Pre-Learning

Year: 7

Pre-Learning
Subject: Mathematics

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Mathematics Pre-Learning for Half-Term 2

For pre-learning children can work independently on Hegarty maths to prepare for topics they will be taught in Half-Term 2. In the tables below are the topics from the scheme of work to be taught and the task numbers to be completed. If you are not sure if your child is working from higher or foundation, ask your teacher.

If your child completes the pre-learning they will be well prepared for the next half-term and make better progress in lessons as a result!

Higher

2 Number skills		Hegarty Maths Task Number
2.1 Factors, primes and multiples	Understand the difference between multiples, factors and primes.	27, 28, 33
	Find all the factor pairs of any whole number.	
	Find the HCF and LCM of two numbers.	31, 34
2.2 Using negative numbers	Add, subtract, multiply and divide positive and negative numbers.	39, 40, 41, 42, 43
2.3 Multiplying and dividing	Use mental and written strategies for multiplication.	
	Divide a 3-digit integer by a single or 2-digit integer.	
2.4 Squares and square roots	Use index notation for squares and square roots.	99
	Calculate with squares and square roots.	
2.5 More powers and roots	Carry out calculations involving squares, cubes, square roots and cube roots.	101
	Use factorising to work out square roots and cube roots.	
	Solve word problems using square roots and cube roots.	
2.6 Calculations	Estimate answers to complex calculations.	
	Carry out calculations involving brackets.	

Foundation

2 Calculating		Hegarty Maths Task Number
2.1 Adding	Add numbers together in different ways.	1, 3, 18
	Round to the nearest 10.	17
	Approximate before adding.	
2.2 Subtracting	Subtract numbers in different ways.	2, 19
	Approximate before subtracting.	
2.3 Multiplying	Multiply numbers.	21
	Recognise multiples.	
	Recognise square numbers.	99
	Find roots of square numbers on a calculator.	
2.4 Dividing	Divide one number by another.	22, 145
	Use times tables to help you divide.	
	Use approximation to estimate division calculations.	
2.5 Multiplying and dividing by 10, 100 and 1000	Multiply and divide by 10, 100 and 1000.	15
2.6 Using the four operations	Use addition, subtraction, multiplication and division.	20, 23
	Solve simple ratio and proportion problems.	
2.7 Positive and negative numbers	Use simple negative numbers.	37, 38
	Continue a sequence.	

Pre-Learning
Subject: KS3 Food

Year 7:

Find the most unusual piece of cooking equipment in your kitchen at home. Photograph it at an unusual angle and send it to your school email so it can be printed for the lesson.

Can the class work out what your piece of equipment is?

The most unusual and creatively photographed will gain two epraise points.

Pre-learning
Subject: English

Read the article below and answer the following question:

1. **Do you agree or disagree with the opinions in the article? Explain your answer.**

2. **Explain how you think the English language may have changed in 50 years' time. How will we be communicating? Which new words may have been invented? Use your imagination!**

English language is changing faster than ever, says expert

Parents' fomo is justified as they are left behind by terms like fleek, bae and other neologisms their children are using online. *Friday 1 May 2015*

The English language is evolving at a faster rate now than at any other time in history because of social media and instant messaging, a language expert has said.

John Sutherland, professor of English from University College London, who led a study into common social media and "text speak" terms, found most parents were baffled by the language used by their children.

According to the study, commissioned by Samsung for a phone launch, there was a "seismic generational gap" between the older and younger generations when it came to how modern informal language was used.

Modern terms such as "fleek" and "bae" were found to be the most commonly confused by parents, with 10% of the 2,000 surveyed being able to identify the true meaning of "bae" – a term of affection; while 86% of parents who took part in the survey said they felt teenagers spoke an entirely different language on social media sites such as Twitter and Facebook.

"Fleek" – which means looking good – came top of the list of terms parents did not understand, with 43% selecting it as a term they did not know.

This was ahead of fomo (fear of missing out) and bae (thought to have come from "before anyone else", or to represent a shortened version of "babe") – which 40% of parents said they didn't know.

Popular social media acronyms ICYMI (in case you missed it), TBT (throwback Thursday) and NSFW (not safe for work) also made the list of terms parents failed to understand.

Sutherland said: "The limitation of characters on old handsets were a key factor in the rise of acronyms in text messaging such as TXT, GR8 and M8.

