

# Learning Checklists

## Half Term 2

### Year 7

# **Learning Checklists**

English

Maths

Science

**Checklist Year 7 Half Term 2 English Romeo and Juliet (Writing)**

Topic	workbook Tasks	Independent Tasks	Digital resources	PLC statements	RAG
<b>Romeo and Juliet Transactional Writing</b>			Use the hyperlinks to take you to activities that will support you. You also have Bedrock, which we expect you to complete each week.		
Week 1 Transactional Forms	Read pages 25, 49-51 and 156  Make a poster summarizing what you've read.	Write a diary entry which focuses on Juliet's feelings after having met Romeo for the first time. Aim for four paragraphs. Make sure that you use first person and past tense.	<a href="#">BBC Bitesize</a> Transactional writing <a href="#">Oak National</a> Non -Fiction Writing	I can recognise the purpose, audience and form (PAF) of different types of text. I know which writer's methods are appropriate for different PAFs I can confidently plan a well-structured piece	
Week 2 Writing to advise and article writing (advising others on how to avoid Romeo's errors)	Read pages 52-60  Make a poster summarizing what you've read.	Design a leaflet advising anyone in love how they should react to any obstacle which comes their way.  Make sure to use clear language, bullet points and provide options.	<a href="#">BBC Bitesize</a> Transactional writing <a href="#">BBC Bitesize</a> How to create a leaflet <a href="#">Oak National</a> Non -Fiction Writing	I can recognise the features of advice writing I can use language to advise I can recognise the features of article writing I understand how to plan an article I can create an article which advises	
Week 3 Writing to advise and speech writing (advising Juliet on her choices)	Read pages 155 to 159  Complete the tasks on Page 159	Write a speech aimed at a Year 7 audience advising Juliet to seek advice before making any life changing decisions.  Aim for 4 paragraphs. Provide clear reasons for your advice.	<a href="#">Oak National</a> Non -Fiction Writing <a href="#">BBC Bitesize</a> Transactional writing <a href="#">BBC Bitesize How to Write a Speech</a> <a href="#">Spark Notes Characters</a>	I can recognise the features of speeches I understand how to plan a speech I can use my skills from week two to write a speech which advises	

<p>Week 4 Writing to inform and article writing (summary skills)</p>	<p>Look back at pages 52-60.  Complete the tasks on pages 61-64</p>	<p>Write a newspaper article summarizing everything that has happened before the death of Tybalt.</p>	<p><a href="#">Oak National</a> Non -Fiction Writing <a href="#">BBC Bitesize</a> Transactional writing <a href="#">Spark Notes Characters</a> <a href="#">BBC Bitesize How to Write an Article</a></p>	<p>I can recognise the features of article writing I can recognise the features of writing to inform I can use my skills to write and article which informs</p>	
<p>Week 5 Writing to persuade and letter writing (persuading the families in Romeo and Juliet to make good decisions)</p>	<p>Look back at pages 155-159. Create a poster advising how to write a good speech</p>	<p>Imagine that you are The Prince. Write a speech which persuades Lord and Lady Capulet and Lord and Lady Montague o end their feud for the sake of future generations.</p>	<p><a href="#">Oak National</a> Non -Fiction Writing <a href="#">BBC Bitesize</a> Transactional writing <a href="#">BBC Bitesize How to Write a Speech</a> <a href="#">Spark Notes Characters</a></p>	<p>I can recognise the features of letters I can recognize the features of persuasive writing I can use persuasive letter writing skills</p>	
<p>Week 6 Writing to persuade and advise. Article writing (persuading and advising the public to make better decisions than Romeo and Juliet)</p>	<p>Complete the task on page 171</p>	<p>Imagine that you are a journalist in the crowd listening to the speech which you wrote for week 5.  Write an article advising the people of Verona how to make better decisions for future peace.</p>	<p><a href="#">Oak National</a> Non -Fiction Writing <a href="#">BBC Bitesize</a> Transactional writing <a href="#">Spark Notes Characters</a> <a href="#">BBC Bitesize How to Write an Article</a></p>	<p>I can use persuasive skills I can use advice writing skills I can independently plan and write an article which uses features of advice and persuasive writing</p>	

## MATHS – YEAR 7 LEARNING CHECKLIST HT2

<u>TOPIC</u>	<u>PLC statements</u>	<u>Revision guide pages</u>	<u>Hegarty clip</u>	<u>RAG rating</u>
<b><u>Fractions, decimals and percentages</u></b>	N53 I can begin to use decimal notation in contexts such as money	50	743-751	
	N57 I can recognise proportions of a whole number using percentages	79	84-87	
	N43 I can recognise proportions of a whole number using fractions	-	-	
	N44 I can recognise when 2 fractions are equivalent	54	59, 60	
	N46 I can calculate fractions of a quantity	78, 79	77	
	N58 I understand that a percentage means "parts per hundred", and express one quantity as a percentage of another, including percentages greater than 100%	80, 81	-	
	N45 I can simplify fractions by cancelling all common factors	-	61	
	N47 I can express a smaller whole number as a fraction of a larger one	-	62	
	N48 I can express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1	-	-	
	N49 I can add and subtract fractions including improper fractions and mixed numbers	55, 57	65, 66	
	N50 I can multiply fractions including improper fractions and mixed numbers	56	67-69	
	N51 I can divide by a fraction including improper fractions and mixed numbers	56	70	
	N54 I can work with decimals in a financial context, e.g. profit, loss, balance, debit, credit	-	743-751	
	N55 I can convert between and work with terminating decimals and their equivalent fractions (including ordering)	78	52, 73, 74	
N52 I can calculate exactly with fractions, including solving problems	74	80		

