



Year 7 Summer Term Blended Learning Booklet

If your child has to self-isolate, please use the following guidelines to ensure they are able to continue learning whilst at home:

1. Inform the school of the need for your child to self-isolate by contacting covid@woolmerhill.surrey.sch.uk
2. The school will inform your child's teachers.
3. Use the Blended Learning Booklet to access on line learning for the subjects your child will be missing.
4. Encourage your child to follow their school day and dedicate 50 min (single lesson) or 1hr 40min (double lesson) that would have been available to them in class. If they are unable to complete any tasks, please inform their teachers by email – this feedback will enable them to accommodate the needs of your child while they are isolating.
5. Home learning tasks will continue to be set via Google Classroom for all students whether in school or self-isolating and should be turned in by the set deadline.

Art

Summer Term

Overview:

The summer term project will be creating a ceramic monster. For this project you will create an imaginary creature or monster using ceramic clay. You must use a pinch pot as the basis for your sculpture, and you must follow the proper sculpting techniques when constructing your project. You will also be responsible for adding texture to your pinch pot creature, as well as glazing the final sculpture.

As this Project uses specialised resources that you will not have at home, you are to create the monster out of cardboard or modelling clay. Now down load 'Stop Motion' App. This works by you taking a series of photos that is then automatically turned into an animation. Try to make small movements each time you take a photo so they link. You will end with an animation of your monster!

Useful websites:

Monsters

<https://www.youtube.com/watch?v=O2uX6Z00AbY> Using a lamp or torch, shine it on one side of an object to create a shadow. Now draw into that shadow to create a monster.

https://www.youtube.com/watch?v=8hjlhqrC_WY Write the title: 'James DeRosso Monsters' Choose your favourite James Rosso monster, stick it in your book and have a go at drawing it (A5). Add colour and tone.

<https://www.youtube.com/watch?v=kA2XrXeHSRg>

<https://www.youtube.com/watch?v=ZHemTNW-q9M>

https://www.youtube.com/watch?v=G_OnX9nVjfM How to do animation videos

All work will also be on their google classroom.

Computing & IT

Summer Term 1st Half

Overview:

- Design a computer Game in Scratch

Summer Term 2nd Half

Overview:

- Programming using BBC Micro:Bits

Useful websites:

- Posted resources on Google Classroom
- All students are part of a classroom set up through **Code.org** where they can work through coding challenges, monitored by their teacher.
- Computer Science (general): <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>
- <https://classroom.thenational.academy/units/computing-systems-1558>
- <https://classroom.thenational.academy/units/programming-essentials-in-scratch-part-ii-02a3>
- <https://microbit.org/>

Design Technology

Summer Term

Overview:

- Students will rotate through three different Design Technology areas; Food, Textiles and Product Design.
 - In Food they will have an Introduction to basic food skills and food hygiene.
 - In Textiles they will demonstrate a range of hand skills to create a piece inspired by Matisse.
 - In Product Design they will complete a Graphics based project.

Useful Resource:

- Students should log onto the following Google Classroom for Design Technology tasks.
 - Google Classroom code: Jhbrio7

Drama	
Summer Term: 1st Half	Summer Term: 2nd Half
Overview: Students are exploring the play, 'Charlie and the Chocolate Factory' based on Roald Dahl's book.	
Links to websites and lessons: Costume design- Design a costume for one of the characters- Willy Wonka, Charlie Bucket, Grandpa Joe, Violet Beauregarde, Mike Teevee, Augustus Gloop, Veruca Salt. Make sure you label your design explaining it- consider style of clothes, colours, condition. You can include hair and make-up too. Create a character- Imagine Roald Dahl needs another character to win a ticket and explore the factory with the others. Draw a picture of them and around the outside write down: What their personality is like, what is their 'downfall' or negative aspect of their personality (e.g. greed, selfishness etc.). Also write around the outside some performance ideas for them- do they walk in a particular way? What is their voice like? Can you write down some typical lines they might say? These lessons are from Oak academy and are useful for Drama moving forward- https://classroom.thenational.academy/units/alone-a-devising-unit-fd37	