"However technological evolution has meant that these words are now effectively extinct from the text speak language and are seen as antique text speak."

The rise of emojis could be the next phase in language and communication, and that the increasing use of icons had an historical link, Sutherland said.

"The use of audio and visual messaging has become more commonplace with the soaring popularity of social media and instant messaging apps such as Instagram, Vine and Snapchat," he said.

"In fact we are moving to a more pictographic form of communication with the increasing popularity of emoticon.

"This harks back to a caveman form of communication where a single picture can convey a full range of messages and emotions.

"In the future less words and letters will be used in messaging as pictures and icons take over the text speak language."

Both Apple's iOS and Google's Android mobile platforms now have emoji keyboards built into their software as standard.

Year: 7   Complete these exercises on the present tense to accelerate your progress next term.

THE PRESENT TENSE OF REGULAR VERBS

There are 3 types of regular verbs in French:

1. Verbs which end in 'er' - eg. Jouer – to play, Chanter – to sing
2. Verbs which end in 're' – eg. Vendre – to sell, Répondre – to reply
3. Verbs which end in 'ir' - eg. Finir – to finish, Remplir – to fill

These verbs are called REGULAR VERBS, which means that they follow a REGULAR pattern.
Regular verbs have a different ending according to the person or the subject of the verb. We call the person or the subject of the verb a subject pronoun.

Subject Pronouns are:

Je / J'	- I	Nous	– We
Tu	- You (singular, familiar)	Vous	– You (plural, polite)
Il	- He / It	Ils	– They (masculine or a mixed group)
Elle	- She / It	Elles	– They (feminine)
On	- One / We / They / People		

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1. ER verbs

To form an 'er' verb first take off the 'er'
then add the following endings:

Example: Jouer - to play

Je	e		Je joue
Tu	es		Tu joues
Il/Elle/On	e		Il/Elle/On joue
Nous	ons		Nous jouons
Vous	ez		Vous jouez
Ils/Elles	ent		Ils/Elles jouent

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2. RE verbs

To form an 're' verb first take off the 're'
then add the following endings:

Example: Vendre – to sell

Je	s		Je vends
Tu	s		Tu vends
Il/Elle/On	- (nothing)		Il/Elle/On vend
Nous	ons		Nous vendons
Vous	ez		Vous vendez
Ils/Elles	ent		Ils/Elles vendent

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3. IR verbs

To form an 'ir' verb first take off the 'ir'
then add the following ending

Example: Finir – to finish

Je	is		Je finis
Tu	is		Tu finis
Il/Elle/On	it		Il/Elle/On finit
Nous	issons		Nous finissons
Vous	issez		Vous finissez
Ils/Elles	issent		Ils/Elles finissent

Exercice 1
Add the correct endings to the following verbs:

1. Chant**er** – to sing
   Je chant ____
   Tu chant ____
   Il/Elle/On chant ____
   Nous chant ____
   Vous chant ____
   Ils/Elles chant ____

2. Descend**re** – to go down
   Je descend ____
   Tu descend ____
   Il/Elle/On descend
   Nous descend ____
   Vous descend ____
   Ils/Elles descend ____

3. Rempl**ir** – to fill
   Je rempl _____
   Tu rempl _____
   Il/Elle/On rempl _____
   Nous rempl _____
   Vous rempl _____
   Ils/Elles rempl _____

Exercice 2
Complete the correct part of the verb

1. Exemple
   Je __**parle**_____(parler)

2. Nous _____ (habiter)
3. Tu _____ (perdre)
4. Vous _____ (répondre)
5. Elle _____ (choisir)
6. Ils _____ (rougir)

Fill in the gaps with the correct form of the verb. You will need to change the infinitive, which is given in brackets, to match the different subjects (people). Don't forget to follow the two simple steps each time.

1. Je _____ une chanson. (chanter)

2. Tu _____ un poster. (préparer)

3. Il _____ la radio. (contacter)

4. Elle _____ le français. (aimer)

5. Je _____ au rugby. (jouer)

6. Tu _____ les sciences. (adorer)

7. Il _____ tous les soirs. (danser)

8. Elle _____ une fois par semaine. (chanter)

9. Tu _____ la télé. (regarder)

10. Il _____ de la musique. (écouter)

Exercise 4 –Translate the above sentences into English

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Pre-Learning
Subject: Science

Year: 7

This will allow you to reach a 1 on the HL grade, it is to be done in conjunction with weekly pre learning set in class

Your teacher will tell you the HL topic you will be covering next half term.

