



Enhanced Further Learning

Year 7

Enhanced Further Learning: **Art**

Easier Tasks	Harder Tasks
<p><u>COLOUR</u> Expected: Ability to mix a desired colour using two other colours</p> <ol style="list-style-type: none"> 1. Give two colour combinations to make a tertiary colour. 2. Use paint (one colour) to create 3D square. <p>Embedded: Ability to blend one colour to another; smoothly in a gradient.</p> <ol style="list-style-type: none"> 3. Use two colour combinations to create a tonal 3D square. <p><u>SCALE</u> Exceptional: Ability to reproduce an image & alter the scale (enlarge/shrink); keeping all proportions.</p> <ol style="list-style-type: none"> 1. Enlarge a Salvador Dali image. 	<p><u>FORMAL ELEMENTS</u> Expected: Ability to explain and/or show two or more of the formal elements in their work.</p> <ol style="list-style-type: none"> 1. Pick one painting any Surrealist artist and write a paragraph, describing the colours, mood and media used for this piece of work. 2. Joan Miro is another Surrealist artist, but he produced a different style of work to Dali. Research five facts about this artist. Challenge: What is different about Dali and Miro's work? What is similar? <p><u>TONE</u> Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)</p> <ol style="list-style-type: none"> 3. Surrealism: Set up a surreal scene and take a photograph of it. Consider what is successful and what could be improved upon. 4. Study 1. Sketch one artist image you have researched from the Surrealism movement. This is called 'observational drawing'.
<p>Literacy</p> <p>List five adjectives to describe Salvador Dali's work.</p>	
<p>Skills/Numeracy</p> <p><u>FORMAL ELEMENTS</u> Expected: To be able to list four of the Formal Elements.</p> <ol style="list-style-type: none"> 1) Research http://www.ducksters.com/biography/artists/salvador_dali.php. 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. Remember to include the formal elements in your research. <p><u>SCALE</u> Embedded: Ability to reproduce an image & alter the scale; keeping some proportions.</p> <ol style="list-style-type: none"> 1) Surrealism: Draw an object that is melting like the clocks in Dali's 'The Persistence of Memory' painting. Ideas: food, household objects. Challenge: Enlarge your drawing so it double the size. 	<p><u>TONE</u> Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.</p> <ol style="list-style-type: none"> 5. Study 2. Try extending or slightly changing your observational work. This is called 'development'. 6. Analyse a piece of your work. <ul style="list-style-type: none"> - How does it make you feel? - What sort of colours have you used? - Would you change the image in any way?

Enhanced Further Learning: **Computer Science and ICT**

Easier Tasks	Harder Tasks
<p>ARE: Understand the definition of HTML, it's purpose on the World Wide Web and demonstrate the ability to use a range of HTML tags for a given scenario</p> <p>Take a picture or a screenshot of some HTML code from a website to bring into lesson. When you have a website open press F12 on the keyboard to see the HTML code.</p> <p>Find a news story from 2015 that is about a big company that has been hacked. Save this story or print it out to use in class.</p> <p>Make a small flashcard that shows the definitions of HTML, CSS and Cryptography.</p>	<p>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</p> <p>Produce a poster with at least 5 tips for creating a strong and secure password.</p> <p>ARE: Understand the definition of HTML, it's purpose on the World Wide Web and demonstrate the ability to use a range of HTML tags for a given scenario</p>
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Define the following keywords;</p> <p>HTML Web Design CSS Website Navigation Email Hacking Crime and Security Computer Law Cryptography</p>	<p>Choose your top 5 favourite websites. Write a short paragraph about each of them and why you like them.</p> <p>Design a webpage for any topic of your choice. This can be done on paper or on a computer. This will be one page and it will outline everything that makes up your full webpage.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems</p> <p>Use the Caesar Cypher to decode this hidden message: J MPWF EJHJUBM NFEJB</p> <p>Explain how the phrase 'I came I saw I conquered' relates to the topic of cryptography.</p> <p>Watch this YouTube video about the Computer Misuse Act of 1990. (https://www.youtube.com/watch?v=CFvN-3tqyYg). Write a bullet pointed list with what you think are the 5 key points from this video.</p>	<p>Write some HTML code to create a webpage that shows your name and a sentence about yourself or your hero/role model. See any of the Digital Media team if you need help to start this.</p> <p>Find out who invented the World Wide Web and make a fact file about this person.</p>

