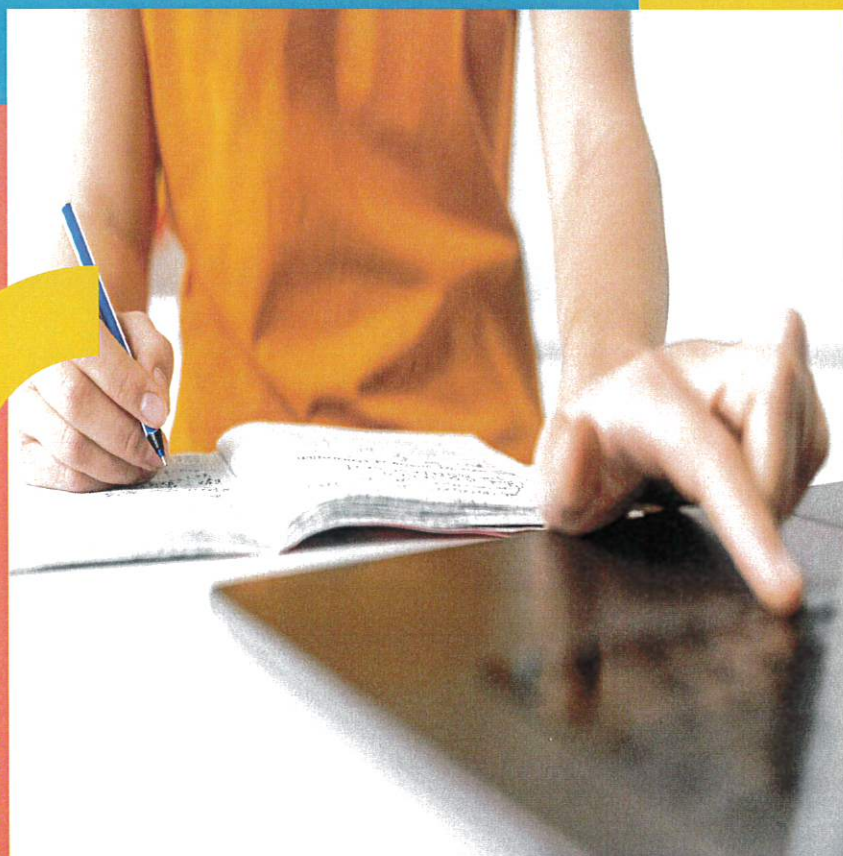




SMITHILLS SCHOOL
SUCCESS FOR ALL

HOMework BOOKLET



Year 7 -
Summer Term 1

www.smithillsschool.net



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2. Student guide to logging into Sparx Maths.

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Homework Timetable:

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

Your last name:

Your date of birth:

[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:

Enter your password:

[Show](#)

[Back](#) [Check your details >](#)

I would like to begin by saying a huge well done to all the pupils at Smithills school for completing all their homework every day on the day that it is due. It is often a challenge keeping up with homework when you have responsibilities and activities after school so well done.

Here is a reminder of the expectations for every pupil at Smithills:

- Monday- Thursday: 3 homework's are to be completed along with Sparx Reader.
- Friday – Maths or English to be completed along with Sparx Reader.
- Homework to be completed in the pink exercise book. If this is finished, then please pick up a new one from your form tutor.
- Homework booklets and homework books to be brought into school everyday for your form tutor to check completed homework.
- Previous homework booklets can be found on the school website or by scanning the below QR code.



Scroll down to the bottom of the page to see last term's homework booklets.

We are hoping that all pupils will ultimately be responsible for their own homework, however, parental support is required until this is secure. Therefore, we request that all parents remind their children to complete their homework every evening so that the workload can be managed easily.

SPARX READER

Sparx Reader participation increased throughout Spring Term - congratulations to every pupil who is achieving 350 SRP per week, and especially to those who are going above and beyond to top our weekly leaderboards.

350 Sparx Reader Points must be completed weekly.

Research shows that pupils who read widely and regularly go on to achieve well at GCSE exams and beyond. Smithills School supports our pupils to read widely through Sparx Reader. Completing Sparx Reader should take roughly 35 minutes. Congratulations to 7H, who have the highest completion rate for Sparx Reader in the school!

If there are any issues with you or your child accessing Sparx Reader, please contact The Hive at break or dinner, or speak with Mr. Stevenson or your form tutor.

Year 9 – RE – Autumn Term 2 – Do we treat Creation correctly?

אנו מאמינים כי

3 - Autumn Term 2 - Do we have

- Yes

Year 9 - RE - Autumn Term 2 - Do we tre

Year 9 - RE - Autumn Term 2 - Do we live

Examples of what your homework books should look like...

3rd November 2024

ARE

Sikhism

- Believe in one God called Waheguru
- Waheguru means 'Wonderful Lord + Teacher'
- Sikhism was founded by a wise man called Guru Nanak
- Sikhism is based on his teachings and those of the other Gurus who followed him. The Amrit ceremony is one of the most important ceremonies in the Sikh Religion.

4th November 2024

But English

1. Skatford - upon - avon
2. Elizabethan and Jacobean times
3. social norms in a fantastical context
4. The endless year
5. Magical quest

Main rethay Melidon Crescent

Wednesday 4th September 2024

PE

1. What is football?
 - Sport with two teams and equipment.
 - They play at a rectangular court.
 - One point per goal.
 - "Positions"
 - Only take one step before passing.
 - Pass or shoot - three seconds.
 - Only shooting players can score.
 - 90 minute game. 15m break.
2. Health and safety
 - Cut nails, don't get scratched
 - Loose hair - don't trip
 - Hair tied - doesn't get in your face

No matter

5 keywords

- Attacking team - pass with ball
- Circle - circle in middle
- Contact - touching
- Dribble - keep ball by moving it the way
- Full back - person holding ball more than three seconds
- Marking - blocking an opponent
- Post - goal

10/09/24

Greek mythology

- Epic stories about Greek Gods
- Was passed down generations
- Fought monsters & creatures
- They showed that even the gods could be punished or made for their actions
- Huge part of the religion for Greeks

Summery

Montaigne but he is a bit of a philosopher

"This is the first time I have written with any style"

Design for Hippocampus

Hippocampus - "For my life I will quickly design along the line and go to the building"

Design for Hippocampus

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Tuesday 19th November 2024

SPORTS MATHS

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History

Key content

During the Middle Ages, a trading route was established which

was used to transport and trade across Asia and into Europe.

The trading route became known as the Silk Road.

In the Middle Ages, people could travel across Europe and Asia

to go on pilgrimages such as to Mecca and the Holy Land.

In the Middle Ages, the Muslim world stretched from India to

Spain, including Jerusalem and the Holy Land. For Jews, Christians

and Muslims, Jerusalem was one of the holiest cities. There

were several churches, synagogues and mosques in the city.

40 and 1250 to open routes of the city.

The Islamic world was the centre of learning and knowledge, which

was shared with the rest of the world. Chinese, Greek and Roman

ideas were shared with the Islamic world.

