

Targeted Home Learning

Year:7

Targeted Home Learning

Subject: Maths

Year: 7

In Maths you will be learning 10 different topics during Year 7. Your classroom teacher will set you **targeted home learning** on each topic using Hegarty Maths – a website that you will learn about this week.

To make sure that you are as ready as you can be for Maths this term, your teacher will provide you with a list of Hegarty Maths topics to work on as **pre-learning**.

Remember, you can always watch the short video which will help you with the task!

Targeted Home Learning

Subject: French

Year: 7 *Very important note;*

Do not use google translate or any other internet sources to complete this home learning. We want to see what you can do and what you can't do. Please come and ask for help at lunch or break time if you are struggling but DO NOT use the internet; we will be able to tell if you have!

Key verb phrases you will need

Je voudrais = I would like

Je voudrais manger= I would like to eat

Je voudrais jouer= I would like to play

Je ne voudrais pas= I would not like

Ce serait= it would be

Il y aurait= there would be

Ils seraient= they would be

The warm up- translate into English without looking at the notes above

Je voudrais visiter

Je voudrais avoir

Je voudrais habiter

Je voudrais aller

Je voudrais manger

Je voudrais faire

Je ne voudrais pas jouer

Je ne voudrais pas faire

Je ne voudrais pas manger

Warm up part 2- translate into French without looking at the notes above

I would like to watch

I would like to swim

I would like to play

I would not like to watch

I would not like to eat

Translations into French

Expected

1. I would like to visit France.
2. I would like to eat a croissant.
3. I would like to play netball.
4. I would like to watch Toy Story.
5. I would like to go to Paris.

Embedded

1. I would like to eat pizza because I think it would be delicious.
2. I would like to visit Madrid because I think it would be interesting.
3. I would like to go to Leeds because in my opinion it is a great town.
4. In my opinion I would not like to play football.
5. In the future I would like to have a dog but I would not like to have a cat.

Exceptional

1. In my opinion, in the future I would like to have a cat but I wouldn't like to have a dog.
2. I don't think that I would like to visit Paris, it would be too big.

3. I think that it would be really exciting to go to Spain, I think that it would be fun.
4. Would you like to eat a croissant? I think it would be delicious.
5. I would not like to play netball but I would really like to play football. Would you like to do sport?

Targeted Home Learning

Subject: Science

Year: 7

This half term you will be studying NON-CONTACT FORCES, ELECTRICITY, ACIDS & ALKALIS

So that you make progress, I want you to research and complete the following tasks:

Task 1 – Create an information sheet which explains why opposite poles of a magnet attract and *like* poles repel.

- Your diagram should include field lines (pointing in the right direction)

Task 2 – Research the differences between *series* & *parallel* circuits and produce an information sheet comparing them.

- Which one is better to make Christmas lights out of and why?

Targeted Home Learning

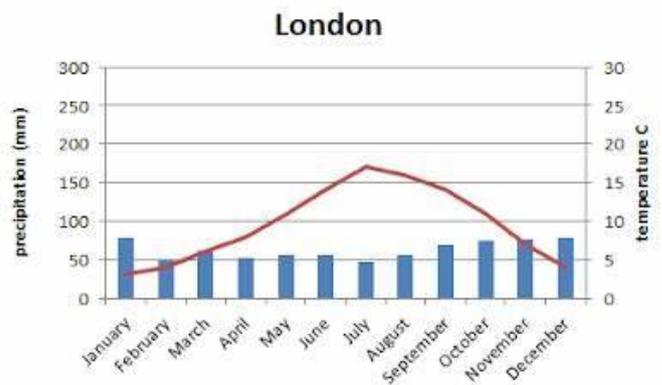
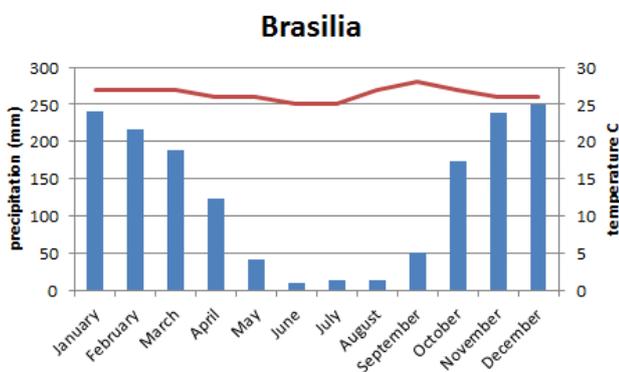
Subject: Geography

Year : 7

This half term we are learning about Brazil.

