

## Knowledge Organisers for Year 7

Spring 2

### What is a Knowledge Organiser?

A Knowledge Organiser is a place to keep some key information for the topics we are learning about. This may include an important formula, vocabulary, dates or explanations. It is not a complete list of everything we are studying but it *is* a place where we can find the basic information. It is likely that when you first see the Knowledge Organiser you won't understand most of what it is on. Gradually, as you work on the content in lessons it will become more familiar and, over time, you should find that, not only do you understand everything on it, but that you can *remember* everything that is on it and, even better, know how this information relates to what you are studying.

### How do we use our Knowledge Organisers?

We can use our Knowledge Organisers in many ways. The main aim is that we are able to memorise, understand and eventually *apply* all of the information in the Knowledge Organisers. We will do this by:

- using them to refer to in class to support our learning.
- discussing them at home with parents or carers to reinforce our learning and so that others may be involved in what we are learning too.
- using them as learning homeworks that we will have quizzes on in class.
- using them to refer to when completing homework.

### Where will I find the Knowledge Organisers?

Knowledge Organisers will be made available to you via the school website <https://stjosephsbolton.org.uk> (Follow the link under school information to Learning & Teaching – Progression Scales) and your teachers will often send you links to them with your homework on epraise or in your class TEAMS. (You will find out more about these teams over your first year at St Joseph's).

# Art = Spring 2

## Year 7 Knowledge Organiser

### 'The Formal Elements' - Project 1

The Formal Element	Definition
Line	The path left by a moving point, e.g. a pencil or a brush dipped in paint, that can take many forms. e.g. horizontal, diagonal or curved.
Tone	The lightness or darkness of something. This could be shade or how dark or light a colour appears
Texture	The surface quality of something, the way something feels or looks like it feels. There are two types: Actual and Visual.
Shape	An area enclosed by a line. It could be just an outline, or it could be shaded in.
Pattern	A design that is created by repeated lines/ shapes/ tones or colours. It can be manmade, like a design on a fabric or natural, such as markings on animal fur.
Colour	There are 2 types including Primary and Secondary. By mixing any two primary together we get a secondary.



Blending stumps are used to blend tone in smoothly.

#### Grades of Pencils-

Pencils come in different grades, the softer the pencil the darker the tone. You will use HB and 6B in your work.



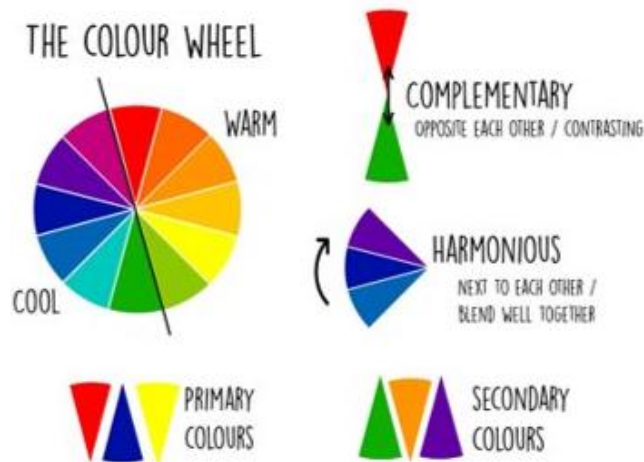
#### Art Technique Key Words

<b>Media/Medium</b>	The materials and tools used by an artist to create a piece of art
<b>Technique</b>	The way an artist uses tools and materials to create a piece of art
<b>Composition</b>	Where you place objects on the page
<b>Highlight</b>	The bright or reflective area on an object or piece of art
<b>Shadow/shade</b>	The darker areas within a piece of art or object
<b>Proportion</b>	The size relationship between different parts - eg height compared to width

#### Making objects look 3D

To prevent your drawings from looking flat, you should use a range of tones and marks. Pressing harder and lighter and layering with your pencil creates different tones. Use the direction of your pencil to help enhance the 2D surface, and you can also include shadows which will also help objects appear 3D.

#### THE COLOUR WHEEL



#### Colour Theory

**Primary Colours** are the 3 main colours. They cannot be made, but are used to make all other colours.

**Secondary colours** are made mixing 2 primary colours.

**Tertiary colours** are made by mixing a primary and secondary colour together.

**Complimentary colours** are opposite on the colour wheel.

**Harmonious colours** are next to each other on the wheel.

**Tint** - When you add white to a colour to make it lighter.

**Shade** - When you add black to a colour to make it darker.



Vincent Van Gogh

Leonardo DaVinci

Jackson Pollock

Barbara Hepworth

Banksy

Pablo Picasso

Bridget Riley

Gustav Klimt





# B-ICT Knowledge Organiser

## Year 7 Sp2-Spreadsheets

**E-safety websites:**  
<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/1>  
<https://www.youtube.com/watch?v=rwbho0CgEAE>  
<http://icted.me.uk/category/year-7-spreadsheets/>

**EXCEL FORMATTING TOOLS**

Font Size: Calibri, 11, A+, A-

Text Direction: Wrap Text

Font: Bold (B), Italic (I), Underline (U), Cell Colour, Font Colour, Merge & Center

Alignment: Merge cells together

Borders: Borders

**CALCULATIONS USING BASIC FORMULAE**

	A	B	C	D
1				
2		6	3	
3				
4	Add	+	=B2+C2	9
5	Subtract	-	=B2-C2	3
6	Divide	/	=B2/C2	2
7	Multiply	*	=B2*C2	18

**ABSOLUTE & RELATIVE CELL REFERENCING**

Using the \$ symbol to fix part of a formula onto a single cell.

**Absolute reference**

B3 : =\$A\$1+5

	A	B
1	10	15
2	9	15
3	8	15
4	7	15

**Relative reference**

B3 : =A1+5

	A	B
1	10	15
2	9	14
3	8	13
4	7	12

**EXCEL DATA TYPES**

123	General No specific format	⌚	Time
12	Number	%	Percentage
£	Currency	1/2	Fraction
Accounting icon	Accounting	10 <sup>2</sup>	Scientific
Short Date icon	Short Date	ab	Text
Long Date icon	Long Date		

**EXAMPLE FUNCTIONS IN EXCEL**

	A	B	C	D	E	F	G
1							
2		10			<b>Function</b>	<b>Description</b>	<b>Example Use</b>
3		20			SUM()	Adds all the numbers in a range of cells.	=SUM(B2:B9)
4		30			AVERAGE()	Works out the average of the numbers in a range of cells.	=AVERAGE(B2:B9)
5		40			MAX()	Shows the largest number in a range of cells.	=MAX(B2:B9)
6		50			MIN()	Shows the smallest number in a range of cells.	=MIN(B2:B9)
7		10			COUNT()	Counts the number of cells in a range that contain numbers.	=COUNT(B2:B9)
8		20			COUNTIF()	Counts the number of cells in a range that meet a given condition.	=COUNTIF(B2:B9,10)
9		30			IF()	Checks if a condition is met and returns one value if TRUE and another value if FALSE.	=IF(B9>50,"Yes","No")
							<b>Answer</b>
							210
							26.25
							10
							50
							8
							2
							No

**Key Vocabulary**

<b>Active Cell</b>	The cell you have selected and are currently on.	
<b>Cell</b>	A rectangular box in a worksheet that can contain data.	
<b>Cell Range</b>	A collection of selected cells. For example (B2:D2).	
<b>Cell Reference</b>	A name given to each cell made up of the column letter and row number of that cell.	
<b>Chart</b>	A graph - used to show data in a visual way.	
<b>Column</b>	A vertical collection of cells. Each column has a letter to represent it.	
<b>Data Type</b>	The type of value being stored in a cell.	
<b>Formatting Tools</b>	A set of tools that allow the style of a cell to be changed.	
<b>Formula</b>	A set of instructions to be carried out.	
<b>Function</b>	A named formula built into a spreadsheet to perform a task.	
<b>Modelling</b>	Using a computer to predict and investigate a real life situation.	
<b>Row</b>	A horizontal collection of cells. Each row has a number to represent it.	
<b>Spreadsheet</b>	A computer program (software) that shows information in a grid of data where calculations can be performed.	
<b>Workbook</b>	A spreadsheet file made up of worksheets.	
<b>Worksheet</b>	A single page within a workbook.	



WISDOM HAS BUILT HERSELF A HOUSE.

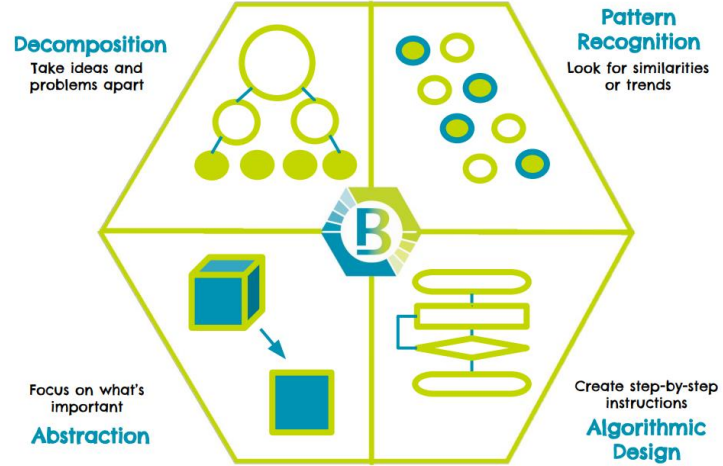
Department of Design and Technology.



