### enjoylearnsucceed 2023/24 Jan-Feb

Beckfoot School

And Expert Learners

Knowledgeable

Name: .	,
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Tutor group:	
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### What should you be working on each week?

### Homework:

- Your teacher will set specific tasks, with a deadline, on Class Charts
- Instructions for your homework and how to access it are in this booklet
- You must complete and hand in the work by the deadline

### Independent Learning: Quiz It, Link It, Map It, Shrink It (QILIMISI)

- You should complete 1 task per day, 5 days a week
- The tasks will be set on Class Charts to help you keep track
- You can choose the subject/topic you want to work on
- Your tutor will check your ILB at regular intervals
- You will be rewarded for going above and beyond expectations

### **Homework Instructions**

- All of your Homework will be set by your teachers using the Class Charts system.
- You should check Class Charts every day to make sure you are up to date, and that you meet all your deadlines.
- In the next few pages, you will find instructions for how to access Class Charts and how to complete your homework assignments in each of your subjects.

					[	
Logging in to	Class	Chart	S		Homework	
Follow the steps below to access your student account.					If your school has decided to share homework with pupils, you will see the Homework tab in your account.	e -
					Selecting this tab will display a list of the homework tasks which you have been given.	Automotive OETENTIONS TEMETABLE Custom - showing 38 days Due date (\$111000-101/2000)
1. Enter your email address	Access Your	access code			To change the date range for displayed homework tasks, click on the orange Date button.	Drow by insue date     Show by due date     Isak due this week
and password into the fields provided.	Please Re	Please enter the access code supplied by your teacher.			To display tasks in the order they were set, click on the Issue Date button	tasks submitted completed     task remaining this week     Prepures submission?
					To display tasks in the order they are expected to be handed in, dick on the Due date button.	A DEC 3
2. Click on the Log in button.			LC	DG IN	To mark a homework task as completed, view the homework task of your choice in more detail and tick the Completed? checkbox.	
	[	Date of bir	irth		To view a homework task in more detail, click on the expand icon in the bottom right hand corner of the homework tile.	Research GDP Geographer - Bridg - MRA BLackER
<ol> <li>Enter your date of birth if prompted and click on the OK button.</li> </ol>		Please enter Date of Birth 12/06/2009	r your date of bir	rth below.	A popup will appear that contains the a description of the homework task, the estimated completion time and any links or	Type: Elended Learning Issue date: Wordword 07/11/2020 Dee date: Wiednesdry 11/11/2020 Estimated completion time: 1 hours Please write a biot paragraph on what GDP and how it is used.
Keeping trac	c of ho	mewo	ork	CANCEL	Homework status ca	itegories
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### How to access My Learning Resources

My Learning Resources is an online space where you can find all your lesson PowerPoints, knowledge organisers, guizzes and more. This will help you to learn independently and catch up any missed work.



### How to access Seneca

Seneca learning is a free online platform that will help you revise for all your subjects.





3. Select 'Continue with Microsoft'.

5. Select the course(s) you want to work on.

code for a video

in as a student





2. Click 'Log In' at the top right hand corner.

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4. Enter your school email and password.



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### Independent Learning at KS3: Quiz It, Link It, Map It, Shrink It

Independent Learning at KS3 is all about helping you to build on the knowledge you learn in class so that you know more, remember more, and can do more. This means you will experience lasting changes in your long-term memory, and develop a deep understanding of what you cover in class.

When you have truly learnt something you can:

- Remember it later
- Understand how it connects to other things you know
- Explain it in detail
- Identify the most important features of it
- Apply it in different situations

Quiz It, Link It, Map It, Shrink It (QILIMISI) is a structured programme of independent learning and revision activities that will help you to do all of the above. By using your knowledge organisers in multiple different ways, you will go from simply memorising facts, to really understanding them, and being able to really use that knowledge much more confidently and effectively.

### What we expect from you:

- 5 independent learning tasks per week using the specified QILIMISI strategy (on Class Charts)
- You choose the subjects we set the tasks
- Bring your ILB to school every day

### What you can expect from us:

- Support with your independent learning through tutor and lessons
- Independent Learning tasks on Class Charts to help you stay on track
- Your ILB will be checked regularly by your tutor



Our evidence-informed Independent learning strategies:

1. Quiz It

- 2. Link It
- 3. Map It
- 4. Shrink It

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## Independent Learning: How to 1 – Quiz It

recall information you have learned about already). The majority of your Quiz it work should be Retrieval Practice, as this will help you remember more. How you use this strategy depends on whether you are **rehearsing** (the information is new to you) or **retrieving** (trying to

Retrieval Practice: Just do steps 2-4: Cover, Write, Check Rehearsal: Do all 4 steps, Look, Cover, Write, Check





- .
- In your blank Knowledge Organiser, write out the 3-5 items exactly. Use a blue or black pen



- Uncover your Knowledge Organiser Using green pen, check your writing/drawing word by word Tick every correct item and correct any mistakes this is the most important part of the process
- Use this table to help you keep track of the knowledge organisers you have quizzed on

this half term. Blank versions follow every organiser.

and checked

Beckfoot		Te	Term: Half term 4 – January			Year Group: 7		enjoy leath succeed		
Number – Percentages		Ge	Geometry – Area and Circumference of a			Algebra - Equations				
I	Find simple percentages of amounts	1% - 10% 50%	Divide by 100 - Divide by 10 - Divide by 2 Divide by 4	cir 1	Cle Know the parts of a circle	Parts of a Circle	1	Substituting num expressions	bers into	Find the value of 5c + 2, if c = 6. Answer: $5 \times 6 + 2 = 32$
2	Use a multiplier to find a percentage	30% 3% =	= multiply by 0.3 = multiply by 0.03		Segment Sector	Radius Diameter Circumference	2	Solve one and tw equations	o step	Question: $3y + 4 = 22$ Answer: $3y = 22 - 4$ $y = 18 \div 3$ y = 6
3	Find percentage change	ō	Changed by Driginal amount x 100			Chord Arc Tangent	3	Solve equations v	vith	5x + 6 = 2x + 12 3x = 6
4	Use a multiplier to find percentage	Incre 30 x	ease 30 by 15% 1.15 = 34.5	2	Area & circumference of a circle	$A = \pi r^2$				x = 2
	increase/decrease (calculator)	Deci 50 x	rease 50 by 10% 0.9 = 45	3	Area & perimeter of a	$C = \pi d$ $\pi r^2$	4	Expanding single	brackets	3(a + 2) = 3a + 6
5	Calculate compound interest		$A = P(1+i)^n$		semicircle	$A = \frac{\pi r}{2}$ $B = \frac{\pi d}{2} + d$	5	Expanding double	e brackets	(a + 4)(a + 2) = $a^2 + 2a + 4a + 8$
Rat	tio – Scales			4	Area of a sector & arc	$\frac{1}{2}$ angle $\frac{1}{2}$				$= a^2 + 6a + 8$
I	Convert between 12 and 24 hour	12 ho 8:15	our 24 hour pm = 20:15		length	$A = \frac{1}{360} \times \pi r^2$ Arc length = $\frac{angle}{360} \times \pi d$	Key Vocabulary			
2	format Find the difference	Calc	ulate the time interval				1	Multiplier	A number	when multiplied finds the e of an amount.
	between two times	betw = 4 ł	veen 11:20 and 15:40 nours 20 mins				2	Expand	When we	multiply to remove the brackets.
3	Convert units	10mi 100c	m = Icm m = Im				3	Substitution	Replacing	numbers where the letters are.
	Convert between	1000	)m = 1 km n = 1 inch				4	Sector	The area b	between two radiuses and the
	imperial/metric units	8km Ikg =	= 5 miles = 2.2lbs				5	Arc	A section	of the circumference of the circle.

ୁଇ Beckfoot	Subject: Maths	Term: Half term 4 – January	Year Group: 7	enjoy learn succeed	
Number – Percentages		Geometry – Area and Circumference of a	Algebra - Equations		
1		circle			
2			2		
3		2	3		
4			4		
5		3	5		
Ratio – Scales					
		4	Key Vocabulary		
			1		
2			2		
			3		
3			4		
4			5		



### English

### Shakespeare: to laugh or to cry?

Year Group: 7



	Conventions of a Comedy play				
Ι	The struggle of young lovers	The lovers of the play overcome hurdles to be together.			
2	Mistaken identities and disguises	Twins are often mistaken for each other, and characters are hidden behind disguises.			
3	Separation and reconciliation	Characters are often separated at the start of the play, but become reunited by the end.			
4	Comical servants and fools	These characters often complete tasks incorrectly or mock the actions of others.			
5	A blocking figure	A typically elderly figure (such as a parent) who prevents the young lovers from being together.			
6	Idyllic settings	A magical realm, or a foreign country, where the action takes place.			
7	Puns	A play on words.			
8	Ends in marriage	The play ends happily, usually with the marriage of key characters.			

