



AUTUMN 1
4TH SEPTEMBER -
20TH OCTOBER

YEAR GROUP 7



YEAR GROUP 7

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The aim of Further Learning is to help improve pupil confidence and reinforce their knowledge and understanding within subjects. It provides the opportunity for pupils to both challenge themselves in areas they find difficult and pursue areas they are passionate about.

Pupils are encouraged to attempt as many activities as they feel appropriate each week. They may wish to focus in one particular subject area or complete a variety of tasks from throughout the subjects they study. Any completed work should be handed into subject teachers at the start of lessons so they can receive feedback and praise rewards.

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Me, Myself and I



STARTERS

ARE focus: Use a range of punctuation

- 1. Watch an episode of 'Who do you think you are?'
- 2. Create your own family tree.



SIDES

ARE focus: Use a range of vocabulary

- Find the definitions of the following words:

Fiction/Non-fiction
 Myself
 Letter
 Story
 Family
 Review
 Magazine
 Persuade
 Inform
 Language
 Structure
 Interview
 Describe
 Ancestry
 Culture



DESSERTS

ARE focus: Use a suitable quotation to prove the point you are making

- 1. Set up a Pinterest account and create a board called 'All about me'. Use the app or website.
- 2. Create a mood board of images and words which describe you and your family.



MAINS

- 1. Find a photograph of yourself as a young child. Write a story about the day this photograph was taken, using a range of sentences and some varied punctuation.

ARE focus: Write a range of sentences (simple, compound, complex).

ARE focus: Use a range of punctuation.

- 2. Interview an older family member and write an article about their life, using language features to entertain your audience.

ARE focus: Use language features that are appropriate to a specific genre, audience and purpose.

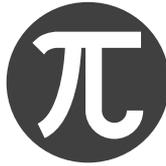
- 3. Find a magazine article about a person you admire. How is that person presented? Answer the question using PEE paragraphs.

ARE focus: Be able to use the PEE/ PETER structure.

- 4. Write a letter to your primary school describing your first few weeks at Carr Manor. Use paragraphs and a range of connectives.

ARE focus: Use paragraphs correctly (according to TIPTOP).

ARE focus: Use connectives at the start of sentences and paragraphs.



Autumn 1



STARTERS

ARE: How to use the order of operations (BIDMAS).

1. This is Micha's homework. Answer all the questions to find out where she has made a mistake:
- a) $2 + 3 \times 4 = 20$
 - b) $8 - 4 \div 4 = 7$
 - c) $6 + 3 \times 2 = 12$
 - d) $7 - 1 \times 5 = 16$
 - e) $9 - 3 \times 3 = 18$



SIDES

ARE: Know the properties of different types of numbers.

- Provide a definition for the following words:
- | | |
|----------------|-------------|
| Integer | Division |
| Addition | Rounding |
| Subtraction | Place value |
| Multiplication | |
- Can you come up with questions involving each term?



DESSERTS

ARE: Know the properties of different types of number

1. Write the number 235 in words.
2. Write the number seven thousand and twelve in numbers.
3. Jon is adding two numbers. His answer is 843.
One of the numbers is 591. What is the other number?



MAINS

ARE: Know the properties of different types of number.

1. Here is a list of numbers:
6 8 11 15 25 28 30 33

From this list, write down:

- a) a multiple of 7
 - b) the two factors of 24
 - c) a square number
 - d) a prime number
2. Here is a list of numbers:
4 5 7 8 11 12
- a) From the list, write down two numbers that add up to 18.
 - b) From the list, work out the largest possible number that can be made using three numbers.
 - c) From the list, work out the largest possible even number that can be made using three numbers.
 - d) Using each of the digits 3, 4 and 8 only once, write as many different 3 digit numbers as you can.
 - e) Write your numbers in order with the smallest first.

ARE: How to use the order of operations (BIDMAS).

ARE: Know the properties of different types of number.

3. Leo is using these numbers to make a new number:

11, 1, 3, 6

- He can use brackets, +, -, \times and \div as often as he wishes.
 - He cannot use any number more than once and he cannot use powers.
 - He cannot put numbers together e.g. he can't use 136.
- a) What is the biggest number he can make?
 - b) Show how he can make this number.



Skills, Cells and Reproduction

The questions in bold are related to the Age Related Expectations for Year 7 and will prepare you for your midterms and finals.



