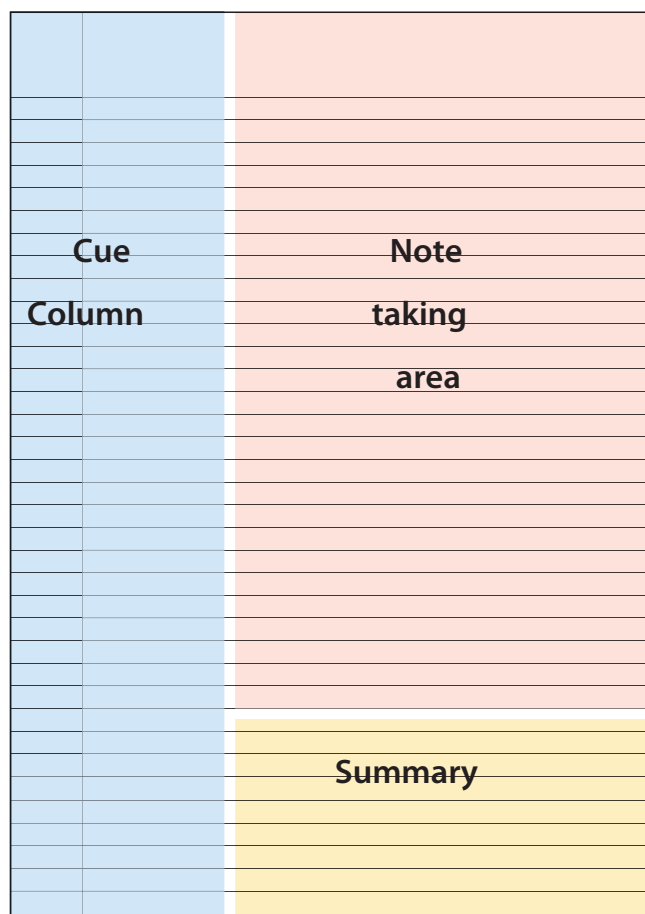


REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.
2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)
3. In the bottom section, summarise all the information in the note taking area into 3 bullet points
4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.
5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.
6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.



Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Extended Practice Guide -You are expected to spend a minimum of one hour on extended practice each day. There are four subjects to study each day, and the content expectations differ slightly subject to subject. You should spend 20 minutes on each subject. The exceptions to this are Science and Spanish, which you should study for 10 minutes each time they appear on your timetable below. All weekly quizzes should be completed by **8am on Monday Morning**. The content for each subject is listed below and you will be assessed on your knowledge in every subject throughout each cycle.

Subject	Quizzing expectation	Subject	Quizzing Expectation
Maths	Sparx maths - Compulsory and target	Geography	Cornell notes and Sparx quiz
English	Cornell notes / Sparx Reader	History	Cornell notes and Sparx quiz
Science	Cornell Notes and Sparx Quiz	Spanish	Quizlet and Weekly Lesson Vocabulary Tests

We use Google Classroom for sharing work outside of the classroom with our students using Class Codes, the content follows our curriculum and is used to support students inside of the classroom. You will only need to log into the Class code once. Here is the link you will need to access Google Classroom: <https://classroom.google.com/> and the Class Code per subject is below:

Google Classroom Class Codes	
Subject	GC Code
Dashboard	33njx6o
Art & Design	4pqgwan
Creative Tech	7g2pkms
English	ppqhprk
Geography	tuxz26b
History	vhctmz3
Mathematics	nqvulsc
Music	dlh2itj
Science	xgpon66
Spanish	oyifs6y
Sport Health & Nutrition	zy3wtej
West Exe Baccalaureate	hlpv5p2

Extended Practice timetable - This is your extended practice timetable. You need to complete the tasks for each subject on the timetabled day. Your tutor will check this the following morning. If you have not completed your extended practice for each subject, you will receive a detention carried out later that day.

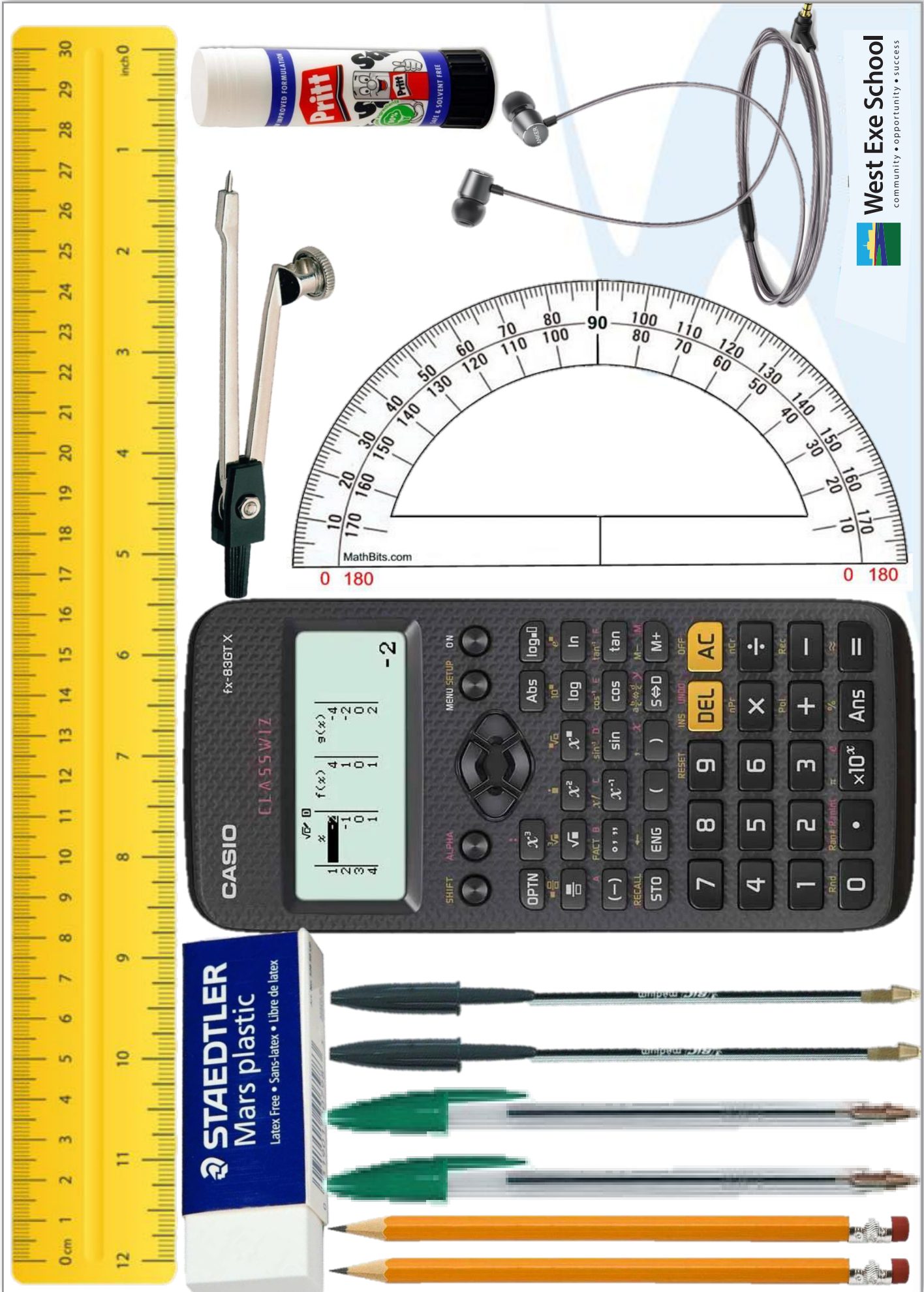
	10 minutes	10 minutes	20 minutes	20 minutes
Monday	Science	Spanish	English	Maths – Sparx
Tuesday		No extended practice due to period 6.		
Wednesday	Science	Spanish	Geography	Maths – Sparx
Thursday	Science	Spanish	English	History
Friday	Science	Spanish	English	Maths – Sparx

Maths Sparx reminder: Sparx practice is set 8 am on a Thursday morning and 100% of compulsory and Target is to be completed by **8am the following Thursday morning**. There is an expectation that you have completed **50% by Monday 8am** and if you cannot meet that deadline, you will be invited to a support session at breaktime/afterschool on Monday. You are advised to start the tasks earlier than later. Support will be offered on a Monday and Tuesday at break in Ma1 if you are struggling with any questions. Any student who has not completed 100% by **8am Thursday morning** will be expected to attend Sparx lunch time catch up in MA1.

Sparx Reader:

Sparx reader is set at 8am on a Thursday morning, and you have one week to complete your target. There is an expectation that you will have met 50% of your target by the Tuesday. If you have not, you will be invited to a reading support session at breaktime that day. Any student that has not completed their full target by 8am on a Thursday will attend a Sparx reader catch up session in Eng1.

Equipment Checklist



HOUSE WEEK, WEST EXE SCHOOL & BRITISH VALUES

West Exe School Values	British Values	House Week Activities	Key Questions
<p>Citizenship</p>  <p>Through respect, responsibility and integrity we make the world a better place.</p>	<p>Democracy</p> <p>Understanding how citizens can influence decision-making through the democratic process.</p> <p>Rule of Law</p> <p>Appreciating that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p>	<ul style="list-style-type: none"> • School Parliament Elections • House Charity Vote 	<p>What is a good citizen?</p> <p>What behaviours would we expect of a good citizen?</p> <p>Do we need rules?</p>
<p>Compassion</p>  <p>Through kindness and empathy we care and show respect for ourselves and others.</p>	<p>Tolerance and Mutual Respect</p> <p>Accepting that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Importance of identifying and combating discrimination.</p>	<ul style="list-style-type: none"> • Charity Fundraising • Anti-bullying Ambassadors Activities • Green Team Activities • Mental Health • Celebrating Diversity 	<p>What is tolerance?</p> <p>Is tolerance enough?</p> <p>How does our community proactively combat discrimination?</p>
<p>Courage</p>  <p>We are brave in our actions and ambitions in our dreams.</p>	<p>Individual Liberty</p> <p>Understanding that the freedom to choose and hold other faiths and beliefs is protected by law.</p>	<ul style="list-style-type: none"> • Transition Focused Activities • Sports Day • Taster Sessions (being brave and trying new things) 	<p>What does it mean to succeed?</p> <p>How do individuals demonstrate courage in our community?</p> <p>How is our individual liberty protected?</p>

HOUSE WEEK & OUR WEST EXE VALUES

BULLYING UPDATE - YEAR 7

Stop!

"They're not bullying you because of you, they're bullying you because of how they are"

Jessie J

Bullying affects lots of people and can happen anywhere; at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- Emotional abuse
- Social bullying
- Social media
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying



Bullying includes:

- People calling you names
- Making things up to get you into trouble
- Hitting, pinching, biting, pushing and shoving
- Taking your things away from you
- Damaging your belongings
- Stealing your money
- Taking your friends away from you or leaving you out
- Insulting messages or rumours, in person or online
- Threats and intimidation
- Making silent or abusive phone calls
- Sending you offensive texts or messages

Speak

"Blowing out someone else's candles doesn't make yours shine any brighter"

Drake

Speak to someone. No one has a magic wand but we always do our best and we really do care.

