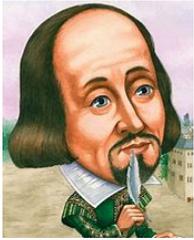


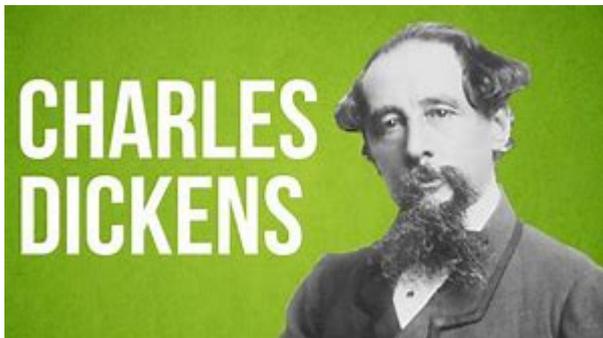
Pre-learning Booklet





Prepare yourselves! In your study of English, you will venture into the dark and sinister world of Victorian London. You will then be whisked away to a magical island where you will meet magicians and monsters. If that is not enough, you will then travel through time in an exploration of ideas beyond your imaginations. Prepare yourselves for the adventure of English!

Be Prepared! What do you know and what can you find out about the author's that you will study in year 7?



- 1: When and where was Charles Dicken born?
- 2: Where did Dickens work as a child and how much was he paid?
- 3: What happened to Charles Dicken's father?
- 4: What was Charles Dickens' first book?
- 5: What institution appears in 'Olive Twist' and what can you find out about it?



William
Shakespeare

- 1: When and where was William Shakespeare born?
- 2: The Globe is the name of Shakespeare's famous theatre in London, but what is the name of the theatre in his home town?
- 3: What is the RSC?
- 4: Which play do they believe is the first one Shakespeare wrote?



Be prepared! Your challenge is to find a poem about each of the following animals!



Your teachers would love it if you could start year 7 with examples of your own creativity!

Here are some ideas of what you could prepare!

Write a poem about your own pet. Use a **metaphor**. There is a definition of metaphor at the bottom of the sheet.

Write a diary entry called 'A day in lockdown'

Write a story that starts with the words 'Darkness. Everything was shrouded in darkness and I couldn't breathe.'

Use the versatile vocabulary and key vocabulary to help in your creative writing!



Below are some key pieces of information that you will need in year 7 so **Be Prepared!**

Key words for 'Oliver Twist'

morality – a code of right and wrong. People who try to be good can be called **moral** and people who do bad things can be called **immoral**.

vulnerable – in a situation in which you could be easily harmed. People living on the streets are **vulnerable**.

brutal – very violent or cruel.

corrupt – a word used to describe a person who uses their power in a dishonest or illegal way in order to make life better for themselves.

villain – a 'baddie' who harms other people or breaks the law to get what they want.

malicious – meant to hurt or upset someone.

victim – someone who has been harmed, often by other people.

naïve – If someone is naïve if they don't have experience of how complicated life can be and therefore trust people too much.

society – the people who live in a certain area. This could be a country, town or small group.

workhouse – a place where people who couldn't support themselves were sent to live and work.

Try writing some sentences using these key words.

Knowing their meaning will help you in your adventure through 'Oliver Twist'.



Key words for 'A Midsummer Night's Dream'

soliloquy - a speech in a play that the character speaks to himself or herself or to the audience, rather than to the other characters

severe – very strict or harsh

conflict – a serious disagreement, battle or struggle between two sides or ideas.

unrequited love – If a person loves someone who doesn't love them back, the person's love is unrequited

to mock – To mock someone is to make fun of them

chaos – a situation where there is no order and everyone is confused

to resolve – to solve a problem or difficulty

Poetry

Metaphor

Literal language: if something is **literal** it is accurate or precise.

- A **literal** description tells what actually happens.
- Something that is literal reports on events.
- An example would be 'he is lazy'

Metaphor: if something is a **metaphor** it is **not literal**.

- A **metaphor** does **not report on what actually happens**.
- A **metaphor** tells us more about something by bringing ideas together.
- An example would be 'he is a couch potato'



Literacy

Can you find the definitions to the verb, noun and adjective below, using a dictionary or the internet?

What do the anagrams say when they are unscrambled?

Can you solve the grammar issue?

What does this famous quote mean to you?

Can you crack the word problem?

What do you think about the 'Thought of the day'?

<p>Verb of the day eschew Show definition</p>	<p>Noun of the day orator Show definition</p>	<p>Adjective of the day affable Show definition</p>
<p>Easy scramble To make inefficient or worthless; muddle. adled Unscramble word</p>	<p>Grammar time What is wrong with the following sentence? I was going to go to the park but it was to cold outside. Show correction</p>	<p>Hard scramble One who makes dictionaries. eehlpxrogarci Unscramble word</p>
<p>Famous quote "The weak can never forgive. Forgiveness is the attribute of the strong." Show author</p>	<p>First and last Can you think of a word beginning with P and ending with E? Show a possible solution</p>	<p>Thought for the day Would you rather get revenge or get over it? New thought?</p>

Literacy at OAM

Every day, students and staff at the academy use literacy skills in a myriad of ways. Have a look at these amazing examples of work, communication and more from you and your teachers that demonstrate a real focus on literacy development and superb literacy achievement.

Staff email signatures with their 'words of the day' and 'current reading books'.

Literacy is about words and how we use them.
Students and staff at Oasis Academy Mayfield recognise that every one of us has the right to develop secure reading, writing, thinking, listening and speaking skills; with these skills we can confidently navigate the world, communicate and connect with one another. Every teacher at Mayfield demonstrates a positive attitude towards literacy that inspires and empowers students to reach and achieve beyond their potential in their school career and onward journey. We strive for an environment where precision and creativity in literacy is valued, practised and celebrated by all.

A beautifully formatted email sent by a student to a teacher—proofread and written with clarity.

Well done to all Year 11s for writing and delivering your speeches for the English GCSE 'Spoken Language' exams in February. Year 11 talked powerfully on topics of their choice. They developed their presentation skills as well as using ambitious vocabulary, a range of sentence types and varied punctuation for emphasis. There was also careful consideration of how to organise the ideas in their speeches for maximum persuasive impact.

6th May 2020

Animal Farm

- Stories could refer to what Squealer has been telling the animals about why the milk and apples are taken. These could be interpreted as stories because it seems that there is little basis to the facts they are claiming. However, the animals do seem to believe these 'stories' or partially believe it.
- I assume the song "beasts of England" (to the animals) means that they will not be under the control of man and can roam around the world free. It may also mean that the world will be better without man because he will not be able to harm them when they do wrong. The song also implies that all animals will have to work hard to be free.

3:

- Mr. Jones is neglectful and falls asleep drunk
- Old Major gathers all the animals as he considers them Comrades.
- Moses (a raven) does not appear at this meeting.
- Molly, a Mare, walks in late but does not seem to care
- Old Major believes that man is the problem
- The animals all consider each other as equal.

Use your **Knowledge Organisers** to help you build your subject vocabulary!

A carefully proofread final draft of work completed by a student in Year 8. Clear sentences, subject-specific vocabulary and accurate spelling and grammar.

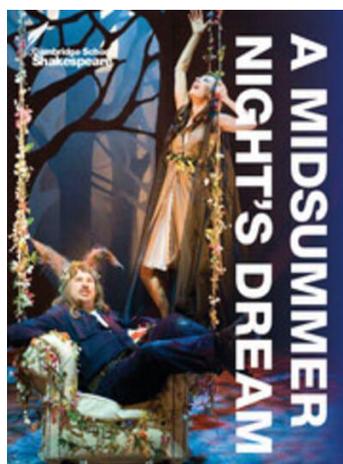
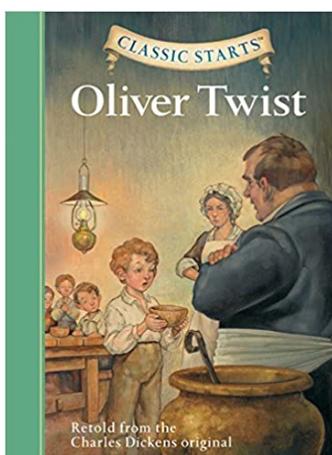
Look out for helpful literacy feedback from your teachers!