The Silk Road was a network of trade routes that connected the East

to the West. It was used for trade in goods, ideas and people.

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18/11/24 Science Homework

Evaporation

A method used to separate a soluble solid from a liquid

A solution is a mixture of a soluble solid and a liquid

reduced with heat or by other means. The liquid will

boil and evaporate and the solid will be left behind.

Evaporation is a process where a liquid turns into a gas.

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12/12/24 Computing Homework

2. Understanding the Problem

Before an algorithm can be designed, it is important to check that the problem is understood. There are a number of things to know in order to really understand a problem.

What are the inputs into the problem?

What will be the outputs of the problem?

In what order do instructions need to be carried out?

What decisions need to be made in the problem?

Are any parts of the problem repeated?

13/12/24 English finished.

10/12/24 English Homework complete

10/12/24 Geography Homework finished

10/12/24 Music Homework finished

Key technique

Remember to use the correct keyboard position.

When performing on the keyboard.

Remember to use the correct keyboard position.

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When performing on the keyboard.

British Isles - made up of Great Britain, Ireland, Wales & Northern Ireland

Great Britain - made up of England, Scotland & Wales

4 - given grid reference can then find a map

OS map symbols used to make complex landscapes easier to read

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

Map

14/11/24 Architecture

2. Pattern

Pattern is a design in which lines, shapes, forms or colours are repeated. The pattern is repeated in a regular or irregular way.

Patterns can be regular or irregular

Patterns are all around us in nature as well as in design. We see patterns where shapes, lines or colours are repeated. How complicated a pattern depends on what is repeated and the way it is repeated.

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Overview

Ancient Greek art and architecture flourished from the 8th century BC until the Roman conquest in the 2nd century BC. It is renowned for its emphasis on proportion, balance, and harmony. Greek artists and architects sought to create works that represented a perfect ideal, often inspired by human anatomy, nature, mythology, and the gods. The use of naturalistic forms and the exploration of space brought a sense of realism to their creations, influencing styles for centuries to come.

Significant Ancient Greek Temples

The Parthenon (Athens)

Dedicated to the goddess Athena, it is a masterpiece of Classical architecture built around 447-432 BC. Features iconic Doric columns and elaborate sculptural friezes.

The Temple of Hephaestus (Athens)

One of the best-preserved ancient temples, built around 449 BC. A Doric temple that reflects similar design principles to the Parthenon.

The Temple of Apollo at Delphi

An important religious sanctuary that housed the Oracle of Delphi. Renowned for its exquisite sculptures and architectural layout.

The Erechtheion (Athens)

Known for its unique asymmetry and complex structure, dedicated to multiple deities. Famous for the Caryatids, sculpted female figures serving as columns.

Key Vocabulary

- **Aesthetics:** The appreciation of beauty or good taste in art and architecture.
- **Colonnade:** A row of columns supporting a structure or serving as a decorative feature.
- **Symmetry:** A balanced and proportionate arrangement of elements in art and architecture.
- **Fresco:** A technique of mural painting on freshly laid wet plaster, allowing the paint to become an integral part of the wall.
- **Sculpture:** The art of creating three-dimensional forms by carving, modelling, or assembling materials.
- **Frieze:** A decorative band on a wall, often depicting historical or mythological scenes.
- **Perspective:** Perspective drawing helps create the illusion of depth and space on a flat surface. Using vanishing points and horizon lines, artists can depict three-dimensional forms.

Greek Columns

Doric Column

Simplest and oldest style. Features a sturdy, fluted shaft and a plain capital (top). Commonly found in mainland Greece.

Ionic Column

More slender and elegant than the Doric. Characterised by scroll-like volutes at the capital. Found primarily in the eastern Greek islands.

Corinthian Column

Most ornate of the three styles. Features an elongated fluted shaft and a decorative capital adorned with acanthus leaves. Popular in the later periods of Ancient Greece and later Rome.

Key Concepts

- **The Importance of Mythology:** Ancient Greek artworks often depicted scenes from mythology, reflecting their religious beliefs and values.
- **Naturalism:** A key characteristic of Greek art is its focus on realistic representations of the human body and nature.
- **Architecture as a Reflection of Society:** Greek architecture, especially temples, was designed to showcase civic pride and religious devotion.
- **The Influence of Geography:** The natural landscape of Greece influenced architectural styles and the materials used, such as marble from local quarries.

Interesting Facts

- The Greeks introduced the concept of "symmetria," meaning a harmonious proportion among different parts of a structure or artwork.
- Much of what is known about Ancient Greek art comes from pottery, which featured detailed depictions of daily life and mythology.
- The use of marble in construction, especially from the Pentelic mountain, gave Greek buildings a distinctive, radiant quality.
- The practice of casting sculptures in bronze was common, with many masterpieces lost due to the later melting down of bronze for weapons.
- The ancient Greeks are credited with laying the foundation for Western art and architecture, inspiring future generations.

Connecting Computers	Connecting Networks	Wired and Wireless Networks
- Key Concepts: - Definition: Computers can be connected to share files, printers, and access the internet. - Devices Needed: - Router: Sends data between computers. - Switch: Connects multiple devices in a network. - Cables or Wi-Fi: Used to connect physically or wirelessly. - Examples: - Two laptops connected with a cable to share files. - A printer connected to multiple school computers.	- Key Concepts: - Definition: A network is a group of connected computers that share resources. - Types of Networks: - LAN (Local Area Network): Small area, like a school or home. - WAN (Wide Area Network): Covers a large area, like the internet. - Benefits: Share devices, access files from different places. - Examples: - School computers connected in a LAN to access shared folders. - A business using a WAN to link offices in different cities.	- Key Concepts: - Wired Networks: Use cables (like Ethernet) to connect devices. They're usually faster and more secure. - Wireless Networks (Wi-Fi): Use radio waves to connect devices without cables. Easier to set up but may be slower. - Advantages & Disadvantages: - Wired: Fast and stable, but messy with cables. - Wireless: Convenient, but can be affected by distance or interference. - Examples: - Using Wi-Fi to connect your phone to the internet. - A desktop computer plugged into the router with an Ethernet cable.
The Internet	Fake News	
- Key Concepts: - Definition: The internet is a global network of computers that are connected to share information. - Key Services: - Web: Websites and information (e.g., Google, BBC). - Email: Send messages (e.g., Gmail). - Cloud Storage: Save files online (e.g., Google Drive). - Web Addresses: Use URLs to find websites (e.g., www.bbc.co.uk). - Examples: - Watching videos on YouTube. - Sending homework via email.	- Key Concepts: - Definition: Fake news is false or misleading information shared online, often to trick people or cause confusion. - Types of Fake News: - Completely made-up stories. - Real stories with misleading headlines. - How to Spot It: - Check the source – is it reliable? - Look for spelling errors or strange URLs. - Cross-check facts with trusted websites. - Examples: - A social media post claiming a celebrity has died when they haven't. - A fake website pretending to be a news site with made-up stories.	