	Conventions of a History play				
I	Succession	The moment that a new king or queen takes the throne.			
2	The Tudor myth	The belief that the Tudors were chosen by God to rule England.			
3	Social commentary	Although these plays explore moments of the past, they are also Shakespeare's way of commenting on what is happening in his society.			

	Conventions of a Tragedy play				
I	Tragic arc		A 5-step structure which most tragedies follow.		
2	Tragic hero		The hero of the text who has a fatal flaw in their character.		
3	Hamartia		This is the flaw in the hero's character. For example, this may be their desire for power or revenge.		
4	Internal conflict		A struggle that a character has with their emotions or the decisions they have to make.		
5	Comic relief		A moment of humour in the play which provides a contrast to the tragic events.		
6	Divine providence		The suggestion that God controls the actions of individuals.		
7	Catharsis		The release of the audience's emotions through empathy with the characters.		
8	Ends in death		The play ends in the death of several characters, especially the protagonist.		
			Context		
Ι	Monarchs	Shakespeare wrote plays for two rulers (Queen Elizabeth I and King James I). His acting company was called the 'Lord Chamberlain's Men' until King James became the monarch. At this point, they became the 'King's Men'.			
2	Censorship	Before Queen Elizabeth I died in 1603, the nation became concerned about who would succeed her to the throne; she had never married and had no children. In 1599, the 'Bishop's Ban' made it illegal to write about who would be the next monarch!			

	Ke	ey Vocabulary
I	Early modern	The time period in which Shakespeare was writing.
2	First Folio	In 1623, all of Shakespeare's plays were printed as one collection for the first time. This was called the 'First Folio'.
3	Soliloquy	The character speaks their thoughts alone or aloud regardless of any hearers.
4	Aside	Lines spoken by a character that are intended to be heard by the audience but not other characters.
5	Prologue	An opening to the text which may give background information on the characters or key events.
6	Epilogue	A conclusion to the text which comments on the events that have taken place.
7	Dramatic Irony	Some things are revealed to the audience before the characters, increasing tension.
8	Convention	A typical feature. For example, fools are a convention of Shakespeare's comedies.
9	Protagonist	The main character.
10	Monarch	The king or queen of a country.
11	Holinshed's Chronicles	In the early modern period, it was very common for writers to 'borrow' each other's stories. Shakespeare took much of his inspiration from this text.

្កាល់ Beckfoot				Shakespe	are: to laugh or to cry?	Year	Group: 7	enjoy learn succeed	
	Conventions	of a Comedy play		Conventions of a Tragedy play			Key Vocabulary		
	The struggle of young lovers			Tragic arc		]	Early modern		
2 1	Mistaken identities and disguises		2	Tragic hero		2	First Folio		
3 :	Separation and		3	Hamartia			Soliloguy		
	reconciliation		4	Internal conflict	t		Solloquy		
4 1	Comical servants and fools		5	Comic relief		4	Aside		
5	A blocking figure		6	Divine providence		5	Prologue		
6	Idyllic settings		7	Catharsis		6	Epilogue		
7	Puns		8	Ends in death			Dramatic Irony		
8 1	Ends in marriage								
			Monarchs	Context	8	8 Convention			
Conventions of a History play			i ionai ciis		9	Protagonist			
I	Succession								
2	The Tudor myth		2	Censorship			Monarch		
3	Social commentary						Holinshed's Chronicles		



Food Chain and Food webs

### Subject: Science (Biology)

stamen anthe filament

### Topic: Ecosystem Interdependence

Year Group: 7



Competition					ŀ	Key Vocabulary			
1	Hare – Prey Lynx - Predator				1	Food web	Shows how food chains		
2	<ul> <li>Hare population increases → Lynx survive longer, more to eat, re more</li> <li>Lynx population increase → eat more prevs → Hare population d</li> </ul>			nore to eat, reproduce				in an ecosystem are linked.	
3	more								
4	Lynx population increase $\rightarrow$ eat more preys $\rightarrow$ Hare population decrease       2         Eventually, not enough food for lynx $\rightarrow$ population drop.       2         Less lynx feeding on the hare $\rightarrow$ hare population increase and the cycle starts       2			Food Chain	Part of a food web, starting with a producer.				
5	5 Less lynx feeding on the hare → hare population increase and the cycle starts again.							ending with a top predator.	
Security of the second				3	3	Ecosystem	The living things in a given area and their non-living environment.		
				4	1	Environment	The surrounding air, water and soil when an organism lives.		
		Ρ	arts of a flower			-	De later		
tamen anther stigma carpel		I	Male Part of the flower <b>Stamen</b>	Female part of the flower		,	Population	species living in an area.	
	ouary "			Carpel	- 6	5	Consumer	Animal that eats other	
8		2	Anther produces pollen	<b>Stigma</b> is sticky to catch grains of pollen				animals or plants.	
		3 Filament holds up the anther Style holds up the stigma		<b>Style</b> holds up the stigma	7	7	Decomposer	Organism that breaks down dead plant and	
ovule /	sepai	4		Ovary contains ovules				nutrients can be recycles	
<b>Germination</b> is the process in which the <b>seed</b> begins to grow, for this to occur the seed needs.							back to the soil or water.		
Ι	Water		To allow the seed to swell an to start growing.	d grow and for the embryo			stigma pollen grain ovule nucleus		
2	Oxygen		For that the cell can start respiring to release energy for germination .				ovule ovary-		
3	Warmth		To allow the chemical reaction the seed.	ons to start to occur within			The tube grows out of the pollen grain and down through the style.	pollen nucleus moves down the tube. The pollen nucleus joins with the ovule nucleus. Fertilisation takes place and a seed will form.	

I Energy is transferred along the food chain. Some energy transferred to waste energy (heat, sound etc.) Therefore less are energy is transferred to the organism in the level above. Primary Tertiary Secondary \_ Producer ---> Consumer Consumer Consumer - TVE acacia tree impala cheetah lion

Disruption to a food chain				
Ι	Interdependence	Is the way in which living organisms rely on each other to survive		
2	Consumer	If the consumer population die out the number of organisms which they eat will increase unless they are eaten by another organism		
3	Bioaccumulation	Is the process by which chemicals such as pesticides and insecticides build up along a food chain		
Pollination is the fertilization of the ovule.				
I	Cross pollination	ls between two different types of plant.		

		cypes of plane.
2	Self pollination	Happens within the same plant.





### Subject: Science (Physics)

### **Topic: Forces**

Key equations

Year Group: 7



### What are forces?

- I They can cause things to move, change direction and change shape.
   2 They are measured in Newtons (N), using a newtonmeter.
   3 Forces are either contact or non-contact forces.
   4 Contact E.g. friction and air resistance.
- Non-contact E.g. gravity and magnetic forces.

### Balanced and unbalanced forces

Η	Balanced	Forces acting on an object are the same size but in opposite directions. The object is stationary are moving at a constant speed.		
2	Unbalanced	When the two forces that are acting in opposite directions on an object are not the same size. The object is accelerating or decelerating.		
3	To determine the resultant force subtract forces if they act in opposite directions. Add them if they act in the same direction.			

### Interaction pairs

direction.



	Weight (N) = mass (kg) x gravitational field strength (N/kg)	W = m x g			
2	Speed (m/s) = distance (m) ÷ time (s)	$s = d \div t$			
Sp	peed				
Ι	Speed is measured in meters pe	r second (m/s).			
2	When using the equation s = d - be in meters and time in second	÷ t distance should s.			
3	Relative motion compares how is moving compared to another.	quickly one object			
4	If two objects are moving at the same direction they will always l distance apart. Their relative spe	same speed in the be the same eed is zero.			
D	istance-time graphs				
Ι	Time goes on the x-axis and dist	cance on the y-axis.			
2	Average speed = total distance -	÷ total time			
3	slowing fast,				
	o Time	getting faster returning to "zero point"			

Ke	Key Vocabulary				
I	Contact force	A force that acts when two objects are physically touching.			
2	Non-contact force	A force that acts when two objects are not touching.			
3	Newton	The unit used to measure force.			
4	Gravity	A non-contact force that acts between two objects.			
5	Weight	The downward force caused by gravity acting on an object's mass.			
6	Mass	The amount of matter in an object.			
7	Resultant force	The overall force acting on an object.			
8	Equilibrium	When the resultant force on an object is zero.			
9	Speed	A measure of how quickly an object is moving.			
10	Stationary	An object that is not moving.			
11	Accelerate	When an object is getting faster.			
12	Decelerate	When an object is getting slower.			

G	ravity
I	Gravity is a non-contact force that pulls objects together.
2	The size of the gravitational attraction between two objects depends on their mass and separation.
3	Gravitational field strength varies from planet to planet so your mass is always the same but your weight varies from planet to planet.

