, halves, multiply by two, add four to the previous term etc

To explain a whole sequence you need to include a term to begin at...

The next term is found by tripling the previous term
The sequence begins at 4

4, 12, 36, 108...

First term

YEAR 7 — ALGEBRAIC THINKING...

Algebraic notation

@whisto_maths

What do I need to be able to do?

By the end of this unit you should be able to:

- Be able to use inverse operations and "operation families".
- Be able to substitute into single and two step function machines.
- Find functions from expressions.
- Form sequences from expressions.
- Represent functions graphically.

Keywords

Function: a relationship that instructs how to get from an input to an output

Input: the number/ symbol put into a function

Output: the number/ expression that comes out of a function

Operation: a mathematical process

Inverse: the operation that undoes what was done by the previous operation (The opposite operation)

Commutative: the order of the operations do not matter

Substitute: replace one variable with a number or new variable

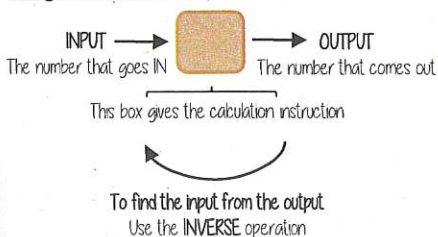
Expression: a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)

Evaluate: work out

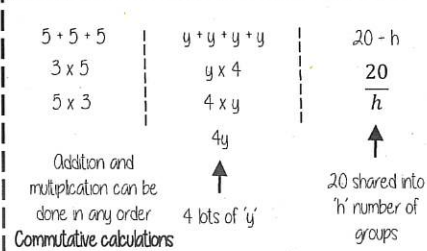
Linear: the difference between terms increases or decreases by the same value each time

Sequence: items or numbers put in a pre-decided order

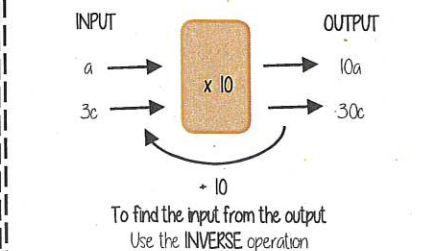
Single function machines



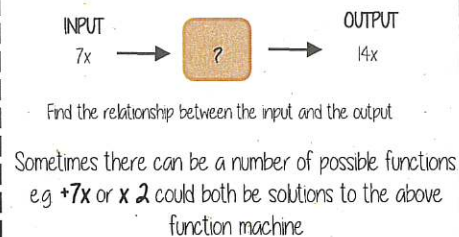
Using letters to represent numbers



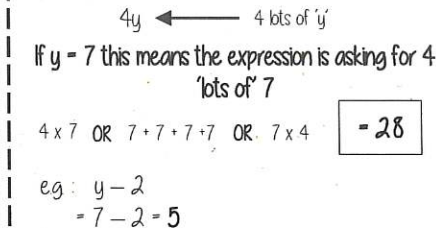
Single function machines (algebra)