*You're not alone,
it's not your fault!*

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

*Don't be afraid to tell an adult.
Telling isn't snitching!*



Support

"You always have to remember that bullies want to bring you down because you have something that they admire"

Zac Efron

What we do at West Exe to deal with bullying:

*Whatever your worry,
it's better out than in!*

Mentoring is having a named person you can go to for support at school.

Peer mentoring is when older students are trained to become buddies providing support and someone to talk to nearer their own age. This helps everyone in school learn that bullying is not acceptable.

Restorative justice brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at West Exe.



Year 7 : Talking Futures

Community

You don't need to know what job you want in the future. However, starting to explore the possibilities and looking at labour market information to discover what our local and national community needs can be helpful. Use your CareerPilot account to explore some options.



Opportunity

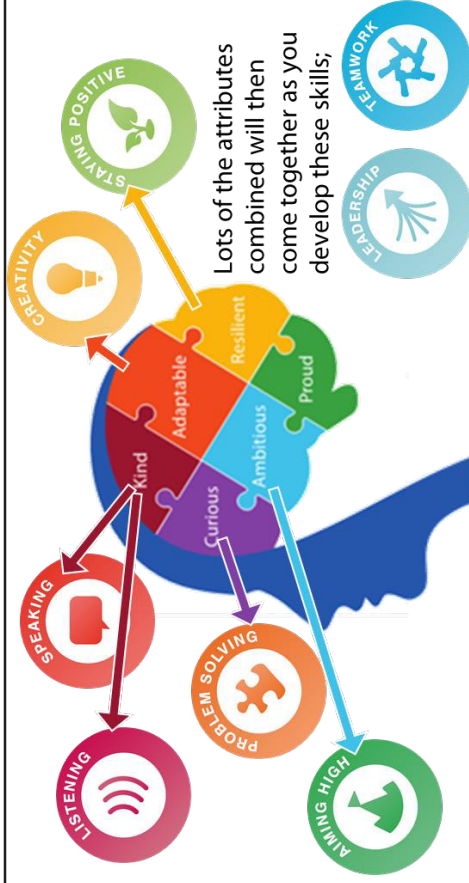
Our promise to you: The Talking Futures offer has lots in store for you this year;

- Assembly on "A world of employment"
- Teachers will talk about real life applications
- Employer encounters
- CareerPilot sessions
- Talking Futures Fayre

Success

Our Talking Futures offer supports you to make informed decisions, by nurturing your confidence to think and talk about your future.

Employers tell us that in addition to the qualifications you gain at school, there are certain skills they are looking for. These all fit link to our student attributes, so strive to be your #BestExe every day.



My Ambition Statement

SPORT, HEALTH AND NUTRITION

Healthy choices: 5-a-day, less salt and sugar, more fibre, limit intake of fat, smaller portions.

Teamwork, Leadership and Communication: Fair play, equality and inclusion - House matches, fixtures, clubs, being a coach or official.

Targets and Goals: Being positive, being resilient, never giving up, doing your #BestExe, being a good role model.

Get Physically Active! Aim to do 60 mins of moderate-vigorous physical activity each day across the week. Take part in activities that develop movement skills, muscles and bones. Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time.

Opportunities: Fitness suite, PE lessons, Sports clubs, Parkruns, fitness events, walking/cycling to school.

Healthy body - healthy mind! Links between physical activity and mental wellbeing. WES 10-a-day.

Understand the importance of sleep: 8- 10 hours to function effectively. Rest and recovery as an important part of exercise, performance and digestion.

Be active daily: Make healthy lifestyle and nutrition choices. Understand the life long benefits and how to stay healthy.

SPORT, HEALTH AND NUTRITION - Healthy ME

You should choose something from each column each week to focus on in your lesson. Once you have completed the task put a tick next to the activity. You should try to complete all of these over the cycle.

Physical ME	Thinking (Mental) ME	Social ME
<p>Skill development: Make a list of 5 new skills you have improved on during this cycle (e.g. shooting in handball or chopping technique in food). <input type="checkbox"/></p> <p>Attend an after-school club to help you develop and improve these skills further. <input type="checkbox"/></p> <p>Developing fitness</p> <p>For one of the sports, you are covering in this cycle, identify the main components of fitness needs . <input type="checkbox"/></p> <p>Engage in periods of sustained physical activity.</p> <p>The NHS recommends that you do 2 types of physical activity each week:</p> <ol style="list-style-type: none"> 1. Aerobic exercise. 2. Exercises to strengthen muscles and bones. <p>Young people aged 5-18 should:</p> <ul style="list-style-type: none"> • Aim to do 60 mins of moderate-vigorous physical activity each day across the week. • Take part in activities that develop movement skills, muscles and bones. • Reduce the time spent sitting or lying down - spread activity throughout the day. Monitor and regulate your screen time. <p>Keep a log of your activity levels for a typical week - see if you meet the NHS guidelines.</p> <p>Monitor your screen time for a week. <input type="checkbox"/></p> <p>Use equipment safely and hygienically.</p> <p>Think about the activities you are doing in this cycle and in each session be conscious of at least 2 safety considerations needed. <input type="checkbox"/></p> <p>Cook a healthy meal from one of the recipes you have done in food this cycle. <input type="checkbox"/></p>	<p>Making appropriate time for rest, relaxation, and sleep - Having routines that support positive mental health.</p> <p>Try to get 8-10 hours of good quality sleep a night!</p> <p>Rules, strategies and tactics. Think about:</p> <ul style="list-style-type: none"> • What are the main rules for the sport you are covering now? Write down 3 rules you have learnt. <input type="checkbox"/> • Can you give an example of a simple strategy or tactic you have been using? <input type="checkbox"/> • Can you give an example of a more complex strategy or tactic you have been using? <input type="checkbox"/> • Give 3 rules you must follow in the kitchen. <input type="checkbox"/> <p>Terminology:</p> <p>Give 3 examples of terminology you have learnt in any of your SHN lessons. <input type="checkbox"/></p> <p>Knowledge of muscles and bones - how many muscles and bones can you label correctly? <input type="checkbox"/></p> <p>Being resilient - positive growth mindset and never give up attitude-always looking to improve! Give an example of how you have demonstrated resilience in your lessons. If you found something challenging/ difficult but kept trying - How did you feel afterwards? <input type="checkbox"/></p>	<p>Leadership - Taking responsibility within lessons (e.g. officiating , leading warm ups or practices or supporting food preparation in food lessons).</p> <ul style="list-style-type: none"> • Offer to be a leader for a lesson! <input type="checkbox"/> • Help another person in a lesson to help them make progress. <input type="checkbox"/> • Officiate a game. <input type="checkbox"/> • Give feedback and support to another person. <input type="checkbox"/> • Motivate and encourage others in a lesson. <input type="checkbox"/> • Make an effort to INCLUDE another less confident person in your lesson. Help others learn - coaching. <input type="checkbox"/> <p>Teamwork - Working together - Work co-operatively, work collaboratively to achieve a goal. <input type="checkbox"/></p> <p>Give 2 examples of where you have shown good teamwork. <input type="checkbox"/></p> <p>Communication</p> <p>Verbal - give some feedback on a performance - What went well? How could they improve it? <input type="checkbox"/></p> <p>Non-verbal - Use of whistle, signals as an officiator, use of a demonstration - Try to do one of these each week. <input type="checkbox"/></p>



YST ACTIVE IN MIND

Body

Hydration

I can drink more water by...

I need water each day.

Sleep

I need hours of sleep.

I could improve my sleep by...

Diet

I could improve my diet by...

Exercise

What exercise could I do? I need 60 minutes of exercise a day

I could add exercise to my day by...

Mind

What am I worrying about?

Is there anything I can do about it?

No? Let it go.

Yes?

Do it now or make a plan about how and when you will do it.

Stressors

What are my stressors? What stresses me out...

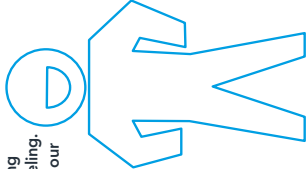
What happens to your mind and body when you feel stressed? Does your heart beat faster? Do your thoughts become confused? Write down all the things you notice.

Power poses

How we are sitting or standing tells our brain how we are feeling. Powerful postures can affect our mood and confidence. Think about someone who is confident or brave. What is their posture like?

Try this posture:

1. Stand/sit tall with your shoulders back
2. Hold your head up
3. Smile



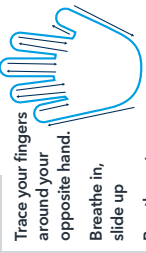
Positive thoughts

Your brain changes based on what you think. We can help our brain to change positively by using positive statements. Complete the "I am..." in the box with the word you want to become. For example: "I am confident" or "I am calm"

I am...

Mindfulness

Mindfulness helps our brain to be calm and to learn how to focus. Try this mindfulness exercise:



Trace your fingers around your opposite hand.
Breathe in, slide up
Breathe out, slide down

Grateful

When we focus on what we are grateful for our brain notices more of the things which help us to feel happy. Everyday write down one thing you are grateful for. What are you grateful for today?

I am grateful for...

New habits and actions

Visualisation

Athletes practice their skills in their mind by imagining themselves winning. This helps their brain learn how to be successful. Create a picture in your mind of something you want to achieve. Draw the picture in the box of what you will visualise.

Tips for learning new skills

- 1 Avoid distractions.
- 2 Make your environment comfortable.
- 3 Get some water to drink.
- 4 Prepare all your equipment and materials.
- 5 Use bright coloured paper and pens.
- 6 Use pictures and diagrams.
- 7 Practice in chunks of time, taking regular breaks.
- 8 Give yourself enough time.

When we are organised we feel calmer. How could you be more organised?