ຼຼີ Beckfor	Subject: Science (Physic	cs)	Topic: Forces		Year Group: 7	enjoy learn succeed
What a	are forces?	Key ec	quations	y Vocabulary		
1		1		1	Contact force	
2				2	Non-contact	
3		2		3	Newton	
4 Conta	act	Speed		4	Gravity	
Non-o	-contact	1		5	Weight	
Balance I Balance	ed and unbalanced forces	2		6	Mass	
5N	5N	3		7	Resultant force	
2 Unbal	lanced	4		8	Equilibrium	
55		Distan	ce-time graphs	9	Speed	
3		1	01	10	Stationary	
		2		1 11	Accelerate	
Interac	ction dairs	3		12	Decelerate	
1				Gr	avity	
2				1		
3	ACTION			2		
	REACTION			3		





Using verbs - faire					
I	je fais	l do	I		
2	tu fais	you do	2		
3	il/elle/on fait	he/she/we do	3		
4	nous faisons	we do	4		
5	vous faites	you (pl) do	5		
6	ils/elles font	they (m)/they (f) do	6		

ing verbs - jouer				Time	e phrases				
	je jou <b>e</b>	l play		I	quelquefois	sometimes			
		you play he/she/we play		2	souvent	often			
	tu jou <b>es</b>			3	tous les jours	every day			
	il/elle/on jou <b>e</b>			4	tous les soirs	every evening			
	nous jou <b>ons</b>	we play		5	tout le temps	all the time			
	Vous iouez			6	de temps en temps	from time to time			
		you (p) play		7	une fois par semaine	once a week			
	ils/elles jou <b>ent</b>	they (m)/they (f) play		8	deux fois par semaine	twice a week			

Giving	Giving opinions					
I	j'aime	l like				
2	j'adore	l love				
3	j'aime assez	l quite like				
4	j'aime beaucoup	I really like				
5	je n'aime pas	I don't like I hate because it is				
6	je déteste					
7	parce que c'est					
8	intéressant(e)	interesting				
9	ennuyeux	boring				
10	super	super				
11	amusant	fun				

Exa	xamples				
ļ	Quelquefois je surfe sur Internet et je regarde des clips vidéo.	Sometimes I surf the internet and watch video clips.			
2	Tous les soirs j'aime retrouver mes amis en ville.	Every night I like to meet my friends in town.			
3	De temps en temps j'aime faire de la danse parce que c'est amusant.	From time to time I like to dance because it's fun.			
4	Je suis très sportif(ve). J'adore jouer au foot.	l am very sporty. I love playing football.			
5	Je n'aime pas le sport. À mon avis c'est ennuyeux.	l don't like sport. In my opinion it is boring.			
6	Le weekend ils jouent au tennis.	At the weekend they play tennis.			
7	Une fois par semaine je fais de la natation. C'est super!	Once a week I go swimming. It's super!			
8	Le soir j'adore parler avec mes amis.	In the evening I love talking to my friends.			





	Using	g verbs - faire	Usir	Using verbs - jouer			Time phrases	
	I	je fais	1	je jou <b>e</b>			Ι	quelquefois
							2	souvent
	2	tu fais	2	tu jou <b>es</b>			3	tous les jours
Ī	3	il/elle/on fait	3	il/elle/on jou <b>e</b>			4	tous les soirs
	4	nous faisons	4	nous jou <b>ons</b>			5	tout le temps
		vous faitas	5				6	de temps en temps
	5	vous faites					7	une fois par semaine
	6	ils/elles font	6	ils/elles jou <b>ent</b>			8	deux fois par semaine

Giving	Giving opinions				
-	j'aime				
2	j'adore				
3	j'aime assez				
4	j'aime beaucoup				
5	je n'aime pas				
6	je déteste				
7	parce que c'est				
8	intéressant(e)				
9	ennuyeux				
10	super				
11	amusant				

Exa	Examples			
Ι	Quelquefois je surfe sur Internet et je regarde des clips vidéo.			
2	Tous les soirs j'aime retrouver mes amis en ville.			
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4	Je suis très sportif(ve). J'adore jouer au foot.			
5	Je n'aime pas le sport. À mon avis c'est ennuyeux.			
6	Le weekend ils jouent au tennis.			
7	Une fois par semaine je fais de la natation. C'est super!			
8	Le soir j'adore parler avec mes amis.			



Gi

2

3

4

5

6

7



Using verbs				
I	ich spiel <b>e</b>	l play		
2	du spiel <b>st</b>	you play		
3	er/sie/es spiel <b>t</b>	he/she/it plays		
4	wir spiel <b>en</b>	we play		
5	ihr spiel <b>t</b>	you (pl) play		
6	sie spiel <b>en</b>	they play		

vir	ving opinions			Time phrases				
	ich mag	l like		Ι	am Abend	in the evening		
	ich mag nicht	l don't like		2	am Wochenende	at the weekend		
			3		sehr/ziemich oft	very/quite often		
	ich (spiele) gern	l like (to play)		4	jeden Tag	every day		
	ich (spiele) nicht gern	l don't like (to play		-	· · · · · · · · · · · · · · · · · · ·			
	ich (spiele) sehr gern	l really like (to play)		5 6	einmal pro vvoche	once a week		
					zweimal pro Woche	twice a week		
	ich (spiele) ziemlich gern	l quite like (to play)		7	dreimal pro Woche	three times a week		
	ich (spiele) lieber	l prefer (to play)		8	einmal pro Monat	once a month		

Adjectives				
I	furchtbar	terrible		
2	stinklangweilig	deadly boring		
3	nervig	annoying		
4	langweilig	boring		
5	okay	okay		
6	nicht schlecht	not bad		
7	gut	good		
8	toll	great		
9	super	super		
10	cool	cool		
11	irre	crazy good		

Exai	Examples				
I	Ich spiele gern Tennis denn es ist super.	l like to play tennis because it is super.			
2	Ich fahre nicht gern Rad denn es ist langweilig.	I don't like to cycle because it is boring.			
3	Ich gehe jeden Tag in die Stadt.	l go into town every day.			
4	Zweimal pro Woche schwimme ich	Twice a week I go swimming.			
5	Ich gehe oft ins Kino. Ich finde es irre.	I often go to the cinema. I find it crazy good.			
6	Ich sehe Videos, weil sie cool sind.	I watch videos because they are cool.			
7	Ich mag Karate denn es ist toll.	l like karate because it is great.			
8	Ich spiele ziemlich gern Tischtennis. Es ist okay.	l quite like to play table tennis. It is okay.			
9	Ich chatte am Abend mit Freunden.	I chat with friends in the evening.			





Using verbs			Giving opinions		
I	ich spiel <b>e</b>		Ι	ich mag	
2	du spiel <b>st</b>		2	ich mag nicht	
			3	ich (spiele) gern	
3	er/sie/es spiel <b>t</b>		4	ich (spiele) nicht gern	
4	wir spiel <b>en</b>		5	ich (spiele) sehr gern	
5	ihr spiel <b>t</b>		6	ich (spiele) ziemlich gern	
6	sie spiel <b>en</b>		7	ich (spiele) lieber	

Time	Time phrases					
Ι	am Abend					
 2	am Wochenende					
 3	sehr/ziemich oft					
4	jeden Tag					
 5	einmal pro Woche					
 6	zweimal pro Woche					
7	dreimal pro Woche					
8	einmal pro Monat					

Adjec	ctives			
I	furchtbar		I	
2	stinklangweilig		2	
3	nervig			
4	langweilig		3	
5	okay		4	
6	nicht schlecht		5	
7	gut		6	
8	toll		7	
9	super			
10	cool		8	
11	irre		9	

Exa	ixamples		
Ι	Ich spiele gern Tennis denn es ist super.		
2	Ich fahre nicht gern Rad denn es ist langweilig.		
3	Ich gehe jeden Tag in die Stadt.		
4	Zweimal pro Woche schwimme ich		
5	Ich gehe oft ins Kino. Ich finde es irre.		
6	Ich sehe Videos, weil sie cool sind.		
7	Ich mag Karate denn es ist toll.		
8	Ich spiele ziemlich gern Tischtennis. Es ist okay.		
9	Ich chatte am Abend mit Freunden.		





