



**Need
toKNOW**
LOOE COMMUNITY ACADEMY

**Year 7
Spring 1**

*Be the
BEST
you can be*

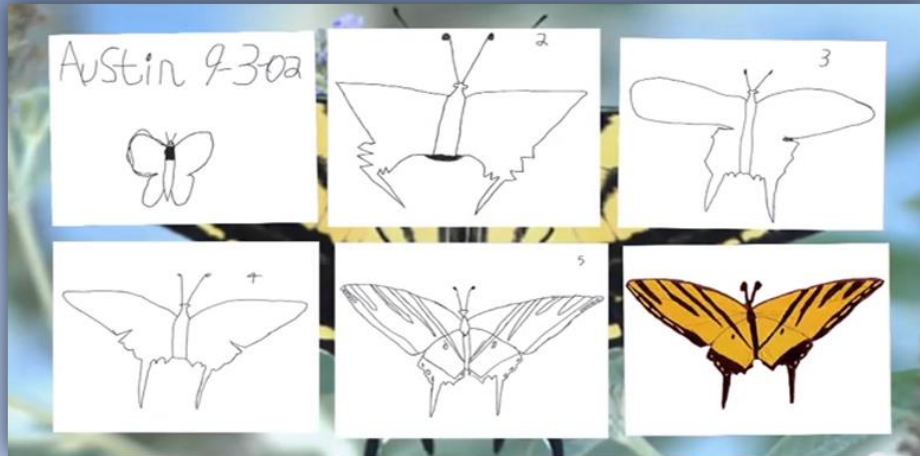




**Need
toKNOW**
LOOE COMMUNITY ACADEMY

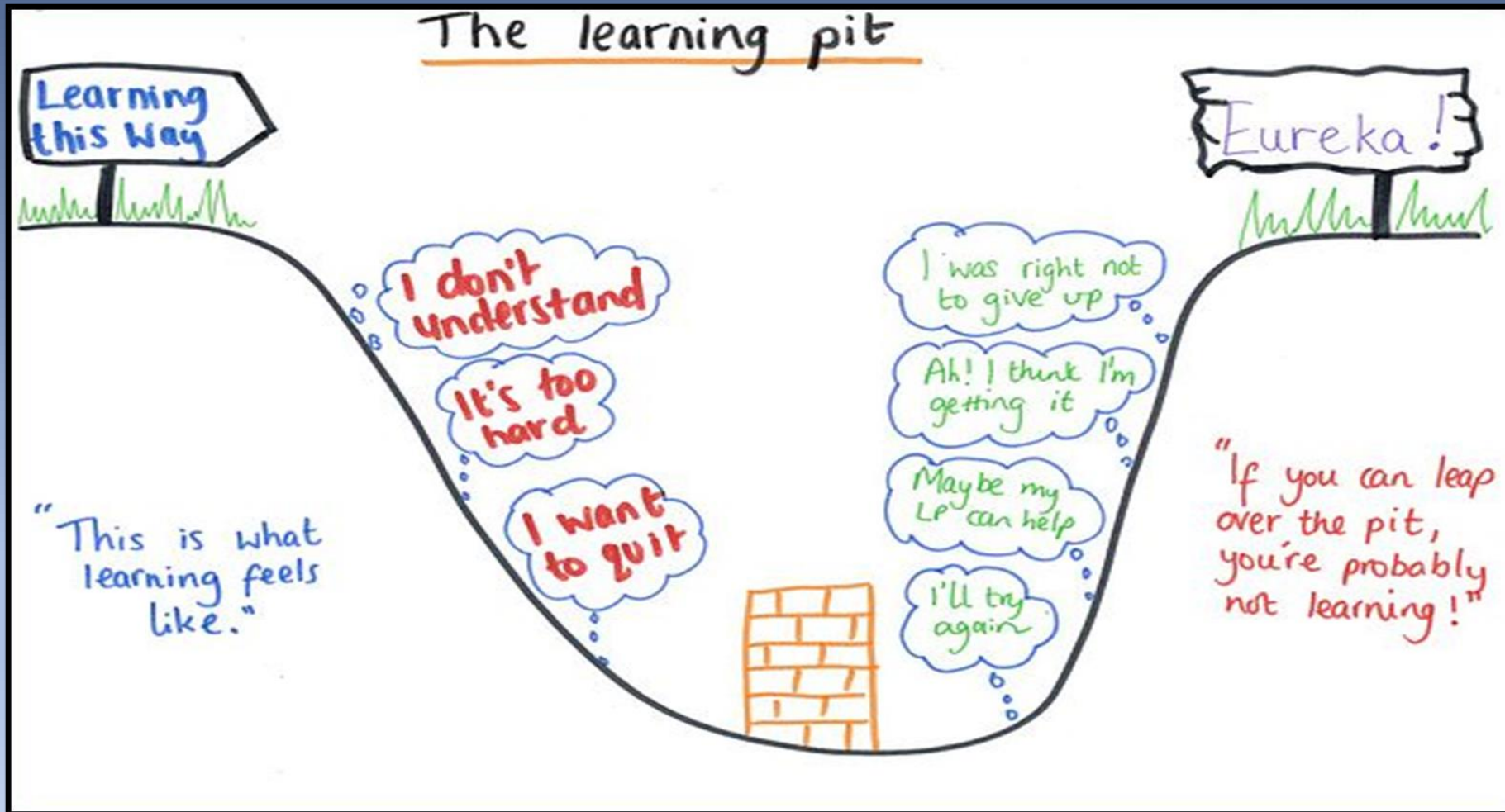
To become an **expert learner** you need to have the right mindset and understand the **'Power of YET'**!

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





The Learning Pit is a picture to help you remember that you are constantly going to be challenged and confused when you learn something new, but it's about knowing what to do in order to overcome these challenges to get to the other side of the pit!



1

Magnificent Metacognition**Plan**

Is this similar to a previous task?
 What do I want to achieve?
 What should I do first?

Monitor

Am I on the right track?
 What can I do differently?
 How can I ask for help?

Evaluate

What worked well?
 What could I have done better?
 Can I apply this to other situations?

2

Marvellous Memory

My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated, and use of concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre and post learning tasks.

During lessons I am a responsible Lead Learner, I teach my self and peers through mini tests, flashcards and look/cover/write/check/review, this help me and my peers learn quickly.

3

Love My Learning

I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will growth bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers / peers as opportunities to improve, by acting on feedback I experience success as a learner

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges and have no fear of failure!

4

Literacy for Life

Every hour I read is an hour improving my writing. Time is worth investing in my books and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve choice in job/career prospects. Success is when preparation makes opportunity and when practice makes permanent!

I NEED TO KNOW:

How to look after your mental health.

This includes how you can build resilience as a student, different types of mental health and ways you can manage and improve it

Psychological resilience – a person's ability to adapt to stressful situations and tough times.

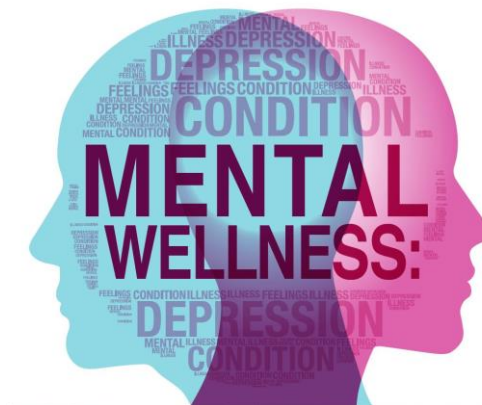
Mental health – like physical health, a measure of how well a person is, just in their mind instead of their body.

