



Enhanced Further Learning

Summer 1

Year 7

Easier Tasks	Harder Tasks
<p><u>Key words</u> Expected: To use some keywords in sentences to describe elements in Art work with the assistance of work aids.</p> <ol style="list-style-type: none"> 1. Choose a painting from Rene Magritte; describe what you see in one short paragraph. <p>Embedded: To use some keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 2. Write a paragraph explaining how this painting makes you feel, and what materials you think the artist has used. Write about how you could develop the painting further. <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"> 3. Enlarge one section of the image; use coloured pencils or paint to add colour and include detail. 	<p><u>FORMAL ELEMENTS</u> Expected: Ability to explain and/or show two or more of the formal elements in their work. <u>Using your imagination</u></p> <ol style="list-style-type: none"> 1. Create an A5/A4 surreal style collage. 2. You could use pictures from magazines, newspapers or your own photographs. Try putting contrasting images together, to create something new. E.g. half a human head and half a cat's head. 3. Find a painting by a surrealist artist that reminds you of a metaphor.
<p style="text-align: center;"><u>Literacy</u></p> <p>List five adjectives to describe Rene Magritte's work. Describe what a 'metaphor' is. Challenge: What ideas do you think Magritte is communicating through the imagery of his paintings?</p>	<p><u>tone</u> Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)</p> <ol style="list-style-type: none"> 4. Rene Magritte or Salvador Dali: Using paint and pencil copy the image you have chosen. 5. Study 1. Now experiment with different media, try copying the image using pen, charcoal or pastel.
<p style="text-align: center;"><u>Skills/Numeracy</u></p> <p><u>FORMAL ELEMENTS</u> Expected: To be able to list four of the Formal Elements. Find a painting by Rene Magritte or Salvador Dali.</p> <ul style="list-style-type: none"> • Describe how the formal elements make this painting. Divide your writing into four paragraphs with the subheadings: 1. Colour 2. Line 3. Tone 4. Texture <p><u>SCALE</u> Embedded: Ability to reproduce an image & alter the scale; keeping some proportions.</p> <ol style="list-style-type: none"> 1) Enlarge one section of a Salvador Dali image. Add colour using a media of your choice. Challenge: 2) Find the area of one shape in your work. 3) Find the perimeter of one shape in your pattern. 	<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"> 6. Study 2. Try extending or slightly changing your observational work. This is called 'development'. Can you show a full range of tone, from light to dark?

Easier Tasks	Harder Tasks
<p>ARE: Understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits</p> <p>Is there more technology in the future or the past?</p> <p>Find as many different types of picture file types as you can and write them down as a list.</p> <p>Design a model of a house with clear annotations and measurements.</p>	<p>ARE: Plan, record and edit audio clips using audio making concepts and processes such as; splitting tracks, changing pitch and effect</p> <p>Record a radio advert to advertise a product of your choice using Audacity.</p> <p>ARE: Understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits</p> <p>Develop a spread sheet that shows your dream team of 11 football players including their transfer price. Then record the total price of all your players added together.</p>
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Define the following keywords;</p> <p>3-D Modelling Binary Denary Spread sheet Formatting Formula Query Audio Database Report</p>	<p>Produce a QR code that when scanned by a QR code reader, shows an explanation of flat file databases and relational databases. Use this website as a tool to generate the QR code: http://www.qr-code-generator.com/</p> <p>Develop a piece of 'computer art' using only formatting tools in Microsoft Excel.</p> <p>Watch all the videos about computing and data here: http://www.bbc.co.uk/education/topics/zd2xsbk/resources/1</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits</p> <p>Define the following symbols in computing terms: +, -, /, *</p> <p>Explain the use of the min, max and average formulas in Microsoft Excel.</p> <p>Convert the following hexadecimal numbers into their denary form: C7, F5, 12, 66</p>	