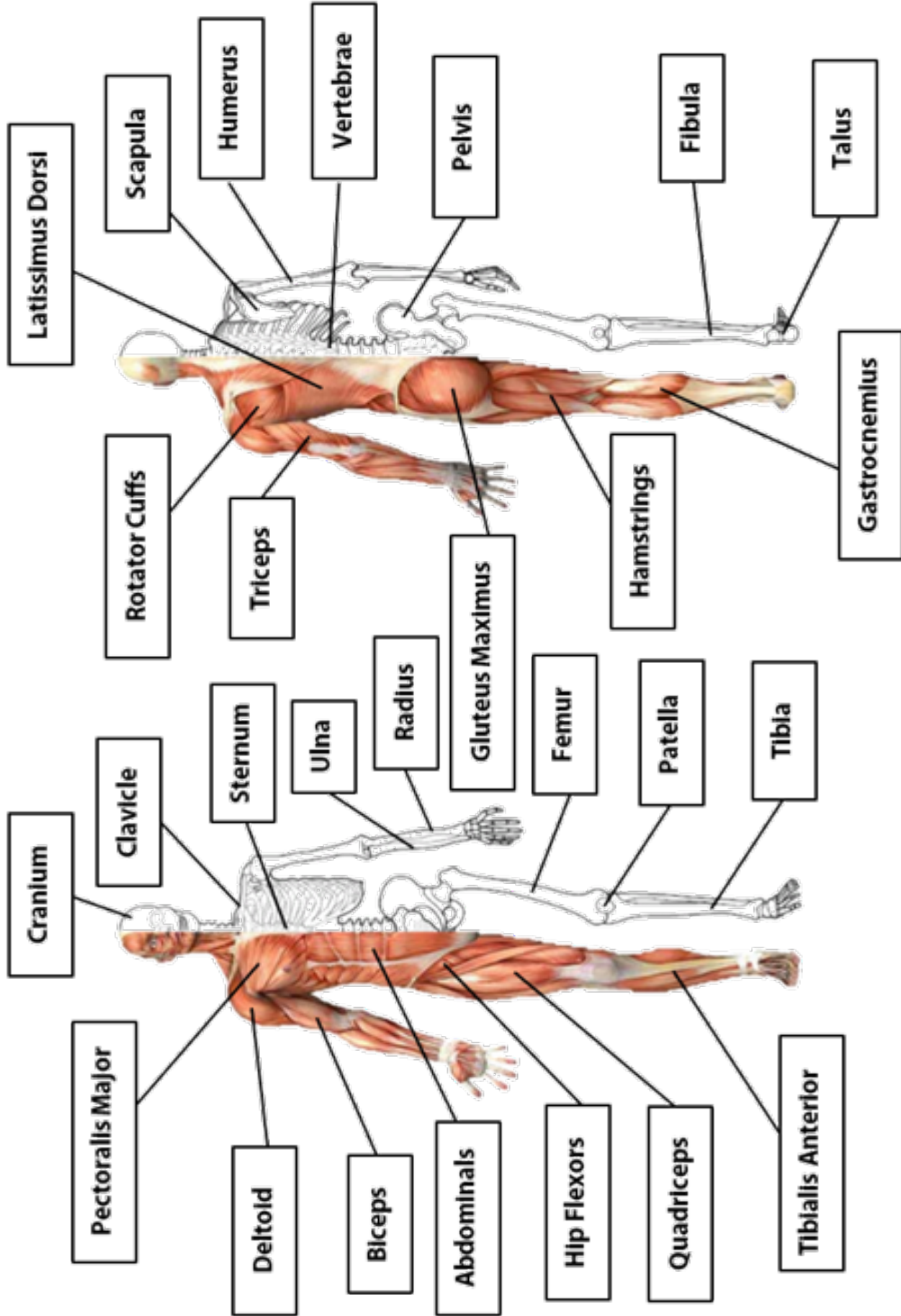
How does technology affect your attention, mood, sleep and memory?

Your environment influences who you become, what you believe and do. Who can support you?

I will change my technology use by...

Environment

SPORT, HEALTH AND NUTRITION - Muscles and Bones



LITERACY ACROSS THE CURRICULUM

Literacy Marking Codes		Reading Consistencies	
What it means	What you need to do in green pen	Following text at all times	Use your bookmark to follow the text. This way you know exactly where you are when you are asked to read and you won't lose your place during discussion. Use an overlay if you have one.
SP	Incorrect spelling	Switching the reader	When you are given the instructions you are to take over the reading for a period of time. All pupils are expected to read.
CL	Use a capital letter	Holding the place	Using your bookmarks to carefully note where you have stopped reading so that you can commence reading again swiftly once discussion is over.
O	Missing full stop or other missing punctuation	Checking the punctuation/emphasis	Your teacher may ask you to reread a section, paying attention to the pauses, exclamation marks and question marks written in the text.
//	New paragraph	Pointing out the error	Your teacher may ask you to reread a particular word, breaking it down and sounding it out so that the correct pronunciation is given.
WW	Wrong word choice		
?	Doe this make sense?		
HW	Handwriting is illegible		

The West Exe Canon - a collection of culturally significant texts

Noughts and Crosses - Malorie Blackman 2001

An alternate reality dealing with racism.

Synopsis: Two young teenagers from different races and different lives fall in love - but at what cost are they able to be together in a society that thinks that inter-racial relationships are wrong? Can society move forward when people abuse their power?

Context: This book deals with a number of issues including relationships, alcohol abuse, power abuse, depression and violence. Based on the system of apartheid (which in Afrikaans means 'separateness') a system of institutionalised racial segregation that existed in South Africa from 1948 until 1994.

Wonder - R.J. Palacio (2012)

A story about a young boy with a facial deformity.

Synopsis: August Pullman was born with a facial difference that, up until now, has prevented him from going to a mainstream school. Starting school now, he wants nothing more than to be treated as an ordinary kid—but his new classmates can't get past Auggie's extraordinary face.

Context: The author and her children were at an ice cream store and sat next to a little girl with a severe facial deformity. Palacio's 3-year-old son cried in fear, so the author grabbed her kids and fled. She was trying to protect the girl but also avoid her own discomfort. "I was really angry at myself afterwards for the way I had responded," she admits. "What I should have done is simply turned to the little girl and started up a conversation and shown my kids that there was nothing to be afraid of."

YEAR 7 CYCLE 1 ENGLISH

Week	Knowledge	Sentence Structures	Tier Two Vocabulary	Tier Three Vocabulary
1. Greek Myths	<p>1. The ancient Greeks believed in lots of different Gods.</p> <p>2. They lived in a polytheistic society.</p> <p>3. The king of the ancient Greek gods was known as Zeus. Anyone that defied Zeus was likely to be severely punished.</p>	<p>Noun: a person, place or thing.</p> <p>Verb: a word of doing or being. For example, run/be.</p> <p>Subject: part of a sentence that does or is the verb. E.g. The dog barked. The dog is beautiful.</p> <p>Object: part of a sentence that receives the verb. e.g. The dog chased the ball.</p> <p>Simple sentence: a sentence with one main clause, made up of a subject and a verb.</p>	<p>Polytheism: the belief in or worship of more than one god.</p> <p>Ancient: belonging to the very distant past.</p> <p>Myth: a traditional story, often explaining phenomenon.</p>	<p>Protagonist: the leading character or element in a story.</p> <p>Antagonist: a character, element or event that opposes the protagonist.</p>
2. The narrative arc	<p>1. Greek Philosophers such as Socrates, Plato and Aristotle, were the first people in western philosophy to explore the patterns, or 'rules', that all stories follow.</p> <p>2. Most narratives broadly follow a narrative arc where tension rises to a climax which then leads to a resolution.</p>	<p>Coordinating conjunction: a conjunction that joins main clauses to make a compound sentence. FANBOYS is a useful mnemonic for remembering the different coordinating conjunctions: for, and, nor, but, or, yet, so.</p> <p>Compound sentence: a sentence with two main clauses joined by a coordinating conjunction.</p> <p>Subordinating conjunction: a conjunction that introduces a subordinate clause. For example, when, if, although, because, before, after, etc.</p> <p>Subordinate clause: a clause that is dependent on the main clause.</p>	<p>Exposition: introduces the characters, describes the setting and establishes the problem in the story.</p> <p>Inciting Incident/Catalyst: a key event that prompts the protagonist to respond to the problem.</p> <p>Rising Action: when the tension rises before the climax.</p> <p>Climax/Confrontation: the turning point of a story: it's point of highest tension and drama when the protagonist solves the problem or is defeated by it.</p> <p>Falling Action: when the outcome of the climax is revealed and explored.</p> <p>Denouement/ Resolution: the final section of a story when the effects of the climax are fully resolved.</p>	<p>Exposition: introduces the characters, describes the setting and establishes the problem in the story.</p> <p>Inciting Incident/Catalyst: a key event that prompts the protagonist to respond to the problem.</p> <p>Rising Action: when the tension rises before the climax.</p> <p>Climax/Confrontation: the turning point of a story: it's point of highest tension and drama when the protagonist solves the problem or is defeated by it.</p> <p>Falling Action: when the outcome of the climax is revealed and explored.</p> <p>Denouement/ Resolution: the final section of a story when the effects of the climax are fully resolved.</p>
3. Chronology	<p>1. Some narratives are linear which means that the events are revealed to the reader in chronological order.</p> <p>2. However, some narratives are non-linear and the events are revealed out of chronological order.</p>	<p>Present participle: a present tense verb that acts as an adjective in a sentence by describing a noun. For example: <i>Trembling, he hands her the knife.</i></p> <p>Past participle: a past tense verb that acts as an adjective in a sentence by describing a noun. For example: <i>Shaken, he wiped his brow.</i></p>	<p>Hubris: excessive pride or self-confidence.</p> <p>Architect: a person who designs buildings.</p> <p>Labyrinth: a maze.</p>	<p>Chronological: in the order that they happened. In sequence.</p> <p>Non-chronological: not in the order that they happened. In sequence.</p>
4. Greek Tragedy	<p>1. A tragedy is a drama that gives the audience an experience of catharsis.</p> <p>2. In a tragedy, the hero has a hamartia or a fatal flaw- which is a specific character trait that leads to their demise.</p>	<p>Present participle phrase: a phrase beginning with a present participle. For example: <i>Realising the enormity of his mistake.</i></p> <p>Past participle phrase: a phrase beginning with a past participle. For example: <i>Influenced by his experience of childhood poverty and labour.</i></p>	<p>Demise: downfall or death.</p> <p>Catharsis: the process of releasing strong emotions.</p>	<p>Sensory Detail: using sight, sound, texture, smell and taste in description.</p> <p>Simile: comparing two things, stating that they are similar, often using 'like' or 'as'.</p>
5. Crafting Writing	<p>In descriptive writing,</p> <p>Visceral reactions: no movement or controlled thought.</p> <p>Instinctive reactions: unconscious movements you can't control.</p>	<p>Passive voice: when the subject receives (rather than does) the verb, the sentence is in the passive voice. For example: <i>My car is being repaired.</i> (By whom?)</p>	<p>Visceral: deep, inward feelings.</p> <p>Instinctive: unconscious responses that you can't control.</p> <p>Rational: conscious, deliberate and logical.</p>	<p>Visceral: deep, inward feelings.</p> <p>Instinctive: unconscious responses that you can't control.</p> <p>Rational: conscious, deliberate and logical.</p>