# Design and Technology – Digital D&T. One of four carousel modules.

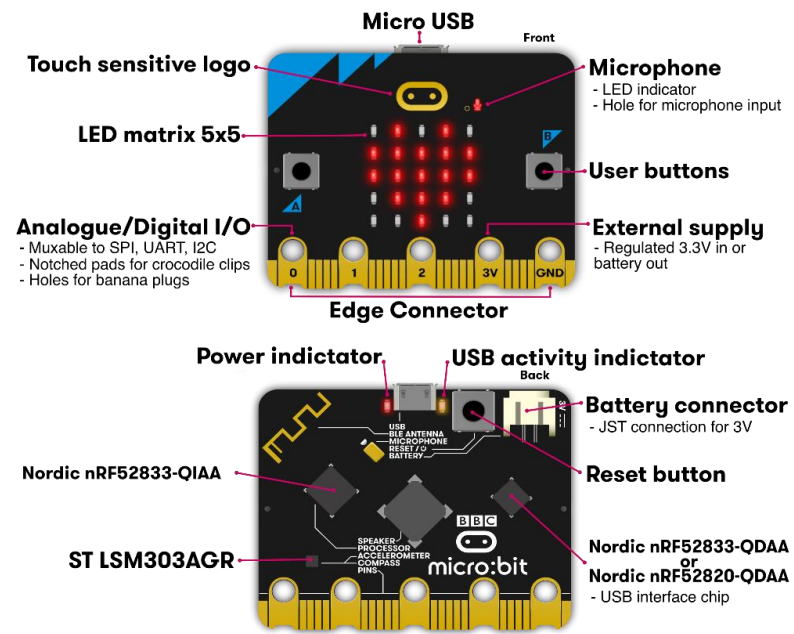
In this module pupils will be learning the basics of computational thinking, programming and computer systems to ensure a shared level of understanding. They will learn how these thinking concepts can be applied to everyday life as well other subjects within school. Learners will learn how to program different applications on the Micro: bit using a graphical based coding language. For the main practical element learners will also work in teams to design and prototype their own health tech innovation using the Micro: bit.

## Computational Thinking



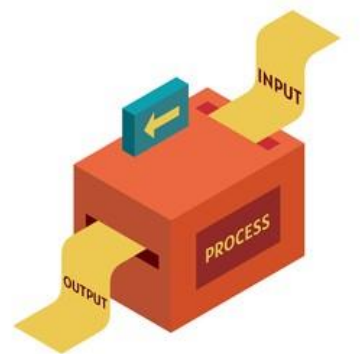
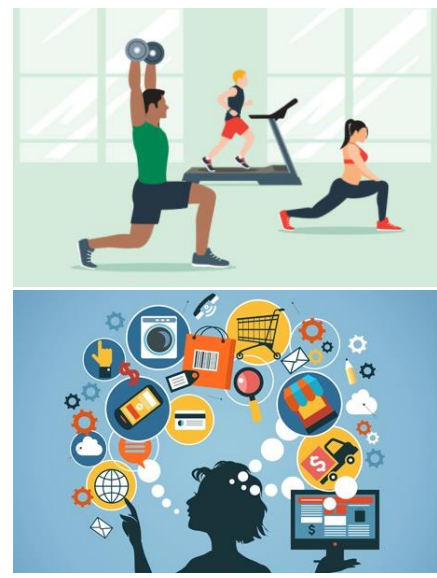
## Questions

- How did you use the X computational thinking concept?
- Where else can you think of where this concept may apply?
- What are the benefits of using a prototype?
- What is an innovation?
- What problem is it trying to solve?
- How does it try to solve the problem?
- Who are the target users?
- What are the possible benefits?
- What are the possible problems?



## Language for Learning

- Decomposition
- Abstraction
- Pattern Recognition
- Algorithm
- Evaluation
- Variable
- Conditional
- Pseudocode
- Flow Chart
- Iteration
- Selection





# Design and Technology – Food.

## One of four carousel modules.



**Water**  
Keeps us hydrated.

**Source**  
Drinks, fruit and vegetables, soup.

**Function**

- Controls body temperature.
- Gets rid of waste in the body.

**Too little**

- Dehydration leads to headaches, irritability and loss of concentration.

**Fibre**

**Function:**  
It helps with digestion  
It helps to get rid of waste

**Source:**  
Wholegrain,  
Whole wheat,  
Wholemeal cereals,  
Peas and beans

**Too Little**

- Constipation
- Bowel Cancer

### Heat Transfer and Cooking methods

**Heat Transfer**  
The way in which heat energy is passed into food

**Conduction** - Transferring heat through a solid object into food  
e.g. Frying bacon in a pan, using a pan on the hob, a metal spoon in water

**Convection** - Transferring heat through a liquid or air into food  
e.g. Baking a cake, boiling water, cooking in an oven

**Radiation** - Transferring heat by infra-red waves that heat up what they come into contact with  
e.g. grilling sausages or bacon, making toast

### Storage

To prevent cross contamination (the spreading of bacteria), foods must be stored separately. Follow the rules of food storage within a fridge:



Most bacteria grow rapidly at body temperature (37°C), but can grow between 5°C and 63°C. This is known as the danger zone. The more time food spends in the danger zone the greater the risks of harmful bacteria growing. Therefore it is vitally important that we try to keep food out of the danger zone during the production processes.

Cooking methods		
Dry Heat	Moist Heat	Frying
Baking	Steaming	Deep fat frying
Grilling	Boiling	Shallow frying
Roasting	Poaching	Stir frying
Barbequing	Stewing	Sautéing
Basting	Simmering	

**Dairy**  
Function: Needed for CALCIUM which is laid down in bones and teeth to make them strong.  
Needs Vitamin D to work properly

Sources  
Milk  
Cheese  
Yoghurt  
Cream



**What is the Eatwell Guide?**  
The Eatwell Guide is a guide that shows you the different types of food and nutrients we need in our diets to stay healthy.

**Why is the Eatwell Guide important?**  
The Eatwell Guide shows you how much (proportions) of food you need for a healthy balanced diet.

**What are the consequences of a poor diet?**  
A poor diet can lead to diseases and can't stop us from fighting off infections.

**What are the sections on the Eatwell Guide?**

1. Fruit and vegetables
2. Potatoes, bread, rice, pasta and other starchy food
3. Dairy and alternatives
4. Beans, pulses, fish, egg, meat and other proteins
5. Oils and spreads

Eat 5 portions of Fruit and Vegetables a day. One portion is 80g.



WISDOM HAS BUILT  
HERSELF A HOUSE.

Department of Design and  
Technology.

# Design and Technology – Resistant Materials. One of four carousel modules.



In this module pupils will be designing and making a holder for a tea light, this must link to Sacred Space and the prayer life of our school. They will combine traditional and modern techniques and be expected to work in a safe manner at all times.

## Language for Learning

Physical Properties

Working Properties

Template

Prototype

Manufactured Boards

Ferrous Metals

Non-Ferrous Metals

Malleable

Recycling



## Questions.

Can you name the tools and equipment shown?

Why is a prototype often made before the final product?

What is the difference between ferrous and non-ferrous metals?

Give two examples of ferrous metals.

Give two examples of non-ferrous metals.

What is the original source of metals?

What is CAD in relation to Design and Technology?

What is the benefit of using CAD when designing products?

What is cyanoacrylate commonly known as?

## Ferrous Metals



## Non-Ferrous Metals



## Manufactured Boards



- Sterling Board (OSB)
- Chipboard
- Exterior Plywood (WBP)
- Hardboard
- Medium Density Fibreboard (MDF)
- Laminboard
- Blockboard
- Battenboard
- Birch Ply
- Ply Sheathing







WISDOM HAS BUILT HERSELF A HOUSE.

Department of Design and Technology.

# Design and Technology – Textiles. One of four carousel modules.



In this project you will learn what Textiles is and why it is important to learn to sew.

You will complete a hand embroidery sample and learn to use the sewing machine safely. You will learn about mechanisms, forces and practical techniques such as tie dye and sublimation printing.

Using the knowledge and practical skills you will design and make a tote bag.



Health & safety
Follow teacher instructions
Move slowly around the room do not run
Tie long hair back
Hold scissors or shears correctly when walking around the room.
Report any injuries or breakages to the teacher immediately



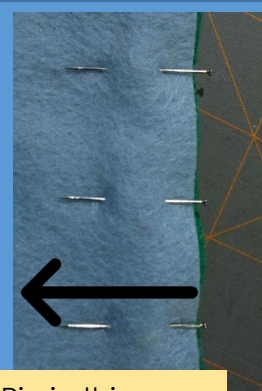
Stitch Number 1 for straight stitch



Stitch Number 8 for zig zag stitch



Remove the pins as you go



Pin in this direction



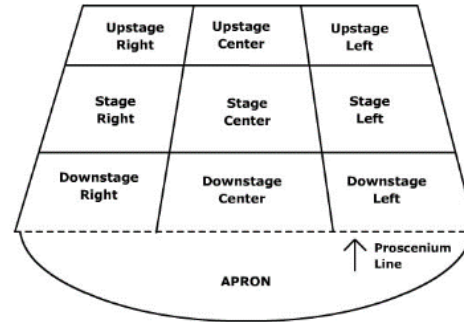
## Areas for Assessment

<b>Creating</b>	The ability to work within a group to create and develop performance work.
<b>Performing</b>	The ability to present a character using physical and vocal skills.
<b>Evaluating</b>	The ability to discuss the qualities of a performance using dramatic language.

