

Year 7 Weekly Work Plan: Work due **01.06.20**

Students should use this timetable to help structure their time throughout the week, they should spend 1 hour on each task allowing time for lunch and exercise. All completed tasks should be uploaded to SMH for teacher feedback. Quizzes will be set on a weekly or fortnightly basis depending on the subject.

The 'Top 10 Submitters' of work on SMHW each week will be rewarded with a £5 Amazon e-voucher. All winners so far in Y7 will be entered into a raffle this week to win a £30 Amazon e-voucher!

	Monday	Tuesday	Wednesday	Thursday	Friday
Subject	Session 1: English	D&T	Drama	Maths	RE
Title	Dystopian Fiction	Art Deco	Mugged Week 1: Set design	N2.3 – FDP Equivalence	The Nature of God in Judaism
Outcome (what they should have produced at the end)	1. Student will have read extract from The Giver 2. Completed comprehension quiz on SMHW	1. Students will have watched video clip on Art Deco 2. Completed comprehension questions on design movement 3. Redesigned object in home based on theme of Art Deco	1. Completed quiz on SMHW 2. Completed table on worksheet 3. Completed set design worksheet 4. Explained one idea for using set design	1. 2 x written examples from Mathswatch video 2. Completed the interactive questions on Mathswatch	1. Pamphlet explaining Jewish teachings on God's nature
Resources	Extract on SMHW Quiz on SMHW	Design Movement Booklet (this was posted to you) Pencil Colouring pencils	Worksheets on SMHW Exercise book Ppt slides on SMHW	Mathswatch Exercise book	Ppt slides on SMHW Exercise book Plain paper
Task	1. Read through the extract from The Giver which has been uploaded to SMHW 2. Complete the comprehension quiz on SMHW to check your understanding	1. Students will Read through a section of information about the design movement 2. Students watch a short video on the design movement 3. Students complete	Read pages 5-9 of the script Mugged attached to the resources on SMHW. <u>Task 2:</u> Complete quiz on SMHW 1. Complete the table in the worksheet attached to the resources on	1. Watch the Mathswatch video until the end 2. Write down 2 x examples from the video 3. Complete the interactive questions on Mathswatch	1. Read through ppt slides carefully 2. Prepare a pamphlet that explains Jewish teachings on God's character that includes: - What it means to say God is One (with evidence from the Torah)

		<p>comprehension page on the design movement, answering questions on key features etc.</p> <p>4. Students redesign an object in their home in the style they have been looking at using the success criteria to help them.</p>	<p>SMHW by writing 5 adjectives to describe Dig and Marky.</p> <p>2. Think of ideas for the set design for Mugged- these can be objects described in the stage directions as well as your own creative ideas. On the worksheet, complete one of the following:</p> <ul style="list-style-type: none"> • Draw and label the set design from the audience's view • Draw and label the set design from a bird's eye view (looking down on the set) • List the items in the set design in detail. <p>3. Complete the following question on the worksheet: <i>You are the set designer for the play. Discuss one idea for how you would use set design to bring the scene to life for the audience.</i></p>		<p>- What it means to say God is Creator (with evidence from the Torah)</p> <p>- What it means to say God is Lawgiver (with evidence from the Torah)</p> <p>- What it means to say God is Judge (with evidence from the Torah)</p>
Subject	Session 2: Maths	Session 2: English	Session 2: Geography	Session 2: Science	Session 2: Maths
Title	N2.1 - Decimals and fractions	Dystopian Fiction	What is an Ecosystem?	Energy Mindmap	N2.3 – FDP Equivalence