	ूर्वोज् Beckfoot Subject		Geography Topic: Antarctica		Year Group: 7		enjoy leatn succeed		
	Where do we find Antarctica?			Plant and animal adaptations		Protecting Antarctica			
Antarctica	Antarctica A continent lying mostly within the Antarctic Circle and centred on the South Pole. 98% percent of		Adaptation s	Physical and behavioural changes that help animals survive in certain conditions.	Antarctic Treaty	The Antarctic Treaty now has 54 countries who have signed and committed to the protection of Antarctica and its waters through international law.			
	Antarctica is covered by a	Antarctica is covered by an icecap		events in an Antarctic food web					
Desert A dry region of little rainfall, extreme temperatures, and sparse		nll, nd sparse		ecosystem, where one organism eats another and then	Microplastics	Small particles of plastic that are less than 5mm in size. They are often found in the marine environment.			
Vegetation.AntarcticThe Antarctic Treaty was signed inTreaty1959 by 12 countries and sets out			is eaten by another organism.		Fishing that I boundaries a	breaks international laws, and quantity of catch. Antarctic			
	the rules to manage the continent and surrounding waters.		Apex predator	A predator at the top of the food chain with no natural predators of their own. E.g Orca	high price.		often caught linegally due to its		
Expedition	Expedition A journey with a focus on exploration and discovery. Norwegian explorer, Roald Amundsen, first reached the South			Human activities in Antarctica	Pollution	The contamination of soil, water, or the atmosphere by the discharge of harmful			
			Scientific research	Eighteen countries operate year-round scientific research stations on the continent		substances. I Antarctica m	Pollution is finding its way to ore frequently in various forms.		
	The climate in Antarctica		Į2η	and the surrounding islands. There are unique opportunities to study things that are not					
Weather	Weather describes the day-to	o-day		found anywhere else in the world.					
Climate	Climate describes average we	ather	Tourism	Tourists visit during the summer to enjoy the		Climate chan	ge and Antarctica		
Climate	conditions over longer periods and over large areas.			Figures show that 73,991 people travelled to Antarctica between October 2019 and April 2020.	Climate change	The planet's average surface temperature h risen about 1.18°C since the late 19th centu This is attributed to human activities and is known as anthronogonic (human caused)			
9. apri	combination of	20 13 15	Fishing	Some legal fishing is allowed off the coast of		climate change.			
	a bar and line graph showing temperature and rainfall	Aug Sept Oct Nov Dec		Antarctica but it is closely monitored. Approximately 400,000 tonnes of Antarctic krill was caught in 2019 alone.	Sea level rise	Antarctica ha more than a and more tha	as the potential to contribute metre of sea-level rise by 2100 an 15 metres by 2500.		

	្តាញ់ចិត្ត Beckfoot	Subject: Geography	Topic: Antarctica	Year G	roup: 7	enjoy learn succeed		
Wh	here do we find Antarctica?		Plant and animal adaptations	Protecting Antarctica				
Antarctica		Adaptation s		Antarctic Treaty				
		Food web						
Desert				Microplastics				
Antarctic Treaty			The second	Illegal fishing				
		Apex predator						
Expedition			Human activities in Antarctica	Pollution				
		Scientific research						
Weather	l The climate in Antarctica							
Climate		Tourism			Climate char	nge and Antarctica		
Climate	= Evan			Climate change				
graph	20 10 10	Fishing						
	State Table State			Sea level rise				



Subject: History

### Topic: How disastrous was the Black Death for the Medieval World?

Year Group: 7



	Wh	nat was the Black Death?		How	did the Black Death spread?	Key Vocabulary		
1	What were the symptoms of the Black Death?	<ol> <li>Painful buboes appeared in the armpit or groin</li> <li>Vomiting and fever</li> <li>Pleating under the skip several</li> </ol>	1	What were the Silk Roads?	1.The Silk Roads were trade routes from China and the Middle East 2.The Black Death began in China and merchants	Apothecary	Someone who creates medicines from herbs and spices to sell	
		3.bleeding under the skin caused dark splotches on the body 4.The disease attacked the nervous system 5.Death			spread it to countries along the Silk Roads as they travelled through them	Barber Surgeon	A barber who would offer some medical treatment medieval	
2	What caused the	<ul> <li>1.It was spread by fleas living on rats that</li> <li>were moving through Europe on merchant</li> </ul>	2	How did the Black Death arriv e in Europe?	<ol> <li>The Mongol army used diseased dead bodies as weapons at the siege of Kaffa in 1346.</li> <li>Italian sailors fled from the siege and brought the disease back to take</li> </ol>	Buboe	Painful black swellings that were about the size of an egg. One of the symptoms of the Black Death.	
2	M/hat	ships	3	How did the	1.The Black Death arrived in Yorkshire in 1349.	Bubonic Plague	The official name for the Black Death	
3	did Medieval peo think caused the	pple 2.Bad air (called miasma) caused Black the disease		Black Death affec t Yorkshire?	2.York was badly affected and almost 10,000 people died. 3. Wharram Percy in North Yorkshire was abandoned	Clergy	People who are part of the Catholic church e.g. a bishop	
	Death?	3.The bad alignment of the stars (astrology)			as a result of the Black Death.	Flagellant	Someone who whipped themselves to punish themselves for sin	
	Treating the Black Death			1		Four	In the Middle Ages they believed your	
1	Where could	1 People could visit harber surgeons – but they had		Cons	equences of the Black Death	Humours	needed to be in balance for you to be	
1	people go for	little training	1	Social	1.1/3 of the English & Welsh population died		healthy	
	treatment?	2.They could visit wise women – they had some herbal knowledge but mixed this with magical				Miasma	Bad air – medieval people thought it caused disease	
		3.They could visit a priest for forgiveness	2	Political	1.Peasants started to challenge authority as they believed God had spared them	Physician	Type of doctor who studied at university and cost money to see	
2	What	1. The most common treatment was prayer				Pneumonic	The official name for when the	
	did	2.Drinking vinegar 3.Bleeding to balance the four humours	3	Economic	1.With fewer workers, they could demand higher wages	Plague	Black Death became air-borne	
	people try?	4.Sweating out the illness 5.Eating old treacle			2.Women had more job opportunities	Revolt	When a group rebel against their leader	
3	What extreme	1.Some highly religious people whipped themselves to punish themselves.	4	Religious	1.People started to lose faith in the Catholic church and new religious groups appeared	Silk Roads	Trade routes from China and the Middle East	
	treatments Did people try?	2.As God sent the disease, if they showed they were sorry then God would forgive them				Wise Woman	A woman who provided healthcare for people in her village for free.	



Subject: History

Year Group: 7

enjoy Jeann succeed

	What was the Black Death?			Hov	v did the Black Death spread?	Key Vocabulary		
1	What were the symptoms of the Black Death?		1	What were the Silk Roads?		Apothecary Barber Surgeon		
2	What caused the Black Death?		2	How did the Black Death arriv e in Europe?		Buboe		
3	What did Medieval people think caused the Black Death?		3	How did the Black Death affec t Yorkshire?		Bubonic Plague Clergy		
						Flagellant		
	Treatir	ng the Black Death		Con	sequences of the Black Death	Four Humours		
1	Where could people go for		1	Social	•			
	treatment?					Miasma		
				Delitical		Physician		
2	What treatments		2	Political		Pneumonic Plague		
	people try?		3	Economic		Revolt		
3	What					Silk Roads		
	treatments Did people try?		4	Religious		Wise Woman		

Bee	Subject: RE Top				hristianity		enjoy Jearn succeed		
Kn	owledge Group I			Kno	owledge Group 3			Key words	Definition
I	Where did Christianity begin?	Jerus East	alem in Israel. The Middle	I	Name two attributes of God	Bene	evolent, omniscient, nipotent	Atonement	Humans making amends with Goo for their sins
2	Who founded Christianity?	Jesus	Christ	2 What does salvation mean?		Hun by t	nanity being saved from sin he death of lesus	Benevolent	All loving
3	What does sacred mean?	Special and made from God		3	What does incarnation mean?	God becoming flesh through Jesus		God the father	The godhead that is in heaven. He created the world and the people
4	What is the influence of the Holy Trinity?	Teac God	hes more about the nature of	4	What does atonement mean?	Hum relat	nans amending their tionship with God	Historical lens	on it. Studying Christianity as a historical study.
5	What is the	Help	Helps Christians to know they can		Give two reasons	He t	teaches them how to live a	Incarnation	God becoming human
	influence of the Holy Trinity?	Trinity?			Christians	He o The	died for the sins y can go to heaven	Institutional lens	Exploring Christianity through commonality and moral teachings.
6	What is the influence of the Holy Trinity?	What is theShows Christians that God can benfluence of theencountered in different waysHoly Trinity?		6	How did Jesus sacrifice himself?	He a cruc hum	allowed himself to be :ified to death to save nanity	Jesus the Son	The second person in the trinity. The incarnated God on earth.
Kn	owledge Group 2			Kno	owledge Group 4			Monotheism	The belief in one God.
I	What is the Holy Trinit	ty?	Three person of the Godhead in one	I Give two ways the spirit helps Christia		oly Provides comfort . Helps them know that		Omnipotent	All powerful
2	Who is the father, wha	t is	God is the Creator and life				God is always with them	Omniscient	All knowing
-	their role?		giver of all things	2	Where do Christians believe you go after death	n?	Heaven or Hell	Salvation	The idea that humanity is saved by the death of Jesus
3	Who is the Son? What his role?	is	Jesus. God incarnate who died for humanities salvation	3	Who do the Goats represent?		Sinners who go to hell	The Holy Spirit	The third person of the trinity and the presence of God which dwells in all humanity.
4	4 What is the holy spirit? What is its role?		Presence of God that dwells within humans	4	Who do the sheep represent?		Good people who will be saved	The Holy Trinity	the three persons of the Christian
5	What does the Bible teach Christians must believe in		5	5 What does gaining etern		Going to heaven and		Godhead; Father, Son, and Holy Spirit.	
	about the Trinity?		the father, son and holy spirit		life mean?	living forever in the spiritual world with God		Theological lens	Exploring Christianity through beliefs and teachings of the
6	How did Jesus Baptism		God spoke from heaven to	6	How do Christians reach the afterlife?		Following Jesus and living a good life		religion.
	revear the trillity:		spirit appeared as a dove				0	Theology	The study of God



Christianity is the worlds largest and richest religion. It has several denominations but shares the same core beliefs. Christianity is the main religion of Contemporary British Society and part of the British Legal system and monarchy. Its influences can be seen in everyday life, for example schools and hospitals were first created by the Church. It follows the teachings of Jesus who was a Jew and has a lot of its history and foundations in Judaism.