Enhanced Further Learning: DT Introduction

Easier Tasks	Harder Tasks
<p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Task - Research what deforestation is.</p> <p>Task – Pick a product which you think has a negative impact on the environment and write a sentence explaining why. (Hint – this could be a product made from plastic)</p> <p>Task - What safety rules need to be followed in the Food Room when using equipment and utensils? Make a poster to display in the classroom.</p>	<p>ARE: Use the work of designers to influence their design ideas.</p> <p>Task - Research the work of People Tree Fashion. Discuss how this contemporary designer has been inspired by wanting to be environmentally friendly.</p> <p>ARE: Generate relevant research to inform the design process.</p> <p>Task- Research the designer William Morris. Produce a page of pattern drawings inspired by William Morris.</p>
<p style="text-align: center;">Literacy</p> <p>Task – Explain what each of the following pieces of textiles equipment are used for:</p> <ol style="list-style-type: none"> 1. Sewing Machine 2. Unpicker 3. Needle 4. Pin <p>Task- Find out the definitions of the following the words:</p> <ol style="list-style-type: none"> 1. Hygiene 2. Cross contamination 3. Bacteria 4. Food Poisoning 	<p>Task- Research five different designers. Create a moodboard of their work and write a paragraph to explain why you like their designs. (Hint – there are lots of designer posters in G2 and G4)</p> <p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Task- Write a paragraph explaining why it is important for designers to think about the impact that their designs/ products have on the environment.</p> <p><i>Ensure you use a range of punctuation, sentences and connectives.</i></p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Task – Design a poster based on a product life cycle (see the display in the technology corridor for inspiration)</p> <p>Task – Design a creative leaflet, explaining each of the 6 R's.</p> <p>Task - 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.</p>	<p>ARE: Students can select and prepare different ingredients.</p> <p>Task - 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.</p> <p>Task: Go onto the internet and find a recipe for a beef burger and chips. Explain how the ingredients could be changed to make the dish healthier.</p>

Easier Tasks	Harder Tasks
<ul style="list-style-type: none"> Imagine you were a baby who had just been born: what would your first paragraph be? <p>ARE focus: Use a range of punctuation.</p>	<ul style="list-style-type: none"> Find a picture of a planet. Write a story about the day this picture was taken from the perspective of the photographer, using a range of sentences and some varied punctuation. <p>ARE focus: Write a range of sentences (simple, compound, complex).</p>
<p>Literacy</p> <p><u>Find the definitions of the following words:</u></p> <p>Inference Connotation Real Imagined Magic Literary Imbued Extricate Intricate Myth</p> <p>ARE focus: Use a range of vocabulary.</p>	<p>ARE focus: Use a range of punctuation.</p> <ul style="list-style-type: none"> Write an article about a new Harry Potter adventure, using language features to entertain your audience. <p>ARE focus: Use language features that are appropriate to a specific genre, audience and purpose.</p> <ul style="list-style-type: none"> Find a copy of Roald Dahl's Revolting Rhymes and pick a poem. How is that person presented? Answer the question using PEE paragraphs. <p>ARE focus: Be able to use the PEE/PETER structure.</p>
<p>Skills/Numeracy</p> <ul style="list-style-type: none"> Have a look at The Magic Circle website Create a list of membership requirements <p>ARE focus: Use a suitable quotation to prove the point you are making.</p>	<ul style="list-style-type: none"> Write a letter to an imaginary being describing your ideal day. Use paragraphs and a range of connectives. <p>ARE focus: Use paragraphs correctly (according to TiPToP).</p> <p>ARE focus: Use connectives at the start of sentences and paragraphs.</p>

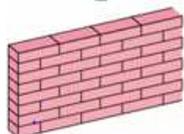
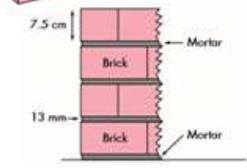
Enhanced Further Learning: Geography