## Year 7 HT2 Science Checklist

Week	Topic	Revision guide Workbook pages	Digital resources	PLC statements	RAG
<b>Space</b>					
1	C: The sun and the phases of the moon	CPG Revision guide p104 CGP Workbook p219	Phases of the moon: <a href="https://www.youtube.com/watch?v=HdI_PyMFNro">https://www.youtube.com/watch?v=HdI_PyMFNro</a>  The moon and tides <a href="https://www.youtube.com/watch?v=HdI_PyMFNro">https://www.youtube.com/watch?v=HdI_PyMFNro</a>	<ul style="list-style-type: none"> <li>◇ I know what the phases of the moon are.</li> <li>◇ I can explain why we see different phases of the moon.</li> <li>◇ I can explain why we have tides.</li> </ul>	
2	N: Modelling the solar system	CPG Revision guide p103 CGP Workbook p	Planetary fact sheet for ppt lesson: <a href="https://www.youtube.com/watch?v=HdI_PyMFNro">https://www.youtube.com/watch?v=HdI_PyMFNro</a>	<ul style="list-style-type: none"> <li>◇ I know what our solar system contains</li> <li>◇ I can link the distance from the sun with the surface temperature of a planet</li> </ul>	
3	C: Planets in our solar system (Research)	CPG Revision guide p103 CGP Workbook p218	Our solar system (National Geographic): <a href="https://www.youtube.com/watch?v=HdI_PyMFNro">https://www.youtube.com/watch?v=HdI_PyMFNro</a>	<ul style="list-style-type: none"> <li>◇ I can carry out research.</li> <li>◇ I can analyse data about the solar system</li> </ul>	
4	S: Temperature of the planets in our solar system	CPG Revision guide p102 CGP Workbook p215/216	Short clip of planet temperatures: <a href="https://www.youtube.com/watch?v=DW-wpAQa_oY">https://www.youtube.com/watch?v=DW-wpAQa_oY</a>  BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/2">https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/2</a>	<ul style="list-style-type: none"> <li>◇ I can analyse data about the solar system</li> </ul>	
5	C: Stars, galaxies and exoplanets	CPG Revision guide CGP Workbook	Exoplanet clip: <a href="https://www.youtube.com/watch?v=Irih6-Tcwfg">https://www.youtube.com/watch?v=Irih6-Tcwfg</a>  BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/1">https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/1</a>	<ul style="list-style-type: none"> <li>◇ I can explain why some planets appear to move backwards (have retrograde motion)</li> </ul>	

## Year 7 HT2 Science Checklist

				<ul style="list-style-type: none"> <li>◇ I can compare a star and a planet and an exoplanet</li> </ul>	
6	C: Constellations (BBC: Hubble telescope 30 years pics)	CPG Revision guide p CGP Workbook p	<p>History of astronomy, religion and philosophy: <a href="https://www.youtube.com/watch?v=mE9DSiRZ3SQ">https://www.youtube.com/watch?v=mE9DSiRZ3SQ</a></p> <p>History and Beautiful images: <a href="https://www.youtube.com/watch?v=Ipl1zN1sWtA">https://www.youtube.com/watch?v=Ipl1zN1sWtA</a></p>	<ul style="list-style-type: none"> <li>◇ I can research the most important astronomical discoveries and the people who made those discoveries.</li> </ul>	
7	C: Day and night (tilt)	CPG Revision guide p104 CGP Workbook p220	<p>Night and day explained: <a href="https://www.youtube.com/watch?v=Wt-CRKsTYGs">https://www.youtube.com/watch?v=Wt-CRKsTYGs</a></p> <p>BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/5">https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/5</a></p>	<ul style="list-style-type: none"> <li>◇ I can explain why we have day and night</li> </ul>	
8	C: Seasons	CPG Revision guide p104 CGP Workbook p220	<p>Seasons explained: <a href="https://www.youtube.com/watch?v=WgHmqv_-UbQ">https://www.youtube.com/watch?v=WgHmqv_-UbQ</a></p> <p>BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/4">https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/4</a></p>	<ul style="list-style-type: none"> <li>◇ I can explain why parts of the earth have different temperatures and seasons at the same time.</li> <li>◇ I can explain why the tilt of the earth's axis is important for having seasons</li> </ul>	
9	Midpoint/ Knowledge Mat	CPG Revision guide p CGP Workbook p		<ul style="list-style-type: none"> <li>◇ I can recall information for this topic.</li> </ul>	

