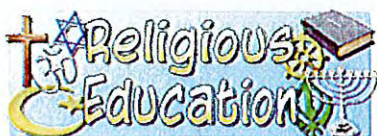
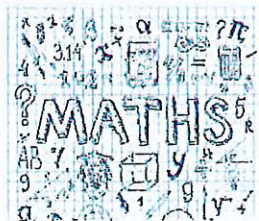
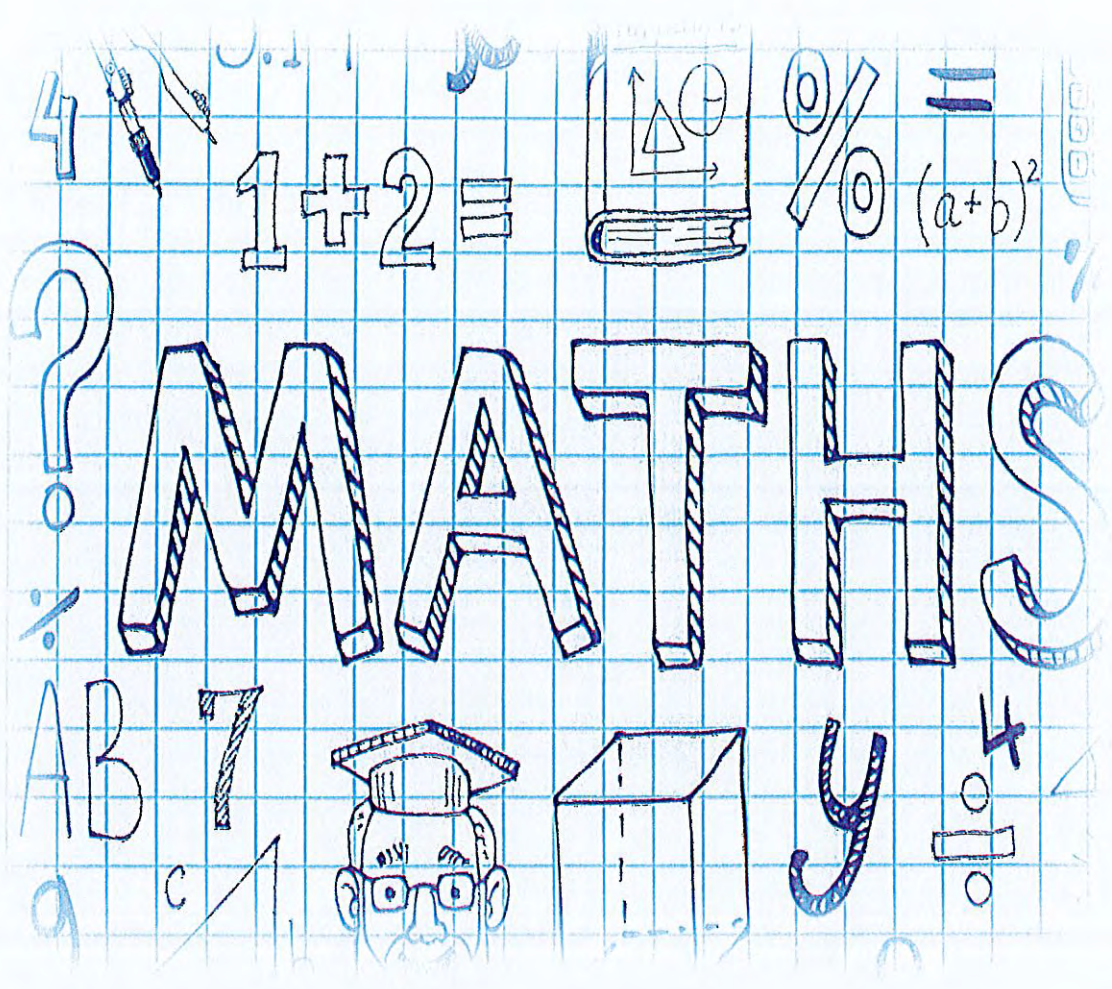




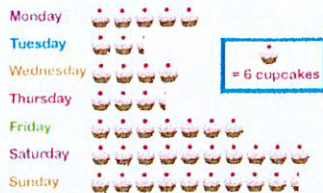
# DE LA SALLE SCHOOL

## Induction Booklet









Favourite part of Christmas	Number of people
Decorating the tree	
Opening presents	
Playing in snow	
Carols and music	
Time with friends and family	
Christmas food	

## Maths

### Statistical Investigation

The Maths Department would like you to carry out a statistical investigation on your friends and family. You can handwrite or type your investigation.

This task will require you to:

- Collect data from your friends and family using a tally chart.

Here are some examples of investigations:

- Favourite football team
- Favourite takeaway
- Number of siblings in a household
- Number of pets in a household
- Number of hours spent on exercise each week

- Present your data.

Here are some examples of how you could present your data:

- Table
- Bar Chart
- Pie Chart
- Pictogram

### Challenge

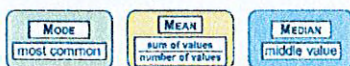
To challenge yourself further, could you find any averages for your data?

If you collect lots of information, you could group your data.

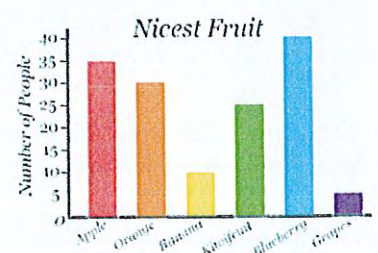
Please bring your completed investigation with you on your first day at De La Salle School. Prizes will be given for the best investigation in each class.

#### The three averages and range

There are three different types of average:

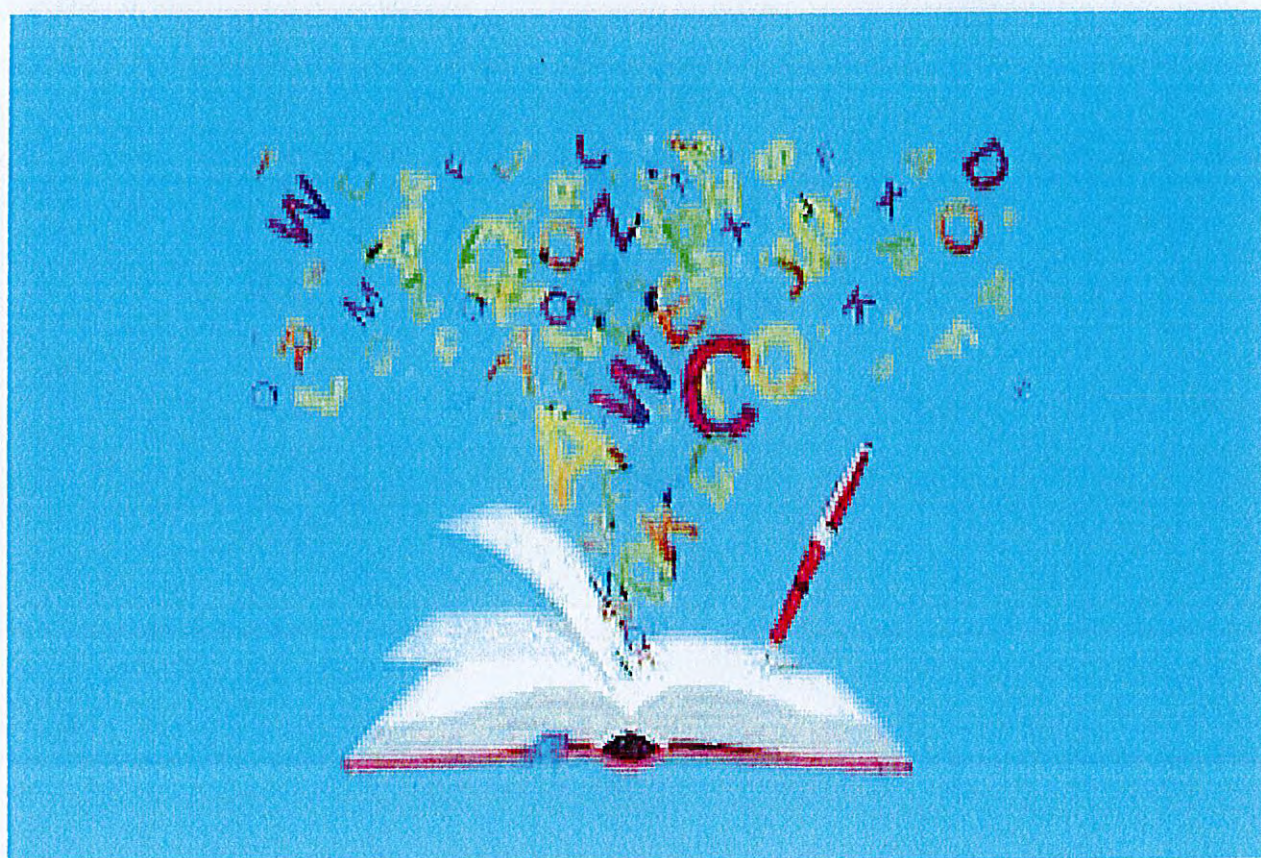


The range is not an average, but tells you how the data is spread out:





ENGLISH





# Reading an example of adventure fiction

Extract from Chapter One of *Alice's Adventures in Wonderland*  
by Lewis Carroll

## Extract summary:

In this extract Alice is sitting drowsily by a riverbank, bored by the book her older sister reads to her. Out of nowhere, a white rabbit runs past her, fretting as it will be late. The Rabbit pulls a watch out of his waistcoat pocket and runs across the field and down a hole. Alice impulsively follows the rabbit and tumbles down the deep hole that resembles a well, falling slowly for a long time.



**Extract 1:** Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?"

So she was considering, in her own mind, whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself "Oh dear! Oh dear! I shall be too late!" but, when the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and, burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge.

## **TASKS:**

1. Read the extract from *Alice's Adventures in Wonderland* (above).
2. Highlight / underline any parts that show you this novel could be considered an adventure story.
3. Write one of the quotes you have highlighted here and explain how it shows the idea of 'adventure'.

**QUOTE:** \_\_\_\_\_

This shows the idea of adventure because: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Extract 2:** In another moment down went Alice after it, never once considering how in the world she was to get out again. The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down a very deep well.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything; then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves; here and there she saw maps and pictures hung upon pegs. She took down a jar from one of the shelves as she passed; it was labelled 'ORANGE MARMALADE', but to her great disappointment it was empty: she did not like to drop the jar for fear of killing somebody, so managed to put it into one of the cupboards as she fell past it.

'Well!' thought Alice to herself, 'after such a fall as this, I shall think nothing of tumbling downstairs! How brave they'll all think me at home! Why, I wouldn't say anything about it, even if I fell off the top of the house!'

Down, down, down...When suddenly, thump! thump! down she came upon a heap of sticks and dry leaves, and the fall was over.

Alice was not a bit hurt, and she jumped up on to her feet in a moment: she looked up, but it was all dark overhead; before her was another long passage, and the White Rabbit was still in sight, hurrying down it. There was not a moment to be lost: away went Alice like the wind, and was just in time to hear it say, as it turned a corner, 'Oh my ears and whiskers, how late it's getting!' She was close behind it when she turned the corner, but the Rabbit was no longer to be seen.

1. A student read the extract from *Alice's Adventures in Wonderland* and said: '*The writer makes me think that Alice is about to have an amazing adventure.*' To what extent do you agree?

**In your answer, you should:**

- state whether you agree or disagree with the statement and explain why
- include evidence (quotes) from the extract to support your opinion
- explain what each quote tells the reader about Alice's fantasy land / adventure
- pick out some individual words or techniques used by the writer and explain their effect
- include your personal opinion – are you interested in Alice's fantasy land? Why, or why not?

**AIM TO WRITE AT LEAST ONE PEE PARAGRAPH** (you may need to use extra paper).

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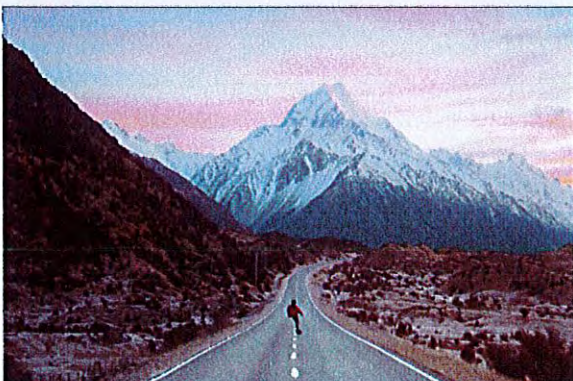
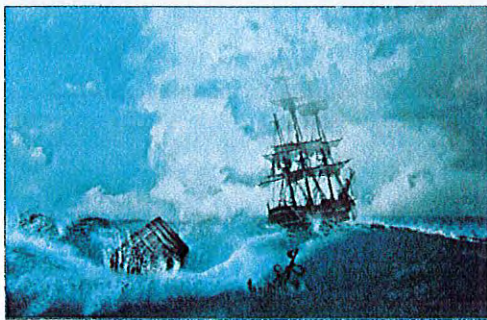
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# Setting in Adventure Writing

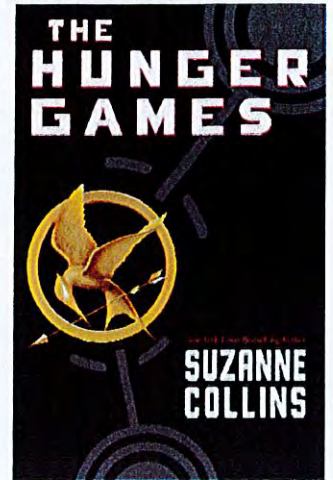
- The choice of setting is extremely important when writing a story.  
The great thing about an adventure story is that you can let your imagination run wild!
- A writer's choice of setting helps create an expectation or impression for the reader of what might happen to the protagonist (main character), or helps them to sympathise with the characters' suffering.
- Your story could be set on Earth, maybe after an apocalypse, nuclear war, a world-wide pandemic/disease, or an alien invasion. Or it could be set in a remote part of the planet, such as a tropical island, in the middle of the ocean or the Antarctic. Or, it could be set somewhere completely ordinary and familiar!
- However, your story could be set 'elsewhere': another planet or somewhere not yet discovered by humans. This would allow you to really use your imagination!
- This week, you are going to look at some examples of adventure settings in fiction. This will help you prepare for creating your **own** adventure setting next week.  
Look at the pictures below to give you an idea:





## Setting: *The Hunger Games* – Suzanne Collins

Our house is almost at the edge of the seam. I only have to pass a few gates to reach the scruffy field called the Meadow. Separating the meadow from the woods, in fact enclosing all of District 12, is a high chain-link fence topped with barbed wire loops. In theory, it's supposed to be electrified twenty-four hours a day as a deterrent to the predators that live in the woods – packs of wild dogs, lone cougars, bears – that used to threaten our streets. But since we're lucky to get two or three hours of electricity in the evenings, it's usually safe to touch. Even so, I always take a moment to listen carefully for the hum that means the fence is live. Right now, it's silent as a stone. Concealed by a clump of bushes, I flatten out on my belly and slide under a meter-long stretch that's been loose for years. There are several other weak spots in the fence, but this one is so close to home I almost always enter the woods here.



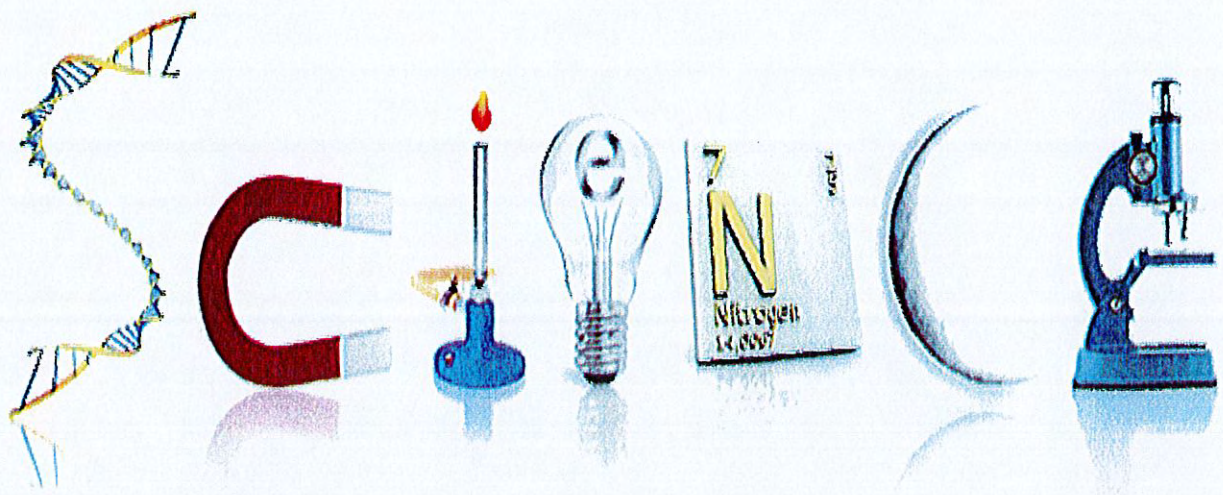
As soon as I'm in the trees, I retrieve a bow and sheath of arrows from a hollow log. Electrified or not, the fence has been successful at keeping the flesh-eaters out of District 12. Inside the woods they roam freely, and there are added concerns like venomous snakes, rabid animals, and no real paths to follow. But there's also food if you know how to find it. My father knew and he taught me some ways before he was blown to bits in a mine explosion. There was nothing left of him to bury. I was eleven then. Five years later, I still wake up screaming for him to run.

In the woods waits the only person with whom I can be myself. Gale. I can feel the muscles in my face relaxing, my pace quickening as I climb the hills to our place, a rock ledge overlooking a valley. A thicket of berry bushes protect it from unwanted eyes. The sight of him waiting there brings on a smile. Gale says I never smile except in the woods.

### TASKS:

- Read *The Hunger Games* extract (above).  
The film trailer is available [here](#) to help you visualise the setting.
- Look for and highlight these language features used by the author to describe the setting:
  - Simile
  - 3-part lists (there are two to find!)
  - Alliteration
  - Onomatopoeia (a word that sounds like the noise it makes, e.g. Bang!)
  - Imagery
  - Personification (giving human characteristics to something non-human)
- **CHALLENGE: How does the narrator (Katniss Everdeen) feel about the setting?**  
**Explain your answer and include quotes in your response.**







## **LABORATORY RULES**

**Staying safe in Science lessons is essential. Here are some important rules. Read through them and then look at the picture on the next page. Can you spot what the students are doing wrong? Can you spot the perfect student? Learn these rules so that YOU are the perfect student in September!**

1. Only enter a lab when told to do so by a teacher. Never rush about or throw things in the lab. Keep your bench and floor area clear, with bags and coats well out of the way.
2. Follow instructions precisely; check bottle labels carefully and keep tops on bottles except when pouring liquids from them; only touch or use equipment and materials when told to do so by a teacher; never remove anything from the lab without permission.
3. Wear eye protection when told to do so and keep it on from the very start until all practical work is finished and cleared away.
4. When using naked flames (eg, Bunsen or spirit burners or candles), make sure that ties, hair, baggy clothing etc are tied back or tucked away.
5. Always stand up when working with hazardous substances or when heating things so you can quickly move out of the way if you need to.
6. Never taste anything or put anything in your mouth in the laboratory. If you get something in your mouth, spit it out at once and wash your mouth out with lots of water. Never eat your own food either! Tell your teacher.
7. Always wash your hands carefully after handling chemicals, microbes or animal and plant material.
8. If you are burnt or a chemical splashes on your skin, wash the affected part at once with lots of water. Tell your teacher.
9. Never put waste solids in the sink. Put them in the bin unless your teacher instructs you otherwise.
10. Wipe up all small spills and report bigger ones to your teacher.



# Safety!

You will usually find a set of 'Lab Rules' in a science lab. They are there for your safety!

The drawing below shows a lab where there are no safety rules.



1. Highlight or circle all the hazards / things going wrong in this lab.
2. Explain why each action is a hazard.
3. Explain what should be done instead.



# Units of measurement

Units are important. It is no use telling someone that it took 20 to boil some water. Do you mean 20 seconds, 20 minutes or 20 hours?

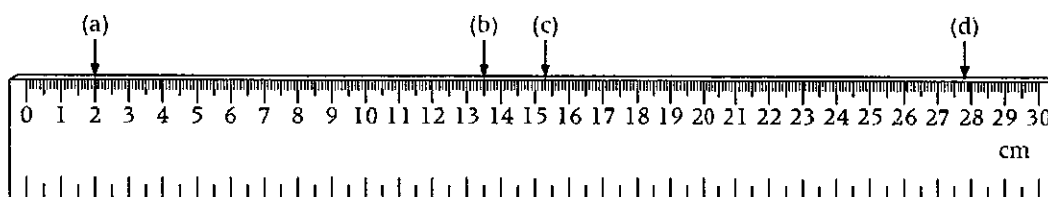


Whenever you measure something in science, you need to know what the units of measurement are, and write the units down when you write the number.

