



# Y6 Transition Work Book 2021

Name:	_____
Current School:	_____



# Welcome

This work booklet provides you with a sample of lesson and activities that you will experience when you join us in September. We want to use the time given to you during the Transition week to attempt each lesson. There are a variety of tasks to keep you interested. Please work your way through the booklet, completing the lessons on the timetable displayed below. The lessons are in subject order and a contents page is included.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM</b>	NSG Video Welcome assembly	Maths	Art	French (5-8)	Maths
	English Letter to self	Geography	English Making a case for after lockdown	Maths	<i>Catch up</i>
	House Challenge All about me	PE Task 1-2	Character Challenge	Food	Science Adaptations
<b>PM</b>	Maths	<i>Catch up</i>	Maths	History	Textiles
	Science Calories	French (1-4)	PE Task 3-4	IT and Computing	House Challenge House Collage

## Contents:

- Welcome
- English
- Maths
- Science
- World Studies:
  - Geography
  - French
  - History
- Options:
  - PE
  - IT and Computing
  - Textile
  - Food
  - Art
- House





Paragraph plan for your letter to your future self:

Paragraph	Topic	Notes
1		
2		
3		





## **English Lesson 2**

### **Task 2 - Making the case for a life in lockdown**

Many people would argue that there were advantages to life in lockdown. Do you agree? Write an argument for or against this viewpoint.

Before you write your argument, think of the arguments both for and against.

#### **The advantages**

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- *It forced us to slow down and consider the things that matter in life.*
- ...
- ...
- ...
- ...

#### **The disadvantages**

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- *Coping with change and uncertainty can be very unsettling, and this meant that emotions were running high for everyone.*
  - ...
  - ...
  - ...
  - ...
-

**Concluding**

How has lockdown change us all, in your opinion?

Sum up the points you have made in support of your point of view.

*I agree / disagree that there are more advantages than disadvantages to a life in lockdown because*

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**Task 3 - Capturing the moment**

You will have had a range of new experiences - exciting, sad, strange, silly or funny. Choose some of these and make a note of three of them here:

Which event was the ...

- funniest?
- scariest?
- most exciting?
- most confusing?

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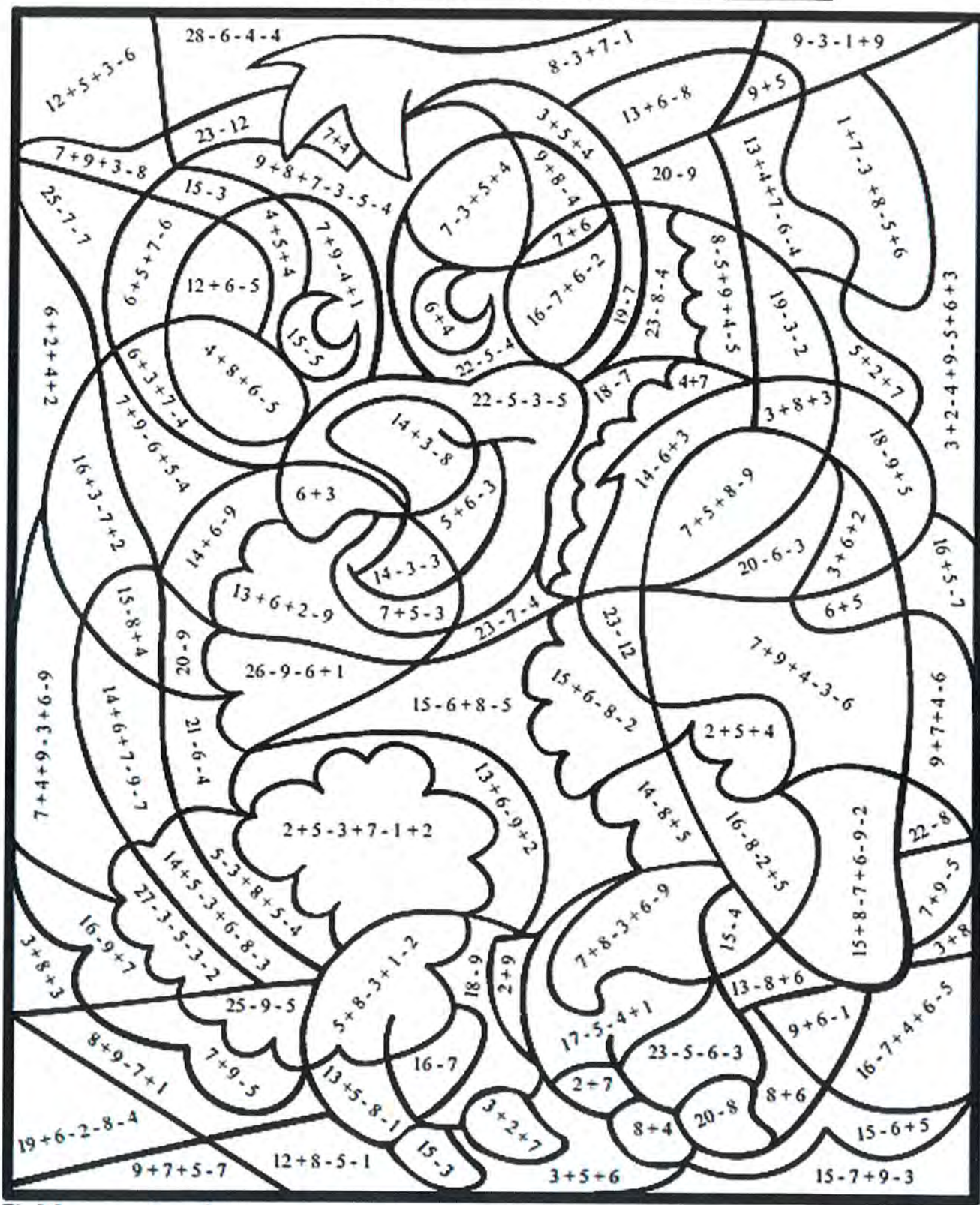


# Maths lessons.

## Monday:

Instructions: Pick 1 of the three calculated colouring. (Easy, medium or hard). Work out each sum and then colour in the shape according to the key provided

### Calculated Colouring : Adding and Subtracting



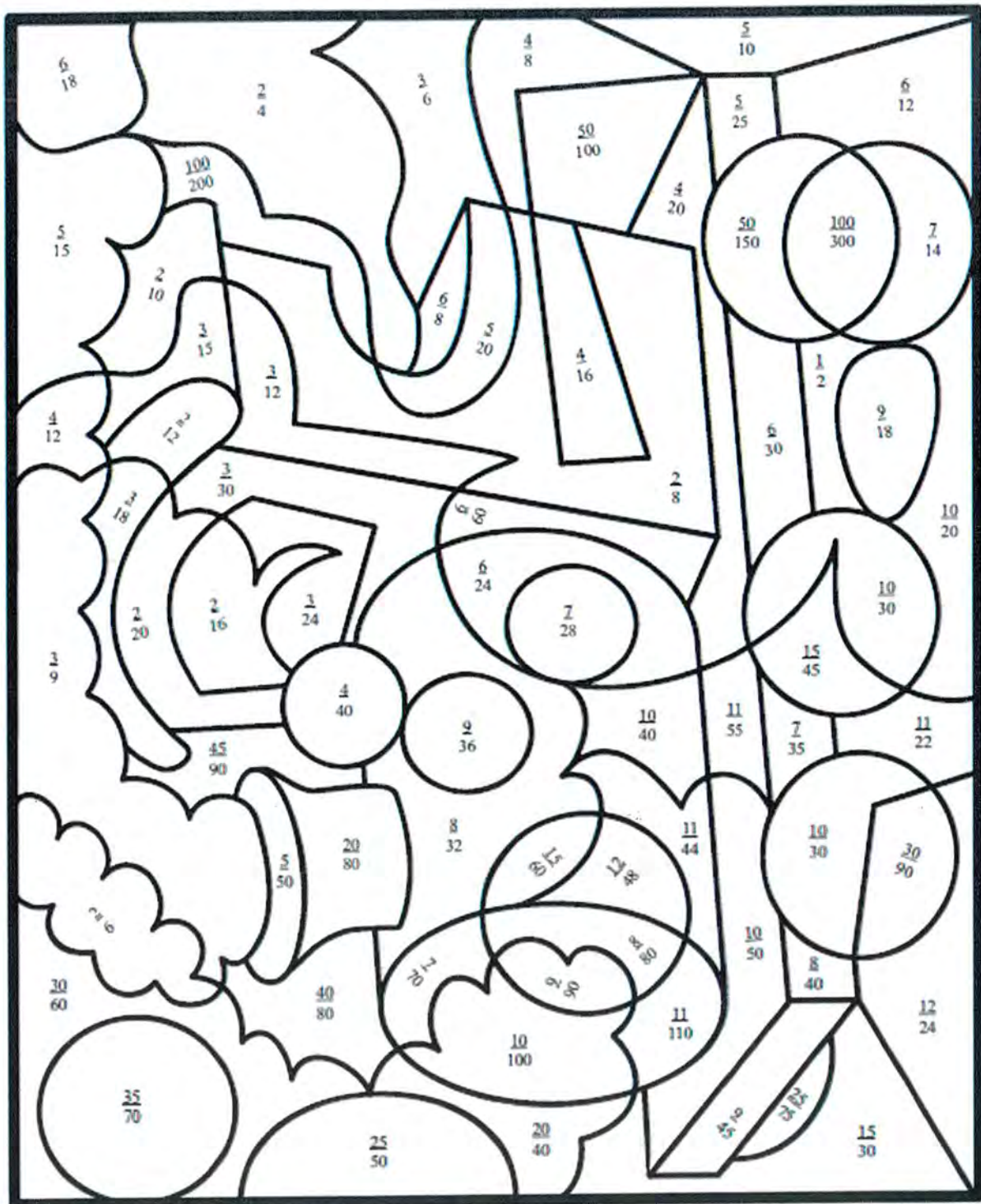
Find the answer to each sum.

Now colour each area according to the Key below.

**Key**

<b>Blue</b>	<b>Orange</b>	<b>Red</b>	<b>Brown</b>	<b>Black</b>	<b>White</b>	<b>Yellow</b>
14	9	8	11	10	13	12

# Calculated Colouring- Simplifying Fractions



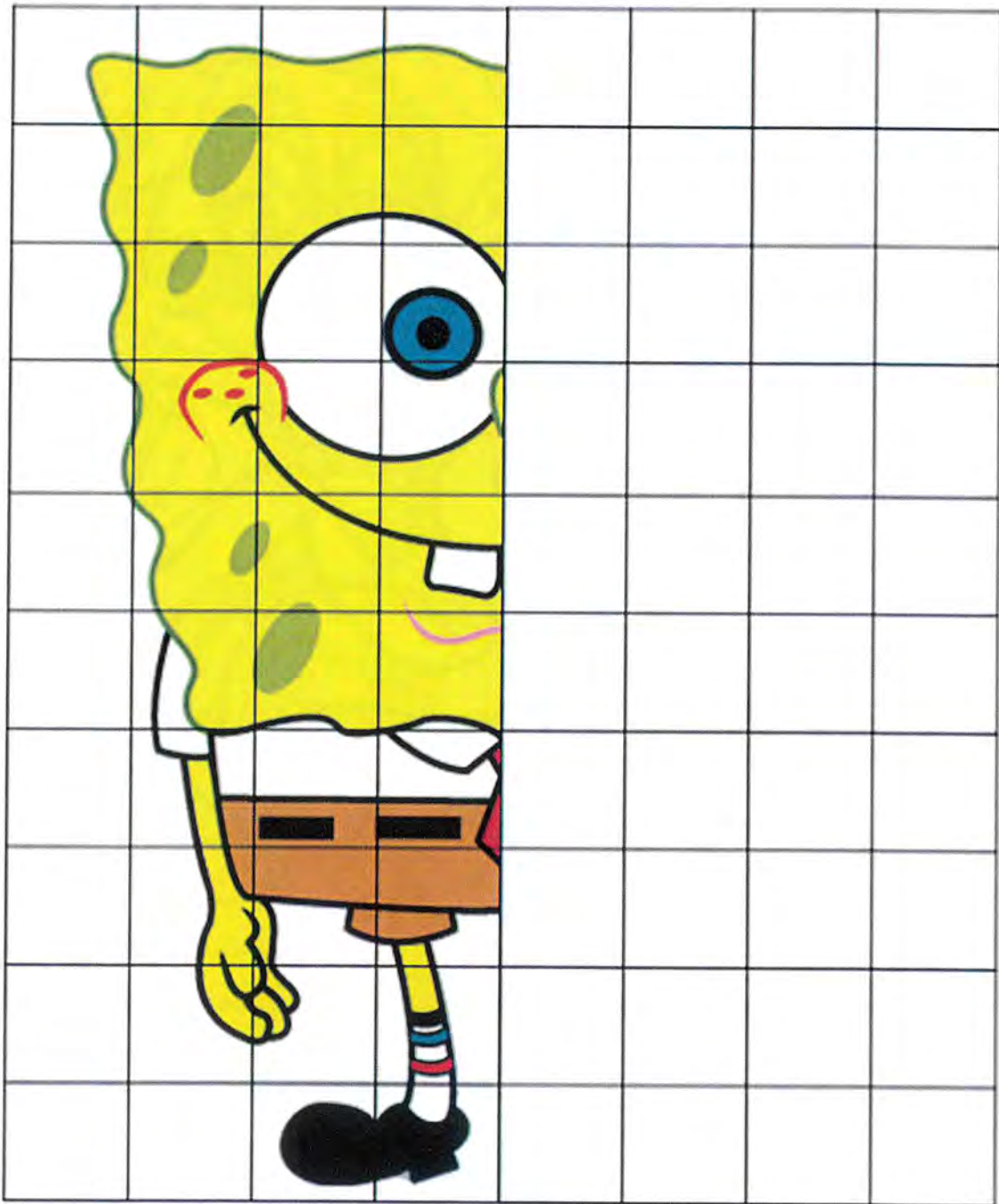
Cancel the fractions as far as possible.  
Now colour each area according to the Key below.

