

Year 7

Chilton Trinity

Home Learning Booklet



This booklet is designed to help you plan your Home Learning

Why Home Learning?

These tasks will:

- Reinforce the learning happening in your classroom
- Allow you to learn to work independently
- Allow you to work at your own pace
- Develop your organisational skills
- Let you 'use' your knowledge, skills and understanding

What is Home Learning?

Home Learning will include:-

Extended Projects over approximately 4 weeks where you will research and present your work. They will complement the work happening in the class. You will be able to use your skills and knowledge

Learning information for a test eg Vocabulary in French

Practising and applying techniques you have learned, eg solving problems in Maths or writing a description using adjectives in English

Organisation for the next lesson eg Preparing ingredients for food lessons

Research for your topic eg Collecting pictures, collecting examples of science and technology around the home

Revisiting your classwork eg reading your notes, completing tasks that were started in the lesson.

How long will it take?

Your teacher will give you deadlines for your extended projects - a little work every week will be better than 4/5 hours the night before it is due!

For weekly homeworks you should expect to spend at least 45 minutes per subject. You will remember what the task is about if you revisit it soon after the lesson. The same night is usually best!

How will the work be checked?

Your teacher will give feedback — a written or verbal comment — throughout a project to give you an idea of how to improve. At the end, you will be told whether you are on target or have achieved the learning objective and usually a “next steps” comment which you **MUST** act upon. House points will always be available and awarded to those who complete their homework well.

Handy Tips

For students and parents

Opportunity Club is open most days before and after school in the library if you need any support or to do some research.

Find a tidy place to work - a messy desk can be a distraction.

Turn off the TV.

Use your planner and notes to help you understand the task.

Organise your time - check the due dates for homework and do the ones to be handed in first - first!

Get into a routine e.g. get home and have a break then sit down to work every day. Little and often is better than hours and hours all at once!

Keep a copy of tasks and deadlines on view so that all can help check what is to be done.

Remember if you need help just ask!!

English

English homework will be linked to the topic or unit being studied and will involve at least an hour of extra study per week. There will be some short tasks that build on the learning in the lesson or prepare for learning through research.

Throughout the year spellings will need to be learnt at home in preparation for regular spelling challenges.

There will also be some longer Independent Learning Assignments or ILAs which will involve students creating a project, presentation, or booklet over a number of weeks.

The topics or units for year 7 are:

Prose Study and Creative Writing - Myths, Legends and Stories

Likely home learning:

- Researching characters from Mythology
- Developing use of adjectives, adverbs and similes
- Varying sentences for effect
- Writing profile for own mythical beast
- Drafting parts of own myth
- Skills based work on vocabulary, sentence structure, grammar and punctuation
- Independent Learning Assignment or ILA: writing up and illustrating own myth or legend

Poetry Study

Likely home learning:

- Developing the use of poetic techniques such as similes, metaphors, alliteration
- Drafting own poems on a given topic or using a given technique
- Responding to poems
- ILA: Producing own Anthology of poetry – including a minimum of 6 poems using 6 of the techniques taught during the course and presented as a book

Media (Reading and Writing Unit)

Likely home learning:

- Writing reviews on a game/movie/soap opera
- Analysing of magazine articles and advertisements
- Designing own advertisement for a product
- Series of persuasive language and comparison tasks
- Skills based work based on vocabulary, sentence structure, grammar and punctuation
- ILA: Designing game covers using presentational devices and persuasive language

Reading a novel

Likely home learning:

- Describing characters in novels
- Writing in role as a character e.g. letters, diaries
- Comparing film adaptation to novel – series of supported activities
- Skills based work based on vocabulary, sentence structure, grammar and punctuation
- ILA: Research into context of novel e.g. William Blake's poetry for 'Skellig'

Dragon's Den Pitch to link to GCSE Speaking & Listening Tasks

Likely home learning:

- Analysing persuasive techniques
- Planning in role for speaking and listening presentations
- Evaluating sales pitches linked to novel
- Developing communication: speaking and listening techniques
- ILA: Research and describe own product for Dragon's Den Pitch

Independent Reading and Research

Likely home learning:

- ILA – Independent Learning Assignment: Book of Books: students create a brief description of self best book extract from book; and research about the author.