Complete the spaces in the table below

Quantity being measured	Name of unit	Symbol
length	metre	m
mass		kg
	second	s
force	newton	
temperature		°C
speed	metres per second	
	square metres	m <sup>2</sup>
volume	cubic metres	

What are the readings shown by the arrows? Don't forget the units!



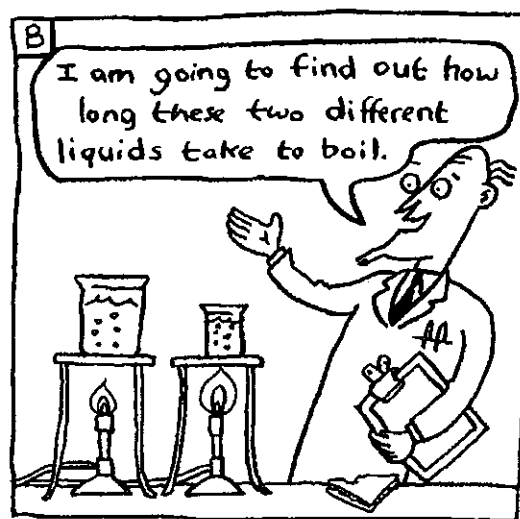
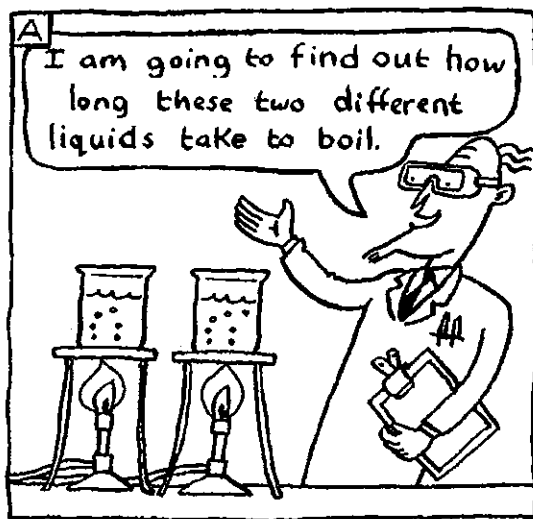


# Observations

Looking out for things and describing things in detail are two very important skills for a scientist.

## Spotting things

Look at the two pictures below. In Picture B the scientist is not being very careful. There are four things that he is doing wrong. Circle each one on Picture B and write a short explanation about each one on the lines below.



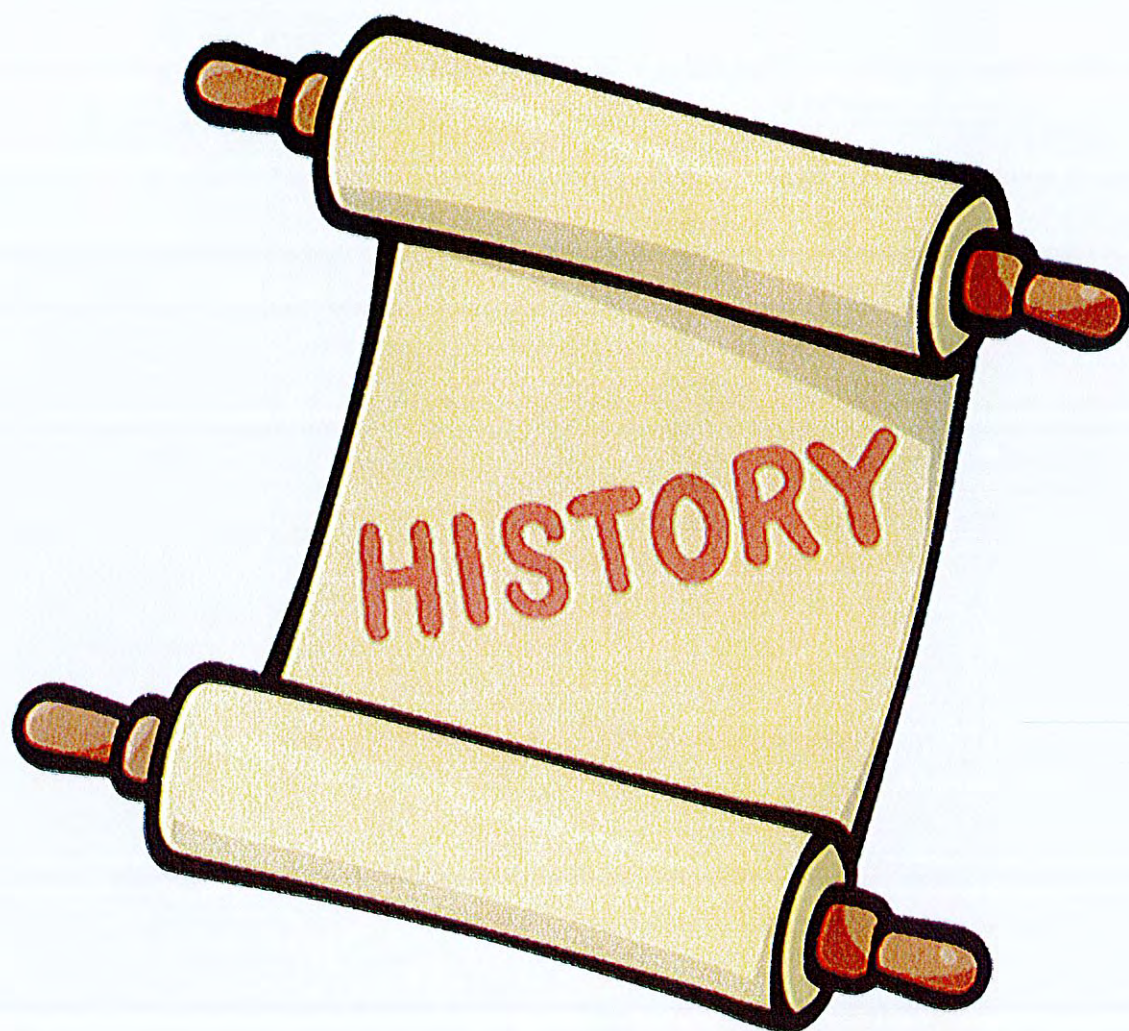
Mistake 1 \_\_\_\_\_

Mistake 2 \_\_\_\_\_

Mistake 3 \_\_\_\_\_

Mistake 4 \_\_\_\_\_





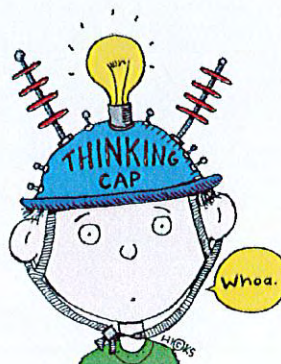




## History

T	S	R	G	T	B	T	R	P	R	E	N	R	H
C	R	N	R	B	R	I	R	K	R	M	B	A	R
N	I	I	H	G	E	T	A	R	E	P	N	L	O
K	T	S	E	T	O	R	P	Y	R	I	E	E	M
S	H	L	Q	I	B	O	H	R	P	R	E	P	A
M	M	E	U	E	A	R	C	A	K	E	O	E	N
T	U	R	E	C	S	S	E	G	N	A	H	C	S
W	I	O	E	V	I	C	T	O	R	I	A	N	S
A	L	S	N	L	R	E	C	R	U	O	S	W	N
R	H	T	A	E	D	K	C	A	L	B	G	A	T
Y	R	O	T	S	I	H	S	S	H	C	P	W	S
R	O	T	T	N	H	E	N	R	Y	V	I	I	I
E	S	T	R	I	K	E	R	O	N	N	A	T	K
M	I	A	I	U	R	N	O	S	A	E	R	A	I