# **Learning Checklists**

Geography

History



## Geography - PLC 7GG Biomes

Topic	Digital resources	PLC	RAG
Which biome do we live in?	<a href="https://classroom.thenational.academy/lessons/where-are-the-major-biomes-of-the-world-located-cdj3at">https://classroom.thenational.academy/lessons/where-are-the-major-biomes-of-the-world-located-cdj3at</a>  <a href="https://classroom.thenational.academy/lessons/what-are-the-features-of-the-major-biomes-of-the-world-6wwpae">https://classroom.thenational.academy/lessons/what-are-the-features-of-the-major-biomes-of-the-world-6wwpae</a>	I can describe and explain the world biomes	
What is a hot desert biome like?	<a href="https://classroom.thenational.academy/lessons/how-have-plants-and-animals-adapted-to-deserts-cgrkcc">https://classroom.thenational.academy/lessons/how-have-plants-and-animals-adapted-to-deserts-cgrkcc</a>	I can describe and explain the climate of a hot desert	
Why do people live in the hot desert?	<a href="https://classroom.thenational.academy/lessons/what-are-the-opportunities-for-northern-africa-due-to-the-sahara-desert-6gr38d">https://classroom.thenational.academy/lessons/what-are-the-opportunities-for-northern-africa-due-to-the-sahara-desert-6gr38d</a>	I can explain and evaluate the reasons people live in deserts	
What is the tropical rainforest like?	<a href="https://classroom.thenational.academy/lessons/what-is-the-structure-of-the-amazon-rainforest-chh36c">https://classroom.thenational.academy/lessons/what-is-the-structure-of-the-amazon-rainforest-chh36c</a>	I can describe and explain different plant adaptations to the rainforest climate	
Should we protect the rainforest?	<a href="https://classroom.thenational.academy/lessons/what-are-the-impacts-of-deforestation-in-the-amazon-6dgk6r">https://classroom.thenational.academy/lessons/what-are-the-impacts-of-deforestation-in-the-amazon-6dgk6r</a>  <a href="https://classroom.thenational.academy/lessons/how-can-the-amazon-be-conserved-cmv30e">https://classroom.thenational.academy/lessons/how-can-the-amazon-be-conserved-cmv30e</a>  <a href="https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-65j64t">https://classroom.thenational.academy/lessons/what-are-the-causes-of-deforestation-in-the-amazon-65j64t</a>	I can explain and evaluate the need to protect the rainforest	
Do biomes need insects?	<a href="https://classroom.thenational.academy/lessons/why-is-the-nutrient-cycle-important-in-the-rainforest-6cwk2d">https://classroom.thenational.academy/lessons/why-is-the-nutrient-cycle-important-in-the-rainforest-6cwk2d</a>	I can describe and explain the food web in biomes	
Is climate change having an impact on biomes?	<a href="https://classroom.thenational.academy/lessons/what-are-the-possible-effects-of-climate-change-cdhpc">https://classroom.thenational.academy/lessons/what-are-the-possible-effects-of-climate-change-cdhpc</a>	I can describe and explain how climate change is affecting different biomes	

## Checklist Year 7 Half Term 2 History

Topic & enquiry question	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
<b><u>How has migration impacted the History of Manchester?</u></b>				
<b>This is the place /</b> Why do people come to Manchester?		<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Teach - push/pull factors</a></li> <li>➤ <a href="#">This is the Place - Tony Wilson YT</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ I can list several reasons why Manchester is currently an attractive place to live and I can understand the notion of how “push” and “pull” factors effect migration and give examples of both.</li> </ul>	
<b>Roman Manchester /</b> What did the Romans do for us?		<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Roman Manchester Pg1-8</a></li> <li>➤ <a href="#">Life in Roman Britain YT</a></li> <li>➤ <a href="#">English Heritage - Prehistoric Britain</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand the prehistoric and Roman roots of Manchester and can explain what impact the Romans had on the town and ideally the wider country.</li> </ul>	
<b>Medieval Manchester /</b> Who were the Flemish Weavers?		<ul style="list-style-type: none"> <li>➤ <a href="#">LocalHistories.org until 18thC</a></li> <li>➤ <a href="#">BBC - Medieval immigrants</a></li> <li>➤ <a href="#">Victorian web - Flemish Weavers in Manchester</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ I can describe who the Flemish Weavers were and why they came to Manchester in the Middle Ages. I understand the context of the Middle Ages and can predict where the origins of this cloth trade will take Manchester.</li> </ul>	
<b>Victorian Manchester /</b> What was the Industrial Revolution and who powered it?		<ul style="list-style-type: none"> <li>➤ <a href="#">Local Histories.org reading after 18thC</a></li> <li>➤ <a href="#">TimelineTv - Industrial Manchester</a></li> <li>➤ <a href="#">BBC - what was the IR?</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand how Manchester changed during the Industrial Revolution and can explain the positive and negative impact of this.</li> <li>➤ I know where workers came from to power Manchester at this time and can evaluate their environment.</li> </ul>	
<b>Peterloo /</b> Why did Manchester improve?		<ul style="list-style-type: none"> <li>➤ <a href="#">Oak Academy - what happened at Peterloo?</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ To can explain the events of 1819 and understand why Manchester saw tentative steps for improvements – I can give an example of at least two</li> </ul>	