YEAR 7 CYCLE 1 ENGLISH

Week	Knowledge	Sentence Structures	Tier Two Vocabulary	Tier Three Vocabulary
6. Analysing Texts	<p>1. When we write about texts, we need to explore and analyse the IMPACTS that the text has on the reader.</p> <p>2. Using the mnemonic IMPACTS, we can explore a range of ways the text influences the reader to think or feel. IMPACTS stands for imagery, mood, pattern, allusion, connotation, tone and symbolism.</p>	<p>Present participle phrases to interpret: a phrase beginning with a present participle that is used in a sentence to. For example:</p> <ul style="list-style-type: none"> • <i>Implying that her feelings are overwhelming her.</i> • <i>Indicating that the waves are so powerful and larger that they are a danger to life.</i> 	<p>IMAGERY – What kind of image does this verb create of Esme? MOOD- What kind of mood does the writer create using these verbs? PATTERN- Is there a particular pattern created by the writer? ALLUSION- are other texts referred to? CONNOTATION- Do any of the verbs have specific connotations? tone- What sort of tone does the writer create overall? SYMBOLISM - Do features in the text represent anything?</p>	<p>Paraphrase: a distinct section of a piece of writing, usually focussed on a single theme. Quotation: a group of words taken from a text.</p>
7. Academic Writing	<p>When we read an unseen text, we should annotate the text to help us remember three key things: What happens? How does it happen? (Quotations and methods) Why it happens? (The impact on the reader)</p>	<p>Quotation marks: inverted commas that are positions at the beginning and end of a quotation. Introducing quotations with colons: When you want to introduce a longer quotation, it is best to use a colon. For example, Romeo questions his previous infatuation with Rosaline: ‘did my heart love till now?’</p>	<p>Conventions: a way in which something is usually done. Gothic- gloomy or horrifying. Dreary: depressingly dull and bleak or repetitive. Infuse: fill or soak. Dismally: in a gloomy or depressed manner. Convulsive: a sudden, violent, irregular movement. Agitated: feeling or appearing troubled or nervous.</p>	<p>Pathetic Fallacy: when a writer uses an object or the weather as a powerful tool to create a specific atmosphere. Figurative language: language that is used in a way that extend beyond it’s literal meaning. First Person: from the perspective of the narrator, using ‘I’.</p>
8. Gothic Writing	<p>1. Gothic Literature usually follows a number of conventions.</p> <p>2. Firstly, the narrators are often emotionally distressed and written in the first person.</p> <p>3. Often, the setting and atmosphere is unnerving or unsettling.</p> <p>4. It also usually includes elements of the supernatural.</p>	<p>Verbs to pathetic fallacy: Human beings do the verbs used below. So, they imply a consciousness in the objects they describe. The gargoyles <i>stared</i>, <i>waiting</i>. The trees <i>shivered</i>.</p> <p>Human verbs usually centre around things that involve action, speech, thinking or feeling. For example: kicked ,bellowed, imagined, hated.</p> <p>The toy rocket imagined its first trip into space.</p>	<p>Privilege: a special right or advantage that is only available to a particular person or group. Revelation: when something is revealed that was previously unknown. Ambiguous: Open to interpretation.</p>	<p>Pathetic Fallacy: when a writer uses an object or the weather as a powerful tool to create a specific atmosphere. Figurative language: language that is used in a way that extend beyond it’s literal meaning. First Person: from the perspective of the narrator, using ‘I’.</p>
9. Subtext	<p>1. Subtext can be used to engage readers by leaving them with questions or by creating tension.</p> <p>2. Privileged subtext generally builds tension by revealing details to the reader that the narrator is not aware of.</p> <p>3. Revelatory subtext creates questions as the characters are aware of something that the reader is not.</p>	<p>Adverbs to show modality:</p> <ul style="list-style-type: none"> • Modality in discursive writing is the degree of certainty expressed. If a sentence has high modality, it is considered certain. If a sentence has low modality, it is considered uncertain or unlikely. <p>Low modality: possibly, perhaps, potentially Middle modality: arguably, interestingly. High modality: certainly, undoubtedly.</p>	<p>Privilege: a special right or advantage that is only available to a particular person or group. Revelation: when something is revealed that was previously unknown. Ambiguous: Open to interpretation.</p>	<p>Pathetic Fallacy: when a writer uses an object or the weather as a powerful tool to create a specific atmosphere. Figurative language: language that is used in a way that extend beyond it’s literal meaning. First Person: from the perspective of the narrator, using ‘I’.</p>
10	Revise the cycle for this week’s assessment			

YEAR 7 CYCLE 1 MATHS

Word	Used in context	Definition	Example
Place Value	What is the place value of the second digit in the number 418?	The value of each digit in a number.	The '1' in 418 represents 10 or 1 ten
Integer	Round 24.6 to the nearest integer .	A whole number.	3 15 - 4 0 - 323
Partition	Partition 324 into its place value parts.	Splitting a number into place value parts.	324 = 300 + 20 + 4
Prime	Which of the following numbers are prime ?	A number with exactly two <i>different</i> factors; one and itself.	$\frac{2}{12}$ $\frac{3}{13}$ $\frac{5}{15}$
Factor	1, 2, 3, and 6 are all the factors of 6.	Any integer (whole number) that divides exactly into another number.	$\frac{6}{16}$ $\frac{20}{120}$ 2 3 2 10 4 5
Multiple	List the first five multiples of 4.	Any integer (whole number) in the times table of another number.	Multiples of 4: 4, 8, 12, 16, 20
Lowest Common Multiple (LCM)	Find the lowest common multiple of 6 and 9.	If you list the multiples of these numbers, the lowest common multiple is the smallest number that can be found in both lists.	6, 12, 18, 24, 30, 36 9, 18, 27, 36 LCM (6, 9) = 18
Highest Common Factor (HCF)	Find the highest common factor of 15 and 33.	If you list the factors of these numbers, the highest common factor is the largest number that can be found in both lists.	$\frac{15}{15}$ $\frac{33}{33}$ 1 5 3 11 HCF (15, 33) = 3
Prime factor decomposition	The prime factor decomposition of 52 is: $2 \times 2 \times 13$	Each number has a unique prime factor decomposition, just like a signature. Multiply prime numbers only to make the number.	52 $(2)^2 13$ $(2)(13)$ $52 = 2 \times 2 \times 13$
Product of prime factors	Write 52 as a product of its prime factors .		
Product	The product of 3 and 4 is 12.	Another word for multiplying.	Product of 6 and 8 = $6 \times 8 = 48$
Indices (pl.) / Index (sing.)	Express $3 \times 3 \times 3 \times 3$ in index form .	A number which shows how many times a number or letter has been multiplied by itself.	$3 \times 3 \times 3 \times 3 = 3^4$

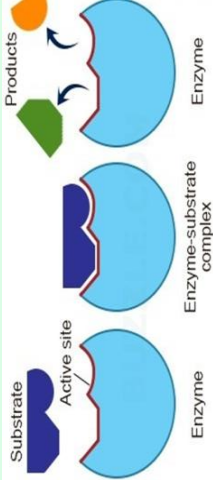
YEAR 7 CYCLE 1 MATHS

Word	Used in context	Definition	Example
Inequalities	There are four inequality symbols; $>$ $<$ \geq \leq	$>$ means "Greater/more than", $<$ means "Less than", \geq mean "greater than or equal to" and \leq means "less than or equal to."	$6 > 2$ $-2 < 5$ $2x > 6$
Term	In the expression $4x - 7$, $4x$ is the x-term and 7 is the number term .	A single number or variable (letter)	$4x$ -7 x^2 $-xy^2$
Variable	The variable in the expression $4x - 7$ is the letter x .	A symbol (usually a letter) that represents an unknown number.	$6y \rightarrow$ The variable is y $7t \rightarrow$ The variable is t
Co-efficient	The co-efficient of $5x^2$ is 5 .	A number used to multiply a variable. Variables with no number have a co-efficient of 1 .	$7x \rightarrow$ The co-efficient is 7
Expression	$5x - 3y + 2$ is an expression .	Numbers, symbols and operators (such as $+$ and \times) grouped together.	
Formula	The formula for the area of a rectangle is $A = l \times w$	A rule or fact written with mathematical symbols. It usually contains an $=$ sign and two or more variables.	$l = 4, w = 6$ $A = l \times w = 4 \times 6 = 24cm^2$
Expand	Expand the bracket $2(x + 5)$.	To remove a bracket by multiplying terms.	$2(x + 5) = 2x + 10$
Substitute	Substitute the value $x = 2$ into the expression $5x - 1$	Replacing the variables (letters) with numbers.	Substitute $x = 2$ in $5x - 1$ $5(2) - 1 = 10 - 1 = 9$
Linear Sequence	The sequence $4, 7, 10, 13, 16$ is a linear sequence .	A number pattern which increases (or decreases) by the same amount each time.	$10, 9, 8, 7, 6, \dots$ $-2, 1, 4, 7, 10, \dots$
Term (in a sequence)	In the sequence, $2, 4, 6, 8$, the number 4 is the second term .	Each number in a sequence is called a term.	
Term-to-term	In the sequence $1, 3, 5, 7, 9$, the term-to-term rule is to add 2 to the previous term.	A rule used to allow you to find the next number in a sequence if you know the previous term or terms.	
n^{th} term	Then n^{th} term rule for a sequence is $3n + 1$.	A position-to-term rule that works out a term based in its position in the sequence.	$4, 7, 10, 13$ $+3 \quad +3 \quad +3$ $4 - 3 = 1$ $n^{\text{th}} \text{ term} = 3n + 1$

YEAR 7 CYCLE 1 SCIENCE

Year 7 Combined Science Cycle One	Week One	Week Two
<p>Key Vocabulary</p> <ol style="list-style-type: none"> Cell membrane: a thin barrier surrounding the cell that controls what enters and leaves the cell Cell wall: a thicker barrier that strengthens the cell and provides structural support Cells: the basic units from which all living things and their tissues are made of Chloroplasts: a structure inside cells where photosynthesis takes place, making food for the plant Cytoplasm: the jelly-like substance inside the cell, where all chemical reactions take place Eukaryotic: a cell that contains a nucleus Gametes: the name for sex cells (sperm and egg cells) Meiosis: a process of cell division which produces four genetically different sex cells (gametes) Mitochondria: a structure inside cells, where respiration happens Mitosis: a process of cell division which produces two genetically identical body cells Nucleus: large structure containing genes that control the activities inside the cell Vacuole: a structure inside cells that stores water and nutrients and helps to support the plant by keeping the cells rigid Prokaryotic: a cell with no nucleus Ribosomes: a structure found inside cells where protein synthesis takes place Specialised cell: a cell with a structure that is adapted for a specific function (job) Tissue: a group of similar cells that work together to perform a specific function 	<p>Planning investigations:</p> <ol style="list-style-type: none"> Scientists often come up with an idea to test and make a prediction about what they think will happen. An important part is to decide what you are going to change or vary, what you will measure and what you will need to keep the same. These things are called variables. <p>a) Independent variable: this is the thing you are going to <u>change</u> in your investigation.</p> <p>b) Dependent variable: this is the thing you are going to <u>record</u> in your investigation.</p> <p>c) Control variables: these are the things you will need to <u>keep the same</u>, to ensure they do not affect your dependent variable.</p> <ol style="list-style-type: none"> This evidence needs to be accurate and reliable so that correct conclusions can be made. 	<p>Cells:</p> <ol style="list-style-type: none"> Most animal and plant cells have the same basic parts: nucleus, cytoplasm, cell membrane, mitochondria and ribosomes. Cells from different tissues have different shapes, sizes and functions to help them do their jobs. These cells are specialised. Plant cells have thick cell walls and may have some other features not found in animal cells: chloroplasts and a vacuole. Animal and plant cells have a nucleus and are described as eukaryotic organisms. Bacteria cells do not have a nucleus and are described as prokaryotic organisms.
	<p>Week Three</p> <p>Using a microscope:</p> <ol style="list-style-type: none"> A microscope is used to magnify images of tiny things, such as cells. To use a light microscope safely: <ol style="list-style-type: none"> always start with the objective lens with the lowest magnification. place the slide you want to observe on the stage, holding it in place with the clips. adjust the light source so that the light goes up through the slide. look through the eyepiece and adjust the focusing wheel slowly until you see the object clearly. repeat steps c and d using an objective lens with a higher magnification to see the object in greater detail. 	<p>Week Four</p> <p>Cell division:</p> <ol style="list-style-type: none"> There are two types of cell division: mitosis and meiosis. Mitosis is a type of cell division that happens in body cells only. In mitosis the cell that is dividing (called a parent cell) forms two genetically identical cells (called daughter cells). Cells divide by mitosis so that organisms can grow or replace damaged cells. Body cells only divide when they need to. Changes in cells can sometimes turn them into cancer cells, which means they undergo rapid uncontrolled cell division (which forms tumours).