Enhanced Further Learning: **Design and Technology**

<p style="text-align: center;">Easier Tasks</p> <p>ARE: Research the properties of a wide range of materials. Task: Name five different materials you could use in Design Technology. Task: Choose two of the materials you have listed above, and research their functional properties. (E.g, Is it hard, flexible, opaque.)</p>	<p style="text-align: center;">Harder Tasks</p> <p>ARE: Generate relevant research and communicate ideas in a range of ways. Task: Redesign a current garment or accessory we use today, taking inspiration from the Art Deco movement. Task: Research the work of Coco Chanel. Create a fact sheet for primary pupils to pass on the information you have found out about this designer.</p>
<p style="text-align: center;">Literacy</p> <p>ARE: Research the properties of a wide range of materials. Task: Write a paragraph explaining where cotton comes from. Explain where and how it is grown. Task: Write a paragraph explaining where the alpaca fibre comes from. Explain which animal it comes from and what the alpaca fibre can be made into.</p>	<p>Task: Research the work of Holly Fulton. Discuss how this contemporary designer has been inspired by the Art Deco movement.</p> <p>Task: Design a cushion which could be used by a small child with a visual impairment. Think about how you could make the cushion educational and appeal to the child's stronger senses (touch, smell, taste etc).</p> <p>ARE: Explore the work of historical and contemporary designers. Task: Create a visual and interesting timeline of the art movements, from 1900's to present day.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Explore the work of historical and contemporary designers. Task: John needs to cut out 4 pieces of fabric which are 40mm X 65mm. How much fabric in total would John need to be able to cut the 4 pieces out? Task: A designer creates a bag which costs £3.00 to make. If the designer wants to make triple £3.00 as her profit, how much does she need to charge for the bag?</p>	

Enhanced Further Learning: **English**

Easier Tasks	Harder Tasks
<p>ARE: Be able to identify the GAP of a text</p> <p>What is the GAP of the text?</p>	<p>ARE: Identify some language and structural features</p> <p>Read the extract. Find three language and three structural features.</p>
<p style="text-align: center;">Literacy</p> <p>Find the definitions of:</p> <p>Love Sibling Bond Blood Kin</p>	<p>Have a look at http://www.bbc.co.uk/education/guides/zapsfg8/revision for help if needed</p> <p>ARE: Give a straightforward opinion on how effective a text is</p> <p>Using the language features that you have identified comment on how they are used. How do they make the reader feel? Do they make the text effective?</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Use tenses correctly</p> <p>Write an blog about your families past, present, and hopes for the future.</p> <p><i>Be sure to use correct tenses to make your article clear to the average reader</i></p>	<p>ARE: Be able to identify the impact of structure (character change, creation of tension, sentence structure and features of genre)</p> <p>Using the structural features that you have identified can you explain the impact? Does the structure make the text clearer? Does the structure make us feel sorry for her? Why? Why not?</p>

Extract from 'The Lion King' (1994)

MUFASA: Simba!

Simba slowly turns and walks towards his father. Looking down he sees that his forepaw fits inside just the palmprint of his father's paw. Mufasa thinks silently for a few moments, then, finally, he turns to him.

MUFASA: Simba, I'm very disappointed in you.

SIMBA: I know.

MUFASA: You could have been killed. You deliberately disobeyed me. And what's worse, you put Nala in danger!

SIMBA: I was just trying to be brave like you.
MUFASA: I'm only brave when I have to be. Simba... being brave doesn't mean you go looking for trouble.
SIMBA: But you're not scared of anything.
MUFASA: I was today.
SIMBA: You were?
MUFASA: Yes... I thought I might lose you.
SIMBA: Oh. I guess even kings get scared, huh?
MUFASA: Mm-hmm.
SIMBA: But you know what?
MUFASA: What?
SIMBA: I think those hyenas were even scarer.
MUFASA: 'Cause nobody messes with your dad. Come here, you.

He picks Simba up and starts giving him a cuddle

SIMBA: Oh no, no... Aaagh! Errggh!

Simba and Mufasa tussle playfully for a brief while.

SIMBA: Oh, come here... (as Mufasa runs away) Hah! Gotcha!