Easier Tasks	Harder Tasks
<p>ARE = Identify the difference between physical and human geography.</p> <p>Task = Choose one continent. Create a table showing the key physical geographical features of the continent. (eg desert)</p> <p>Task = Look at one major city (eg New York). What features of human geography would you expect to see in a major city?</p>	<p>ARE = Describe the characteristics of deserts and polar regions.</p> <p>Task = Create a detailed fact file on the Sahara desert. Think about features like area, location and human interaction.</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key terms:-</p> <p>Urban</p> <p>Rural</p> <p>Mountains</p> <p>Environment</p>	<p>ARE = Explain how urban and rural environments differ.</p> <p>Task = Explain how tribal groups manage to live the Amazon rainforest. Think about how they get food, how they make homes and any other interesting facts.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE = Draw an annotated geographical sketch.</p> <p>Task = Choose a photograph of either a physical or human environment. Draw a simple sketch of it and label the key features.</p> <p>ARE = Describe how different parts of the world have distinct natural environments.</p> <p>Task = Produce a table comparing the total number of rivers across three different countries.</p>	<p>ARE = Give balanced arguments.</p> <p>Task = 'Humans should not visit places like Antarctica'. Do you agree? Give at least two reasons for both sides of the argument.</p> <p>ARE= Locate the seven continents and five oceans of the world.</p> <p>Task = Create a detailed world map, labelling all the continents and oceans. To push yourself further try to label 3 seas and 5 countries.</p>

Enhanced Further Learning: History

Easier Tasks	Harder Tasks
<p><i>ARE: Use sources to gather information.</i></p> <p>Task; Find an image of the Magna Carta and describe it.</p> <p>Task; Find an image of the Battle of Hastings and label what is happening.</p> <p>Task; Find a source that explains the different tactics William used to invade Britain and state which the most important was.</p> <p>Task; Find an image of the feudal system and explain why it was significant.</p>	<p><i>ARE: Describe change across a given era with reasons to explain these changes.</i></p> <p>Task; Describe the impact of the Magna Carta over the last 1,000 years.</p> <p><i>ARE: Identify and explain causes for key historical events.</i></p> <p>Task; Create a mind map of why Thomas Beckett was murdered.</p> <p><i>ARE: Describe how different groups of people experience historical events (interpretations).</i></p>
<p style="text-align: center;">Literacy</p> <p>Write a definition for these terms:</p> <p>Conqueror Barons Interpretation Law Tax Fyrd</p>	<p>Task; Create a spider diagram of different interpretations of King John's reign.</p> <p>Task; Explain why Boudicca is seen as an important person in history to some and not to others.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p><i>ARE: Understand what makes someone/something important in history (significance).</i></p> <p>Task; Create a leaflet titled 'Life under William the Conqueror'. Explain why he was important.</p>	