STARTERS (Expected)

- 1) Use the internet to find out what a unicellular organisms is.
- 2) Give 5 safety rules for the lab.
- 3) What equipment would you need to boil water in the lab?
- 4) Give a definition for "fertilisation".
- 5) **What is the independent and dependent variable?**



SIDES

- 1) **Find the missing letters:**
C-t-p-asm
C-lor-pl-st
N-cl-us
V-cu-le
C-ll Wa--
- 2) Define the word "control variable".
- 3) Define the words "precise" and "accuracy".



DESSERTS (Expected)

- 1) Plot the following data in a bar chart:

Eye colour	Number of pupils
Brown	15
Blue	7
Green	3

- 2) Find the mean (average) of the following points; 45, 40, 35.
- 3) Calculate the total magnification of:
 - a) Eyepiece lens of x10 and an objective lens of x20.
 - b) Eyepiece lens x10 and an objective lens of x50.



MAINS (Embedded)

- 1) **Draw and label a plant and animal cell. Give the function of the different parts/organelles.**
- 2) What is diffusion? Draw a story board demonstrating how you can smell perfume from the other side of the room.
- 3) **What are the key differences and similarities between a plant and animal cell?**
- 4) Draw a story board or poster demonstrating how a foetus develops in the uterus. You can use the internet or ask your teacher for some notes.
- 5) Take some pictures or draw an image of a flower – label the organs and give their function.
- 6) Draw the table below. Give physical changes that take place during puberty for boys, girls and both.

Boys	Girls	Both

- 7) **Which of the following types of plant cell contains chloroplasts? Explain your answer.**

Leaf cells or root cells



Root Cells



Leaf Cells



Pop Art



STARTERS

Expected: To use some keywords in sentences to describe elements in Art work with the assistance of work aids.

Expected: Ability to use tone pencil and at least one other medium (paint, crayon, pen etc.)

- 1. Explain in one sentence; 'What is a colour wheel?'
- 2. Why do we evaluate works of art? Explain in your own words.
- 3. What is Pop Art? List five adjectives that could describe this period of Art.
- 4. Create a Mood board based on Wayne Thiebaud.
- 5. Demonstrate tone to sketch a 3D image of your choice.



SIDES

- Unscramble the following words:
 - neot
 - arpryim
 - codnaryse
 - tmcenompleary
 - tryeria



DESSERTS

- 1) Research www.haringkids.com. You must try things out on the website then write a minimum of a paragraph - what you like about it, what you don't like about it and if you could what would you change or add to the website.
- 2) Pop Art: Create a 'repeat pattern'. Your work must be based on food and influenced by any of the artists mentioned above.
- 3) Challenge: How many angles can you find in your finished picture?



MAINS

Embedded: To use some keywords in sentences to describe elements in Art work.

- 1. Pick one painting by Wayne Thiebaud and write a paragraph, describing the colours, mood and media used for this piece of work.
- 2. Roy Lichtenstein was a Pop Artist. Research and write five interesting facts about this artist.
- 3. Sarah Graham is a Pop Artist. Research and write about five interesting facts about this artist.

Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)

Embedded: Ability to reproduce an image & alter the scale; keeping some proportions.

- 4. **Pop Art:** Create your own Pop Art image using food as your observational choice.
- 5. **Study 1:** Sketch one artist image you have researched from the Pop Art period. This is called 'observational drawing'.

Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.

- 6. **Study 2:** Try extending or slightly changing your observational work. This is called 'development'.

Embedded: To use some keywords in sentences to describe elements in Art work.

- 7. **Choose 1 STUDY.** Write a short paragraph describing what went well, and how your work could have been better.



Hardware, Software and E-Safety



STARTERS

ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems.

- 1. Write a list of every computer device in your home.
- 2. Create a word search featuring at least 10 different hardware.
- 3. Collect 3 or more letters to use in the classroom with word processing lessons.



SIDES

- Define the following key words:

Hardware	Storage
Software	Word Processing
E-Safety	Presentation
Input	Social Media
Output	



DESSERTS

ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems.

- 1. Write a rap, poem or catchphrase to help remember which hardware devices are input, output and storage.
- 2. Define each topic from this half term in a Twitter style method (maximum 140 characters.)
- 3. Use Padlet (<https://padlet.com/>) to map out with post it notes everything you have learned in this term. Export it as a PDF to share with the class.



MAINS

ARE: Understand a range of ways to use technology safely, respectfully, responsibly and securely. Recognise inappropriate content, contact and conduct and know how to report concerns.