		<ul style="list-style-type: none"> <li>➤ <a href="#">YT - What was the Peterloo Massacre?</a></li> <li>➤ <a href="#">BBCTeach - exploring Peterloo</a></li> <li>➤ <a href="#">TimelineTV - cities transformed</a></li> </ul>	improvements to Public Health in Manchester by 1914.	
<b>World Wars &amp; Windrush /</b> How did the 20 <sup>th</sup> Century change Manchester?		<ul style="list-style-type: none"> <li>➤ <a href="#">Newsround - what is the Windrush generation?</a></li> <li>➤ <a href="#">Windrush foundation - who was Euton Christian?</a></li> <li>➤ <a href="#">Manchester Archives - Eutons contribution</a></li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand how the World Wars effected Manchester and can explain why the Windrush generation were invited to British Cities like Manchester.</li> <li>➤ I can use the case study of Euton Christian to understand post war migration to Manchester and how this altered communities.</li> </ul>	
<b>Commonwealth /</b> What impact did international migration have on Manchester		<ul style="list-style-type: none"> <li>➤ <a href="#">BBC Teach - how did the British Empire effect migration?</a></li> <li>➤ <a href="#">Rusholme archive.org - how has this suburb changed?</a></li> </ul>	➤ I can describe commonwealth migration to Manchester and the evaluate its impact.	
<b>Assessment /</b> Who deserves a blue plaque?		<ul style="list-style-type: none"> <li>➤ <a href="#">Timeline Revision</a></li> <li>➤ <a href="#">YT - What is a blue plaque?</a></li> </ul>	➤ I can create a well measured judgement about which community had the largest impact on Manchester overtime and give detailed examples to support my argument.	
<b>Why is 1066 the most famous date in History?</b>				
<b>Who were the three contenders?</b>		<ul style="list-style-type: none"> <li>➤ <a href="#">Who were the claimants to the throne in 1066?</a></li> <li>➤ <a href="#">BBC bitesize – 1066</a></li> </ul>	➤ I can recall who the three contenders were and explain my judgement on who I think should rule England in 1066.	
<b>How did William win the Battle of Hastings?</b>		➤ <a href="#">BBC Bitesize – William and Harold meet at Hastings</a>	➤ I can explain the factors that led to Williams victory and priorities these using my own judgement.	

		<ul style="list-style-type: none"> <li>➤ <a href="#">Youtube – what happened at the BoH?</a></li> <li>➤ <a href="#">British Library – Battle of Hastings: fact and fiction</a></li> </ul>		
<b>What is the Bayeux Tapestry?</b>		<ul style="list-style-type: none"> <li>➤ <a href="#">Youtube – animated Tapestry</a></li> <li>➤ <a href="#">Newsround – what happened at BoH?</a></li> <li>➤ <a href="#">Norman conquest Quiz</a></li> </ul>	➤ I explain what the Bayeux Tapestry depicts and suggest why it is a useful and important historical source.	

# **Learning Checklists**

Project Day

PE / LORIC

Enterprise

YR 7 Project day HT2 MY CITY Checklist

Subject	Tasks	Lesson PPT	Digital Links	PLC	R	A	G
ART	<ul style="list-style-type: none"> <li>• Research different styles of Architecture within Manchester/ Salford.</li> <li>• Use a variety of Medias to explore Architecture within My City.</li> <li>• Develop 2D and 3D outcomes</li> </ul>	Architecture of Manchester On TEAMS	<a href="https://www.youtube.com/watch?v=4EoXH1ju_0">https://www.youtube.com/watch?v=4EoXH1ju_0</a>	<p>I can name the differing styles of Architecture within Manchester</p> <p>I can demonstrate good technics with a variety of Art Medias.</p> <p>I can work as a Team Member to produce a collaborative 3D outcome.</p>			
DT	<p>To produce a Fact sheet on <b>COTTON</b></p> <p>Your work should include at least 6 facts with pictures.</p>	My City PPT on TEAMS		<ul style="list-style-type: none"> <li>• I can state where cotton is grown</li> <li>• I can explain how cotton is produced</li> <li>• I can provide examples of cotton products</li> </ul>			

				<p>and explain how they are made</p> <ul style="list-style-type: none"> <li>I can present my research in an information leaflet</li> </ul>			
FOOD	<ul style="list-style-type: none"> <li>Research Traditional and cultural foods.</li> <li>Look at Multi cultural foods in Manchester</li> <li>Design a restaurant for Manchester</li> </ul>	Eat Manchester PPT on TEAMS		<p>I can name at least two traditional British dishes.</p> <p>I can say why we now have multi-cultural foods in Manchester.</p> <p>I have designed a restaurant with a menu that could be set up in Manchester.</p>			
DRAMA	Melodrama and 'MY City'	Lesson PPT on TEAMS	<a href="https://www.youtube.com/watch?v=llgsUDsTUYk">https://www.youtube.com/watch?v=llgsUDsTUYk</a> <a href="https://www.youtube.com/watch?v=x4J487QtUIM">https://www.youtube.com/watch?v=x4J487QtUIM</a> <a href="https://www.youtube.com/watch?v=llgsUDsTUYk">https://www.youtube.com/watch?v=llgsUDsTUYk</a> <a href="https://www.youtube.com/watch?v=adb3Sfo_nE">https://www.youtube.com/watch?v=adb3Sfo_nE</a>	I can experiment successfully with and choose the appropriate vocabulary, voice and movement			

			<a href="https://www.youtube.com/watch?v=vZk9da9ZJeQ">https://www.youtube.com/watch?v=vZk9da9ZJeQ</a>	<p>for a variety of characters.</p> <p>I can explore a variety of stimuli and compose scripts for performance.</p> <p>I can show basic acting skills during performance work.</p>			
MUSIC	<ul style="list-style-type: none"> <li>• Research Manchester Music venues.</li> <li>• Research Manchester music artists and bands.</li> <li>• Design posters, tickets and programmes for a Manchester Music festival.</li> </ul>	Manchester Music festival PPT on TEAMS		<p>I can name at least 2 different music venue's in Manchester</p> <p>I can name at least 2 different Manchester bands and say what their connection is to the city.</p> <p>I have designed a poster, ticket and programme for my own Manchester music festival.</p>			



