

Year 7 Weekly Remote Learning Overview Week beginning 22nd June

	Year 7
Maths	<p>Year 7 will follow a two reflection on TERM 2 work. This week we will revisit AREA AND PERIMETER OF 2-D SHAPES</p> <ul style="list-style-type: none"> *Recognising key shapes by name and properties *Recalling and apply area rules for triangles, different quads and possibly circles *Finding the perimeter of simple shapes, composite shapes and more complex shapes *Surface area if there is time <p>There will be a Google Classroom QUIZ on fractions decimals and percentages available from NEXT week FRIDAY</p> <p>*Students will be reminded via SMH to check their Google Classroom where there will be instruction for their individual classes. Tasks will mainly be on MathsWatch/My Maths/MATHSPAD and Sam Learning. Some staff might also post PowerPoints and worksheets for completion</p> <p><i>If students want more work or more challenging work they can email their class teacher, that way we won't overload other students.</i></p>
English	<p>Year 7 continue their work on Shakespeare, focussing on the question 'Who are the characters in A Midsummer Night's Dream?' All resources posted on Show My Homework and Google Classrooms.</p>
Science	<p>This week we will start a new unit <u>8H Rocks, focus Igneous and metamorphic rocks</u> <u>Detailed instructions will be on SHMH and Google Classroom</u></p> <ol style="list-style-type: none"> 1) Watch the video https://www.youtube.com/watch?v=PrN7jygu4cQ, use the link: https://www.bbc.co.uk/bitesize/guides/zgb9kqt/revision/2, and in your book: Describe the difference between magma and lava; Describe how igneous rocks are formed; Compare extrusive and intrusive igneous rocks 2) Read through https://www.bbc.co.uk/bitesize/guides/zgb9kqt/revision/4 and in your book describe how metamorphic rocks are formed 3) Complete the attached WS 8Hb-7 Rocks and crystals 4) Make a photo of your work and upload this on Google Classroom 5) Complete your daily goal on Tassomai
History	<p>How Workers tried to get better rights and working conditions in the new industrial towns.</p> <p>Work through the powerpoint and fill in grid on workers protests. Watch clips in google drive on Luddites and Chartists Use the writing frame to sum up what you have learnt into a PEE paragraph and upload this to google classrooms</p>
Geography	<p>New topic (Africa): What and where is Africa? – Read the information sheet, watch the video and answer the questions in full sentences. Upload your work on Google Classroom (code to join: cgeyrm)</p>
Computer Science	<p>Introduction to computer systems Lesson 4: Hardware, Software and systems: Task and instructions will be set on SMHW and students will logon SAMLearning to complete their tasks. Pupils can then ask question in the google classroom if they need help.</p>

<p>French</p>	<p>Year 7 French Text book: Expo 1 page 99 and 100- 101 Unit 2 module 6 Tasks:</p> <ol style="list-style-type: none"> 1- A Powerpoint presentation talking about musical instruments and finishing last week activities- all listening, reading will have a correction given- audio files attached and converted for you to use at home. 2- All work set on google classroom and show my homework- 3- Upload screenshots of the work to the teacher for feedback/merits 4. Use of linguascope/ quizlet, zut, languagesonline is extra
<p>Spanish</p>	<p>Year 7 Spanish: module 6 unit 1 Mira textbook: Describing my town/village. Introduction of some new adjectives then comparative adjectives.</p> <p>Tasks:</p> <p>1) A Powerpoint presentation to introduce new content and grammar. Tasks on one page, answers on the next so students can check their own progress. Powerpoint on google classroom and copied onto SMHW.</p> <p>2) Feedback expected: Homework is a guided writing task. Answers will be given on the following Monday. Class work and homework to be uploaded on to Google Classroom</p>
<p>Art</p>	<p>Eileen Agar – animal artist Use one of the animal outlines and divide each outline and the background into 5 sections. The shape for each section can be straight lines or organic (curvy) shapes. Paint or draw different patterns into each section. The idea is to ‘camouflage’ your animal.</p>
<p>Drama</p>	<p>Commedia dell’arte – Lesson 3</p> <p>Year 7 will be looking at 2 more stock characters in Commedia dell'arte.</p> <p>Tasks set will include video clips and to explore how these characters use movement, mime, gesture and posture to communicate meaning and status to the audience.</p> <p>Students will create a short performance for someone else to watch and feed back on.</p> <p>All resources and links on SMHW and Google Classroom. Work to be submitted on Google Classroom</p>
<p>PE</p>	<p>create a Sports Performer Profile (basically a player profile) of someone who has had a huge influence on their interest in sport. I have done one for them to see what we are asking, please see attached doc on SMHW.</p>

PHSEE	<p>L4 - Local Government</p> <p>Students watch a video about Haringey and then describe what they like about their local area. They then learn about the role of local government. Students are introduced to Haringey's 5 priorities and are asked to suggest how they might improve an area. Finally students are given 3 options for a task where they produce an informative piece of work.</p> <p>Work is advertised on SMHW and set in the Google Classroom.</p>
REP	<p>Sikhism – Karma, rebirth and mukti</p> <p>Watch the video on SMHW and complete the tasks to go with it. Make a note of any key terms you learn as you will have a quiz on them next week.</p>
Technology	<p>Working with fabrics (2) –</p> <p>Students will watch the 2 videos on knitted and woven textiles Before completing a google</p> <p>Quiz to summarise the different construction techniques.</p> <p>Submit work on google classroom for feedback</p>
Music	<p>Black Music Matters – Continued.</p> <p>A reflection on the influence of black musicians on the music of the 20th century.</p> <p>Follow the PowerPoint slides:</p> <ul style="list-style-type: none"> • consider how many popular music genres are influenced by black musicians. • listen to protest songs of the 1960s and think about their relevance today. • name the musician quiz. <p>Extension task:</p> <p>Choose some musicians and make some fact files through on-line research.</p> <p>Learning support:</p> <p>Second version of the project available for students who receive learning support or who may find reading and writing difficult.</p> <p>What to hand in.</p> <p>Upload your thoughts about the protest songs and fact files to SMHW and add a comment about how much you enjoyed learning about this subject.</p>