They end up with Mufasa laid down and Simba on his head

SIMBA: Dad?
MUFASA: Hmm?
SIMBA: We're pals, right?
MUFASA: Right.
SIMBA: And we'll always be together, right?
MUFASA: Simba... Let me tell you something that my father told me... Look at the stars. The great kings of the past look down on us from those stars.
SIMBA: Really?
MUFASA: Yes... So whenever you feel alone, just remember that those kings will always be there to guide you ... And so will I.

Enhanced Further Learning: **Food Preparation and Nutrition**

Easier Tasks	Harder Tasks
<p>ARE: Be able to explain why people choose different types of food and how food is produced, processed and sold.</p> <p>Task: research why teenagers need to have a healthy diet and specifically explain what teenagers need to grow properly</p>	<p>ARE: Be able to state the main nutrients in the diet and know their function</p> <p>1. Explain the function of Carbohydrates in the diet, and give examples of different sources of carbohydrate (challenge: why should people be careful about the amount of carbohydrate in their diets?)</p> <p>2. Explain the function of Vitamins C and Din the diet, and give examples of sources of each. (challenge: What can happened to the body if we don't get enough vitamin C and D? What can happened if we get too much of each vitamin?)</p>
<p>Literacy</p> <p>ARE: Select the correct utensils and electrical equipment for food preparation.</p> <p>Task: Explain the function of these pieces of equipment.</p> <ol style="list-style-type: none"> 1. Collander 2. Sieve 3. Balloon whisk 4. 4 sided grater 5. Cooling wire 	<p>ARE: Be able to develop and adapt recipes to promote healthy eating.</p> <p>3. Task: Find a recipe for white bread rolls. Explain how the ingredients could be adapted to make the dish healthier and more interesting.</p> <p>4. Task: Explain how the cooking methods of a traditional English breakfast could be changed to make the dish healthier.</p> <p>5. Task: Suggest healthier alternatives break time and lunch time snacks / meals for the following giving reasons for choice</p> <ul style="list-style-type: none"> • Sausage and fried egg sandwich • Fried chicken wings • Chocolate chip muffin • Burger and chips • Can of cola • Cheesy pasta pot with garlic bread
<p>Skills/Numeracy</p> <p>ARE: Be able to explain the differences in cost when eating out or at home.</p> <p>Task: Go onto the internet and work out the cost of the following ingredients for a recipe to manufacture buns:</p> <p>100g caster sugar 100g butter 100g self raising flour 2 medium free range eggs 5ml teaspoon vanilla essence 12 buncases</p> <p>Challenge: Work out how much It would cost to make:</p> <ul style="list-style-type: none"> • 1 bun • 6 buns • 24 buns • 60 buns • 328 buns 	

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
<p>ARE = Explain how urban and rural environments differ.</p> <p>Task = Describe the difference between rural and urban settlements</p> <p>Task = List five different uses of land in a city.</p>	<p>ARE = Describe the characteristics of deserts and polar regions.</p> <p>Task = Create a detailed fact file of Las Vegas. Explain how a city has developed in a desert.</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key terms:-</p> <p>Settlement</p> <p>Megacity</p> <p>Slums</p> <p>Retail Parks</p>	<p>ARE = Carry out both physical and human fieldwork enquires.</p> <p>Task = Conduct a survey with the people you live with on the positive and negative effects of living in a city.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE = Recognise the location of major cities and countries around the world</p> <p>Task = On a world map identify the 10 largest cities and include the population of each cities.</p> <p>ARE = Describe how different parts of the world have distinct natural environments.</p> <p>Task = Write a detailed description of the natural environment that can be found in London.</p>	<p>ARE = Give balanced arguments</p> <p>Task = 'There are more benefits than problems to living in rich countries.' 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. Locate the largest city in each continent on your map.</p>