1. Use an atlas or the internet to locate the following places on the map of Brazil.

- Brasilia
- Rio de Janeiro
- Sao Paulo
- The Amazon River
- The Amazon Rainforest
- The Atlantic Ocean
- Manaus
- Any countries that border Brazil.



2. Using the climate graphs above compare the climate of Brazilia (capital city of Brazil) with London (capital city of the UK). The red line shows climate and the blue bars show rainfall. Make sure to include **data and months to evidence your statements**. Include;

- When are the hottest and coldest temperatures and when do they happen?
- What are the highest and lowest amounts of rainfall and when do they happen?
- Is there more annual change of climate in the UK or Brazil.

3. **ESSAY QUESTION:**

‘Living in Rio de Janerio provides more opportunities than challenges.’ To what extent do you agree with this statement?

Structure:

Paragraph 1: What opportunities (good things) are there when living in Rio de Janerio?

Paragraph 2: What challenges (bad things) are there when living in Rio?

Conclusion: To what extent do you agree with the initial statement and why?

4. Using an atlas or the internet complete the table below.

Is Brazil more or less developed than the UK? Explain how you know.

	GNI per capita (\$US)	Literacy Rate (%)	Life Expectancy	Unemployment Rate (%)
Brazil				
UK				

Targeted

Subject: Computing

Year: 7 Building on our Big Learning Week can you write a short story about an old-fashioned mobile phone (Nokia brick) that lives in a world of brand new, shiny and more advanced mobile technology. Be creative!

(Express how the old phone feels, his disadvantages compared to the new phones, are there any advantages?)

Targeted Home Learning

Subject: Music

Year: 7

Listen to Mambo from West Side Story,

<https://www.youtube.com/watch?v=NYvEvP2cmdk>

Use the table below to analyse the piece of music.

Element	
Dynamics	
Rhythm	
Pitch	
Structure	
Melody	
Instrumentation	
Harmony	

Targeted Home Learning

Subject: Food

Year 7:

Find out 3 ways of advertising a new food product.

Explain what each one is and choose one to advertise the breakfast bar you designed in lessons.

Targeted Home Learning

Subject: History

Year 7:

To be prepared for the next half term, complete the following task. We will be moving onto The Industrial Revolution

Task: Create a set of notes on the following topics:

Medical Developments in the Industrial Period

Edward Jenner

New technological advancements

Work Houses

Useful information link:

[BBC History](#)

Targeted Home Learning

Subject: English

Year 7:

Read the poem then complete the tasks.

Who's for the Game?

Who's for the game, the biggest that's played,
The red crashing game of a fight?
Who'll grip and tackle the job unafraid?
And who thinks he'd rather sit tight?
Who'll toe the line for the signal to 'Go!'
Who'll give his country a hand?
Who wants a turn to himself in the show?
And who wants a seat in the stand?
Who knows it won't be a picnic – not much –
Yet eagerly shoulders a gun?
Who would much rather come back with a crutch
Than lie low and be out of the fun?
Come along, lads –
but you'll come on all right –
For there's only one course to pursue,
Your country is up to her neck in a fight,
And she's looking and calling for you.

Who'll earn the Empire's thanks –
Will you, my laddie?
Who'll swell the victor's ranks –
Will you, my laddie?
When that procession comes,
Banners and rolling drums –
Who'll stand and bite his thumbs –
Will you, my laddie?

Jessie Pope

Complete either the expected, embedded or exceptional level work. Challenge yourself to move up a level!

Expected

1. Write a paragraph explaining what you think the poem is about.
2. Write your own poem. The title is 'War' but you can think creatively - perhaps it could be about a football match, with two teams at war? Or you could imagine yourself as a WW1 soldier in the trenches...

Embedded

1. Explain what you think Pope's message is in the poem. Write at least two paragraphs to support your ideas.
2. Write your own poem. The title is 'War' but you can think creatively - perhaps it could be about a football match, with two teams at war? Or you could imagine yourself as a WW1 soldier in the trenches...