RE	<ul style="list-style-type: none"> <li>• Comparison of different styles and types of worship.</li> <li>• In depth study of Hindu Worship.</li> </ul>	MY CITY- What happens in a place of worship.	<p>Clips on different styles of worship.</p> <p>Clips on what happens inside a Mandir.</p> <p>(These will be posted on Teams)</p>	<p>I can describe and explain the worship practices of one tradition.</p> <p>I can describe and explain how worship takes place in one place of worship.</p> <p>I can explain what worship is and evaluate its importance for believers.</p>			
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**A1) To help you complete the online PiXL Edge tasks visit [FROG; Sites; Subjects; Physical Education; PiXLEdge; Year 7](#)**

**A2) To help you complete the online Health and Wellbeing tasks visit [FROG; Sites; Subjects; Physical Education; Y7&8; Health and Wellbeing; Topic](#)**

**B) To help you complete the sport specific activities visit [FROG; Sites; Subjects; Physical Education; Sports](#)**

Topic	A1) PiXL Edge Online work	B) Digital resources to help complete written sports tasks	PLC statements	RAG
Leadership Football Handball Basketball	Complete one of the following Leadership activities on your PiXL Edge account. <b>In school:</b> <ul style="list-style-type: none"> <li>• <i>Lead a coaching session in PE</i></li> <li>• <i>Obtain a position of a referee or umpire in a chosen sport during a PE lesson</i></li> <li>• <i>Help a peer become more confident</i></li> <li>• <i>Run a health/fitness session at school</i></li> <li>• <i>Lead a group in a well-being session e.g. Yoga</i></li> </ul> <b>At home:</b> <ul style="list-style-type: none"> <li>• <i>Help a younger sibling become more confident</i></li> <li>• <i>Lead a fitness session for your family</i></li> <li>• <i>Lead a family workout in lockdown</i></li> </ul>	<a href="https://youthfootballonline.com/top-10-football-leadership-characteristics/">https://youthfootballonline.com/top-10-football-leadership-characteristics/</a> <a href="https://www.youthsporttrust.org/FA-partnerships">https://www.youthsporttrust.org/FA-partnerships</a>	<ul style="list-style-type: none"> <li>➤ Bronze - I recognise the qualities of a successful leader.</li> <li>➤ Silver - I am able to assist in leading a warm-up/skill showing at least 1 quality of a leader</li> <li>➤ Gold - I am confident in showing some skills needed to take part in Basketball/ Handball/ Football to my group.</li> <li>➤ Platinum - I am able to deliver a skills practice with a partner showing at least 2 qualities.</li> </ul>	