Big Picture: In this term you will study and explore choreography, and the process involved in creating a piece of choreography based on a theme/picture or a piece of music given to by your teacher. You will need to consider ways of improvising ideas before selecting the actions you like. You will then need to develop your selected ideas through spacing, dynamics and dance relationships given to you by your teacher. Then the exciting part...you will refine and practice your choreography ready to show!

1. What is the history of Choreography	2. What is Choreography? Know and recall this	3. How do I create Choreography? Know and recall this
Choreography has existed for thousands of years—people have used dance to tell stories, celebrate events, and entertain others since ancient times. Ballet became popular in the 1600s, with carefully planned movements and positions that set the foundation for many modern dance styles. Today, choreography is used in many ways, from music videos to theatre, and even online trends, showing how dance continues to evolve! 	Choreography means planning dance moves—it's like making a set of steps that dancers follow. Choreographers create routines to match the music, tell a story, or express emotions through movement. Dance moves can be slow, fast, big, or small, depending on the style and feeling of the performance. Choreography is used in many places, like ballet, music videos, theatre shows, and even movies!	Pick a song/theme and think about the story or feeling—choose music that inspires you and decide what emotions or ideas you want to express through movement. Create and practice different moves—mix simple steps like jumps, spins, and hand gestures to match the rhythm and energy of the song. Try repeating some moves to make patterns. Put it all together and perform—organise your steps into a beginning, middle, and end, then practice until you feel confident. You can even add facial expressions to make the dance more exciting!

4. Key Vocabulary of Choreography

Improvisation	Try different dance moves and see what feels right. Let the music/your ideas guide your body and experiment with fun steps.	What creative ways could you improvise the idea your teacher gave you?
Selection	Choose the best moves from what you've tried. Pick steps that match the mood and energy of the dance.	What actions do you and your group like? What order are you going to put these actions in?
Development	Make the moves more interesting! Change the speed, direction, or add extra movements to make them unique.	Through spacing, dynamics and the dance relationships, how are you going to develop your action ideas?
Refine	Practice your routine and make small changes to improve it. Keep adjusting until the dance flows smoothly.	How will you use the rehearsal time to practice your dance choreography?

Big Picture: For this half term we will be studying the play *The Terrible Fate of Humpty Dumpty*. We will be exploring characterisation and the effects that bullying can have on another person.

1. Key concept - Plot

1. What is a flash back?
2. Is it the gangs fault Terry is dead?
Why/Why not?
3. What could have Terry done to avoid his dead? Who could he have told?
4. Does Terry's Dad handle the situation best he could?
5. What is a witness?
6. What is a reporter?
7. What is realism?

2. Key concept - Physical Skills

What do all these words mean in Drama?

Gait
Facial Expression
Gesture
Posture
Mime
Proxemics
Orientation

Drama Key Words

P	R	O	X	E	M	I	C	S	O	A	S	U	H	
B	P	A	C	E	S	A	L	U	T	N	L	O	B	
T	R	A	N	S	I	T	I	O	N	A	L	T	E	
V	U	T	L	A	L	A	H	T	I	S	S	B	T	
T	S	O	X	U	A	E	L	B	A	T	T	U	I	
E	R	C	I	M	E	A	S	I	A	G	A	A	A	
P	I	N	T	A	R	V	O	L	U	M	E	V	G	
A	O	T	H	O	U	G	H	T	T	R	A	C	K	
C	I	S	X	F	L	A	S	H	B	A	C	K	C	
I	S	L	T	R	I	S	B	L	I	E	I	E	G	
E	O	C	D	U	P	I	T	C	H	O	N	O	U	
R	P	P	G	O	R	K	I	A	P	O	U	T	A	
H	C	P	S	O	E	E	B	E	T	A	B	E	K	
R	E	G	E	L	L	O	C	D	N	U	O	S	A	

GAIT
PITCH
PACE
REALISM
FLASHBACK
TRANSITION
POSTURE
PROXEMICS
TONE
SOUND/COLLEGE
VOLUME
THOUGHT/TRACK
TABLEAUX

Tableaux/Tableau - What does this word mean? Why might we use one in a performance?

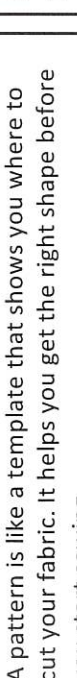
Split Scene - What does this mean? Why might we use one in a performance?

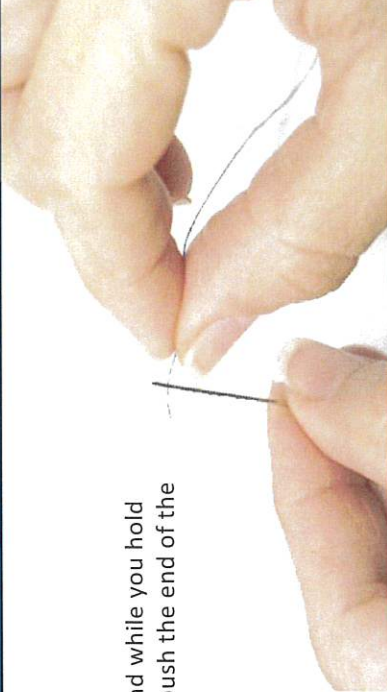
Sound College - What does this mean? Why might we use one in a performance?

Thought-Track - What does this mean? Why might we use one in a performance?

Pretend you are the character Terry Dumpton. Write a diary entry explaining his worries and how he feels about school.

Year 7 Textiles: Knowledge Organiser - Summer 1

Key Outcome 1	What is a pattern in textiles? A pattern is like a template that shows you where to cut your fabric. It helps you get the right shape before you start sewing.	Why do we use patterns? • They show you exactly what shape to cut out • They help make sure all pieces fit together properly • They stop you from wasting fabric • They make it easier to create the same thing more than once • They ensure your final product has the correct measurements
Key Outcome 2	What is hand sewing? Hand sewing is using a needle and thread to join fabric together using your hands instead of a machine.	Why choose hand sewing? Hand sewing is useful for small, detailed work that machines can't do well. It gives more control and is better for delicate fabrics. Use hand sewing when you don't have a machine, need quick repairs, or want to make decorative stitches.
Basic Hand Stitches A running stitch is a simple stitch used for joining fabric and basic seams, whereas an overstitch is a stitch that goes over the edge of fabric to prevent fraying.	Needles Eye of the needle	
Key Outcome 3	Pins and Needles: What's the Difference? Needles have an eye (a small hole) for thread at one end. They come in sizes for different fabric thicknesses. Pins have a head instead of an eye. They temporarily hold fabric in place while cutting or sewing.	

Keywords			Key Outcome 4
Pattern	A template used to cut fabric to the correct shape.		
Template	A guide that shows the exact size and shape needed.		
Running Stitch	A simple in-and-out stitch creating a dashed line.		
Overstitch	A stitch that wraps over the edge of fabric.		
Seam	Where two pieces of fabric join together.		
Fabric	Cloth made by weaving or knitting fibres.		
		Threading a Needle • Cut a piece of thread about 30cms long. • Make sure the end is cut cleanly (not frayed). • Hold the needle between your thumb and finger and while you hold the end of the thread with your other hand. Then push the end of the thread through the eye of the needle. To make a knot, wrap the thread once around finger, roll off with thumb and forefinger, and pull tight to secure the knot.	Did you know? The earliest known sewing needles date back over 50,000 years and were made of animal bone.