- 1. Find a YouTube video that's 3 minutes or less and explains each topic in this term.
- 2. Write a 1 page guide for new pupils and primary school pupils with the top tips for using Moodle (include images).
- 3. Watch this TED Talk about social media:
www.ted.com/talks/del_harvey_the_strangeness_of_scale_at_twitter.
- a. Write down a paragraph detailing your thoughts about this talk.
- 4. Produce a poster with the top 10 tips for staying safe online.

ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems.

- 5. List the best 5 adverts you have seen this week and the worst 5 adverts. Explain what is good and bad about them.

All about me



STARTERS

- ARE – Vocabulary:** Make a wordsearch using the key words we have learned this half term.
- Vocabulary:** Make a revision mindmap of the words we have learned this half term.
- ARE – Vocabulary:** Create a set of flashcards to help you learn the words we have learned this half term.



SIDES

- Key words:**

J'ai – I have
Je suis – I am
Je m'appelle – My name is
Les animaux - animals
Il y a – there is
Et – and
Mais - but



DESSERTS

- ARE – Vocabulary:** Search Carr Manor Year 7 French on Quizlet for vocabulary practice and games.
- ARE – Vocabulary:** Create your own set of vocabulary games on Quizlet.



MAINS

ARE – Writing (content, range of language, accuracy)

- 1. Write an answer to the following questions in French:
 - Décris ta famille.
(Describe your family)
 - Aimes-tu les animaux?
(Do you like animals)
 - Tu est comment?
(What are you like?)

ARE – Translation:

- 2. **Translate** passage 1 into English (you can collect this from your classroom).
- 3. **Translate** passage 2 into English (you can collect this from your classroom).
- 4. **Translate** passage 3 into French (you can collect this from your classroom).
- 5. **Translate** passage 4 into French (you can collect this from your classroom).

ARE – Accuracy:

- 6. Find a picture of a family and write 4 sentences about the picture in French.
- 7. Write a set of rules explaining the difference in masculine and feminine nouns.

ARE – Vocabulary:

- 8. Create a family tree and label it in French.

School



STARTERS

- ARE – Vocabulary:** Make a wordsearch using the key words we have learned this half term.
- ARE – Vocabulary:** Make a revision mindmap of the words we have learned this half term.
- ARE – Vocabulary:** Create a set of flashcards to help you learn the words we have learned this half term.



SIDES

Key words:

El instituto – school
El colegio – school
Las asignaturas – subjects
Los estudiantes – pupils
Los profesores - teachers



DESSERTS

- ARE – Vocabulary:**
Search Carr Manor Year 7 Spanish on Quizlet for vocabulary practice and games.
- ARE – Vocabulary:**
Create your own set of vocabulary games on Quizlet.



MAINS

ARE – Writing (content, range of language, accuracy).

- 1. Write an answer to the following questions in Spanish:
 - ¿Cómo es tu colegio?
(What is your school like?)
 - ¿Cuál es tu asignatura favorita?
(What is your favourite subject?)
 - ¿Quién es tu profesor favorito?
(Who is your favourite teacher?)

ARE – Translation:

- 2. **Translate** passage 1 into English (you can collect this from your classroom).
- 3. **Translate** passage 2 into English (you can collect this from your classroom).
- 4. **Translate** passage 3 into Spanish (you can collect this from your classroom).
- 5. **Translate** passage 4 into Spanish (you can collect this from your classroom).

ARE – Accuracy:

- 6. Find a picture of a school and write 4 sentences about the picture in Spanish.
- 7. Write a set of rules explaining the difference in masculine and feminine nouns.

ARE – Vocabulary:

- 8. Create a map of Carr Manor and label it in Spanish.



What is Geography? And Map Skills

STARTERS

ARE - Identify the difference between physical and human geography.

- 1. Label 5 Images of Geographical features relating to Physical Geography (e.g. A river).
- 2. Label 5 images of Geographical features relating to Human Geography
- (e.g. A Bridge).

SIDES

- Define the following key terms:

Human Geography
Physical Geography
Environment
Air Pollution
Global Warming
Grid Reference
Scale
Relief
Contour Lines

DESSERTS

ARE = Locate the seven continents and five oceans of the world.

- 1. Locate the seven continents and five oceans of the world.
On a map of the World;
 - a. Label the 7 Continents (shade 7 colours.)
 - b. Label 2 Countries from each Continent.
 - c. Label 3 Major Oceans.
- 2. Draw a bar chart to show the tallest mountains in each of the continents.

MAINS

ARE - Use OS maps to identify features and give 4 figure grid references.