You must research this topic in detail and produce an extended piece of work in your own words.

This can be in the form of

- a learning map

- a fact-file

- the detailed 4W'S and H (a high quality piece of work will look at the What if......also)

- an animation

- a detailed model

- a talk- show

Be creative!!

A minimum of 2 sources must be used and the work must be referenced (your teacher will show you how to do this)

Pre-Learning
Subject: Music

Year: 7

Write a review of your favourite song or piece of music. Think about how the elements of music are used in the song.

Elements:

- Tempo
- Dynamics
- Rhythm
- Structure
- Melody
- Instrumentation
- Pitch
- Timbre
- Texture
- Harmony

Year: 7

Research what a circus is and what sort of acts you have in the circus.

Challenge – How could this link into drama?

Pre-Learning
Subject: Art

Year: 7

Ability to explain and/or show two or more of the formal elements in their work.	
Resources—Embedded YouTube clip describing Formal Elements. **Task**— Using **one** of the 'Formal Elements' create an image of a **butterfly.**	**Expected**
Resources— Embedded YouTube clip describing Formal Elements. **Task**— Using **Two** of the 'Formal Elements' create an image of a **Lizard.**	**Embedded**
Resources— Embedded YouTube clip describing Formal Elements. **Task**— Using **Three** of the 'Formal Elements' create an image of a **Fly.**	**Exceptional**

Pre-Learning Home Learning
Subject: Digital Enterprise

Year 7:

Expected:

Draw a picture of the following pieces of computer hardware.

- Computer
- Keyboard
- Printer
- Tower
- Mouse

Useful link: http://www.bbc.co.uk/guides/z9myvcw

Embedded:

Explain the difference between computer hardware and computer software. Include examples of pieces of computer hardware and computer software. Add images too to make it clear what the hardware and software look like.

Useful link: https://study.com/academy/lesson/what-is-computer-hardware-components-definition-examples.html

Exceptional:

Complete the table by explaining what the words stand for, and the role of each of the pieces of computer hardware:

Computer hardware	Definition?	What is its main role/function?
RAM		
CPU		
Hard drive		
Mother board		
Graphics card		

Useful link: http://www.bbc.co.uk/bitesize/ks3/ict/history_impact_ict/esafety/revision/4/

Pre-Learning
Subject: History

Year: 7

Emerging – Roman Myths • In your own words write your own story of the myth of Rome's creation and draw a picture to illustrate your story **Emerging – The Roman Empire** • Find, copy or draw a map of the Roman Empire. • List the countries in Modern Europe that were part of the Roman Empire. Find out as much as you can about the Roman conquest of Britain.	Emerging
Expected – Roman Food • Create a menu of typical food for a rich Roman nobleman's birthday banquet **Expected – Roman Clothes** • Find pictures and information on Roman Clothes. Include hair, jewellery and make-up if you like.	**Expected**
Embedded – Roman Sport • Research and then create an illustrated page or two describing various Roman sports.	**Embedded**
Exceptional - The Roman Army • Find pictures and information on the Roman Army Describe four things from , an Army Fort, hierarchy, uniform, weapons, famous battles or campaigns	**Exceptional**

Useful websites:
http://www.bbc.co.uk/schools/primaryhistory/romans/
http://www.historyforkids.org/learn/romans/history/history.htm
http://www.historyforkids.org/learn/romans/

Pre-Learning
Subject: Geography

Year: 7

Autumn 1: To locate physical features on a map	
Resources— Internet research/Atlas **Task**— Use an atlas to locate countries on a blank map, use the atlas to find out one fact about each country. E.G the population/the birth rate/life expectancy/capital city etc.	**Expected**
Resources— Internet research/Atlas **Task**— Create a factfile on either, Australia, Brazil, Asia or Africa **or** one major oceans, including characteristics, facts, figures, pictures etc.	**Embedded**
Resources— Internet research **Task**— Research two separate countries within either Africa or Asia continent, use a venn diagram to compare and contrast the two countries in terms of their similarities and differences.	**Exceptional**