<p><b>Organisation</b> Badminton Dance</p>	<p>Complete one of the following Organisation activities on your PiXL Edge account: <b>In school:</b></p> <ul style="list-style-type: none"> <li>• <i>Organise and plan an activity that enthuses peers in a subject lesson</i></li> <li>• <i>Design a HITT workout to complete yourself or by others.</i></li> <li>• <i>Create a physical exercise circuit to use in gym as part of healthy lifestyle</i></li> <li>• <i>Create a multi skills circuit as a team to combine physical, mental and creative skills</i></li> <li>• <i>Mentor a KS3 student once a week, organising activities to improve their health, wellbeing and learning</i></li> <li>• <i>Organise a sporting event or competition</i></li> </ul> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• <i>Design your own circuit to run at home using household items.</i></li> <li>• <i>Support a sibling with their health and wellbeing during lockdown – can you</i></li> </ul>	<p><a href="https://www.badmintonbible.com/rules/simple">https://www.badmintonbible.com/rules/simple</a> <a href="https://www.masterbadminton.com/badminton-doubles.html">https://www.masterbadminton.com/badminton-doubles.html</a></p>	<ul style="list-style-type: none"> <li>➤ Bronze - I can identify what equipment I need for the lesson.</li> <li>➤ Silver - I can organise equipment with my group and help to set up the court.</li> <li>➤ Gold - I can help others with their positioning when playing in pairs.</li> <li>➤ Platinum - I can show good positioning (formation) when playing in pairs/ teams.</li> </ul>	
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	<p><i>organise activities to support their learning?</i></p> <ul style="list-style-type: none"> <li>• <i>Create a home learning timetable</i></li> </ul>			
<p><b>Resilience</b> Athletics Fitness</p>	<p>Complete one of the following Resilience activities on your PiXL Edge account: In school:</p> <ul style="list-style-type: none"> <li>• <i>Learn a sport that is new to you</i></li> <li>• <i>Complete a sports challenge to raise money for charity</i></li> <li>• <i>Complete a health or fitness target using the mile track</i></li> <li>• <i>Complete a training programme leading to completing a 5k fun run or area of your health that needs improving</i></li> <li>• <i>Persevere with attendance to regular Yoga and Mindfulness sessions every week to build strength and relaxation techniques</i></li> <li>• <i>Undertake a series of mindfulness sessions</i></li> </ul> <p>At home:</p> <ul style="list-style-type: none"> <li>• <i>Complete the NHS couch to 5K or other NHS fitness session.</i></li> </ul>	<p><a href="https://www.hsph.harvard.edu/nutritionsource/borg-scale/">https://www.hsph.harvard.edu/nutritionsource/borg-scale/</a></p>	<ul style="list-style-type: none"> <li>➤ Bronze - I show I have tried by looking red in the face and out of breath.</li> <li>➤ Silver - I can continue to increase my heart rate when adapting to different activities.</li> <li>➤ Gold - I can improve my performance in at least one activity e.g. higher repetitions, longer distances, faster time.</li> <li>➤ Platinum - I show resilience by trying to beat my level of effort on the Borg Scale.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Practice mindfulness activities and meditation using YouTube.</i></li> <li>• <i>Hegarty maths online every week</i></li> </ul>			
<p><b>Initiative</b> OAA Gymnastics</p>	<p>Complete one of the following Initiative activities on your PiXL Edge account:</p> <p><b>In school:</b></p> <ul style="list-style-type: none"> <li>• <i>During a PE session identify when you need to intervene to help them progress</i></li> <li>• <i>Participate in a school sports based competition</i></li> <li>• <i>Create and develop a personal fitness plan including top tips for leading a healthy lifestyle</i></li> </ul> <p><b>At home:</b></p> <ul style="list-style-type: none"> <li>• <i>Create a poster that will show the facts on drugs/smoking/alcohol abuse</i></li> <li>• <i>Participate in a school subject-based competition</i></li> <li>• <i>Create a poster or leaflet that will help others with their wellbeing e.g. body image, diet, hygiene, cyber bullying etc.</i></li> </ul>	<p><a href="https://www.familyadventureproject.org/100-outdoor-adventure-activities-for-families-rowing-sailing-rafting-water-sports/">https://www.familyadventureproject.org/100-outdoor-adventure-activities-for-families-rowing-sailing-rafting-water-sports/</a></p>	<ul style="list-style-type: none"> <li>➤ Bronze - I can use ideas to support my group.</li> <li>➤ Silver - I can contribute ideas.</li> <li>➤ Gold - I can adapt ideas to be more successful.</li> <li>➤ Platinum - I can evaluate my performance to help me to improve next time.</li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>Help at home by making a family meal during lockdown</i></li> </ul>			
<b>Communication</b> Netball Rounders	<p>Complete one of the following Communication activities on your PiXL Edge account:</p> <p><b><i>In school:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Deliver a portion of a practical PE lesson to a full class of my peers</i></li> <li>• <i>Deliver feedback to a partner or group in an area of PE to identify strengths and areas to improve their performance</i></li> <li>• <i>Speak appropriately using good social skills to other members of your group when completing a project</i></li> <li>• <i>Produce a poster for primary school why exercise is important and how you can do exercise at secondary school</i></li> </ul> <p><b><i>At home:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Produce a poster for primary school why exercise is important and how you can do</i></li> </ul>	<a href="https://www.simplenetball.co.uk/rules/">https://www.simplenetball.co.uk/rules/</a> <a href="https://www.myactivesg.com/Sports/Netball/How-To-Play/Netball-Rules/Rules-of-Netball#:~:text=The%20object%20of%20the%20game,by%20the%20assigned%20shooting%20players.">https://www.myactivesg.com/Sports/Netball/How-To-Play/Netball-Rules/Rules-of-Netball#:~:text=The%20object%20of%20the%20game,by%20the%20assigned%20shooting%20players.</a>	<ul style="list-style-type: none"> <li>➤ Bronze - I know most basic rules.</li> <li>➤ Silver - I can apply most basic rules in practice.</li> <li>➤ Gold - I can apply consequences to rules.</li> <li>➤ Platinum - I can explain some more advanced rules and apply some of these in practice.</li> </ul>	

	<p><i>exercise at secondary school</i></p> <ul style="list-style-type: none"> <li>• <i>Write a letter to someone who is in isolation to show them people are thinking about them.</i></li> </ul>			
Health and Wellbeing	<b>A2) Health and Wellbeing Work</b>	All Health and Wellbeing lessons to be found on Frog: <a href="https://frog.wrhs1118.co.uk/app/os">https://frog.wrhs1118.co.uk/app/os</a>		
	<ul style="list-style-type: none"> <li>• <b>Body image</b></li> </ul>	<a href="https://www.dove.com/uk/dove-self-esteem-project.html">https://www.dove.com/uk/dove-self-esteem-project.html</a>	<ul style="list-style-type: none"> <li>➤ Bronze – to be able to comment on what is seen in the videos</li> <li>➤ Silver – to feedback to the group how the videos changed your opinion</li> <li>➤ Gold – To discuss changes that you could make based on what you have discussed</li> <li>➤ Platinum – To explain why it is important to have positive body image and help others to too.</li> </ul>	
	<ul style="list-style-type: none"> <li>• <b>Cyber Bullying</b></li> </ul>	<a href="https://www.youtube.com/watch?v=yLJ7cVqhJHQ">https://www.youtube.com/watch?v=yLJ7cVqhJHQ</a>  <a href="https://www.youtube.com/watch?v=FlesCyr84hs">https://www.youtube.com/watch?v=FlesCyr84hs</a>	<ul style="list-style-type: none"> <li>➤ Bronze- I can define bullying</li> <li>➤ Silver- I can explore scenarios and contribute to ideas to my group</li> </ul>	