<h1>English</h1>	
<p>Summer Term: 1st half</p>	<p>Summer Term: 2nd half</p>
<p>Overview: The Short Story: Comprehension, Structure and Language Analysis based on two short stories</p>	<p>Overview: SPaG – some key skills required for writing accurately and precisely</p>
<p>Lesson One: https://classroom.thenational.academy/lessons/reading-for-meaning-a-haunted-house-by-virginia-woolf-chjk8d</p> <p>Lesson Two: https://classroom.thenational.academy/lessons/thinking-about-structure-a-haunted-house-by-virginia-woolf-cn32t</p> <p>Lesson Three: https://classroom.thenational.academy/lessons/language-analysis-a-haunted-house-by-virginia-woolf-64tp4c</p> <p>Lesson Four: https://classroom.thenational.academy/lessons/giving-a-personal-response-a-haunted-house-by-virginia-woolf-crv3gc</p> <p>Lesson Five: https://classroom.thenational.academy/lessons/reading-for-meaning-ten-minutes-musing-by-alice-dunbar-nelson-74vkjc</p> <p>Lesson Six: https://classroom.thenational.academy/lessons/analysing-structure-ten-minutes-musing-by-alice-dunbar-nelson-65j6ct</p> <p>Lesson Seven: https://classroom.thenational.academy/lessons/analysing-structure-ten-minutes-musing-by-alice-dunbar-nelson-65j6ct</p> <p>Lesson Eight: https://classroom.thenational.academy/lessons/creative-writing-figurative-language-c8up4r</p>	<p>Lesson One: https://classroom.thenational.academy/lessons/fragments-c9gp4c</p> <p>Lesson Two: https://classroom.thenational.academy/lessons/fused-sentences-and-comma-splices-c4w6cc</p> <p>Lesson Three: https://classroom.thenational.academy/lessons/punctuating-lists-in-subordinate-clauses-cgtk2d</p> <p>Lesson Four: https://classroom.thenational.academy/lessons/sentence-overview-crr62d</p> <p>Lesson Five: https://classroom.thenational.academy/lessons/creative-writing-what-makes-a-good-short-story-70u30c</p> <p>Lesson Six: https://classroom.thenational.academy/lessons/creative-writing-narrative-structure-6wu3ec</p> <p>Lesson Seven: https://classroom.thenational.academy/lessons/creative-writing-developing-character-6rtp2r</p> <p>Lesson Eight: https://classroom.thenational.academy/lessons/creative-writing-figurative-language-c8up4r</p>

French

Summer Term: 1st Half

Overview:

- Pets
- Higher numbers (50-100)
- Describing your family
- Describing where you live
- Breakfast foods
- Special occasion – Bastille Day

Grammar:

- Key verbs – habiter, manger, boire (present tense)

Summer Term: 2nd Half

Overview:

- Places in a town/village
- Prices in French
- Where you go at the weekend
- Inviting someone out
- Ordering drinks and snacks
- Saying what you are going to do
- Plans for a special weekend

Grammar:

- Key verb – aller
- Key verb – vouloir
- Tu and vous forms of the verbs
- Near future tense – aller + infinitive verb
- Using 2 tenses together (present and near future)

Links to websites and lessons:

Google Classroom: <https://classroom.google.com/h> Class Code to join: injp33q

Seneca French class: <https://senecalearning.com/en-GB/> Class Code to join: 1ban1cmam9 Then use the link below:

<https://app.senecalearning.com/dashboard/class/1ban1cmam9/assignments/assignment/1292236d-02f5-41bb-b371-0f0e0690f3cf>

Oak National Academy: <https://classroom.thenational.academy/units/year-7-unit-1-a482>

Pronouncing words in French: <https://www.bbc.co.uk/bitesize/topics/zkqgbdm/articles/zbj9y9q>

Understanding silent letters in French: <https://www.bbc.co.uk/bitesize/topics/zkqgbdm/articles/zdh292p>

Gender and articles in French: <https://www.bbc.co.uk/bitesize/topics/z7t8kmn/articles/zkt747h>

Family and Pets: <https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zmvpqp3>

My life KS3 Memrise course (for learning vocabulary): <https://www.memrise.com/course/1161749/ks3-french-my-life/>