Each year, you will build on your understanding of vocabulary linked to the key texts in English. This vocabulary is 'versatile' because it can be used to write about all of the different pieces of literature that you will explore. Accumulating vocabulary makes reading, writing, thinking, speaking and listening a whole lot easier!

Year 7 Versatile Vocabulary

Right, good	Moral	Immoral	Wrong, bad
Easy to harm, fragile	Vulnerable	Secure	Difficult to harm
Violent, cruel	Brutal	Humane	Gentle, kind
Using power for personal gain	Corrupt	Virtuous	Moral, good
The 'baddie'	Villain	Hero	The 'goodie'
Cruel, manipulative	Malicious	Benevolent	Kind, good
Someone harmed	Victim	Assailant	Criminal, perpetrator
Lack of life experience	Nalve	Worldly	Experienced, sophisticated
Group, community	Society	Individual	Single person
A Victorian place for the poor to work in	Workhouse	Orphanage	A Victorian place for children with no guardians
A character speaking individually revealing thoughts and feelings	Soliloquy	Dialogue	Two or more characters speaking to one another
Strict, harsh	Severe	Lenient	Forgiving, tolerant
Unreturned feelings	Unrequited	Requited	Feelings that are returned
To make fun of	to mock	to defend	Support, protect from harm
Confusion, disorder	Chaos	Order	Tidy, controlled, clear
To solve a problem, difficulty	To resolve	Irresolution	Hesitancy, uncertainty
What actually happens	Literal	Metaphor	A writing technique used to compare something to something else



Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
composite number	a number with more than two factors	12 (it has 6 factors)
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 ($5^2 = 5 \times 5$) 49 ($7^2 = 7 \times 7$)
cube numbers	the result when a number has been multiplied by itself 3 times	8 ($2^3 = 2 \times 2 \times 2$) 27 ($3^3 = 3 \times 3 \times 3$)

Fractions, decimals & percentages

$\frac{1}{100}$	0.01	1%	$\div 100$
$\frac{1}{20}$	0.05	5%	$\div 20$
$\frac{1}{10}$	0.1	10%	$\div 10$
$\frac{1}{5}$	0.2	20%	$\div 5$
$\frac{1}{4}$	0.25	25%	$\div 4$
$\frac{1}{2}$	0.5	50%	$\div 2$
$\frac{3}{4}$	0.75	75%	$\div 4, \times 3$
1	1	100%	$\div 1$

Angles

full turn	360°
half turn	180°
right angle	90°
acute angle	$< 90^\circ$
obtuse angle	$> 90^\circ$
reflex angle	$> 180^\circ$
angles on a straight line	180°
angles inside a triangle	180°
angles inside a quadrilateral	360°

Shape vocabulary

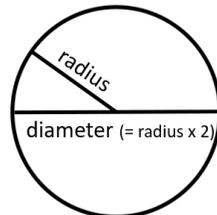
perimeter = measure around the edge (**circumference** = perimeter of a circle)

horizontal line

parallel lines

vertical line

perpendicular lines
(at right angles)



YEAR 6

Transition

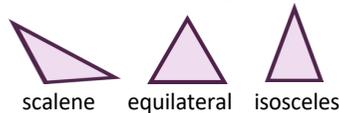
MATHS KNOWLEDGE ORGANISER

2D shapes

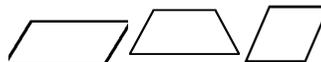
Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

polygon = shape with straight sides
regular = all sides/angles the same
irregular = sides/angles **not** same

Types of triangle



Types of quadrilateral



parallelogram trapezium rhombus

AREA

is the amount of space inside a 2D shape usually measured in cm^2 or m^2 .

Area of a triangle

$$= (\text{base} \times \text{height}) \div 2$$

Area of a parallelogram

$$= \text{base} \times \text{height}$$

(Height = perpendicular height)

Measurement conversions

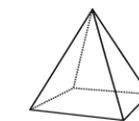
Month	Days
January	31
February	28 (29 in leap year)
March	31
April	30
May	31
June	30
July	31
August	31
September	30
October	31
November	30
December	31
1 year = 365 days (≈ 52 weeks)	

1 centimetre	10mm
1 metre	100cm
1 kilometre	1,000 m
1 mile	1.6 km
1 kilometre	$0.625 (\frac{5}{8})$ mile
1 kilogram	1,000 grams
1 litre	1,000 millilitres

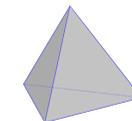
Co-ordinates

Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

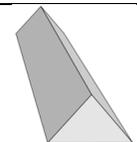
3D shapes



square-based pyramid



triangular-based pyramid



triangular prism

faces (the flat sides)	5	4	5
edges	8	6	9
vertices (the points where the edges meet)	5	4	6

Volume = the amount of space a 3D shape takes up, usually measured in cm^3 or m^3



Volume of a cuboid =
length x width x height

The mean

The mean is a type of average. To find the mean, add up all the numbers and divide by how many there are. E.g. the mean of 4, 5, 3, 4 is 4. (Because $4 + 5 + 3 + 4 = 16$, and $16 \div 4 = 4$)

Year 6 Transition quiz: memory mastermind!

Multiplication and division vocabulary

- 1) List all the **factors** of 36: _____
- 2) List all the **common factors** of 24 and 32: _____
- 3) List all the **prime numbers** under 20: _____
- 4) What's a **composite number**? _____
- 5) What are the **prime factors** of 12? _____
- 6) List the first 6 **multiples** of 9: _____, _____, _____, _____, _____ and _____
- 7) What is the **lowest common multiple** of 4 and 6? _____
- 8) List 3 different **square numbers**: _____, _____ and _____
- 9) What is 3^3 ? _____

Fractions, decimals & percentages

Complete the conversion grid.

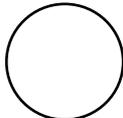
Fraction	Decimal	Percentage	Operation
$\frac{1}{2}$			
	0.2		
		1%	
			$\div 10$
$\frac{3}{4}$			$\div 4, \times 3$
	0.25		
		5%	

Angles

Complete the grid.

How many degrees...	
in a full turn?	°
in a half turn?	°
in a right angle?	°
in an acute angle?	°
in an obtuse angle?	°
in a reflex angle?	°
on a straight line?	°
inside a triangle?	°
inside a quadrilateral?	°

Shape vocabulary

Draw a horizontal line.	Draw a vertical line.	Draw a pair of parallel lines.	Draw a pair of perpendicular lines.	Label this circle with its circumference, radius and diameter.
				

2D shapes

Complete the grid.

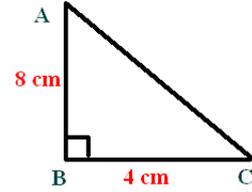
Name	No. of sides
octagon	
	5
nonagon	
	7
quadrilateral	
	10
hexagon	

What is a **polygon**? _____

What's the difference between a **regular** and **irregular** polygon?

What is the area of this triangle?

Area = _____



What is the area of this parallelogram?

Area = _____



Below each shape, write its name (don't just write 'triangle' for the first 3 – be specific!)

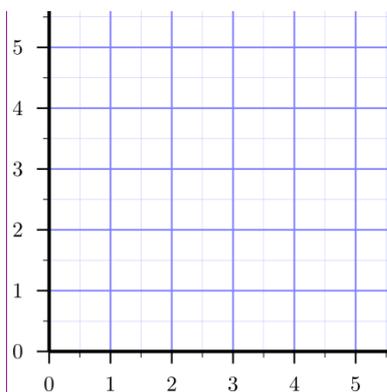
Measurement conversions

- List all the months that have exactly 31 days: _____
- List all the months that have exactly 30 days: _____
- What's different about a leap year? _____

Complete the conversions.

1cm =	mm	1km =	m	1 litre =	ml
1m =	cm	1 mile =	km	1 kilogram =	g

Co-ordinates Write an **X** on the co-ordinate (3,5).



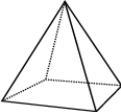
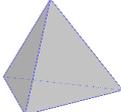
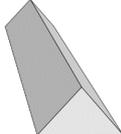
The mean

What is the mean of the following numbers?