Depression – feeling of low mood for a period of time, leading to hopelessness and loss of pleasure in life

Anger Management – The act of taking control over our anger and managing this emotion in a constructive way.

Adrenaline - the chemicals in our body which can lead to feeling angry

Fight or Flight – The reaction in our bodies when we feel a surge of adrenaline; we want to fight or to run away.



I NEED TO KNOW:

What are the ingredients of a horror story? What writing skills do I need to improve and use in my own horror story?

WEEK 1	<u>INGREDIENTS OF A HORROR STORY :</u> What types of horror stories do you already know? You can also think about what horror films you may have seen. What makes them scary? Discuss your favourite horror stories with your friends, family or carers. Create a mind map of all the horror films or books you know.
WEEK 2	<u>Character, setting and pathetic fallacy</u> Think about characters you have remembered from your own reading. What made them memorable? What would be a good setting for a horror story? Try to think about a place that other people wouldn't think of. Create a detailed drawing of a character or setting which you have read about or you can imagine. What is pathetic fallacy? Look up the definition.
WEEK 3	<u>Senses:</u> What are the five senses? Why is it useful to use the 5 senses when writing a description? Look at a section of your AR /reading book. Identify the senses the writer has used.
WEEK 4	<u>Punctuation:</u> How many different types of punctuation can you use accurately? Revise the punctuation you do not feel confident with or your teacher has set as a target. Use your book and the internet to help you. Create 10 sentences which show off the different types of punctuation you can use.
WEEK 5	<u>Paragraphs:</u> Do you know the rules of how to paragraph? Find out what TiP ToP stands for; this will help you to remember when to paragraph.
WEEK 6	<u>Reflection:</u> What progress have you made with your writing this term? What have you learned ? How could you improve your writing next term? Are there any areas that you still don't feel confident about? Can you revise these areas using your book or the internet?

I NEED TO KNOW: Accurately recall facts, terminology and definitions.

Maths Command Words

Estimate
Don't work out exactly!
Round the numbers to one significant figure first.
Estimate 4.7×6.2
Answer: $5 \times 6 = 30$

Explain
You must state why.

Work out
A written or mental calculation is needed.
Work out 6^2
Answer: $6 \times 6 = 36$

Simplify
Collect like terms together
Simplify $e + 7e$
Answer: $8e$

Calculate
You will need to do a sum either with or without your calculator.

Expand
Multiply out the brackets
Expand $4(3x - 2)$
Answer: $12x - 8$

You must show your working
If you don't show your working you won't get ALL the marks!

Describe fully
Usually with transformations:
Translation by a vector (2 marks)
Enlargement of a scale factor about a point (3 marks)
Reflection in a mirror line (2 marks)
Rotation through an angle about a point (3 marks)

Solve
Find the value of the variable in the question.
Solve: $3x = 12$
Answer: $x = 4$

Factorise
To find factors and put brackets in.
Factorise $6x + 10x^2$
Answer: $2x(3 + 5x)$

Sketch
An accurate drawing is not needed; freehand will do!

Construct, using ruler and compasses
Use your ruler and pair of compasses to make an accurate drawing.

Measure
Use a ruler or protractor to accurately measure lines or angles.

Diagram NOT accurately drawn
Don't measure angles or sides.

$1 \times 1 = 1$	$2 \times 1 = 2$	$3 \times 1 = 3$	$4 \times 1 = 4$	$5 \times 1 = 5$	$6 \times 1 = 6$
$1 \times 2 = 2$	$2 \times 2 = 4$	$3 \times 2 = 6$	$4 \times 2 = 8$	$5 \times 2 = 10$	$6 \times 2 = 12$
$1 \times 3 = 3$	$2 \times 3 = 6$	$3 \times 3 = 9$	$4 \times 3 = 12$	$5 \times 3 = 15$	$6 \times 3 = 18$
$1 \times 4 = 4$	$2 \times 4 = 8$	$3 \times 4 = 12$	$4 \times 4 = 16$	$5 \times 4 = 20$	$6 \times 4 = 24$
$1 \times 5 = 5$	$2 \times 5 = 10$	$3 \times 5 = 15$	$4 \times 5 = 20$	$5 \times 5 = 25$	$6 \times 5 = 30$
$1 \times 6 = 6$	$2 \times 6 = 12$	$3 \times 6 = 18$	$4 \times 6 = 24$	$5 \times 6 = 30$	$6 \times 6 = 36$
$1 \times 7 = 7$	$2 \times 7 = 14$	$3 \times 7 = 21$	$4 \times 7 = 28$	$5 \times 7 = 35$	$6 \times 7 = 42$
$1 \times 8 = 8$	$2 \times 8 = 16$	$3 \times 8 = 24$	$4 \times 8 = 32$	$5 \times 8 = 40$	$6 \times 8 = 48$
$1 \times 9 = 9$	$2 \times 9 = 18$	$3 \times 9 = 27$	$4 \times 9 = 36$	$5 \times 9 = 45$	$6 \times 9 = 54$
$1 \times 10 = 10$	$2 \times 10 = 20$	$3 \times 10 = 30$	$4 \times 10 = 40$	$5 \times 10 = 50$	$6 \times 10 = 60$
$1 \times 11 = 11$	$2 \times 11 = 22$	$3 \times 11 = 33$	$4 \times 11 = 44$	$5 \times 11 = 55$	$6 \times 11 = 66$
$1 \times 12 = 12$	$2 \times 12 = 24$	$3 \times 12 = 36$	$4 \times 12 = 48$	$5 \times 12 = 60$	$6 \times 12 = 72$

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

Fractions	Decimals	Percentages
$\frac{1}{2}$	0.5	50%
$\frac{1}{3}$	$0.\dot{3}$	$33.\dot{3}\%$
$\frac{2}{3}$	$0.\dot{6}$	$66.\dot{6}\%$
$\frac{1}{4}$	0.25	25%
$\frac{3}{4}$	0.75	75%
$\frac{1}{5}$	0.2	20%
$\frac{1}{10}$	0.1	10%
$\frac{1}{20}$	0.05	5%
$\frac{1}{100}$	0.01	1%

I NEED TO KNOW:

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

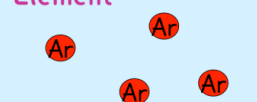


<https://www.bbc.co.uk/bitesize/topics/znyycdm/articles/zrp3ydm>

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

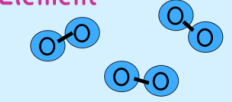
1. Learn the differences between atoms, elements and compounds

Element



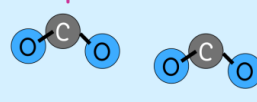
Atoms of the element argon exist on their own.