<h1>Geography</h1>	
<p>Summer Term: 1st Half</p>	<p>Summer Term: 2nd Half</p>
<p>Overview – Local Ecosystems In this Scheme of Learning you will examine the physical and human processes that occur in a deciduous forest and the need to manage this ecosystem in a sustainable way.</p> <p>Key Themes / Questions to be explored</p> <ul style="list-style-type: none"> • Where is this ecosystem located? • What are the physical characteristics? • How have plants and animals adapted to this ecosystem? • How does change affect this ecosystem? • What are the threats to this ecosystem? How can this ecosystem be managed in a sustainable way? 	<p>Overview – Geographical skills In this Scheme of Learning you will develop your geographical skills to ensure that you are able to use and interpret an OS map effectively.</p> <p>Key Themes / Questions to be explored</p> <ul style="list-style-type: none"> • How do we use 4 and 6 figure grid references to locate places? • How do we measure distance using a map? • How do we know how high the land is? • How do we use direction? How do we use map symbols?
<p>Links to websites and lessons: Lesson 1 – 4 and lesson 6 in this online course will enhance your understanding of ecosystems in general https://classroom.thenational.academy/units/ecosystems-1e69</p> <p>Types of ecosystem https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/1</p> <p>Specific information about the deciduous forest ecosystem https://www.britannica.com/science/deciduous-forest https://nhpbs.org/natureworks/nwep8c.htm https://www.nationalgeographic.org/encyclopedia/forest-biome/ https://www.gov.uk/government/organisations/forestry-c https://www.forestryengland.uk/alice-holt-forest</p>	<p>Links to websites and lessons: The 10 lessons in this online course cover everything that we will study as part of this scheme of learning. https://classroom.thenational.academy/units/map-skills-78f1</p>

History	
Spring Term: 1 st Half	Spring Term: 2 nd Half
Links to websites and lessons: <ul style="list-style-type: none">•	

Mathematics

Summer term overview with links to topic notes and tasks:

- In the first instance, please check on your google classroom for tasks that will have been set according to the home learning schedule, and for other tasks/activities that may have been set alongside lessons.

- Directed Numbers <https://www.bbc.co.uk/bitesize/topics/zp26n39>
- FDP <https://www.bbc.co.uk/bitesize/articles/zq6q96f>
- Fractions <https://www.bbc.co.uk/bitesize/topics/zsxhfg8>
- Decimals <https://www.bbc.co.uk/bitesize/topics/zh7xpv4>
- Percentages <https://www.bbc.co.uk/bitesize/topics/zf6pyrd>
- Equations <https://www.bbc.co.uk/bitesize/topics/z4f3cdm/articles/zrg6pbk> <https://www.bbc.co.uk/bitesize/guides/zbybkqt/revision/1>
- Symmetry <https://www.bbc.co.uk/bitesize/topics/zbnvgk7>
- Transformations <https://www.bbc.co.uk/bitesize/articles/ztftqfr>

Home Learning Tasks:

- **Hegarty Maths** and **Mathspad** tasks are set regularly, reviewing work covered in lessons. Work is marked online, and scores recorded for class teacher.
- **ttrockstars.com** gives times tables practice.
- Contact pstringer@woolmerhill.surrey.sch.uk for any forgotten login details.

Music

Summer Term: 1st Half

Summer Term: 2nd Half

Overview:

- Solo performing using Accidentals: # *b* & Naturals
- Use of LH & RH simultaneously on keyboard
- Film Music & Elements of Music

Overview:

- Group Composing & Performing
- Invent your own Pop/Rock song from scratch – must be original; you can't use someone else's tune or lyrics.
- Learn the difference between a verse and a chorus.
- Learn how to put your words into a tune
- Add backing to create a finished product then perform to your class.

Tasks:

- **Memorise** where the notes go on the **treble clef** (use FACE and Every Green Bus Drives Fast)
- Memorise the LH notes = **Bass Clef** (use ACEG & Green Busses Drive Fast Always)
- Listen to a film theme – pick something dramatic or with a strong character. You will need to listen at least 5 times to get a good level of detail on each word!
 - Write 10 adjectives that describe the mood of the piece.
 - Try to explain and describe HOW that mood has been created using Musical Elements (MAD T SHIRT) help sheet (on google classroom)
 - Write in sentences and you must use the following correct technical language and say something about each of the words.