- 1. Create an imaginary island which must include; 10 Map Symbols, 2 Major Roads, 1 Minor Road, Contour Lines and a River. (Most importantly a key.)

ARE - How the world climate has changed over time and continues to do so.

- 2. Produce an information leaflet for the people of the UK telling them of the environmental problems linked to global warming.

ARE - Recognise the location of major cities and countries around the world.

- 3. On a map of the UK:
 - a. Label & Use 4 different colours to shade in England, Scotland, Wales and Northern Ireland (Use a key).
 - b. Label accurately the Capital Cities; London, Cardiff, Edinburgh and Belfast.
 - c. Label accurately and colour the seas; North Sea, Atlantic Ocean, Irish Sea and English Channel.

All ARE'S

- 4. Find a recent news story linked to Geography. Write a report telling people what happened and any interesting links to the story. Add some photos to make it more interesting.



Romans

STARTERS

- 1. Find an image that shows Roman family life.
- 2. Find a blank map of Europe, colour in the land covered by the Roman Empire.
- 3. Create a fact file on Julius Caesar.
- 4. Create a storyboard on the story of Romulus and Remus.

SIDES

- Define these key words:

Empire
Republic
Colosseum
Legate
Auxiliaries
Amphitheatre

DESSERTS

- 1. Research how did the Roman's fight?
- 2. Investigate how many countries and people lived in the Roman Empire.
- 3. Draw a map of England showing all the Roads built by the Romans.
- 4. Create a mind map of Roman religion.

MAINS

ARE - Describe how different groups of people experience historical events (interpretations).

- 1. Research and describe how a poor and a rich person would experience life in the Roman Empire.

ARE - Use sources to gather information.

- 2. Research primary and secondary sources from the Roman Empire- what do they tell you about life in Roman times?
- 3. Draw a map showing Britain in AD 43 – Label and annotate to features that the Roman empire would want to gain.

ARE - Understand what makes someone/something important in history (significance).

- 4. Draw a picture of a Roman Soldier – label explain the importance of each part of his uniform.
- 5. Write a letter to the Roman Senate in AD 43 advising whether to invade Britain or not.

ARE - Identify and explain causes for key historical events.

- 6. What caused the invasion of Britain?

ARE - Describe change across a given era with reasons to explain these changes.

- 7. How did life in Britain change over time under Roman occupation?



The world of religion

STARTERS

ARE: Describe the belief of others and identify and describe own beliefs.

- 1. Write a brief overview of the most inspiring person you know. What makes them so important to you?
- 2. Design an image to represent 'inspiration', 'peace' or 'love'.
- 3. Write a brief overview of one religious festival within Islam.

SIDES

ARE: Identify and explain at least two different examples of religious worship and describe one example of faith in action.

- 1. Create a diagram with detailed labels to show the Trimurti.
- 2. Create a diagram of the 5 pillars of Islam and describe why each one is important.
- 3. Create a diagram to show the 5k's in Sikhism and describe the meaning of each one.

DESSERTS

ARE: Identify how religious figures have impacted on society and describe their success.

- 1. Create a chart to show the numbers of followers of each of the main world religions.
- 2. Create a bar graph to show the age of the main world religions- which is the oldest? The youngest?

MAINS

ARE: Identify some examples of religious identity including worship practices as well as traditions and festivals.

- 1. Explain what the festival of Diwali is about and design a leaflet to inform other pupils at Carr Manor Community School.
- 2. Create a collage of religious images and symbols.
- 3. Create five new laws to promote religious equality within the UK.
- 4. Explain what happens during the festival of Hanukah.
- 5. Create a storyboard to show the journey of Prince Siddhartha.



Healthy foods



STARTERS

ARE: Make good choices in order to live a healthy and active lifestyle.

- 1. Keep a food diary for a week.
- 2. Research what the following different food groups are and which foods fall into each category:
Carbohydrates, protein, fats, vitamins, minerals, fibre and water.
- 3. Count up the number of times in the week that you ate foods in each of the food groups.
 - a. Are there any things that you could change about your diet?



SIDES

ARE: Make good choices in order to live a healthy and active lifestyle.

- Define the following terms and give examples of foods in these groups:

Carbohydrates	Vitamins
Fats	Minerals
Protein	Fibre



DESSERTS

ARE: Make good choices in order to live a healthy and active lifestyle.