Element




Oxygen atoms join in pairs. Argon and oxygen are elements

Compound



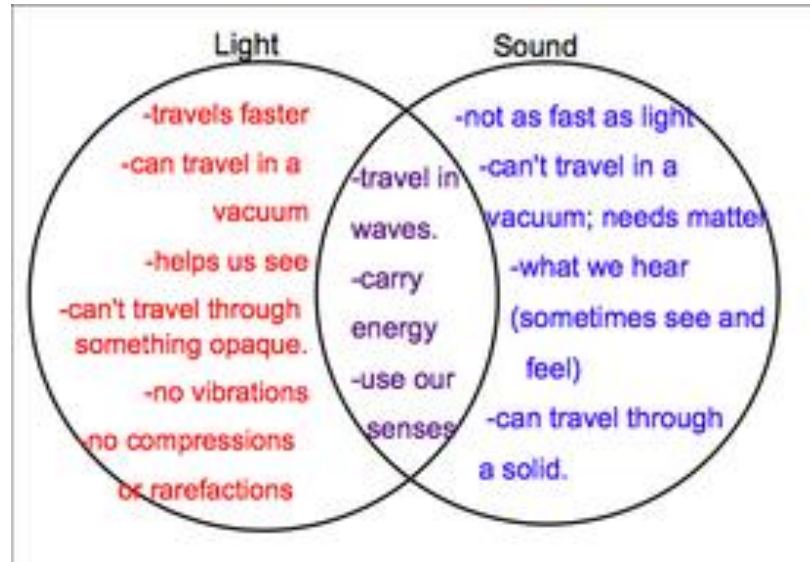
Carbon and oxygen atoms are joined together in carbon dioxide.

Mixture



Air is a mixture of elements and compounds

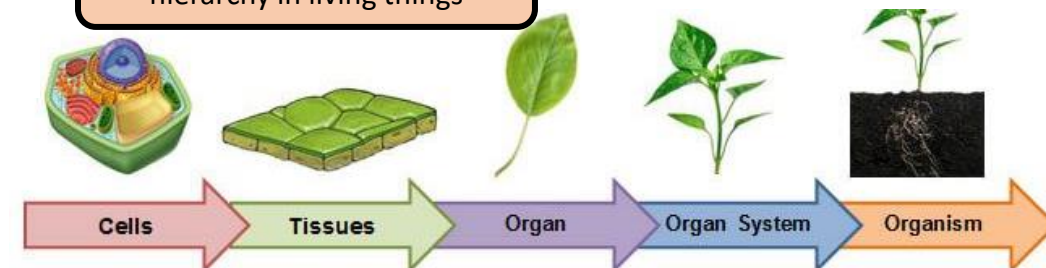
2. The properties of light and sound











3. The structure and function of different organ systems

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

4. Describe the order of hierarchy in living things



CHEMICAL CHANGE vs PHYSICAL CHANGE

 Combustion	 Rotting	 Melting	 Shredding
 Rusting	 Digestion	 Boiling	 Chopping

I NEED TO KNOW:

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

Looks

Use these blocks to change the appearance of your sprite, such as changing its costume or its size. You may also apply colour effects, or make a speech or thought bubble appear from your sprite.

Motion

Use these blocks to move or rotate your sprite, or to access its position as a number.

Events

Use these blocks to trigger when algorithms should run. Use the 'Green Flag' block to run code when the program runs.



Control

Use these blocks to adjust the flow of instructions from one block to another.

Access **repeat** loops and **if** blocks here.

Sound

Use these blocks to play sounds, drums and notes.

Different sprites come with different sounds, or you can add your own via the 'Sounds' Tab.

Pen

Use these blocks to turn on or off a pen line that draws behind a moving sprite, or to change the appearance of the pen. Finally, use the 'stamp' block to add a picture of the sprite to the stage at its present position.

Data

Use these blocks to create, access and change the values of variables.

Use lists to store related variables in a single place.

More Blocks

Create your own blocks here that can carry out common, repeated tasks.

You can also access blocks for interacting with external equipment, such as Lego Robotics kits.

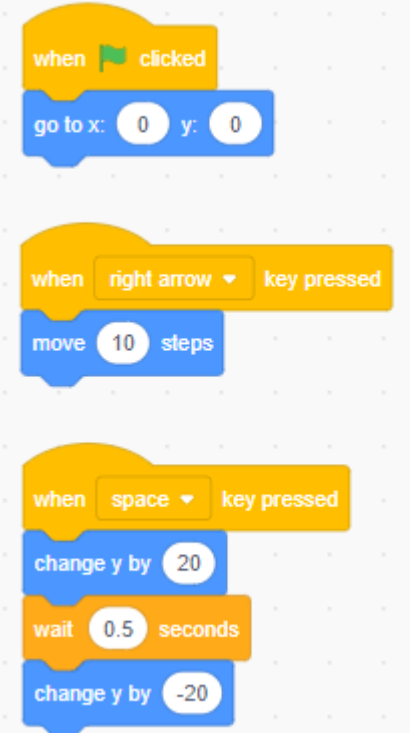
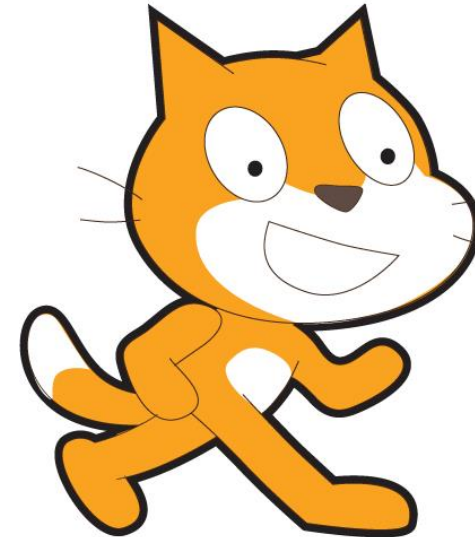
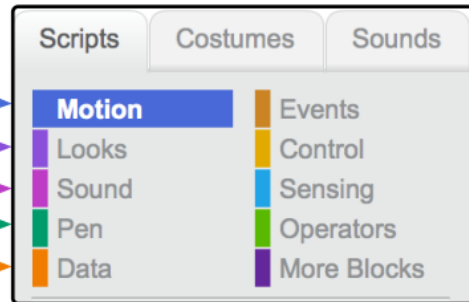
Sensing

Use these blocks to sense for interaction between sprites or with a user of the program.

Use these with 'Control' blocks to make your program react to its environment somehow.

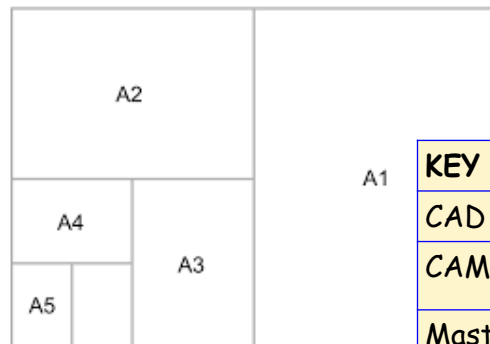
Operators

Use these blocks to carry out calculations on numbers, to generate random numbers or to compare numbers.





Standard paper sizes



Sharpeners

I NEED TO KNOW:

How to use a range of drawing & rendering skills, both freehand & using the computer
How to make a pop-up card using mountain & valley folds, using cutting and scoring techniques
How to make a laser-cut cube in card, decorated with my own design



Pop-up card

KEY WORD	DEFINITION
CAD	Computer Aided Design
CAM	Computer Aided Manufacture
Master sheet	TechSoft 2D Design file to use as template
Dimensions	Measurements given to an object in mm/cm/m
Micron	Measurement of paper thickness. 1/1000 of a millimetre (mm).
Origami	The Japanese art of paper folding



Origami paper

MATERIALS	DEFINITION
Coloured paper	Material often up to a thickness of 200 microns
Coloured card	Material often over a thickness of 200 microns
Decorative paper	Coloured, tissue, textured, hand-made, rainbow, plain, patterned, metallic
Origami paper	Specialised paper for origami, usually square in size
Pearlescent paper	Decorative paper with a two-tone sheen
Decorative card	Holographic, metallic, textured, relief, embossed
Double-sided sticky tape	Tape with adhesive on both sides



TERM	MEANING
Shading	Darkening or colouring of a drawing with lines or blocks of colour used to create the illusion of depth or make an object three-dimensional.
Rendering	Process using colour and shading in order to make a 2D object appear solid, three-dimensional and of that material e.g. wood.
Upscaling Grid	Enlarge a drawing and improve your accuracy without compromising your freehand drawing.
Isometric Drawing	A type of 2D drawing used to draw 3D objects that is set out using 30-degree angles.