		<a href="https://www.youtube.com/watch?v=Lk7bSv18XMc">https://www.youtube.com/watch?v=Lk7bSv18XMc</a>  <a href="https://www.youtube.com/watch?v=ZsBZjQcnx4c">https://www.youtube.com/watch?v=ZsBZjQcnx4c</a>	<ul style="list-style-type: none"> <li>➤ Gold- I can be a leader in the group and verbally communicate ideas linking in a range of devices to make the dance creative.</li> <li>➤ Platinum- I can explain where to seek support and advice on bullying/cyber bullying</li> </ul>	
	<ul style="list-style-type: none"> <li>• Diet</li> </ul>	<a href="https://www.youtube.com/watch?v=YimuldEZSNY">https://www.youtube.com/watch?v=YimuldEZSNY</a>  <a href="https://www.youtube.com/watch?v=sKcCho6RVgc">https://www.youtube.com/watch?v=sKcCho6RVgc</a>	<p>Bronze – I know the 7 parts of a diet and what calories are.</p> <p>Silver – I can explain the function of each nutrient.</p> <p>Gold –. I can identify calories within food labels and understands how exercise maintains an energy balance.</p> <p>Platinum – I recognise the consequences of choosing a poor nutritional diet on my health</p>	
	<ul style="list-style-type: none"> <li>• Hygiene</li> </ul>		<ul style="list-style-type: none"> <li>➤ Bronze - Identify the different factors which contribute towards someone having excellent personal hygiene.</li> <li>➤ Silver - Describe what could happen to our health if we don't look after our personal hygiene, in both the short term and the long term.</li> </ul>	



			<ul style="list-style-type: none"> <li>➤ Gold - Explain why having poor personal hygiene can have a major effect on our health and also our social lives.</li> <li>➤ Platinum - To explain where to seek advice and support about hygiene, such as school nurses and inform others about how to get support.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Puberty</li> </ul>	<p><a href="https://players.brightcove.net/4934638104001/default_default/index.html?videoid=5837586372001">https://players.brightcove.net/4934638104001/default_default/index.html?videoid=5837586372001</a></p> <p><a href="https://players.brightcove.net/4934638104001/default_default/index.html?videoid=5837590170001">https://players.brightcove.net/4934638104001/default_default/index.html?videoid=5837590170001</a></p> <p><a href="https://riseabove.org.uk/article/can-puberty-affect-your-head-as-well-as-your-body/">https://riseabove.org.uk/article/can-puberty-affect-your-head-as-well-as-your-body/</a></p>	<ul style="list-style-type: none"> <li>➤ Bronze – To identify the physical and emotional changes that occur during puberty.</li> <li>➤ Silver – To explain the physical and emotional changes that occur during puberty.</li> <li>➤ Gold –. To identify ways of managing the changes, both physically and emotionally.</li> <li>➤ Platinum – To explain where to seek advice and support about the changes that occur during puberty, such as school nurses and inform others about how to get support.</li> </ul>	

	<ul style="list-style-type: none"><li>• <b>Low Intensity Exercise</b></li></ul>	<p>Complete 30 minutes of low intensity exercise – see powerpoint on teams or FROG for examples. And record on your weekly exercise plan.</p>	<ul style="list-style-type: none"><li>➤ Bronze: I can suggest some of the benefits of low intensity exercise</li><li>➤ Silver: I know the benefits and how I can perform daily low intensity exercise</li><li>➤ Gold: I can suggest ways of performing low intensity exercise within my daily routine and the benefits of doing this</li></ul>	
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**KS3 Enterprise Project  
HALF TERM 2**

(1 lesson per week )

Half Term 2

Week	Learning Aims	Activity	Resource link	Independent learning/homework
<p>1 w/b 02/11/20</p>	<p><b>Yr 7 Enterprise Project – Business / media LOGO DESIGN</b></p> <p>Students to <i>identify</i> existing examples of logos used in business and create their own for the toy.</p>	<p>Starter quiz. Logo design worksheet.</p>	<p>PowerPoint presentation. Quiz sheet. Worksheet.</p>	
<p>2 w/b 9/11/20</p>	<p><b>Yr 7 Enterprise Project – Media SOCIAL MEDIA ADVERTISING</b></p> <p>Introduction to social media marketing and its purpose. Students create a twitter or Instagram post for their toy.</p>	<p>Talk it out. Video. Worksheet.</p>	<p>Powerpoint presentation. Social media marketing worksheet.</p>	<p>TikTok Trends Homework.</p>
<p>3 w/b 16/11/20</p>	<p><b>Yr 7 Enterprise Project – Media VIDEO ADVERTISING</b></p> <p>Introduction to video advertising. Reviewing existing examples of adverts and creating a basic storyboard.</p>	<p>Talk it out. Review activity. Creating storyboard.</p>	<p>Powerpoint Presentation. Video advertising worksheet. Storyboard template.</p>	

23/11/20	<p><b>Yr 7 Enterprise Project – Computing</b></p> <p><b>Designing an APP</b> Students to design a smartphone APP icon (on paper/worksheet) for their toy. Students to identify Purpose and Target Audience of APP.</p>	Planning and Designing using templates provided	PowerPoint presentation. Exemplar design work	
30/11/20	<p><b>Yr 7 Enterprise Project – Final</b></p>			
7/12/20	<p><b>Yr 7 Enterprise Project – Final</b></p>			
<p>14/12/20 Reading for Pleasure week  Christmas</p>				