**Key**

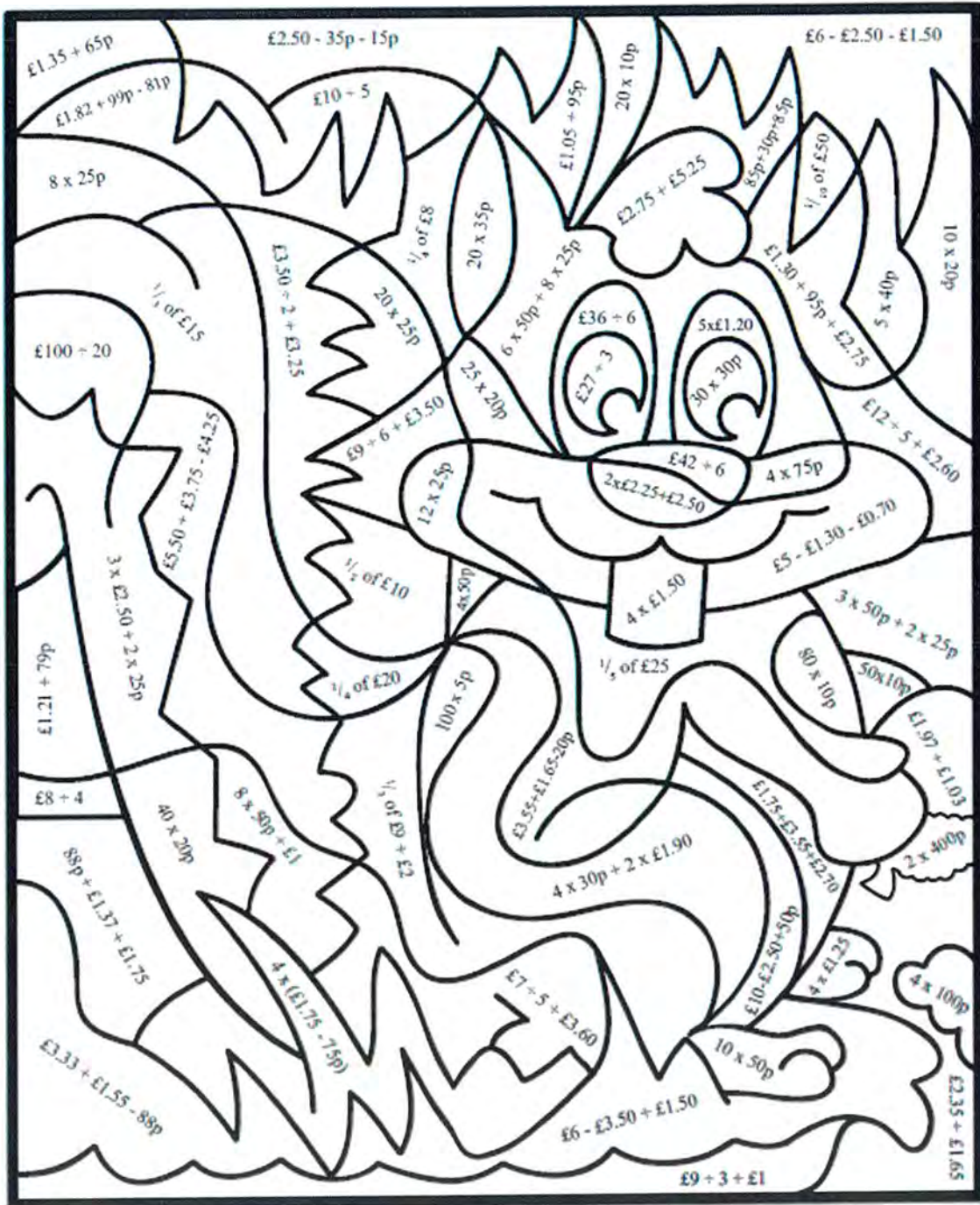
<b>Green</b> $\frac{1}{2}$	<b>Grey</b> $\frac{1}{3}$	<b>Red</b> $\frac{1}{4}$	<b>Orange</b> $\frac{2}{4}$
<b>Light Blue</b> $\frac{1}{5}$	<b>Dark Blue</b> $\frac{1}{6}$	<b>Black</b> $\frac{1}{8}$	<b>Yellow</b> $\frac{1}{10}$

## Tuesday – Reflection

Instructions: Pick one of the pictures. Reflect the left hand side of the picture onto the right hand side or the right hand side onto the left hand side to complete the picture.



# Calculating Colouring- Mixed Calculations

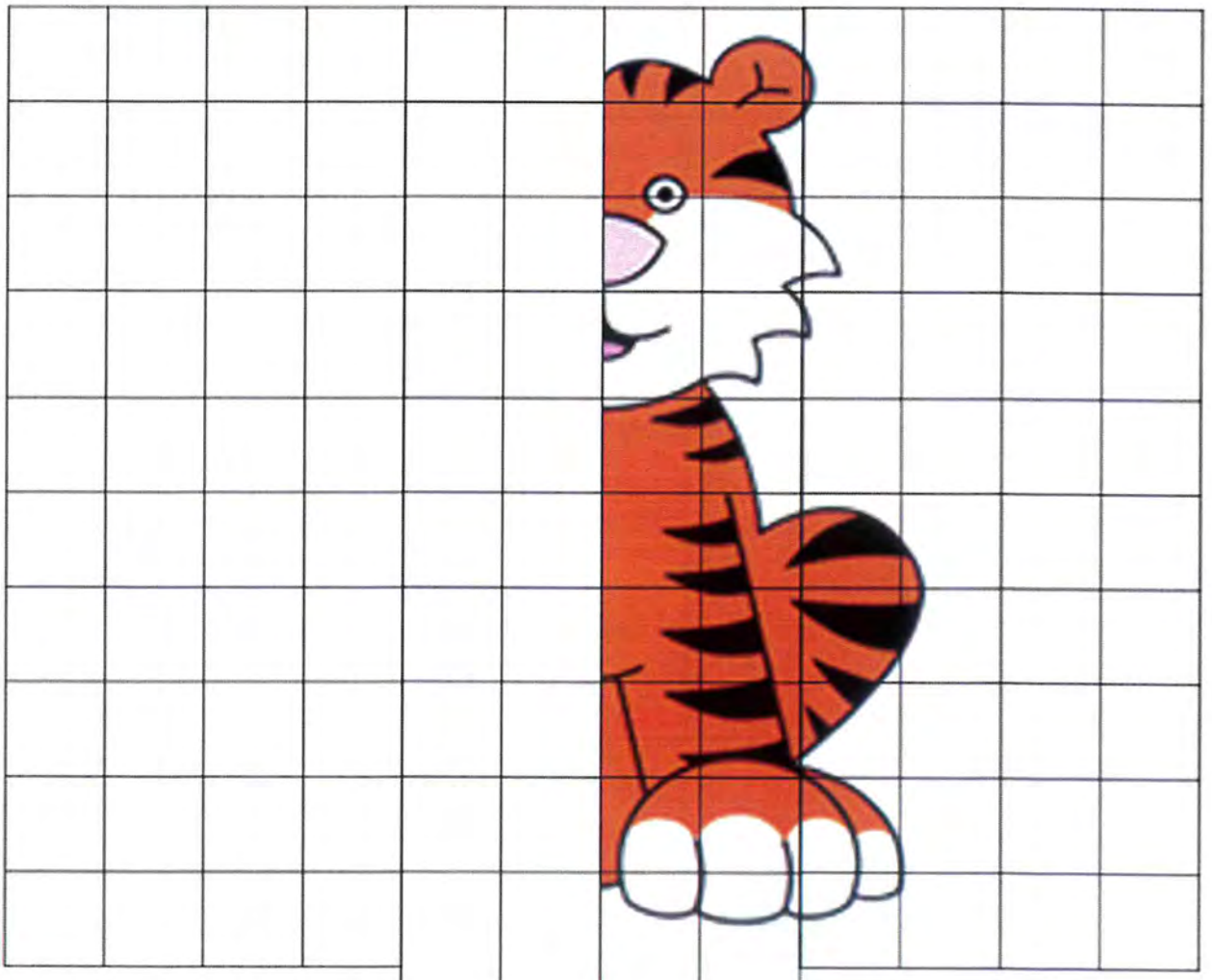
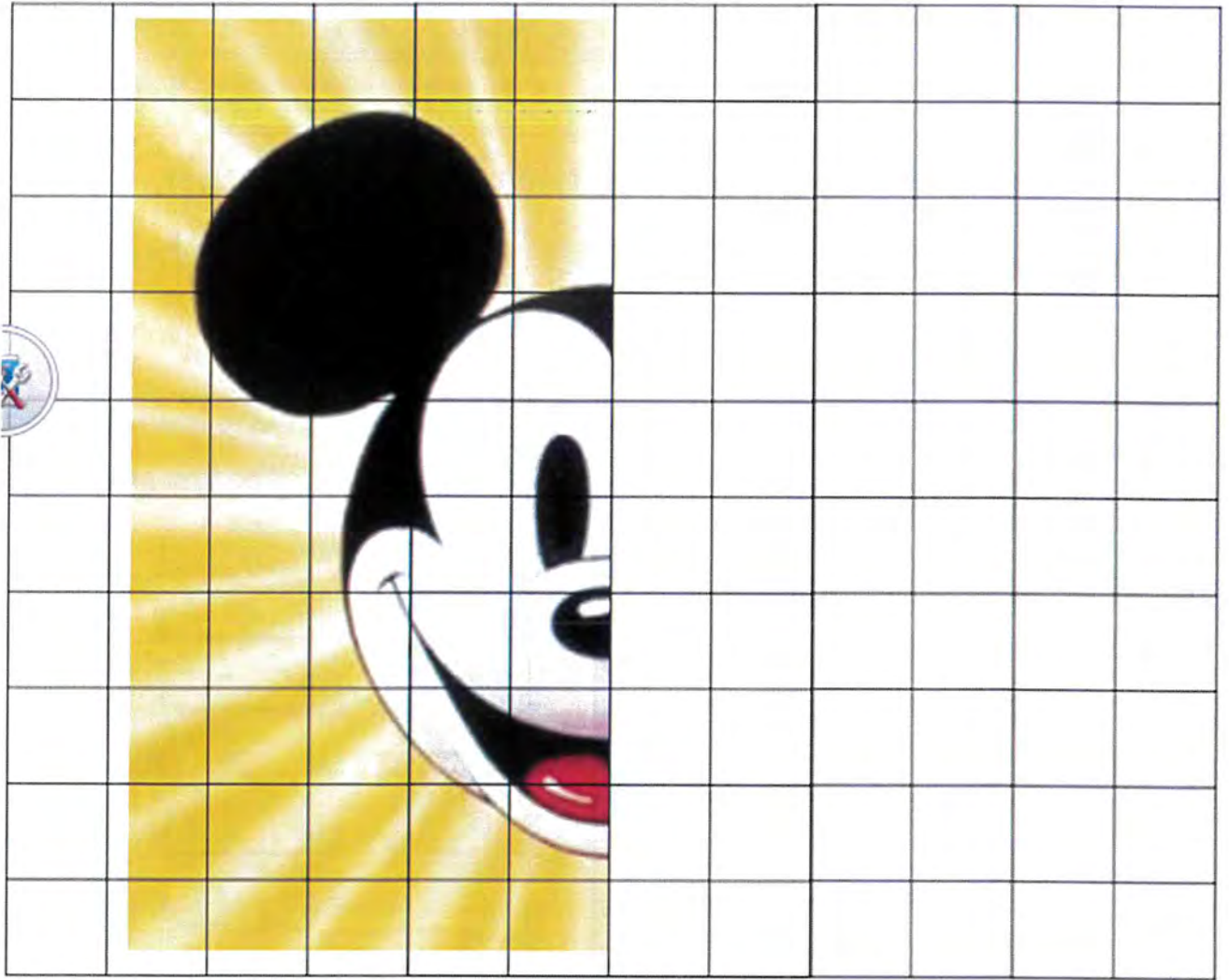


Calculate the answer to each money question.  
Now colour each area according to the Key below.

**Key**

Blue £2	Yellow £3	Green £4	Orange £5
White £6	Pink £7	Brown £8	Black £9

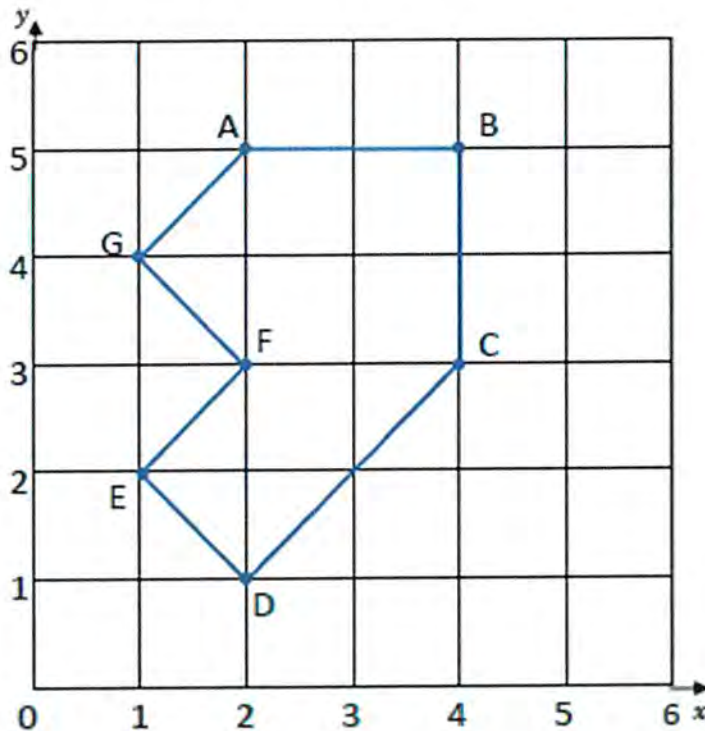




## Wednesday- Co-ordinates.

When plotting or reading co-ordinates, we start at (0,0) then move along the bottom then go up.