### Subject: RE Retrieval Quiz: Christianity

Year Group: 7



Kn	owledge Group I	Kr	nowledge Group 3	Key words	Definition
I	Where did Christianity begin?	1	Name two attributes of God	Atonement	
2	Who founded	2	What does salvation	Benevolent	
			mean?	Doctrine	
3	What does sacred mean?	3	What does incarnation	God the father	
4	What is the		mean:		
	influence of the Holy Trinity?	4	What does atonement mean?	Historical lens	
5	What is the influence of the	5	Give two reasons Jesus is	Incarnation	
	Holy Trinity?	important to Christians		Institutional lens	
6	6 What is the influence of the Holy Trinity?		How did Jesus sacrifice himself?		
				Jesus the Son	
Kr	nowledge Group 2	Kn	owledge Group 4		
- I	What is the Holy Trinity?		Give two ways the Holy	Monotheism	
				Omnipotent	
2	Who is the father, what is their role?	2	Give two other names for the holy spirit.	Omniscient	
3	Who is the Son? What is		<i>,</i> .	Salvation	
	his role?	3	Who do the Goats	-	
4	What is the holy spirit?		represent?	The Holy Spirit	
	What is its role?	4	Who do the sheep		
5	What does the Bible teach		represent?	The Holy Trinity	
	about the Trinity?	5	What does gaining eternal		
6	How did Jesus Baptism		life mean?		
	reveal the trinity!	,	Hour de Christians reach	Theological lens	
		6	the afterlife?		
				Theology	



### Design & Technology; Resistant Materials

### Topic: Gadget Stand Project





1.	Process; Tool	s & Equipment	2.	Materials; S	Soft	woods	4.	Materials;	Mai	nufactured Boards	
1	Coping Saw	Hand held tool used to cut intricate shapes in woodworking	A control	A collective term for the wood which is produced by <b>coniferous</b> trees, almost all of which are <b>evergreen</b> and cone-bearing trees can take up to <b>20 years</b> before these trees can be used.			Ma pro too	Manufactured boards are timber sheets which are produced by <b>gluing wood layers or wood fibres</b> together. Often made use of <b>waste wood materials</b>			
	Tenon Saw	Used to <b>cut</b> straight lines in wood, but not deep cuts due to	1	1   Pine   Furniture			1	Medium W Density gl		od particles are combining with e, and formed into panels by	
	IBWIN., 25	the 'back' on the top of the blade.	2	Spruce		Roofing		Fibreboard (MDF)	applying high temperature and pressure.		
	Hegner Saw	A piece of machinery used to	3	Cedar		Cladding			Cor	sists of two or more layers of	
3		cut intricate curves and joints	3.	3. Materials; Hardwoods			2	Plywood	with alte	wood glued and pressed together with the direction of the grain alternating.	
4	Try Square	Used to check and mark right angles in constructional work	Ha dec grc	Hardwoods are usually have broad leaves, come from deciduous or broad-leafed trees and take many years to grow to maturity before they can be used (100 Yrs)				Chipboard	Made from compressed wood chips and glues, often coated or veneered to give desired appearance		
	File	Hardened steel in the form of a	1	Teak	rior furniture	2	Wood Jo	ints			
5		bar or rod with many small cutting edges raised on its surfaces: used for smoothing or	2	2 <b>Oak</b> Interior furniture / Beams in old cottages				Comb Joint		Consists of a series of alternate notches and square pins of the	
	Charl Dula	shaping objects.	5	Beech	Beech Kitchen items & musical instruments.		1			same width which are subsequently glued.	
	Steel Kule	stainless steel and features	3.	3. Health & Safety			2	Butt		Coming together of two edges	
6		scales along its length. One end	1	PPE		Personal Protective Equipment				together.	
	Bandfacer 🝙	end is usually round. A vertical bandfacer used for	2	Safety Goggle	es	Made from Polycarbonate, designed to protect the eyes from projectiles	3	Dowel Joint		Used to reinforce Butt Joints by drilling holes and inserting round lengths of wood.	
7		sanding, finishing & linishing tasks. (making surfaces flat).	3	Ear Defender	<sup>-</sup> S	Designed to protect your hearing in loud environments	4	Screw Joint		A type of joint that is fastened by means of a threaded metal rod and a screwdriver.	
	<ul> <li>Sand down all wood (P80,P120,P240,P320,P400)</li> <li>Apply woodstain as a finish will add colour to wood, but still allow the natural appearance of the wood to be seen – You will still see the wood drain.</li> </ul>										



### Design & Technology; Resistant Materials

### Topic: Gadget Stand



Deckioot		_					
1. Process; Tools & Equipment	2. Materials; Softwoods	4. Materials; Manufactured Boards					
1 Coping Saw	A collective term for the wood which is produced by <b>coniferous</b> trees, almost all of which are <b>evergreen</b> and cone-bearing trees can take up to <b>20 years</b> before these trees can be used	Manufactured boards are timber sheets which are produced by <b>gluing wood layers or wood fibres</b> together. Often made use of <b>waste wood materials</b>					
2 Tenon Sąw	1     Pine       2     Spruce	Medium Density Fibreboard (MDF)					
3 Hegner Saw	<ul> <li>3 Cedar</li> <li>3. Materials; Hardwoods</li> </ul>	2 Plywood					
4 Try Square	Hardwoods are usually have broad leaves, come from deciduous or broad-leafed trees and take many years to grow to maturity before they can be used (100 Yrs)	5 Chipboard					
File	1 Teak	2. Wood Joints					
5	2 Oak 5 Beech	1 Comb Joint					
6 Steel Rule	<ul> <li>3. Health &amp; Safety</li> <li>1 PPE</li> </ul>	2 Butt Joint					
Bandfacer 🗃	Safety Goggles	3 Dowel Joint					
7	3 Ear Defenders	4 Screw Joint					
<ul> <li>Sand down all wood (P80,P120,P240,P320,P400)</li> <li>Apply woodstain as a finish will add colour to wood, but still allow the natural appearance of the wood to be seen – You will still see the wood grain.</li> <li>Impact screwdrivers and hand drills are not the same. To make a screw joint you will first need a pilot hole, then a countersink.</li> </ul>							

Bec	ขี่ยี D	esign & Technology; Texti	tiles Topic: Pencil Case				Year	Group: 7	enjoy learn succeed		
1. 1	ools & equipm	ent	2. Sewing Machine Components				3. Process; Sewing machine sewing				
1	1 Pins Vsed to hold pieces of material		1	Bobbin	The small circular thread holder that goes in the bottom of the	1	Thread up wish to sev	the sewing machine w v with.	ith the thread you		
	Needles	Used to sew material together			sewing machine to stop your stitches coming undone.		2 Bring up the bobbin thread (fishing) Select your stitch.				
2	6	by hand. In this project for tacking your material before using the sewing machine	2	Bobbin Case	Holds the bobbin in place in the sewing machine. Must be put in with the arm to the top.	3	Place your material under the pressor foot and lower the lever at the back to hold in place. Then lower				
3		Helps you mark out your fabric in straight lines before cutting.	3	Bobbin Winder	Located on the top of the sewing machine and used to wind up the bobbin. When	4	Hold your material steady with both hands and place your foot on the foot peddle. Let the machine take the fabric				
4	Material Scissors	terialScissors that are designed to cutssorsfabric only.Cutting paper with		BERNIKA	clicked in it will stop the sewing machine sewing.		Do three stitches forward and three back to lock				
	Tailors Chalk	blunt the blades.	4	Foot Peddle	Operates the sewing machine, must be out on the floor. DO	5	your threa stitching re three back	d (tie a knot) then con epeating the three stite at the end.	nplete your line of hes forward and		
5		mark out material. The chalk					Materials				
		a mark.	5	Stitch Selector	Changes the style of the stitches. 1 is used for straight		A natural fabric that is made from		is made from		
6	Thread	Thread is used to sew material together. It comes in lots of	Buttons DERNINA		stitching.		Denim	cotton and in some has a stretch) Usually dyed using i	cases elastane (if it ndigo dye		
0		sewing machine or with a needle by hand.	6	Reverse button	Puts the sewing machine in reverse. Should be used at the start and the finish of a line of stitching to stop the stitching	2	Cotton	A natural fabric that cotton fibres. Can b different colours	is made from be dyed many		
	Tie dye	Restrict method of dying fabric. Elastic bands are used to stop		DEMNINA"	coming undone.	Ke	ey Vocabul	ary			
7		the flow of dye from one section of the fabric to the other	7	Sewing machine feet (zipper 👒	A foot that is attached to the sewing machine to sew a zip	1	Puller	Metal part of a zip pul	led to open and close		
	Sewina	forming a pattern		foot)	into fabric.	2	Teeth	The interlocking parts raised. They open and	of a zip that are close when the puller		
8	Machine	An electronic machine that sews materials together.		machine machine needle plate	material correctly and produce a nice even straight stitch.	· 2	Tack stitch	is moved up and down A temporary stitch us place before you sew o	n. ed to hold fabric in on the sewing		