SMITHILLS SCHOOL

Year 7

HOMework

**My Sister Lives
on the Mantelpiece**

**Homework Booklet
Summer 1**

Week One: background information

Task:

Read the background, about Annabel Pitcher's life, and summarise using a mind map or bullet points.



Fun facts:

She studied English at Oxford University before training as a teacher. She taught English at a local secondary school before being inspired to write. While on a round the world trip, she wrote her first novel, *My Sister Lives on the Mantelpiece*, which won the 2012 Branford Boase Award for debut children's novelists. *My Sister Lives on the Mantelpiece* is about a father and his relationship with his children. Pitcher wrote the book during a year she spent travelling. She says, "I had the idea in Ecuador. My husband and I were watching a programme about 9/11, and discussed how famous events can have so many repercussions for so many people. The entire story and the title of the book fell into my head and the voice of the boy narrator came instantly, it was raw and unsentimental.

When interviewed, she said, "I have a really good relationship with my dad, he is Mr Reliable and my parents have been married for ever, so I don't know why I find father / daughter (son) relationships so interesting. Perhaps it's more unusual than looking at mums and daughters?

I've found it fascinating watching my husband become a dad to our little boy. I think sometimes dads can feel less important than they are but dads are essential. You need to have someone who is there, and reliable, so dads are very important. It might seem that friends, peers, the media are all telling you that the person you are isn't good enough. So it's important to know how to be yourself, and to be able say, 'I'm not going to be that or to do that, I'm this person'.

The whole parental issue is a big part of that sense of identity. Your parents anchor you and your sense of self. If that goes, it creates more of a crisis of identity, and that's one of the things I explore in the novel. People are horrified when I tell them what the book is about but I see it as an uplifting book, about warmth, hope and bravery. There is also a lot of humour in it, because the narrator, Jamie, doesn't always understand what he is seeing or hearing.

It's an interesting age to explore, to see how young people get from that point of insecurity and vulnerability, to feeling more self-assured. For me, it was such a painful journey but everyone goes through it and hopefully you reach a point where you're comfortable with yourself."

Challenge Q: If asked, what do think would be Annabel Pitcher's advice for teens?

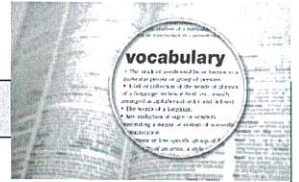


Week Two: Mind-map Jamie

What have you learnt about Jamie so far?

- What does he look like?
- How does he behave?
- What is his family like?
- What does he like – not like?
- What issues (worries) does he have?

Week Three: Vocabulary



Key Vocabulary	Definition
prejudice	
Islam	
grief	
community	
alcoholic	

Challenge Task: use each word in a sentence.

Week Four: Characters

Can you name each of the significant characters from the story?

Add details for each one:

- 1) *What do they look like?*
- 2) *How do they behave?*
- 3) *How are they related to each other? (Family, friends, other?).*
- 4) *What is the most interesting thing about each of them?*
- 5) *What are their hopes and dreams?*

Week Five: Who said it?

<u>Quotation</u>	<u>Who said it? OR What happened?</u>	<u>What do they mean?</u>
"I whispered, <i>It's my birthday, not yours</i> "		
"Well, you should understand because we are the same."		
"You are one step closer to – Mrs Farmer gasped."		
"The chant grew louder and louder."		
"What's wrong and why are you being weird?"		
"Go back to London."		

Week Six: Create your own leaflet

Create a self-help leaflet for anyone who is worried about prejudice and why we should not discriminate against people. What advice could you give to someone?



The Eatwell Guide: A Nutritional Pathway to a Healthier You

Sodium-Sodium is found in all cells and body fluids. It helps regulate the water content in the body.

Sodium is a component of table salt, known as sodium chloride (NaCl).

Sodium intakes in the UK are considered to be too high. It is recommended that adults and children 11 years and over not to have more than 6g of salt per day.

Young children should eat less.

High sodium intake is considered to be one of the risk factors for high blood pressure.



Minerals- are inorganic substances required by the body. In small amounts for a variety of different functions.

The body requires different amounts of each mineral.

People have different requirements, according to their: age; gender; physiological state (e.g. pregnancy).

If children and teenagers don't get enough vitamins or minerals, it can lead to growth, development and health problems

Vitamin C- helps to protect cells from damage. It helps form collagen, which is important for normal bones, gums, teeth and skin. It also helps the immune system and the nervous system to function normally.

Sources of vitamin C

Fresh fruit especially citrus fruits and berries.

Green vegetables.

Peppers.

Tomatoes.

New potatoes.



Iron- helps to make red blood cells, which carry oxygen around the body.

It also helps the immune system to work and helps the brain to function normally.

Did you know?

There are two types of iron; one from animals sources (e.g. liver and red meat) and the other from plant sources (e.g. pulses, dark green leafy vegetables).



Calcium- The body contains more calcium than any other mineral.

It helps to build and maintain strong bones and teeth. It helps nerves and muscles to function normally and helps blood to clot normally.

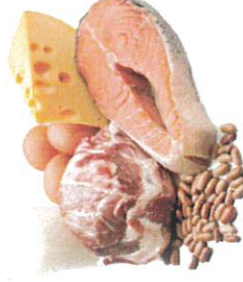
Milk, cheese and other dairy products provide about half of the calcium in the UK diet.



Niacin (Vitamin B3) - Niacin helps to release energy from food, reduce tiredness, and helps to maintain normal skin and a normal nervous system.

Sources of Niacin

- Meat.
- Wheat and maize flour.
- Eggs.
- Dairy products.
- Yeast.



Riboflavin (vitamin B2) - helps to release energy from food, reduce tiredness, and helps to maintain normal skin and a normal nervous system.

Sources of Riboflavin (vitamin B2)

1. Milk.
2. Eggs.
3. Rice.
4. Fortified breakfast cereals.
5. Legumes.
6. Mushrooms.
7. Green vegetables.



Thiamin (vitamin B1)- helps to release energy from food. It also helps our nervous system and heart function normally. Sources of Thiamin (vitamin B1)

1. Whole grains.
2. Nuts.
3. Meat (especially pork).
4. Fruit and vegetables.
5. Fortified breakfast cereals.

Fat - provides fat-soluble vitamins A, D, E and K, and is necessary for their absorption. It is also important for essential fatty acids the body cannot make.

Fat (unsaturated) provides a concentrated source of energy:

1 gram of fat provides 9 kcal (37 kJ) of energy.