Students will also be expected to read independently and can pick up an Independent reading card from their English teacher.

Maths

Mathematics homework in year 7 will be linked to the textbooks A1 and A2.

The topics throughout the year will be as follows:

- Applying Mathematics to Solving Problems
- Numbers and the Number System
- Algebra
- Shape Space and Measures
- Handling Data

Sometimes a task will be set, but once a fortnight students are assessed on an aspect of the work and so should be revising what they have learnt in class when no formal task has been set.

Students should make use of **mymaths** website to help with revising topics and going over the learning of the lesson. They will have been introduced to this whilst at school.

Parents may find it useful to know the school login is: **chilton** and the password: **ruler**

Science

HOME LEARNING in Science will take the form of Independent learning assignments or ILAs. For these assignments students will be given a booklet which contains a checklist of tasks. The Science teacher will be able to check the tasks as the student moves through the list, but they must make sure they spread the work over the weeks. No student could complete the whole assignment in a night.

Autumn term

Title or content of this half term's work: Paper Making ILA

Description: Independent Learning Assignment to do research into **paper**, the associated environmental concerns and to make and test a variety of papers – evaluating which is the best material to make paper from.

Spring term

Title or content of this half term's work: Innovation News ILA

Description: Research news items about Science and Technology – report on each of these and include an opinion about each article – including whether the article has been reported fairly or with bias.

Summer term

Title or content of this half term's work: Chemical Indicators ILA

Description: Research what indicators are and how they are used. Make and test own indicator to find out which substances around the home are acidic and which are alkali.

The checklist for the tasks in each of these ILAs is available from the Website. Students can see a copy of the booklet on Fronter.

Art

YEAR 7 EXTENDED ART HOMEWORK MUSIC, MOOD AND COMPOSITION ARTIST RESEARCH

This homework is designed to give you an opportunity to discover how the artist KANDINSKY used ABSTRACT shapes, line and colour to make a painting.

PART ONE:

On paper using a full page, you will need to rotate your page so it is landscape, produce a careful transcription in colour of Composition VIII, by Kandinsky as shown.



COMPOSITION VIII, 1923
KANDINSKY, oil on canvas

YEAR 7 EXTENDED ART HOMEWORK



Squares with concentric rings

MUSIC, MOOD AND COMPOSITION

"Painting is a thunderous collision of differing worlds; a clash whose outcome is the creation of a new world which we call art. Technically each piece comes to being just like the earth was made-from catastrophes which can produce, out of the cacophony of instruments, a symphony, which is called the music of spheres. The creation of art is the creation of a world."

Wassily Kandinsky

PART ONE:

- Decide on a piece of music that you particularly like, choose one that evokes a strong feeling in you.
- Listen to the music once, close your eyes and listen to it carefully
- Listen to the music again, this time note down in your paper any colours, shapes and feeling that come into your mind
- With your music playing sketch roughly any images, colours or shapes that come into your mind.

Design Technology

Textiles

For the textiles project in Year 7 the homework's are spread out over the course of 12 weeks based on the cushion project that they are doing.

Homework 1

To produce an informative leaflet about a textile decorative technique. Examples of decorative techniques are: Batik, Tie Dye, Hand Embroidery Stitches. In the leaflet the students might want to do a step by step of how to do the technique. This work may be done by hand or on the computer.

Homework 2

Find out about a 20th Century artist. Copy one of their paintings. You can research using the internet, the library or books in the classroom. You might want to use one of the following: Matisse, Picasso, Van Gough. Complete a profile of that artist – Name, Culture, Artistic Style, Interesting facts.

Homework 3

Complete a developmental drawing of your cushion cover - include colours, decorative techniques and samples of your work.

Homework 4, 5, 6.

Basic textile skills. The following work sheets will be given out during the 4 weeks of practical work: Threading the sewing machine, Seams, Fabric and Components.