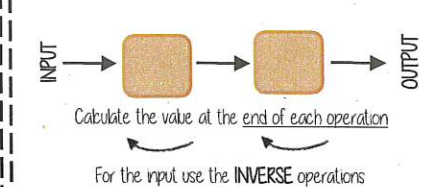
Find functions from expressions



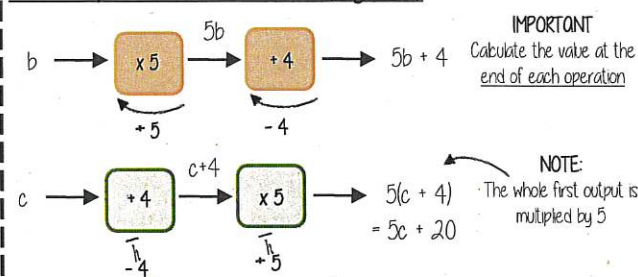
Substitution into expressions



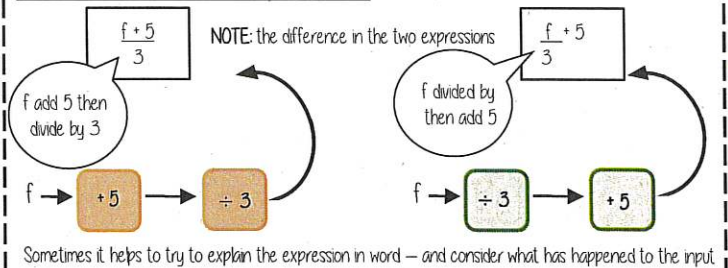
Two step function machines



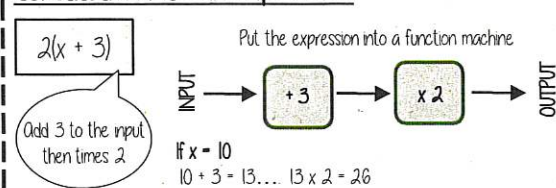
Two step function machines (algebra)



Find functions from expressions



Substitution into an expression



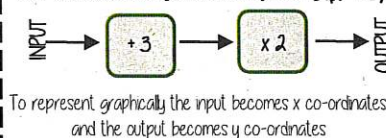
Forming a sequence

	$2(x + 3)$		
INPUT	1	2	3
OUTPUT	8	10	12

← The substitution is the 'input' value
The OUTPUT becomes the sequence

Representing functions graphically

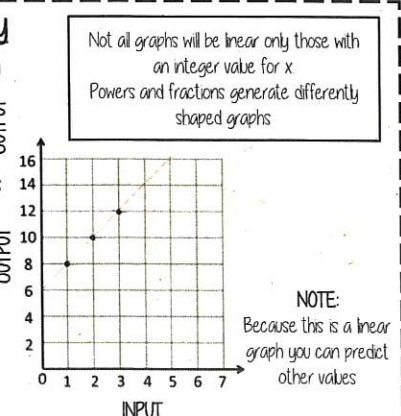
Take the function and generate a sequence $2(x + 3)$



$y = 2(x + 3)$

INPUT (x)	1	2	3
OUTPUT (y)	8	10	12

This becomes a co-ordinate pair (2, 10) to plot on a graph



Big Picture: In your initial music lessons, you will be introduced to music lesson routines and begin to learn about music notation and the elements of music, making use of the mnemonic MAD T SHIRT. You will continue to use this throughout your music journey at Smithills! All these key vocabulary and skills will be used and referred to in lessons, enabling you to become a successful musician. You will develop your knowledge of performing, composing and listening and appraisal of music. You will also work to improve your confidence and self-discipline when performing in front of an audience.

1. Key concept - Basic note values

	Beat 1	Beat 2	Beat 3	Beat 4
Semibreve (4 beats)				
Minim (2 beats)				
Crotchet (1 beat)				
Quavers (1/2 beat each)				
Semiquavers (1/4 beat each)				

3. Key Vocabulary

	Pitch	How high or low the sounds are
Tempo		The speed of the music fast/slow
Duration		The length of the notes long/short
Dynamics		How loud or quiet the sounds are
Texture		Layers of sound and how they fit together
Timbre		The different tones/sounds of the instruments
Structure		How the sections of the music are organised
Ostinato		A repeated pattern
Rhythm		The pattern and duration of the sounds/notes
Pulse		The main beat of the music

M	A	D	T	S	H	I	R	T
melody	articulation	dynamics	texture	structure	harmony	instruments	rhythm	tempo
the tune	Staccato, legato, slurred	Loud, quiet, crescendo, diminuendo	Layers of sound homophonic, polyphonic	How the music is organised	Chords, major, minor	Instrumental sounds	Patterns and duration of the individual notes	Fast, slow, accelerando, Rallentando

Big Picture: What are the foundations of belief?