Foods that contain a lot of fat provide a lot of energy - fatty fish, meat poultry, avocados, nuts

The Eatwell Guide: A Nutritional Pathway to a Healthier You

Just like a car needs the right fuel to run smoothly, your body needs the right foods to function at its best. The Eatwell Guide is a handy tool to help you choose healthy foods and feel fantastic! Think of it as a Plate with 5 Sections:

Fruit & Veg (Biggest Slice): Imagine a vibrant rainbow! Aim to fill half your plate with a colourful variety of fruits and vegetables. They're packed with vitamins, minerals, and fibre to keep you energized and healthy.



Starchy Carbs (Large Slice): These are your body's fuel source, giving you energy to learn, play, and explore! Choose wholegrain options like brown rice, wholewheat bread, or pasta whenever possible. They keep you fuller for longer.



Oils & Spreads (Tiny Sliver): Some fats are good for you but use them sparingly. Healthy fats like those found in olive oil, avocado, and oily fish are important for brain function and growth, but too much can be unhealthy.



Dairy & Alternatives (Smaller Splash): This section is all about calcium, which is essential for strong bones and teeth. Milk, cheese, yogurt, and plant-based alternatives like fortified soy drinks are all great choices. Opt for lower-fat options most of the time.



Protein (Medium Slice): Think of these as building blocks for your body! Protein helps your muscles grow and repair themselves. Choose lean options like fish, chicken, beans, lentils, or eggs.



Remember:

Drinks: Water is your best friend! Aim to drink plenty of water throughout the day to stay hydrated. Limit sugary drinks like fizzy pop and juice.

Treats: It's okay to enjoy occasional treats, but keep them to a small amount.

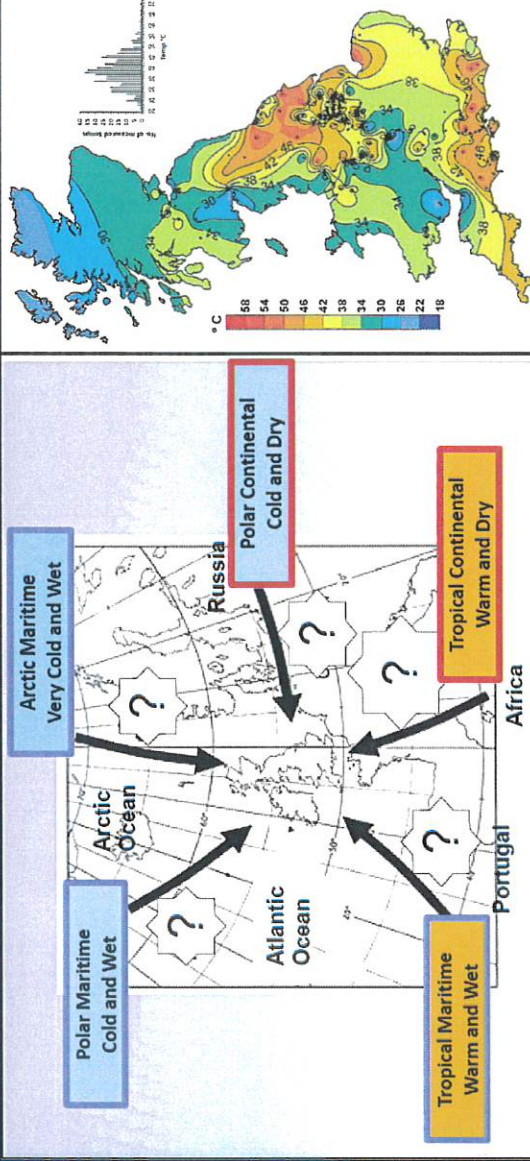
Balance is Key: The Eatwell Guide helps you make healthy choices most of the time, but it's flexible! Enjoy a variety of foods from each section for a well-rounded diet.

Key Terms

- **Weather**-the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.
- **Climate**-the weather conditions prevailing in an area in general or over a long period.
- **Atmosphere**-the envelope of gases surrounding the earth or another planet.
- **Precipitation**-rain, snow, sleet, or hail that falls to or condenses on the ground.
- **Latitude**-the geographic coordinate that specifies the north-south position of a point on the Earth's surface.
- **Altitude**-the height of an object or point in relation to sea level or ground level.
- **Microclimate**- the climate of a very small or restricted area, especially when this differs from the climate of the surrounding area.
- **Prevailing wind**- a wind from the direction that is predominant.

Success Criteria's

- ✓ To be able to describe the differences between weather and climate
- ✓ To be able to explain different factors which affect the climate
- ✓ To be able to describe and explain why different parts of the British Isles have different climates
- ✓ To be able to describe and explain how rain is created
- ✓ To be able to describe different air masses
- ✓ To be able to describe what low and high pressure are and the weather they create
- ✓ To be able to describe and explain the positives and negatives of the weather brought by anticyclones



Different air masses influence the weather and climate of the British Isles. The tropical air masses bring warm air to Southern England, while arctic and polar air masses bring cold and wet weather to the North of Scotland.

- Maritime= wet
- Continental =dry
- Tropical= hot
- Polar= cold
- Arctic=cold

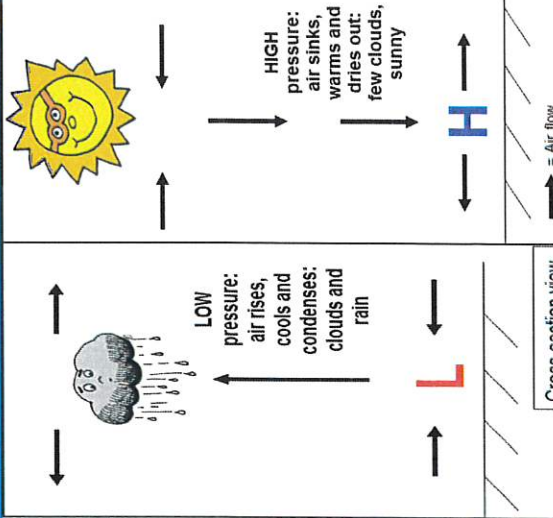
Fieldwork around the micro-climate of Smithills School to find out what factors affect different areas of the school

- Walls can block wind
- Grass reflects heat making the area cooler

- Tarmac is dark and absorbs heat making the area warmer
- Some areas are sheltered and don't get wet
- Other are very exposed to wind and rain