# **Learning Checklists**

French

German

Spanish

### Checklist Year 7 Half Term 2 French

Module	Textbook pages	Digital resources	PLC Statements	RAG
Tout sur moi!				
	Studio 1 p8	<a href="#">Memrise Opinions</a>	I can talk about What I like and what I don't like.	
	Accès studio p20 Métro 1 p26	<a href="#">BBC bitesize Family and pets</a> <a href="#">Memrise Brothers and sisters</a> <a href="#">Memrise Family</a>	I can talk about brothers, sisters.	
	Studio 1 p22	<a href="#">BBC Bitesize Using AVOIR</a> <a href="#">Memrise AVOIR</a>	I can say I have, you have, He/she has.	
	Accès studio p18 Métro 1 p28	<a href="#">BBC bitesize Family and pets</a> <a href="#">Memrise Pets 1</a> <a href="#">Memrise Pets</a>	I can talk about pets.	
	Accès studio p16-17	<a href="#">Memrise Les couleurs</a>	I know the colours.	
	Métro 1 p30	<a href="#">Memrise Hair and eyes 1</a> <a href="#">Memrise Les yeux, les cheveux</a>	I can describe my hair and eyes.	
	Studio 1 p14	<a href="#">BBC Bitesize Describing people with AVOIR and ETRE</a>	I can describe other someone else's hair and eye.	
	Métro 1 p32 Studio 1 p12	<a href="#">Memrise personality</a> <a href="#">Memrise Moi et les autres</a>	I can describe my personality	
	Studio 1 p14-17	<a href="#">BBC Bitesize Describing people with AVOIR and ETRE</a> <a href="#">Memrise Moi et les autres</a>	I can describe other someone else's personality.	
	Studio 1 p22	<a href="#">BBC Bitesize using ETRE</a> <a href="#">Memrise ETRE</a>	I can say I am, you are, he/she is.	

## Checklist Year 7 Half term 2 German

Theme	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
Family and animals		<a href="#">Memrise</a> Stimmt 1		
<b>Familie und Tiere</b>				
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Exercises</a></li> <li>➤ <a href="#">More exercises</a></li> </ul>	I can talk about pets	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Exercises</a></li> </ul>	I can use a range of pronouns (er/sie/es)	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Video example of a super pet</a></li> <li>➤ <a href="#">Exercises</a></li> <li>➤ <a href="#">More exercises</a></li> </ul>	I can talk about super pets using a range of adjectives	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Exercises</a></li> </ul>	I can use the modal verb können in a sentence. For example Er kann.....	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Video family life in Germany</a></li> <li>➤ <a href="#">Exercises</a></li> <li>➤ <a href="#">More exercises</a></li> </ul>	I can discuss my family members and their ages	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Song</a></li> <li>➤ <a href="#">Another song</a></li> <li>➤ <a href="#">Exercises</a></li> <li>➤ <a href="#">Exercises</a></li> </ul>	I can say thirteen colours	

		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Exercises</a></li> <li>➤ <a href="#">More exercises</a></li> <li>➤ <a href="#">More exercises</a></li> <li>➤ <a href="#">More exercises</a></li> </ul>	I can describe my physical appearance and that of others	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video explanation</a></li> <li>➤ <a href="#">Happy birthday song</a></li> </ul>	I can say when my birthday is and use ordinal numbers	
		<ul style="list-style-type: none"> <li>➤ <a href="#">Video German christmas traditions</a></li> <li>➤ <a href="#">Video at the christmas markets</a></li> <li>➤ <a href="#">Exercises</a></li> <li>➤ <a href="#">More exercises</a></li> </ul>	I can discuss German Christmas traditions	



## Checklist Year 7 Half Term 2 Spanish

Theme School	Revision guide/ workbook pages	Digital resources	PLC statements	RAG
Unit 2 Mira. En el instituto.				
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">video</a></li> <li>➤ <a href="#">song</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">memrise practice - school subjects</a></li> </ul>	I understand how to talk about school subjects.	
			I understand how to form <b>the present tense</b> for -AR verbs in the I, <b>You</b> and <b>He/she forms</b> .	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">video</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">song</a></li> <li>➤ <a href="#">memrise practice</a></li> </ul>	I understand how to say the days of the week.	
			I understand how to say what I study every day of the week.	

		<ul style="list-style-type: none"> <li>➤ <a href="#">video</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> </ul>	I understand how to form <b>the present tense</b> for -AR, -ER and -IR verbs in the <b>I, You, He/she forms</b> .	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">memrise practice</a></li> </ul>	I understand how to say what I do in lessons.	
		<ul style="list-style-type: none"> <li>• <a href="#">practice</a></li> <li>• <a href="#">practice</a></li> <li>• <a href="#">memrise practice</a></li> </ul>	I understand how to talk about my teachers.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> </ul>	I understand the agreement of adjectives (feminine and masculine singular)	
		<ul style="list-style-type: none"> <li>• <a href="#">practice</a></li> <li>• <a href="#">memrise practice</a></li> </ul>	I understand how to use qualifiers such as <b>un poco, bastante</b> and <b>muy</b> .	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">memrise practice</a></li> </ul>	I understand how to give an opinion about the school subjects.	
		<ul style="list-style-type: none"> <li>➤ <a href="#">practice</a></li> <li>➤ <a href="#">video</a></li> </ul>	I understand the rules for adjective agreements ( plural and singular forms)	
		<ul style="list-style-type: none"> <li>➤ <a href="#">memrise practice</a></li> </ul>	I understand how to give a reason.	

		<ul style="list-style-type: none"><li>➤ <a href="#">practice</a></li><li>➤ <a href="#">practice</a></li><li>➤ <a href="#">practice</a></li><li>➤ <a href="#">memrise practice</a></li></ul>	I can talk about what I eat and drink.	
		<ul style="list-style-type: none"><li>➤ <a href="#">practice</a></li><li>➤ <a href="#">video</a></li><li>➤ <a href="#">practice</a></li></ul>	I understand how to make nouns plural.	