- 1. Add up the number of times you ate each food group in a week.
- 2. Analyse your results to create a percentage for each food group. E.g 10 portions of carbohydrate in a week out of 15 portions would be:
 $10/15 \times 100 = 66.7\%$
- 3. Research the number of times a week that you should eat each food group.



MAINS

ARE: Make good choices in order to live a healthy and active lifestyle.

- 1. Look at the food diary that you kept for the first week – which days were healthy days and why? Which days were unhealthy days and why?
- 2. On the unhealthy days, what could you have added in to make the day healthier?
- 3. Keep a food diary for a further week. Try to eat a variety of healthy foods for the week. Have you noticed any changes in what you have eaten? Has your second week been healthier?
- 4. Do you feel any different having eaten healthier food?
- 5. Create a poster to advertise the physical (body) benefits of healthy eating.
- 6. Create a poster to advertise the physical (body) and psychological (mind) benefits of healthy eating.



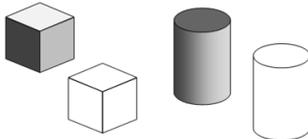
Introduction



STARTERS

ARE: Use a range of tools to draw, measure, cut, shape and join materials accurately.

1. Shade the shape below in pencil. Use the example shown as your guide.



SIDES

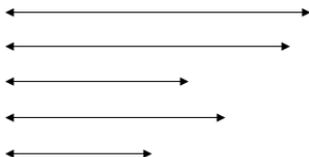
ARE: Use a range of tools to draw, measure, cut, shape and join materials accurately.

1. Explain what each of the following pieces of equipment are used for:
- Pillar drill
 - Coping Saw
 - Belt Sander
 - Vice
2. Write a letter to a younger pupil explaining which rules they need to follow to safely use a coping saw. *Hint: Include a range of sentences, punctuation and vocabulary.*



DESSERTS

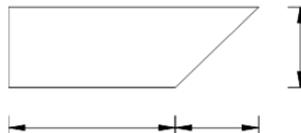
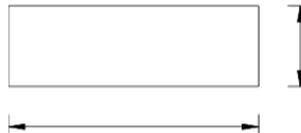
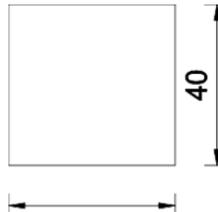
1. How long are these lines? Measure each line and put your answers in millimetres.



MAINS

ARE: Use a range of tools to measure, cut, shape and join materials accurately.

1. Write in the missing measurements:



ARE: Be able to identify functional and aesthetic properties of materials.

2. Name 3 different materials you could use in Product Design.
3. Choose 2 of the materials you have listed above, and research their functional properties. (e.g. is it hard, flexible, opaque?)

TECHNOLOGY - TEXTILES



Textiles Basics



STARTERS

ARE: Use a range of tools to measure, cut, shape and join materials accurately.

- 1. Explain what each of the following pieces of textiles equipment are used for:
 - a. Sewing Machine
 - b. Unpicker
 - c. Needle
 - d. Pin
 - e. Tailors Chalk
- 2. Write a letter to a younger pupil explaining which rules they need to follow to safely use a sewing machine.



SIDES

- 1. Go onto the internet and find out what a seam allowance is. Write a paragraph about the importance of seam allowances and what will happen if they are not included.



DESSERTS

- 1. Use a needle and thread to produce a hand embroidery sample.
- 2. Create a step by step guide for a younger pupil explaining how to thread a needle.



MAINS

ARE: Sketch a range of design ideas which link to the design criteria.

- 1. Create a design for a doorstop. It must be drawn well, fully coloured in and be labelled.
- 2. Challenge: add an electronic feature to your design.

ARE: Generate relevant research to inform the design process.

- 3. Research the designer William Morris. Produce a page of pattern drawings inspired by William Morris.
- 4. Research five different textile designers. Create a moodboard of their work and write a paragraph to explain why you like their designs.

ARE: Discuss the impact of product manufacture on the environment.

- 5. Use the internet to research product lifecycle. Find out what happens to your clothes once you throw them away. Write a paragraph about it.

TECHNOLOGY - GRAPHICS



Sketching and Rendering

STARTERS

ARE: Use a range of drawing techniques

1. Copy these letters as carefully as you can.



2. Copy the NOKIA logo, using a pencil and a ruler.



SIDES

ARE: Use tools and equipment as instructed to develop skills.