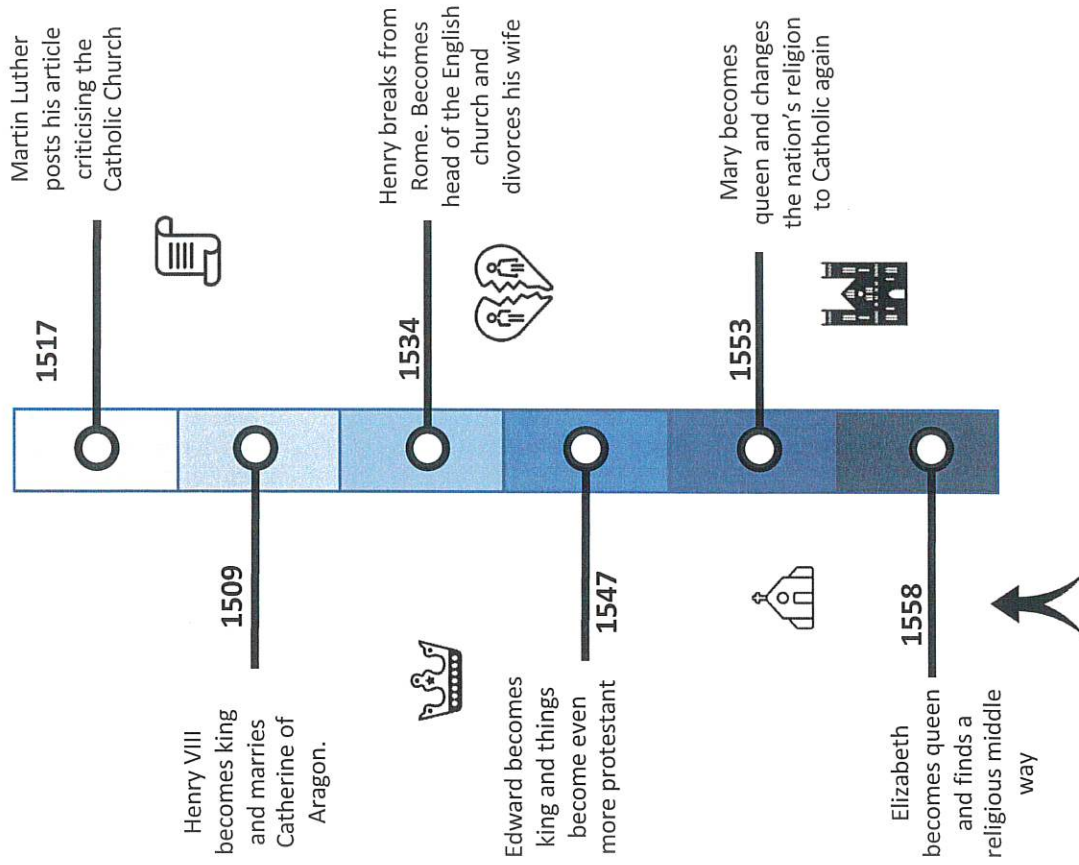
Anti-cyclones bring very hot weather. They have very high pressure in their centre, and air slowly circulates in a clockwise (northern hemisphere) or anticlockwise (southern hemisphere) direction around this. Anticyclones are associated with calm, fine, hot weather

Depressions are areas of low pressure which form when air rises. They usually move across Britain from west to east and bring most of our wind and rain.



4. Events Timeline

1. Key content	2. Vocab
- Henry VIII married Catherine of Aragon but failed to have a son, which worried him about the Tudor dynasty. - Henry asked the Pope for a divorce, but the Pope refused. - Henry adopted Protestantism to get a divorce, making himself the head of the Church of England. - He remarried several times until he had a son. - When Henry died, his son Edward became king and was strongly Protestant. Edward made it illegal to be Catholic and destroyed Catholic churches, angering his Catholic sister Mary. - When Edward died, Mary became queen and reversed the changes, persecuting Protestants by burning around 300 for their beliefs. - When Mary died, her sister Elizabeth became queen and created a "middle way" by being Protestant but incorporating some Catholic traditions in the church.	Catholic Pope is head of the Church and fancy churches
	Monastery Religious house
	Protestant King is the head of the Church and plain churches
	Reform To change or get rid of
3. People	
Henry VIII – King of England	
Henry's wives – The six women who Henry married. The most relevant to our topic being the first three.	
Martin Luther – The Protestant monk who inspired the Reformation	
Edward VI – Son of Henry VIII	
Mary – Eldest daughter of Henry VIII	
Elizabeth – Second child of Henry VIII	
John Blanke – Royal trumpeter for Henry VIII	



Elements				Keyboard skills				Structure and form				Blues				Reggae				Timbre																			
Big Picture:In this unit you will continue to develop your knowledge and understanding of the elements of music, note values and chords. The focus will be on developing your performance and ensemble skills by exploring musical features of Reggae music and how to perform basic chords on the Ukulele. In groups you will rehearse and perform your own version of 'Three Little Birds'																																							
1. Key concept - Chords on the Ukulele										2. Key Vocabulary																													
C Am F G										Chord		Two or more notes played together at the same time. The most common chords are major or minor chords																											
										Fret		A sequence of ridges on the fingerboard of the ukulele and guitar																											
										Strum		To play a guitar or ukulele by brushing across the strings with your fingers.																											
										Syncopation		Music that is played off-beat uses syncopation																											
										Riff		Repeated music pattern. Often the bass-line in the music will be based around a riff.																											
3. Key concept - rhythms in reggae																				4. Key concept - origins																			
In music that is in 4/4 time, the first beat of the bar is the strongest, the third the next strongest and the second and fourth are weaker. Emphasising the second and fourth beats of the bar gives a "missing beat feel" to the rhythm and makes the music sound off-beat, often emphasised by the bass drum. In Reggae music this off-beat rhythm is known as the skank where the chords are played on beats 2 and beat 4 																				Reggae music developed in Jamaica in the late 1960's Off-beat rhythms with the emphasis on beats 2 and 4 known as the 'skank' Instruments used were lead, rhythm and bass guitars, organ/keyboard and drum kit Horn section – trumpets, trombones and Saxophones Percussion – Congas, bongos to give the distinctive reggae feel Bob Marley was a famous reggae singer, songwriter, and musician who first became famous in his band The Wailers. He was born Nesta Robert Marley on February 6th, 1945 in Nine Mile, Saint Ann, Jamaica. Although he grew up in poverty, he surrounded himself with music. Bob Marley became involved in the Rastafarian <u>movement</u> and this influenced his music style.																			
M				A				D				T				S				H				I				R				T							
melody				articulation				dynamics				texture				structure				harmony				instruments				rhythm				tempo							