□ Thread up a sewing machine independently.	Know how to use the sewing machine safely	Be able to put the bobbin into the sewing machine correctly.
---	---	--

Design & Technology; Tex	tiles	Topic: Pencil Case	Year	Group: 7	enjoy learn succeed			
1. Tools & equipment	2. Sewing	Machine Components	<mark>3.</mark>	Process; Se	wing machine sew	ving		
1 Pins	Bobbir 1		1					
2 Needles	Bobbir 2	n Case	2					
3 Ruler Material Material	Bobbir 3	n Wi <del>nd</del> er	4					
4 Scissors	Foot P	Peddle	5					
5			4.	Materials				
	Stitch Selecto	Stitch Selector Buttons	1	Denim				
6 Inread	Revers	ebutton	2	Cotton				
Tie dve	6		K	Key Vocabulary				
7	Sewing 7 feet (z	machine	1	Puller				
Sewing 8 Machine	foot)	· · · · · ·	2	Teeth				
	8 machin needle	machine medle plate		Tack stitch				
Thread up a sewing machine independently.	🛛 Know h	ow to use the sewing machine safely	🛛 Be able	e to put the b	obbin into the sewing	g machine correctly.		



### Design & Technology; Food

### Topic: Healthy breakfast project





1. Equipment			2.	Nutrition		3. Processes in the kitchen			
1	Sieve	We use it to get air into a mixture and get any lumps out of flour.	1	Importance of breakfast	<ul> <li>Breaks the fast</li> <li>Provides energy for the day</li> <li>Prevents fatigue and headaches</li> <li>Brevents had food the issue later</li> </ul>	1	Washing up	Always wash up in hot soapy water and dry thoroughly before putting away.	
2	Colander	Used to drain water out of food e.g pasta, washing vegetables	2	Tips to avoid nutrient loss	<ul> <li>Prevents bag flood choices later</li> <li>Chop into large pieces</li> <li>Prepare just before serving</li> <li>Do not leave to soak in water</li> </ul>	2	Kitchen brigade	The are many roles within a kitchen who are in charge of different things but all are important. The head chef is in charge.	
3	Chopping board	Used to prepare food on for hygiene and to protect the	3	Portion size	- One portion of fruit/vegetables is roughly the size of your hand	3	Coloured chopping	Red= raw meat Green= salad & fruit Brown=vegetables Blue= fish Vallew= cooked meat	
		kitchen surface.		Dangers of sugar	<ul> <li>Can lead to tooth decay from as bacteria feeds off sugar causing</li> </ul>		boards		
4	Wooden spoon	Used to stir hot things as it doesn't melt or conduct	4	- Can lead to obesity as they are empty calories	4	Plating up	Do not over fill the plate and use a variety f colours and textures.		
	Peeler	neat. Takes the skin off food e.d		666	<ul> <li>Can lead to diabetes as it effects</li> <li>insulin levels in the blood</li> </ul>	K	ey Vocabı	lary	
5	<b>D</b>	carrots.		Carbohydrates	Two types (sugar & starchy). Starchy	1	Bridge &	Hand positions to ensure you cut	
6	Cooling rack	Used to put hot things on to let them cool down faster as the air can get all around.	5	CREC PORTS	foods release energy slowly so are ideal for breakfast e.g. toast, oats, cereal.	2	Rubbing in	Using your fingertips to rub fat into flour to make breadcrumbs.	
7	Measuring jug	Used to measure liquid. Read at eye level for accuracy.	6	Fibre	Also called NSP helps keep the digestive system moving and present constipation. Foods high fibre include; fruit, nuts, seeds, oats,	3	Temperat ure control	Changing the temperature to ensure your food to cooked correctly. High for boiling and low heat for simmering.	
8	spoon	A spoon bigger than a teaspoon and dessert spoon.		Water	We should drink 21 a day. We lose		Hygiene	Points in a recipe to follow to ensure	
9	Cooker 霣	Consists of three parts		i i i i i i i i i i i i i i i i i i i	water through wee and sweat. We get	4	and safety checks	you make the produce sately and hygienically	
10	Saucepan	Used to heat up things on the hob.	7		it trom tood and drink. It prevents dry skin, hair, headaches, dry eyes, stiff joints, digestion. Too little cause dehydration.		Food miles	The distance food travels from where it is grown to our plates. Represents the CO2 emissions produced.	

□ To use equipment correctly and safely



### Topic: Healthy breakfast project

Year Group: 7



1. Ec	quipment	2.	Nutrition	3. Processes in the kitchen			
1	Sieve	1	Importance of breakfast	1	Washing up		
2	Colander	2	Tips to avoid nutrient loss	2	Kitchen brigade		
3	Chopping board	3	Portion size	3	Coloured chopping		
			Dangers of sugar		boards		
4	Wooden spoon	4		4	Plating up		
5	Peeler				ey Vocabulary		
			Carbohydrates	1	Bridge & Claw		
6	rack	5	ARRIO CONTRACTOR OF	2	Rubbing in		
7	Measuring jug	6	Fibre	3	Temperat ure control		
8	Table 🖉 spoon 🦯				Hygiene		
9	Cooker	7	vvater	4	and safety checks		
10	Saucepan			5	Food miles		

□ To use equipment correctly and safely



Year 7 HT4

	Knowledge Gr	oup 1: Abstract Shapes	
1	Translucent	Allowing light, but not detailed shapes, to pass through.	:
2	Tissue paper	A thin, translucent material with bright colours perfect for layering.	
3	Abstract Shapes	Unusual shapes arranged in a manner that's pleasing to the eye.	
4	Trace	Copy (a drawing or design) by drawing over its lines on a superimposed piece of transparent paper.	4
5	Wrap	Cover or enclose in paper or soft material.	
6	Overlap	Extend over so as to cover partly.	
7	Complementary colours	Colours that are opposite on the colour wheel which create the strongest contrast when placed together.	

Knowledge Org	ganisers 2: Pattern	Key Vocabulary				
Cell (biology)	The smallest structural and functional unit of an organism.	1	"Drawing with scissors"	Collage technique 'coined' by Matisse which includes the		
Pattern	A design in which lines, shapes, forms or colours are repeated.			creation of compositions featuring colour and line by cutting		
Detail	A distinctive feature on a niece of art which can be			out paper shapes.		
	seen most clearly close up.	2	Draughtsmanship	Draughtsmanship is		
Gradual	Taking place or progressing slowly or by degrees			the ability to draw well or the art of drawing .		
Warp	Make or become bent out of shape.	3	Eye movement	The way a viewer's eye moves through a work of art or		
Organic aesthetic (lines)	Lines which are curved and flowing which can seem unpredictable.			composition (layout).		

	Knowledge Group 3: Artists/Periods								
1	Henri Matisse	French <b>visual</b> artist, known for both his use of colour and his fluid and original draughtsmanship.							



