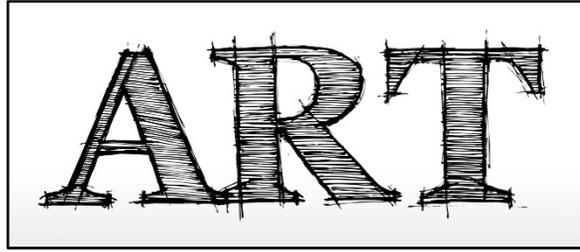


Work to be Completed During the School Closure Years 7-10

This is a copy of the instructions provided for pupils so they can complete work at home over the next two weeks.

Most pupils have been provided with a folder containing these instructions, resources and an exercise book to complete some of the work in.

If your child has been absent from school and you have not managed to collect their work packs over the last few days, there are plenty of activities that are detailed within these instructions to be completed online.



It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed to the best of your ability.

You are expected to complete 1 task per week and spend around 1 hour for each task.

Please refer to the Art booklet provided.

If you have any queries regarding any of the tasks, please email your class tutor.

gwalker@allsaintschs.org.uk

rrooney@allsaintschs.org.uk

arudd@allsaintschs.org.uk

In addition to the 3 tasks, you can also visit

<https://www.bbc.co.uk/bitesize/levels/>

and complete a range of further activities.

Texture

Teacher:

Name:

Class:

Year 7 Computer Science

Online Resources

Google Classroom - use your school email and password

Your teacher has set you some online learning on Google Classroom.

If you have problems getting online then you can just complete the paper-based work below.

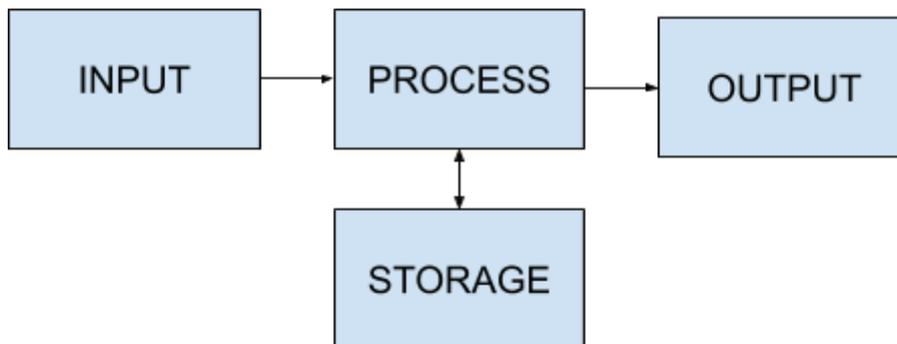
PAPER WORK

ALGORITHMS

An **algorithm** is a plan, a logical step-by-step process for solving a problem.

The key to any problem-solving task is to guide your thought process. The most useful thing to do is keep asking 'What if we did it this way?' Exploring **different** ways of solving a problem can help to find the **best** way to solve it.

Any algorithm works just like a computer system:



You need to decide:

- What are the inputs into the problem?
- What are the outputs of the problem?
- What order do the instructions need to be in?
- Do we need to make any decisions in the problem?
- Does any part of the problem repeat?

Once we have all of this worked out we can design an algorithm.

Algorithms we use all the time include:

Recipes - following the steps to make something

Directions - such as following a route on GPS

Mathematics - doing a calculation or sum follows certain steps

Remember, an algorithm is an ordered list of steps to solve a problem.

Choose any 3 of the algorithms below and create your own algorithm. Pay attention to the details - a computer might not understand all of your instructions if you don't explain them properly.

1. An algorithm to make a sandwich (choose your own filling)
2. An algorithm to play your favourite computer game
3. An algorithm to cook your favourite meal
4. An algorithm to get you from your house to school
5. An algorithm to take a dog for a walk and throw a ball
6. An algorithm to make a paper aeroplane
7. Write your own algorithm for some other activity

Extension Task

Can you work out what this is an algorithm for? You might need to re-order the steps

- Sprinkle with cheese
- Eat
- Take out of oven
- Roll out the dough into a circle
- Cut into triangles
- Put in the oven for 15 minutes
- Get the dough
- Cover dough in tomato sauce

Please see work and activities listed below. Please work through these in order, as appropriate.

1. Complete the Soap Opera booklet provided in your file. This includes tasks such as Creating a Place, Building Characters, Time for Some Drama, Writing a Scene.

We can complete Step 5 on our return to school.

2. Design a History of Theatre timeline. On this include the important dates listed in the correct order and research the important facts about these eras.