Instructions: Complete the following worksheet.



1) Write down the coordinates of the points on the first grid.

A ( \_\_, \_\_ )

B ( \_\_, \_\_ )

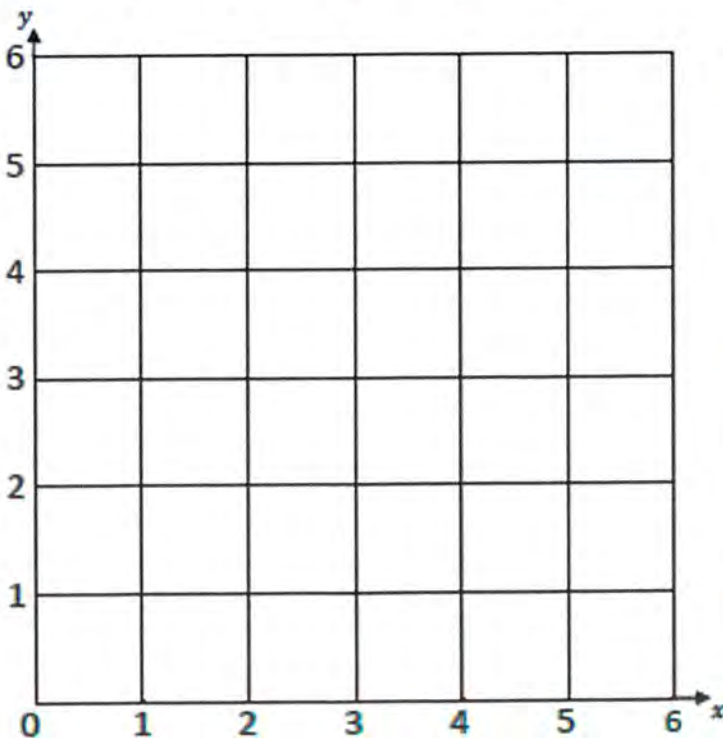
C ( \_\_, \_\_ )

D ( \_\_, \_\_ )

E ( \_\_, \_\_ )

F ( \_\_, \_\_ )

G ( \_\_, \_\_ )



2) Plot these coordinates on this grid: (1,2) (2,4) (4,3)

3) Plot the 4<sup>th</sup> point so that the four coordinates make a square.

What is the coordinate of the 4<sup>th</sup> point? ( \_\_, \_\_ )

4) Plot another square that has no horizontal or vertical lines. What are the 4 coordinates?

( \_\_, \_\_ )      ( \_\_, \_\_ )

( \_\_, \_\_ )      ( \_\_, \_\_ )

## Thursday

### Instructions:

- Pick one of the pictures.
- Plot the first co-ordinate.
- Plot the second co-ordinate.
- Now use a ruler to join the points.
- Continue with the rest of the point.
- Remember join the point as you go along.

### Cartoon Character 1

**Plot each set of co-ordinates separately do not join (A) co-ordinates to (B) co-ordinates etc.**

- (A) (9,1) (8,2) (2,2) (3,3) (2,4) (3,5) (2,6) (3,7) (2,8) (3,9) (2,10)  
(3,11) (2,12) (3,13) (2,14) (3,15) (2,16) (13,14) (13,15) (14,15)  
(14,14) (20,14) (20,8) (18,8) (16,6) (16,2) (12,2)
- (B) (13,6) (13,3) (11,3) (11,6)
- (C) (12,3) (12,1) (9,1) (9,4) (11,4)
- (D) (11,2)
- (E) (12,7) (9,7) (9,10) (12,10) (12,7)
- (F) (11,8)
- (G) (16,6) (16,9)
- (H) (15,9) (17,9)

### Cartoon Character 2

**Plot each set of co-ordinates separately do not join (A) co-ordinates to (B) co-ordinates etc.**

- A) (10,0) (8,2) (9,5) (10,5) (12,7) (14,7) (14,8) (10,8)
- B) (14,8) (16,8) (20,10) (22,12) (22,13) (18,12) (11,12) (11,13)  
(10,14) (9,14) (8,13) (8,12) (9,12) (10,11) (10,10) (9,9) (8,9)  
(7,10) (7,11) (8,12)
- C) (10,11) (11,12)

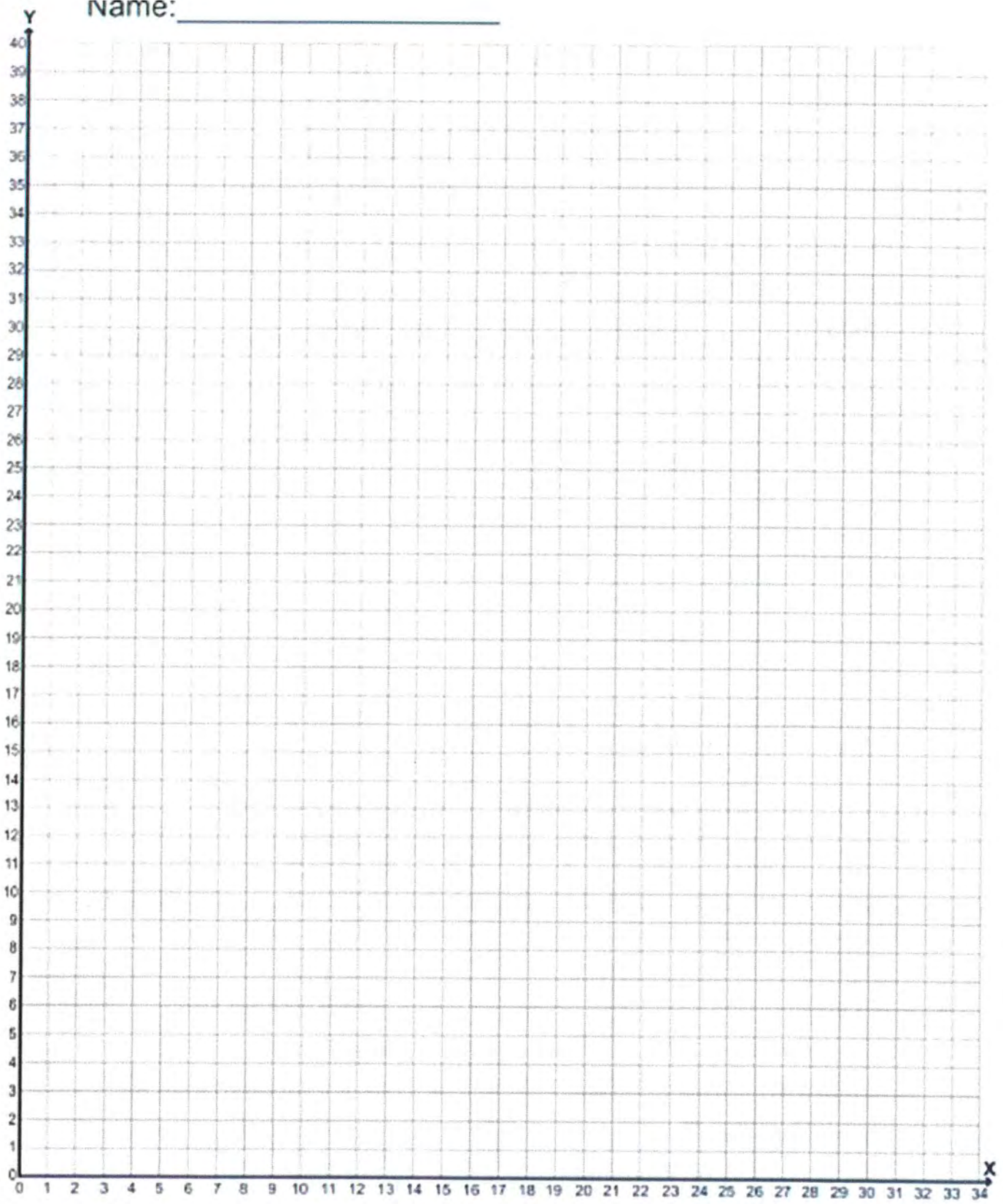
- D) (22,12) (23,13) (23,14) (22,14) (22,12) colour black
- E) (8,11)
- F) (10,13)
- G) (10,14) (10,15) (9,15) (8,14) (7,15) (6,17) (5,17) (4,15) (7,15)
- H) (4,15) (3,14) (3,12) (5,12) (5,11) (4,10) (5,8) (5,7) (4,7) (2,9)  
(2,11) (3,12)
- I) (4,7) (2,2)

### Cartoon Character 3

Plot each set of co-ordinates separately do not join (A) co-ordinates to (B) co-ordinates etc.

- A) (13,20) (13,22) (5,22) (5,20) (13,20) colour dark green
- B) (13,20) (13,18) (17,14) (17,16) (15,20) (15,24) (3,24) (3,20)  
(1,16) (1,14) (5,18) (5,20) colour light green
- C) (3,16) (3,14) (7,10) (11,10) (15,14) (15,16)
- D) (8,20) (6,18) (6,17) (7,16) (8,16) (9,18) (8,20)
- E) (8,18)
- F) (9,18) (10,20) (12,18) (12,17) (11,16) (10,16) (9,18)
- G) (10,18)
- H) (7,12) (11,12) (11,13) (7,13) (7,12) colour black
- I) (5,12) (3,8) (3,6) (5,6) (5,5) (4,4) (14,4) (13,5) (13,6) (15,6) (15,8)  
(13,12) colour orange
- J) (3,6) (3,5) (4,4) colour light green
- K) (14,4) (15,5) (15,6) colour light green
- L) (8,8) (6,8) (6,6) (8,6) (8,8) (7,7) (6,8)
- M) (12,8) (10,8) (10,6) (12,6) (12,8) (11,7) (8,8)
- N) (5,4) (5,2) (13,2) (13,4) colour blue

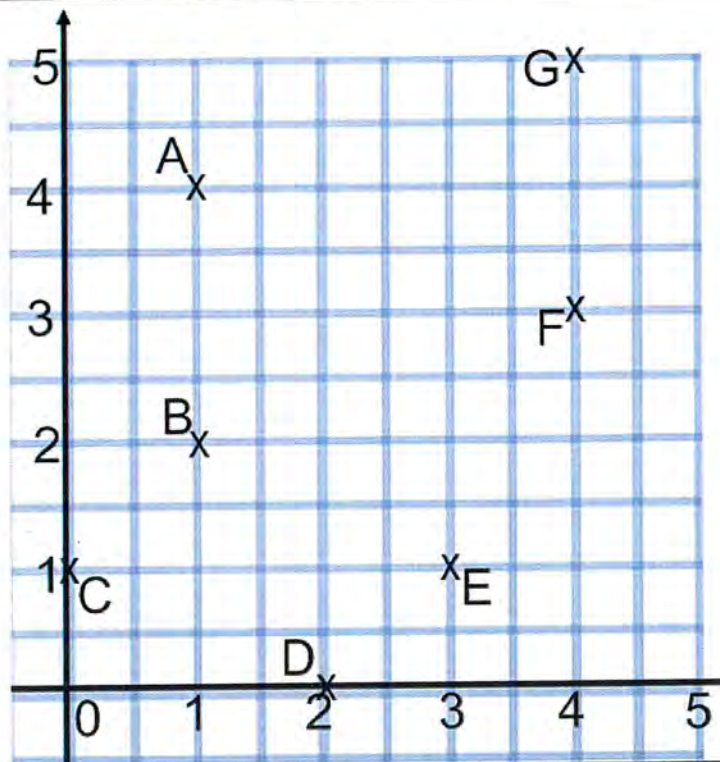
Name: \_\_\_\_\_



# Mini murder mystery Coordinates

## Who

One of the four characters below has committed a murder. Analyse the statements from each suspect. The 3 innocent characters make at least 2 truthful statements. The guilty person makes 3 errors.



The mad scientist said the following

- A is (1,4)
- E is (3,1)
- The x coordinate of G is more than the x coordinate for F
- A and B make a vertical line



The silly boy said

- F is (3,4)
- C and E are on the same horizontal line
- The y coordinate of B is less than the y coord of A
- D is (0,2)



The chef said the following

- G is (5,4)
- F is (4,3)
- C is (1,0)
- B is (2,1)



The artist said

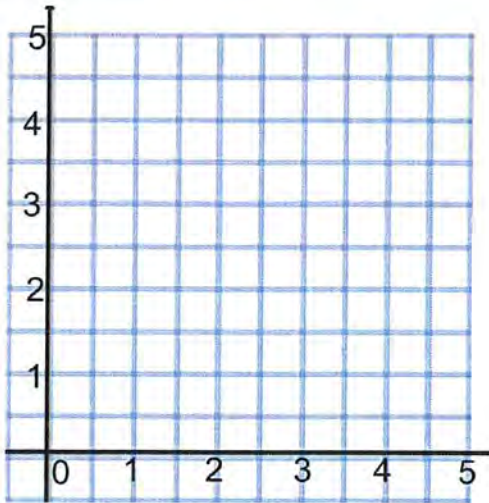
- C and E are on the same vertical line
- A is (4,1)
- D is (2,0)



- C, B and G are on the same diagonal line

### Where

The murder was committed within this grid. Following the clues below, you have to mark "x" at the right spot.