Product Design

These homeworks may come in a different order depending on the Teacher.

Safety in the workshop – students will produce a safety poster that highlights the safety rules that they must follow in the workshop environment.

Materials – Pick an object in your home and describe what material it has been made out of and why it's been made out of that material. This is related to the work done in lesson where pupils looked at different objects in school, what they have been made out of and why.

Tools Dictionary – Students are learning about new tools and equipment, they are asked to draw and describe the tools they were shown in class in a booklet form so that they can add to it as the project moves on.

Pros and Cons of CAD/CAM – students learn about how to use a new programme and how to design and make using Computer Aided Design and Computer Aided Manufacturing. All of them are asked to discuss the pros and cons of this and the work they start in class is to be finished for homework.

Using 2D design – students are to design a small booklet or leaflet to explain how to use the new programme 2D design – this can be done in any way they choose. Some have videoed the process to be able to show other students how it works.

What is a Jig – using the demonstration and practical work from the lesson students are to explain what a Jig is used for.

Flow chart of how I made – this is a large homework that is spread over the last 2 weeks of the project. They start doing evaluations in the lesson so at this time their homework is to do a detailed flow chart of how they have made their coat hook from start to finish.

The second project:

Existing Product – research exercise to look at similar products to the one they are going to make. This is called a product analysis. Students can see what the products that are on sale now look like and how they have been made.

Moodboard – having chosen who they are going to make their desk tidy for they need to research what this person likes and create a collage of pictures to describe them as part of the research

Plastics – thermosetting plastics and thermo plastics worksheet

Isometric drawing exercise – each pupil will have isometric paper to help them with this at home. They are to draw an object at home using isometric

Rendering – worksheet on rendering – how to make an object that you have drawn look like the material it has been made out of.

Strip Heater – design a poster on how to use the strip heater safely.

Working with plastic – Worksheet on how to work with Acrylic.

Evaluation – Using a guide sheet to help you to write this you will produce a detailed evaluation on your finished product making sure you discuss the product with the person you have made it for.

Food

Homeworks for unit one are as follows:

Hygiene – Design a poster on food hygiene – how to keep food safe from contamination

Best before – Find out and explain what the difference is between Best Before dates and Use by Dates.

Washing up – As a Power Point, cartoon or simply as a list describe what you need to do when washing up and the process of washing up.

Food diary – Keep a diary for 3 days of what you eat. Are you getting your 5 day colourful fruit and veg, 3 a day dairy? This is used and discussed in class. What could we do to improve our eating habits?

Research task – find out what the FSA healthy eating guidelines are

Equipment – List and diagram if you can the equipment needed for “Croque Monsieur”

Evaluation – Evaluate the practical and the product using the guideline sheet and comments from the consumer (someone other than yourself)

Homeworks for unit two are as follows:

Fridges – How to stock a fridge – there is a worksheet to work from about the healthy and hygienic way to stock a fridge.

Evaluation – Shepherd’s pie – you are to describe the practical and the product that you have produced. Students are asked to produce a star diagram on what their parents/carers thought of the dish and this is used to discuss how it could be improved.

Step by step – to create a step by step method for a product that is designed by the student. How is it going to be produced and what is needed to produce it.

Testing Products – Pupils to write up the tests that take place in the lesson and have a task to test products and place them on a star diagram.

Drama

The following homeworks are explained in the students' Drama Booklet. The page numbers relate to the corresponding pages of the booklet.

Autumn Term – What is Drama?