- Greek Theatre, Medieval Theatre, Renaissance, Restoration, Modern
- <https://prezi.com/egg6erouhsfs/theatre-history-timeline/>
- https://en.wikipedia.org/wiki/History_of_theatre

3. Complete a presentation or project about your favourite actor. See below for details.

Takeaway Homework Menu	Chili Rating	Create presentation or booklet on actor or/and theatre play of your choice	
	Extra hot	Complete the presentation or booklet for both an actor or actress of your choice AND a famous play. <p style="text-align: right;">sglover@allsaintschs.org.uk</p>	
	Hot	Complete the sections below and also add your own opinion and what you like about them and why you chose to write to write about them. This should be at least 8 pages / slides long.	Complete the sections below and also add your own opinion and what you like about the play if you have seen it and why you chose to write to write about it. This should be at least 8 pages / slides long.
	Medium	Complete sections below and also add evidence of an interview that they have completed or questions they have answered. This should be at least 6 pages / slides long.	Complete sections below and also add evidence of famous songs, actors who have performed it. This should be at least 6 pages / slides long.
	Mild	Complete section below and also add pictures. This should be at least 5 pages / slides long.	Complete section below and also add pictures. This should be at least 5 pages / slides long.
	Extra Mild	Complete a biography of a famous actor or actress.	Complete a biography of a play or musical.
		This should include basic information such as their name, date of birth, where they are from and what they have acted in. This should be at least 4 pages / slides long.	This should include basic information such as the name, date of writing, where it has been performed. This should be at least 4 pages / slides long.

Year 7 DT

Using the knowledge organisers provided create a detailed, well presented and comprehensive mind maps demonstrating the following:

- Key words and their definitions, within the technology areas which you have studied to date
- Key skills within the technology areas which you have studied to date
- Key materials/ingredients within the technology areas which you have studied to date
- Processes which you have studied, e.g cross filing and draw filing, vacuum forming, line bending, rendering in CAD, rubbing in method, melting method, peeling chopping and slicing
- Health and Safety rules and their importance.

Y7 'The Tempest'

Below are 15 tasks for you to complete.

You should take 1 hour to complete each task, one task per day.

1 <i>'Who's Who in The Tempest?'</i> match the character to the description and then complete the PEE table about them.	2 Read the summary of the play and answer the comprehension questions that follow.	3 Complete the activity on clauses . Write a letter from Ferdinand to Miranda telling her how he feels about her.	4 Read the summary of Act 1. Create a quiz for your peers to complete.
5 <i>'Caliban: Victim or Villain?'</i> read the extracts and then answer the questions, deciding on your overall opinion of Caliban.	6 Imagine you are Caliban. Design your own island using the task sheet as a guide.	7 Free Caliban! Create an advertisement on behalf of a charity that is trying to raise money to buy Caliban out of slavery and set him free.	8 Empathetic Writing – imagine you are Prospero. Write a diary entry on how your thoughts and feelings about how your brother Antonio has treated you by usurping your throne in Milan
9 Change the Genre. Turn the story of The Tempest from a play into a fairytale.	10 Complete the activity on adjectives . Imagine you are Caliban. Write a poem about your love for the island – you can illustrate this too if you like.	11 Read the summary of Act 2 and then rewrite it in your own words .	12 Imagine you are Ariel. Prospero orders you to go and create the tempest that brings Alonso's ship to the island. Write the spell that you would use to cause the storm.
13 Read the summary of Act 3 and create a story board of it.	14 Read the summary of Act 4 and complete the comprehension questions .	15 Read the summary of Act 5 and then write an alternative (different) ending to the play .	

Year 7 Geography Homework

1. Knowledge Organisers

Using the page of the Knowledge Organiser (can be found in your Knowledge Organiser booklet) that is shown below, complete the following activities:

- Copy out each table from the page into your exercise books.
- For each definition, you will draw a sketch to show what the key word means.
- Copy the diagrams of the formation of Headlands and Bays and the Formation of a Stack as well as the information.

UK Rivers

Water Cycle Key Terms	
Precipitation	Moisture falling from clouds as rain, snow or hail.
Interception	Vegetation prevent water reaching the ground.
Surface Runoff	Water flowing over surface of the land into rivers
Infiltration	Water absorbed into the soil from the ground.
Transpiration	Water lost through leaves of plants.

Physical and Human Causes of Flooding.	
Physical: Prolong & heavy rainfall Long periods of rain causes soil to become saturated leading runoff.	Physical: Geology Impermeable rocks causes surface runoff to increase river discharge.
Physical: Relief Steep sided valleys channels water to flow quickly into rivers causing greater discharge.	Human: Land Use Tarmacs and concrete are impermeable. This prevents infiltration & causes surface runoff.