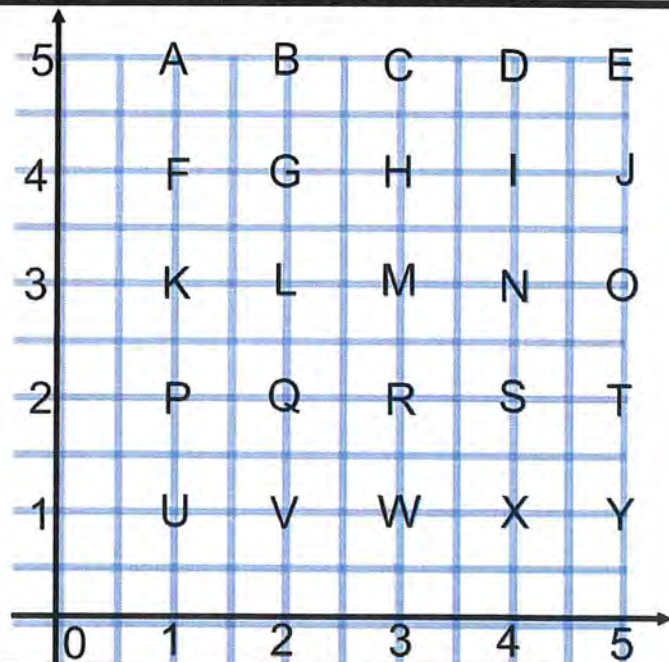


- The x and y coordinates add up to an even number
- The x coordinate is more than the y coordinate
- Both of the coordinates are odd numbers
- The difference between the x and y coordinate is a square number

### When

The time and day of the murder can be decoded from the grid below.

(2,2) (1,1) (1,5) (3,2) (5,2)  
 (5,5) (3,2) (5,2) (5,3) (4,2)  
 (4,4) (4,1) (1,2) (3,3)  
 (5,3) (4,3) (5,2) (1,1) (5,5)  
 (4,2) (4,5) (1,5) (5,1)



**Final Accusation**

**The murderer is**

The coordinates of the place the murder happened are ( , )

The time and day are

Friday: - Crack the Code

Instructions: Answer the following questions to crack the code















# CRACK THE SAFE

## BIDMAS



SILVER

	Question	Answer
	$(10 - 3) \times 4$	
	$5 \times (15 - 5)$	
	$20 \div (8 - 4)$	
	$6 \times (5 + 3 \times 2)$	
	$75 \div (5 - 1 \times 2)$	
	$(3 \times 6) \div (7 - 5)$	
	$(8 - 1) \times (2 + 4)$	
	$3 + (15 + 20 \div 2)$	
	$(20 + 24 \div 3) - (4 + 5 \times 0)$	
	$(5 + 10 \div 2) - (9 - 2 \times 3)$	

**THE KEY CODE TO THE LOCK IS THE SUM OF YOUR ANSWERS!**



## Science lesson 1

### Frontline Biology.

Many careers especially those in Science involve exploring for example, Astronauts, Arctic Explorers, Conservationists, even working for the Army.

In this activity you will use information to design a menu and a snack recipe for an arctic explorer.

The average male needs 2500 calories per day in normal life, the average female needs 2000 calories a day in normal life. In a day in the Arctic to maintain your body temperature (even when wearing special clothes) and to work you will need at least 13000 calories a day.

#### Task 1- Choose your menu:

Using the information below and the table provided to record your choices, design your menu for a 5 day polar expedition.

Food	Price	Calories
<b>BREAKFAST</b>		
Instant porridge sachet	52p	180kcal per sachet
500g box Crunchy Nut Cornflakes	£2.69	121kcal per serving
Tinned full English breakfast	£1.50	418kcal per tin
Fresh milk 4 litre	£1.84	146kcal per cup
Bacon 6 slice pack	£1.75	130kcal per 2 slices
Powdered milk tub	£1.88	313kcal per cup
Sausage 6 pack	£2.25	188kcal per sausage
6 eggs	£1.30	156kcal per 2 eggs
Muesli bar 5 pack	£3.45	185kcal per bar
Tin of baked beans	79p	390kcal per tin
Bread loaf	83p	94kcal per slice
Jam jar	£1.27	40kcal per tablespoon
<b>LUNCH</b>		
Ham sandwich pack	£2.20	330kcal per sandwich
Cup-a-soup pack of 6	£1.19	80kcal per sachet
Sausage roll pack of 6	£1.75	349kcal per sausage roll
Tinned oxtail soup	95p	178kcal per can
Instant noodles per pack	85p	349kcal per pack
Instant pasta per pack	99p	257kcal per pack
Crackers box	69p	15kcal per cracker
Beef jerky 25g bag	£1.50	336kcal per bag
Chicken pie large pie	£2.50	473kcal per 1/3 of large pie
Cornish pasty pack of 6	£3.00	324kcal per pasty

My Menu:

Day 1.

Meal	Food	Calories
Breakfast		
Lunch		
Dinner		
Snacks		
	Total daily calories:	

Day 2.

Meal	Food	Calories
Breakfast		
Lunch		
Dinner		
Snacks		
	Total daily calories:	

Day 3.

Meal	Food	Calories
Breakfast		
Lunch		
Dinner		
Snacks		
	Total daily calories:	

Day 4.

Meal	Food	Calories
Breakfast		
Lunch		
Dinner		
Snacks		
	Total daily calories:	

Day 5.

Meal	Food	Calories
Breakfast		
Lunch		
Dinner		
Snacks		
	Total daily calories:	



## Task 2: Designing your snack

You are unhappy with the choice of snacks on the expedition you are going to design your own from the ingredients below:

Your ideal snack should;

- Contain between 250 and 300 calories
- Contain less than 25g of sugar as this releases energy slowly and is bad for explorers teeth as they is no dental care available.
- Remember to calculate how many grams of total sugar and calories your snack will contain.
- List your ingredient and why you have chosen each one.

### Make sure you consider:

- ✓ Which ingredients will go well together to make a tasty snack?
- ✓ Which ingredients will make up most of your snack?
- ✓ Which ingredients will you include just a little of?
- ✓ Choosing at least one bonding ingredient to hold your snack together.

Ingredient	Quantity	Carbohydrates (Starch) Provide energy	Carbohydrates (Sugar) Spike blood sugar and damages teeth	Fat Provides slow release energy	Protein Builds and repairs muscles	Calories total energy provided by food
Oats	10g	7g	0g	1g	1g	40
Whole wheat flakes	10g	8g	2g	0g	1g	35
Brown rice syrup*	10g	8g	8g	0g	0g	50
Honey*	10g	9g	9g	0g	0g	30
Dark chocolate*	10g	5g	2g	4g	1g	60
Milk chocolate*	10g	6g	5g	3g	1g	55
White chocolate*	10g	6g	6g	3g	1g	55
Crisped rice	10g	9g	8g	0g	1g	40
Sultanas	10g	8g	6g	0g	0g	30
Dates	10g	8g	6g	0g	0g	30
Dried apple	10g	7g	6g	0g	0g	25
Coconut	10g	1g	1g	6g	0g	60
Dried berries	10g	8g	7g	0g	0g	30
Peanut butter*	10g	2g	1g	5g	2g	60
Almonds	10g	2g	0g	5g	2g	60
Hazelnuts	10g	2g	0g	6g	1g	60
Mixed seeds	10g	2g	0g	5g	2g	60

\* = bonding ingredient

My Snack Recipe:

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Perhaps you can take your recipe home for your snack bar and make it!

Extension task: Research other science careers you may be interested in. What do they do? Why is the job important? What qualifications do you need. Please use the websites below to help.

Websites for Science Careers:

- <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/science-and-pharmaceuticals/graduate-jobs-in-science-and-pharmaceuticals>
- <https://nationalcareers.service.gov.uk/job-categories/science-and-research>

Science lesson 2

Adaptation of animals



What happens to animals over winter? What happens in winter?

Please list your ideas:

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American Bison in Summer



American Bison in Winter



Habitats (Where the animal lives) change as the seasons change:







- Temperature decreases
  - As low as  $-50^{\circ}\text{C}$  in the Arctic! Sometimes even colder!
- Hours of daylight decrease
  - In some places it is dark for over four months!
- Increased rain and snowfall
  - (especially in the northern hemisphere)
- Food supplies may be harder to find (ground is often frozen or covered in snow)







To survive the animals can:

- Migrate (This means: to move from one region, country or climate to another. In winter, migrating animals normally move from a colder climate to a warmer one)
- Hibernate (This means to go into a dormant (torpid) state over winter, Sliding scale of hibernation: Some animals hibernate throughout winter, Some animals wake up to feed)
- Stay in the area and: Store food, Change their appearance, Change their behaviour.

**On the next 2 pages are some animals, predict what you think they do in winter.**

# Animals Over Winter - Student Worksheet

	Migrate	Hibernate	Change diet or store food	Grow a thick coat
 <p>Bar-headed goose</p>				
 <p>Grey squirrel</p>				
 <p>American bison</p>				
 <p>Stoat</p>				
 <p>Arctic tern</p>				
 <p>Dormouse</p>				

	Migrate	Hibernate	Change diet or store food	Grow a thick coat
 <p>ARKIVE www.arkive.org</p>				
Garter snake				
 <p>ARKIVE www.arkive.org</p>				
Blue whale				
 <p>ARKIVE www.arkive.org</p>				
Arctic fox				
 <p>ARKIVE www.arkive.org</p>				
Skunk				
 <p>ARKIVE www.arkive.org</p>				
Brown bear				
 <p>ARKIVE www.arkive.org</p>				
Swallow				

Answers are at the end of lesson for checking.

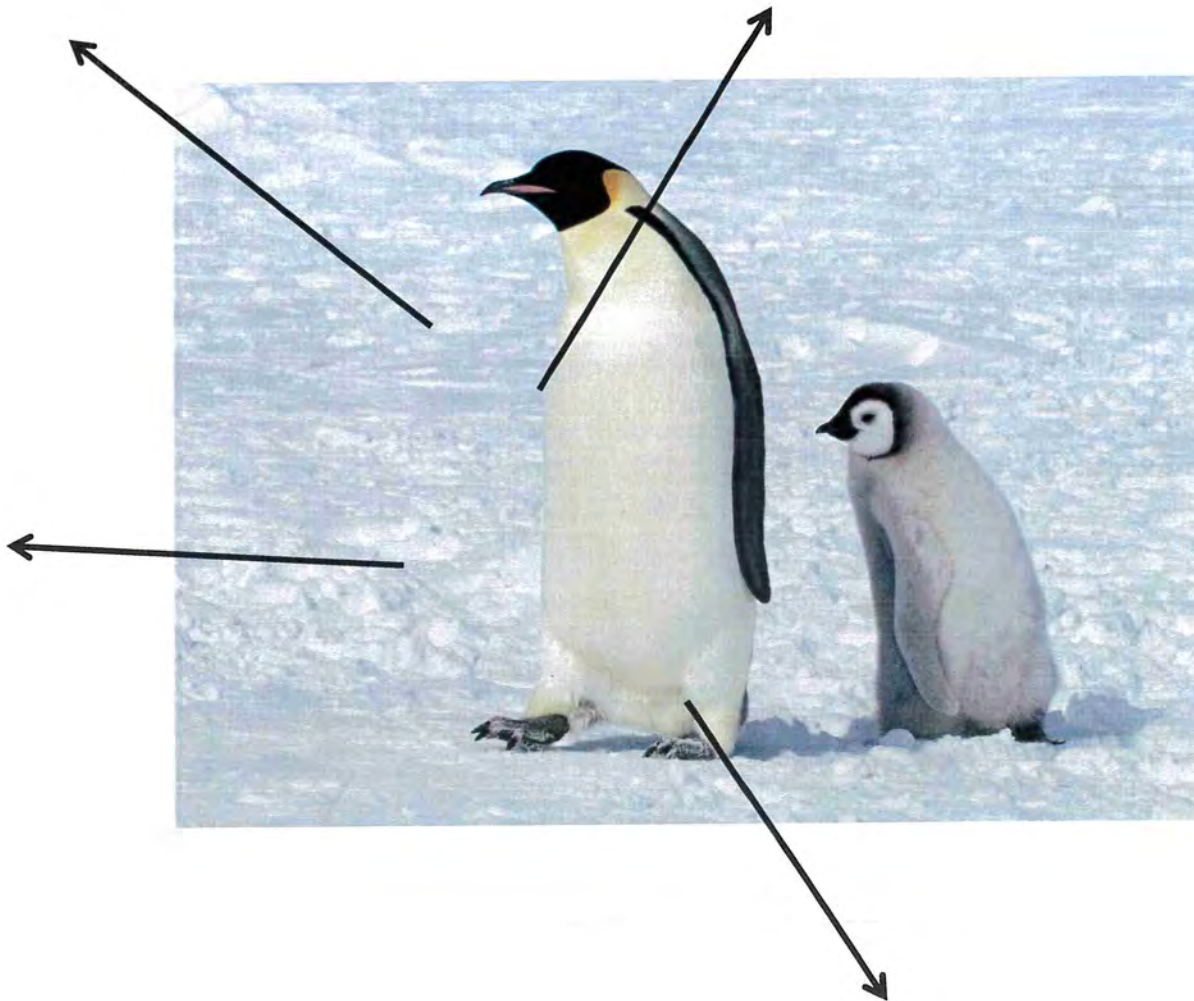
But if the animals don't migrate - what sort of features do they have that enable them to survive?

One example is a polar bear:



Now your task:

- Can you identify the adaptations of the penguin using the text to help (you may want to add some more arrows)?
- Where does it live? What is its habitat like?





- **Emperor penguins:** Live in the Antarctic where it is extremely cold, and the water temperatures never rise above freezing.
- They live on pack ice (floats on the surface of the ocean) and in the oceans around Antarctica. They breed on the land or ice surfaces along the coast and on islands.
- In order to cope with these extreme conditions out of water, emperor penguins have thick skin, with a layer of thick fat, or blubber, under the surface of the skin which acts as insulation. During the winter when the males are guarding the eggs, all the birds within the colony huddle together to keep warm, with some colonies comprising several thousand penguins.
- The penguins rotate every now and then, so that those on the outside of the huddle get to move into the huddle so that none of the penguins are too cold for too long.
- The dark feathers of penguins absorb heat from the sun (although during the winter it is dark 24 hours a day), and the feathers are tightly packed together and overlap, providing waterproofing and warmth.
- Penguins also have a number of interesting mechanisms to cope with standing on ice all day. Penguins lose heat through their feet (and flippers) and so to counteract this heat loss, the muscles that move a penguins feet aren't found in the feet themselves and instead are located in a warmer part of the body, meaning that even if the feet get really cold they can still be operated normally.