YEAR 7 CYCLE 1 SCIENCE

<p>Week Five</p> <p>Specialised cells:</p> <ol style="list-style-type: none"> Some cells are specialised and have special functions (jobs). There are about 200 different types of specialised cells in humans. All human cells have the same basic design, but their sizes, shapes and sub-cellular structures can be different meaning that specialised cells are adapted to their functions. Differentiation describes the process by which less specialised cells become more specialised for a particular function. Nerve cells (neurons) are specialised cells. They carry electrical impulses around your body and are long and thin. Red blood cells are also specialised cells. They transport oxygen around your body. They have a biconcave shape and no nucleus. This means they can carry more oxygen. 	<p>Week Six</p> <p>The human digestive system</p> <ol style="list-style-type: none"> Digestion turns large insoluble food molecules into small soluble food molecules. In the mouth teeth grind food into smaller pieces. This food mixes with saliva which contains enzymes to break down starchy food. When food is swallowed it enters the oesophagus. Here, muscle movements move food to the stomach. In the stomach, food is further broken down by stomach acid. In the small intestine more enzymes are added along with bile from the liver which breaks down fat. Small food molecules are absorbed into the bloodstream. Food that cannot be digested moves into the large intestine. Excess water is removed and absorbed by the body and any undigested food passes out of the anus as faeces. 	<p>Week Seven</p> <p>Enzymes:</p> <ol style="list-style-type: none"> Enzymes are a special group of proteins that speed up the rate of reactions. Enzymes are examples of biological catalysts. In humans, digestive enzymes turn large molecules (polymers) in our food into the smallest units (monomers) they are made from. The substances the enzymes work on are called substrates The substances they produce are called products. 
<p>Week Eight</p> <p>Enzyme activity:</p> <ol style="list-style-type: none"> The 3D shape of an enzyme is important in how they work because within that shape is an active site. The active site is where the substrate fits at the start of the reaction. Different substrates have different shapes, so need different enzymes to break them down. This explains why every enzyme can only work with specific substrates that fit the active site. Changes in temperature can affect the shape of the active site. If the temperature gets too hot, the active site changes shape and the enzyme stops working. We say that the enzyme has become denatured. 	<p>Week Nine</p> <p>Reproduction:</p> <ol style="list-style-type: none"> Reproduction produces new individuals (offspring). There are two forms of reproduction: sexual and asexual. Two parents are needed for sexual reproduction. This involves the fusing (joining) of sex cells (gametes). The male reproductive system has testes, which produce sperm cells. The female reproductive system has ovaries, which release egg cells. Sexual reproduction produces offspring that are genetically different, so there is variation. Asexual reproduction needs only one parent and produces genetically identical offspring, so there is no variation. 	<p>Week Ten</p> <p>Hormones:</p> <ol style="list-style-type: none"> Hormones are chemical messengers that change the activity of a target organ in the body. Hormones are produced by endocrine glands and are released into the bloodstream. They travel around the body in the bloodstream until they reach their target organs. Different hormones have different target organs and cause different responses. The menstrual cycle occurs in the female reproductive system and starts soon after puberty begins. Each cycle takes about 28 days and is controlled by the hormones oestrogen and progesterone.

YEAR 7 CYCLE 1 GEOGRAPHY

YEAR 7 CYCLE 1 GEOGRAPHY – Biomes Knowledge Organiser

WEEK 1

Ecosystem: A community of plants and animals that interact with each other and their environment.

Biome: A plant and animal community that covers a large area of the Earth's surface (e.g. desert, tropical rainforest).

Global atmospheric circulation: The worldwide system of winds which moves heat from the equator to the poles. It helps to create the conditions for different biomes to exist.

Climate: The average weather conditions over the long period of time. Around the world, this creates zones that have the same pattern of temperature and rainfall.

WEEK 2

Biomes of the world

There are seven major world biomes.

Tundra: Low growing plants due to cold and windy conditions.

Coniferous forest: Also known as the taiga or boreal. Cone-bearing evergreen trees able to cope with harsh winters.

Temperate deciduous forest: Trees such as oak and beech that lose leaves during the autumn (UK's biome).

Temperate grasslands: Grassy plains suited to dry, hot summers and cold winters.

Mediterranean: The smallest biome. Shrubs, herbs and olive trees able to cope with high temperatures and summer drought.

WEEK 3

Desert: Few plants (e.g. cactus) and animals (e.g. camels) that cope with extreme temperatures and very dry conditions.

Tropical rainforest: Vegetation suited to warm, wet climate throughout the year and inhabited by 50% of the world's plants and animal species. Tropical rainforests only cover 6% of the Earth's surface, yet they contain 50% of the plant and animal species.

Tropical grasslands (savanna): Grassland able to cope with long, dry periods with some violent thunderstorms; grazed by animals (e.g. gazelles) and stalked by predators (e.g. lions).

WEEK 4

Tropical rainforest vegetation

Emergents: Tallest trees in the rainforest reaching around 50 metres.

Canopy: Receives 70% of sunlight and 80% of rainfall. Around 30 metres high.

Undercanopy: Sheltered layers of young trees growing to a height of 20 metres.

Shrub layer: Only small trees and shrubs. Less than 5% of sunlight reaches the forest floor.

Epiphytes: Some plants grow on larger trees as they only need water and air to survive e.g. orchids.

Convictional rainfall: Where the ground is heated intensely by the sun, the air rises and condenses to form clouds and heavy downpours.

WEEK 5

Threats to the rainforest

Deforestation: The cutting down of trees, transforming a forest into cleared land for other uses.

Logging: Trees cut down for items such as furniture, paper and utensils. Half of wood used for fuel.

Cattle ranching: Cattle raised on the cleared land to meet the demand for beef elsewhere e.g. USA.

Mining: Rainforests contains copper, diamonds, gold and other metals. Some places also have oil and gas.

Palm oil plantations: Palm oil is found in around half the products in supermarkets, for example, biscuits, shampoo, margarine.

Dam building: Often built to produce hydroelectric power for other activities such as logging.

WEEK 6

Tropical rainforest

Around the Equator. Central Africa, SE Asia, Brazil & central America. No seasons. Temps 26-28°C each day. 2000mm rainfall. Tall trees such as mahogany. Long vines called lianas. Toucans, insects, jaguars, monkeys, snakes, frogs.

Tropical grassland

Between the rainforest and desert biome. Around Congo Basin, Venezuela, northern Australia, Mexico. Wet season & dry season. 80% rainfall happens in 4-5 months - wet season. Dry season as low as 100mm. Baobab tree. Grasses such as pampas. Gazelles, giraffes, wildebeest, cheetah, lions, hyenas.

WEEK 7

Deserts

Around 30° latitude, at the tropics. Sahara in Africa, Arabian desert. Temperatures can reach 36°C in the day. Below freezing at night. Annual rainfall 40mm. Cacti and yucca plants. Bushes grow apart so they do not compete for water. Camels, meerkats, scorpions.

Polar regions

At the poles. Below the Arctic is the tundra (northern Canada, Russia). Long, cold winters, short, cool summers. Temperature rarely above freezing. Low rainfall 250mm. Mosses and some grasses in the Arctic. No trees. Killer whales, polar bears, wolves, foxes, reindeer, seals.

WEEK 8

Arctic (north)

Temperatures are warmer from -46°C to -26°C. Sea does not fall below -2°C. Southern parts include the tundra. Arctic is an ocean surrounded by land. Around four million people live there.

Antarctica (south)

Temperatures are colder from -62°C to -55°C. Average height of 2300 metres – highest of all continents. Only 1% of the continent is ice free. Antarctica is land surrounded by an ocean. No permanent inhabitants but up to 10000 scientists in the summer.

WEEK 9

Baleen whale

Leopard seal

Smaller toothed whales

Seals

Phytoplankton

Zooplankton

Crustaceans

Algae

Plankton

Small fish

Crustaceans

Small fish

Crustaceans

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WEEK 10

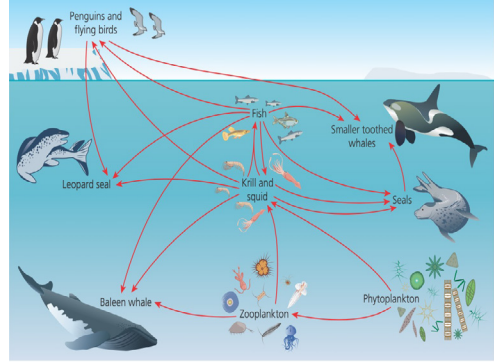
Threats to polar bears

Climate change: Sea ice melting means less hunting grounds. Polar bears become lighter (10kg) and less healthy.

Toxic pollution: High pollutants found in polar bears leads to lower levels of vitamins and antibodies. Milk can poison cubs.

Oil exploration: Consuming oil from eating oil from contaminated prey. Noise from construction can destroy their habitat.

Overhunting: Laws set a limit on how many can be hunting by local people. Numbers are monitored to keep numbers stable.



YEAR 7 CYCLE 1 HISTORY

Year 7 History Knowledge Organiser – Cycle 1 – Ancient Rome & The Norman Conquest