Enhanced Further Learning: Maths

Easier Tasks	Harder Tasks																				
<p>Four operations (and with negatives) (ARE) Have a go at these quick fire questions –</p> <table border="0"> <tr> <td>1) 4×5</td> <td>1) $5 + 12$</td> </tr> <tr> <td>2) 8×3</td> <td>2) $13 + 22$</td> </tr> <tr> <td>3) 7×2</td> <td>3) $-32 + 123$</td> </tr> <tr> <td>4) 9×-3</td> <td>4) $67 + -18$</td> </tr> <tr> <td>5) -10×-5</td> <td>5) $345 + 529$</td> </tr> </table> <table border="0"> <tr> <td>1) $12 \div 3$</td> <td>1) $67 - 21$</td> </tr> <tr> <td>2) $24 \div 6$</td> <td>2) $98 - 65$</td> </tr> <tr> <td>3) $-45 \div 9$</td> <td>3) $-243 - 19$</td> </tr> <tr> <td>4) $-66 \div -11$</td> <td>4) $367 - 141$</td> </tr> <tr> <td>5) $56 \div 8$</td> <td>5) $821 - -357$</td> </tr> </table>	1) 4×5	1) $5 + 12$	2) 8×3	2) $13 + 22$	3) 7×2	3) $-32 + 123$	4) 9×-3	4) $67 + -18$	5) -10×-5	5) $345 + 529$	1) $12 \div 3$	1) $67 - 21$	2) $24 \div 6$	2) $98 - 65$	3) $-45 \div 9$	3) $-243 - 19$	4) $-66 \div -11$	4) $367 - 141$	5) $56 \div 8$	5) $821 - -357$	<p>Rounding and Approximating (ARE)</p> <p>Jim rounds a number, x, to one decimal place. The result is 7.2</p> <p>(i) Write down 3 possibilities for x. (ii) What's the smallest x could be? (iii) What's the largest x could be?</p> <p>.....</p> <p>Types of number (ARE)</p> <p>Tom, Sam and Matt are counting drum beats. Tom hits a snare drum every 2 beats. Sam hits a kettle drum every 5 beats. Matt hits a bass drum every 8 beats.</p> <p>Tom, Sam and Matt start by hitting their drums at the same time. How many beats is it before Tom, Sam and Matt next hit their drums at the same time?</p> <p>.....</p>
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<p style="text-align: center;">Literacy</p> <p>Types of numbers (ARE) Below is a list of key terms involved with number. Can you provide a definition along with some examples to show off your knowledge:</p> <p>a) Square Number b) Cube Number c) Triangle Number d) Prime Number</p>	<p>Four operations (ARE) A machine produces 120 bolts every minute.</p> <p>a) How many bolts will be produced by the machine in 9 minutes? b) The bolts are packed in bags of 8. How many bags will it take to pack 120 bolts?</p> <p>Four operations (ARE)</p>																				
<p style="text-align: center;">Skills/Numeracy</p> <p>Types of numbers (ARE)</p> <p>a) Work out the value of i) 5^3 ii) $\sqrt{125}$ iii) $(-2)^2 - \sqrt{49}$ b) Find the HCF of 32 and 48 c) Find the LCM of 25 and 40 d) Express 48 as a product of prime factors</p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;"> <p>Figure 1</p>  </div> <div> <p>Figure 2</p>  </div> </div> <p>Figure 1 shows a section of a brick wall. Figure 2 shows how layers of bricks are built up.</p> <p>a) The wall has nine layers of bricks. Each brick is 7.5cm high. Each layer of mortar is 13mm thick. Calculate the height of the wall in metres. b) The wall is to be continued until it is at least 1 metre high. What is the smallest number of extra layers needed to do this?</p>																				

Easier Tasks	Harder Tasks
<p>ARE - Identify basic vocabulary: Make a wordsearch using the key words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p>	<p>ARE - Writing : Write an answer to the questions in French:</p> <ul style="list-style-type: none"> - Ecris une description de ta famille. (Write a description of your family) - Quel est ton animal préféré et pourquoi? (What is your favourite animal and why?) - Décris tes yeux et tes cheveux et les yeux et les cheveux de ton meilleur ami. (Describe your hair and the hair and eyes of your best friend)
<p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>j'ai – I have les animaux - animals il y a – there is et – and mais - but</p>	<p>ARE – Translation: translate passage 1 into English (you can collect this from your classroom).</p> <p>ARE - Translation: translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE - Translation: translate passage 3 into French (you can collect this from your classroom).</p> <p>ARE - Translation: translate passage 4 into French (you can collect this from your classroom).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE - Identify basic vocabulary: Create your own set of vocabulary games on Quizlet.</p> <p>ARE - Identify basic vocabulary: Create your own spelling test for people in your class on the vocabulary you have studied.</p>	<p>ARE - Writing: Find a picture of a bag containing all of the usual school equipment and write 4 sentences about it in French.</p> <p>ARE - Writing: Write a description of a famous French person.</p> <p>ARE - Identify basic vocabulary: Design your own zoo and label the animals in French</p>