BLACKDEATH  
 STRIKE  
 KING  
 PROTEST  
 EMPIRE  
 CHANGE  
 SOURCE  
 ROMANS  
 REASON  
 HENRY VIII  
 VICTORIANS  
 WAR  
 QUEEN  
 HISTORY







## Task 1:

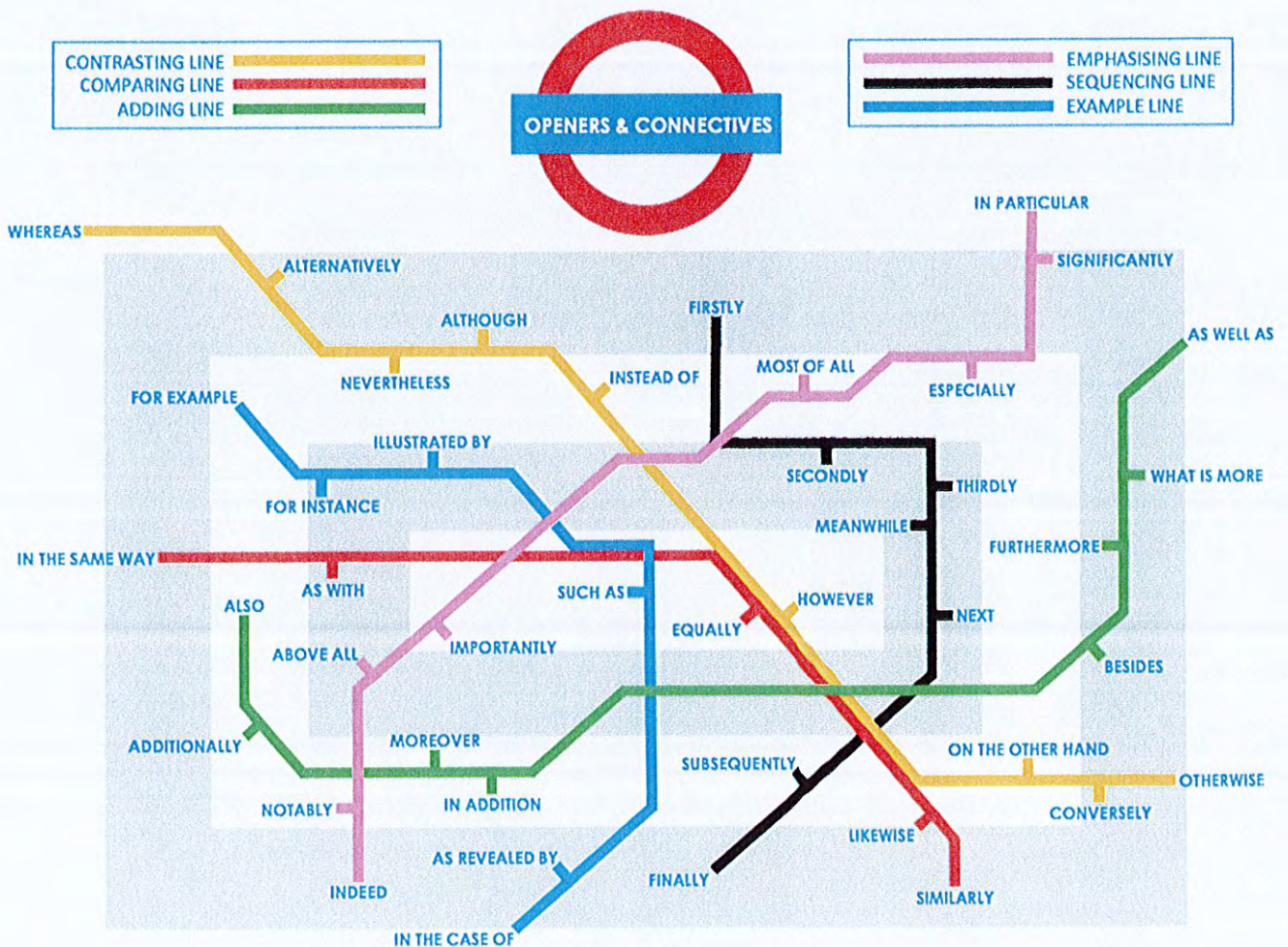
As a young historian, you are living through a time period which people will study in the future. They will use different everyday items to work out how we live and what our lives were like.

- Can you select 5 Items in your home which you think will tell someone in the future about how we live today.
- Once you have selected those items, I would like you to draw them. Don't worry about making a masterpiece, just try your best.
- Once you have selected those items, I want you to write down what we could learn about it.
- e.g.
  - Trainers: what people wear.
  - Knife and Fork: what people used to eat.
  - Juice: What people drink.





Use these Openers and Connectives to support you with Task 2







## Task 2

Excellent, you have now selected sources, which people in the future could use to learn about life today. Now, we are going to have a look at the past.

- Pick a time period in history which you have learnt about.
- Write down five facts about that period which you think are interesting
- Now write down a time period you haven't learnt about but would like to learn at. Write a short letter explaining why you would like to learn about this time period and any fun activities you would like to do while learning about this.
- Extension: If you can, watch this video clip on life in Roman Britain.
- [https://www.youtube.com/watch?v=nN\\_x9o8MV1o](https://www.youtube.com/watch?v=nN_x9o8MV1o)
  - Does anything surprise you?
  - What would you like to learn more about?
  - How was life in Roman Britain different to life in Britain in 2020?





# THE 1066 WORDSEARCH

		R	M	B	J	E	R	O	N	I	
	M	S	C	I	L	F	Y	P	U	P	Y
	H	S	A	X	O	N	S	E	W	E	Y
W	J	A	W	J	O	H	R	D	S	Y	Z
U	B	Q	R	S	S	S	A	N	L	M	G
U	R	K	I	D	G	E	E	R	D	H	O
R	P	V	H	N	R	V	N	R	O	R	V
G	S	N	I	A	E	A	O	L	E	L	A
M	O	K	O	P	S	F	D	B	A	M	D
L	I	D	Z	R	M	T	O	A	T	C	Y
V	A	I	W	A	M	T	I	S	G	N	I
P	I	D	T	I	C	A	I	N	J	I	4
L	L	S	U	O	N	R	N	E	G	X	Z
Q	G	B	L	E	H	S	M	S	Y	S	M
J	K	N	K	C	F	E	O	Z	Z	A	D
N	J	A	Y	O	R	K	L	N	I	W	H
P	E	A	S	A	N	T	S	L	A	C	H
	S	X	Z	J	S	Y	L	R	M	Z	G
	V	Y	E	V	M	I	D	V	M	T	Y
		P	F	A	W	M	N	Y	V	F	