Year 7- Music - Summer Term 1- Reggae



Subject Knowledge Organiser

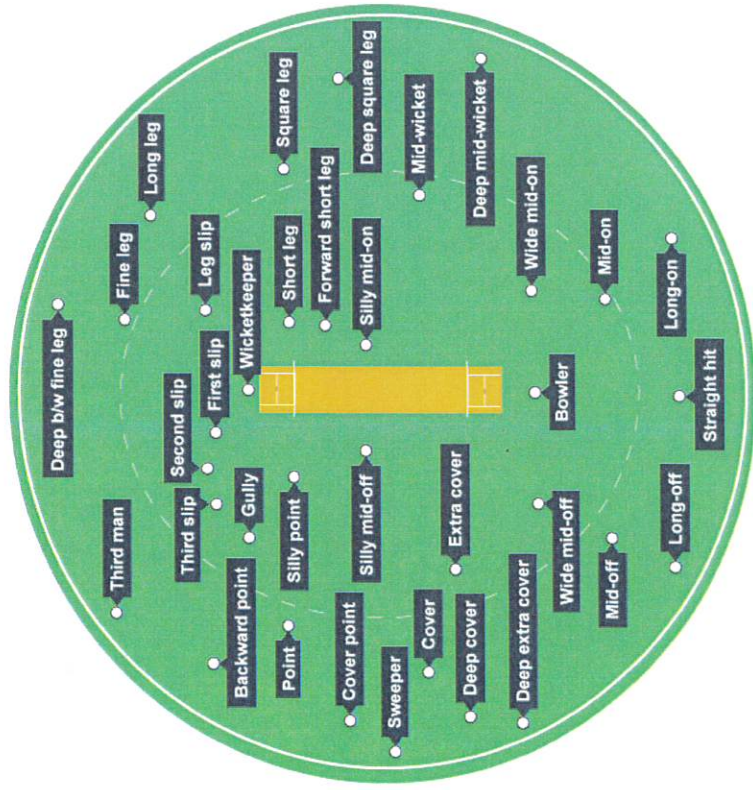
Cricket – Players, Scoring & Rules



Players

A cricket team consists of 11 players per side and one team bats while the other fields. Unique to cricket, the captain of the fielding team has complete control of their team's fielding positions. In all, there are 35 different fielding positions and the captain can utilise every one to try to stop the batter from scoring runs or to try to get them out.

The fielding positions are:



Scoring

The aim for the batter in cricket is to try to score as many runs as possible throughout their innings. To score a run requires the batter to strike the ball and run to the opposite end of the pitch while their batting partner runs in the other direction. In situations where the fielding team has not recovered the ball, the batters can return back to score two or more runs. It is also possible to score runs without running the length of the pitch, if a batter can hit the ball past the boundary line (four runs) or over the line without bouncing (six runs).

Rules

- ☐ The winning team in cricket is the side that scores the most runs, although in some situations a draw is recorded if they both get the same number of runs.
- ☐ A cricket team consists of 11 players and they take it in turns to bat and bowl.
- ☐ The bowler must bowl the ball overarm at the stumps.
- ☐ A wide ball will be called if the batsman, playing a normal stroke, is unable to reach the ball. This can apply to a bouncer above head height.
- ☐ A no ball will be called if the heel of the bowler's front foot lands in front of the popping crease or a full toss is bowled – waist height for a seam bowler and shoulder height for a spin bowler.
- ☐ A batter is declared out if the bowler knocks off the bails of the stumps with a delivery.
- ☐ A batter is declared out if a fielder or wicketkeeper catches the ball directly off the bat and before it hits the ground.
- ☐ A batter is declared out if the umpire believes that the bowler's ball would have hit the stumps if the batter had not obstructed the ball with their pads. This is known as leg before wicket (LBW).
- ☐ A batter is declared run-out when they are going for a run but do not make the batting crease before fielding team knocks off the cricket stumps.
- ☐ A batter is declared out if the wicketkeeper stumps them.
- ☐ There are other, less common ways of being out in cricket, but these are rare.
- ☐ The end of an innings is called when 10 of the 11 batting team are given out. At this point, both teams swap over.

Big Picture: Why are sacred places important to people

1. Key Concepts					
1.1 Sacred Places A sacred place is one that is holy and special, often connected with religious or spiritual matters, like Hajj, which is a pilgrimage to Saudi Arabia that Muslims aim to do at least once in their lifetime. A secular place is not related to religion, such as a football stadium. It is important to understand the difference: sacred places are associated with holiness and spirituality, while secular places are everyday locations with no religious connection.	1.2 Judaism Pilgrimage The Western Wall is a very important site for Jews. It is the last part of the Second Temple, destroyed by the Romans in 70 CE. People place prayer notes in its cracks, believing it brings their wishes closer to God. The Wall is also used for Bar Mitzvah ceremonies and reading from the Torah, connecting people with their faith and traditions.	1.3 Christian Pilgrimage Lourdes, in France, is a site where millions of Catholics visit each year. They come to see where a girl named Bernadette had a vision and to be healed by its waters. The pilgrimage involves praying at the Grotto, attending Holy Mass, and joining processions, helping Christians feel closer to God.	1.4 Muslim Pilgrimage Hajj is an important Islamic pilgrimage to Mecca. Muslims must go at least once in their lives if they can. It honours Prophet Ibrahim and his son Ismail. Hajj helps Muslims show their faith, seek forgiveness, and renew their spirits. It brings Muslims together from all over the world. Key rituals include circling the Kaaba, walking between Safa and Marwah, praying at Arafat, collecting pebbles, stoning the devil, and making an animal sacrifice.	1.4 Muslim Pilgrimage Dome of the Rock. This is a sacred place in Jerusalem. This place is significant for Muslims as it is where Prophet Muhammed ascended to the heavens.	1.6 Hindu Pilgrimage The river Ganges is important for Hindus. - It is significant to Hindus, as they consider it their most sacred river. Hindus believe that it is the literal body of Goddess Ganga, a deity who descended to earth to purify souls and release them from samsara, the endless cycle of death and rebirth.
1.7 Buddhist Pilgrimage Both Gaya is where Gautama Buddha attained Enlightenment. He was born in Lumbini. Kushinara is where he gave his first teaching, and Sarnath is where he died at 80 years old.					
2. Vocabulary					
Sacred		holy/special			
Secular		not connected with religious/spiritual matters			
Holy		Connected to God/sacred			
Pilgrimage		A special religious journey to become closer to God.			
Miracle		An event which can not be explained by science, the only explanation is God.			
6. Assessment Criteria					
Identify/Define		Being able to define and briefly explain key words and beliefs			
Explain using the source/compare or discuss		Giving well explained and supported answers using key teachings			
Explain		Giving a range of views with supporting arguments			
Evaluate		Consider both sides there must be a conclusion both sides can be either equally compelling or one more so BUT there must be a justification for this and it must be sound to get into the top bracket.			

4. Key SOWA (Sources of wisdom and authority)			5. Key Figures	
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.		Bernadette Soubirous	A young girl who experienced visions of the Virgin Mary at Lourdes.	
		Prophet Ibrahim	Prophet in Islam.	
		Siddharta Gautama	Founder of Buddhism	
		Guru Nanak	Founder of Sikhism	

Year 7 Chemistry:

Reactions 1

1. Acid

Acids have a pH number below 7.

Examples of weak acids are vinegar and citric acid (in citrus fruits like lemons and oranges).

Weak acids taste sour.

Examples of strong acids are hydrochloric acid, sulphuric acid and nitric acid.

They are not safe to taste!

2. Base

Bases are the chemical opposites of acids.

They have a pH number above 7.

Examples of weak bases are toothpaste, soap and shampoo.

Weak bases feel soapy and are often used in cleaning products.

Examples of strong bases are sodium hydroxide and potassium hydroxide.

They are corrosive.

3. Neutral

If something is not acid or base it is neutral.

It's pH number will be exactly 7.

Water is neutral.