Posture, Facial Expressions, Eye Contact, Proxemics, Gestures

### Elements of Drama

- Script:** the text of the play
- Cast of Characters:** all of the characters, usually portrayed by actors
- Narrator:** the person who tells what happens during the play
- Setting:** the time and place in the play
- Act:** a chapter in a play that contains more than one scene
- Scene:** the action that take place in a single setting
- Dialogue:** the words said by the characters
- Stage Directions:** written instructions telling the actors what to do



DO'S of mime ✓	DON'TS of mime ✗
DO Exaggerate characteristics	DON'T Turn your back on the audience
DO Face the audience	DON'T Laugh on stage
DO Be confident!	DON'T Look at the floor
DO Carry on if things go wrong	DON'T Rush through your lines
DO Make eye contact with the character you're talking to	DON'T Be nervous, just try your best!

## Dramatic Mediums to consider when Performing

<b>Facial Expression</b>	Consider the direction of your eyes and what they say to an audience. What position is your mouth in. Do you need to demonstrate control if this is in slow motion?
<b>Body Language</b>	Open or closed? Are you portraying a strong character who is outwardly focused or a nervous inwardly character?
<b>Gesture</b>	What are they doing with their hands? Can it help the audience understand what is going on?
<b>Use of Voice</b>	Have you considered the words you are going to say? The volume, tone, pitch and use of pause to convey meaning.
<b>Proxemics (space)</b>	Where do the performers stand in the space? Does the distance between characters tell us anything about their relationships?
<b>Audience Awareness</b>	Are the performers positioned in places where the audience can see them fully?

You will be enrolled into Spy School and be given weekly missions to develop your **vocal and physical skills** and understanding of drama through **techniques of Konstantin Stanislavski**.



## What will I study?

In this unit, you will begin by learning about William Shakespeare and the world he lived in! You will explore what life was like during the Elizabethan period and begin looking at some of Shakespeare famous work. In class, you will look at Shakespearean sonnets and study one of two plays: The Tempest or A Midsummer Night's Dream.

### Characters in The Tempest

- Alonso – King of Naples
- Sebastian – Alonso's brother
- Ferdinand – Alonso's son
- Antonio – Prospero's brother. Antonio stole Prospero's title as Duke of Milan. Gonzalo – the old counsellor to the King
- Trinculo – a jester
- Stephano – a drunken butler
- Prospero – the rightful Duke of Milan
- Miranda – Prospero's daughter
- Ariel – an airy spirit; a slave of Prospero's who earns his freedom
- Caliban – a slave of Prospero's

### The Tempest: Plot Overview

Alonso, the King of Naples, is on a ship with his son Ferdinand and his companions Sebastian, Antonio, Stephano and Trinculo. They are struck by a terrifying, howling storm. They abandon ship and swim to a nearby island but are washed ashore in different places. The island seems to be abandoned. After the Storm, from a nearby island, Miranda watches the huge tempest. She lives with her father Prospero and has little memory of her life before the island. Prospero tells his daughter of their past: he was the Duke of Milan twelve years ago, but he was so involved with his books and secret studies that he did not realise his brother Antonio was stealing power from him. Antonio usurps Prospero and Prospero finds himself stuck on an island with his daughter Miranda and seeks revenge on Antonio.

### Core Skill: Applying Contextual Information

Shakespeare was born in the Elizabethan era, named after Elizabeth I. After she died, James I became king. This period of history is called the Jacobean era, because Jacob is the Latin for James. Shakespeare lived and worked in both eras. During the Elizabethan and Jacobean era, Italy wasn't one unified country, but a number of small independent city-states. Sea exploration was booming in the Elizabethan era as people 'discovered' new parts of the world. Queen Elizabeth I was obsessed with their discoveries and was happy to pay for their travels. Led by her example, the rest of the country was also fascinated by their stories and goods.

### Key Vocabulary

Hierarchy	A system in which members of an organization or society are ranked according to relative status or authority
Monarchy	A state or country that has a monarch (King or Queen) at the head
Betrayal	Breaking someone's trust
Forgiveness	The act of forgiving
Rhyming	Ending a line with an identical or similar sound to another:
Couplet	A pair of lines in verse, typically rhyming.

## What will I study?

In this unit, you will begin by learning about William Shakespeare and the world he lived in! You will explore what life was like during the Elizabethan period and begin looking at some of Shakespeare famous work. In class, you will look at Shakespearean sonnets and study one of two plays: The Tempest or A Midsummer Night's Dream.

### Characters in A Midsummer's Night's Dream

- Theseus – Duke of Athens
- Hippolyta – Queen of Amazons/Theseus fiancé
- Egeus – Nobleman from Athens
- Hermia – Daughter of Egeus
- Lysander – Man in love with Hermia
- Helena – friend of Hermia
- Demetrius – engaged to Helena
- Titania – Queen of the fairies
- Oberon – King of the fairies, married to Titania
- Puck – mischief maker, fairy jester
- Bottom – silly, goofy character

### A Midsummer's Night's Dream: Plot Overview

*This play tells* the story of the events surrounding the marriage of Theseus, king of Athens, and Hippolyta, Queen of the Amazons. It follows the lovers Hermia and Lysander as they attempt to run away but are stopped by Demetrius, who is also in love with Hermia, and Helena, who is in love with Demetrius. Whilst all this is happening, we also see the story of Titania and Oberon, King and Queen of the forest, who have their own problems! Puck, their fairy jester, tries to fix the fight between Titania and Oberon by using a love potion. However, lots of things go wrong and lots of characters end up falling in love with the wrong people because of Puck's love potion. The play ends with a happy ending and with lots of marriages between loving couples.

### Writing to persuade

Direct Address	Speaking directly to the audience using "you" or "we"
Alliteration	Multiple words starting with the same sound
Facts	A true piece of information
Opinions	Someone's thoughts or beliefs on a topic
Repetition	Saying the same word/phrase over and over again
Rhetorical Questions	Asking a questions which does not require an answer
Emotive Language	Using language to create a specific emotion
Statistics	Use of numerical data to support a point (fractions/percentages)
Triple	Three related words used together.

### Core knowledge: Shakespeare's world

William Shakespeare is widely regarded as one of the greatest writers in the English language. He was born on or around 23 April 1564 in Stratford-upon-Avon, the eldest son of John Shakespeare, a glove-maker, and Mary Arden, the daughter of a wealthy farmer. There are no records of William's education, but he probably went to King's New School – a reputable Stratford grammar school. At 18, William married Anne Hathaway, and the couple had three children over the next few years. However, in 1596, Shakespeare's eleven-year-old son, Hamnet, died. Between about 1590 and 1613, Shakespeare wrote at least 37 plays and a famous collection of sonnets. In the 1590s, Shakespeare joined and became a shareholder of the Lord Chamberlain's Men who performed before Queen Elizabeth on numerous occasions. When Queen Elizabeth died in 1603, her successor, King James I, announced that the Lord Chamberlain's Men would now be the King's Men. Shakespeare died on 23 April 1616 and was buried in Holy Trinity Church.



Greetings:

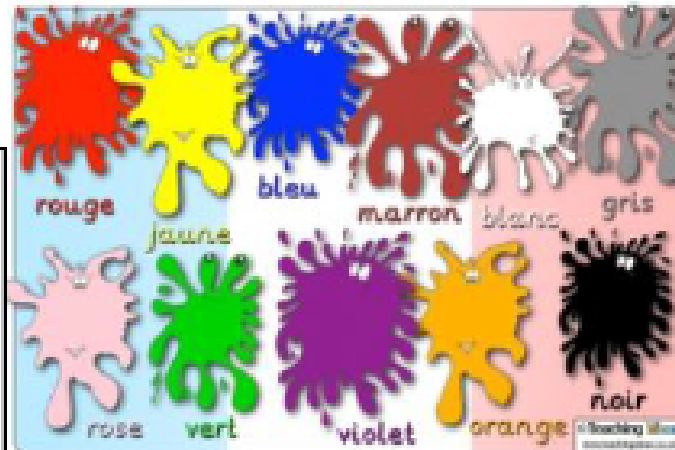
Salut - Hi  
 Bonjour - Good morning  
 Bonsoir - Good evening  
 Ça va? - How are you?  
 Très bien - Very good  
 Mal - Bad  
 Au revoir! - Goodbye!  
 A bientôt! - See you soon!  
 S'il vous plaît - Please  
 Merci - Thank you  
 Je m'appelle - My name is  
 Comment t'appelles-tu? - What's your name?  
 Quelle est la date de ton anniversaire? - When's your birthday?  
 Mon anniversaire, c'est le... - My birthday is on...  
 Quel âge as-tu? - How old are you?  
 J'ai ... ans - I am ... years-old

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

40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingts-dix
100	cent



*Why is there an 'e' in brackets at the end of the nationalities?*



My life - my friends, my family and myself

Countries and nationalities



L'Ecosse



L'Angleterre



L'Irlande



Le Pays de Galles



La France



La Belgique



L'Espagne



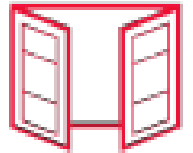
L'Allemagne

Je suis - I am  
 écossais(e) - Scottish  
 anglais(e) - English  
 irlandais(e) - Irish  
 gallois(e) - Welsh  
 J'habite en/au - I live in

Il / Elle est - he / she is  
 français(e) - French  
 belge - Belgian  
 espagnol(e) - Spanish  
 allemand(e) - German  
 Où habites-tu? - Where do you live?