- Traffic Lights (pages 9 + 10)
- Baseline written assessment, evaluating performance (page 12)
- Goldilocks script (learn lines and bring in props (18 + 19)
- Unit 1 written assessment (page 20 + 21)

Spring Term

- Research Scrooge story/characters (page 32)
- Learn lines, bring in props and costumes
- Unit 2 written evaluation (34 + 35)

Spring Term (2nd part)

- Research facts about Titanic
- Titanic Passenger research (page 47)
- Writing postcard (writing in role) (page 48)
- Learn monologues off by heart – bring in costumes and props (49)
- Unit 3 written evaluation (page 51, 52, 53)

Summer Term

- Write creepy spell and research themes (page 63)
- Learn lines
- Unit 4 written evaluation (pages 66, 67, 68, 69)

The written evaluations are all differentiated (students will be guided as to which they need to complete)

Geography

Autumn

Country investigation

Students will research a country of their choice and present it in the form of a postcard with guidance from staff

3D Model – Maps Skills

As part of the Map skills unit, students will be required to produce a 3D model of a hill. Details will be given and students will see examples before trying their own model.

Spring

Rocks

Research and investigation on what rocks are used for in everyday life. Students will also be asked to revise what they have learnt about rocks for their mid term test. The outcome of the test will help teachers decide which home learning task is most suitable for each student.

Coast

Students will revise spellings of key words and collect additional information about physical and human features that shape our coastlines.

Summer

Tourism

All year 7's will complete a number of worksheets that focus on the jobs connected to tourism, and advantages and disadvantages associated with the tourist industry. Students will complete a postcard that illustrates and explains why tourists visit Kenya and how tourism has affected Kenya.

Towards the end of the Summer term, students will be expected to focus on tasks set around data collected during their visit to Chepstow.

French

During the course of the year students can expect to receive a variety of home learning tasks. These will include:

Worksheets to fill gaps with French words

Quiz and crossword sheets

Vocabulary lists to learn and revise for tests

Writing sentences in French about familiar things like family, pets hobbies, using vocabulary learned in lessons.

Ways to help someone learn vocabulary.

- Make flash cards with the new vocabulary each week. (you could add an illustration to each one)
- Use the Look, Say, Cover, Write, Check method. Students will practice this method in the lessons.
- Take their book and ask them to say the words in French as you look at the English (or the other way around.)
- Build up the learning of a list of words by always going back to the beginning. Eg Learn the word 1, then add word 2, then go back over 1 and 2 then add word 3, then go back over 1,2, and 3, then learn word 4 and so on...
- Use objects or mime and students say the meaning in French (this one is fun!)

- Use Linguascope and other resources such as those on Fronter to practice.

Students will find it really useful to have a French/English dictionary at home.

I-Learning Curriculum

ILC is a subject that combines History, Religious Studies, Citizenship, English and ICT. Students complete a range of units throughout the year which require them to practice their thinking, reading, writing, group working and problem solving skills. The rich programme of learning means the home learning will vary according to where they have reached at the end of each full day of learning.

You can expect to receive one home learning task per week and should spend at least an hour.

Likely tasks include:

Research into the background of a novel Eg War horse

Completing a written assignment started in school Eg Essay using PEE paragraphs.

Produce a leaflet for a given topic

Write a poem to include in "Jolly Postman" book.

Write a letter to the king in role as a sea voyager.

Create tea-stained paper for use in 'Kraken' journal.

Complete diary entries in role as Captain of a ship.

Design adverts to market a product you may have created in class.

And many more....

Remember use the 5 Rs in your home learning in ILC

Be resilient, resourceful, responsible, reflective and use reasoning and most of all enjoy it!

Year 7 Home Learning Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
C Half					
7CM	English	ILC	Music	Maths	French
	DT		Geography	Science	Art
				Drama	
7FV	English	ILC	Geography	Maths	French
	Drama		Art	Science	
	DT		Music		
7JJ	English	ILC	Art	Maths	French
	DT	Drama	Geography	Science	
	Music				
7KN	English	ILC	Music	Maths	French
	Geography		Art	Science	Drama
	DT				
T Half					
7PM	Maths	ILC	Science	English	Art
	DT		Geography	French	Music
	Drama				
7JV	Maths	ILC	Science	English	Drama
	DT	Art	French	Geography	
	Music				
7HJ	Maths	ILC	Science	English	Art
	DT		French	Geography	
	Drama		Music		
7CN	Maths	ILC	French	English	Art
	DT		Geography	Music	
	Drama		Science		