1. Key Concepts

1.1 Why is RE important?	1.2 What does it mean to be a Jew?	1.3 What does it mean to be a Christian?	1.4 What does it mean to be a Muslim?	1.5 What does it mean to be Hindu?
In the United Kingdom Human Rights are protected by law. The right to freedom of thought, conscience and religion allows us to choose to follow a faith or not. We also need to learn to listen to the views of others. RE allows us to do this. Theist believe in God and atheists do not, but it does not mean they cannot approach a topic from the same position, their reasoning however, may be different.	Abraham is the founder of Jewish faith. Judaism is the first Abrahamic religion. The Torah is the holy book for Jews. It is also the first 5 chapters of the Bible Synagogue is the place of worship.	Jesus is the son of God. Christianity has been in existence for over 2000 years. The Bible is the Holy book for Christians. They have an Old Testament and a new Testaments. Most Christians believe in Trinity. They believe God is revealed in three form.	Prophet Muhammad is the founder of Islam. Muslims believe he is the final prophet with the message of God. The Qur'an is the holy book and consists of 30 chapters. Muslims attend the Mosque to perform worship and they pray 5 times a day. They follow the 5 pillars of Islam which are the foundations of the faith.	Hinduism is the oldest Dharmic religion. A Hindu place of worship is called a mandir. Hindus have a shrine at home where they perform personal and family worship. Worship in Hinduism is called puja. Hindus believe that Brahman is beyond their understanding, so the different gods and goddesses help them to understand various aspects of Brahman. Three of the Hindu gods are known as the Trimurti.

1.6 What does it mean to be a Buddhist?	1.7 What does it mean to be a Sikh?
Buddhists follow the teachings of the Buddha, which means 'enlightened one'. The Buddha was a man called Siddhartha Gautama, who is said to have lived nearly 2,500 years ago in India. The Four Noble Truths are the basis of the Buddha's teachings, they explain why people suffer and how to end suffering, this understanding was how the Buddha was the first to become enlightened.	Sikhs believe in one God called Waheguru which means 'Wonderful Lord' or 'Wonderful Teacher' Sikhism was founded by a wise man called Guru Nanak. Sikhism is still based on his teachings and those of the nine Sikh Gurus who followed him. The Amrit ceremony is one of the most important ceremonies in Sikhism. It was started by Guru Gobind Singh, the tenth Sikh Guru, who called for Sikhs to defend their faith against the persecution.

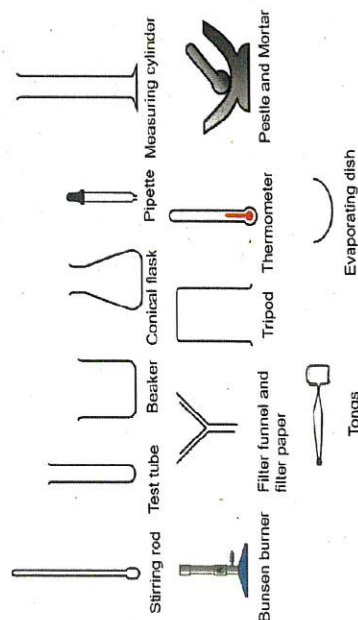
3. Skills	4. Key SOWA (sources of wisdom and authority)	5. Key Figures		6. Assessment Criteria	
Discuss what it means to be part of a faith. Explain the differences in belief Interpret SOWA and consider the application of the for Quotes.	From the earth have We created you, and into it We shall cause you to return and from it shall We bring you forth once more. Surah 20:55 "baptise in the name of the Father, Son and Holy Spirit"	Buddha	Founder of the Buddhist faith believed to be enlightened.	Identify/Define	Being able to define and briefly explain key words and beliefs
		Prophet Muhammad	Founder of Islam	Explain using the source/compare or discuss	Giving well explained and supported answers using key teachings
		Jesus	Son of God in Christian belief. Believed to be both fully human and fully divine.	Explain	Giving a range of views with supporting arguments
		Abraham	Founder of the Jewish faith also known as Ibrahim in Islam.	Evaluate	Consider both sides there must be a conclusion both sides can be either equally compelling or one more so BUT the must be a justification for this and it must be sound to go into the top bracket.
		Guru Nanak	Founder of Sikhism		