Classroom language

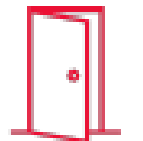
Est-ce que je peux...? - Can I...?  
 Pouvez-vous...? - Can you...?  
 Avoir... - (to) have  
 Répéter - (to) repeat  
 Ouvrir / Fermer - (to) open / (to) close/shut  
 Enlever - (to) take off  
 Je ne comprends pas - I don't understand  
 Je ne sais pas - I don't know  
 Comment ça s'écrit? - How do you spell it?



la fenêtre



un stylo



la porte



ma veste

janvier	février	mars
avril	mai	juin
juillet	août	septembre
octobre	novembre	décembre

# My life - my friends, my family and myself

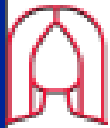
## Physical description

J'ai - I have      Il/Elle a - he/she has

Je porte - I wear

Il/Elle porte - he/she wears

Les cheveux... - ... hair



longs



courts



bouclés



raides



Can you write your own rules regarding the spelling of the adjectives?



les yeux

Je voudrais = I would like



Create some flashcards with the keywords.

## Family members

Ma mère - my mother

Mon père - my father

Ma soeur - my sister

Mon frère - my brother

Ma tante - my aunt

Mon oncle - my uncle

Ma grand-mère - my grandmother

Mon grand-père - my grandfather

Dans ma famille - In my family

Il y a - there is / there are

## Useful adjectives

Drôle - Funny

Intelligent(e) - Smart

Bavard(e) - Chatty

Actif/ive - Active

Créatif/ive - Creative

Sportif/ive - Sporty

Courageux/euse - Brave

Paresseux/euse - Lazy

Travailleur/euse - Hard-working

## Animals



un oiseau



un cheval



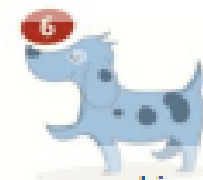
un hamster



un chat



un phasme



un chien



une tortue



un poisson



un cochon d'inde



un lézard



un lapin

## Verbe Avoir

Indicatif présent

J'ai

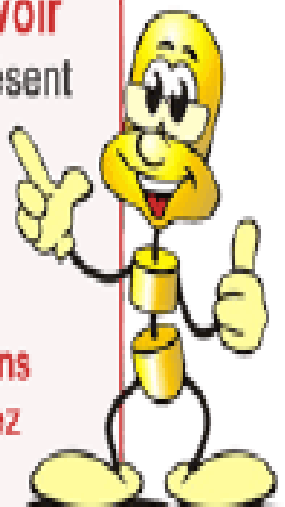
Tu as

Il a

Nous avons

Vous avez

Ils ont



www.livrit.com

## Verbe être

Indicatif présent

Je suis

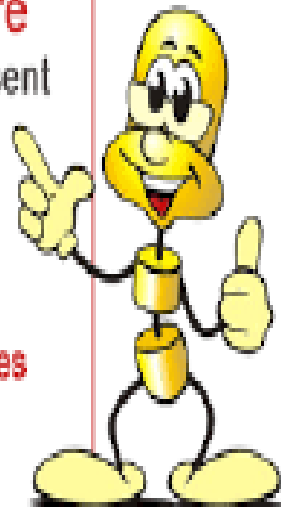
Tu es

Il est

Nous sommes

Vous êtes

Ils sont



www.livrit.com

Families come in different shapes and sizes – show your integrity and be sensitive to the diversity in our school.

What sort of things do we want to say about ourselves and others to identify ourselves? Age? Birthday? Our family? What we look like?

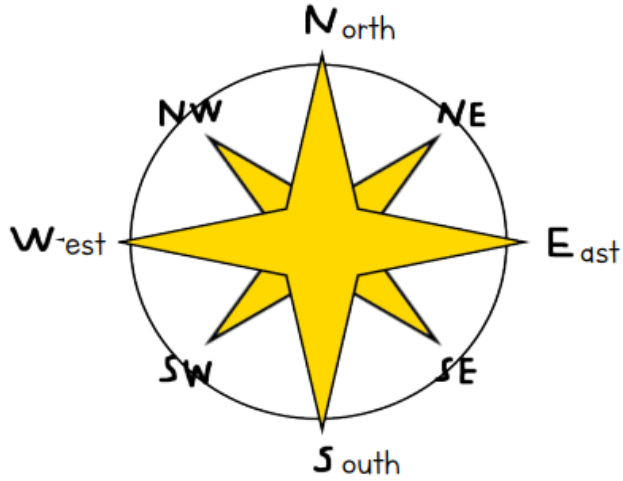
You will often hear or see the word 'your' (*ton, ta* or *tes*) in a question. When you answer, remember to use 'my' (*mon, ma* or *mes*) instead.



# Map Skills



## COMPASS POINTS



## WHERE IS THE UK?



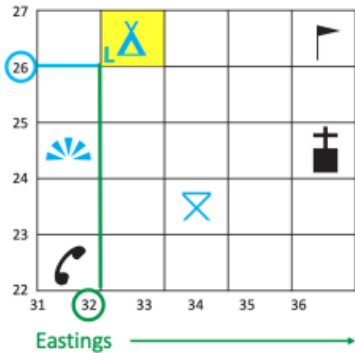
The United Kingdom (UK) is an Island country located in the continent of Europe, it is made up of four countries: England, Scotland, Northern Ireland and Wales.

## THE UK



## 4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

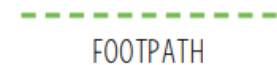
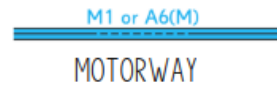
The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

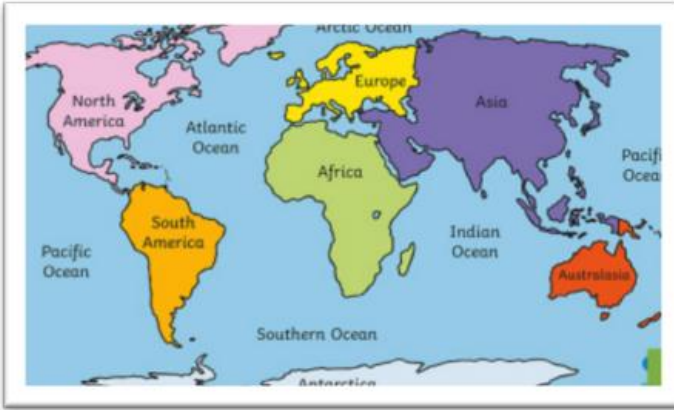
## MAP SYMBOLS

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.



## ATLAS SKILLS

There are generally three main types of maps shown in an atlas:



**PHYSICAL MAPS** these show topography/relief (the shape of the land) and other physical features such as rivers and lakes.

**POLITICAL MAPS** these show country borders, cities, transport links etc.

**THEMATIC MAPS** these show information such as climate data, agriculture types etc.

## 6 FIGURE GRID REFERENCES

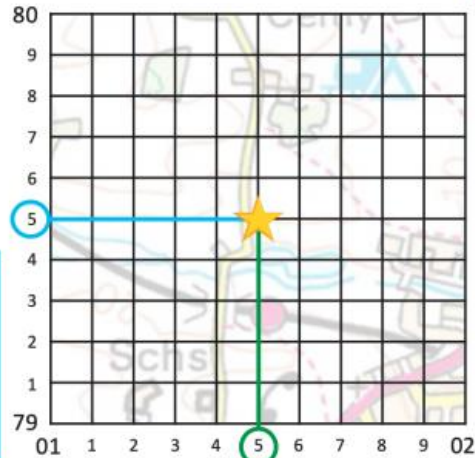
We can use six-figure grid references to find an exact location within a grid square. The grid square is divided into tenths.

Example:

015 795

The first three numbers give the easting which includes the number of tenths.

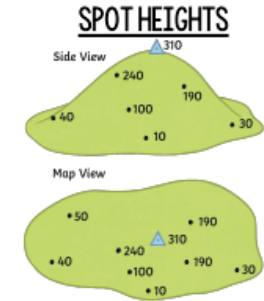
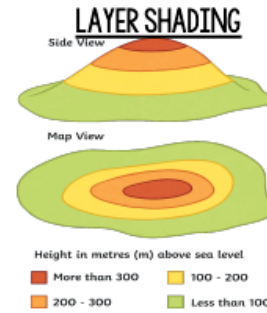
The last three numbers give the northing which includes the number of tenths.



## HEIGHT AND RELIEF

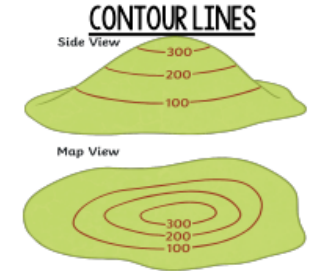
**RELIEF** the difference between the highest and lowest heights of an area.

**TOPOGRAPHY** the surface features of the earth like hills, mountains, valleys etc.



Areas of different heights are shown using different colours. A key is used to show how high the land is.

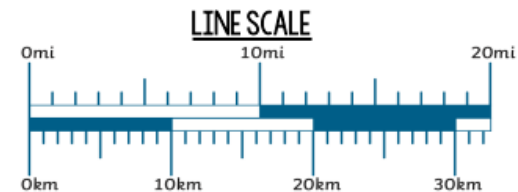
The exact height of a place above the ground is measured and written onto a map.



Contour lines are lines on a map which join up places of the same height. Everywhere along a contour line is the same height.

## SCALE AND DISTANCE

OS maps have a scale. On some smaller maps, 1cm on the map equals 250m in real life. On some larger maps, 1cm on the map equals 500m. Different maps might have different scales, so check on your map to find its scale.



Using a line scale on a map is as easy as using a ruler. The important thing to remember is that a line scale shows measurements in km and the measurements on a ruler are in cm.