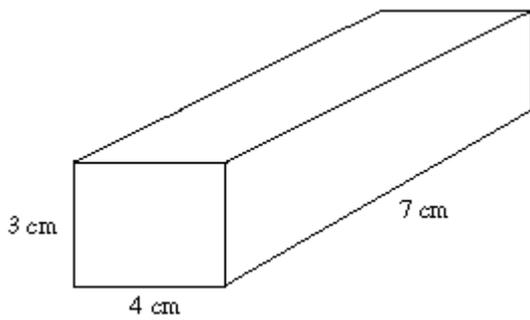
5, 7, 2, 8, 3

Mean = _____

3D shapes

Complete the grid.			
What is this shape called?			
How many faces does it have?			
How many edges does it have?			
How many vertices does it have?			

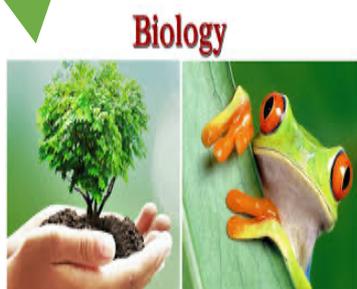
What's the volume of this cuboid? _____



Here is your transition passport to being an awesome scientist at Mayfield

Science is all about studying the exciting world around us. We study it through the 3 main disciplines of Biology, Chemistry and Physics.

Biology is the study of life and living organisms



Chemistry is the study of matter and the chemical reactions between substances



Physics is the science of how things work



Do you accept the challenge of discovering what you already know before starting Year 7?

Try and complete as many sections as possible to be awarded E praise points, all completed topics will enter you into a free prize draw for an Amazon voucher. Good luck

We are really excited to see what you have learnt in your first assessment at Mayfield

Biology The living body	Website address	Date completed	Score achieved on quiz
What is the digestive system?	https://bbc.in/2UjS3sm		
What happens to food in your mouth?	https://bbc.in/377tLHc		
What happens in your stomach?	https://bbc.in/3h3C8rS		
What happens in your intestines?	https://bbc.in/30ITVVD		
Biology The living world	Website address	Date completed	Score achieved on quiz
What is a food chain?	https://bbc.in/30dQ8t8		
Food chain challenge - woodland	https://bbc.in/2Y9mXEV		
How do ecosystems work?	https://bbc.in/2BFYPCs		

Chemistry Changing materials	Website address	Date completed	Score achieved on quiz
What is dissolving?	https://bbc.in/2XBqHjE		
What is separation?	https://bbc.in/2XBqLjO		
What are irreversible changes?	https://bbc.in/3cGITfS		
Chemistry Solids, liquids and gases	Website address	Date completed	Score achieved on quiz
What are the states of matter?	https://bbc.in/2MztYcV		
What are freezing and melting?	https://bbc.in/3eUEmYQ		
What is evaporation & condensation?	https://bbc.in/3gXaLQm		
What is the water cycle?	https://bbc.in/2A8CL2T		
Physics Forces	Website address	Date completed	Score achieved on quiz
What is a force?	https://bbc.in/379bHN5		
What is friction?	https://bbc.in/377wQah		
What is water and air resistance?	https://bbc.in/3dGbjrU		
Physics Electricity	Website address	Date completed	Score achieved on quiz
What is electricity?	https://bbc.in/2Ucrm99		
What are conductors and insulators?	https://bbc.in/2Uy3JYX		
How can you change a circuit?	https://bbc.in/3cl2igu		



Extension task: Create an informative poster or something creative, to help you remember the key points from these topics you have learnt this summer.

Remember to bring your poster to school on your first day



ELEMENTS OF ART – Knowledge Organiser

Elements of Art: These are the basic tools that are used by artist in creating art and visual communication; they are what you use to create aesthetically pleasing work. When we make art, we need to understand and apply these eight elements of art which, when combined create a **COMPOSITION**.

COLOUR
A element of art describing: hue, value and intensity.

FORM
An element of art that is 3D and encloses volume; includes height, width AND depth.

TOPE
Journey from light to dark.

PATTERN
A series, sequence or repetition of shape and/or colour.

SHAPE
An element of art that is two-dimensional, flat, or limited to height and width.

LINE
Defines shape, the outer edges of something.

COMPOSITION
The position and layout of shapes on the paper.

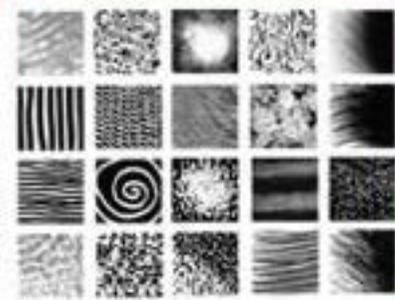
SCALE
The different sizes of shapes used.

TEXTURE
The feel or appearance of a surface, how rough or smooth it is.

Process and Techniques are the way in which the Art elements are used and combined in art work to express ideas.

TECHNIQUES AND PROCESSES

WHAT IS MARK MAKING?
WHY USE GESTURAL QUALITIES?
Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat. Artists use gesture to express their feeling and emotions in response to something seen or something felt.



MONOCHROME
Monochrome means one colour, so in relation to art, a monochrome artwork is one that includes only one colour.



COLOUR:
Colours are traditionally classified as; **Primary colours** - red, blue, yellow or **Secondary colours** - orange, green, purple.

These can also be grouped into warm, cool, and neutral colours.

MONOCHROMATIC colours are the tints, shades and tones of a single hue creating value of tone.



ZONE
Journey from light to dark



See if you can complete the tonal grid below using a pencil showing journey from Light to Dark.

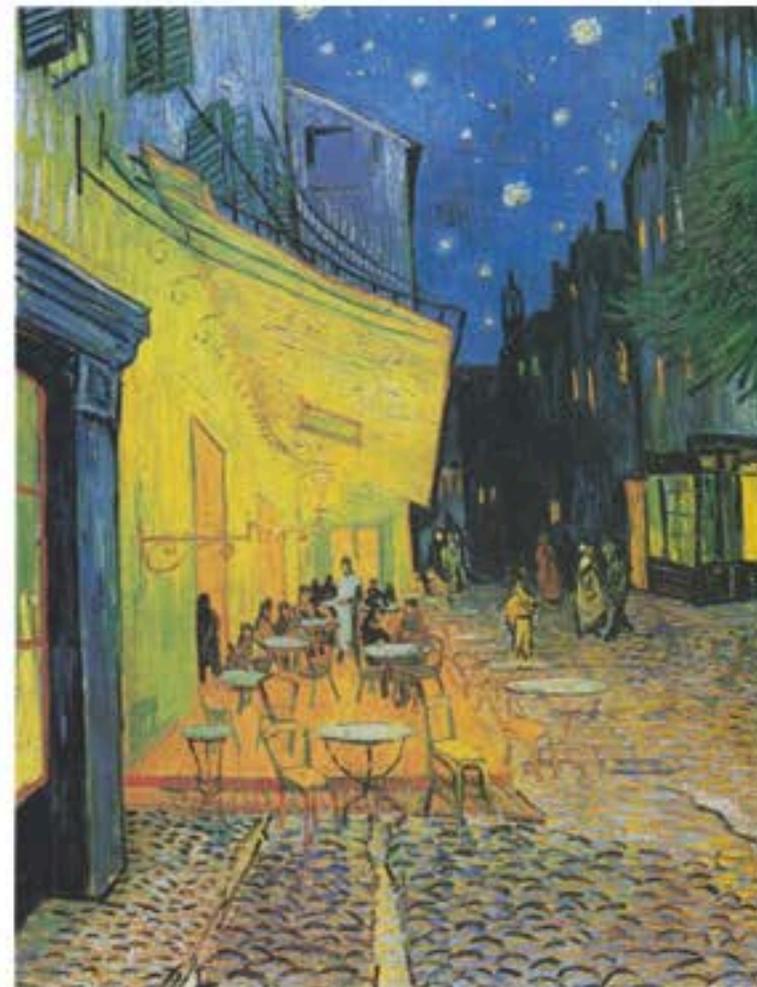
--	--	--	--	--	--	--	--

Create a tonal drawing of the shell below, aim to use a range of tones and marks.