Science: Working Scientifically

1. Hazards and the Laboratory

Hazard Symbol	Meaning	Hazard Symbol	Meaning
	Toxic e.g. chlorine, sulphur dioxide gas		Environmental Hazard e.g. most copper, lead and mercury compounds
	Health Hazard e.g. most lead compounds and their solutions		Explosive e.g. Tollen's reagent (ammoniacal silver nitrate)
	Flammable e.g. hydrogen, ethanol		Gas Under Pressure e.g. hydrogen, oxygen
	Moderate Hazard e.g. some dilute acids and alkalis, propanone		Oxidising e.g. ammonium nitrate solid, chlorine
	Corrosive e.g. concentrated acids and alkalis, some dilute acids and alkalis		

2. Scientific Diagrams



3. Taking Measurements

Quantity being measured	Name of unit	Symbol
Length	Meter	m
Mass	Kilograms	kg
Time	Seconds	s
Force	Newtons	N
Temperature	Degrees Celsius	°C
Speed	Metres per second	m/s
Volume	Cubic metres	m ³
Energy	Joule	J

4. Methods and Variables

Independent variable: a variable that can be changed by the person doing the experiment.

Dependent variable: the variable that is measured.

Control variable: the variables that is kept the same throughout the experiment.

6. Mean, Mode, Range and Median

Mean: The mean is the **average** of a set of numbers, calculated by adding them together and dividing by how many numbers are present.

Example: $2 + 1 + 1 + 3 + 4 + 7 + 6 + 4 + 5 + 4 + 6 \div 11 = 3.9$. The mean is 3.9.

Range: The range is the **difference between** the largest and smallest number.

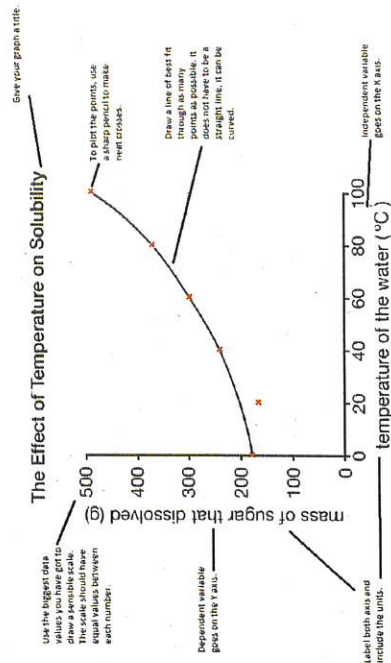
Example: 1, 1, 2, 3, 4, 4, 4, 5, 6, 6, 7. The lowest number in the results is 1 and the highest is 7. $7 - 1 = 6$. The range is 6.

5. Collecting and Presenting Data

Independent variable in first column.	Dependent variable in second column.	Units included for all measured quantities.
Total mass (g)	Length of spring (cm)	
0	2.5	
50	3.0	
100	3.5	
150	4.0	

All measured values to same number of decimal places.

7. Drawing Graphs

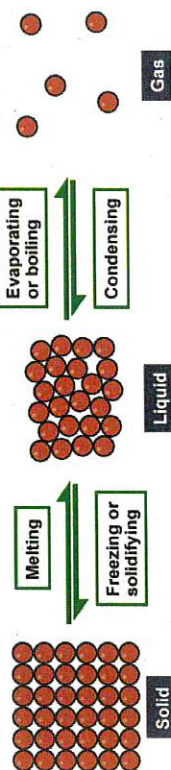


Chemistry - Atomic structure and the Periodic table 1

1. States of matter

	Solid	Liquid	Gas
Arrangement of particles	Close together	Close together	Far apart
Movement of particles	Regular pattern	Random arrangement	Random arrangement
	Vibrate on the spot	Move around each other	Move quickly in all directions
Diagram			

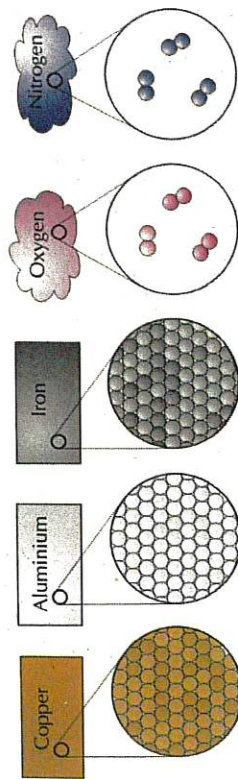
2. Changes of state



3. Elements

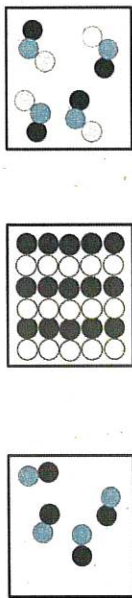
Atoms are tiny particles which make up everything in the world.