### **Extension task**







Can you research another animal - perhaps one from the pictures earlier in the booklet?

- If you have internet use: <https://www.wildscreen.org/year-round/kids-activities/>
- Draw a picture and explain the different adaptations your species has to survive...
  - Does it migrate?
  - Does it hibernate?
  - Does it grow a thick coat?
  - Does it store food?







# Worksheet answers!



Animals Over Winter - Student Worksheet

	Migrate	Hibernate	Change diet or store food	Grow a thick coat
 Bar-headed goose	X			
 Grey squirrel			X	
 American beaver				X
 Sloth				X
 Arctic tern	X			
 Lemming		X		



 Garter snake		X		
 Blue whale	X			
 Arctic fox				X
 Skunk			X	
 Brown bear		X		
 Swallow	X			

## Year 7 Geography Transition Activities (2 Lessons)

### What is Geography?

The study of the physical features of the earth and its atmosphere, and of human activity as it affects and is affected by these, including the distribution of populations and resources and political and economic activities.

### What do we study in Geography?

At Newland School for Girls we do a wide range of geography topics that cover both human and physical geography. In year 7 you will study:

- What is Geography? (Human and Physical)
- Tropical storms and Weather (Physical)
- Ecosystems- Rainforests/Deserts (Physical)
- Settlements and urban areas (Human)

Whilst studying these topics you will gain a wide variety of geographical skills that will help you in Geography in years to come as well as them being transferable to other subjects.

### Continents and Oceans

It is important to know the continents and oceans, they are covered in Geography from year 7 to GCSE. There are 7 continents and 5 Oceans.

#### **Continents and Oceans of the World**



### Continents and Oceans task

Study the map on the previous page then try and add the 7 continents and 5 oceans onto the blank map of this page. Then use the original map to fill in any gaps – complete this in a different colour pen.



### Compass directions

There are 4 main compass directions, these are:

- North
- South
- East
- West

In between these directions there are 4 more that are commonly used, these are:

- North East
- North West
- South East
- South West

Compass directions are displayed on a compass rose and are displayed using their initials. Compass directions can be used to direct people and also to locate places. For example, Europe is North of Africa



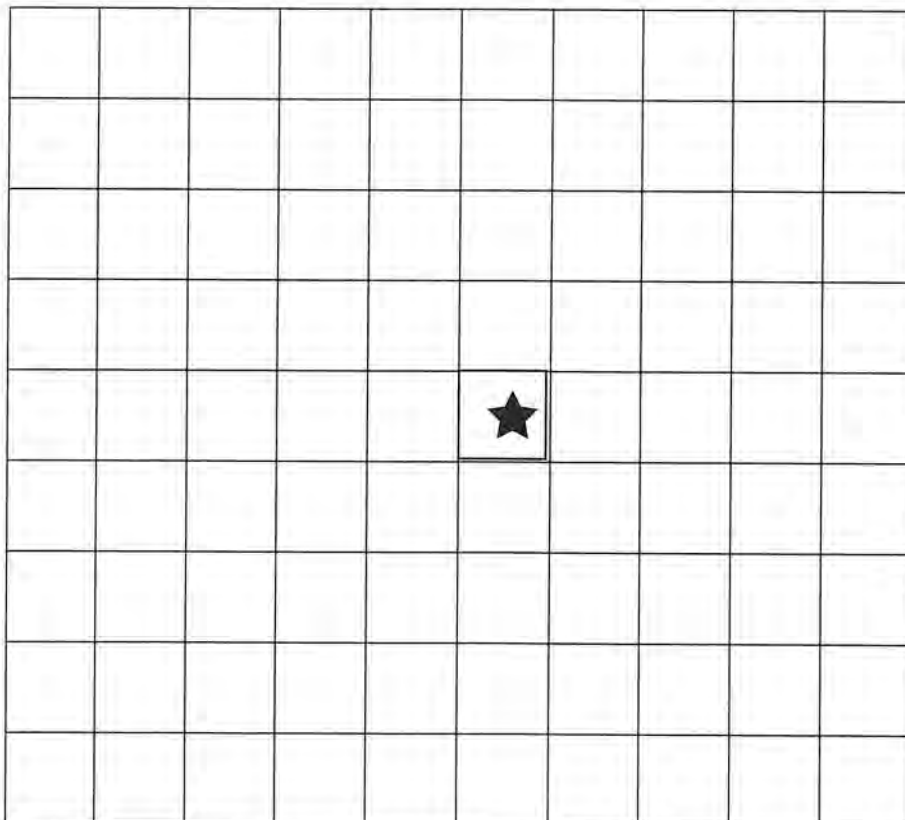
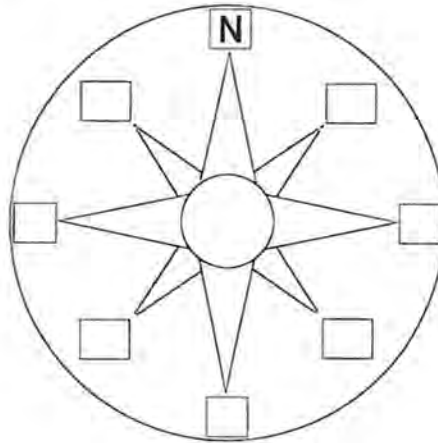
**KEY WORD**

Compass direction: Involves the use of basic directions (north, south, east, and west) to describe the location of one point from another.

Compass rose: A circle printed on a map or chart from which directions can be taken.

Compass directions task

Complete the compass rose from memory.



From the black star draw:

1. A green circle 3 squares north.
2. A blue square 1 squares south.
3. A yellow triangle 3 squares south east.
4. A pink heart 1 square north west.
5. A brown circle 3 squares east.
6. An orange square 5 squares west.
7. A purple heart 3 squares south west.
8. A blue triangle 2 squares north.

### Geography fieldwork – Traffic survey

Within KS3 and KS4 at Newland School for Girls you will get the opportunity to complete some fieldwork. We would like you to have a practice at some fieldwork during the transition week in your school. You will be completing a traffic survey of your area and creating a bar graph of your results.

### Risk assessment

In order to complete fieldwork you must complete a risk assessment. Think of 2 risks that you may face when doing your traffic survey and one way to overcome this risk.

Risk	How I will overcome this risk
Getting run over	I will ensure that I stay on the pavement a safe distance from the road.

#### **KEY WORD**

**Fieldwork:** Practical work completed by a student in the natural environment rather than the classroom.

**Traffic Survey:** A type of fieldwork where you count the different types of traffic that passes an area.

**Risk Assessment:** An evaluation of the potential risks faced during an activity.

### Conducting the traffic survey

You need to pick an area from inside your school, where you can safely go and count traffic. You need to stand in that area for 5 minutes and count each type of vehicle that passes. Add a mark onto the tally chart each time each vehicle passes. If you see a different type of vehicle put it into the other category. If you can't stand next to a road use the Youtube link and count the traffic on the virtual road: <https://www.youtube.com/watch?v=17ldIXpBXvA>

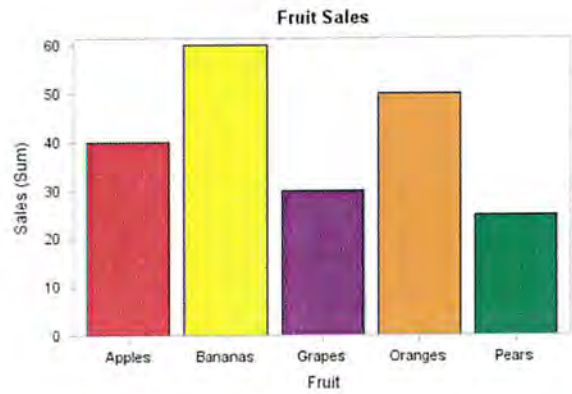
Type of vehicle	Number Counted
Car	
Bus	
Van	
Lorry/truck	
Motorbike/moped	
Bicycle	
Other	

Area Chosen	
Time I started	
Time I finished	

Displaying your data

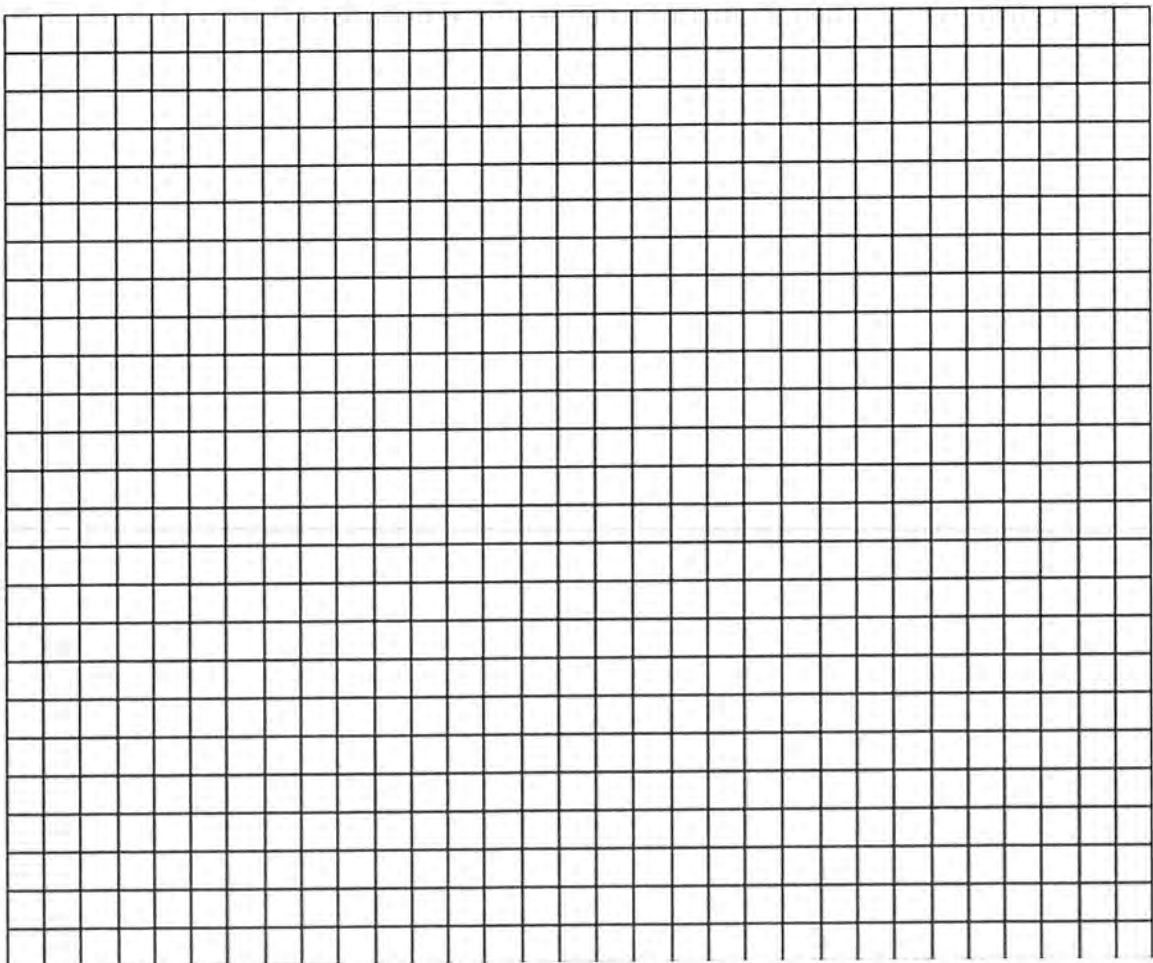
Now you have completed your traffic count you need to display your data onto a bar chart. This will make it easier to compare your results.

Your bar graph should include a title. On the vertical axis you should have number of vehicles and on the horizontal axis you should have type of vehicle. Each axis should have a label



Title:

Vertical axis label:



Horizontal axis label:



Describing your results

Once you have displayed your results on to a chart/graph you need to describe them. Use the sentence starters to help you describe your results.

The total amount of vehicles I counted was .....

The largest category of vehicles was ..... I counted ..... of this vehicle.

The smallest category of vehicles was ..... I counted ..... of this vehicle.

I counted none of the category labelled ..... (You may not be able to complete this sentence)

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CHALLENGE: Evaluating your data

Once you have described your data you need to attempt to explain why you got your results. Use the sentence starters to help you explain your results.

The largest category of vehicles was ..... The reason I think this was the largest category is .....

The largest category of vehicles was ..... The reason I think this was the largest category is .....

I counted none of the category labelled ..... The reason I think there was none of this category is .....



# French – 2 lessons

## C'est Parti!



## Transition

**Nom:** \_\_\_\_\_ **Classe:** \_\_\_\_\_

# 1 - Une Conversation

Write a conversation in French between two famous people. You can draw pictures of the people, or cut pictures from a magazine and stick them below. Use speech bubbles to show the conversation. You can use some of the phrases below to help you.