Exceptional

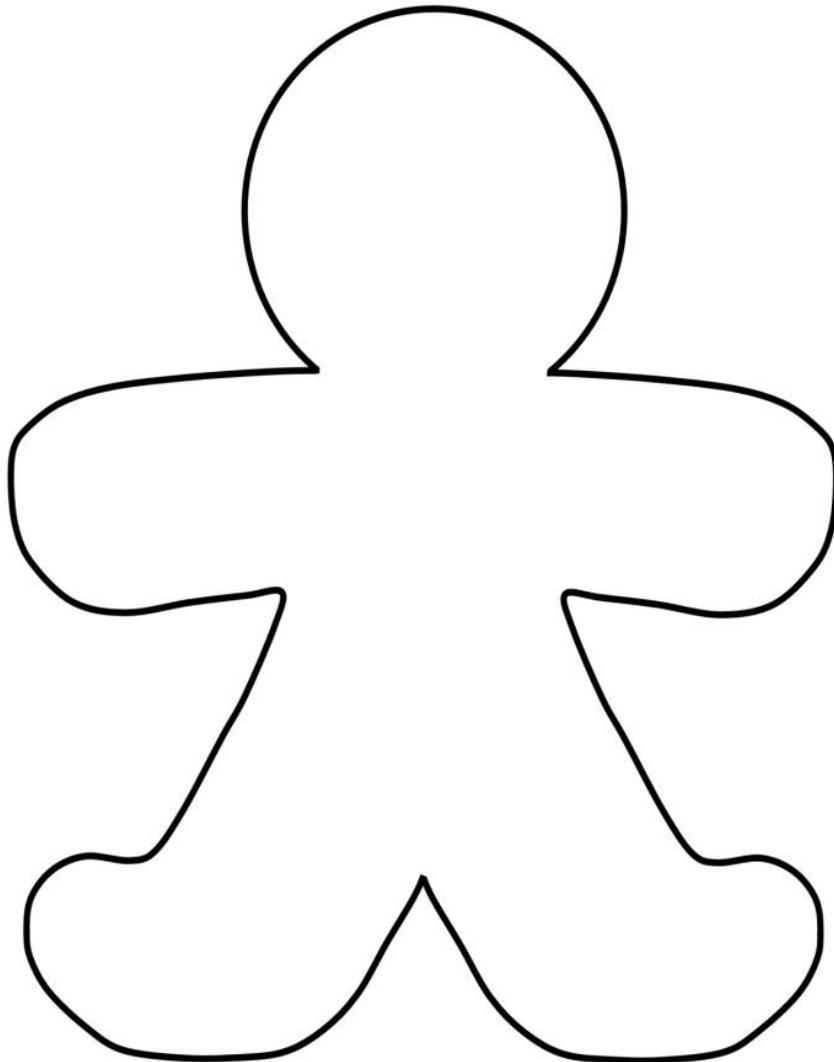
1. Explain what you think Pope's message is in the poem. Write at least three paragraphs analysing both language and structural features.
2. Write your own poem. The title is 'War' but you can think creatively - perhaps it could be about a football match, with two teams at war? Or you could imagine yourself as a WW1 soldier in the trenches...

Targeted Home Learning

Subject: Drama

Year 7:

Complete the role on the wall for your character you have created in lesson. This will help you develop deeper understanding about who your character is.



Inside – thoughts, feelings, opinions,
hobbies etc

Outside – appearance and other peoples
opinions about you character

Targeted Home Learning

Subject: DT

Year: 7

Produce a colour A4 poster that helps primary school children understand what ACCESS FM stands for.

We use **ACCESS FM** to help us write a **specification** - a list of requirements for a design - and to help us **analyse and describe** an already existing product.

ACCESS FM - Helpsheet

A is for **Aesthetics**



Aesthetics means **what does the product look like?**
What is the: Colour? Shape? Texture? Pattern? Appearance? Feel? Weight? Style?

C is for **Cost**



Cost means **how much does the product cost to buy?**
How much does it: Cost to buy? Cost to make?
How much do the different materials cost? Is it good value?

C is for **Customer**



Customer means **who will buy or use your product?**
Who will buy your product? Who will use your product?
What is their: Age? Gender?
What are their: Likes? Dislikes? Needs? Preferences?

E is for **Environment**



Environment means **will the product affect the environment?**
Is the product: Recyclable? Reuseable? Repairable? Sustainable?
Environmentally friendly? Bad for the environment?

6R's of Design: Recycle / Reuse / Repair / Rethink / Reduce / Refuse

S is for **Size**



Size means **how big or small is the product?**
What is the size of the product in millimeters (mm)? Is this the same size as similar products? Is it comfortable to use? Does it fit?
Would it be improved if it was bigger or smaller?

S is for **Safety**



Safety means **how safe is the product when it is used?**
Will it be safe for the customer to use? Could they hurt themselves?
What's the correct and safest way to use the product? What are the risks?

F is for **Function**



Function means **how does the product work?**
What is the products job and role? What is it needed for? How well does it work? How could it be improved? Why is it used this way?

M is for **Material**



Material means **what is the product made out of?**
What materials is the product made from? Why were these materials used? Would a different material be better? How was the product made? What manufacturing techniques were used?

You can use this information to help you.