An **element** is a substance that contains only **one** type of atom.



4. Compound

Compounds are formed when different atoms joined together. Compounds contain **two or more** elements chemically joined. The join is known as a chemical bond.



5. Chemical Formulae and Naming Compounds

This is one molecule of carbon dioxide



There is 1 carbon atom

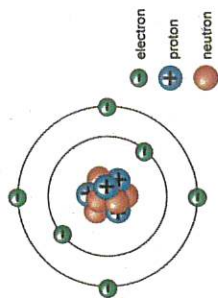
There are two oxygen atoms

When elements chemically join to form compounds their name changes slightly.

Rule one: When two different elements combined the ending is usually ends in "ide"

Rule two: When three or more different elements combined and one of them is oxygen the ending will usually be "ate".

6. Atomic structure



Particle	Charge	Mass	Location
Proton	+1	1	Nucleus
Neutron	No charge	1	Nucleus
Electron	-1	Very small	Shells

7. Periodic table

In the modern periodic table:

The elements are arranged in order of increasing atomic number.

The horizontal rows are called **periods**. The vertical columns are called **groups**.

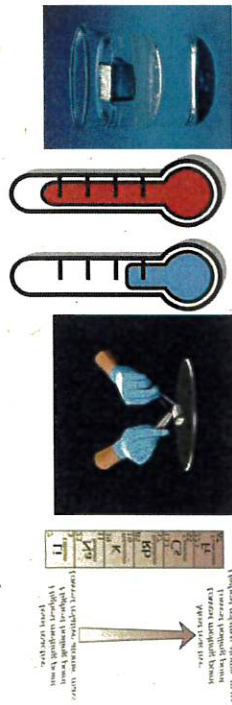
The element **symbol** always starts with a capital letter. Any letters that follows will be lower case letters, for example, helium is He.

Chemistry - Atomic structure and the Periodic table 2

8. Group 1 Elements

The group 1 elements are commonly known as the **alkali metals**.

The alkali metals have the following physical properties:



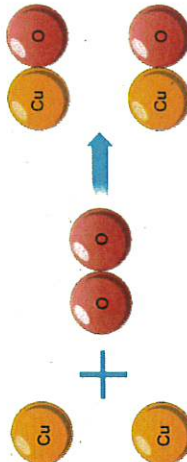
Alkali Metals	Metals such as copper and iron
Soft	Hard and Strong
Very reactive with oxygen and water	Not very reactive with oxygen and water
Low melting and boiling points	High melting and boiling points
Low density	High Density

9. Chemical Reactions

Atoms are **rearranged** during chemical reactions and are not lost or gained. Chemical reactions can be represented using equations.

Reactants → Products

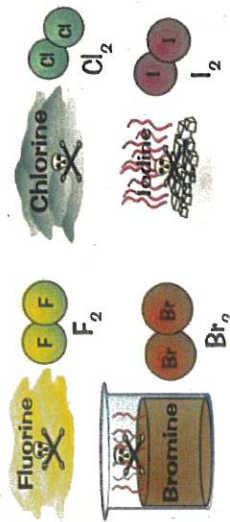
Copper + Oxygen → Copper oxide



10. Group 7 Elements

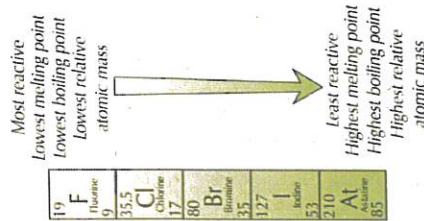
The group 7 elements are known as the **halogens**. There are five elements in group 7: Fluorine, Chlorine, Bromine, Iodine and Astatine.