Hello	<i>Bonjour</i>
Hi	<i>Salut</i>
What are you called ?	<i>Comment t'appelles-tu ?</i>
I'm called...	<i>Je m'appelle....</i>
How are you ?	<i>Ça va?</i>
Yes, I'm OK, thanks.	<i>Oui, ça va bien, merci.</i>
Not bad	<i>Pas mal.</i>
No, I'm not OK	<i>Non, ça ne va pas.</i>
Goodbye	<i>Au revoir</i>

## Une Conversation

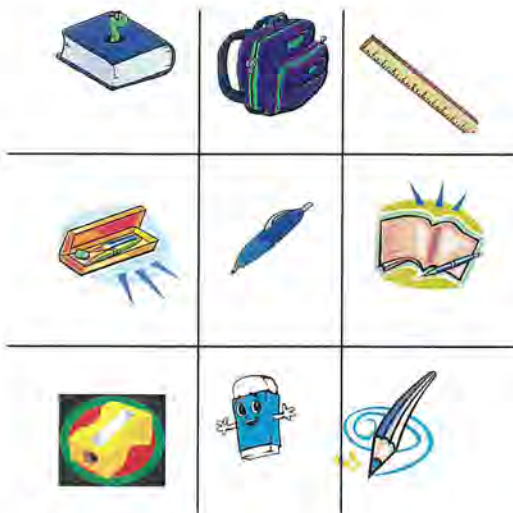
# 2 - Learning Vocabulary: Classroom Objects

Learn these classroom objects. You will be tested on them in the next lesson.

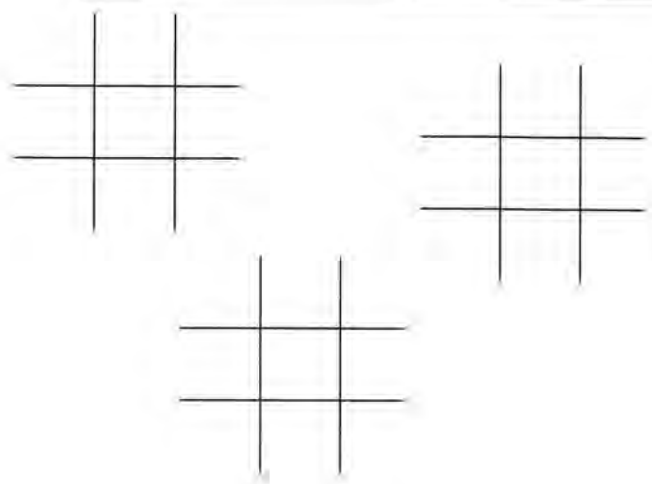
- 1) **Look, cover, say and check.** Cover the English phrases and look at the French phrases. Can you remember what they are? Do this several times until you have remembered them all. This may take a long time, but keep going – it will get easier!
  
- 2) **RACAWAC ! (Read And Cover And Write And Check)** When you have remembered most of them, test yourself. Cover the English phrases, look at the French phrases and write the English in the box in pencil. Check your answers. If you got an answer right, tick the **I know it!** box. If you didn't get it right, rub out your answer and learn it again. Keep going until you have ticked all the I know it boxes.
  
- 3) **Take a break!** It is important to take a break and test yourself again later. You may find you have forgotten some, so try again. This time it won't take you as long to learn them!

## School objects – Les affaires pour le collège

<u>English</u>	<u>French</u>	<u>English</u>	<u>I know it!</u>
What's this?	<i>Qu'est-ce que c'est?</i>		
It's...	<i>C'est...</i>		
an exercise book	<i>un cahier</i>		
a calculator	<i>une calculatrice</i>		
a homework diary	<i>un carnet de texts</i>		
a pencil	<i>un crayon</i>		
a rubber	<i>une gomme</i>		
a book	<i>un livre</i>		
a mobile phone	<i>un portable</i>		
a purse	<i>un porte monnaie</i>		
a ruler	<i>une règle</i>		
a bag	<i>un sac</i>		
a pen	<i>un stylo</i>		
a pencil sharpener	<i>un taille-crayon</i>		
a pencil case	<i>une trousse</i>		



**Optional extra!**  
Play noughts and crosses (le morpion) with a classmate.  
Say the object in French to get that square.



# 3 - Practising at your Primary School: the alphabet

Letter	Pronunciation (how you say it)	Letter	Pronunciation (how you say it)
<b>A</b>	Ah	<b>N</b>	En
<b>B</b>	Bay	<b>O</b>	Oh
<b>C</b>	Say	<b>P</b>	Pay
<b>D</b>	Day	<b>Q</b>	Koo
<b>E</b>	Euh	<b>R</b>	Air
<b>F</b>	Eff	<b>S</b>	Ess
<b>G</b>	Djay	<b>T</b>	Tay
<b>H</b>	Ash	<b>U</b>	Oo
<b>I</b>	Ee	<b>V</b>	Vay
<b>J</b>	Djee	<b>W</b>	Dooblevay
<b>K</b>	Ka	<b>X</b>	Eex
<b>L</b>	El	<b>Y</b>	Ee grec
<b>M</b>	Em	<b>Z</b>	Zed

Look at the pronunciation guide to the French alphabet. Read it through several times out loud. Then try to learn the letters three at a time. Build it up until you know them all. It is sometimes a good idea to make a rap or a song out of the alphabet. This will help you to remember it!

When you have learnt it, do the exercises in the box below and tick when you can complete all the tasks. You may be asked to do some of these tasks in your next lesson, so learn them properly!

I can...	Tick when you can do it!
spell my first name in French	
spell my surname in French	
read the whole alphabet aloud in French	
say the whole alphabet in French from memory	

# 4 - Practising at your Primary School:

## numbers 1-20

Write the numbers on the lines in French

RACAWAC! - Read And Cover And Write And Check:

French	Figure	French
un	1	
deux	2	
trois	3	
quatre	4	
cinq	5	
six	6	
sept	7	
huit	8	
neuf	9	
dix	10	
onze	11	
douze	12	
treize	13	
quatorze	14	
quinze	15	
seize	16	
dix-sept	17	
dix-huit	18	
dix-neuf	19	
vingt	20	

11      8      5

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14      4

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15      16

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13      9

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17

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Which are the hardest numbers to remember?

Choose the five most difficult numbers and write them out 4 times each:

7	sept	sept	sept	sept

Count to twenty from memory! Time yourself. How fast can you do it?

Attempt	How long did you take?	Which numbers did you find hard?
First attempt		
Second attempt		
Third attempt		
Fourth attempt		

## 5 - Learning a verb: avoir

<u>French</u>	<u>English</u>	<u>French</u>	<u>English</u>
	<b>to have</b>	<b><i>avoir</i></b>	
	I have	<i>j'ai</i>	
	you have	<i>tu as</i>	
	he has	<i>il a</i>	
	she has	<i>elle a</i>	
	one has	<i>on a</i>	
	we have	<i>nous avons</i>	
	you have (plural)	<i>vous avez</i>	
	they have	<i>ils ont</i>	
	they have (f)	<i>elles ont</i>	

Translation practice.

<u>French</u>	<u>English</u>
<i>J'ai un stylo</i>	I have a pen
<i>Nous avons deux crayons</i>	_____ have _____ pencils
<i>Ils ont _____ règles</i>	They have four rulers
<i>Tu _____ trois gommés</i>	You have three _____
_____ <i>_____ cinq livres</i>	We have five books
_____	They (f) have three rulers
_____	He has an exercise book
_____	She has fourteen pencils
<i>J'ai treize cahiers</i>	
	I have a book



# 6 - Practising at home: dates

For these exercises, you can use the vocabulary at the bottom of the page to help you. If you prefer, you can cover them up first and then check them later.

- **Write these dates in English**

*Écris ces dates en anglais.*

1. Le deux juin \_\_\_\_\_
2. Le cinq mars \_\_\_\_\_
3. Le dix-neuf janvier \_\_\_\_\_
4. Le quatorze juillet \_\_\_\_\_
5. Le trente avril \_\_\_\_\_
6. Le neuf octobre \_\_\_\_\_
7. Le dix-huit août \_\_\_\_\_
8. Le douze septembre \_\_\_\_\_
9. Le premier mai \_\_\_\_\_
10. Le vingt-trois juin \_\_\_\_\_

- **Write these dates in French**

*Écris ces dates en français.*

1. The third of July \_\_\_\_\_
2. The fourteenth of March \_\_\_\_\_
3. The sixteenth of August \_\_\_\_\_
4. The fifth of May \_\_\_\_\_
5. The twenty-first of January \_\_\_\_\_
6. The thirteenth of February \_\_\_\_\_
7. The eighth of June \_\_\_\_\_
8. The first of April \_\_\_\_\_
9. The ninth of September \_\_\_\_\_
10. The sixth of December \_\_\_\_\_

1st	premier	16th	seize
2nd	deux	17th	dix-sept
3rd	trois	18th	dix-huit
4th	quatre	19th	dix-neuf
5th	cinq	20th	vingt
6th	six	21st	vingt et un
7th	sept	22nd	vingt-deux
8th	huit	23rd	vingt-trois
9th	neuf	24th	vingt-quatre
10th	dix	25th	vingt-cinq
11th	onze	26th	vingt-six
12th	douze	27th	vingt-sept
13th	treize	28th	vingt-huit
14th	quatorze	29th	vingt-neuf
15th	quinze	30th	trente
		31st	trente-et-un

January	janvier
February	février
March	mars
April	avril
May	mai
June	juin
July	juillet
August	août
September	septembre
October	octobre
November	novembre
December	décembre

**NB** In French, you do **not** use a capital letter for the months

# 7 - Writing in sentences: dates

**1) Say when your birthday is :**

Mon anniversaire, c'est le \_\_\_\_\_

**2) Say when your friend's birthday is :**

L'anniversaire de (name) \_\_\_\_\_, c'est le \_\_\_\_\_

\_\_\_\_\_

**3) Say when Christmas is :**

Noël, c'est le \_\_\_\_\_

**4) Say when Halloween is :**

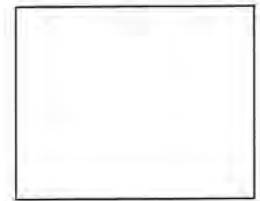
L'Halloween, c'est le \_\_\_\_\_

**5) Say when Bonfire Night is:**

La Nuit Guy Fawkes, c'est le \_\_\_\_\_.

Now write these five sentences out again in full. Draw a picture to illustrate each one.

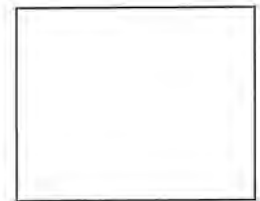
1) \_\_\_\_\_



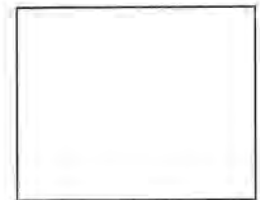
2) \_\_\_\_\_



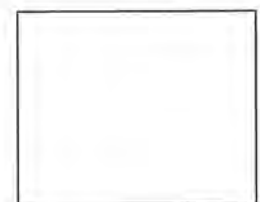
3) \_\_\_\_\_



4) \_\_\_\_\_



5) \_\_\_\_\_



# 8 - Preparing a presentation

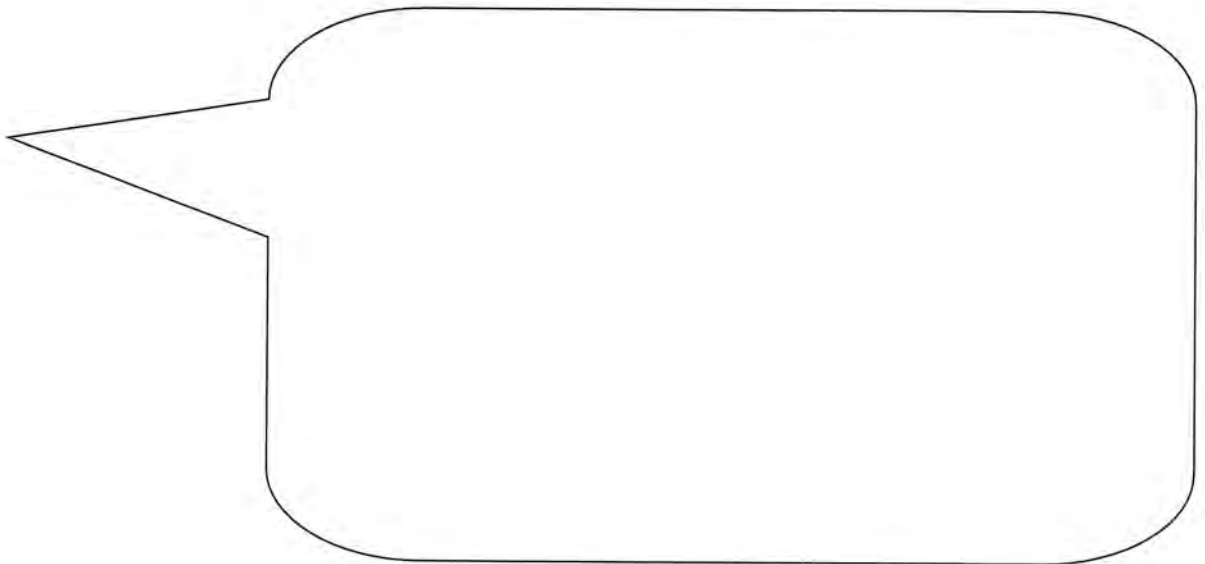
Prepare to give a presentation to the class in French. You will have to say it from memory.

Here is an example of what you could do:



Bonjour la classe! Je m'appelle Andy. Ça s'écrit A-N-D-Y. J'ai onze ans. Mon anniversaire c'est le douze février. Au revoir !

Write your presentation in the speech bubble below, and then learn it off by heart.



# 9 - Mini-test

## Mini test

Answer these questions in French:

<b>Question</b>	<b>Answer</b>
Comment t'appelles-tu?	
Ça va ?	
Quel âge as-tu ?	
Quelle est la date de ton anniversaire ?	

Write these months in English

février	
août	
mars	
octobre	





Write these months in French

June	
December	
January	
July	

Write these numbers in French

12	
23	
30	
31	

Write the names of these objects in French

Write these phrases in French

I have	
He has	
She has	
We have	
They have	

## Year 7 History Transition Activities (1 lesson)

### What is History?

History is the study of the past. Events occurring before the invention of writing systems are considered prehistory. "History" is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events.