Outcome (what they should have produced at the end)	1. 2 x written examples from Mathswatch video 2. Completed the interactive questions on Mathswatch	1. PEE planning grid 2. Answered 3 x questions on the ppt re. the extract	1. Explanation of why ecosystems vary 2. Identify living and non-living parts of ecosystem	1. A mindmap on the topic of energy		1. 2 x written examples from Mathswatch video 2. Completed the interactive questions on Mathswatch
Resources	Mathswatch Exercise book	Extract on SMHW Planning grid on SMHW Exercise book	Ppt slides on SMHW Exercise book	Plain paper Tempalte on SMHW Exercise book		Mathswatch Exercise book
Task	1. Watch the Mathswatch video until the end 2. Write down 2 x examples from the video 3. Complete the interactive questions on Mathswatch	1. Student completes PEE planning grid 2. Student answer the following questions: <i>a. How is Jonas feeling in the extract?</i> <i>b. What language tells you this (add 3 short quotes)</i> <i>c. Using one of the quotes, explain how that quote tells you how Jonas is feeling?</i>	1. Read through the ppt slides carefully 2. Use information to help you explain why ecosystems vary around the world 3. Explain the living and non-living parts of an ecosystem and how they work together to maintain life	1. Students given a template of questions to fill in in the form of a mind map		1. Watch the Mathswatch video until the end 2. Write down 2 x examples from the video 3. Complete the interactive questions on Mathswatch
Subject	Session3: Science	Session 3: Maths	Session 3: English	Session 3: French	Session 3: Spanish	Session 3: Science
Title	Cells mindmap	N2.2 Equivalent and simplifying fractions	Dystopian Fiction	Module 1 & 2 Revision		Exam Questions: Energy
Outcome (what they should have produced at the end)	1. Mindmap on topic of cells	1. 2 x written examples from Mathswatch video 2. Completed the interactive questions on Mathswatch	1. Completed planning grid for creative writing	1. Completed worksheet 2. Completed vocab quiz on SMHW 3. Completed interactive activities on	1. Completed worksheet 2. Completed vocab quiz on SMHW 3. Completed interactive activities on	1. Completed exam questions

				PAL	PAL	
Resources	Plain paper Exercise book Ppt slides on SMHW	Mathswatch Exercise book	Planning grid on SMHW Extract on SMHW Exercise book	SMHW PAL	SMHW PAL	Ppt slides on SMHW Exercise book Mindmap
Task	1. Students are given a template of questions to fill in in the form of a mindmap (can e done on template on SMHW or into books).	1. Watch the Mathswatch video until the end 2. Write down 2 x examples from the video 3. Complete the interactive questions on Mathswatch	1. Student completes a planning grid for their creative writing Options: <i>Write the next part of the story</i> Or <i>Write your own opening of a dystopian story inspired by The Giver</i>	1. Read through ppt slides carefully 2. Complete the revision worksheet using this information and your work from last half term 3. Complete the quiz on SMHW 4. Complete the modular activities on Pearson Active Learn	1. Use the knowledge map and your work from last half term to answer the exam questions on the topic of energy	
Subject	Session 4: Art	Session 4: Science	Session 4: Maths	Sessions 4: History		Session 4: English
Title	Drawing meals and Artist Analysis	Cells exam questions	N2.3 – FDP Equivalence	Bloody Mary		Dystopian Fiction
Outcome (what they should have produced at the end)	1. Brainstorm of descriptive words linked to artist 2. Observational drawing	1. Completed exam questions	1. 2 x written examples from Mathswatch video 2. Completed the interactive questions on Mathswatch	1. Sorted evidence into for and against 2. Essay on whether Mary deserved the title of 'Bloody Mary' 3. Movie poster promoting a film about Mary Tudor		1. Written own story inspired by The Giver
Resources	Ppt slides on SMHW Art booklet (this was posted to you) Pencil	Ppt slides on SMHW Exercise book Mindmap	Mathswatch Exercise book	Ppt slides on SMHW Plain paper Exercise book Colouring pencils		Extract on SMHW Exercise book

Task	<ol style="list-style-type: none"> 1. Read through ppt slides carefully 2. Students will look at artwork by two modern illustrators and brainstorm descriptive words for the style of each artist 3. Students will follow success criteria and improve observational drawing skills. 	<ol style="list-style-type: none"> 1. Use the knowledge map and your work from last half term to answer the exam questions on the topic of cells 	<ol style="list-style-type: none"> 1. Watch the Mathswatch video until the end 2. Write down 2 x examples from the video 3. Complete the interactive questions on Mathswatch 	<ol style="list-style-type: none"> 1. Read an information paragraph on Mary Tudor 2. Sort evidence into arguments for and against the term 'Bloody Mary' 3. Write an essay answer- does Mary deserve the title 'Bloody Mary' 4. Create a movie poster promoting a film about Mary Tudor 	<ol style="list-style-type: none"> 1. Students use the work they have completed this week to help them to write their own story inspired by The Giver.
Subject				PSHE (Set by HoY)	
Title					
Task					