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p>ARE: Use sources to gather information.</p> <p>Task; Find an image of a Native American Tribe and label it.</p> <p>Task; Find a source that explains the different ways Native Americans lived.</p> <p>Task; Find a source that explains the reasons there was conflict between Native American and settlers.</p>	<p>ARE: Describe change across a given era with reasons to explain these changes.</p> <p>Task; Describe how life changed for Homesteaders on the Plains of America in the era 1830-1890s.</p> <p>ARE: Identify and explain causes for key historical events.</p> <p>Task; Create a mind map of why people wanted to settle on the American Plains.</p>
<p style="text-align: center;">Literacy</p> <p>Write a definition for these terms:</p> <ul style="list-style-type: none"> • Tribe • Customs • Settlers • Homesteaders • Buffalo • 49ers 	<p>ARE: Describe how different groups of people experience historical events (interpretations).</p> <p>Task; Create a diary entry of a day in the life of a member of the Sioux Tribe and a coal miner on the Plains.</p> <p>Task; Create a mind map about all the people who called the Plains home in 1890s.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Understand what makes someone/something important in history (significance).</p> <p>Task; Create a leaflet titled ‘ General Custer destroyed the Native American way of life.’”</p>	

Enhanced Further Learning: **Maths**

<p style="text-align: center;">Easier Tasks</p> <p style="text-align: center;">ARE: Percentages of amount</p> <p>1. Find 10% of 120 and 20% of 60.</p> <p>2. What decimal is the same as $\frac{1}{4}$?</p> <p style="text-align: center;">ARE: Fractions of amount</p> <p>3. Find $\frac{1}{5}$ of 30 and $\frac{1}{3}$ of 120.</p> <p style="text-align: center;">ARE: Four operations</p> <p>4. Work out 6×3.4 and $13.4 + 2.6$</p>	<p style="text-align: center;">Harder Tasks</p> <p style="text-align: center;">ARE: Four operations with fractions</p> <p>1. Work out the following:</p> $\frac{2}{3} + \frac{4}{5} = \quad \frac{6}{7} - \frac{2}{5} =$ $\frac{3}{4} \times \frac{4}{5} = \quad 3\frac{1}{7} \div \frac{2}{5} =$ <p style="text-align: center;">ARE: Fractions, decimals, percentages</p> <p>2. Put these in order starting with the smallest. Show how you decide:</p> <p style="text-align: center;">$0.6, 66\%, \frac{2}{3}, \frac{4}{5}, 61\%, 0.06$</p> <p>3. Alex wants to buy 3 t-shirts. Normally each t-shirt costs £15. The shop has the following two offers. Which one should Alex go for? Show how you decide.</p> <div style="border: 2px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Deal 1: Buy two, get the third one half price, Deal 2: 10% off the normal price</p> </div> <p style="text-align: center;">ARE: Equivalent fractions</p> <p>4. During April it rained for 12 days. What fraction of the month did it rain? Give your answer in its simplest form.</p> <p>5. In a city, there are 10 000 people. 24.7 % of the population are below the age of 16 and 13.8% of the population are over 65. How much of the population is aged from 16 to 65 inclusive?</p>
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">ARE: Fractions, decimals, percentages</p> <p>1. Explain in your own words how you can change from a fraction to a decimal and a percentage (you might find it helpful to give a fraction as an example to explain your working out)</p> <p>2. Write the definition and an example for each of these words associated with fractions – denominator, numerator, mixed number, improper fraction, equivalent fraction.</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p style="text-align: center;">ARE: Percentages of amount</p> <p>1. Find as many percentages as you can of the number 320 (you might want to do this in a spider diagram – 10%, 5%, 50%, 75%, 12%, etc)</p> <p style="text-align: center;">ARE: Fractions of amount</p> <p>2. The price of a TV is reduced in a sale. It used to cost £360, but now has $\frac{1}{3}$ off. How much does the TV cost in the sales?</p>	