The halogens exist as molecules which are a pair of atoms, for example. F_2 Cl_2 Br_2 I_2



Reactivity of the halogens

The reactivity of the halogens **decreases** as you go down the group.



10. Group 7 Elements continued

Displacement reactions

In a displacement reaction, a more reactive halogen can displace a less reactive halogen from a compound.

For example:

Chlorine is more reactive than bromine so it displaces bromine from its compound.



11. Trends in Melting and Boiling Points

The melting point of a substance is the temperature at which a solid turns into a liquid (melts).

The boiling point of a substance is the temperature at which a liquid turns into a gas (evaporates or melts).

The melting and boiling point of alkali metals (group 1 elements) **decreases** as you go down the group.

Element	Melting Point (°C)
Lithium	180.5
Sodium	97.7
Potassium	63.4
Rubidium	39.3

Biology – Cells and Microscopes 1

1. Dead or alive

Movement

Respiration

Sensitivity

Growth

Reproduction

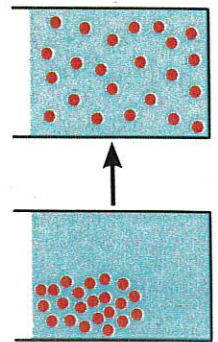
Excretion

Nutrition

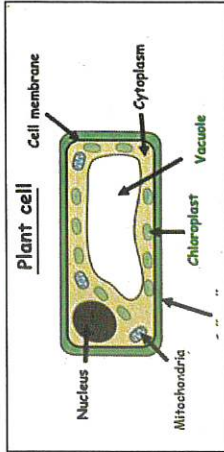
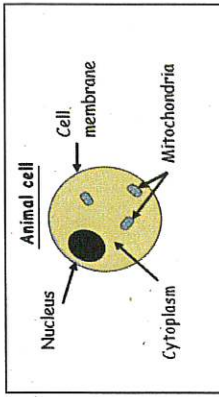


3. Diffusion

Diffusion is the movement of a substance from an area of **high concentration** to an area of **lower concentration**.



2. Cell



Cytoplasm - Jelly-like substance where chemical reactions in a cell take place

Cell membrane - The barrier around the cell. It controls what comes in and out of the cell.

Nucleus - This controls the cell and contains genetic material required to make new cells.

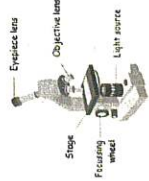
Mitochondria - This is where respiration occurs. In respiration energy is released from glucose and oxygen.

Cell wall - Gives support to the cell it is made of cellulose.

Vacuole - Filled with cell sap (a solution of sugar and salts) and keeps the cell firm.

Chloroplast - This is where photosynthesis happens. Chloroplasts contain a green substance called chlorophyll which traps energy from the sun.

4. Microscopes



Eyepiece lens - Where you view the specimen

Stage -

Where the slide is placed and held in place

Objective lens -

Turns to magnify an image

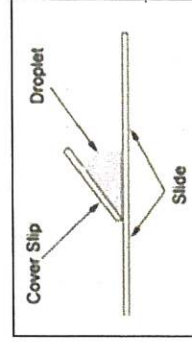
Fine focusing wheel -

Turns to make an image clear

5. Observing cells

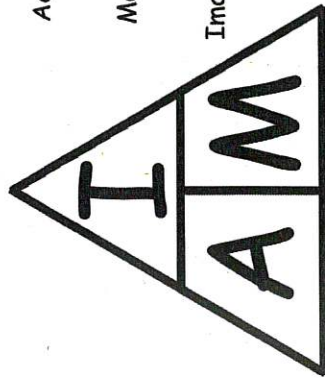
Method

1. Place a thin section of the **specimen** onto slide.
2. Place a drop of water in the middle of the slide or stain the specimen.
3. Gently lower **cover slip** onto the specimen without trapping air bubbles.
4. Soak up any excess liquid with a paper towel.
5. Switch on the **light source** and place your slide on the **stage**.
6. Use the **lowest objective lens** and turn the focusing wheel to move the lens close to the slide.
7. Slowly adjust the **focusing wheel** until you can see a clear image.
8. Increase the magnification by changing the objective lens and re-focus.