1	<p>Ancient Rome Timeline:</p> <ul style="list-style-type: none"> 753BC – According to legend, Rome is founded by Romulus and Remus. 509 BC - The last king of Rome, is run out of the city and the Republic is established. 44 BC - Caesar is murdered by rebelling senators. 31 BC - Octavian (later Augustus), Caesar's adopted son, ends the struggle for power. When he triumphs over the forces of Mark Antony and Cleopatra. 27 BC - Augustus becomes the first Roman Emperor. 43AD - The Romans successfully invade Britain. 79 AD - Mount Vesuvius erupts destroying Pompeii. 80 AD - The Colosseum in Rome is completed, seating 50,000 spectators. 285 AD - Split in Roman Empire to divide it between East & West. 330AD - Establishment of Constantinople as capital of the Roman Empire. 410 AD - Tribes begin to attack the borders of the Western Roman Empire. 476 AD - The last Emperor of the West, Romulus Augustulus, abdicates (leaves his position of power) and Rome is taken over by the Goths. Western Rome collapses. 	9	<p>Norman Conquest (1066) Timeline</p> <ul style="list-style-type: none"> 5th January - Edward the Confessor dies, leaving no heir. 6th January - Harold Godwinson, a powerful Earl, is crowned King of England. 18th September - 300 Viking Longboats led by Harald Hardrada land in England. 20th September - The Battle of Gate Fulford. Harald Hardrada defeats the Saxon army led by the Earls Edwin and Morcar. 25th September - The Battle of Stamford Bridge. Harold Godwinson defeats the Hardrada and the Viking army. 28th September - William of Normandy and his men land on the south coast of England. 29th September - William occupies Hastings and starts attacking local villages. 1st October - Harold, still in the North, receives news of the Norman Invasion. 6th October - Harold arrives in London and starts preparing for battle (again). 14th October - The Battle of Hastings. Harold Godwinson and his army battle William of Normandy and his army. William is victorious. 25th December - William is crowned King of England.
2	<p>BC: Before Christ. AD: Stands for 'Anno Domini', Latin for 'in the year of the Lord' (Jesus' birth). Britannia: The Roman name for the British Isles. Legionaries: A professional soldier in the Roman army. Charioteer: Someone who drove a chariot. Gladiator: Someone who entertained crowds by fighting with a weapon. Squalor: Somewhere extremely dirty and shabby. Hypocaust: An ancient Roman heating system.</p>	7	<p>Vikings: People from Scandinavia known for their attacks on coastal regions. Saxons: People from north Germany who migrated to Britain in around the 5th century. Heathen: A name given to people who do not follow a popular religion. Wattle: A building material made of sticks mixed with earth or clay. Burgh: A fortified Saxon town. Reeve: An Anglo-Saxon official, responsible for collecting taxes and enforcing the law.</p>
3	<p>Rome: The capital city of Italy. Romulus and Remus: Mythological twin brothers who founded the city of Rome. Empire: A group of countries controlled by another country or ruler. Emperor: The leader of an empire. Conquest: Taking control of a country or city through force. Britannia: The name the Romans used for the British Isles. Legionaries: A professional soldier in the Roman army.</p>	8	<p>Harold Godwinson: The Anglo-Saxon contender to the throne in 1066. William, Duke of Normandy: The Norman contender to the throne in 1066. Harald Hardrada: The Viking contender to the throne in 1066. Throne: The chair on which a monarch sits; to show their power. Claimant: Someone who believes they have the right to be the king or queen. Heir: The person who is meant to be king or queen after the ruling monarch dies. Contenders: People in competition with each other. Loyalty: Being faithful to someone or something.</p>
4	<p>Julius Caesar: A Roman general and politician. Leader of the Roman Empire from 46-44 BC. Consul: A Roman politician who could make new laws and decide when to go to war. Civil war: A war between two groups of people living in the same country. Republic: A type of government that allowed people to elect (choose) officials. Ides of March: The 7th day in the Roman calendar and the date Julius Caesar was assassinated. Assassination: To murder someone for political reasons. Legion: The Roman army was made up of groups of soldiers called legions. Legate: Legions were led by a Legate. Centurion: Centurions led groups of 80 soldiers. Testudo: A shield wall formation also known as the tortoise formation. Discipline: Obeying rules and showing good behaviour.</p>	6	<p>Archers: A person who shoots with a bow and arrow. Cavalry: Soldiers who fought on horseback. Housecarls: Anglo-Saxon professional soldiers who protected the king. Fyrd: An Anglo-Saxon army made up of unprofessional soldiers (peasants). Feudal: The way society was organised (by land ownership) in the Middle Ages. Barons: The king gave barons (important landowners) land in exchange for their loyalty. Knights: Heavily armoured soldiers who rode on horseback. Villeins: Peasants were called the lord's villeins (like a servant). Homage: The act of respect and allegiance given in the feudal system.</p>
5	<p>Isca Dumnoniorum: The Roman name for Exeter. Invasion: An army entering another country and trying to take control of it. Conquest: Taking control of a country or city through force. Aqueduct: A manmade channel used for delivering water to Roman towns. Caldarium: A room with a hot bath. Frigidarium: A room with a cold bath. Barbarian tribes: The name Roman's gave to describe non-Romans. Huns: Nomadic warrior people who came from the east. Visigoths: A powerful Germanic tribe. Frontiers: A line or border separating two countries. Taxes: Money people pay to the government.</p>	10	<p>Domesday Book: A book which recorded what people owned, used to calculate taxes by William the Conqueror. Officials: People who represent the monarch or government. Serfs: A peasant who worked the land for the local lord. They had little freedom. Taxation: Money paid as tax. Latin: The language of ancient Rome and its empire. Motte: A hill on which a castle was built. Bailey: A walled area at the bottom of a motte where people lived. Moat: A defensive ditch dug around a castle and filled with water. Keep: The keep was a large tower in a castle and the last place of defensive. Rougemont: A Norman castle in Exeter. The name means 'Red Mountain'.</p>

YEAR 7 CYCLE 1 LANGUAGES

Year 7 Spanish - Cycle 1			
	Spanish	English	Literal English
Week 1	Hola. ¿Dónde estás? Estoy en el sur de España.	Hello. Where are you? I am in the south of Spain.	Hello. Where you are? I am in the south of Spain.
Week 2	Hoy, estoy muy nervioso. ¿Cómo estás?	Today, I am very nervous. How are you?	Today, I am very nervous. How you are?
Week 3	Joaquín es guapo y Clara es simpática.	Joaquín is goodlooking and Clara is nice.	Joaquín is goodlooking and Clara is nice.
Week 4	¿Tienes un barco? No, tengo una bicicleta.	Do you have a boat? No, I have a bike.	You have a boat? No, I have a bike.
Week 5	Tengo unos periódicos y también tengo unas revistas.	I have some newspapers and also I have some magazines.	I have some newspapers and also I have some magazines.
Week 6	¿Quién escucha? Clara escucha. Joaquín habla.	Who is listening? Clara is listening. Joaquín is talking.	Who listens? Clara listens. Joaquín talks.
Week 7	¿Qué necesitas? Necesito ayuda .	What do you need? I need help.	What you need? I need help.
Week 8	Estudio el español. No estudio el arte.	I study Spanish. I don't study art.	I study the Spanish. No I study the art.
Week 9	Tengo una directora y cinco profesores.	I have a headteacher and five teachers.	I have a headteacher and five teachers.

Each week you will need to practise and learn your **Sentence of the Week** as well as your **Vocabulary of the Week**. For your **Vocabulary of the Week** also pay attention to which type of words they are:

Verbs are in VIOLET
Feminine nouns are in PINK
Masculine nouns are in BLUE
Adjectives are in AMBER

Here you will find **quizlet** sets to help you to learn this language:



YEAR 7 CYCLE 1 LANGUAGES

Week 1		Week 2		Week 3		Week 4		Week 5	
estar	to be, being	blanco	white/pale	ser	to be, being	tener	to have, having	un amigo	a friend
estoy	I am	listo	ready	soy	I am	tengo	I have	una botella	a bottle
estás	you are	nervioso	nervous	eres	you are	tienes	you have	un caballo	a horse
está	he/she/it is, it is	raro	strange	es	he/she/it is	tiene	he, she, it has	una palabra	a word
norte	north	seguro	sure, certain	¡marca!	mark (command)	¡lee!	read (command)	un periódico	a newspaper
sur	south	serio	serious	una opción	an option	¿Qué?	What?	una planta	a plant
Inglaterra	England	tonto	silly	alegre	happy, cheerful	un barco	a boat	una pregunta	a question
España	Spain	tranquilo	calm, tranquil	alto	tall, high	una bicicleta	a bike	una revista	a magazine
en	in	¿Cómo?	How?	bajo	short, low	un bolígrafo	a pen	una tarea	a task
¿Dónde?	Where?	hoy	today	correcto	correct	una cama	a bed	un teléfono	a telephone
¡Hasta luego!	See you later!	muy	very	guapo	good-looking	una cámara	a camera	también	also
¡Hola!	Hello!	¿Cómo se dice en inglés?	How do you say it in English?	simpático	nice, friendly	una casa	a house		
				y	and	un gato	a cat		
		¿Cómo se dice en español?	How do you say it in Spanish?			una frase	a sentence		
		no	no			una letra	a letter		
		sí	yes			un libro	a book		
						una moneda	a coin		
						un papel	a paper		
						nuevo	new		
						un, una	a, an (m/f)		
Week 6		Week 7		Week 8		Week 9		Week 10	
bailar	to dance, dancing	llevar	to wear, wearing	caminar	to walk, walking	uno	1	siete	7
escuchar	to listen, listening	necesitar	to need, needing	estudiar	to study, studying	dos	2	ocho	8
comprar	to buy, buying	usar	to use, using	entiendo	I understand	tres	3	nueve	9
hablar	to speak, speaking	una ayuda	a help	el arte	art	cuatro	4	diez	10
llegar	to arrive, arriving	una bolsa	a bag	el español	Spanish	cinco	5	once	11
¿Quién?	Who?	una camisa	a shirt	el inglés	English	seis	6	doce	12
una amiga	a friend (f)	una cosa	a thing	la ciencia	science	un número	a number	una persona	a person
la música	music	un producto	a product	el grupo	group	un autor	an author	una puerta	a door
una pareja	a pair, partner	un vaso	a glass	el silencio	silence	una autora	an author	una silla	a chair
importante	important	un zapato	a shoe	señor	sir, Mr	un color	a colour	una ventana	a window
bien	well	luego	then	señora	madam, Mrs	un director	a head teacher	allí	there
temprano	early	gracias	thanks	verdadero	true	una directora	a head teacher	aquí	here
tarde	late	de nada	you're welcome	falso	false	una flor	a flower	un señor	a man
con	with			mucho	much, a lot	un plan	a plan	una señora	a woman
otra vez	again			pero	but	un profesor	a teacher		
				perdón	sorry	una profesora	a teacher		
				no	no, not				

YEAR 7 CYCLE 1 ART & DESIGN

Year 7 Cycle 1- Tone and Line

Use the list of key words to support your learning in Art and look through the selection of artist images that we will study through cycle 1. Stretch task: Copy the artist images as a voluntary stretch and challenge task, bring in and stick in your sketchbook.

Key words

Tone: Is the lightness or darkness of something – this could be a shade or how dark or light a colour appears.

Line: Can show the outline of something, create pattern, show movement and create mood within a piece.

Contrast: Can be created through a big difference in areas of light and shade.

Portrait: A portrait is an image of a person. A self portrait is of the artist by the artist.

Still Life: The subject matter of a still life painting or image is anything that does not move. Traditionally things like: flowers, fruit, vases and bottles.

Texture: Means how something feels. There are two types of texture: actual texture how something feels through touch and visual texture how something looks by the effects the artist has created.

Stippling: A way of shading using small dots.

Crosshatching: A way of shading by crossing over lines in different directions.

Scumbling: A way of shading using small circles to create a smooth effect.