Chatterbox



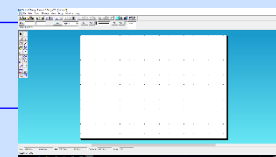
TOOLS

Scissors

Laser Cutter



TechSoft 2D Design Software



Metal rule

Cutting mat

DEFINITION

Tool to cut & score card & other materials

CAM machines use a laser beam to cut through materials to create designs

School-based design programme enabling students to create artefacts on a range of CAM machines

Straightedge on a ruler for cutting/measuring

Self-healing rubber mat for use with sharp blade

I NEED TO KNOW:

Different techniques used within Fashion & Textiles

**DON'T SAY
NOTHING**

Anthony Burrill

Graphic artist Anthony Burrill combines a knack for simplicity that packs a punch with analogue craft skills and powerful, positive messages. Burrill frequently collaborates with other forward-thinking creatives across disciplines spanning music, architecture, curation, education and more; pushing his traditional discipline of choice, letterpress printing, into bold new territories.

Words, gentle humour, no-nonsense communication and people are at the heart of Burrill's practice and his distinctive brand of upbeat messaging: its core DNA is one created through a longstanding passion for creativity without limitations.

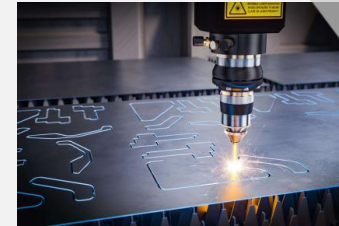


Batik

Batik is an Indonesian technique of wax-resist dyeing applied to the whole cloth.

This technique originated from the island of Java, Indonesia. Batik is made either by drawing dots and lines of the resist with a spouted tool called a canting, or by printing the resist with a copper stamp called a cap.

The applied wax resists dyes and therefore allows the artisan to colour selectively by soaking the cloth in one colour, removing the wax with boiling water, and repeating if multiple colours are desired.



Laser Cutting

Laser cutting is a manufacturing process that uses a high-powered laser beam to cut through various materials with exceptional precision. It is commonly used for cutting materials such as metal, wood, plastic, fabric, acrylic, and more.

Laser cutting offers several advantages over traditional cutting methods. It provides high precision, accuracy, and intricate detailing. The non-contact nature of the process minimizes material distortion and reduces the risk of damage. Laser cutting is also fast, efficient, and can easily accommodate changes in designs.



Hemming

Hemming is a sewing technique used to finish the edges of fabric to prevent unraveling and create a neat, clean edge. It involves folding the raw edge of the fabric over and sewing it in place.

Hemming is a crucial step in garment construction. It is used to finish the hems of skirts, dresses, trousers, sleeves, and other clothing items. The type of hem used can vary depending on the fabric weight, garment style, and desired look.

There are several types of hems that can be used depending on the desired finish and fabric type. Common types include single-fold hem, double-fold hem, rolled hem, and bias hem.

I NEED TO KNOW:

Key words and basic skills in the food room.



KEY WORD	DEFINITION
Cutter	Shape used to cut pastry
Bacteria	Good hygiene prevents spread of
Rubbing in	Combining flour and butter/marg
Nutrition	Science of food substances
Eat well plate	Proportion of food types that provide a healthy diet
5 a day	Five portions of fruit/veg daily
ml	Millilitres—measurement of liquid
1oz/25gm	Ounces—measurement of weight

MACHINERY	DESCRIPTION
Hand blender	Hand held machine to mix ingredients together until fine consistency achieved
Food processor	Work top machine used to chop, mix, blend, whisk ingredients quicker than by hand
Oven	Top or main oven used to cook food
Grill	Heated element used to cook/brown food
Hob	Top of oven used to cook pans

HEALTH & SAFETY REGULATION	REASON
Stop working & listen when instructed	Important for safety of all
Do not run in food room	You could cause injury to yourself or others
Be careful when using knives	You could cut yourself or others badly
Be careful of hot items (oven, pans)	To avoid getting burnt
Apply good food hygiene when cooking	To avoid food poisoning
Put bags in locker	Trip hazard avoided

& T FOOD BASIC SKILLS NEED TO KNOW SHEET YEAR 7

Teacher **Mr Webster**

Periods Taught

Weeks in Unit

13-

LESS	CONTENT	LINK
1	Hygiene & food rules DEMO Fruit salad Equipment & environment	SKILL— KNIFE SAFETY & SEGMENTING FRUIT & OPENING A CAN
2	PRACT Fruit salad Eval	LINK— http://www.bbc.co.uk/food/techniques/segmenting_citrus_fruit
3	DEMO Spag bol	SKILL— CHOPPING VEGETABLES
4	PRACTICAL Spag bol Eval	LINK— http://www.bbc.co.uk/food/techniques/chopping_vegetables
5	DEMO Fruit Crumble	SKILL—RUBBING IN
6	PRACTICAL Fruit Cr. Eval	LINK— www.bbc.co.uk/food/techniques/rubbing_in
7	EAT WELL THEORY	
8	DEMO Cheese & tom tarts	SKILL—ROLLING OUT PASTRY
9	PRACTICAL Tarts Eval	LINK— http://www.bbc.co.uk/food/techniques/rolling_pastry LINK—EGG WASH http://www.bbc.co.uk/food/techniques/egg_wash
10	DEMO Shortbread biscuits	SKILL—USING A CUTTER
11	PRACTICAL Biscuits Eval	LINK— http://www.bbc.co.uk/food/techniques/how_to_shape_and_fill_vol-au-vents
12	DEMO Pasta Salad	SKILL—USING HOB SAFELY & COOKING PASTA WELL
13	PRACTICAL Pasta Salad	LINK— http://www.bbc.co.uk/food/techniques/how_to_cook_the_perfect_pasta
14	DEMO muffins	SKILL—ALL IN ONE METHOD & GRATING
15	PRACTICAL Muffins Eval	LINK— http://www.bbc.co.uk/food/techniques/testing_to_see_if_a_cake_is_cooked
16	MEAL & MENU DESIGN	
17	FINAL EVAL/QUIZ	

I NEED TO KNOW:

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

MATERIAL	DEFINITION
Pine	A light coloured softwood with an attractive grain that come from an evergreen tree
Hardboard	Thin board made from wood pulp that is used on the bottom of boxes, drawers and the back of cupboards
Medium Density Fibreboard (MDF)	Board also made from wood pulp than can be thin but also come in a wide variety of other thicknesses
Acrylic	A thermoplastic used for the lid of our boxes
PVA	The best glue to use when gluing wood to wood.