Easier Tasks	Harder Tasks
<p>ARE - Identify basic vocabulary: Make a revision mindmap of key words linked to school.</p> <p>ARE - Identify basic vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Complete the vocabulary activities on Quizlet, searching for “school” in the Spanish section. Then, create a list of the new words you have learnt.</p>	<p>ARE -Writing : Write a short paragraph in Spanish to present your school life.</p> <p>ARE - Translation : translate passage 1 into English (you can collect this from your classroom).</p> <p>ARE – Translation: translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE – Translation: translate passage 3 into Spanish (you can collect this from your classroom).</p>
<p style="text-align: center;">Literacy</p> <p>Mi professor – my teacher Comer – to eat Beber – to drink Escucho – I listen Escribo – I write Leo – I read Hablo – I speak</p> <p>ARE: Translation these phrases in Spanish: -My Maths teacher: - My Spanish teacher: - My Science teacher:</p>	<p>ARE – Translation: translate passage 4 into Spanish (you can collect this from your classroom).</p> <p>ARE -Writing: Design your ideal school and label it in Spanish.</p> <p>ARE -Writing: Research “Spanish school life” and find five differences with our school –Write a paragraph to explain the differences.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE - Identify basic vocabulary: Search “Spanish School” on quizlet for vocabulary practice and games.</p> <p>ARE - Identify basic vocabulary: Create your own set of vocabulary games on quizlet on the topic of school.</p> <p>ARE - Identify basic vocabulary: Go to Moodle and complete reading and listening exercises for Year 7 Spanish.</p>	<p>Log in onto pupil portal and go to Moodle / Spanish / Y7 Age related expectations and complete some ARE activities.</p>

Enhanced Further Learning: PE

Easier Tasks	Harder Tasks
<p>ARE: Demonstrate effective leadership skills, have clear knowledge and understanding of at least two rules.</p> <p>Draw a diagram of one of the following courts/pitches:</p> <ul style="list-style-type: none"> - Netball - Football - Rugby - Badminton <p>Label two different teams and all of the different positions.</p> <p>Draw a picture of the different areas that each position is responsible for.</p> <p>Draw a picture of the safe set up trampolines to inform others.</p>	<p>ARE: Demonstrate effective leadership skills, have clear knowledge and understanding of at least two rules.</p> <p>Attend a netball, rugby, badminton or football club after school and play in at least two different positions on the court/pitch.</p> <p>Which was your favourite? Which were you best at? What were your areas to improve? Create a blog, video or written presentation on the session.</p> <p>Write a profile of a professional sports person who plays your position. Can you comment on the following:</p> <ul style="list-style-type: none"> - Position and the different requirements (what do they need to do?) - What attributes or characteristics does the person have? - Which types of fitness do they need the most?
<p style="text-align: center;">Literacy</p> <p>ARE: Demonstrate effective leadership skills, have clear knowledge and understanding of at least two rules.</p> <p>Create a glossary of terms that could support a younger pupil when starting a new sport. Pick from either netball, rugby, badminton or football. This can be in the form of a leaflet, poster, video or blog. Be sure to define/describe each word in simple language to help them.</p>	<p>ARE: Demonstrate ability to evaluate and analyse at least two weaknesses in others.</p> <p>Watch a football, netball, badminton or rugby match and watch one individual player. Commentate on their play including the following:</p> <ul style="list-style-type: none"> - Where they move - If they are getting the ball - If they get interceptions
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Demonstrate ability to evaluate and analyse at least two weaknesses in others.</p> <p>Watch a football, netball or rugby match for a period of 5 minutes.</p> <p>Count how many times the ball is;</p> <ul style="list-style-type: none"> - Caught (netball and rugby) - Dropped (netball and rugby) - Passed - Retained in possession by each team. 	

Enhanced Further Learning: Performing Arts

Easier Tasks	Harder Tasks
<p>Music</p> <p>Appraising ARE – Keep a listening log of pieces you have listened to. Explain our opinion of each.</p> <p>Chords ARE – What is a chord?</p> <p>Choreography ARE dance - What are 5 basic body actions that makes up a dance?</p> <p>Choreography ARE dance - What is choreography?</p>	<p>Music</p> <p>Melody ARE – Collect a practice keyboard pack from Mr Vardy. Practice playing the pieces in the learning keyboard booklet.</p> <p>Appraising ARE – Select a piece of music. Explain your opinion. What genre / style of music is it? Describe the features of the Music.</p> <p>1. Choreography ARE dance - Choreograph a short solo dance sequence using:</p>
<p>Literacy</p> <p>Music ARE Appraising – What do the following mean: Melody, Chords, Rhythm, Appraising,</p> <p>Appraising ARE DANCE - List all the different styles of dance you can think of, or research them. For each style of dance – say 2 facts about them.</p>	<p>2 different Jumps 2 different transference of weight/travel steps 2 different stepping patterns 2 different turns – on using the floor and one standing or jumping. 2 Gestures 2 balances</p> <p>Video these on your phone and show the teacher.</p>
<p>Skills/Numeracy</p> <p>Timing ARE dance - Watch this clip: https://www.youtube.com/watch?v=rZGrufYSQPc</p> <p>How may counts of 8 do they perform?</p> <p>Timing ARE dance - Can you copy the dance and video yourself on your phone?</p> <p>Can you show the teacher who will mark your timing skills – emerging, expected, embedded, exceeding.</p> <p>Music</p> <p>How is a keyboard made? What is a Ukulele constructed of?</p>	<p>2. Expression ARE dance - Can you put your sequence to a piece of music? Is it different to a different piece of music?</p>