## Clues:

- The first name of the King at the beginning of 1066 (6)
- The name of the first battle in 1066 (8)
- The second battle of 1066 (8)
- The city that the first battle of 1066 was near (4)
- The surname of the Viking King who claimed the throne (8)
- The warriors who invaded the north of England in 1066 (7)
- The first name of the King of England before the battle of Hastings (6)
- The surname of the King of England before the battle of Hastings (9)
- The first name of the Duke of Normandy (7)
- The bay where no.9 landed before the Battle of Hastings (8)
- The month the battle of Hastings took place (6)
- The date the Battle of Hastings took place (2)
- The invading army at the battle of Hastings (7)
- The defending army at the battle of Hastings (6)
- The hill that the battle of Hastings took place on (6)
- Where Harold was hurt by an arrow (3)
- The ruling system the Normans introduced (6)
- The most important person in the system of no.17 (4)
- The people at the bottom of the system of no.17 (8)
- The day the victor of the battle of Hastings was crowned (9)





William The Conqueror

## Domesday Book

### Source A

The King had much thought and very deep speech with his council about this land, how it was settled and with what manner of men. He then sent his men over all England. So very closely did he let it be searched out that there was no land, nor even – it is a shame to tell, though it seemed to him no shame to do – an ox, nor a cow, nor a pig that was not set down in his writing.

The Anglo-Saxon Chronicle, December 1085

The King's men took eight months to carry out these orders and all the information was written down in two big books, which still exist. No other medieval king tried to do anything like it and no other ruler in Britain made a big survey like this till the first government census (population count) in 1801. Later this survey was called Domesday Book. *Doom* means judgement so perhaps people felt they were being judged when they had to answer so many questions. Here are two key facts from the Domesday Book: About 250 people controlled *all* the land of England and all except two were Norman.

Here is part of an entry from the Domesday Book for Clapham, now in South London.

### Source B

Geoffrey de Mandeville holds Clapham. Turbern held it from King Edward. There is land for 7 ploughs. There are 8 villeins, and 3 bordars (the poorest villagers) with 5 ploughs. There are 5 acres of meadow. In the time of King Edward it was worth £10, now £7.10 shillings.

4. Why was the Domesday Book useful to William? Why is it useful today?

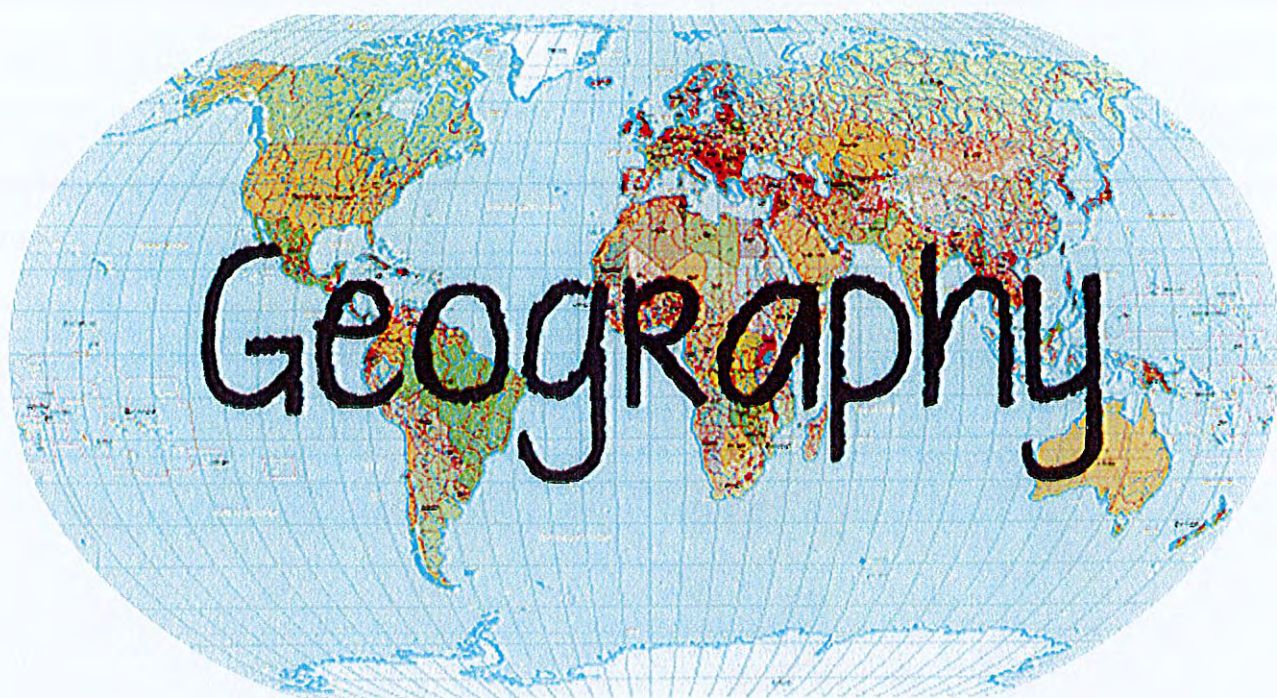
## TASKS

1. Who is the Englishman who lost his land in Clapham in 1066, and who is the new Norman lord?
2. What clues are there that life in Clapham got worse after 1066? What may have happened during William's march to London?
3. Did people at the time seem to like the Domesday Book?



William orders a record of all his land and people!







## What is Geography?

Physical geography is...

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Human geography is...

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Environmental geography is...

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Physical Geography	Human Geography	Environmental Geography

Write the sentences below into the correct column in the table.

- How clouds form
- Protecting pandas
- Caves
- Looking for a job
- The best place to shop

- Floods
- Looking for a new house
- Acid rain
- Fumes from cars

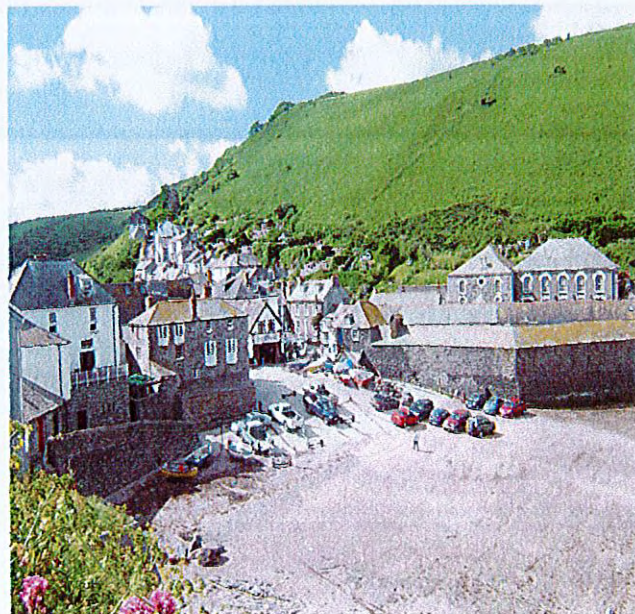
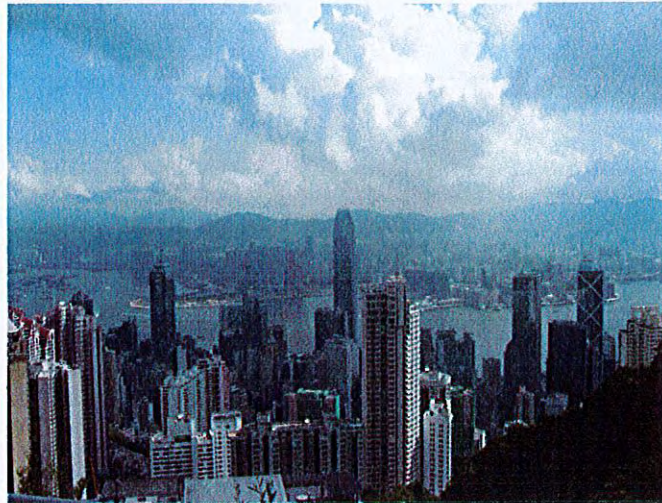
The study of natural features such as rivers, mountains, seas, forests and lakes.