KEY WORD	DEFINITION
Millimetres	A small unit of measurement which enables you to be very accurate
Measurements	A distance between two points
Try square	A tool used to mark a right angle
Coping saw	A saw with a thin blade that allows you to cut curves
Tenon saw	A saw with a thick blade which allows you to cut straight lines
Bench hook	A support that fixes into a vice to help you hold work when cutting
Vice	A clamp fixed to a bench

MACHINERY	DESCRIPTION
Fret Saw	An electronic saw
Disk sander	A disc that rotates with glass paper fixed onto the front
Dust extractor	A large unit that help remove dust that has been created by sanding
Laser cutter	A machine that uses a laser to cut and engrave onto materials

Subject: ART

Year : 7

Knowledge organiser Curriculum Topic: Realism in still life

Concept: Visual Analysis

I NEED TO KNOW:

Use this sheet to prepare for each lesson and understand the key terminology that you will be learning throughout this topic beforehand. It is recommended that you prepare yourself for each lesson by looking over the information below and develop your skills before hand so you're prepared. You can also read about the inspirations and influences for this topic to get more information. The project will develop your knowledge in the key concepts and skills needed for art to take you through to key stage 4 and beyond.

KEY WORDS	
SHAPE	An element of art that is two-dimensional, flat, or limited to height and width.
FORM	Connotes something that is three-dimensional and encloses volume, having length, width, and height.
SCALE	The relative size of something.
PROPORTION	Ensuring the correct size of objects/things in a picture in comparison to each other.
HOT COLOURS	Hot colours are those that give the feeling of warmth, such as red, orange, and yellow. These colours are often associated with fire, the sun, and heat.
COLD COLOURS	Cold colours are those that give the feeling of coolness, such as blue, green, and pale purple. These colours are often associated with water, grass, and sky.
TEXTURE	Texture in art concerns the surface quality of a piece of work. In three-dimensional artwork, the term refers to how the piece feels when it's touched. In paintings and other two-dimensional artwork, texture invokes the visual 'feeling' the piece gives off.
BLENDING	Blending is the process of fusing two colours together so that the paint transitions from one colour to another or combines to create a new colour.
STILL LIFE	A painting or drawing of an arrangement of objects, typically including fruit and flowers and objects contrasting with these in texture, such as bowls and glassware.
TERTIARY COLOURS	The resulting colour formed when an equal amount of a primary and a secondary colour are mixed.
COLOUR WHEEL	A circle with different coloured sections used to show the relationship between colours.

LESSON	PREPARATION TASK & HELPFUL LINKS
1 & 2	Research into the art of Angela Faustina. https://angelafastina.com/
3	Looking at other artists who have produced detailed fruit paintings. Use google search and find some artists you like
4-8	Practising how to use aquarelle painting pencils to successfully blend, show fine detail and add water to transform it to paint. https://www.youtube.com/watch?v=ynZC0fyLo mc



I NEED TO KNOW:

An exploration of various dance styles from around the global you will learn new movements , ways of working and have a better appreciation of different cultures.

WEEK 1 & 2	<p><u>Rock n Roll</u></p> <p>In the lesson we'll be looking at the importance of exercise for your body and your mind.</p> <p>You will be introduced to Rock n roll, learning new movements, watching video clips and creating your own movement material in small groups. You will develop movement material by using a range of choreographic devices.</p>
WEEK 3 & 4	<p><u>Perform and appreciate</u></p> <p>Perform your completed choreography to another group. Using dance terminology to provide supportive and constructive feedback to each other and recognise own successes and areas to develop</p>
WEEK 5 & 6	<p><u>African</u></p> <p>Appreciate and understand the origins and characteristics of African Dance. Use African Dance as a stimulus to create a duet and apply the characteristics of African dancing within your choreography. Perform your piece to another group and provide feedback using dance terminology</p>

KEY WORD/CONCEPT	DEFINITION/EXPLANATION
Levels	<i>Example- laying, sitting, standing, jumping</i>
Transitions	<i>The link between movements</i>
Formations	<i>Positions dancers are placed on stage</i>
Repetition	<i>Movements can be repeated more than once</i>
Perform	<i>Perform in front of others</i>
Appreciation	<i>Recognising effort and progression</i>
Expressive skills	<i>skills required when performing</i>
Technical skills	<i>Skills required to be a dancer</i>

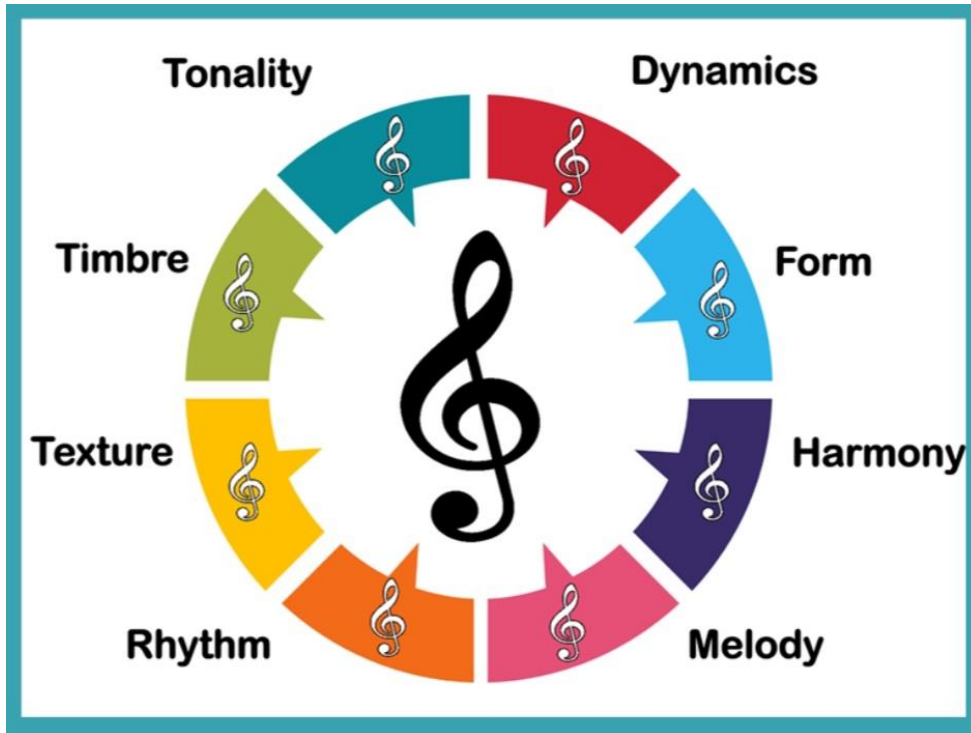
KEY CONCEPTS

- Appreciation
- Technique
- Choreographic

I NEED TO KNOW:

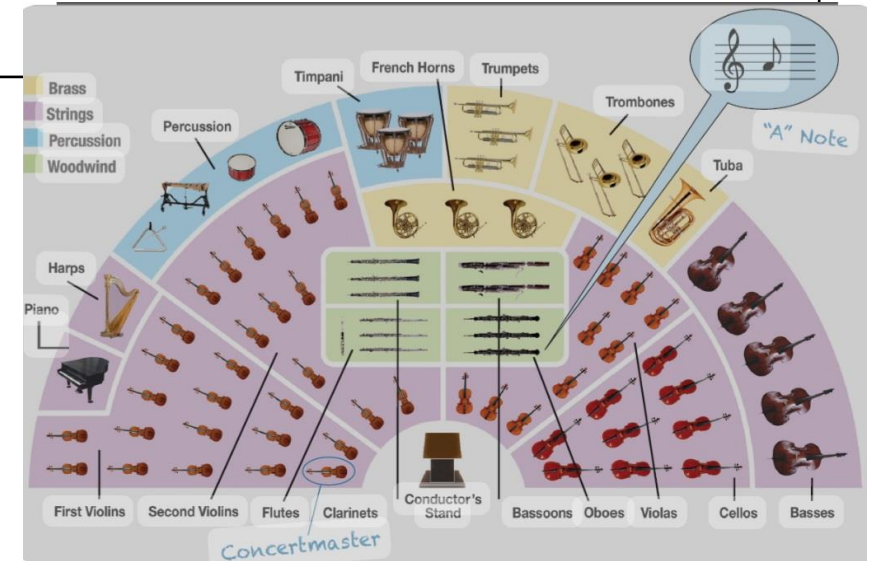
Discovering the instrument families and the tools we use to make music interesting

KEYWORDS



WEEK 1,2,3	Instrument Families Listening and discovering the instruments that belong to brass, woodwind, strings, percussion families https://youtu.be/vQ95KUWCGT0?si=sWi7DJEfFAKuGtJb
WEEK 4,5	Musical Elements How to use technique exercises and songs to learn how to add interest to music and how it is formed
WEEK 6	Presentation of Project Presentation week of student made instruments with a description of timbre and family

Concepts:
Listening- Creating-Performing



Use this sheet to understand the key terminology that you will be learning. It is recommended that you prepare yourself for each lesson by looking over the information below. The project will develop your skills using the key areas of – EXPLORE, EXPRESS and EVALUATE.

I NEED TO KNOW:

KEY WORDS & CONCEPTS	
Facial Expressions	<p>F= Features (the parts of the face, an emotion is usually communicated by our mouth and eyebrows mainly)</p> <p>A= Act it (if you act the emotion you are more likely to get the correct facial expression. We can use Konstantin Stanislavski's Emotional Memory to help us)</p> <p>C= Clear (make every facial expression clear not vague)</p> <p>E= Expressions (think how your face behaves for each expression it goes up for happy, down for sad, scrunched for angry etc).</p>
Body Language	<p>B= Bent over/Upright (a confident character is more likely to stand upright but a shy character might hunch their shoulders and hang their head)</p> <p>O= Open/Closed (a happy person is more likely to open up their body but a sad/scared person will try and protect themselves by closing it off)</p> <p>D= Dynamics (how fast does your character move)</p> <p>Y= Young/Old (is your character young or old but be careful you get young people who act like they are old and old people who act like they are young).</p>
Thought Track	<p>I= Inner Thoughts (what is normally kept hidden)</p> <p>N= No filters (no filter or censoring)</p> <p>S= Said out loud</p> <p>I= I (uses first person. We can use Konstantin Stanislavski's Magic if to help us)</p> <p>D= Direct Address (said directly to the audience)</p> <p>E= Emotion and feeling words.</p>

WEEK	PREPARATION TASKS & HELPFUL LINKS
	<p>Think what sort of character you might be in a World War 2 evacuation re-enactment.</p> <p>A) Scared and worried. B) Excited for a new adventure. C) Pretending to be excited but really deep down you are scared.</p> <p>*Background information: https://shorturl.at/hor49</p> <p>*Accent help: https://shorturl.at/uzCK7</p>
WEEK 3 & 4	<p>Think what would be more interesting to show an audience? A play with a FLASHBACK, SPLITSCENE or a FLASHFORWARD. How could you present this transition?</p> <p>* https://shorturl.at/aeAFL</p>
WEEK 5 & 6	<p>Think about what your character might be thinking deep down? Would it be very different to what they say out loud?</p> <p>*Evacuees stories: https://shorturl.at/ktBV8</p>

I NEED TO KNOW:

By the end of this term, you will develop games sense, the value of PE and fundamental skills for games.

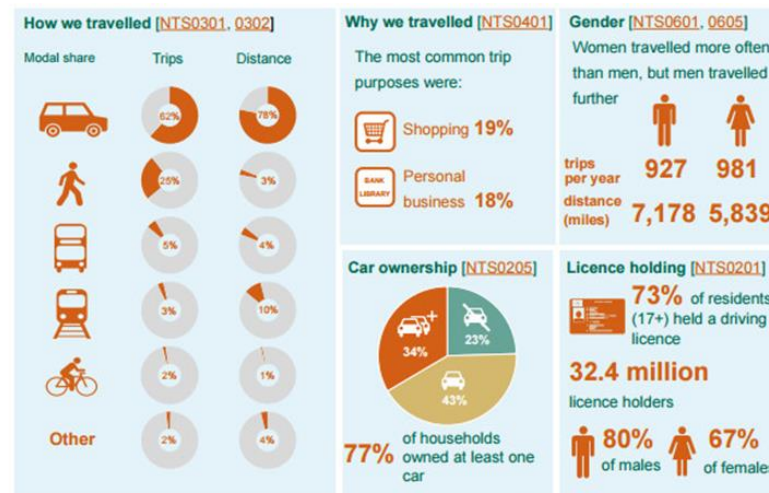
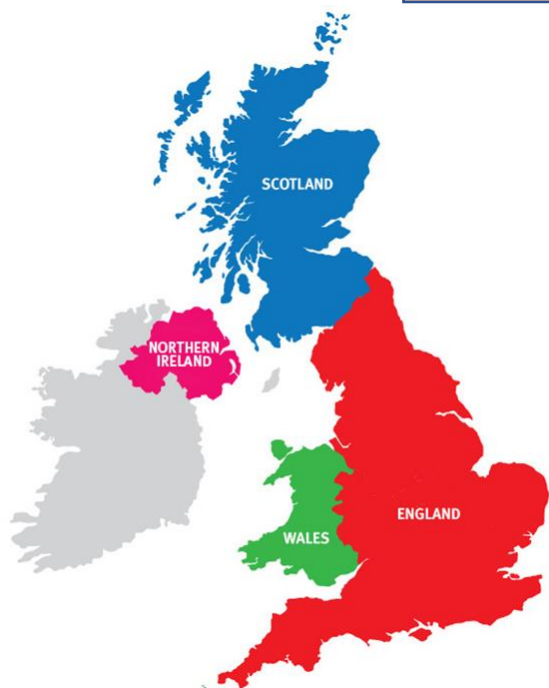
Value of PE		
Healthy Me	Understand the contribution PE and physical activity can have on a healthy active lifestyle	
Fitness	Heart Rates	Resting heart rate, working heart rate
	Cardiovascular fitness	Endurance
	Muscular Strength	Weight Training
	Speed	<i>Sprint training</i>

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

Positive attitudes and behaviour		
Healthy Me	Control, fluency, strength, flexibility, body tension and	
Gymnastics	Mindset/ Resilience	<i>I can't do it yet Staying on task</i>
	Travel Actions	Running, jumping, rolling, hopping
	Balances	Arabesque, v-sit, One knee, headstand handstand.
	Rotations	<i>Forward/backward roll Cartwheel</i>

I NEED TO KNOW:

The UK is a unique and wonderful country – I need to know how and why!