Artists

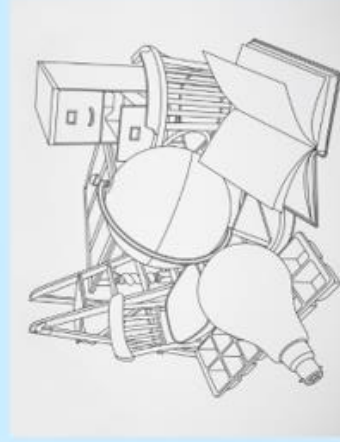
Van Gogh,
Bedroom

CJ Hendry, Pizza

Alberto
Giacometti,
Head of a Man in
Profile

Michael Craig-
Martin, Reading
with Globe

David Hockney,
Mother Bradford



YEAR 7 CYCLE 1 Drama

Year 7 Cycle 1 DRAMA

Week 1 and 2	Week 3 and 6	Week 4 and 7	Week 5 and 8	Week 9 and 10
<p>Still Image/Freeze frame A still image or freeze frame is a picture that is created by an actor, or a group of actors, which tells a story through the use of acting skills such as body language, facial expressions, posture and levels.</p> <p>It can be described like a photograph where you are positioning yourself and changing your bodies to suit the mood and setting of the location.</p> <p>Key rules of Still Images</p> <ol style="list-style-type: none"> 1. No moving. 2. No talking. 3. Use Facial expressions and Body language. 4. Don't all stand on one level. 5. Make it interesting. 	<p>Thought-tracking helps to tell an audience about a character. It is when:</p> <p>A character speaks out loud about his/her inner thoughts at a particular moment in the drama a character speaks out loud about his/her inner thoughts during a freeze frame/still-image.</p> <p>Why give a thought-track? What does it add to a drama?</p> <p>Sometimes in daily life we would like to know what someone thinks at important moments. In drama, too, when we know more of what a character thinks or feels, the drama is deepened and the audience becomes more involved.</p>	<p>Narration Telling the audience what is happening, or about to happen, rather than actors speaking to each other.</p> <p>Mime Mime is where we act out a scene without speaking. To make this work we must exaggerate all our gestures and movements.</p> <p>Key Words</p> <div style="border: 1px solid black; padding: 5px;"> <p><i>Still Image/Freeze Frame</i> <i>Thought tracking</i> <i>Narration</i> <i>Mime</i> <i>Role Play</i> <i>Hot Seating</i> <i>Physicality</i> <i>Gesture</i> <i>Facial Expression</i> <i>Vocal Expression</i> <i>Pitch</i> <i>Pace</i> <i>Tone</i> <i>Reactions</i> <i>Performance Energy</i></p> </div>	<p>A role-play is acting out of a scene. This includes talking ☺ You should always start and end a Role-Play with a Freeze- Frame.</p> <ul style="list-style-type: none"> • Starts and ends in a freeze-frame (so we know it has started and we know it has ended). • Voice projection - we need to be able to hear you. • No backs to the audience – we want to see you. • Good spatial awareness. • No laughing, focus - we want to believe the role-play is real. • Be creative. <p>Hot seating is where people take on the role of characters from a story and other people ask them questions. The characters have to answer the questions in as much detail as possible.</p>	<p>Performing Skills</p> <p>Physicality: How the actor creates meaning with the body.</p> <p>Gesture: A movement made with the hand/arm/head that means a particular thing. E.g. thumbs up.</p> <p>Facial Expression: The expression on the face.</p> <p>Vocal Expression: How the actor creates meaning with the voice not just words.</p> <p>Pitch (high or low voice).</p> <p>Pace (Speed of voice).</p> <p>Projection (Volume of voice) and Emphasis (Stressed words).</p> <p>Tone: A general description of the voice. E.g. a sarcastic tone of voice.</p> <p>Reactions: How the character reacts to others (especially when not speaking).</p> <p>Performance Energy: The amount of effort put into the performance.</p>

YEAR 7 CYCLE 1 MUSIC

Music Cycle 1 A

Junk Orchestra

Key Vocabulary:

Rhythm – The pattern of notes played together.
Phonetic rhythm – Spoken words said in a rhythmic way. Used to help you remember how to play/clap different rhythms.
Timing – The ability to keep in time with the music and beats.
Beats – The basic unit of a measure/bar. E.g. 4 beats per bar.
Tempo – The speed of the music.
Timbre – The tonal quality of music.
Pitch – How high or low notes are.
Dynamics – How loud or quiet the music is.
Polyrhythm – More than one rhythm played at the same time.
Rest – This a pause in the music where the person doesn't play for a certain number of beats.

Music Structure

Songs/ music are usually composed with a set structure. These can be any of the following;

Binary – A B - Two different sections that sound different from one another.

Ternary – A B A - The first section, followed by a different second section and then returning back to the first section.

Rondo – A B A C A - The first section continuing to be repeated with different sections in-between.

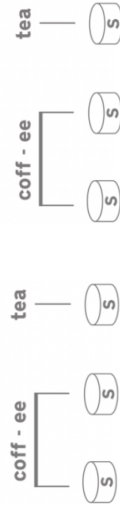
Rhythm Ideas



'Low, Hi, Low, A-go-go'



'Have you seen a dog, a great, big dog?'



How to sing correctly

- Stand up straight with arms by your side and shoulders relaxed.
- Complete some vocal warm – ups. E.g. Tongue twisters and scale exercises.
- Wide open mouths to enable the sound out.
- Be loud but not shouting.

Basic Rhythm

Note	Name	Value
	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semi-Quaver	¼ beat

Tips for Group work:

1. Someone must always count you in 'after 4 ... 1,2,3,4'.
2. Assign a group leader to ensure you stay focused and everyone knows what they are doing.
3. Practice and do it slowly. You can increase the tempo (speed) when you become more confident.

YEAR 7 CYCLE 1 MUSIC

Music Cycle 1 B

Back to Basic

Guitar

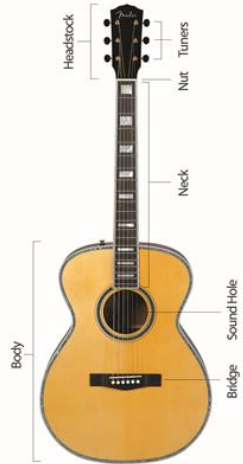
Ukulele

How to read TAB

1st string (E string)
2nd string (D string)
3rd string (A string)
4th string (G string)

1st string
2nd string
3rd string
4th string

Playing the guitar



How to hold a guitar



- Against your chest not flat on your lap
- Neck in your left hand
- Your right hand strumming or picking over the sound hole or just above.

Key Vocabulary:
Intonation: Singing in tune or not.
Melody: Another word for the 'tune'. It is a mixture of moving by step and by leap.
Projection: The ability to be heard by the audience.
Pitch – How high or low a note is.
Rhythm – The pattern of the notes.
Tempo – How fast or slow music is.
Texture – How many layers the music has (thick or thin?).
Instrumentation / Timbre – What instruments or sounds are used.
Structure – How the music is made up (e.g. song structure).
Polyrhythm: Many rhythms played at the same time.
Chord – More than one note played at once to create harmony.
Keyboard Technique – A good way to play the keyboard using more than one finger and having a good hand position.
Fluency – Playing smoothly.
Accuracy – Playing the right notes.
Notation – The way music is written.
TAB – Notation for guitar.

Finding C – Look for the two black notes (to the left).

Playing chords on keyboard

- Using 1 hand
- Using 3 fingers
- Staying relaxed
- Playing slowly
- Spotting patterns

YEAR 7 CYCLE 1 WEST EXE BACCALAUREATE

WEST EXE BACCALAUREATE – YEAR 7, CYCLE 1a – VALUES AND ASPIRATIONS				
Week 1 - Glossary	Week 2 - Kindness & Respect	Week 3 - Quotes about values	Week 4 - Aspirations & careers	Week 5 – Skills for 2030
<p>Values: The principles that guide our behaviour and our opinion of what is important.</p> <p>Aspirations: Our hopes and ambitions, the things that we want to achieve.</p> <p>Kindness: Doing nice and good things for people, without wanting or expecting any kind of praise or reward.</p> <p>Respect: Valuing people and treating them in the right way.</p> <p>Tolerance: Accepting people's beliefs, even if you don't agree with them.</p> <p>Why values are important</p> <ul style="list-style-type: none"> • Our values inform our thoughts, words and actions. • Our values are important because they help us to grow, develop and create the future we want to experience. • At West Exe School, our community values are Courage, Compassion, and Citizenship. We want our school to be a place where everyone feels safe and supported. You will be given loads of opportunities and we are committed to helping you achieve the very best you can. • We also expect everyone in our school to hold the values of kindness, respect and tolerance. 	<p>Kind actions</p> <ol style="list-style-type: none"> 1. Really listening to someone 2. Forgiving someone 3. Being polite to everyone 4. Paying someone a compliment 5. Spending time with a friend 6. Giving money to charity or volunteering 7. Helping someone with their homework 8. Picking up some litter – even if it's not yours! 9. Holding doors open for others 10. Smiling at people <p>3 elements of respect</p> <ol style="list-style-type: none"> 1. Respecting yourself <ul style="list-style-type: none"> • Accepting who you are; strengths and weaknesses. • Standing up for your beliefs • Saying no to peer pressure. 2. Respecting others <ul style="list-style-type: none"> • Helping and caring for others. • Embracing and celebrating differences. • Being kind to others. • Listening to others and being polite. 3. Respecting your environment <ul style="list-style-type: none"> • Not dropping litter and no graffiti. • Helping create a greener Earth. 	<p>"The mind is everything. What you think you become." The Buddha</p> <p>"If each of us would only sweep our own doorstep then the world would be clean." Mother Theresa</p> <p>"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou</p> <p>"If you can't think of anything nice to say, you're not thinking hard enough." Anonymous</p> <p>"Kindness is the language which the deaf can hear and the blind can see." Mark Twain</p> <p>"Anyone can find the dirt in someone. Be the one that finds the gold." Proverbs</p> <p>"How do we change the world? One random act of kindness at a time." Morgan Freeman</p> <p>"I stopped focusing on people being different, and I started treating everyone the same way." Ivan Glashenberg</p> <p>"There is no respect for others without humility in one's self." Henri Frederic Amiel</p>	<p>Aspirations are the things we want to achieve in life. They should be realistic, but they should also be ambitious.</p> <p>One important part of your aspirations is your career – the job that you want to do.</p> <p>Nobody expects you to know this already, but it is important to be thinking about this now.</p> <p>A study by the BBC has found that there is a huge difference between the jobs young people want to do and the jobs that are actually available.</p> <p>Most of you will be start work in the 2030s, when the world will be very different to now. A report has been published that shows which jobs will still be important in the year 2030:</p> <ol style="list-style-type: none"> 1. Teachers 2. Sports therapists 3. Artisans – e.g. coffee roasters, hairdressers and butchers. 4. Skilled tradespeople e.g. joiners and home decorators. 5. Hospitality and Catering professionals – e.g. chefs. 6. Engineers 7. Healthcare professionals 8. Vets and veterinary nurses 9. Salespeople 10. "Creatives" – e.g. designers, writers and game designers. 	<p>Cognitive flexibility: This just means being adaptable and able to multitask.</p> <p>Digital literacy: Being good with computers (including programming) and technology.</p> <p>Judgement & decision-making: Using data and other information to reach conclusions and make decisions.</p> <p>Emotional & social intelligence: Good communications skills, empathy and working well with others.</p> <p>Creative & innovative mindset: Thinking outside the box to come up with new and creative ideas.</p> <p>Quotes about aspirations</p> <p>"The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark."</p> <p>Michelangelo Buonarroti</p> <p>"To accomplish great things we must not only act, but also dream; not only plan, but also believe." Anatole France</p> <p>"I wondered about the explorers who'd sailed their ships to the end of the world. How terrified they must have been when they risked falling over the edge; how amazed to discover, instead, places they had seen only in their dreams." Jodi Picoult</p>