Melody Articulation Dynamics

Tempo

Structure Harmony Instruments Rhythm Texture

- Look at the following lesson on Oak Academy.
- <https://classroom.thenational.academy/lessons/to-be-able-to-develop-leitmotifs-further-to-reflect-changes-in-a-characters-mood-or-situation-c9j30c>

Tasks:

- Listen to a favourite Pop song, or any if you don't have a favourite. You will need to do this several times to check for accuracy.
 - Map out the order that the song happens (EG: Intro, verse1, Chorus1, Verse2, instrumental, Verse 3, Chorus 2 Chorus 3 Ending)Please **do NOT print the lyrics out** and stick them into your book! (but they can help with your analysis of structure)
- Write a definition of both VERSE & CHORUS into your book – how are they different?
- Think of a theme or topic for your song then begin to brainstorm ideas – any sentences, catchy phrases etc. connected to the theme.
 - Then brainstorm rhyming words, key emotional words, crazy ideas you might not even use– essentially you're creating a 'mood board' for your song.
 - Once you have a load of ideas ONLY THEN start arranging them into verses and choruses. Think of it as doing a song like a jigsaw puzzle – get a load of ideas, then start seeing where they might fit!
- Start trying to say the words to a beat, then just improvise – noodle along and gradually find a tune for your song.
- Record it and send in to Mr Nash

Religious Studies

Summer Term: 1st Half

Overview

This half term will be dedicated to discovering how Islam began. We will study what Arabia was like before Islam, how Mecca became a city, how Muhammad became a Prophet and the problems he had to overcome to get there.

Links to websites and lessons:

Lesson 1: How did Islam begin? Make a poster using this;

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

Lesson 2: How did Mecca become a city? Read 'History of the Hajj', draw a comic strip of what happened (but don't include Ibrahim!) and summarise it:

https://www.bbc.co.uk/religion/religions/islam/practices/hajj_1.shtml

Lesson 3: How did Muhammad become a Prophet? Write a newspaper report announcing that Muhammad is now Prophet and what happened to him.

RESEARCH: What happened on the Night of Power?

Lesson 4: What happened after Islam began to spread? Email Miss Whitaker for a worksheet! awhitaker@woolmerhill.surrey.sch.uk

Lesson 5: Who became the leader after Muhammad died? Email Miss Whitaker for the lesson: awhitaker@woolmerhill.surrey.sch.uk

Summer Term: 2nd Half

Overview

This half term will focus on how Muslims celebrate their faith; we will cover what festivals Muslims have, how they dress and why, as well as looking at the Mosque and forms of worship.

Links to websites and lessons:

Lesson 1: What is Eid-ul-Fitr?

<https://www.bbc.co.uk/bitesize/guides/zrg9mp3/revision/1>

<https://www.bbc.co.uk/bitesize/articles/z4cmkmn>

Lesson 2: What is Eid-ul-Adha?

<https://www.bbc.co.uk/bitesize/topics/zpdtstk/articles/zhjff4j>

<https://www.youtube.com/watch?v=iUtIG3CMaYE>

Lesson 3: The Qur'an

https://www.bbc.co.uk/religion/religions/islam/texts/quran_1.shtml

<https://www.youtube.com/watch?v=nw6mibx-cec>

Lesson 4: Jannah and Jahannam.

Email Miss Whitaker for content: awhitaker@woolmerhill.surrey.sch.uk

Science

Summer Term

- **Biology: Digestion and Circulation**
- **Chemistry: Solutions and energetics**
- **Physics: Waves**

These topics are being taught on rotation during the Summer term so please contact your science teacher to find out what your group is currently learning about. All work in this booklet is consolidated through home learning exercises set on class specific Google Classrooms.

Generic Resources

Some general KS3 Science resources online to help you to think back over some of the exciting things you learned about during Year 7 at Woolmer Hill – along with some quizzes for you to have some fun with also.