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p>Vocabulary : Make a revision mindmap of key words linked to school.</p> <p>Vocabulary : Create a set of flashcards to help you learn the words we have learned this half term.</p> <p>Vocabulary : Complete the vocabulary activities on Quizlet, searching for “school” in the French section. Then, create a list of the new words you have learnt.</p>	<p>Writing : Write a 40 words paragraph in French to describe your school.</p> <p>Writing : Design your ideal school and label it in FRENCH.</p> <p>Writing : Research “French school life” and find five differences with our school –Write a paragraph to explain the differences.</p> <p>Log in onto pupil portal and go to Moodle / French / Y7 Age related expectations and complete some ARE activities.</p>
<p style="text-align: center;">Literacy</p> <p>Mon prof – my teacher manger – to eat boire – to drink j’écoute – I listen j’écrit – I write je lit – I read je parle – I speak</p> <p>Translate these phrases in French: -My Maths teacher: - My Spanish teacher: - My Science teacher:</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary : Search “French School” on quizlet for vocabulary practice and games.</p> <p>Vocabulary : Create your own set of vocabulary games on quizlet on the topic of school.</p> <p>Vocabulary : Go to Moodle and complete reading and listening exercises for Year 7 French.</p>	

Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p>Vocabulary : Make a wordsearch using the key words we have learned this half term.</p> <p>Vocabulary : Make a revision mindmap of the words we have learned this half term.</p> <p>Vocabulary : Create a set of flashcards to help you learn the words we have learned this half term.</p> <p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>Hace buen tiempo – it is nice Hace calor – it is warm Los deportes – sport Mi tiempo libre – my free time El tiempo – the weather</p>	<p>ARE - Writing : Write an answer to the questions in Spanish:</p> <ul style="list-style-type: none"> - ¿Qué haces durante tu tiempo libre? - ¿Haces mucho deporte? - ¿Qué tiempo hace ahora? <p>Writing : Write a description of what you usually do at the weekend.</p> <p>Vocabulary : Find a traditional Spanish sport and find out what equipment (in Spanish) you need to play it.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary : Create your own set of vocabulary games on Quizlet.</p> <p>Vocabulary : Create your own spelling test for people in your class on the vocabulary you have studied.</p>	

Enhanced Further Learning: **PE**

Each time you attend Flexible Learning, this can also count as one piece of Enhanced Further Learning!

Easier Tasks	Harder Tasks
<p>ARE: Know how to perform a minimum of two basic skills with competence. Write a list of the skills and techniques in the activities you are covering in PE lesson.</p> <p>ARE: Identify a minimum of four muscles in the body. Devise a warm up you could use in these your lessons, can include pictures of stretches.</p> <p>Describe why a warm up is beneficial. ARE: Effectively demonstrate skills in practice. Tweet a picture of you taking part in a extracurricular / flexible learning sports activity.</p>	<p>ARE: Effectively demonstrate skills in practice. Attend an extracurricular / flexible learning in the activities you are undertaking in lessons.</p> <p>ARE: Know how to perform a minimum of two basic skills with competence. Produce a skill card with the teaching points and possible drills to use in your lesson.</p> <p>Describe some of the tactics you would use in your chosen activities.</p> <p>ARE: Demonstrate effective leadership skills , have clear knowledge and understanding of at least two rules. Produce a poster explaining some of the basic rules and regulations and scoring system in your activity</p> <p>ARE: Demonstrate ability to evaluate and analyse at least two weaknesses in others. Watch 20 minutes of live sports and chose a player to analyse. Highlight their strengths and weaknesses</p> <p>Create a short clip and evaluate your performance in the activity.</p>
Literacy	
<p>ARE: Demonstrate effective leadership skills , have clear knowledge and understanding of at least two rules. Define the terms: Rules, Regulations, scoring system, passing , shooting, dribbling, goal, offside, foul, interference, Attack, defend, counterattack</p>	
Skills/Numeracy	
<p>ARE: Demonstrate ability to evaluate and analyse at least two weaknesses in others. Watch 20 minutes of live sports and chose a player to analyse. Tally the number of successful and incomplete passes and turn this into a percentage.</p> <p>Extension: tally up the number of shots and shots on target and turn these into a percentage.</p>	