Subject: Art Year 7 HT4

	Knowledge Gi	roup 1: Abstract Shapes	Knowledge Organisers 2: Abstract Shapes				Key Vocabulary			
1	Translucent		1	Cell (biology)		1	"Drawing with scissors"			
2	Tissue paper		2	Pattern						
3	Abstract Shapes		3	Detail						
4	Trace					2	Draughtsmanship			
			4	Gradual						
5	Wrap		5	Warp		3	Eye movement			
6	Overlap		6	Organic aesthetic						
7	Complementary colours			(lines)						

	Knowledge Group 3: Artists/Periods								
1	Henri Matisse								

	ہے۔ Beckfo	Music	-	Topic:	Chords		Year Grou	up: 7 –	Half term 3	enjoy learn succeed	
I. No	otation	players can easily read the pite	h and duration	2. C	hords			3. K	ey Vocabulary		
of the	e notes they are su	players can easily read the pitch pposed to play. I		1	Chord	A group of 2 or mo	re notes	I	Dynamics	The volume of the music (Loud or guiet)	
	•	Crotchet = 1 Beat		2	Triad	A three note chore	d made up	2	Rhythm	A pattern on sounds of different	
2		Quaver = ½ Beat				of the root, third a notes.	ind fifth			lengths and what makes music move and flow.	
3	0	Minim = 2 Beats		3	Chord Sequence	A pattern of chord	ls	3	Structure	Gives shape and balance to the music	
4	0	Semibreve = 4 Beats		4	Major Chord	Happy sounding ch	iord	4	Melody	The main tune	
5	ž	Rest = Rest for 1 beat (Crotchet rest)		5	Minor Chord	Sad sounding chore	d	5	Instrumentation	The instruments used in the piece	
6	7	Rest = Rest ½ beat (Quaver rest)		6	Block Chord	Notes of a chord pl together	layed all	6	Texture	The layers of instruments. Thick- lots of instruments Thin- A few instruments	
7	ê	Treble Clef = A symbol that i every line of <b>music</b> to show th	s placed on ne notes which	7	Broken Chord	Notes of a chord pl at a time	layed one	7	Harmony	A multiple of pitches being played at the same time.	
	3	instruments that can achieve	es and higher notes.	8	Oom pa pa Chord	Lowest note of cho in left hand and the	ord played e rest of	8	Timing	Playing with the pulse of the music	
8	<b>?</b> :	Bass Clef = Signifies low to m being read on the staff.	edium pitches			hand using Oom pa rhythm	a pa	9	Pulse	The background "heartbeat" of a piece of music.	
9	<b>§</b>	Stave/ Staff = The Stave is the which the notes are written o	five lines n.	9	12 bar blues	A popular pattern o originating in blues	of chords s music	10	Тетро	The speed the music is played (fast or slow)	
10	2	How a chord is drawn on the	stave. The	10	Intervals	The gaps between of the chord.	the notes	11	Pitch	How high or low the note is	
					Root note	Bottom / starting r chord	note of the	12	Tonality	Major (Happy) or Minor (Sad) sounding. Determined by the Key of the music.	

Performance pieces- Little Brown Jug, Journey- Don't stop believing, Vance Joy- Riptide. WATCH- The four chord song on YouTube

	ຼີປີນີ້. Beckfo	Music	Торі	Topic: Chords Year Group: 7 – Half t					enjoy learn succeed
I. No	otation	playors can easily read the pitch an	d duration	. Chords			Key Vocabulary		
of the	e notes they are su	proved to play.		Chord			I	Dynamics	
Ι			2	Triad			2	Rhythm	
2	♪								
3	0		3	Chord Sequence			3	Structure	
4	ο		4	Major Chord			4	Melody	
5	ž		5	Minor Chord			5	Instrumentation	
6	7		6	Block Chord			6	Texture	
7	8		7	Broken Chord			7	Harmony	
	9		8	Oom pa pa Chord			8	Timing	
8	<b>?</b>						9	Pulse	
9	\$		9	12 bar blues			10	Тетро	
10			I(	0 Intervals			11	Pitch	
				I Root note			12	Tonality	

Performance pieces- Little Brown Jug, Journey- Don't stop believing, Vance Joy- Riptide. WATCH- The four chord song on YouTube



### Subject: Performing Arts

### Topic: Charlie and the Chocolate Factory



Y7

enjoy learn succeed

весктоот							
Characters		VO CH	CAL SKILLS TO BECOME A ARACTER - DEPART	KEY VOCABULARY DRAMA TECHNIQUES			
Charlie Bucket	Hobby: Helping others. Personality: Charlie is a humble and respectful towards		1	Tableau	A freeze frame or still image.		
	everyone in his life. Charlie comes from a poor background. He also has four bed-ridden grandparents that he helps take care of. He gets one chocolate bar a year for his birthday.	D	Diction is pronouncing your speech clearly. Projection is making sure your yoice can be heard (this doesn't	Thought-tracking	Stopping the actions and speaking a character's thoughts out loud in a scene.		
Augustus Gloop	Hobby: Eating. Personality: Augustus is rude and very greedy (not just for		mean shouting).	Marking the Moment	Making a moment stand out using a drama technique e.g. a piece of music, a change of		
	food). He is not very clever and does not understand the health issues that his over-eating may cause.		Emphasis is when you make a word stand out "I never said <u>you</u> stole my hat" is different from "I	Off-	lighting, a tableau or a thought-track Making up a scene on the spot, showing what		
Violet Beauregard	egard Hobby: Chewing gum. Personality: She is obsessed with sweets and very curious about them. She is highly competitive and wants to be the	-       P	never said you stole <u>my</u> hat". Volume is how loud or quiet the voice is. Don't forget words such	text Improvisatio n	happens before or after the script.		
	about them. She is highly competitive and wants to be the best at everything.Violet's mum is also very competitive and pushes her to be the best.		as whisper and shout.	Characterisation	Creating and performing a character convincingly – using vocal (depart) and physical (gspeed) skills.		
Verruca Salt	Hobby: Throwing tantrums. Personality: Verruca is very bossy. She likes to get lots of		your voice is.	Role on the Wall	A 'role on the wall' diagram is an outline of a		
	attention and thinks she is the most important person in the world. She is an only child. Her parents always give in to her wishes if she throws a tantrum.	A	Accent is used to show where a character is from, or their social		person with <b>information</b> written on it - either inside the outline, or round the edge. It represents all of the information your KNOW about a		
Mike Teevee	Hobby: Watching TV. Personality: The more guns and violence on a show, the	R	Rhythm is where we pause and		character and also things you PRESUME or imagine about a character.		
	more Mike likes it. He is very bad tempered but extremely smart. His parents struggle to keep Mike under control and are often put down by him.	т	leave gaps in speech. <b>Tempo</b> is how fast or slow the speech is.	Dialogue	The speech and conversations in the performance		
Willy Wonka	Eccentric factory owner who loves chocolate. Lives in a fantasy world, which he is very proud of and protective of		Tone describes the emotion	Cross-Cutting	Switching between time-period in a performance (a flash forward or flash back)		
				Hot-seating	Asking and answering questions IN CHARACTER.		

Beckfoot	ubject: Performing Arts	Торіс	: Charlie and the Chocolate	Factory		Y7	enjoy learn succeed
Characters			CAL SKILLS TO BECOME A ARACTER - DEPART	KEY VOCABULA	RY DRAMA TEO	CHNIQUES	
Charlie Bucket				Tableau			
		D		Thought-tracking			
Augustus Gloop		E		Marking the Moment			
Violet Beauregard				Off- text Improvisatio n			
		Р		Characterisation			
Verruca Salt		A		Role on the Wall			
Mike Teevee		R		Dialogue			
		т		Cross-Cutting			
Willy Wonka				Hot-seating			

	S	ubject: Computing	Торіс	:Algorithms			Year Group: 7		enjoy Jearn succes
Alg	gorithms basics	;	I	nput, process, out	out model	Ke	ey Vocabulary		
Ι	Algorithm is a sequence of steps that can be followed to complete a		is a sequence of steps that can be followed to complete a		Sequence	Sequence Step by step instruction in order			
2	Problem	Finding a way to fix or res	olve	2 Input	to provide or give data to	2	Selection	A decision is true or false	made with a answer
	solving	a task		3 Process	the computer. a series of actions or steps	3	Iteration	Repeat steps condition is	s until a met
3	Variable	A variable is a location in memory that we use to st data	ore		taken in order to achieve a particular end.	4	Comparison	> Greater th < Less than	ian
4	Flowchart	a diagrammatic representa	tion	4 Output	the information produced by a computer process	5	Linear search	a method fo element with	r finding an nin a list.
Сс	Computational Thinking - 4 Steps					6	Bubble sort	a sinking sor	t, comparing
I	Decomposit	ion means breaking a prob into a number of sub-	em	1		Flowchart symbols			
		problems			Feedback	1	Start / End		
2	Pattern recognition	involves finding similar or <b>patterns</b> among sma decomposed problems	ities	Data types and cal	culation symbols	2	Input / Output		
3	Abstraction	is the process of remo-	ing	l Integer	Used to represent a whole number	3	Process / Assign		
		problem.		2 Real	A number with a fractional				
4	Algorithmic Thinking	is a logical way of gettin from the problem to th solution, following step	e 5	3 String	Used to represent text or collection of characters	4	Decision / If		
		step instructions & rule precisely.	s 4	4 Calculate	+ Addition - Subtraction * Multiply / Divide	5	Direction of data flow		<b></b>

Kara Mara hada wa	
Key vocabulary	
I Sequence	
<sup>2</sup> Selection	
<sup>3</sup> Iteration	
4 Comparison	
5 Linear search	
6 Bubble sort	
Flowchart symbols	
I Start / End	
2 Input / Output	
3 Process / Assign	
4 Decision / If	
5 Direction of data	
	I       Sequence         2       Selection         3       Iteration         4       Comparison         5       Linear search         6       Bubble sort         Flowchart symbols         1       Start / End         2       Input / Output         3       Process / Assign         4       Decision / If         5       Direction of data flow