6. Calculating magnification

Magnification = Image Size / Real Size



$$\text{Actual Image} = \frac{\text{Image Size}}{\text{Magnification}}$$

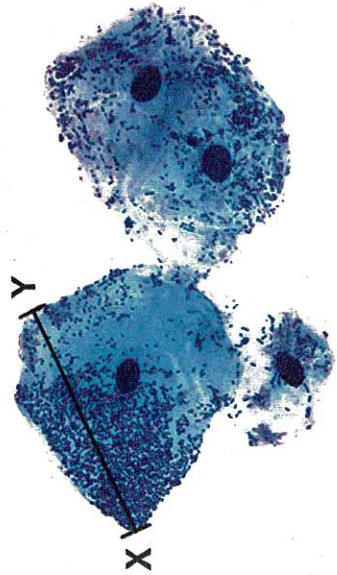
$$\text{Magnification} = \frac{\text{Image Size}}{\text{Actual Image}}$$

$$\text{Image Size} = \text{Actual} \times \text{Magnification}$$

Magnification: the number of times bigger the image looks compared to the object.

Image Size: Size of the object as it is viewed through the microscope lenses.

Real Size (Object Size): the actual specimen under the microscope.

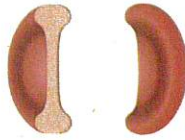


7. Cell Adaptations



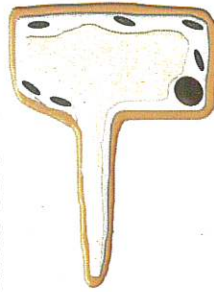
Sperm cell

Has a tail - To swim/ move towards the egg
Contains lots of mitochondria - To release energy during respiration
Large head - To hold half of the DNA from the father
Head contains enzymes - To penetrate the membrane of the egg cell



Red blood cell

No nucleus - Allows more space in the cell to carry oxygen
Biconcave shape - Gives a large surface area to absorb oxygen
Small and flexible - Can flow through narrow blood vessels



Root hair cell

Long and thin shape - Penetrate between the soil particles to absorb water
Millions of tiny hairs - Increases the surface area
Lots of mitochondria - To release energy via respiration

Big Picture: Why are we learning this now?

Being able to introduce yourself in a foreign language is an essential! You will be able to talk about yourself and others as well as express basic opinions using just one key verb: the verb 'to be'

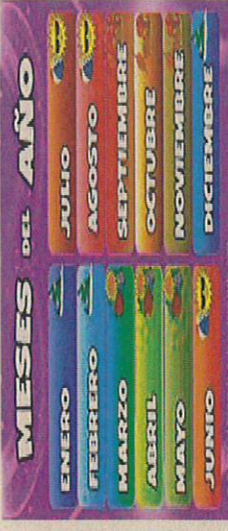
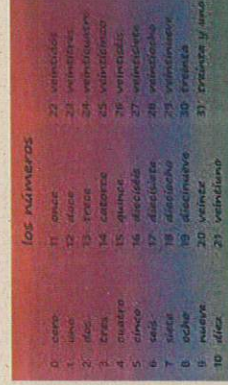
1. Key Concepts

There are 2 verbs 'to be' in Spanish: 'ser' and 'estar'

Ser (permanent)	Estar (temporary)
Date	Position
Occupation (job)	Location
Characteristics	Action
Time	Condition
Origin	Emotion
Relation	

4. Vocabulary 1: adjectives

Non-changeable adjectives	Changeable adjectives
inteligente - intelligent feliz - happy paciente - patient optimista - optimistic pesimista - pessimistic débil - weak fuerte - strong popular - popular	divertido/a - funny raro/a - strange perezoso/a - lazy tonto/a - daft aburrido/a - boring contento/a - content estricto/a - strict listo/a - clever romántico/a - romantic
un poco = a bit	muy = very
	bastante = quite