River Management Schemes	
Soft Engineering	Hard Engineering
Afforestation – plant trees to soak up rainwater, reduces flood risk. Demountable Flood Barriers put in place when warning raised. Managed Flooding – naturally let areas flood, protect settlements.	Straightening Channel – increases velocity to remove flood water. Artificial Levees – heightens river so flood water is contained. Deepening or widening river to increase capacity for a flood.

Types of Erosion

The break down and transport of rocks – smoothly, rounded and sorted.

Abrasion	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolves rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the cracks to expand.

Types of Transportation	
A natural process by which eroded material is carried/transported.	
Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

UK Coasts

Formation of Bays and Headlands

- Waves attack the coastline.
- Softer rock is eroded by the sea quicker forming a bay, calm area causes deposition.
- More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

Formation of Coastal Stacks

- Hydraulic action widens cracks in the cliff face over time.
- Abrasion forms a wave cut notch between HT and LT.
- Further abrasion widens the wave cut notch to form a cave.
- Caves from both sides of the headland break through to form an arch.
- Weather above/erosion below – arch collapses leaving stack.
- Further weathering and erosion leaves a stump.

Example: Old Harry Rocks, Dorset

2. Project

You will choose a city in the UK to study in detail. You will make a presentation on paper or on the computer. Complete the following activities on your chosen city:

- A description of the location of the city including a map to show where it is in the UK.
- A fact-file of your chosen city (population, area, main industries, sporting teams, etc.)
- Photos of the city. Label the photos to say what is shown and what activities can be done at each location.
- Description of the history of the city.
- A tourist guide to the city – with a range of activities to do and photos to show the places to visit.

3. Geography in the News

Geography in the News this week explores the floods caused by Storm Dennis. To get started have a read of this article on The Guardian website:

<https://www.theguardian.com/environment/2020/feb/17/storm-dennis-floods-everything-you-need-to-know>

TinyURL: <https://tinyurl.com/dennisfloods>

Define It

To begin with, it will be very useful to know what the following terms mean. Write a definition for each:

Flood defences

Flood plain

Natural flood management

The Facts

1. How severe were the floods?
2. Did flood defences fail?
3. How can planning policies reduce the impact of flooding?
4. Identify three approaches to natural flood management.
5. How can natural flood management strategies reduce flooding?
6. Identify how flood prediction is set to improve.
7. Identify the priority areas for flood protection.
8. Describe the graph showing spending on flood and coastal erosion risk management.
9. Why has there been so much flooding recently?
10. What is the impact of climate change on flooding in the UK?

What are the social, economic and environmental impacts of Storm Dennis? (you will need to research his)

 Social Impacts	 Economic Impacts	 Environmental Impacts

History Instructions – Year 7

Complete the work in this order.

1. Work through the booklet with the title ‘How far was Elizabethan England a ‘golden age’?’ (pages 98-107).
 - a. Make notes on all of the information – this could be in the form of a mind map
 - b. Complete **ALL** of the tasks that are detailed on each of these pages

2. Work through the chapter with the title ‘How can we explain the Civil War?’ (pages 108-113)
 - a. Make notes on all of the information
 - b. Complete **ALL** of the tasks that are detailed on each of these pages

Year 7 Maths Work to Complete

Task 1:

Complete a Mini Test 40 Question worksheet from the booklet.

Full working out must be shown in your exercise books.
An answer booklet is also attached and it is important that you mark what you have answered and make corrections where needed.

Task 2

Complete a Mathswatch Quiz online using your login details
Username: ib1234@allsaintschs (Using your unique login details)
Password: mathswatch

Any questions that you are struggling to complete, watch the mathswatch video, making notes where needs be

Task 3

Knowledge Organisers: These can still be completed on the required dates, making full notes and using your purple pens in order to make corrections

If you have any issues, please do not hesitate to contact your maths teacher

ibrennan@allsaintschs.org.uk

lgould@allsaintschs.org.uk

mieblingdavis@allsaintschs.org.uk

memmett@allsaintschs.org.uk

mmurphy@allsaintschs.org.uk

lmcfadden@allsaintschs.org.uk

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dhenderson@allsaintschs.org.uk

cgraham@allsaintschs.org.uk

cowen@allsaintschs.org.uk

Religious Education Instructions – Year 7

It is essential that you use the time productively. You have been set a significant amount of work. The expectation is that it will all be completed.

You have also been given access to a Google Classroom where you can access resources to support with this. You can also contact Mr Hayes via e-mail dhayes@allsaintschs.org.uk .

Do not worry if you cannot access the Google Classroom as all of the resources have also been provided on paper.