### What do we study in History?

At Newland School for Girls we do a wide range of History topics that cover both British and world history. In year 7 you will study:

- Pre 1066
- Battle of Hastings
- Middle Ages
- The Tudors
- The English Civil War.

Whilst studying these topics you will gain a wide variety of historical skills that will help you in History in years to come as well as them being transferable to other subjects.

### Activity

Using the information attached, create a presentation on the Blitz during WWII. You can create this as a poster, leaflet, written piece of work- it is up to you!

### Success Criteria

- Good, accurate information
- Neat work
- Pictures that are colourful.

## Morrison shelters

Morrison shelters were indoor shelters: 37in high, 6ft long and 4ft wide. They had mesh sides that you could see through and strengthened steel top so that they could double- up as a table. They were built to withstand a large amount of debris (rubble) falling on to them, but could, in doing so, also imprison their inhabitants within an inferno or collapsed building. They soon earned the nickname 'the coffins'.

Morrison shelters were free to anyone earning less than £350 per annum, or could be bought for £7 by anyone else, and were delivered in pieces to be assembled by the householder. People who were not able to construct the shelter for themselves – those who were frail or sick – could contact youth groups like the Scouts or Boys' Brigade to help. One of the first Morrisons was installed at No. 10 Downing Street.



## Anderson shelters

The most widely used home shelter was the Anderson. Officially called the 'sectional steel shelter', it was universally referred to as 'the Anderson', after Sir John Anderson, the first wartime Home Secretary. Over two million Anderson shelters were issued to households; they cost £7, but were supplied free of charge to people earning less than £5 a week in danger areas.

As the official name implied, this shelter was delivered in sections and had to be put up by the householder. Measuring 6 ½ by 4 ½ feet (2 x 1.4m), the corrugated-steel arched shelter was partly buried in a hole up to 4 feet (1.2m) deep, then covered with soil. It was remarkably bomb-proof (unless suffering a direct hit) but was incredibly cramped, draughty and tended to flood after rain, which made sheltering a chilly experience – even with flasks of tea, blankets and hot-water bottles.

Andersons were the perfect shelter for the suburbs (Country): they needed a back garden, which many inter-city dwellers did not possess, and the standard shelter could hold four people, six at a pinch, easily accommodating the average suburban family. Delivery of the Anderson shelters began in February 1939 and by mid-1940 almost 2.5 million had been supplied. Later a larger version was designed that could hold up to 12 people.



## Gas Masks

By September 1939 some 38 million gas masks had been given out, house to house, to families. There were different ones for adults, children and even babies. They were never to be needed.

Gas had been used a great deal in the First World War and many soldiers had died or been injured in gas attacks. Mustard gas was the most deadly of all the poisonous chemicals used during World War I. It was almost odourless (could not be smelt easily) and took 12 hours to take effect. It was so powerful that only small amounts needed to be added to weapons like high explosive shells to have devastating effects. There was a fear that it would be used against ordinary people at home in Britain (civilians).

Posters reminded people to carry their gas mask at all times. People were fined if they were caught without their gas masks. The masks were made of black rubber, which was very hot and smelly. It was difficult to breathe when wearing a gas mask. When you breathed in the air was sucked through the filter to take out the gas. When you breathed out the whole mask was pushed away from your face to let the air out.





## Evacuation

Evacuation tried to ensure the safety of young children from the cities that were considered to be in danger of German bombing - London, Coventry, Birmingham, Portsmouth etc.

### Who was evacuated?

Schoolchildren (827,000) and their teachers, Mothers with children under five (524,000) and Pregnant women (12,000)

### Where were they evacuated to?

To smaller towns and villages in the countryside. Some children were sent to stay with relatives outside in the countryside, but others were sent to live with complete strangers. Billeting officers were responsible for helping to find homes for the evacuees. Householders in the country who billeted (housed) city children were given money by the government.

### At the station

Children had labels attached to them, as though they were parcels. They stood at railway stations not knowing where they were going nor if they would be split from brothers and sisters who had gathered with them. They felt scared about being away from their families but also excited about going to a place they had never seen before and only read about in books.

### On arrival

The children arrived in the countryside, tired, hungry and uncertain whether they would ever see their families again.

They were taken to the village hall, where they would be met by the billeting officer (the person in charge of finding them homes). A 'pick-you-own evacuee' sessions would then take place, where host families (the people they were going to live with) haggled over the most presentable children while the sicklier and grubbier children were left until last. Being an evacuee must have been scary and exciting at the same time. The children had to leave their families and homes behind and try to fit in with host families in the country.

## Blackouts

### When did The Blackout begin?

Britain was blacked out on 1st September 1939, two days before the outbreak of war.

### What was The Blackout?

During the war, everyone had to cover their windows and doors at night (before sunset) with heavy blackout curtains, cardboard or paint.

### Why did people have to cover their windows and doors?

They needed to prevent any glimmer of light from escaping and aiding enemy aircraft during the bombing raids.

### What about other sources of light during the blackout. Were they covered too?

Street lights were switched off or dimmed and shielded to deflect the light downward. Traffic lights and vehicle headlights were fitted with slotted covers to deflect the beam down to the floor.

### What effect did the Blackout have on people's lives ?

Thousands of people died in road accidents. The number of road accidents increased because of the lack of street lighting and the dimmed traffic lights.

To help prevent accidents white stripes were painted on the roads and on lamp-posts. People were encouraged to walk facing the traffic and men were advised to leave their shirt-tails hanging out so that they could be seen by cars with dimmed headlights.



## London Underground

For Londoners another source of shelter was the London Underground. Tube stations had not been planned to be shelters but as soon as war hit they were being used.

On September 21, 1940 the London Underground started to be used as an air raid shelter. On the busiest night in 1940, 177,000 people slept on platforms.

Many bought sandwiches, thermos flasks, pillows and blankets.

At first the conditions in the underground were pretty horrible, but gradually improved as better lighting and sanitary facilities (toilets, washing places) were installed, canteens and some 22,000 bunk beds were made available and regular cleaning was carried out. Some stations even put on entertainment.





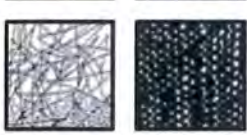
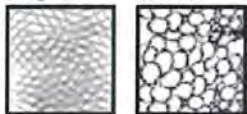
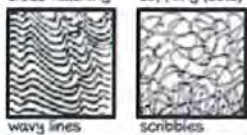
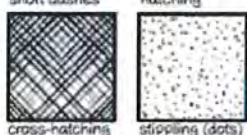
## Transition Task:

### ART Lesson:

Look at the different shading techniques; copy them onto the squares on the next page using a range of pencils types (e.g. 2B, HB, 4B). Shading is an important skill in Art, use the shading techniques to create depth on the 3D shapes, perhaps practice drawing and shading other objects around your classroom. You will use your shading skills for your first Art topic at Newland, so we are looking forward to seeing your skills.

# Line Drawing Techniques

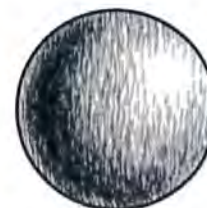
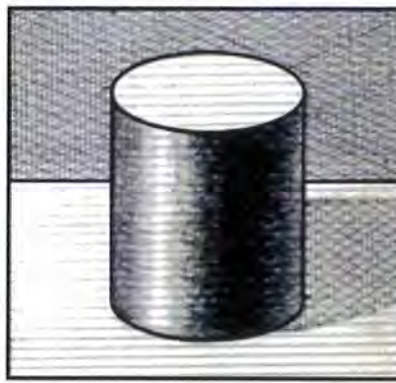
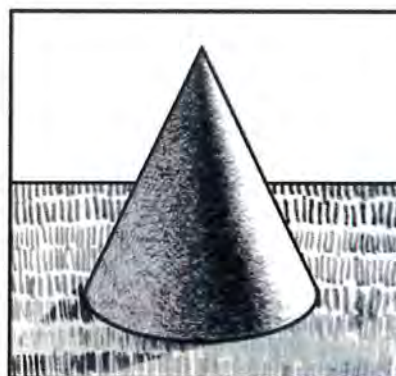
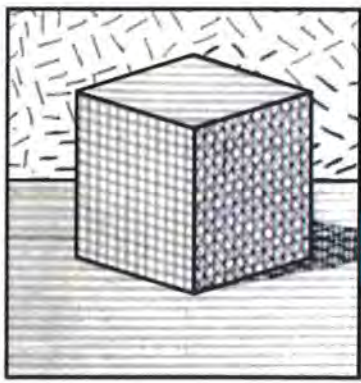
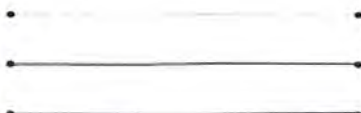
[www.studentartguide.com](http://www.studentartguide.com)



1. Use a different line technique to fill each of the 12 small boxes. Invent your own techniques to fill the last 6 boxes.

2. Use these techniques to apply tone to the geometric objects drawn to the right. Select your own light source.

3. Connect the dots below with three straight lines: one very light, one mid-tone, and one very dark.



# Line Drawing Techniques



short dashes



hatching



cross-hatching



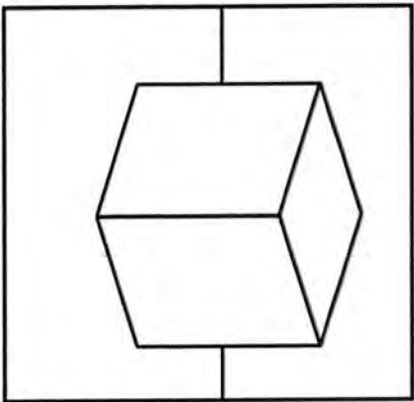
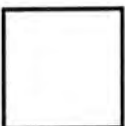
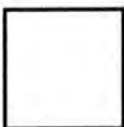
stippling (dots)



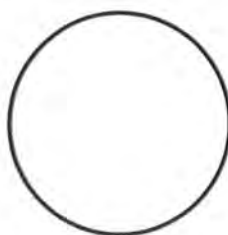
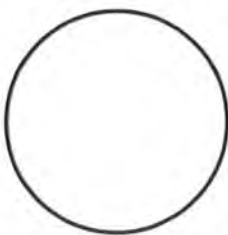
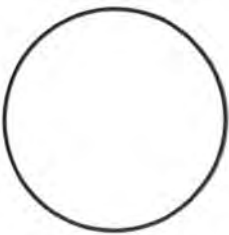
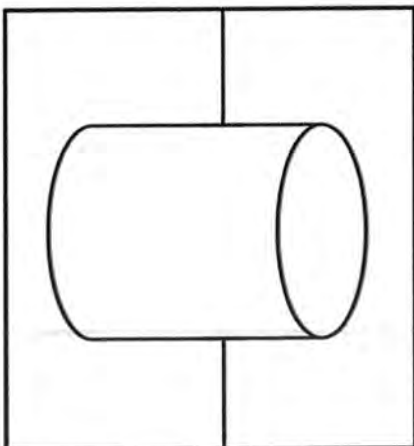
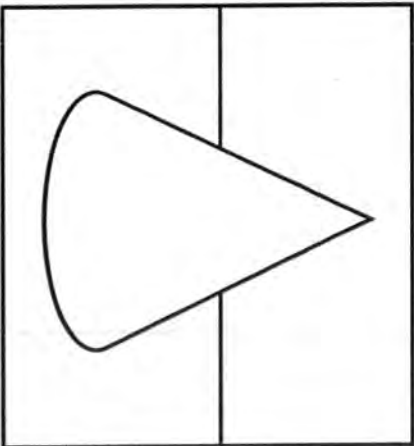
wavy lines



scribbles



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## IT & Computing



Welcome to Newland School for Girls IT & Coding Department! We've put together some skills for you to learn in this worksheet, which we hope you find fun and interesting. Make sure you read the instructions carefully, and look at the examples we have given you. There are spaces for you to write your answers.

### 1. What a lot of switches!

**Computers are thick.** They have no common sense at all, and no imagination. *Thickety thick.* But, what they *are* very good at is being amazingly **quick**. They're thick, but quick!

If you were to become really, *really*, **REALLY** small, and crawl inside the 'brain' of the computer you would find that it was made up of switches. A LOT of switches. How many? Have a quick guess, and see if you're right in a minute...

Each of those tiny switches can either be on, or off. Just like a light switch in your classroom. How many light switches do you have in your classroom?

**TASK 1:** I have this many light switches in my classroom: \_\_\_\_\_



It's likely that in your classroom each of those switches can be on, or off too. Inside a modern computer there are more than two **billion** switches! That's 2,000,000,000 tiny little switches. *(They need to be small - if they were the same size as the switches in your classroom, you could line them all up and almost reach the moon!)*

Have a look at the full stop at the end of this sentence. In a computer's brain there could be 17 million switches in that single little dot!

That all sounds very clever, but remember, computers are thick. They only understand two things... on, and off.

### 2. So where are all the light bulbs then?

**Computers don't need those switches for light bulbs.** Instead, they use them to store information. Anything you save on a computer is information, and will be stored using those little switches.

*Everything from your homework to your games, from your favourite music to that saved photo of a cat playing the trombone while riding a shark wearing water wings.*

In this lesson you're going to learn how to turn your name into computer data that could be stored on those switches. Yes, you're going to learn how to speak the very special language that computers use... the language of switches, which we call **binary code**.

By the end of this lesson you'll be able to work out what this computer data says:



off off off off on on on on

### 3. What is binary code?

For us humans, looking at teeny tiny switches to see if they're on or off is really tricky. So instead, we get the computer to talk to us by using the digit '1' to tell us that a switch is on, and the digit '0' to tell us if a switch is off.

So rather than this:

**Off On Off Off On On On Off** We can think of it like this as **01001110**

0 - OFF

1 = ON

**TASK 2: Fill in the table below, turning lights on or off into 1's and 0's.**

The first one has been done for you:

Switches	On / Off	Binary Code
	On Off Off On Off On Off Off	10010100



#### 4. But how do we turn information into binary?

So far you've learned how to think about little switches being on or off as 1's and 0's. But how do we get ordinary information, or data, into binary code?