Identify where Vincent Van Gogh has used the elements of art in the *Café Terrace at Night*, 1888 oil painting. See if you can find them all from the list below.

- Primary Colour
- Secondary Colour
- Tertiary Colour
- Form
- Shape
- Line
- Tone
- Pattern
- Texture
- Scale
- Mark making



Where did Van Gogh create *Café Terrace at Night*, 1888 oil painting?

Describe the use of colour, is it warm or cool colours?

Can you research and name another Van Gogh painting?

Café Terrace at Night is an 1888 oil painting by the Dutch artist Vincent Van Gogh.

Vincent Van Gogh was born on 1853, in Holland, and is known for his unique style of painting. With his ultra vivid colours and powerful emotional impact, Van Gogh had huge influence on 20th century art.

Food Preparation and Nutrition Year 6

What I require from	Maintaining the	Equipment used for
<p>Punctuality is key as we only have 1 hour lessons</p> <p>No chewing gum allowed in the Food room</p> <p>Long hair must be tied up to prevent physical contamination</p> <p>Aprons must be worn to protect your clothes, and the food you are preparing</p> <p>No jewellery to be worn when preparing and cooking food</p> <p>No nail varnish or fake nails due to the risk of physical contamination</p> <p>Blazers must be removed</p> <p>Shirt sleeves must be rolled up</p> <p>Noise levels must wherever possible be kept down to enable the teacher to hear any problems</p> <p>No running, pushing, throwing at any time as you could cause an accident</p>	 <p>There is no dishwasher, you are the dishwasher!!</p> <p>Hot, soapy water must be used when washing up to help kill bacteria</p> <p>Draining board must be cleared and wiped down before you start so you have somewhere clear and clean to put your washing up</p> <p>Put equipment upside down on draining board so excess water drains away</p> <p>Dry equipment properly and put away properly (stacked) in correct cupboard/drawer</p> 	 <p>Brushes to remove light dirt and clean sieves and graters</p>  <p>Green scourer to remove heavier dirt</p>  <p>Metal scourer to remove heavy stains/dirt. Do not use on non-stick surfaces</p>  <p>Dish cloth for wiping down worktop and draining board</p>  <p>Tea towel for drying washed equipment</p>



Washing up liquid (blue)



Hand wash (pink)



Key words

Health and Safety

Hygiene

Bacteria

Cross contamination

Main pieces of equipment:



Hobs (Used for: sautéing; boiling; simmering; steaming, browning, dry and shallow frying).

We have 5 gas, 6 electric (halogen) and 1 induction hobs in the Food room .

Ovens (Used for: baking and roasting)

We have 12 electric fan ovens in the Food room, all of which have a top oven/grill that we use for grilling, toasting and browning.

Microwaves (Used for: cooking, par-cooking, melting and de-frosting)

We have 5 microwaves in the Food room.

Chopping board colour coding

Red - Raw meat
Blue - Raw fish
Yellow - Cooked meat
Green - Salad and fruit
Brown - Vegetables
White - Bakery and dairy

In Food Technology we use:

	Raw meat only
	Fruits and vegetables
	Dairy, bread and cooked meat

The Food room **G10** is split into 12 fully equipped work stations. Students have to share the ovens and hobs in pairs. Sinks, microwaves, kettles are shared between work station (up to 4 students). Each work station is equipped with enough cooking equipment (pans, sieves, bowls, etc.) for every student to have their own. We also have 3 fridges for students to keep their ingredients in from the start of the day .


KEEP CALM

Food Preparation and Nutrition Year 6

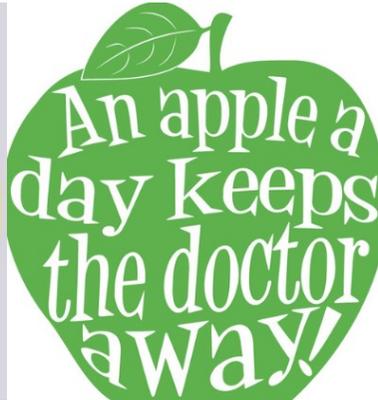
Micronutrients

Micro means **tiny** they are needed in **smaller amounts** (**mg** = milligram and **mcg** = microgram)

The key difference between a vitamin and a mineral is that vitamins are **organic**, meaning they come from **living things: plants and animals...**



Key words



CARBS = ENERGY (FUEL)

Complex = Continuous ✓ Vegetables ✓ Whole Grains ✓ Beans ✓ Glycogen ✓ Starch ✓ Dextrose	Simple = Spike ✓ Fruit ✓ White flour pasta, bread, tortillas ✓ Sugar, honey ✓ Sweets ✓ Fructose, lactose, maltose, sucrose, glucose
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Macronutrients

Macro means big they are needed in **greater amounts** (**g** = gram)

Nutrition

Balanced diet

Health

Macronutrients

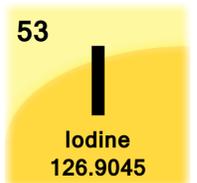
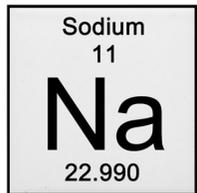
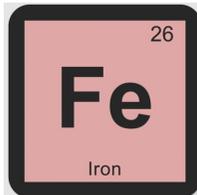
Carbohydrates

Protein

Fat

Micronutrients

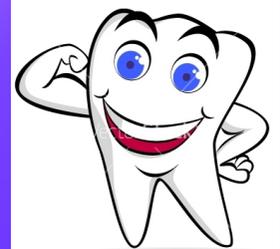
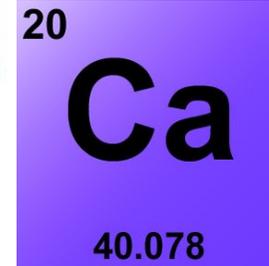
Vitamins & Minerals



12% of your diet should be from protein with an emphasis on more sustainable protein foods beans and pulses rather than animal based source

Growth and Repair

- Growth of all cells and tissue
- Repair and maintenance of all **body tissue**
- 3rd source of **energy**
- Makes **hormones, enzymes and antibodies**



Food Preparation and Nutrition Year 6

Key words

- Nutrition
- Balanced diet
- Health
- Macronutrients
- Carbohydrates
- Protein
- Fat
- Micronutrients
- Vitamins & Minerals



Bridge grip



Claw grip



Pasta salad

Pasta sauces

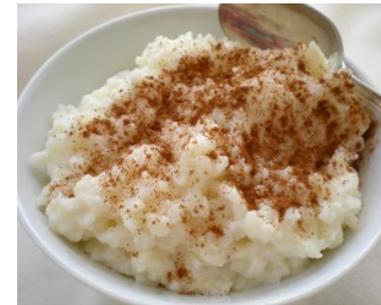
Bread

Potatoes

Rice

Breakfast

Lunch



Nutritious products with an emphasis on savoury food...



WELCOME TO: Oasis Academy Mayfield Modern Foreign Languages Department

Bonjour!

Je m'appelle Madame Beardshaw (my name is Mrs Beardshaw) and I am the Curriculum Leader for Languages. When you join us in year 7, you are going to learn French!

To set you off on your learning journey, see how many of the challenges opposite you can complete before we meet each other in September!

There are 20 challenges in total! Can you do all 20?!

Bonne chance!

(Good luck!)