Easier Tasks	Harder Tasks
<p>ARE: Identify some examples of religious identity including worship practices/traditions and festivals.</p> <p>Write a brief overview of one religious festival.</p> <p>Describe what a traditional family might do at Christmas.</p>	<p>ARE: Describe some features of at least one religion, including some teachings and one festival.</p> <p>Explain what happens during the festival of Hanukkah. Where do the traditions come from?</p> <p>Research the trimurti- what is it made up from? How does it link to belief?</p>
<p>Literacy</p> <p>ARE: Identify some examples of religious identity including worship practices/traditions and festivals.</p> <p>Write a paragraph describing the key beliefs of one religion you know well.</p> <p>Choose any religious building and create a fact file about it.</p>	<p>Research Guru Nanak. Why do people follow his teachings? What makes him so special?</p> <p>ARE: Describe the belief of others and identify and describe own beliefs.</p> <p>‘Humans are responsible for looking after the world and should do more to protect each other.’ Do you agree? Explain your view in as much detail as you can.</p>
<p>Skills/Numeracy</p> <p>Create a bar chart showing the ten most visited religious sites in the world.</p> <p>Create a fact file for a key event in the Christian/Muslim calendar.</p>	<p>‘Religious festivals bring people together.’ Do you agree? Explain in as much detail as you can using examples from what you have been learning.</p>

Easier Tasks

- 1) Use the internet to find out what a 'top predator' is. Give 3 examples of top predators.
- 2) Give 3 ways to stay safe when working with strong acids or alkalis.
- 3) What equipment would you use to measure volumes of water?
- 4) Give a definition for "**compression**".
- 5) **Draw pictures to show the particle arrangement in solids, liquids and gases.**

Solid

Liquid

Gas

Literacy Expected

- 1) Solve these 'Missing Vowels' keywords:
Fr - - z - ng
M - lt - ng
C - nd - ns - t - - n
St - t -
- 2) Define the term "**independent variable**".
- 3) Define the words "herbivore" and "carnivore".

Skills/Numeracy Expected

- 1) **Write an experimental method** to find out how long it takes for an ice cube to melt on two different surfaces (a ceramic tile and a wooden block).
- 2) Identify any potential **sources of error** in the experiment above.
- 3) **Plot the following data** as a line graph.

Time (seconds)	Temperature (°C)
0	0
5	2
10	7
15	16

- 4) Ask your teacher for some exam questions!

Harder Tasks
Embedded/Exceptional

- 1) **Identify the 'producer', 'primary consumer' and 'secondary consumer' in the following food chain: Emb**
Grass → Grasshopper → Shrew → Owl
- 2) What is condensation? Draw a story board demonstrating how condensation forms on the inside of a window when it's cold outside and the house is warm inside. Exc
- 3) Use the internet to help you to draw a food web for either an ocean or woodland habitat (or both!) Emb
- 4) Draw a poster (or a set of 3 posters if you prefer) **demonstrating how the particle model can be used to explain properties of solids, liquids and gases, including compressibility and the ability to flow or change state.** You can use the internet or ask your teacher for some notes. Exc
- 5) Draw the table below. Give physical or behavioural **adaptations that predator and prey animals have.** Emb
For example:

Predator	Prey
Sharp claws and teeth	Usually herbivores
Eyes on front of head	Eyes on side of head

- 6) For the food web below, explain what would happen to the number of ladybirds and caterpillars if the aphids all died. Exc