4. Indicators

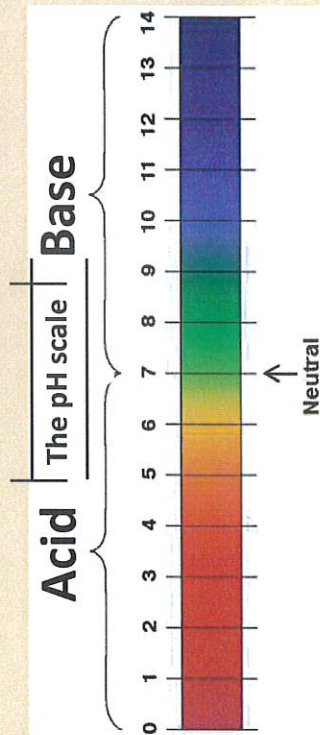
Indicators tell us whether something is acidic or basic.

Litmus indicator is red in an acid and blue in a base.

Universal Indicator

This is a special indicator that can be used to measure the pH number.

It has a different colour for each pH number.



With universal indicator:

- The strongest acids will go red (pH number 0)
- The strongest bases will go blue (pH number 14)
- Something neutral will go green (pH number 7)

5. Neutralisation

A reaction between an acid and a base is called **neutralisation**. The equation for a neutralisation reaction is:
 $\text{acid} + \text{base} \rightarrow \text{salt} + \text{water}$

Once we have reacted an acid with a base we can get crystals of the salt by evaporating the water away.

Slow evaporation makes big crystals.

Fast evaporation makes small crystals.

6. Hazards

Dangerous to the environment	Toxic	Gas under pressure
Corrosive	Explosive	Flammable
Caution - used for less serious health hazards like skin irritation	Oxidising	Longer term health hazards such as carcinogenicity

Big Picture: Why are we learning this now?
 The final two 'big verbs' are 'to do' and 'to go'.
 Once you have an understanding of the 4 verbs we have studied you will be able to go on and form different tenses.

Hay...

En mi casa hay un/una...

1. Key Concepts

The verb 'to do' = **hacer**
 The verb 'to go' = **ir** (pronounced 'ear')
 Both verbs can be used with our opinion verbs eg. **Me gusta hacer el ciclismo** (I like to do cycling). **No me gusta ir a Gales** (I don't like to go to Wales).
 We can also conjugate the verbs (change them from their full form) to talk about other people eg. **Mi amigo hace el esquí** (my friend does skiing). **Vamos a Francia** (we are going to France).
 We will also start to use an additional tense: the **CONDITIONAL** to say what you **WOULD** like to do and where you **WOULD** like to go.

2. Processes: verb conjugation

Yo	hago	I do	Yo	voy	I go
Tú	haces	You do	Tú	vas	You go
Él/Ella	hace	He/She does	Él/Ella	va	He/She goes
Nosotros/as	hacemos	We do	Nosotros/as	vamos	We go
Vosotros/as	hacéis	You do	Vosotros/as	vais	You go
Ellos/as	hacen	They do	Ellos/as	van	They go

The conditional (**WOULD**):
 Me **gustaría** hacer... I would like to do...
 Me **gustaría** ir a... I would like to go to...
Habría = there would be eg. En mi casa ideal **habría**...

3. Sentence starters: time frames

Normalmente...
 Generalmente...
 Siempre...
 A veces...
 A menudo...
 Nunca...
 Durante la primavera/el verano/el otoño/el invierno...
 El año que viene...
 En el futuro...

4. Vocabulary 1: activities

la natación	Swimming
la equitación	Horse riding
la gimnasia	Gymnastics
la vela	Sailing
el atletismo	Athletics
el parkour	Parkour
el ciclismo	Cycling
el esquí	Skiing
el patinaje (sobre hielo)	Skating (ice skating)

5. Vocabulary 2: places

la piscina	Swimming pool
la bolera	Bowling alley
la playa	Beach
el lago	Lake
el campo de fútbol	Football field
el polideportivo	Sports hall
el bosque	Forest
el gimnasio	Gym
el restaurante	Restaurant

A + la = a la...
A + el = al...

6. Assessment

- Qué te gusta hacer?
- Te gusta ir a...?
- Te gustaría hacer...?
- Te gustaría ir a...?
- Puedes describir tu casa?
- Puedes describir tu casa ideal?

1. In your homework books, draw a plan of a holiday village and label the facilities in Spanish e.g. swimming pool, restaurant, gym...

2. Translate the sentences into English	
1	Me gusta ir a la bolera.
2	Me encanta ir al bosque.
3	No me gusta ir al restaurante.

3. Write the Spanish sentences from task 2 again and give reasons for each
E.g... porque es relajante, porque es divertido, porque es aburrido

1. Match the Spanish forms of IR (to go) to the correct English translation.		
a. hago		She/he does
b. ¿haces...?		I do
c. haces		Do you do...?
d. hace		you do

2. Translate the sentences into English	
1	Hago la vela
2	¿Haces el atletismo?
3	No hago el Parkour

3. Translate the sentences into English	
1	I do cycling
2	Do you do skiing?
3	She does skating

1. In your homework books, list at least 3 frequency phrases in Spanish e.g. never, always...

2. Translate the sentences into English	
1	Generalmente voy a la playa y hago la vela.
2	A veces voy al polideportivo y hago el atletismo.
3	Normalmente voy al lago y hago la natación

3. Translate the sentences into Spanish	
1.	I always go to the restaurant.
2.	I never go to the bowling alley.
3.	I often go to the football pitch.

Big Picture: Why are we learning this now?
Following on from 'Dubai Fun City,' we are now focussing on the Burj Hotel – emphasising adjectives and placeholders.

1. Key Concepts

The verb 'to be' in Urdu: hona ہونا

is	are	am
hai	haiN	hoon
ہے	ہیں	ہوں

4. Vocabulary 1: adjectives

To change the gender, swap the 'a' + 'i' endings

Acha	اچھا	Chota	چھوٹا
Achi	اچھی	Choti	چھوٹی
Bura	برا	Barra	برّا
Buri	بری	Barri	برّی
Saaf	Clean	Lmba	لمبا
Gnda	Dirty	Lmbi	لمبی
Dilchas	Interesting	Lazeez	Tasty
Khubsurth	Beautiful	Fazool	Useless

Above	Below	Beside	In front of	Behind
کے اوپر	کے نیچے	پاس میں	سامنے	پچھے

2. Processes: word order

English

Subject – Verb – Object

Urdu

Subject – Object – Verb – Tense Indicator

Main – baahir – jaatha – hoon

3. Sentence starters

Meray kamray main ...

Mera pasandhidha khaana ...

Mujhay ... pasand/napasand hai kyunkay ...

Agar tho

Mera kamra hai, lekin nahi hai

5. Vocabulary 2: Topic based

isthqbaal	Reception	استقبالیہ
s'hooltayN	Facilities	سہولتیں
mnzilayN	Floors/levels	منزلیں
nazaaray	Views/scenery	نظارے

6. Assessment

- 'Hai' kab isthemaal krna chahiye?
- 'HaiN' kab isthemaal krna chahiye?
- 'Hoon' kab isthemaal krna chahiye?
- Thumhay hotel kyuN pasand/napasand hai?
- Thumhaaray kamray main kya kai aur kahaan?