Au revoir,

Madame Beardshaw ☺



THE GREAT FRENCH LANGUAGE CHALLENGE

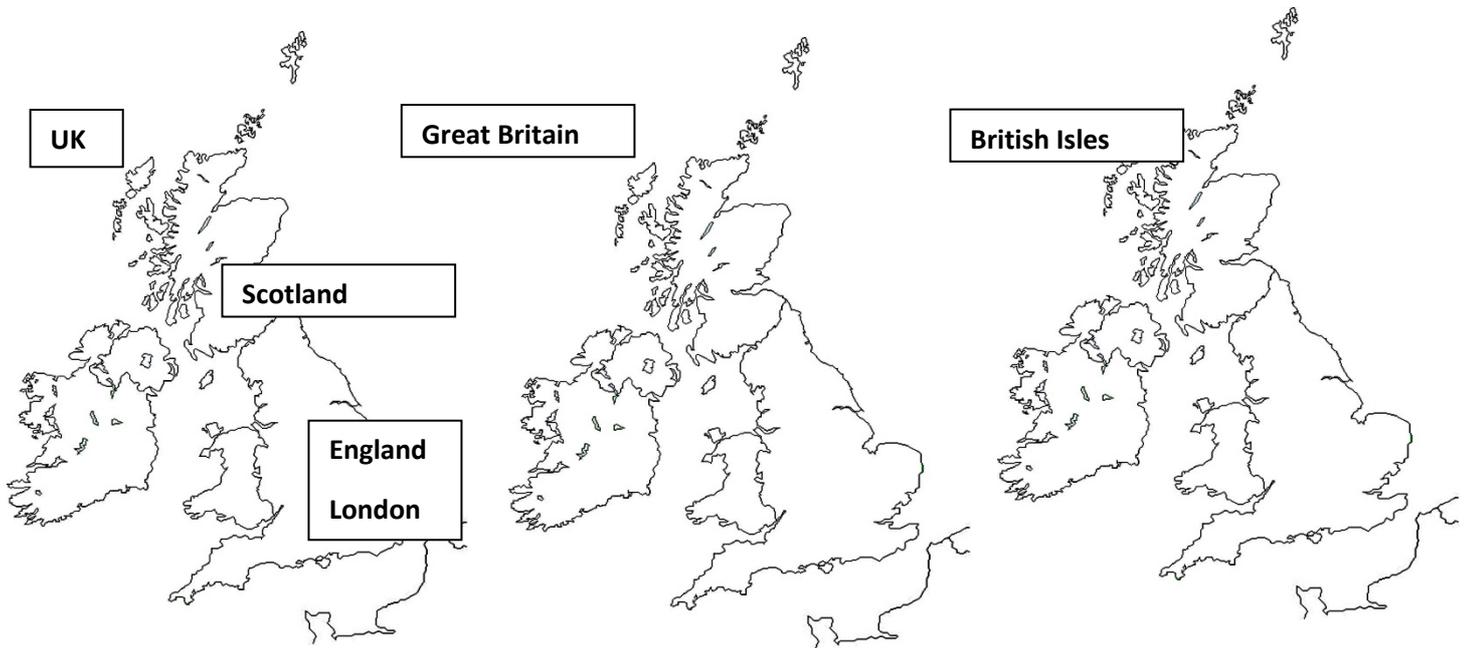


Geography Pre-Learning

In year 7 we will cover the following topics: UK and map skills, natural hazards, weather and climate, economic and social development, rivers and Africa.

These activities will help you get ready for these topics and hopefully get you excited about learning Geography.

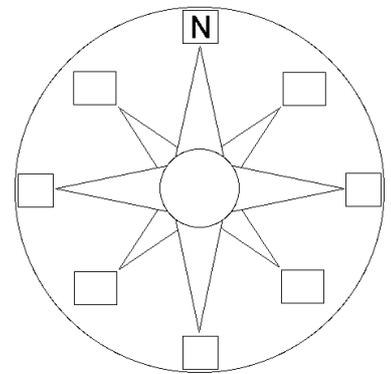
UK AND MAP SKILLS



1. For each map label the **countries** and **capital cities**, I have started the first one for you.

Note: Not all the countries will need labelling as they will not all be part of the group. It may help to colour the countries that are part of each group.

2. **Complete the compass:**



3. **Complete the sentences below to describe where Southampton is located:**

Southampton is located in the county of H....., this is in the S..... of England.

Southampton is in the S..... of Hampshire. The Isle of Wight is S..... of Southampton.

The Capital city of England, L..... is N..... of Southampton.

NATURAL HAZARDS

4. **Label the layers of the earth:**

Volcanoes and earthquakes happen when the crust moves. The crust moves because it is solid but underneath the crust the magma is liquid and moves. This means the crust is pulled and breaks.

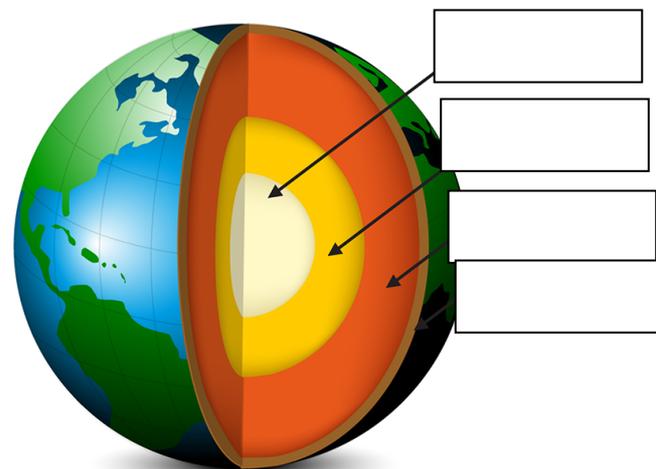
5. **A famous earthquake was in Haiti in 2010.**

Complete the facts below and try to learn them.

..... deaths.

..... Injured

LAYERS OF THE EARTH



..... Homeless,houses destroyed. The total cost was.....\$billion.

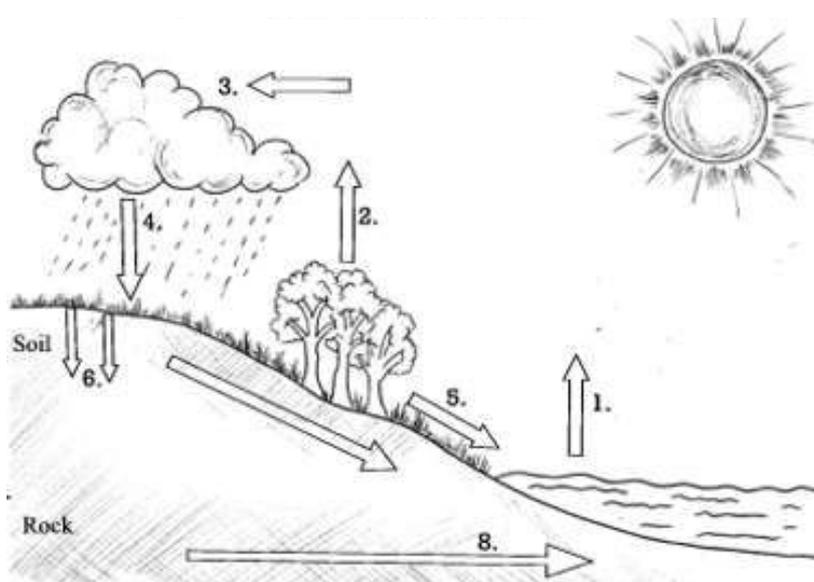
One way to reduce the effects of an earthquake is by having a “grab bag” ready. The grab bag would have all the things you would need to survive the first few days after an earthquake.

6. In the bag below, draw and label all the things you would pack. I’ve added an example.



WEATHER AND CLIMATE

The amount of water on the earth has never changed, however it has changed the state it is in. Water can be found as a Solid, liquid and gas.



7. Complete the water cycle below putting the labels in the correct place.

- PRECIPITATION
- GROUNDWATER FLOW
- LAKE/OCEAN
- EVAPORATION
- SURFACE RUN OFF
- TRANSPIRATION
- INFILTRATION
- CONDENSATION
- RIVER



Welcome to History at Mayfield



History in year 7

During year 7 you will have one lesson of history a week. You will learn how to ask exciting questions about the past and develop skills needed to investigate and formulate answers to your questions. Did the Normans bring a 'truck load of trouble'? Was medieval England a place of fear and decay? Was Henry VIII hungry for power? These are just some of the key questions you will ask during your first year with us at Mayfield, and during your time with us you will become inquisitive historians able to use a variety of sources to draw conclusions about the past.



Who are the History teachers?



'Hello everyone, my name is **Mr Hall** and I'll be joining Oasis Mayfield this September as the **Head of History** so I'm also a little nervous, like you I imagine. My favourite area is History is really difficult to say as I probably discover a new one every month. At the moment I am absolutely obsessed with the Vikings and Anglo-Saxons in England. I have also always found myths really interesting so I have a lot of knowledge around Ancient Greece and Rome, but from being young my favourite was always King Arthur. Definitely feel free to come up to me in school and ask for help, although you will likely know your way around the school before me!'