The study of how human actions interact with the natural environment to make things better or worse. Eg. Recycling, litter, plastic waste, green energy.

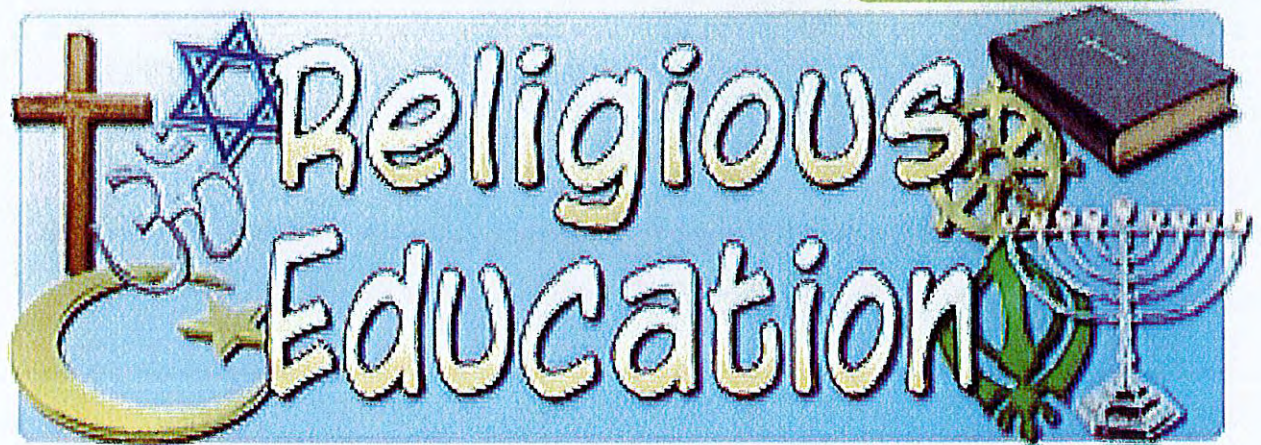
The study of features made by humans such as cities, roads.



Annotate the pictures below to show evidence of physical, human and environmental geography.









The biblical account of how God created the world

Day 1	Day 2	Day 3	Day 4
Day 5	Day 6	Day 7	This event is important to Catholics because.....
			1. 2. 3.

Draw the scene and add a sentence in each box to explain what happened on each day of creation .



## Mark 2:1-12 Jesus Heals a Paralysed Man

When he returned to Capernaum, some time later word went round that he was in the house; 2 and so many people collected that there was no room left, even in front of the door. He was preaching the word to them 3 when some people came bringing him a paralytic carried by four men, 4 but as they could not get the man to him through the crowd, they stripped the roof over the place where Jesus was; and when they had made an opening, they lowered the stretcher on which the paralytic lay. 5 Seeing their faith, Jesus said to the paralytic, 'My child, your sins are forgiven.' 6 Now some scribes were sitting there, and they thought to themselves, 7 'How can this man talk like that? He is being blasphemous. Who but God can forgive sins?' 8 And at once, Jesus, inwardly aware that this is what they were thinking, said to them, 'Why do you have these thoughts in your hearts? 9 Which of these is easier: to say to the paralytic, "Your sins are forgiven" or to say, "Get up, pick up your stretcher and walk"? 10 But to prove to you that the Son of man has authority to forgive sins on earth' -- 11 he said to the paralytic- 'I order you: get up, pick up your stretcher, and go off home.' 12 And the man got up, and at once picked up his stretcher and walked out in front of everyone, so that they were all astonished and praised God saying, 'We have never seen anything like this.'

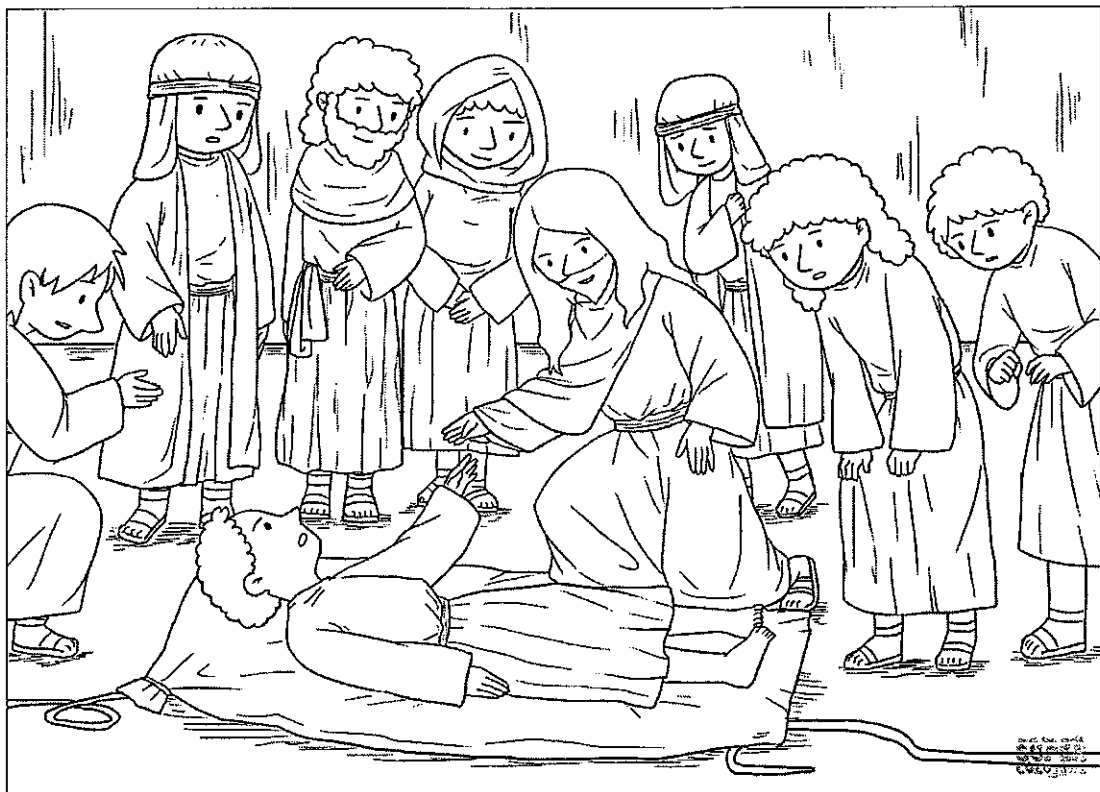
### Activity

1. Imagine you are present at the miracle. Write one page (the size of a page in an exercise book to tell the story of the miracle.
  - The miracle took place in a town called .....
  - Jesus was .....
  - Some men came carrying a paralysed man, They did this because they believed .....
  - Jesus showed he had the power to forgive sins because.....
  - This shocked the scribes because.....
  - Jesus said to the man.....
  - Then the man.....
    - The crowd were all astonished. They said .....