### WORD SCALE

**One centimeter on the map represents 3 kilometers on the ground. (1cm = 3 km)**

Using the scale above, if we measure the distance on a map between two places with our ruler. The measurement is 4cm. We then have to multiply that measurement by 3 to calculate that the real distance between the two places is 12km.



# History: Spring2- The Romans



## Key Knowledge

- ✓ What was the Roman Empire
- ✓ The Roman Army
- ✓ Roman Britain
- ✓ The Revolt of Boudica

### Who were the Romans?

Rome is a city in Italy. 2000 years ago it was the most powerful and important city in the world. The people from Rome owned and controlled a massive **EMPIRE**

### Summary of your learning:

- ❖ We will investigate the Roman Empire and the chronology of Rome
- ❖ We will investigate why the Roman Army was so

successful

- ❖ We will look at why the Romans invaded Britain
- ❖ We will examine the revolt of Boudica



## Key Vocabulary

**Empire** - A group of countries ruled by a more powerful state or country

**Emperor** – The ruler of an Empire

**Chronology** - The arrangement of dates or events in the order in which they occurred

**BC** - Before Christ. A way of dating years before the birth of Jesus. The bigger the number BC, the longer ago in history it was, because BC numbers decrease in size.

**AD** - Anno Domini - “in the year of our Lord”. AD is used to show dates after the birth of Jesus. This year is 2019 AD

**Invade / Invasion** – to take control of another country often by violence

**Revolt** - When a group of people refuse to be ruled & take action against their rulers

**Legion** – A group of 5,000 men under the command of a Legate.

**Cohort** – each legion was divided into ten cohorts

**Centuries** – each century had 80-100 men

**Barbarians** – the name the Romans gave to the people who lived outside the Roman Empire.

**Trade** – making money by buying and selling goods

**Legionary** – A Roman soldier

**Centurion** – in charge of a century

**Testudo or tortoise** – a defensive tactic



## Chronology

**54 BC** Julius Caesar attempts to invade Britain.

**43 AD** Romans invade and conquer Britain under Emperor Claudius.

**49 AD** Roman London founded.

**60 AD** Boudica’s revolt against the Romans fails.

**84 AD** Romans conquer Wales and Scotland.

**133 AD** Construction of Hadrian's Wall to keep the Picts of Scotland out of England.

**306 AD** Constantine the Great proclaimed Emperor in York.

**409 AD** The last Roman troops withdraw from Britain.



# History: Spring2- The Norman Conquest



## Key Knowledge

- ✓ The four contenders in 1066
- ✓ The Battles of 1066 and the events of the Battle of Hastings
- ✓ Norman castles
- ✓ The Feudal System
- ✓ The Domesday Book

## **Summary of your learning:**

- ❖ January 1066 the King of England, Edward the Confessor dies with no heir.
- ❖ Four men had claims to the throne.
- ❖ The first one to be crowned King was Harold Godwinson.
- ❖ Harald Hardrada, the King of Norway, invaded to try to take the throne from Harold Godwinson.
- ❖ Hardrada and Godwinson fought at the Battle of Stamford Bridge. Hardrada lost.
- ❖ William of Normandy then invaded and Harold Godwinson fought a second battle at Hastings.
- ❖ Harold lost and William became King of England.
- ❖ William built castles all over England and established the Feudal System.
- ❖ In 1086-7 he had a grand survey of England carried out.

## Key Vocabulary

**Anglo-Saxon England:** Early medieval England  
**Edward the Confessor:** King of Anglo-Saxon England from 1042 to 1066.  
**Heir to the throne:** the next King.  
**Witan:** The most powerful men in Anglo Saxon England, who could choose the next king if there was no accepted heir to the throne.  
**Fyrd:** The Anglo Saxon army.  
**Housecarls:** A professional soldier who fought for his Earl in the King's army.  
**Harald Hardrada:** The king of Norway 1046 to 1066. **Tostig Godwinson:** The brother of Harold Godwinson. Tostig was exiled by his brother Harold and fought against him at Stamford Bridge. Tostig was killed there.  
**Vikings:** Scandinavian warriors who would raid and pillaged northern Europe, attacking by boat.  
**Stamford Bridge:** This is where Harold Godwinson fought and Harald Hardrada and Tostig  
**Battle of Hastings:** The Battle of Hastings was the battle between Harold Godwinson and William of Normandy, which William won  
**Shield Wall:** A defensive strategy used by the Anglo-Saxons at the Battle of Hastings.  
**Motte and Bailey Castle:** Built by William to conquer England.  
**The Harrying of the North:** William's brutal attack on the people of Northumbria in the North of England.  
**Feudal System:** The way William organised English society, with the King at the top and the Peasants at the bottom.  
**Domesday Book:** A written record of the Great Survey, ordered by William, to find out what his kingdom was worth.  
**Bayeux Tapestry:** An embroidered cloth showing the events of the Norman conquest.

## Contenders in 1066

In 1066 Edward the Confessor died without having a child. This meant there was no heir to the throne. 4 men thought they should have the throne:

### **Harold Godwinson**

Most powerful earl in England and Commander of the army. Was Edward's Brother-in-law. Acted as 'sub-regulus', (Deputy King), for Edward. Supposedly promised to help William become King. Claimed when Edward was dying, he promised him the throne. Supported by the Witan and many of the people of England.

### **William of Normandy**

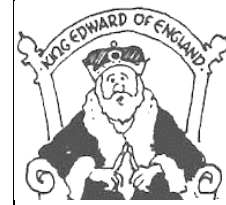
Fierce fighter from France who claimed Edward promised him the throne. Was friends with Edward. Already Duke of Normandy and related to Edward's mother, Emma of Normandy. His claim was supported by the Pope.

### **Harald Hardrada**

Viking ruler from Norway whose ancestors had been Kings of England previously. Was a fierce warrior who many feared. Many in England did not want another Viking ruler. Supported by Harold Godwinson's brother, Tostig

### **Edgar the Atheling**

Edward's great-nephew, grandson of Edward's brother, Edmund. Nearest relative. Had lived with Edward for many years. He was only 14 and had no supporters.



## What should I be able to do?

- Perform calculations that cross zero
- Carry out the 4 calculations with directed number
- Evaluate algebraic expressions
- Solve two step equations
- Use order of operations with directed number

Subtract, Negative, Commutative, Product, Inverse, Square Root, Square, Expression

Year 7 Knowledge Organiser

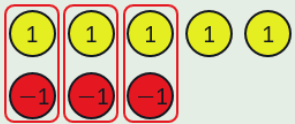
Maths Spring Term 2a

## EQUATIONS AND DIRECTED NUMBER

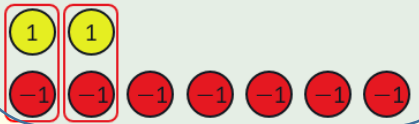


### Addition/Subtraction with directed numbers

$$5 + -3 = 2$$



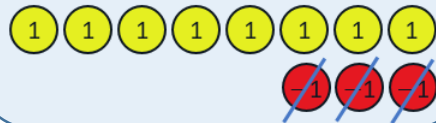
$$2 + -7 = -5$$



$$6 - +2 = 4$$



$$5 - (-3) = 8$$



In general, adding negatives lowers an answer, so  $+$   $-$   $\rightarrow$   $-$

Subtracting negatives increases an answer, so  $-$   $-$   $\rightarrow$   $+$

### Solve Equations:

$$5x + 2 = -47$$

$$\quad -2 \quad -2$$

$$5x = -49$$

$$\quad \div 5 \quad \div 5$$

$$x = -9.8$$

$$\frac{k}{2} + 7 = 5$$

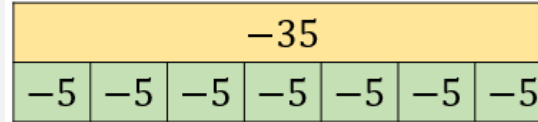
$$\quad -7 \quad -7$$

$$\frac{k}{2} = -2$$

$$\quad \times 2 \quad \times 2$$

$$k = -4$$

### Multiplication/Division with directed numbers:



$$-5 \times 7 = -35$$

This question is the negative of  $5 \times 7 = 35$  so the answer will be the negative of 35

Similarly,  $-5 \times -7 = 35$  is the negative of this, so the sign in the answer is changed again

This is the negative of the previous question, so the answer must be the negative of the previous answer

$$42 \div 6 = 7$$

$$-42 \div 6 = -7$$

$$-42 \div -6 = 7$$

Dividing and multiplying follow similar rules with the signs

**positive  $\div$  positive = positive**  
**negative  $\div$  negative = positive**  
**negative  $\div$  positive = negative**  
**positive  $\div$  negative = negative**