Hello, I am **Miss Weeks** and I have been teaching at Oasis Academy Mayfield since September 2017. I am a History Teacher and also Head of Year 9 going in to Year 10. My favourite thing about teaching History is sharing my passion for discovering what life was like in the past with others. As History is my favourite subject, I like spending some of my spare time travelling around the world visiting historical sites. In my picture you can see me at Checkpoint Charlie in Berlin, Germany. This was one of the best places I have ever visited! I have so many favourite topics in History but a few of them are social and political History from the Victorian Period up until the Modern Day. I really enjoy learning about how ordinary people, like me and you lived in the past. But I also have a huge curiosity for all things Crime and Punishment and with a particular interest in the serial killings of Jack the Ripper. I hope you will enjoy History here at Mayfield as much as I do, I cannot wait to meet you all but for the time being stay safe!



'Hi everyone! I'm **Mr. Howard** and I've been at Oasis Mayfield since November last year. I really love Modern history, which is what we call history from the Victorian times to recent times. I know lots about the two World Wars and about Britain from the 1950s. I also know quite a bit about the history of London (as it's my home city) and military history (as it's my favourite topic). I have read lots about history, so if you would like to know something then come and ask me!'

Chronology

You might be used to thinking about history as being a timeline of events. The proper word for this is **chronology**. Chronology is the arrangement of events or dates in the order that they happened. It is really important that you have a good understanding of chronology when you study history.

Historians use different measurements of time. They might refer to a specific date, for example the Great Fire of London happened in 1666. They might refer to a decade, which is 10 years. For example, they might talk about fashion during the 1940s. Most commonly, they will refer to centuries. A century is **100 years**. Centuries can be confusing, but there is a simple way to work it out.

If you have access to the internet, try watching this video! It will really help you understand what we are looking at below.

https://www.youtube.com/watch?v=pT_BW0H00OU

In many parts of the world, history is split according to when Jesus was born. Anything before he was born is called **B.C** (before Christ). Anything after he was born is called **A.D** (Anno Domini, which basically means after he was born).

A century is 100 years. So:

Anything from 1 A.D to 99 A.D is the 1st century

Anything from 99 A.D to 199 A.D is the 2nd century...and so on.

There is a very quick way you can work this out. For any four digit date, for example:

1066, 1532, 1776, 1851, 1914

You take the first two digits (which are in bold) and add 1 to find out the century. So,

1066, **15**32, **17**76, **18**51, **19**14,

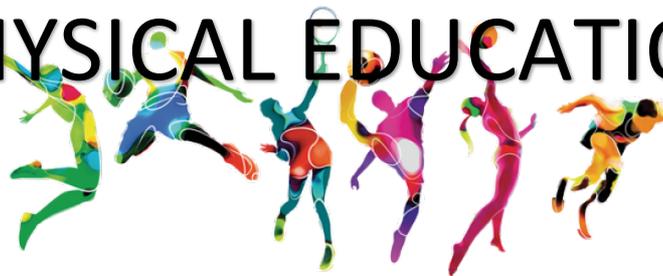
+1 +1 +1 +1 +1

=**11**th =**16**th = **17**th = **19**th = **20**th

So, now that you know this, see if you can work out the centuries for these famous historic events:

1. England won the football World Cup in 1966.
2. Henry VII broke with the Catholic Church in 1533.
3. Barak Obama became the first black President of the USA in 2009.
4. William, Duke of Normandy, won the Battle of Hastings in 1066.
5. The Black Death wiped out a third of the population in 1348.
6. King Charles I was executed in 1649.
7. Queen Victoria came to the throne in 1837.
8. The Great Fire of London tore through the city in 1666.
9. Queen Elizabeth I defeated a fleet of Spanish ships in 1588.
10. The Titanic sunk in 1912.

PHYSICAL EDUCATION



Welcome to Physical Education (PE)!

About PE: The PE department is made up of six teachers: Ms Palmer, Mr Lambert, Mr Hardyman, Ms Berry, Ms Barker and Ms Booth. You will be taught by one of these teachers, and will have two hours of PE each week, plus lots of extracurricular clubs and teams to get involved with!

We are looking forward to teaching you the following sports: Football, Rugby, Netball, Basketball, Handball, Hockey, Fitness, Athletics, Tennis, Rounders, Cricket, Softball, Dance and Gymnastics.

As you will have seen from the Virtual Tour, there is lots of space for PE at Oasis Mayfield. We have a Sports Hall, Fitness Suite, Theatre, MUGA and Playing Fields.

At Oasis Mayfield we love seeing students physically active and working hard to achieve their Personal Bests (PBs). With this in mind, there are lots of challenges and sports tasks in this activity pack to help prepare you for PE at Oasis Mayfield.

Your challenge: *Get involved and try out the challenges below. Can you improve your PB at 2nd, 3rd or 4th attempt?*

If you have any questions, or want to let us know how you are getting on with the challenges: email: laura.palmer@oasismayfield.org ; or tag us on Twitter @OAM_PE / Instagram @oamphysicaleducation

Sport Specific Challenges:

Standing Long Jump

Power

Watch:

https://www.youtube.com/watch?v=tf7YG9xwscA&list=PL6DK6xTdLkmwBkVBUkZZ2L_oTT6VXErNO&index=3

Complete the standing long jump and record your score.

Top Tip: swing your arms to help pull your body forward

Target Throw

Accuracy

Set up: a starting place and three targets to aim for (roughly 1m, 3m & 5m away).

Have 5 attempts at throwing a ball/rolled up socks into/past the targets.

Try to get the most points possible:

1m = 1 point, 3m = 5 points, 5m = 10 points

Catching Challenge

You need a ball or rolled up socks.

1. Throw ball up in the air make 10 successful *two hand catches*, 10 successful *one hand catches with strong hand*, 10 successful *one hand catches with weak hand*.

REPEAT!

2. Alternate hand wall toss - <https://www.youtube.com/watch?v=SPTsngQzkzI>

3. Juggling - <https://www.youtube.com/watch?v=kCt1bmSASCI>



Hand-eye coordination

Physical Challenges:

Power

Speed Bounce

Watch:

<https://www.youtube.com/watch?v=jB1NWHOqpTA>

Set up: Find an improvised wedge, e.g. rolled up towel.

Time yourself for 30 seconds, how many jumps can you complete?

Speed

5m Shuttle Run

Watch:

<https://www.youtube.com/watch?v=JlpNSOp8x8>

Set up: Measure & mark out 5m using a tape measure in a space that you can run in.

Time yourself, how long does it take you to complete 20 shuttle runs?

Wall sit challenge - how long can you hold a wall sit for? Remember - make sure your back is flat against the wall; feet shoulder width apart; knees bent at roughly 90-degree angle and HOLD!

Plank challenge - How long can you hold the plank? Remember to engage your core muscles, keep breathing and keep your head, shoulders and hips in line.

Use a stopwatch to time yourself.

Muscular endurance

Stamina Challenge!



Aim: To keep moving for longer and get ready for PE at Mayfield!

Select your level: Beginner (1x a week); Intermediate (2x a week); Expert (3 or more a week)

Select your Activity & Challenge!

1.	Run/Jog on Spot 1 min, Walk/March on Spot 1.5 mins <i>Repeat: x6 = 15 mins; x8 = 20mins; x10 = 25mins</i>	Cycle for 15 minutes.
2.	Run/Jog on Spot 4 mins, Walk/March on Spot 1 min. <i>Repeat: x3 = 15 mins; x4 = 20 mins; x5 25 mins</i>	Cycle for 20 minutes.
3.	Run/Jog on Spot for 15 or 20 mins without stopping.	Cycle for 25 minutes.

Research task - Research your favourite sport and create a poster to include:

- Who is the Governing Body for the Sport?
 - How many players are in a team/match?
 - What equipment do you need?
 - What are the rules of the game?
 - How do you score?
 - What skills are important in this sport?
- Include pictures of the sport and equipment.*
- What skills can you already perform in that sport?
 - What new skills would you like to learn at secondary school?