- Define the following words;
- Render
 - Perspective
 - Isometric

DESSERTS

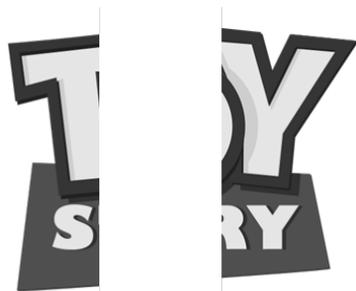
ARE: Can link science and maths to the designing and making of products.

1. In 2000, a board game cost £1.50 to manufacture, and was sold for £4.99.
2. How much profit was made if 15 games were sold?
3. In 2017, the same game now costs £4.00 to manufacture, and is sold for £18.99.
4. How much profit is now made if 15 games are sold?

MAINS

ARE: Use a range of drawing techniques.

1. Pick your favourite logo (e.g. NIKE, Topshop, Apple). Explain why the colour, style, size and shape of the logo is suitable for the brand.
2. A new clothing company called 'Capture' has been launched. Design a logo that would be suitable for this company.
3. Choose a real company that in your opinion, has a poor logo. Redesign this logo, and add annotation to explain the changes you have made.
4. Complete the missing section of the Toy Story logo:



FOOD PREPARATION & NUTRITION



Introduction To Food



STARTERS

- 1. What personal hygiene rules need to be followed in the Food Room? Make a poster to display in the classroom.
- 2. What safety rules need to be followed in the Food Room? Make a poster to display in the classroom.



SIDES

- Find out the definitions of the following the words:
 - Hygiene
 - Safety
 - Cross contamination
 - Bacteria
 - Food Poisoning
 - Preparation



DESSERTS

- 1. Pick a recipe of your choice and work out how much it would cost to make it. You could use www.ASDA.co.uk to find out prices of ingredients.
- 2. A chicken pie costs £6.90 to make. It can be cut into 6 pieces, how much does each piece cost? How much would you sell it at to make a profit?



MAINS

ARE: Pupils can understand the principles of nutrition and health and the Eatwell guide.

- 1. Produce a mood board of images which represents food that are currently in Season.
- 2. Pick a target market (Children, Teenagers Adults etc.) and create a profile about them – name, age, hobbies, favourite food etc.
- 3. Research a recipe made using locally sourced ingredients and create a recipe card for a primary pupil to follow.
- 4. Go to your local cultured restaurant and take a picture of their menu. Print it out and annotate it with information about the prices of the food and why you think they are cheap/expensive.

ARE: Pupils can select and prepare different ingredients.

- 5. Research different cooking techniques (kneading, chopping, slicing etc) and find some images of them being used. You could try them out at home and evidence these using pictures.

PERFORMING ARTS



New Beginnings

STARTERS

- 1. What are stage directions?
Drama ARE - stage
- 2. Describe what blocking is and why it's important in drama.
Drama ARE - stage
- 3. Draw a stage floor plan and mark the following: Stage right, upstage, audience, wings.
Drama ARE – stage
- 4. Create a fact file exploring the origins of the Piano.
Music – Appraising

SIDES

- Learn to spell:
 - Stage direction
 - Blocking
 - Drama
 - Dance
 - Rhythm
 - Pulse
 - Beat
 - Keyboard

DESSERTS

- 1. Research and create a fact file about all the different types of theatres there are. To help you, look up Leeds Grand and City Varieties in Leeds. (What's different about these stages? What's similar? Do they have names?) **Drama ARE – stage**
- 2. Attend a Flexible Learning Music session and develop your skill on an instrument.

MAINS

- Drama ARE - voice**
 - 1. Write or record yourself saying a short monologue (a script/drama performance with only one speaker in) about a holiday you loved and why. Try to include stage directions.
- Dance ARE – choreography**
 - 2. Create a short dance based around something you did on the Summer holidays. Pick the music yourself. Video yourself on your phone or show Miss live.
- Music ARE – Rhythm**
 - 3. Collect a notation worksheet and attempt the Exp, Emb and Exc tasks.
- Music ARE - Melody**
 - 4. Collect a treble clef worksheet and attempt the Exp, Emb and Exc tasks.

RECOMMENDED READING



Private Peaceful - Michael Morpurgo



Small Steps - Louis Sachar



Holes - Lois Sachar



The Hunger Games - Suzanne Collins



The Boy in the Striped Pyjamas - John Boyne



Refugee Boy - Benjamin Zephaniah



Noughts and Crosses - Malorie Blackman



Billionaire Boy - David Walliams



Awful Auntie - David Walliams



The Demon Dentist - David Walliams



Lord of the Flies - William Golding



Treasure Island - Robert Louis Stephenson