### Evaluate algebraic expressions:

Substitute  $x = -3$  into each expression

$$3x + 4$$

$$3 \times -3 + 4$$

$$= -9 + 4$$

$$= -5$$

$$2(x^2 + 1)$$

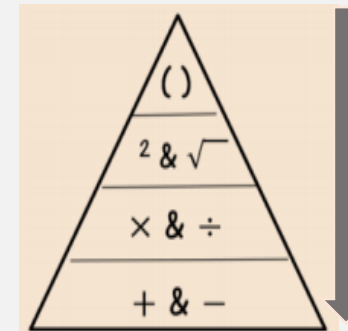
$$2 \times ((-3)^2 + 1)$$

$$= 2 \times (9 + 1)$$

$$= 2 \times 10$$

$$= 20$$

### Order of Operations:



Brackets

Indices or roots

Multiplication or Division

Addition or Subtraction

Remember that square roots have a positive and negative value



### What should I be able to do?

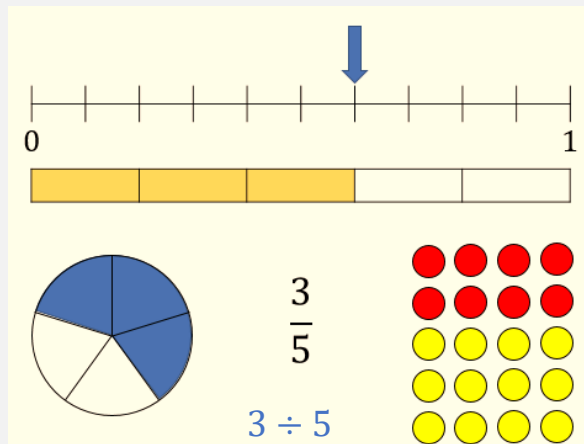
- Convert between mixed numbers and improper fractions
- Add/Subtract fractions in all forms
- Use fractions in algebraic contexts

Numerator, Denominator,  
Equivalent, Mixed  
Numbers, Improper  
Fractions, Substitute,  
Place Value

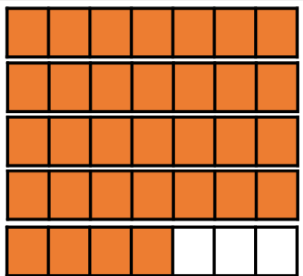
## ADDITION AND SUBTRACTION OF FRACTIONS



### Representation of Fractions:



### Mixed Numbers and Improper Fractions:



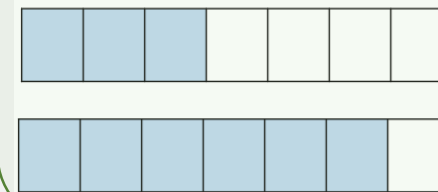
$$\frac{32}{7} = 4\frac{4}{7}$$

$\frac{32}{7}$  means  $32 \div 7 = 4\text{r}4$

$$2\frac{1}{4} = \frac{4}{4} + \frac{4}{4} + \frac{1}{4} = \frac{9}{4}$$

### Calculate with common denominators:

$$\frac{3}{7} + \frac{6}{7} = \frac{9}{7} = 1\frac{2}{7}$$



With the **same denominator**, only the numerators are added or subtracted

### Addition/Subtraction of any Fractions: Use **equivalent fractions** to find a common multiple for both denominators

Work out  $\frac{1}{8} + \frac{2}{3}$  The LCM of 3 and 8 is 24

$$\frac{1 \times 3}{8 \times 3} = \frac{3}{24} \quad \frac{2 \times 8}{3 \times 8} = \frac{16}{24}$$

$$\frac{3}{24} + \frac{16}{24} = \frac{19}{24}$$

- Convert to improper fractions
- Calculate with a common denominator

$$\begin{aligned} 2\frac{1}{2} - 1\frac{1}{5} &= \frac{5}{2} - \frac{6}{5} \\ &= \frac{25}{10} - \frac{12}{10} \\ &= \frac{13}{10} = 1\frac{3}{10} \end{aligned}$$

### Fractions in algebraic contexts:

If  $m = 3$ , work out the value of this expression. Give your answer as a mixed number.

$$\frac{7}{m} + \frac{2}{m^2}$$

$$\begin{aligned} \frac{7}{3} + \frac{2}{3^2} &= \frac{7}{3} + \frac{2}{9} \\ &= \frac{21}{9} + \frac{2}{9} \\ &= \frac{23}{9} = 2\frac{5}{9} \end{aligned}$$

# Music: Spring 2-Reggae

Pitch	High	The <b>highness</b> or <b>lowness</b> of a sound.
	Low	
	Stepwise	Moving one note at a time
	Leap	Jumping to the next note.
Articulation	Smooth	Playing notes in a long, smooth way
	Legato	
	Detached	Playing notes in a short, detached, spiky way.
	Staccato	
Dynamics	Loud	The volume of the music. Italian music terms are used to describe this.
	Soft	
	<i>pp</i> pianissimo	Very quiet
	<i>p</i> piano	Quiet
	<i>mp</i> mezzo piano	Moderately quiet
	<i>mf</i> mezzo forte	Moderately loud
	<i>f</i> forte	Loud
	<i>ff</i> fortissimo	Very loud
	Crescendo	Gradually getting louder
	Diminuendo	Gradually getting quieter

Tempo	Fast	The speed of the music. Italian musical terms are used to describe this.	
	Slow		
	Lento		Slow
	Andante		At a medium (walking) pace
	Moderato		At a moderate speed
	Allegro		Fast
	Accelerando (accel)		Getting faster
	Rallentando (rall)		Getting slower
Duration	Long	The length of a sound or note	
	Short		
Texture	Thin texture	A solo or small number of instruments	
	Thick texture	Lots of instruments.	
Timbre	Sonority	Instrumentation – the unique sound or tone quality of different instruments, voices or sounds.	
	Instrumental sound		

## Peer feedback prompts

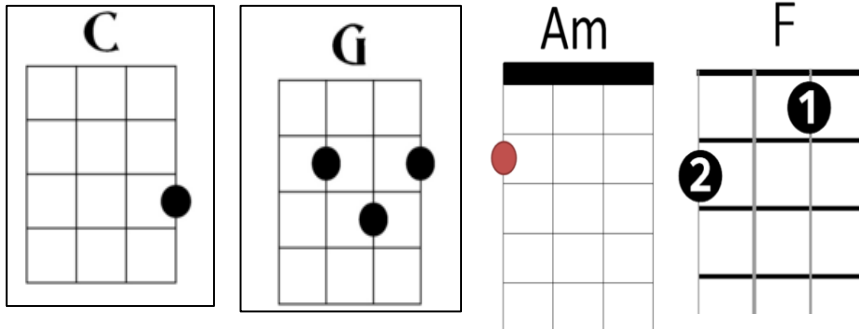
WWW What went well... EBI Even better if...

Self-reflection  
What step are you working at?  
What do you need to do to achieve the next step?

## Scheme of work key words

Syncopation – Off-beat rhythm  
Ska – A style of fast, popular music which featured syncopated rhythms.  
 A musical genre that originated from Jamaica that influenced Reggae Music.  
Accent – A beat or note that is louder than the rest.  
Fret - The different segments that divide the neck of a guitar/bass/ukulele  
Capo - A moveable bar placed across the strings to make the pitch higher

## Chord charts



Normally: 1 2 3 4  
 Reggae: 1 2 3 4



**Key Skills:**

READY POSITION – balanced position, side on, racket up and ready, on toes.

GRIP- shake hands with the racket sideways on. Wrap fingers round the tape.

SERVING –There are several types of serve – short/backhand, long ,flick. A backhand serve should land close to the service line on your opponents side of the net. The racket head must start from below the waist.

UNDERARM CLEAR (long serve) – This shot is played high to the back of your opponents court. Start sideways on and use a whip action with the wrist to create power.

OVERHEAD CLEAR – Played to the back of your opponents’ court and is a defensive shot. Start sideways on, racket up and behind you, focus on making contact with the shuttle in front of you.

DROP SHOT- a shot played with finesse to land the shuttle as close as possible to the net on your opponent’s side.

TACTICS - Hitting into space – moving partner around the court

- Shot selection – selecting the right shot for the right situation
- Targeting opponent’s weaknesses

**Rules**

Game starts with a diagonal serve- right hand side to right hand side

Serve must land over the service line

Play to 21 points – but must win by 2 clear points.

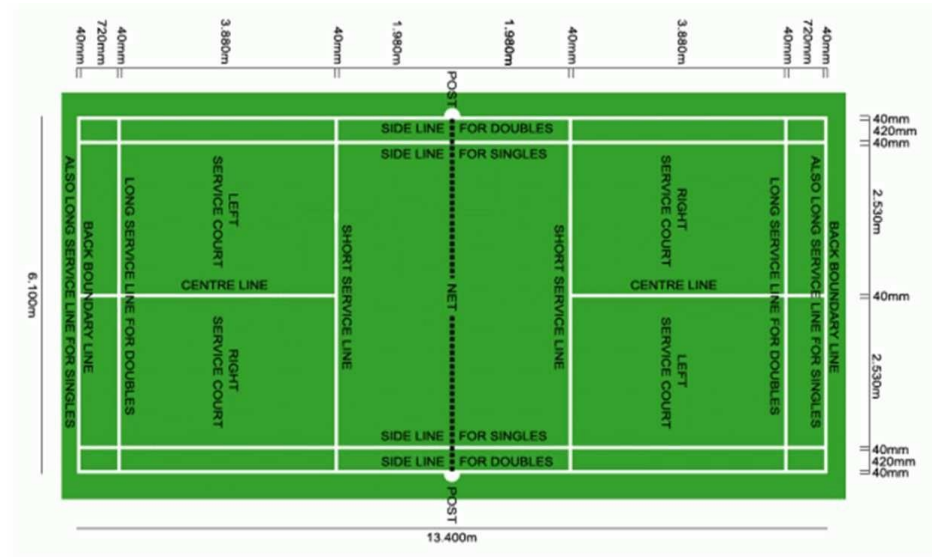
A point is won every rally

Whoever wins the point serves next

When score is even, serve from right, when score is odd, serve from left

Court is long and thin for singles, short and wide for doubles

You cannot hit the net with your racket or body





**Key Skills:**

Basics of why we warm up

Know a warm up for gymnastics, including a pulse raiser and stretching.  
Know the major muscles.