Sport Fact File - Choose a player or team from a sport of your choice and create a fact file.

Include the following:

Player

- Name, age, height, place of birth, nationality.
 - Playing position and clubs they have played for.
 - Sporting achievements/ Trophies
- Include a Picture/Drawing

Team

- Team history
 - Current Team information
 - What is that team known for?
 - Sporting achievements/ Trophies
- Include a Picture/Drawing

Good ways to keep fit at home:

Joe Wicks HIIT Workouts: <https://www.youtube.com/watch?v=q2OpLhdoEoY>

Just Dance Workouts: https://www.youtube.com/watch?v=gCzgc_RelBA

Yoga: <https://www.youtube.com/watch?v=v7AYKMP6rOE>

RELIGIOUS EDUCATION



Welcome to Religious Education (RE)!

We hope that this activity sheet will give you a good taste of what RE is, and what it is like to study it at Oasis Mayfield. The RE department is made up of two teachers: Ms Baxendale and Ms Finlayson. You will be taught by one of these two teachers, and will have one hour of RE each week.

What is RE? We believe that RE is a really important subject, as it helps you understand the people and world around you. RE is so much more than simply learning about religion; it is to do with understanding what different people believe, why they believe it and how this influences their actions. For example, did you know that some Christians believe all people, even murderers, should be forgiven? Do you agree? Or that some Hindus believe that, in killing an ant, you could be killing one of your ancestors! What do you think about this?

There is no need to believe in God to be good at or to enjoy RE... in fact, usually it makes lessons a lot more interesting if there are lots of different opinions! We make sure we allow a lot of time for debates and questioning, in order to help you challenge others and yourselves, so you can develop your own opinions. We hope you enjoy the next few activities, and we look forward to seeing you for lots of discussions in September! If you have any questions before September, then please do not hesitate to contact us on either:

Maisie.tiggs@oasismayfield.org

or Tiffany.baxendale@oasismayfield.org

Useful website for the next activity: BBC Bitesize, KS3 RE

CHRISTIANITY (Christians)

Where did this religion start?

What is the name of their holy book?

What is the name of their religious building?

How many Christians are there in the world?

Find one interesting/unusual fact about Christianity:

ISLAM (Muslims)

Where did this religion start?

What is the name of their holy book?

What is the name of their religious building?

How many Muslims are there in the world?

Find one interesting/unusual fact about Islam:

SIKHISM (Sikhs)

Where did this religion start?

What is the name of their holy book?

What is the name of their religious building?

How many Sikhs are there in the world?

Find one interesting/unusual fact about Sikhism:

JUDAISM (Jews)

Where did this religion start?

What is the name of their holy book?

What is the name of their religious building?

How many Jews are there in the world?

Find one interesting/unusual fact about Judaism:

HINDUISM (Hindus)

Where did this religion start?

What is the name of their holy book?

What is the name of their religious building?

How many Hindus are there in the world?

Find one interesting/unusual fact about Hinduism:

BUDDHISM (Buddhists)

Where did this religion start?

What is the name of their holy book?

What is the name of their religious building?

How many Buddhists are there in the world?

Find one interesting/unusual fact about Buddhism:

'Violence is never
the right choice'

See if you can start a
debate with someone at
home on some of these
topics. Or email us your
ideas!

'All people deserve
forgiveness'

'If God exists, why
is there suffering in
the world?'

'Miracles are not
possible'

Dance Transition Booklet



Activates

For each activity, consider the 4 components of movement to help learn, repeat and create movement. You will need to know these components off by heart!

KS3 Knowledge Organiser

RADS

Action: Travel, Turn, Transfer of weight, Jump, Gesture, Stillness

Space: • pathways • levels • directions • size of movement • patterns • spatial design.

Dynamics: Speed: • fast/slow • sudden/sustained • acceleration/deceleration • strong/light • direct/indirect • flowing/abrupt.

Relationships: • lead and follow • mirroring • action and reaction • accumulation • complement and contrast • counterpoint • contact • formations.

Physical Skills:

- **Posture:** The way the body is held
- **Alignment:** Correct placement of body parts in relation to each other
- **Balance:** A steady or held position achieved by an even distribution of weight
- **Coordination:** The efficient combination of body parts
- **Control:** The ability to start and stop movement, change direction and hold a shape efficiently
- **Flexibility:** The range of movement in the joints (involving muscles, tendons and ligaments)
- **Mobility:** The range of movement in a joint; the ability to move fluently from action to action
- **Strength:** Muscular power
- **Stamina:** Ability to maintain physical and mental energy over periods of time
- **Extension:** Lengthening one or more muscles or limbs
- **Isolation:** An independent movement of part of the body

Expressive Skills:

- **Projection:** The energy the dancer uses to connect with and draw in the audience
- **Focus:** Use of the eyes to enhance performance or interpretative qualities
- **Spatial Awareness:** Consciousness of the surrounding space and its effective use
- **Facial Expression:** Use of the face to show mood, feeling or character
- **Phrasing:** The way in which the energy is distributed in the execution of a movement phrase



Technical Skills: • Action Content • Spatial Content • Dynamic Content • Relationship Content • Timing Content • Rhythmic Content

Mental Skills: • movement memory • commitment • concentration • confidence.

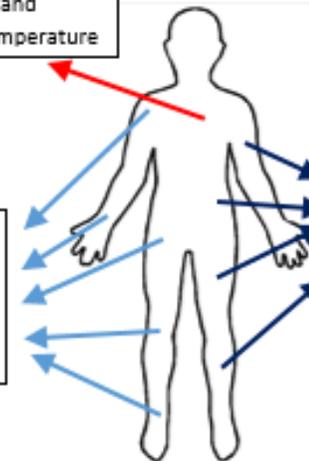
3 Stages of the warm up

Pulse Raiser

Increase of blood flow to activate muscles and increase body temperature

Mobiliser

To get full range of motion within the joints



Dynamic Stretching

To gradually lengthen the muscles in to their full range in preparations for extended movements.

Dance Around the World Project

Take part of the Dance around the world project and explore different cultures! Take a look through these activities and try to perform some of these movements along with the family.

Capoeira

Ginga: The main transition move. Ginga means 'sway' in Portuguese, and originally this move was an escape or retreat. Ginga is the most basic capoeira step, and the one from which all other movements stem.



Bênção: Literally "blessing". It is a straight forward frontal push kick. It is commonly aimed at the abdominal or chest area, and the capoeirista hits with either the whole sole of the foot or with the heel. The level of impact varies with its range and intent from a soft tap to an inward jumping stomp to the head, or torso



Esquiva: Literally *escape* or *dodge*. Many forms exist but all involve moving the head and torso out of the way of an attack. Esquivas distinguish capoeira from many other martial arts for the simple fact of going along with flow of the attack and releasing an equal or more devastating attack.



Watch the following clips of the basic Capoeira moves and practice them if you can.

Ginga:

<https://www.youtube.com/watch?v=HbUxXJKitS4>

Esquiva:

https://www.youtube.com/watch?v=iuebJy4_JFQ

Bênção:

<https://www.youtube.com/watch?v=Qz5dtM5XnTQ>

Meia-lua do Frente:

<https://www.youtube.com/watch?v=UzG2bNa4CrE>

TASK:

Last week, you were given the task to research the haka and try some of the moves.

Today, you are to create your own dance routine to the Ka Mate Haka!

Make sure you include **actions**, **space** and **dynamics**.

You can either: **draw your routine, take pictures or send a video.**

This should be completed by 18/5/20 – have fun!

How to - <https://www.youtube.com/watch?v=H1IOUzq-KWg>
<https://www.youtube.com/watch?v=id-Bvcc6YbQ>

KA MATE

Leader

KA MATE! KA MATE!

We're going to die! We're going to die!

We were at war

Chorus

KA ORA, KA ORA!

We're going to live! We're going to live!

But now there is peace

Leader

KA MATE! KA MATE!

We're going to die! We're going to die!

We thought we were all going to die

Chorus

KA ORA, KA ORA!

We're going to live! We're going to live!