Let's pick a number... like **3**. How did you learn about numbers when you were younger?

You used place value, didn't you?

Thousands	Hundreds	Tens	Units
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These columns are used because you normally count with **ten** numbers (0,1,2,3,4,5,6,7,8 and 9), but when we count in binary code we only have **two** numbers, 0 and 1, so our place value table looks like this. To make the number 3, we simply put a '1' under the columns we want to make that number, for example...

128	64	32	16	8	4	2	1
0	0	0	0	0	0	1	1

To make **42** we would need to put a '1' under the '32', '8' and '2' columns, because

$$32+8+2=42.$$

128	64	32	16	8	4	2	1
0	0	1	0	1	0	1	0

So the number **42** in binary code is **00101010**.

Let's try another number. Let's convert the number **82** into binary.

First we write out our **place value** table:

128	64	32	16	8	4	2	1
0	1	0	1	0	0	1	0

$64+16+2=82$ , so the binary value of 82 is **01010010**.

**TASK 3: Now try it yourself.**

Write the number 20 in binary.

128	64	32	16	8	4	2	1

Write the number 35 in binary.

128	64	32	16	8	4	2	1

Write the number 10 in binary.

128	64	32	16	8	4	2	1

Write the number 130 in binary.

128	64	32	16	8	4	2	1

Write the number 80 in binary.

128	64	32	16	8	4	2	1

Write the number 28 in binary.

128	64	32	16	8	4	2	1

**TASK 4:- The following numbers have been written in binary code. Can you work out the number?**

128	64	32	16	8	4	2	1	The number is?
0	0	0	0	1	1	0	0	
0	0	0	1	1	1	1	0	
0	1	0	1	1	0	0	0	
0	1	1	0	0	0	0	0	
1	0	0	0	0	0	0	0	
0	1	0	0	0	0	0	1	
1	0	0	0	1	1	0	0	
0	0	1	1	1	0	1	1	

**RECAP**

1. How many little switches are there in a modern computer?
2. Why do we use binary code?

**If you reached this far, well done! All of us here in thn IT & Computer Science department at Newland School for Girls are looking forward to meeting you in September.**



## PE Lesson - Y6 Transition

In PE you will do a variety of sports across the 5 years, from the more traditional sports of netball, badminton, basketball, trampolining, to Ultimate Frisbee and handball.

### Task 1:

Research the rules and how to play Ultimate Frisbee and Handball. What other sports are they each similar to?



**Task 2:** In PE you will also get the opportunity to use our fantastic gym, with treadmills, cross trainers and bikes. We also teach you all about the types of fitness, related to different sports and how to train and improve your fitness. Below is a list of Skill related fitness's. Can you match the correct terms, definitions and appropriate images?



## Components of Skill-Related Fitness

### Task

Match the components of skill-related fitness to the correct definition and most appropriate sporting example.

BALANCE

The ability to maintain centre of mass over a base of support.



REACTION TIME

The product of speed and strength



COORDINATION

The ability of a sports performer to quickly and precisely change direction without losing balance or time.



AGILITY

The smooth flow of movement needed to perform a motor task efficiently and accurately.



POWER

The time it takes for a sports performer to respond to a stimulus and initiate their response.










### Questions

1. True or false: You need quick reactions to return a serve in tennis?
2. True or false: Agile sports performers can avoid opponents more easily as they can dodge and side-step?
3. What are the two different types of balance?

Can you research what the 5 Health related Fitness categories are? Name a sporting activity for each.

Health Relate Fitness	Sporting Example

**Tasks 3:** Complete the following activities. You will need a stop watch or a clock with a second hand. (If you don't have a rope, do a standing jump activity. Bring your knees up and touch them each time.

NAME: _____		How many can you do in 100 seconds?
1. 	Jumping Jacks	
2. 	Sit-Ups	
3. 	Hops	
4. 	Toe Touches	
5. 	Push-Ups	
6. 	Step-Ups	
7. 	Jump Rope	

Task 4: Make a Wordsearch based on the Olympics. Research all of the Olympic events and hide the words in a Wordsearch. Get a partner to try to complete your Wordsearch.

## Lesson Aims

To be able to identify the features of a theme

To be able to create a range of meal designs

## Task

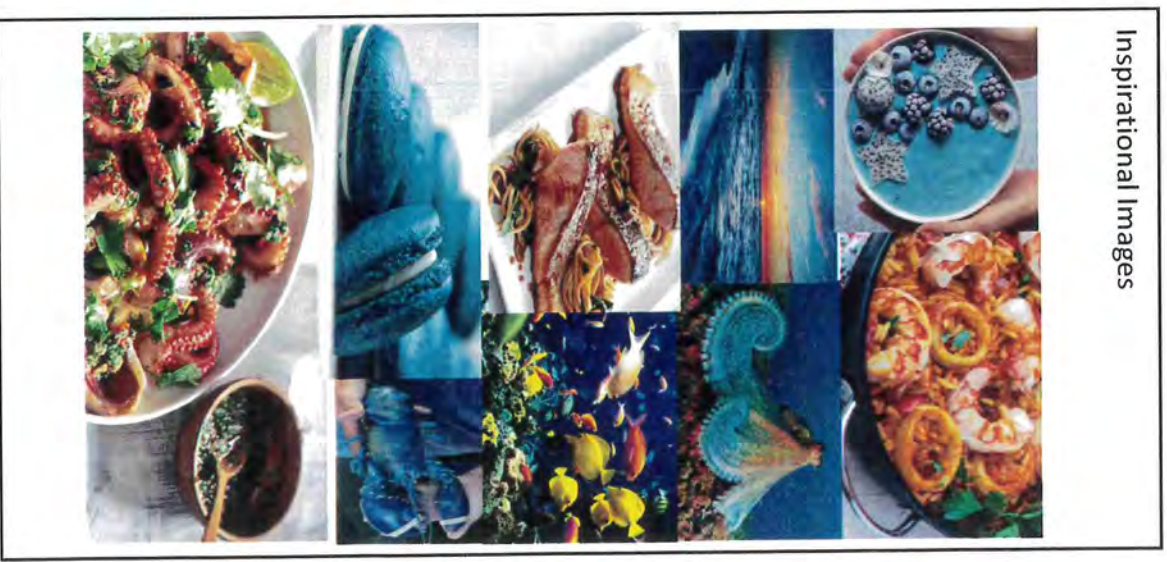
Create a mind-map on the back of this sheet on the theme of “sea meals” thinking about colours, styles, ingredients etc to inspire your ideas.

Once you have done this, complete the design task and annotate your design in full detailed sentences.

# Design

Design a starter, main meal and dessert on the Theme of "The Sea". Draw neatly and with colour. Show multiple views and annotate (e.g. customer, what ingredients have been used, cost, how it links to the theme and how you might make it).

Inspirational Images





# DESIGNING FOR A CLIENT...

You have been asked to design a outfit for

## H&M - Divided Range

- Mass Produced
- High-street chain store
- Casual
- Young Fashion Collection
- Urban & Affordable
- Aimed at 16 -25 year olds



## MAIN TASK

1. You will find 4 specification cards on the next page

Each card has different design rules.

2. You must design an outfit to the clients needs
3. Colour & label each design
4. Write a statement to justify your work



### You will need:

- Specification Card
- Drawing materials
- Fashion Template
- Plain Paper

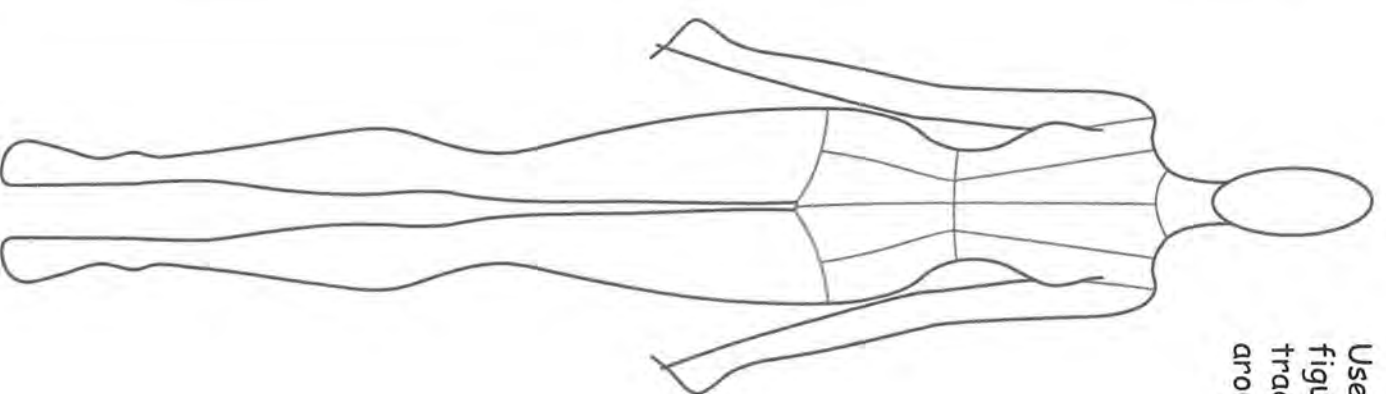
### By the end of the lesson:

- 4 Fully coloured & labelled design ideas
- A written statement for each design to justify your ideas.



Remember... You are designing for the clients specification not yourself!

Use this figure to trace around



### Clients Specification

- Womenswear
- Must be a 1-Piece garment (dress, playsuit, etc)
- Must have a Floral pattern
- Must Have a frill
- Be suitable for Spring/Summer

### Clients Specification

- Womenswear
- Must be a 1-Piece garment (dress, playsuit, etc)
- Must have a Animal Print
- Must Have a long sleeves
- Be suitable for Autumn/Winter

### Clients Specification

- Womenswear
- Must be a 2-Piece garment (Short & Top, Jeans & Shirt)
- Must have a stripped fabric
- Must have 2 pockets
- Be suitable for Spring/Summer













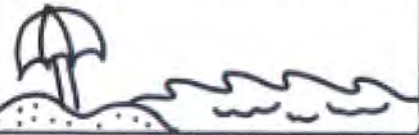


### Clients Specification

- Womenswear
- Must be a 2-Piece garment (Short & Top, Jeans & Shirt)
- Must have a checked/tartan fabric
- Must have a printed/stencilled design
- Be suitable for Autumn/Winter

Be Creative!

### House Challenge 1

Complete the all about me worksheet. Let us know your like and dislikes. Fill in the boarder with a quote from your favourite film or book, words from song your like, your favourite saying, or a list of your favourites words. Decorate and colour. We will display these in your House areas.

<p>All about <b>ME</b></p>	<p>NAME</p>	
<p>favorite CANDY</p> 	<p>PETS</p>	<p>HOBBIES</p> 
<p>favorite PLACE</p> 	<p>favorite MOVIE/T.V. show</p> 	
<p>about my FAMILY</p>   		<p>favorite COLOR</p> 
<p>favorite MUSIC</p> 	<p>my BIRTHDAY</p> 	<p>favorite BOOKS to read</p> 
<p>favorite VACATION</p> 	<p>favorite SUBJECT in school</p> 	<p>favorite FOOD</p> 

## House Challenge 2:

You should know by now which House you have been placed in. We have four Houses:



Griffin

Triton

Phoenix

Unicorn

We would like you to create a collage poster for your House, using any materials that you can resource. You can work on your own or in a group. If you don't know which house you are in, you could choose a House, or complete a collage for the letters NSG, or Hull. See the examples below.



If you are feeling inventive, you could collect coloured objects from around the classroom, or school, to collate a physical collage, and take a picture. See the example below (Maybe not on this scale, as seen on the assembly video!)



## Character Challenge

We all have physical traits and personality traits. The physical traits are what other people see, how we feel, whereas the personality traits are those traits that make up our character.



Physical Traits	Personality Traits
<b>Look Outside</b>	<b>Look Inside</b>
What we see or how the character looks	What we learn based on what the character thinks, says, and does.
Hair color, hair style, eye color, height, clothes	thoughts, feeling, action and words

### Character Traits: An Incomplete List

kind	brave	mean
considerate	courageous	cold-hearted
thoughtful	noble	stern
caring	foolhardy ( <i>doing things that are not wise</i> )	thoughtless
warm-hearted	bold	rude
friendly	daring	impolite
sociable		unsociable
loyal		unkind
generous		stingy
intelligent	responsible	irresponsible
clever	prudent	lazy
smart	careful	careless
quick-witted	persistent	sloppy
devious ( <i>clever in a scheming way</i> )	studious	messy
		disorganized
shy	confident	imaginative
timid	talkative	creative
meek	outgoing	inventive
humble	impulsive	practical
nervous		

<b>Character Traits</b>	
<b>Describes the character's personality</b>	
<b>Ask: "How does the character usually behave?"</b>	
<b>Examples:</b>	
kind	bossy
determined	mean
outgoing	hardworking
friendly	brave
reckless	generous
confident	selfish
cautious	generous
compassionate	shy

Task a): We want you to draw yourself as a cartoon character, (or select a cartoon character that represents you). We want you to see your traits and character as your strength. Label your cartoon self, listing the 5 of your best characteristics.

Task b): Now consider the one characteristic that you lack. This will be your cartoon character's weakness. On your cartoon image, label the weakness you have identified.

Task c): Suggest 3 ways that you could improve this weakness. Perhaps ask your teacher or friends for advice.

Pick one of your suggestions and now set yourself the challenge of overcoming your weakness. It could be being Brave – e.g. reading out a story in lesson, holding an insect in your hand.... Selfish – sharing your time, or your ideas with others....Leader - e.g lead an activity in class or a breaktime.

Draw (out stick in) your cartoon image here:

Five positive characteristics

- 1)
- 2)
- 3)
- 4)
- 5)

One weaker characteristics

1)

3 ways to overcome this weakness:

- 1)
- 2)
- 3)