5 basic foot pattern

Jumps – pencil, star, straddle, ¼ turn, ½ turn, full turn, pike, tuck.

Landing technique

Balances – individual, partner – patches and points- hold for at least 5 seconds

Travelling/Locomotion – including forward roll, backward roll, hopping and cartwheels. Explore levels, direction and speed of movement.

Individual/Partner Work/Group work to create small sequences. Focus should be on fluency, body tension and control of all movements

**Stretch and Challenge Task:**

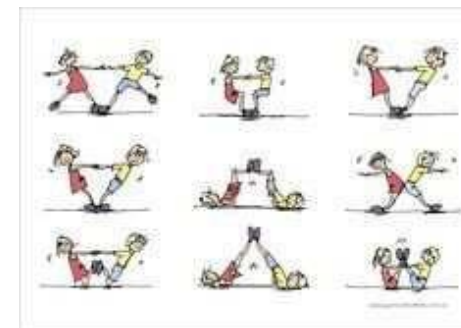
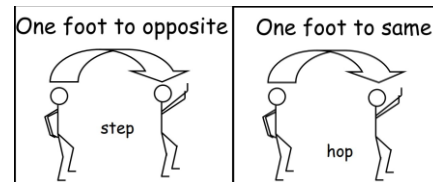
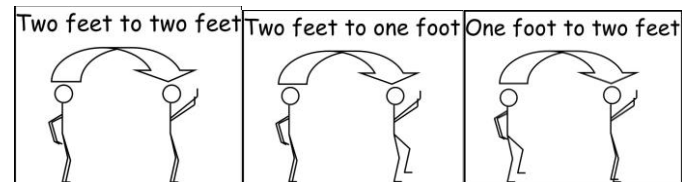
Peer assessment and feedback to class.

Watch an Olympic Floor routine.

What are the disciplines involved in Olympic Gymnastics

Evaluate the techniques that could be used in lessons from your observation of gymnastics at International Level.

**Key Foot patterns**



**Key Content and Terms to learn:**

Extension, Tension, Control, Fluency, Sequence Work.

Counter balance/ counter tension. Mirror, matching, and composition.

**Key Skills:**

**Controlling the ball** – using different parts of the body – this could be the feet or thigh. Remember to cushion the ball.

**Passing** – there are 3 types of passes. Side foot pass, driven pass with the laces and a lofted pass. Using the side of the foot allows you to pass accurately over a short distance, a driven pass allows you to pass the ball on the floor, but a greater distance. Finally, a lofted pass allows you to lift the ball in the air over players and change direction. Remember to keep your standing foot next to the ball when you make the pass.

**Dribbling** – dribbling allows you to move the ball quickly around the pitch using the inside and outside of your feet and keeping the ball close to your feet and your head up.

**Turning with the ball and outwitting a defender** – turning with the ball allows you to change direction using different techniques, such as dragging the ball back with the sole of your boot. Outwitting and opponent allows you to beat a defender using different techniques such as a step over.

**Shooting** – there are different types of shots that allows you to score goals. You instep can be used to control and place the ball into the goal. If you use your laces then this allows more power to be produced.

**Heading** – you can use an attacker header, a defensive header or a controlled header, which might be passing the ball back to someone with your head.

**Attacking** – keeping possession – making a number of passes allows your team to keep possession and advance up the field.

**Tackling techniques** – tackling, jockeying and forcing the player onto their weaker foot.

**Basic Rules**

The game is started by kicking the ball from the centre spot. The U12 game has 9 players – goalkeepers, defender, midfielders and attackers.

Referee and two assistants who officiate the game.

If a ball goes over a touch line a throw in is taken (kick in on the AstroTurf). If an attacker kicks over the goal line it is goal kick and if a defender kicks it over the goal line it is a corner.

To score the ball must cross the opposition's goal line.

The offside rule also applies where an attacker is in front of all opposing defenders when the ball is kicked.

# Year 7 RE

## Spring 2 Holy Week and Easter



### Overview

This half term you will be investigating the events of Holy Week, the final week of Jesus' life before he was put to death on the cross. You will find out how key events from Holy Week are commemorated by Catholics today and why they are so important. You will also get to be a detective to investigate what the people at the time might have thought when Jesus' body was found to be missing from the tomb!



### Glossary of Key Vocabulary...

**Easter** – Christian festival celebrating the resurrection of Jesus.

**Holy Week** – the week before Easter, starting on Palm Sunday.

**Hosanna** – a word used to express praise, joy and adoration.

**Eucharist** – Christian ceremony that remembers the Last Supper.

**Betrayal** – disloyalty to a person or promise.

**Crucifixion** – execution on a cross, as done to Jesus.

**Sacrifice** – giving up something valued for someone or something else more important.

**Salvation** – being saved from sin.

**Resurrection** – rising from the dead.

**Paschal Mystery** – The last events of Jesus' life and how they save humanity from sin - his suffering, death and resurrection.

### Checklist of what you will learn this half term:

- The events of Holy Week, including:
- Palm Sunday
- Maundy Thursday
- Good Friday
- Easter Sunday
- The significance of the crucifixion and resurrection of Jesus for Christians today
- The Stations of the Cross

### Key Sources of Wisdom and Authority (Religious Teachings):

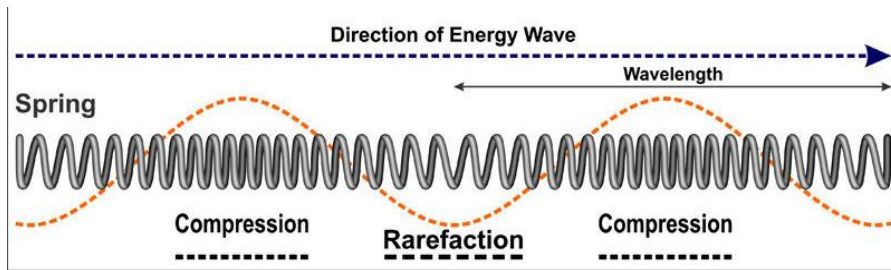
*Jesus took bread and wine, gave it to his disciples and said "this is my body... this is my blood... do this in memory of me." (Luke 22)*

*"For God so loved the world he gave his one and only Son, that whoever believes in him shall not die, but have eternal life." (John 3:16)*

*Jesus said "I am the resurrection and the life. Those who believe in me will live, even though they die." (John 11:25)*



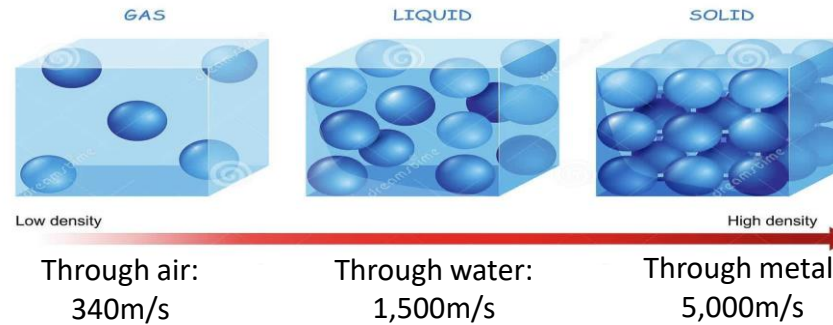
# Science – Spring 2 - Sound



- Sound is an example of a longitudinal wave
- The oscillations are in parallel to the direction of energy transfer

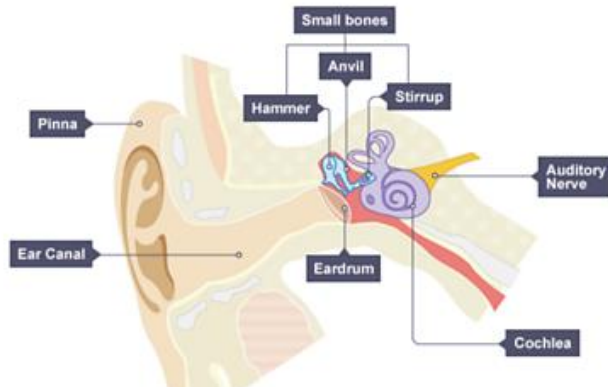
Sound is described as longitudinal because it needs particles to transfer its energy from one point to another. Sound cannot travel through a vacuum (a place that contains no particles).

The closer the particles are together, the more efficiently the sound is transferred.



## Structure of the ear

The ear is a very sensitive organ. Below is a detailed diagram to show the parts involved with hearing.

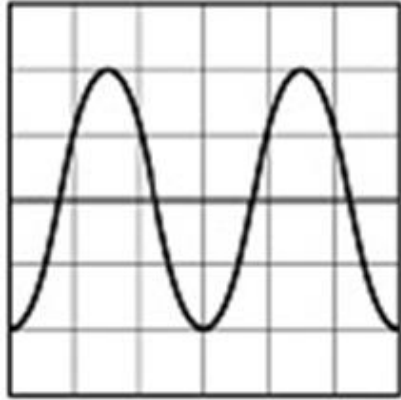


Humans range of hearing is between 20 - 20,000Hz.  
Dogs can hear up to 45,000Hz and cats 64,000Hz.