Enhanced Further Learning:
Performing Arts

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Easier Tasks	Harder Tasks
<p>Music</p> <p>Chords ARE: Practise the Samba chords you have been taught. Can you syncopate them</p> <p>Composition ARE: Can you compose a Samba rhythm for the Cajon / Djembe.</p> <p>Appraising ARE: Create a fact file on Samba Batucada.</p> <p>Appraising ARE dance: Write your own definition of what a musical is. For embedded, describe a musical you have seen. For exceeding, explain what the musical storyline/narrative is and how the characters portray that story.</p>	<p>Music</p> <p>Composing ARE: Can you compose a set of lyrics (1 verse) for your Samba composition. The lyrics should be about Summer time.</p> <p>Appraising ARE: Listen to a Samba Batucada piece. What instruments are used? What are the dynamics and tempo in this piece? Explain your opinion of this piece.</p> <p>Read the lyrics to the Buggy Malone song, 'So you wanna be a boxer', and use it to create either:</p> <p style="padding-left: 20px;">A script that you can video yourself speaking in character. Think about accent, volume, tone and pitch. Think about pauses and speed of speaking.</p> <p style="padding-left: 20px;">A dance that can be performed to the song, using the lyrics as the stimulus (starting point).</p>
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Music</p> <p>Samba, Sambadrome, Carnival, Sequencer, Percussion, Syncopated.</p> <p>Choreography ARE dance – what do the following choreography terms mean?</p> <p>Levels</p> <p>Directions</p> <p>Formations</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p>Choreography ARE dance – Create your own 16 counts of solo dance using the song, 'Bugsy Malone'. Think about the speed you need to dance at, and the types of movements you can use to show Bugsy's character.</p>	

Easier Tasks	Harder Tasks
<p>ARE: Describe the belief of others and identify and describe own beliefs.</p> <p>Design a card to give to a Muslim family celebrating the birth of a baby.</p> <p>What are the four noble Truths in Buddhism and explain their significance to the faith</p>	<p>ARE: Identify some examples of religious identity including worship practices/traditions and festivals</p> <p>Draw a storyboard to show the Buddha's life story.</p> <p>Explain how Christians or Muslims welcome a new baby – what is the religious ceremony like?</p>
<p>Literacy</p> <p>Outline these words and provide a short explanation:</p> <p style="text-align: center;">Dukkha Anicca Heaven Nirvana Jannah Buddhahood Karma</p>	<p>Write a diary entry of someone attending Wesak. Explain why it is celebrated and what happens during this festival.</p> <p>Draw and colour in the Buddhist wheel of life</p> <p>Create a fact file on The Dalai Lama. Who is he and what influence does he have?</p>
<p>Skills/Numeracy</p> <p>Find a photo of a Buddhist dressed in traditional attire and label it.</p> <p>Research and visit either a Buddhist Temple or Hindu Mandir in Leeds and write an article about your experience.</p>	<p>Explain what is meant by Buddhist mediation and how does it play a part in the life of a Buddhist?</p>

Easier Tasks	Harder Tasks
<ul style="list-style-type: none"> List the chemical names of three acids (Expected) State what an indicator is. (Expected) What is the pH range of an acid? (Expected) What is the pH of a neutral solution? (Expected) What is the pH range of an alkali? (Expected) What is a salt? (Expected) Make your own mnemonic to remember the order of planets from the sun. (Expected) Find out how fast the earth is spinning. (Expected) 	<p>Explain the difference between dilute and concentrated acids. Use a diagram of particles to support your explanation (Embedded)</p> <p>Draw and colour in the pH scale. Annotate examples of everyday life objects that have each pH. For example: coca cola has pH 2 (Expected)</p> <p>Describe two situations in which neutralisation reactions are useful (Expected)</p> <p>Explain what happens when acids and metals react. (Exceptional)</p>
<p style="text-align: center;">Literacy</p> <p>Define the following words (Expected) Neutralisation Eclipse Solar Power Black hole Universal Indicator</p>	<p>Write a letter to your pen-friend in Australia explaining why when it is winter in England, it is summer in Australia. (Embedded)</p> <p>Describe the differences between a solar eclipse and a lunar eclipse. Present your work as a poster or a storyboard (Embedded)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Calculate which is more concentrated 20g of alkali in 250 ml of solution or 10 g of the same alkali in 500ml of solution. Show your working. (Embedded)</p> <p>Calculate the number of hours in each of the following: a day, a month of 29 days, a year. (Expected)</p>	