- <https://www.bbc.co.uk/bitesize/levels/z4kw2hv>
- <https://www.ducksters.com/science/>
- <https://www.educationquizzes.com/ks3/>
- <https://classroom.thenational.academy/subjects-by-year/year-7/subjects/science/>

Specific Resources:

Biology: Digestion and Circulation

1. Balanced diet: <https://classroom.thenational.academy/lessons/healthy-diet-part-1-6tjp2d> | <https://classroom.thenational.academy/lessons/healthy-diet-part-2-6wt6cr>
2. Food tests: <https://classroom.thenational.academy/lessons/food-tests-61h3cd> 3.
3. Energy content in food: <https://classroom.thenational.academy/lessons/energy-release-71h3jc>
4. Digestive system overview: <https://classroom.thenational.academy/lessons/the-digestive-system-6wv30t>
5. Enzymes and digestion: <https://classroom.thenational.academy/lessons/enzymes-6nk62e>
6. Heart and circulation: <https://classroom.thenational.academy/lessons/the-heart-6ct3jd>
7. Blood and vessels: <https://classroom.thenational.academy/lessons/blood-and-blood-vessels-c8t62c>

Chemistry: solutions and energetics

1. Solutions- filtration and evaporation: <https://classroom.thenational.academy/lessons/mixtures-filtration-and-crystallisation-60u38e>

2. Chromatography: <https://classroom.thenational.academy/lessons/separation-by-chromatography-69j3jr>
3. Distillation: <https://classroom.thenational.academy/lessons/separation-by-distillation-75jk2r>
4. Test for oxygen (H₂O₂ decomp): <https://classroom.thenational.academy/lessons/catalysts-71hp6c>
5. Exothermic and endothermic reactions: <https://classroom.thenational.academy/lessons/exothermic-and-endothermic-reactions-cgr38e>
6. Thermal decomposition: <https://classroom.thenational.academy/lessons/thermal-decomposition-64uk4d>

Physics: Waves

1. Waves 1. Transverse waves: <https://classroom.thenational.academy/lessons/wave-properties-60vk0d>
2. Sound waves- vibrations, longitudinal: <https://classroom.thenational.academy/lessons/sound-waves-cdhkgc>
3. Sound waves- auditory range, frequency and amplitude: <https://classroom.thenational.academy/lessons/amplitude-and-volume-60vkec> | <https://classroom.thenational.academy/lessons/pitch-and-frequency-cgvk6c>
4. Sound waves- speed, ultrasound, echoes: <https://classroom.thenational.academy/lessons/echoes-and-superposition-74ukjt> | <https://classroom.thenational.academy/lessons/hearing-ranges-and-ultrasound-crrkcr>
5. Light waves- reflection: <https://classroom.thenational.academy/lessons/reflection-60v3ad>
7. Light waves- refraction: <https://classroom.thenational.academy/lessons/refraction-cmr64c>
8. Light waves- lenses and human eye: <https://classroom.thenational.academy/lessons/lenses-70r6cd>
9. Light and colour: <https://classroom.thenational.academy/lessons/colour-c4w3je>

Spanish

Summer Term: 1st Half

Overview:

Family

- Family members
- Physical description
- Description of a house
- Special occasion – carnival
- Description of myself

Grammar:

- Adjectives and position of adjectives
- Present tense
- Opinions

Summer Term: 2nd Half

Overview:

Your town/area

- Telling the time
- Describing what places are in your area
- Ordering food and drink
- Describing what you are going to do

Grammar:

- Numbers (time)
- Near future tense – ir + infinitive verb

Links to websites and lessons:

- Google Classroom: <https://classroom.google.com/h> CODE TO JOIN YEAR 7 GROUP: 4gy4i56
- Seneca Spanish group: <https://senecalearning.com/en-GB/> Class CODE to join Year 7 group: jak84kzyu5. Then use the link below: <https://app.senecalearning.com/dashboard/class/jak84kzyu5/assignments/assignment/5d7b36a7-3f2c-4fb9-a257-3a48c6b2c584>
- Pronouncing words in Spanish: <https://www.bbc.co.uk/bitesize/topics/zhy27nb/articles/zk78382>
- Introducing yourself in Spanish: <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvpqp3>
- Introducing yourself: <https://classroom.thenational.academy/lessons/introducing-yourself>
- Talking about family using 'tener' and 'ser': <https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zfryxyc>
- How to use genders and articles in Spanish: <https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/z42dbdm>