ہے۔ Beckf	Subject: C	Computing	Topic:	Programming	g with Small Basic	ear Group:	7 enjoy learn succeed			
Flow	chart Symbols		R	Repetition and Tessellations			Key Vocabulary			
Ι	Start/Stop	To begin and end the flowchart.	i I	Repetition	FOR loops are one way to repeat	I	Algorithm	A step by step sequence for how to		
2	Process	To calculate the result of a user input.			For x = 1 To 360 Turtle.Move(1) Turtle.Turn(360/360)	2	Flowchart	solve a problem. A flowchart is a step		
3	Input/ Output	To enter data or to display the result.	2	Tessellation	EndFor A tessellation is repeating a pattern without leaving any			by step method to solving a problem.		
4	Decision	To make choices based on some data.			gaps. There are two types of tessellations regular and semi		Intellisense	This is the area of Small Basic where hints and tips and		
Basic Turtle Commands				regular. Can you find out what they are?				displayed while we write code.		
I	Command	What does it do	)? G	Graphics Window Commands			Cartosian	Location of a fixed		
	Turtle.Show()	Show Turtle.				4	Co- ordinates	point to state how		
	Turtle.Hide()	Hide Turtle.		Command	What does it do?			far along and how		
Γ	Turtle.Speed = 8	Set speed to 8.		BrushColor =	Changes fill colour			far up it is.		
	Turtle Move(100)	Move 100 pixels.				5	Iteration	Iteration is the		
	Turtle.Turn(90)	Turn 90°		Filikectangie(,,,,	rectangle			process of looping		
	Turtle.Angle = 180	Turn to 180°		FillTriangle(,,,,,)	Draw and fill a			or repeating		
	Turtle.PenUp()	Turtle stops drawi	ng.		triangle 🤃	6		program		
	Turtle.PenDown()	Turtle start to drav	<i>w</i> .	FillEllipse(,,,)	Draw and fill a circle					

ہے۔ Beckf	Subject:	Computing	Тор	oic: P	rogrammin	g with Small Basic	Ye	ear Group: 7		enjoy learn succeed
Flow	chart Symbols	S		Repetition and Tessellations			Key Vocabulary			
Ι	Start/Stop			Ι	Repetition		1			
2	Process					For x = 1 To 360 Turtle.Move(1) Turtle.Turn(360/360) EndEon	2			
3	Input/ Output			2	Tessellation					
4	Decision						3			
Basic	Turtle Comm	nands								
Ι	Command	What does it d	o?	Gra	aphics Wind	low Commands	4			
		Show Turtle.		1	Command	What does it do?				
		Hide Turtle.		'	Command					
		Set speed to 8.				to Red.				
		Move 100 pixels.				Draw and fill a	5			
		Turn 90°				rectangle				
		Turn to 180°				Draw and fill a				
		Turtle stops draw	ing.			triangle 🔅	6			
		Turtle start to dra	aw.			Draw and fill a circle				

## Independent Learning: How to 2 – Link It

- Choose 3-6 items from your knowledge organiser
- Write 3 sentences to show how these things link together
- You could:



Cause and effect: • x happens because of y... • x and y work together to produce z...



because... x refutes the ideas of y because...







completed this half term. There are some Link It templates for you to use Use this table to help you keep track of the Link It activities you have overleaf.

	Day 5		Day 5
	Day 4		Day 4
	Day 3		Day 3
	Day 2		Day 2
	Day 1		Day 1
Which Subject/To	Week 2	Which Subject/Topic?	Week 1









### Independent Learning: How to - 3 Map It











Flow-sprays are useful if you want to show the events that happen in a particular sequence. In this example, the red boxes show the main event in the lifecycle of bullfrogs, and the order they happen in. The black and white boxes show what factors contribute to these main



Fishbone diagrams are useful if you want to show causes and effect. In this example, the white boxes are causes of the Prince and Cinderella getting married; the black boxes show how the causes have been categorised; and the red box shows the effect itself

### Use this table to help you keep track of the Map It activities have completed and checked this half term. There Map It templates for you to use overleaf. are some **VOC**

	Day 5	Day 4	Day 3	Day 2	Day 1	Week 1
						Which Subject/Topic?
	Day 5	Day 4	Day 3	Day 2	Day 1	Week 2
48						Which Subject/Topic?

























55				
01				

### Independent Learning: How to 4 – Shrink It



## completed this half term. There are some Shrink It templates for you to use Use this table to help you keep track of the Shrink It activities you have overleaf.

3. Rank your chosen points in order of importance

**4. Bullet Point** your 5 most important points using as few words as possible

N

1

. . .

Jeus

to retorm

only

judge

4

Reusians against clean penalty

Death penalty against 1 do not murder

Day 5	Day 4	Day 3	Day 2	Day 1	Week 1
					Which Subject/Topic?
Day 5	Day 4	Day 3	Day 2	Day 1	Week 2
56					Which Subject/Topic?













### **Read Like a Beckfooter**

### Vocabulary

Do you understand the words of the text?

Highlight any you're unsure of, then ask yourself these questions:

1.Can you work out the word from its context? What does it seem like it means?

2. Does it look like any other words you know? Could it mean something similar?

3. If you can't figure it out for yourself, look the word up in a dictionary or online

### Comprehension

This means understanding a text. There are two things to think about:

1. Do you understand what it means literally?

2. Can you see what's implied?

### To achieve these things:

1. Slow down your reading – many people miss key parts in texts because they go too fast

2. Look carefully at punctuation, which is designed to help you take pauses in the right places

3. Ask a trusted adult to read the text to/with you

Remember: not every text has implied meaning.

In English there will be lots, but there will be very little in many Science and Maths texts.

### Summarising

A good summary expresses what really matters about a text as briefly as possible. If you can summarise a text, you must have understood it.

### Follow these steps:

1.Summarise the text in five words

2.Summarise the text in twenty words

3.Summarise the text in fifty words

Each time you will have added more information, but you won't have included everything.

By following the process, you've decided what matters and what doesn't.

### **Reflect Like a Beckfooter**

As Knowledgeable and Expert Learners, we are great at being reflective. We ask ourselves lots of questions before, during and after a task, not just at the end! This helps us to make good choices about what we need to do, and the best way to do it. It also helps us to stay motivated, even when things get tough. Finally, it helps to make sure we always complete learning tasks to the very best of our ability.

### Before a task, ask yourself:

### Comprehension

What is this task about? What do I understand about it? What am I being asked to do?

### Connection

What do I already know about this?

Have I seen anything like this before?

How is this similar or different to other tasks I have done?

### Strategy

Do I know any strategies that would be appropriate for this task?

Which strategy would be most helpful to me now? Have I used this strategy before?

Was it successful?

How can I ensure I am successful this time?

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### During a task, ask yourself:

### Reflection (during the task)

How is this going? What mistakes do I often make in this kind of task?

How can I avoid making those mistakes?

What am I finding difficult right now?

What am I doing well?

How do I know?

How do I feel about the work?

Am I motivated to complete this task to a high standard?

What can I do to improve my motivation level right now?

### After a task, ask yourself:

### Reflection (after the task)

Does my finished work look successful?

Does it make sense?

How do I know?

Could I have done this a different way?

Is this work better than I have done in the past?

How do I know?

How did my motivation level affect my performance in the task?

What emotions did I experience during the task?

Why?

How can I motivate myself in a different way in the future? Explain

Building habits like this will boost your academic performance and help minutes of something you really enjoy as a reward at the end.

minutes of **Revise Like a Beckfooter** activities in your ILB; and at least 20

Your Power Hour should include three chunks: 20 minutes of reading; 20

around your independent learning. Little and often is the key!

The Beckfoot Power Hour is a way to help you build positive routines

Ihe

Beckfoot

Power

Hour

Reading

mins ILB

20 mins

20 mins

for me

support your mental wellbeing at the same time.

Have a go at building a Power Hour into your day as often as you can.



## **Communication Pages**

			Date
			То
			From
			Message
66			Please sign to acknowledge

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			Date
			То
			From
			Message
67			Please sign to acknowledge

# Learn Like a Beckfooter Rewards

in life. we whole-heartedly believe that you deserve to have the best chances academic success. We have high expectations for everyone because Great independent learning and revision are vitally important for your

are as follows: Our **minimum** expectations of KS3 students for their independent learning

- 5 QILIMISI tasks per week using the specified strategy (on Class Charts)
- You choose the subjects we set the tasks
- Bring your ILB to school every day

If you do not meet our minimum expectations, this will be logged on Class Charts in the same way as a missed homework.

points you will receive The more independent learning/revision you do, the more Class Charts this, and we want to support and celebrate that achievement with you. We also recognise that often, students will want to do even more than

expectations: their independent learning/revision and go above and beyond The following rewards are available for those students who commit to