Sectors of Industry

Although there are hundreds of different jobs or occupations, they can all be classified into 4 categories:

Primary



Working with or the extraction of natural resources e.g. Farming, mining or forestry

Secondary



Making things either by manufacturing or construction e.g Nissan Car manufacturing

Tertiary

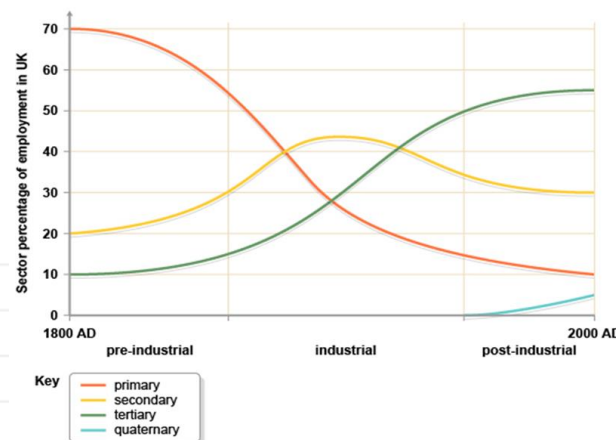


This type of industry provides services. These include commercial services (Shops), Professional (Solicitors), Social (School teacher), entertainment (restaurants), Personal (Hairdressers)

Quaternary



This is a new sector and is linked to ICT and research development (Genetics Researcher)



Countries of the United Kingdom by population

Rank	Name	Population (2015)
2	Scotland	5,373,000
3	Wales	3,099,086
4	Northern Ireland	1,851,621
	United Kingdom	65,110,034

I NEED TO KNOW:

Y7 History Knowledge Organiser: Unit 3 – Medieval Life

The Church - It was the centre feature of the village. It was the law that everyone went to church on a Sunday so it was regularly visited. The villagers had to pay taxes or give crops to the church.

The Rectory: This was the small house, next to the church, that the Vicar lived in. He had his own field and could keep some of the taxes given to the church.

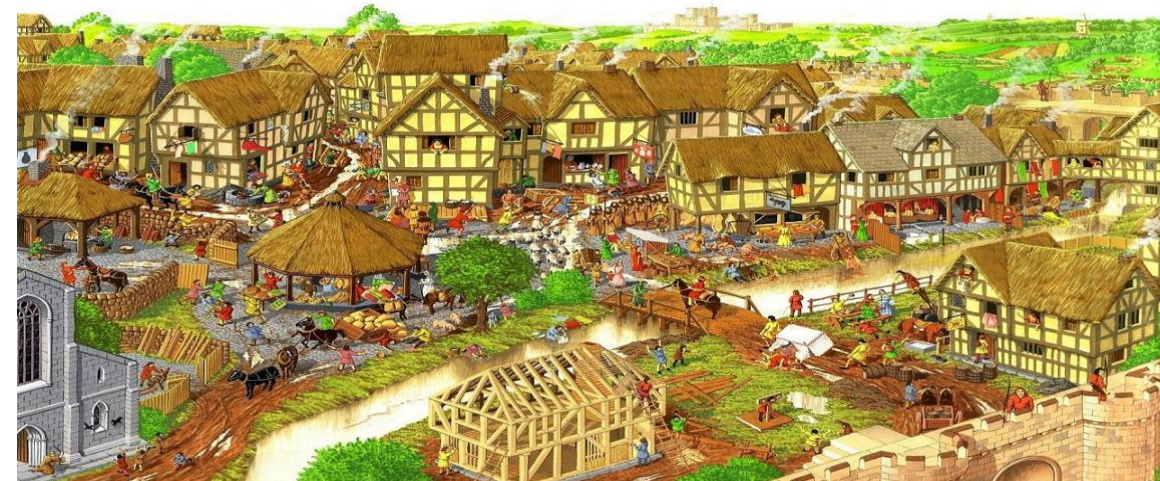
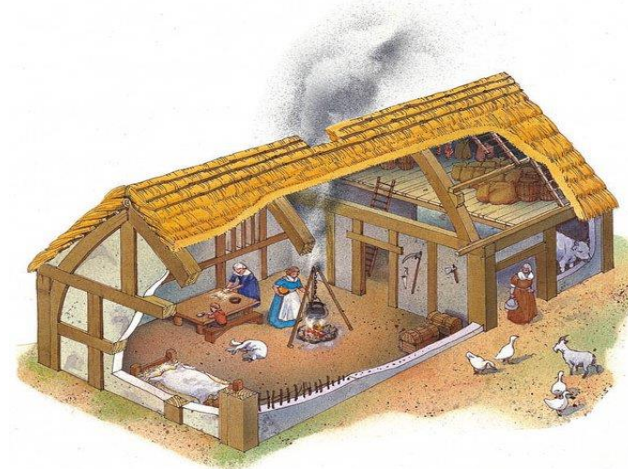
The Manor House: The lord or baron would live here. It was a base for the Lord to use to control the surrounding lands. These were the biggest houses in the village and richly decorated. The Lord would have his own field, which no villager could enter or hunt on without permission.

The Common: This was a fenced field in the village. It would hold all the animals for the villagers. This was a piece of land the king rented to the villagers.

The Village Green: The village green was a social point for the village. It would be on the edge of the village, and was a huge grass field where celebrations, feasts and tournaments would be held.

The Mill: The mill was an important part of farming, as this was where the crops would be ground into flour or wheat for cooking. The mill was owned by a wealthy member of the village who would let the villagers use the mill in exchange for some crops.

Fields: Fields were the central point of the village, as they were the source of food for the villagers. The Lord would share the land out for the peasants to grow crops on. The land would be divided into 3 fields of barley, wheat and fallow. A fallow field is a field where nothing is grown on for a year, in order to let the soil regain lost nutrients. Each year the fields would change what they are growing, this was called crop rotation



I NEED TO KNOW:

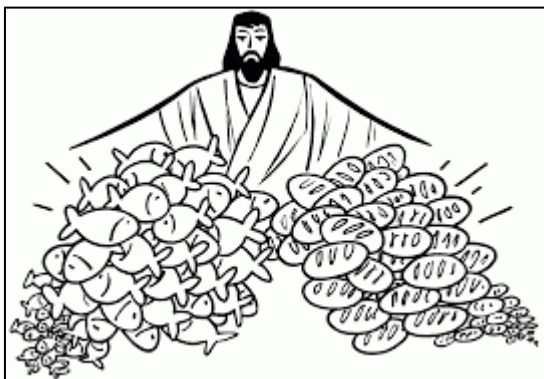
What Jesus taught that was radical.

Jesus was raised as a Jew. He preached a **radical** message that led to him having his own followers. These disciples devoted their life to him. When he died the earliest followers called themselves **CHRISTIANS**. This group eventually became separate from other Jews and Christianity developed from being a small sect to a massive world religion.
 Muslims believe Jesus is a prophet called Isa.

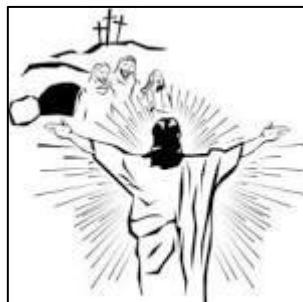


Jesus used parables to reach his audience and explain ideas about God.

Jesus was believed by Christians to have performed miracles. What is the miracle below?



IDENTITY AND COMMUNITY	Incarnation Liberator / Saviour The Fall Authority
ULTIMATE QUESTIONS	Salvation Messiah
LIVING A GOOD LIFE	Social justice Commitment



Christians believe that Jesus rose from the dead. This is called the **RESURRECTION**.

The nativity stories about Jesus contain “signs” that Christians believe show Jesus was going to be a great leader- a Messiah. They believe that Jesus was God in human form- the **Incarnation**.