1. The first priority is read each miracle or teaching story.
2. Complete the tasks on the pages provided in the booklet.
3. Learn and use the key words from the Year 7 Knowledge Organiser.

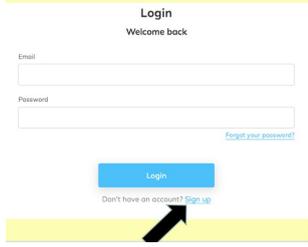
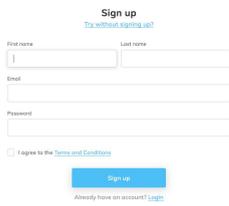
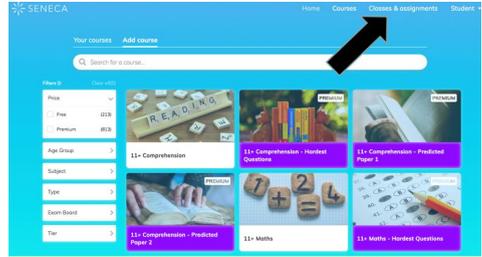
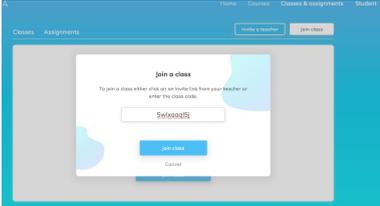
KS3 Year 7 Science Contingency Work

- 1) **Complete 500 correct questions on Tassomai per week.** <https://www.tassomai.com/>
If you have not logged onto Tassomai please follow the instructions below.
- 2) **Complete assignments set on Seneca –** Please follow instructions below if you have not yet logged into Seneca or need the class code.
- 3) Read pages 40-53 on the unit **7C Muscles and Skeletal System**. The unit is broken down into 5 lessons:
 - 7Ca Muscles and breathing
 - 7Cb Muscles and blood
 - 7Cc The Skeleton
 - 7Cd Muscles and moving
 - 7Ce Drugs

For each lesson, you should complete the following:

- Read the information on each page and highlight key words/phrases
- Answer the questions on the pages as full sentences in your book.

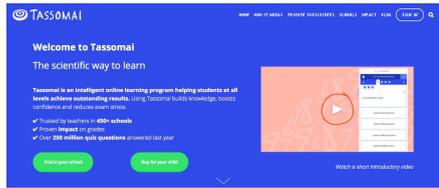
Step by Step Guide To Access Seneca intervention Work

<p>Step 1: Go to https://app.senecalearning.com/login</p> 	<p>Step 2 Click on sign up</p> 	<p>Step 3 Type in details. Your child can input their school email address.</p> 
<p>Step 4 Click on courses and assignments</p> 	<p>Step 5 Click on join a class and type in the following code 5rykskqeo5</p> 	<p>Step 6 Click on Science KS3 Your child can start working through the tasks by clicking on each topic</p> 

Step by Step Guide to Tassomai

Step 1

Go to app.tassomai.com/signup



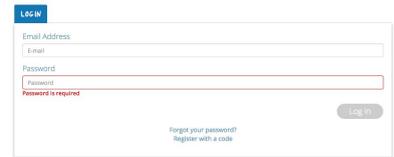
Step 2

Click "sign in" in the top right corner of the screen.



Step 3

Click on Register with code.



Step 4

Enter the code: EVHD5SE0



Step 5

Enter your details (name, school email, create a password)

Step 6

Select your correct class. This is the class you attend in school.

Example: 7J1 is 7jsc1 on the list.

Spanish Instructions – Year 7

It is essential that you use this time productively. You have been set a significant amount of work. The expectation is that it will all be completed.

Recently you have completed the module on School.

Next, you will move on to where you live and free time.

1. The first priority is the photocopied worksheets from the work-book that compliments your text book.
 - a. Work your way through each page.
 - b. Complete all questions and tasks throughout.
2. Once you have completed all of the above, you should:
 - a. Convert the new knowledge and vocabulary acquired into revision notes / mind maps / dictionary pages etc
 - b. Complete a brochure detailing activities in Spain that young people your age in Spain do.
 - c. Use Linguascope to consolidate your learning.
3. In addition to the above, you can also set up a Duolingo account where you will be able to complete additional revision.
4. As a further activity, you should carry out research into festivals in Spain, and the Spanish speaking world. You should complete a project based activity where you inform the reader about festivals in the Hispanic world and then have a specific focus on one particular festival. “Coco” would be a good movie to watch as a starting point for this project.

Login details for Linguascope are as follows:

www.linguascope.com

Username: ASCHSK

Password: Granada