2. Processes: verb conjugation

	Ser	Estar
I am (yo)	soy	estoy
You are (tú)	eres	estás
He/she is/you are (polite) (él/ella/Usted)	es	está
We are (nosotros)	somos	estamos
You are (plural, informal) (sois)	sois	estáis
They are/you are (polite, plural) (son)	son	están

3. Sentence starters

- Soy un fan / **una fan** de... 😊
- Hoy es el *número* de *mes*
- Mi cumpleaños es el *número* de *mes*
- Soy *adjective* pero no soy *adjective*
- Creo que... ☁️

5. Vocabulary 2: connectives

y = and
pero = but
porque = because
aunque = although
sin embargo = however

6. Assessment

- Eres un fan de...?
- Cómo eres?
- Cuándo es tu cumpleaños?

1. Write the Spanish months of the year in the correct order in your homework book

febrero

abril

diciembre

enero

noviembre

septiembre

marzo

julio

junio

octubre

marzo

mayo

2. Follow the model sentence to write when**your birthday is, work in your homework book**Mi cumpleaños es el diez de agosto**1. In your homework book, list 5 Spanish****adjectives which could be used to describe a****personality****2. Translate the sentences into English**

1 Soy inteligente y paciente

2 No soy fuerte pero soy optimista

3 Soy feliz y fuerte pero no soy pesimista

3. Translate the sentences into Spanish

1 I am optimistic

2 I am not pessimistic

3 I am patient but I am not strong

1. In your homework books, in English, explain why the ending of an adjective might need to change from an 'o' to an 'a'

2. Translate the sentences into English

- | | |
|---|---|
| 1 | Soy un poco raro |
| 2 | Soy muy listo pero no soy aburrido |
| 3 | Soy bastante perezoso pero no soy tonto |

3. Translate the sentences into Spanish

- | | |
|---|---|
| 1 | I am a bit lazy |
| 2 | I am very strange but I am not daft |
| 3 | I am quite clever and I am very popular |

Big Picture: Why are we learning this now?

Being able to introduce yourself in a foreign language is an essential! You will be able to talk about yourself and others as well as express basic opinions using just one key verb: the verb 'to be'

1. Key Concepts

There are 3 ways to express the verb 'to be' in Urdu:

is	am	are
hai	hooN	haiN
ہے	ہوں	ہیں

4. Vocabulary 1: adjectives

intelligent	Zaheen	funny	Mazaahi
happy	Khush mizaaj	strange	Ajeeb
strong	Thaaqaathwar	lazy	Kaamchor
popular	Maqbool	daft	Paagal
successful	Kaamyaaab	romantic	Romaani
strict	Sakhth mizaaj	weak	Kamzor
patient	Sabr krnay	optimistic	Pur umeed
boring	waala/i	pessimistic	Mayoos
	Bezaar kun/ boriyath		kun

2. Processes: verb conjugation

	Subject/Pronoun	is / am / are
I am	Main ...	hooN
You are (singular, informal)	Thum ...	ho
You are (plural / formal)	Aap ...	haiN
He/she is...	Vo ...	hai/haiN
It is...		
They are...		
We are	Hum ...	haiN

5. Vocabulary 2: connectives

اور	aur	and
لیکن	lekin	but
کیونکہ	kyunkay	because
بلانکہ	hlaankay	although/ however

6. Assessment

- Thum kis kay fan ho?
- Apna tha'aruf karo?
- Thumhaari saalgira kab hai?
- Thumhay kya pasand/napasand hai?
- Thum kahaan rehthay ho?

3. Sentence starters

Main ka/i fan hooN 😊

Aaj, *month* ki *number* thaareekh hai 📅

Meri saalgira *number* *month* *ko hai 🎂

Main *adj* hooN, lekin *adj* nahin hooN

Main samajtha/i hooN kay ... ☁️

January	جنوری	January	جنوری
February	فروری	February	فروری
March	مارچ	March	مارچ
April	اپریل	April	اپریل

1	1	2	2	3	3	4	4
5	5	6	6	7	7	8	8
9	9	10	10	11	11	12	12

Days of the week	دن
Monday	منگل
Tuesday	منگل
Wednesday	منگل