YEAR 7 CYCLE 1 WEST EXE BACCALAUREATE

WEST EXE BACCALAUREATE – YEAR 7, CYCLE 1b – CHRISTIANITY

Week 6 - God	Week 7 - Creation	Week 8 – Jesus (part 1)	Week 9 - Jesus (part 2)	Week 10 – Festivals
<p>Christians believe in one God. This is called monotheism.</p> <p>For Christians, God is:</p> <ul style="list-style-type: none"> • Omnipotent – all powerful, can do anything. • Omniscient – knows everything. • Benevolent – loves everyone unconditionally and equally. • Just – treats everyone equally and fairly. <p>Other words associated with the Christian idea of God are:</p> <ul style="list-style-type: none"> • Transcendent – God is greater than anything humans can understand. • Immanent – God cares about the world and people and interacts with them. <p>Christians also believe in the Trinity. This means they believe in “One God in three Persons”: The three Persons are, the Father, the Son and the Holy Spirit.</p> <p>Each ‘Person’ is separate from the others, has its own distinct characteristics, and each is fully God. But this does not mean there are three Gods.</p> <p>The Trinity is important to Christians because it shows that God is different from humans but still interacts with them.</p>	<p>The first book of the Bible is called Genesis which means ‘beginning’. It tells how God created the world in six days:</p> <p>Day one: Light</p> <p>Day two: The sky and oceans</p> <p>Day three: Land, trees and plants</p> <p>Day four: Sun, moon and stars</p> <p>Day five: Birds and fish</p> <p>Day six: Animals and humans</p> <p>Day seven: God rested</p> <p>Some Christians believe that Genesis 1 is literally true, God created the world in six 24-hour periods and rested on the seventh day. Today, many Christians see Genesis as allegorical. It explains God created the world, and humans, but should not be interpreted as a scientifically true textbook.</p> <p>For most Christians, the most important parts of the creation story are the ‘who’ (God) and ‘why’ (the creation of humans, to be in relationship with).</p> <p>Genesis tells Christians people are special because they are created in God’s image. It also teaches the world belongs to God and humans have a moral duty to look after it. Finally, God made men and women, so both genders are equal.</p>	<p>Christians believe that Jesus Christ was the Messiah, a saviour sent to save people from sin. The word Christ comes from Khristos, the Greek word for Messiah.</p> <p>Early Life</p> <p>The Bible says that the angel Gabriel visited Mary and told her she would give birth to the Son of God. Jesus was born in about 6 BCE in Bethlehem, a city in Palestine. Mary and her husband, Joseph, were from Nazareth, and that is where Jesus grew up.</p> <p>Ministry</p> <p>Jesus began preaching when he was about 30 years old. He had a group of 12 disciples, called the apostles, who helped spread his message. Jesus was a Jew, and many of his teachings came out of Judaism. He taught people to forgive others, to live a good life, and to honour God so as to enter God’s kingdom. He often taught by using parables, (short stories with a spiritual message), e.g. The Good Samaritan and The Two Builders. The Bible also describes various miracles he performed, such as raising the dead, turning water into wine, and healing the sick. Jesus attracted many followers.</p>	<p>Opposition to his ministry</p> <p>Jesus welcomed all people, even those Jewish religious leaders considered to be sinners. Some of these leaders thought that Jesus’ teaching was wrong. Others feared that he might start a political uprising. So, they plotted to have Jesus put to death.</p> <p>Death and Resurrection</p> <p>Jesus knew that opposition to him was growing. He and his apostles had a final meal together, (now known as the Last Supper). He told them his death was necessary to establish a new bond between God and humans. Later, one of the apostles, Judas Iscariot, betrayed Jesus who was found guilty of treason and blasphemy and sentenced to death. He was crucified, (nailed to a cross). On the third day, a group of women went to Jesus’ tomb and found the body gone. Jesus appeared to Mary Magdalene and the disciples. He spent 40 days on Earth after his resurrection, (return from the dead), and then ascended to heaven.</p> <p>Jesus’ resurrection is central to Christian belief. His apostles continued to preach his message, and as that message spread, Christianity was born.</p>	<p>Easter. Easter Sunday is the most important day of the year for Christians. It is when they celebrate Jesus being resurrected (coming back from the dead). Easter Sunday comes at the end of Holy Week which begins with Palm Sunday. Other important days are Mauandy Thursday which remembers the Last Supper and Good Friday which marks the day Jesus was crucified.</p> <p>Celebrations: Candles are used to start the Easter Day celebrations. Churches are filled with flowers. These represent new life. Easter is the end of Lent. Easter eggs are often given out as a symbol of new life.</p> <p>Christmas. Christmas marks the birth of Jesus who Christians believe is the Son of God and the Messiah.</p> <p>Celebrations: Some churches start the day with a midnight service. In Bethlehem, Midnight Mass is celebrated at the place of Jesus’ birth in the Church of the Nativity. Candles are used as a symbol of light overcoming darkness. Exchanging presents at Christmas reminds Christians that Jesus was a gift from God.</p>

INTRODUCTION OF GRAMMAR

Introduction to Grammar – Knowledge Organiser

Name		Definition	Example
Types of Verb	Verb	A verb expresses an action, state or a condition in a sentence. These can be either verbs of doing or being	The boy ran to the park. I was here long ago.
	Auxiliary Verbs	Auxiliary verbs help to form the various tenses, moods, and voices of other verbs. Auxiliary verbs: a form of be, do, have or a modal, used with a main verb to form different tenses	She is reading a book. We were going to the beach. I had to eat the cake.
	Modal Verbs	These combine with other verbs to express necessity, possibility, and intention.	You should know what modal verbs are. He might not know the milk has gone bad. I ought to stop eating so much cake.
	Participles	They are words formed from verbs and look like verbs, but they are used as adjectives (i.e. they describe a noun). Past participles end in 'ed', present participles end in 'ing'. These will always be non-finite.	In the house, there was a screaming witch. The worried man kept eating the cake. The dying woman reached for the hand of her weeping son.
	Gerunds	A gerund is a verb that is acting as noun in a sentence. It's made from a verb by adding '-ing'. Infinitives are the 'to' form of the verb. E.g. to ski Gerunds are the 'ing' form of the verb which acts as a noun.	Skiing is fun. I enjoy skiing.
Finite or Non-finite?	All verbs – regardless of their type – are either finite or non-finite when they are used. Finite verbs can only be used in some circumstances – if you change tense, the number or the person it will have to change. Whereas, a non-finite verb can be used in ANY number of circumstances. They won't change even if you alter the tense, the number or the person.	Ben sat on the bench, looking at the ducks. <i>First, identify the verbs...</i> In the park, Ben sat on the bench, looking at the ducks. <i>Then, change the tense...</i> In the park, Ben sits on the bench, looking at the ducks. Sat is finite – It had to change. Looking is non-finite – It didn't need to change	
Types/parts of sentence	Main Clause/Simple Sentence	A main clause/simple sentence has one – and only one - finite verb and a subject. (It can have as many non-finite verbs as you like.) A subject is the thing doing the verb.	The crocodile ate my friend. In the desert, scorpions hide . The car crash was unexpected and tragic.
	Object	A main clause can have an object, but it doesn't need one. The object is the thing that receives the verb – the subject affects it in some way.	The girl kicked the ball . The man ate all of the cake .
	Imperative sentences	Imperative verbs act as an instruction or command. It is a sentence, but it only has a finite verb as the subject is implied. This means it is obvious who the sentence is referring to so that it doesn't need to be stated.	Sit down. Hand me that cake! Tell me when the pain started.
	Compound sentence	Two main clauses linked together by a co-ordinating conjunction (FANBOYS). For/And/Nor/But/Or/Yet/So	The chips were delicious, but the fish was foul. I went to the shops to get some cake, so I could eat it for dessert. The man went dancing and the woman played Xbox.
	Complex sentence	Made up of two parts: a main clause and one or more subordinate clause . A subordinating conjunction always comes at the start of the subordinate clause.	The boy sat down after he heard the news . Nobody saw the alien because he was invisible .

INTRODUCTION OF GRAMMAR

		As above, but the subordinate clause comes before the main clause. It needs to be separated by a comma.	After he heard the news, the boy sat down. Because he was <u>invisible</u> , nobody saw the alien.	
		Clauses and phrases can be embedded in both main and subordinate clauses. They are <i>usually</i> embedded between the subject and the finite verb (of either the main or the subordinate clause). A comma is needed both before and after the embedded ingredient	The nun, <u>with whom I recently had a falling out</u> with , prayed to God.	
		A fragment is a word, that is punctuated as if it is a sentence. It is not a sentence because it doesn't have a subject and a finite verb. Fragments add emphasis, create a colloquial style and create realistic speech.	This is the worse day ever. Ever. She told me that if I didn't do my homework, she'd put me in detention. Well, whatever. "Where are you going?" "Home."	
		Whereas a clause has BOTH a subject and a finite verb, a phrase does not have BOTH a subject and a finite verb. A group of two or more words which usually do not contain a finite verb and which can act as a noun, verb, adverb, adjective or preposition.	This is a clause: after the <u>school day</u> ended. This is a phrase: after school.	
Phrases	Prepositional Time Phrases	Phrases that indicated when something happens. A comma is needed to separate a (prepositional) time phrase from the rest of the sentence when it is before the main clause.	Yesterday, it was snowing heavily. It was snowing heavily yesterday.	
	Prepositional Place Phrases	Phrases that indicated where something happens. A comma is needed to separate a (prepositional) place phrase from the rest of the sentence when it is before the main clause.	Under the hill, Bilbo Baggins lived. Bilbo Baggins lived under the hill.	
	Present Participle Phrases (ING)	Begins with an ING present participle and it does not have a subject or a finite verb. They are separated from the main clause with a comma – BOTH when they are before the main clause AND when they are after it. The phrase must refer to the subject of the clause.	Thinking about her hot dinner , the woman shifted on the cold seat. Watching their daughters play football , the two mothers shouted support.	
	Past Participle Phrases (ED)	As above, but begins with an ED past participle.	Scared he might not make it , the boy ran to the toilet. The young couple hugged, thrilled at the news of their pregnancy.	
	Adverbs	An adverb can be placed at the beginning, middle and end of a sentence. Adverbs are used to qualify or modify the verb. At the beginning it needs to be separated by a comma; in the middle of the subject and finite verb it needs be embedded between two commas; at the end it does not need to be separated.	Suddenly, the building exploded. The building exploded suddenly. The building, suddenly, exploded.	
Advanced Punctuation	Semi-colon	Semi colons link two main clauses to form one sentence. They need to be related by topic or action. It does not link a sentence to a subordinate clause or phrase. You do not use a capital letter after a semi-colon.	This is how you use a semicolon; it is easy when you know how. My mother is from Italy; my father is from Poland.	
	Colon	Colons introduce information, expanding or embellishing a point that has already been made. The information on each side is essentially the same but after the colon, there's usually more detail. You can imagine the colon being a stand in for the phrase 'let me tell you about it'.	It is very cold outside: there are icicles hanging from my front door and the post man arrived by sled! I am allergic to two things: eggs and honey.	
	Dashes	The dash is a punctuation mark used for emphasis and effect: it can be used to replace a colon, a semicolon, an ellipsis, brackets or a comma.	The dash is a versatile tool – it can replace a semi-colon or colon. You might also want to know – if you're <i>really</i> interested – that it can replace commas too.	