Jesus often clashed with the Jewish leaders of the day: the Pharisees and the Saducees.

- He claimed to be the Son of God and the Messiah
- He healed people on the Sabbath (the holy day of rest)
- He mixed with the outcasts in society. People like tax collectors and the sick.
- He preached about love. For example, his parable about the Good Samaritan was about loving your neighbour
- The Jewish leaders believed that Jesus had no **authority** to speak about “his Father in heaven” (God)

Crucifixion – Jesus was executed because of what he preached. Christians believe that he rose from the dead 3 days later. This **miracle** showed he was divine as well as human.

Jesus was radical because he preached about **social justice**. He reached out to groups in society that were considered as outcasts or “unclean”

I NEED TO KNOW:

Talking about computers & mobiles; talking about which sports you play; talking about activities; saying what you like doing; describing what other people o

Les ordinateurs et les portables	Computers and mobile phones	La fréquence	Frequency
Qu'est-ce que tu fais...	What do you do...	quelquefois	sometimes
avec ton ordinateur?	with your computer?	souvent	often
avec ton portable?	with your mobile?	tous les jours	every day
Je joue	I play	tous les soirs	every evening
Je surfe sur internet	I surf the net	tout le temps	all the time
je tchatte sue MSN	I chat on MSN	de temps en temps	rom time to time
Je regarde des clips vidéo	I watch video clips	une fois par semaine	once a week
Je télécharge de la musique	I download music	deux fois par semaine	twice a week

Quand?	When?	Careers ideas: If you want to work for the armed forces (Army/Navy/Royal Airforce) a language qualification means you will earn more and could work as a communications officer, translator or interpreter.
en été	in summer	
en hiver	in winter	
quand il fait beau	when the weather is nice	
quand il pleut	when it rains	
quand il fait froid	when it's cold	
quand il fait chaud	when the weather is hot	

Qu'est-ce que tu fais?	What do you do?
Je fais du judo	I do judo
je fais du parkour	I do parkour
je fais du patin à glace	I go ice skating
Je fais du roller	I go roller blading
je fais du skate	I go skate boarding
Je fais du vélo	I go cycling
Je fais de la danse	I dance
Je fais de la gymnastique	I do gymnastics
Je fais de la natation	I go swimming
Je fais de l'équitation	I go horseriding
Je fais des promenades	I go walking

Stratégie 3

Words that won't go away!

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

Focus on the high-frequency words in the Need-To-Know just as much as the topic words!

Le sport	Sport
Je joue...	I play...
au basket	basketball
au billard	billiards/snooker
au foot(ball)	football
au hockey	hockey
au rugby	rugby
au tennis	tennis
au tennis de table	table tennis
au ping-pong	ping pong
au volleyball	volleyball
à la pétanque	pétanque
aux boules	boules
sur la Wii	on the Wii
Tu es sportif/ve?	Are you sporty?
Je suis (assez) sportif/ve	I am (quite) sporty
Je ne suis pas (très) sportif/ve	I am not (very) sporty
Mon sportif?ma sportive préféré(e) est...	My favourite sportsman/woman is...

I NEED TO KNOW:

Talking about computers & mobiles; talking about which sports you play; talking about activities; saying what you like doing; describing what other people do

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

LES MOTS ESSENTIELS	HIGH-FREQUENCY WORDS
sur	on
en	in
quand	when
tout/toute/tous/toutes	all
par	per

Qu'est-ce que tu aimes faire?	What do you like doing?
le soir/le weekend	in the evening/at the weekend
le samedi matin	on Saturday morning
le samedi après-midi	on Saturday afternoon
le samedi soir	on Saturday evening
J'aime...	I like...
retrouver mes amis en ville	meeting my friends in town
regarder la télévision	watching TV
jouer sur ma PlayStation	playing on my PlayStation
écouter de la musique	listening to music
faire les magasins	going shopping
faire du sport	doing sport
jouer au football	playing football
traîner avec mes copains	hanging out with my mates
téléphoner à mes copines	phoning my mates
d'habitude	usually
d'abord	first of all
ensuite	then/next
puis	then/next

I NEED TO KNOW: Describing family; describing hair & eye colour; saying what other people look like; describing where you live

¿Cuántas personas hay en tu familia?	How many people are there in your family?
mis padres	my parents
mi padre/mi madre	my father/my mother
mi abuelo/mi abuela	my grandpa/my grandma
mi bisabuelo	my great grandfather
mi tío/mi tía	my uncle/my aunt
mi prima/mi prima	my cousin (male/female)
mi hermano/mi hermana	my brother/my sister
mi padre se llama...	my dad is called...
mis padres se llaman...	my parents are called...
¿Cómo es?	What is he/she like?
Es... No es...	He/she is... He/she is not...
alto/a bajo/a	tall short
delgado/a gordo/a	slim plump
guapo/a feo/a	good looking ugly
viejo/a joven	old young
inteligente	intelligent

High frequency words:

bastante	quite
muy	very
un poco	a bit
además	in addition
porque	because
¿quién?	Who?
mi/mis	my
tu/tus	your
su/sus	his/her

veinte	20
treinta	30
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100

Mnemonics

One way of remembering new words is to invent a mnemonic: a rhyme or saying that sticks easily in the mind. Here's an example from the word list above, but it's best to make up your own – you'll find them easier to remember/harder to forget.

Ben
Offers
Nice
Invitations
To
Others

You can't learn every word like this – it would take ages! But it's a great way of learning those words that just don't seem to stick.

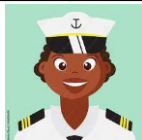
I NEED TO KNOW: Describing family; describing hair & eye colour; saying what other people look like; describing where you live

¿De qué color tienes los ojos?	What colour are your eyes?
Tengo los ojos...	I have ... eyes
azules/verdes	blue/green
grises/marrones	grey/brown
Llevo gafas	I wear glasses
¿Cómo tienes el pelo?	What is your hair like?
Tengo el pelo...	I have ... hair
castaño/negro/rubio	brown/black/blond
ondulado/liso/rizado	wavy/straight/curly
largo/corto	long/short
Soy pelirrojo/a	I am a redhead
Soy calvo	I am bald

¿Cómo es tu casa o piso?	What is your house or flat like?
Vivo en...	I live in...
un piso/una casa	a flat/a house
antiguo/a bonito/a	old/ nice
cómodo/a grande	comfortable/big
moderno/a pequeño/a	modern/small
¿Dónde está?	Where is it?
Está en...	It's in...
el campo/la costa	the countryside/the coast
una ciudad/un pueblo	a town/a village
el desierto/la montaña	the desert/the mountains
el norte/el sur/el oeste	the north/south/west
el este/el centro	the east/the centre

Zona Cultura

In most major Spanish cities, you will see many more flats than houses. Houses in the north of Spain can look very different from houses in the south. The north is green and lush and it rains a lot. The south is sunny and can be very hot, so houses are often painted white to reflect the heat.



Careers ideas:

If you want to work for the armed forces (Army/Navy/Royal Airforce) a language qualification means you will earn more and could work as a communications officer, translator or interpreter.

Pronunciación

Remember, **ll** is similar to English: los ojos, el pelo
ll is a 'y' sound: me llamo, llevo

Pronunciación

Two vowels together are called diphthongs. Say them one after the other, applying what you already know about vowels, and you will get them right!

cruel guapa tiene