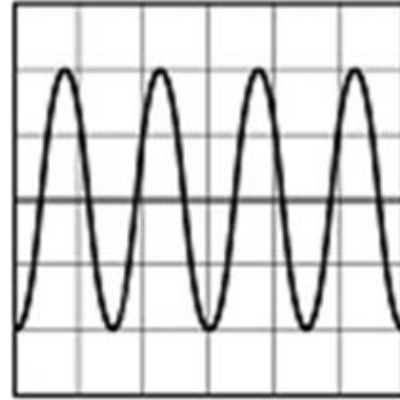
Keyword	Meaning
Energy	What is carried on a wave as it travels from one point to another.
Longitudinal	A wave that travels parallel (back and forth) to the direction the energy is travelling
Decibel (dB)	A measure of the loudness of a sound
Peak/Crest	Top point of a wave
Trough	Bottom point of a wave
Amplitude	The height of the wave from the midpoint to the crest/trough. Determines the loudness of the sound.
Frequency	How many full waves pass a fixed point every second. Determines the pitch of a sound.
Wavelength	The distance between the crest of one wave to the next

### Frequency and pitch

- The frequency of a sound wave determines pitch of the sound
- Frequency is measured in Hertz (Hz)



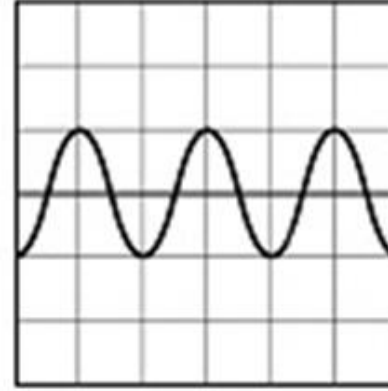
Low frequency = low pitch



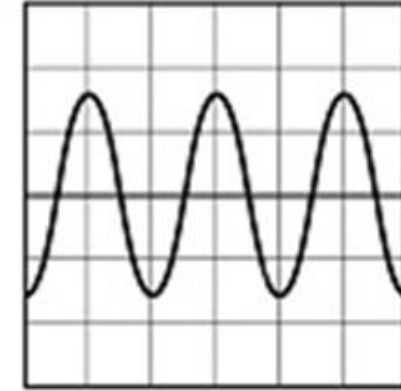
Higher frequency = higher pitch

### Amplitude and loudness

- The amplitude of a sound wave determines loudness of the sound



Low amplitude = quiet sound



Higher amplitude = louder sound

# Science – Spring 2 - Metals

## Physical changes

We have learnt about physical reactions already – these are changes of state (melting, freezing, evaporating, condensing). These are reversible.

## Chemical changes

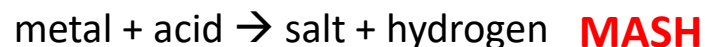
When a chemical reaction occurs, atoms are rearranged and a new substance is formed. This is usually an irreversible change.

## Signs of a chemical reaction

- Fizzing
- Colour change
- Temperature change (it will get hotter or colder)
- A new substance is formed

## Metal + acid

Some metals react with acids. Copper, silver and gold do not.



We see fizzing and a temperature change in these reactions.

Using a different acids forms different salts

e.g.

**hydrochloric** acid + sodium  $\rightarrow$  sodium **chloride** + hydrogen

**nitric** acid + aluminium  $\rightarrow$  aluminium **nitrate** + hydrogen

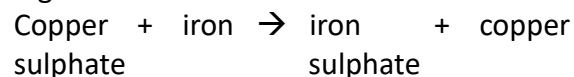
**sulphuric** acid + zinc  $\rightarrow$  zinc **sulphate** + hydrogen

## Displacement

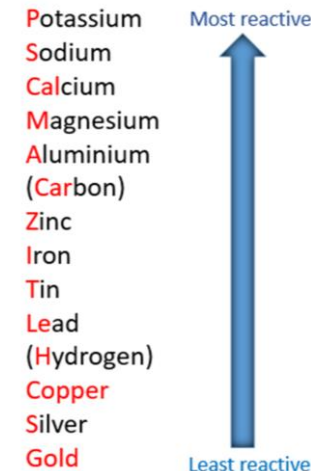
• Some metals are more reactive than others – which we show in the reactivity series):

• More reactive metals will push out, or displace less reactive metals from a compound

E.g.



We see a colour change in these reactions, and a temperature change



## Extraction of metals - reduction

- Most metals are found as 'ores' rather than chunks of pure metals
- We extract the metal from the ore, so we can use the metal
- Metals **below** carbon in the reactivity series can be extracted using a process called smelting
- Metals **above** carbon in the reactivity series must be extracted using electrolysis

Keyword	Meaning
Hydrogen	A gas made when metal reacts with acid
Displacement	When a more reactive metal pushes out a less reactive metal from a compound
Chemical change	A process that makes a new substance
Physical change	A process that does not make a new substance



Mi tiempo libre



Key verbs and vocab	<p><b>Me gusta</b> - I like  <b>Me gusta mucho</b> - I really like  <b>Me encanta</b> - I love</p> <p><b>No me gusta</b> - I don't like  <b>No me gusta nada</b> - I really don't like  <b>Odio</b> - I hate</p>	<p><b>chatear en línea</b> - to chat online  <b>escribir correos</b> - to write emails  <b>escuchar música</b> - to listen to music  <b>jugar a los videojuegos</b> - to play videogames  <b>leer</b> - to read  <b>mandar sms</b> - to send text messages  <b>navegar por internet</b> - to surf the net  <b>salir con mis amigos</b> - to go out with my friends  <b>ver la televisión</b> - to watch t.v</p>	<p><b>interesante</b> - interesting</p> <p><b>guay</b> - cool</p> <p><b>divertido/a</b> - funny</p> <p><b>estúpido</b> - stupid</p> <p><b>aburrido/a</b> - boring</p> <p><b>entretendido</b> - entertaining</p> <p><b>activo</b> - active</p> <p><b>sano</b> - healthy</p>
	<p><b>A veces</b> - sometimes  <b>De vez en cuando</b> - From time to time  <b>Nunca</b> - never  <b>Todos los días</b> - everyday  <b>Siempre</b> - always</p> <p><b>Quando...</b> - when</p> <p><b>hace calor</b> - it's hot  <b>hace frío</b> - it's cold  <b>hace sol</b> - it's sunny  <b>hace buen tiempo</b> - it's nice weather  <b>llueve</b> - it's raining  <b>nieva</b> - it's snowing</p>	<p><b>bailo</b> - I dance  <b>canto karaoke</b> - I sing karaoke  <b>hablo con mis amigos</b> - I talk with my friends  <b>monto en bici</b> - I ride my bike  <b>saco fotos</b> - I take photos  <b>salgo con mis amigos</b> - I go out with my friends  <b>toco la guitarra</b> - I play the guitar  <b>hago artes marciales</b> - I do martial arts  <b>hago atletismo</b> - I do athletics  <b>hago equitación</b> - I do/go horse riding  <b>hago natación</b> - I go swimming  <b>juego al baloncesto</b> - I play basketball  <b>juego al fútbol</b> - I play football  <b>juego al tenis</b> - I play tennis  <b>juego al voleibol</b> - I play volleyball</p> <p><b>porque es</b> - because it is...</p> <p><b>porque no es</b> - because it isn't</p>	

Days of the week	<p><b>lunes</b> - Monday  <b>martes</b> - Tuesday  <b>miércoles</b> - Wednesday  <b>jueves</b> - Thursday  <b>viernes</b> - Friday  <b>sábado</b> - Saturday  <b>domingo</b> - Sunday</p>
	<p><b>Los lunes</b> - On Mondays, every Monday  <b>Los martes</b> - On Tuesdays, every Tuesday  <b>Los miércoles</b> - On Wednesdays, every Wednesday etc...</p>

Key questions	<p>¿Qué haces en tu tiempo libre? - What do you do in your free time?</p>
	<p>¿Qué te gusta hacer? - What do you like to do?</p> <p>¿Te gusta...? - Do you like...?</p>
	<p>¿Qué haces cuando llueve/hace calor/nieva etc? - What do you do when it rains/it's sunny/it snows?</p> <p>¿Qué haces en primavera/verano/otoño/invierno? - What do you do in spring/summer/autumn/winter?</p>

Seasons	<p>En... - in...</p>
	<p><b>primavera</b> - spring</p>
	<p><b>verano</b> - summer</p>
	<p><b>otoño</b> - autumn</p>
	<p><b>invierno</b> - winter</p>

Let's show off	<p><b>Mañana voy a...</b> - tomorrow I'm going...</p>
	<p><b>Cuesta un ojo de la cara</b> - it costs an arm and a leg</p>
	<p><b>Siempre me ha gustado...</b> I've always liked...</p>
	<p><b>Me chifla</b> - I'm crazy about</p>
	<p><b>Quiero</b> - I want</p> <p><b>No quiero</b> - I don't want</p>

Look at this model text about hobbies - do you think you could replicate it with your own information?

En mi tiempo libre	In my free time
<u>me encanta leer</u>	<u>I love reading</u>
<u>porque es interesante</u>	<u>because it's interesting</u>
<u>pero nunca hago equitación</u>	<u>but I never go horseriding</u>
<u>porque icuesta un ojo de la cara!</u>	<u>because it costs an arm and a leg!</u>
Quando <u>hace sol</u> juego al <u>fútbol</u> .	When <u>it's sunny</u> I play <u>football</u> .
<u>Siempre me ha gustado el fútbol</u>	<u>I've always liked football</u>
<u>porque es sano y</u>	<u>because it's healthy and</u>
cuando <u>llueve veo la televisión</u> .	when <u>it rains I watch TV</u> .
¿Qué haces cuando <u>llueve</u> ?	What do you do when <u>it rains</u> ?
Los <u>sábados salgo con mis amigos</u>	On <u>Saturdays I go out with my friends</u>
pero <u>mañana voy a jugar a los videojuegos</u> .	but <u>tomorrow I'm going to play videogames</u> .