But now we are safe

All together

TENEI TE TANGATA PU'RU-HURU

This is the man, so hairy

Because our leader, so strong and masculine

All together

NA'A NEI TIKI MAI WHAKA-WHITI TE ...

Who fetched, and made shine the

Has unified us and brought back the sunny days of... RA! UPANE! KA UPANE!

Sun! Together! All together ... !

Peace. We are all working in harmony, side by side

A UPANE! KA UPANE!

Together! All together ... !

Moving in unison like the hairs on our chief's legs

WHITI TE RA!

To sun shines!

To prolong these sunny days of peace

HI!

Yeah!

THE HAKA

<https://www.newzealand.com/uk/feature/haka/>



Haka is a ceremonial dance in Māori culture. Despite commentators regularly classifying the haka as a war dance, they can be used for a variety of reasons and the ones you see on the rugby pitch are not actually war dances - hence the lack of weapons.

The practice dates back hundreds of years but it was first brought to rugby by the infamous New Zealand Native football team - a group of mostly Māori players who toured Britain, Ireland, Australia and New Zealand in 1888 and 1889 - with the New Zealand national team adopting it more than a decade later in 1905.

OPTION 1:

Research about the haka and display your findings on a creative mind map. You can draw, bullet point or write paragraphs explaining your findings.

The "Ka Mate" haka

The traditional Maori war dance performed by the New Zealand All Blacks rugby team



Dinhe: Ritual Dance from Zimbabwe

- In natural tribal settings, dances usually take very long hours, up to twelve hours or can even days to complete.
- The Dinhe dance (NEE-nay) is one of several practised ceremonial religious dances of Zimbabwe. It is practised by The Shona People who make up around 76% of the Zimbabwean population.
- The Dinhe is traditionally performed to lure spirits into 'speaking to the people'. A lot of war-like actions/gestures and movements of happiness are used in this dance. This dance reflects the agricultural side of life such as celebrating the harvest and props that reflect these themes are used as part of the ceremony.
- The Dinhe dance uses different songs to accompany the dance, and the mood of the song indicates which spirits trying to be conjured.

Create a colourful mind map which shows all the key information about Dinhe Dance!

Using the Links:

Learn the basics of African Dance. Consider the importance of staying in time with the percussionist.

Aim to match the dancer's body and leg positions as accurately as you can.

Build up your co-ordination starting with the basic combinations to develop the difficulty of the steps to include more complex arm, body and leg actions. Use the music below as support.



Bollywood Dance

Have a look at the images below of Bollywood dancers. What do you notice about:

- What the dancers are wearing
- Actions that they might be doing
- Use of formations and shapes
- Anything else

Create your own design for a Bollywood Costume



HAVE A GO!: Why not have a go at practising some of the hand mudras you have found with your hands and create a short hand sequence?

Here is a video clip to support: <https://www.youtube.com/watch?v=pboSZ2a0p9U>

<https://www.youtube.com/watch?v=4qIKCi8ZVhg>

Now let's have a look at some videos of Bollywood dancers/performances:

Watch the youtube link below

<https://www.youtube.com/watch?v=SacuV0kEQIA>

<https://www.youtube.com/watch?v=eEfTkiPpwC8>





Name	Form
Teacher	
TASK	
Create a 15 second original dance/movement phrase for TikTok.*	

RULES

1. Action and movement content needs to be age appropriate
2. Must be performed in a pair(duo) or solo
3. You need to create work a full body camera angle from a fixed and single view point.
4. Select appropriate music (no foul language)
5. You must include
 - A minimum of 3 gestures (head/shoulders)
 - Arm actions
 - Foot work
 - Short travel moves
 - Directions for travel
6. Use space and relationships (unison/canon/counterpoint)
7. Must promote a **positive** message

YOUR CONTENT

15 seconds of ORIGINAL MOVEMENT = 3 bars of 8 counts

Draw and/or describe your first bar of 8 counts

1	2	3	4
5	6	7	8

MUSIC

The song I have chosen is

Track

Artist

Start time in track minutes/seconds

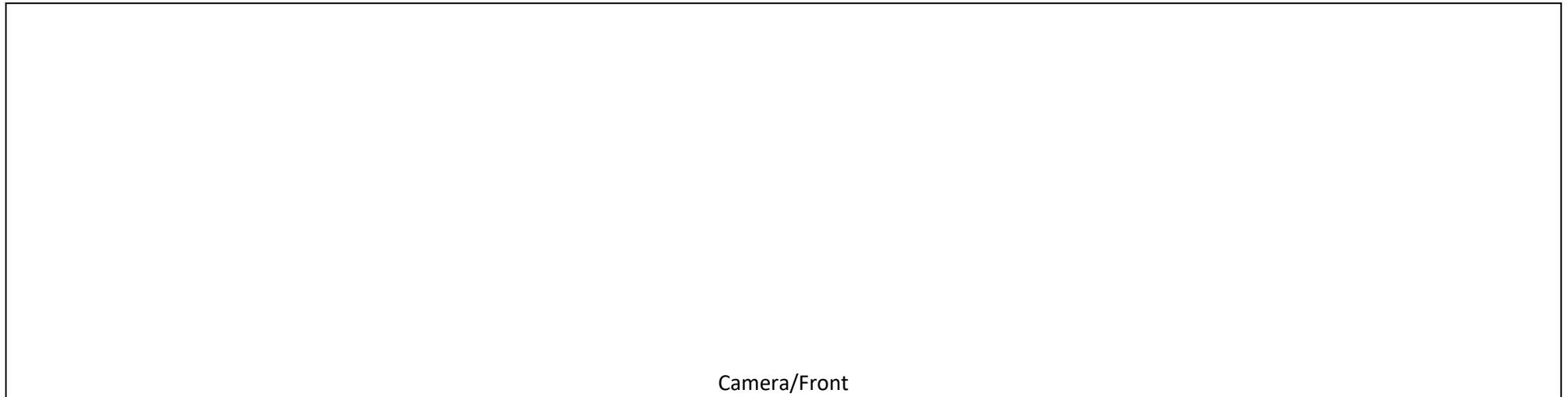
The reason I chose this track is

.....
.....
.....

THE THREE **GESTURES** I HAVE USED ARE *(describe your 3 head/shoulder moves/isolations)*

Bar	Count	Description
<i>e.g. 1</i>	<i>1</i>	<i>Head turns quickly to right side</i>

SPACE – In the square below draw your travel pathway *(if you had paint on your feet what pathway would you travel along)*



Camera/Front

MUSIC FOR THE SUMMER

-  [Africa. VIDEO/CHORDS](#)
-  [If I Were A Boy. VIDEO/CHORDS](#)
-  [Let It Be. VIDEO/CHORDS](#)
-  [Complicated. VIDEO/CHORDS](#)
-  [Take Me Home, Country Roads. VIDEO/CHORDS](#)
-  [Paparazzi. VIDEO/CHORDS](#)
-  [Time To Say Goodbye. VIDEO/CHORDS](#)

COVER

COMPOSE

-  A piece of music for [this trailer](#).
-  A mashup of three songs from the cover list.
-  A song using [this chord tool](#).
-  A piece for a solo instrument using only 5 notes, e.g.: D, A, B, F#, C#.
-  A piece in D minor (Dm, C, Bb, F, Am, Gm)
-  A song inspired by [Sonnet CVII by William Shakespeare](#).
-  A new piece based on the [James Bond theme song](#).

-  [Name That Note](#)
-  [Rhythm Bandit!](#)
-  [Weather Wise](#)
-  [Monkey Sing Monkey Doh](#)
-  [Holy Molé!](#)
-  [Wordsearch No. 1, No. 2, No. 3.](#)

PLAY

WATCH

-  [Mamma Mia 2 on Netflix](#)
-  [Glee on Netflix](#)
-  [The Show Must Go On on Netflix](#)
-  [Kaiser Chiefs: Live on Youtube](#)
-  [Jamie Cullum at the BBC Proms on Youtube](#)
-  [Hozier: Live on Youtube](#)
-  [Way To Blue on Youtube](#)

Enjoy your summer with some of the musical activities above. Use any instrument you have or your voice, get your family and friends involved and, most importantly, enjoy making music. :)

-Ms. Hodge