1. Title, colour and label the image below to explain the miracle.

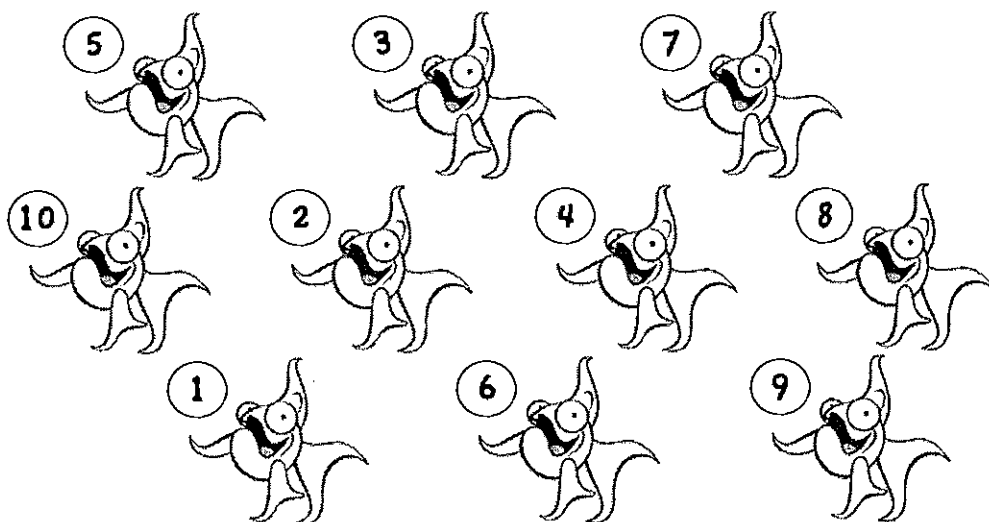
2. Add 5 labels to explain the miracle.







1 Colorie avec la couleur correspondant à chaque nombre :



- 1. bleu
- 2. jaune
- 3. rouge
- 4. noir
- 5. blanc
- 6. gris
- 7. vert
- 8. orange
- 9. rose
- 10. marron

2 Cherche les mots dans la grille :

P	Z	T	R	M	X	U	T	D	P	J	D	L	U	M
G	V	H	N	U	S	P	E	Z	T	E	S	T	D	B
I	G	R	I	S	H	S	V	I	V	R	W	A	R	L
B	A	A	Q	O	P	I	S	A	B	R	P	S	E	A
C	Y	V	U	Z	A	F	U	E	X	C	E	X	V	N
S	E	P	E	Y	M	N	A	G	R	O	U	G	E	P
H	A	L	G	A	A	G	B	L	P	O	E	B	R	R
Q	K	X	T	H	N	B	L	E	A	D	S	D	T	H
P	R	H	G	R	Q	M	A	R	R	O	N	E	G	Y
E	F	I	T	O	H	L	N	O	T	L	A	J	S	D
B	O	R	Q	R	U	A	C	L	S	W	B	A	A	Q
G	V	A	N	A	H	L	T	F	R	I	E	U	V	I
M	E	B	O	N	G	M	E	Z	T	H	I	N	S	L
A	I	H	L	G	T	W	I	U	L	O	T	E	O	N
U	G	L	C	E	O	N	O	I	R	K	R	C	H	E
H	F	W	Z	B	U	D	E	F	L	S	W	A	D	C
B	R	A	N	P	X	Z	J	P	U	N	I	M	G	N
X	T	G	J	C	H	O	V	E	H	A	F	X	J	W

3 Complète avec les bonnes couleurs :

rouge + blanc =

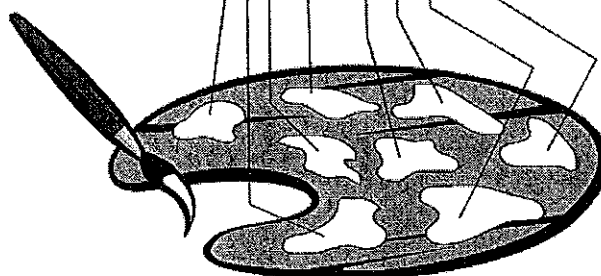
bleu + jaune =

blanc + noir =

jaune + rouge =

4 Colorie le dessin :

- jaune
- rouge
- noir
- bleu
- marron
- vert
- rose
- orange

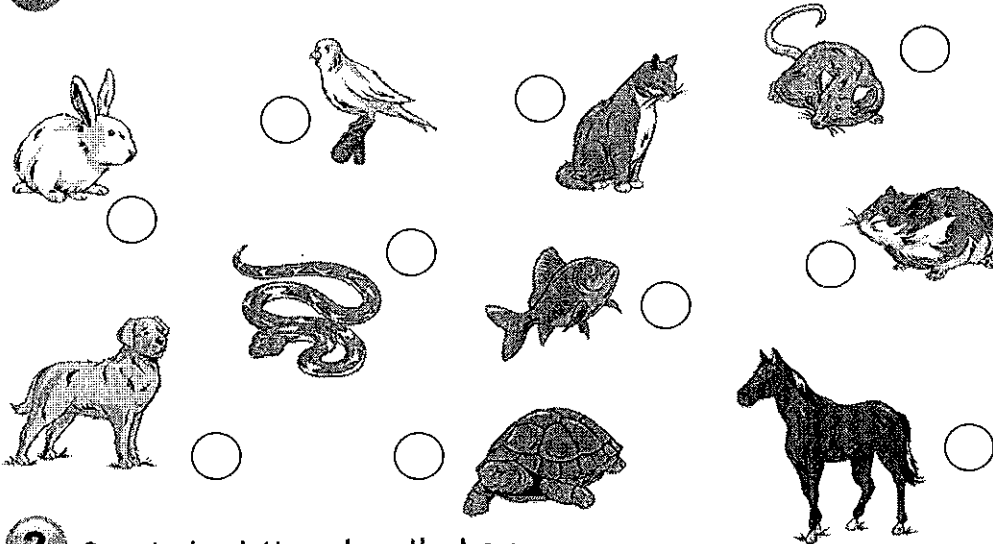


- ☒ ORANGE
- ☐ MARRON
- ☐ JAUNE
- ☐ ROUGE
- ☐ BLANC

- ☐ NOIR
- ☐ BLEU
- ☐ VERT
- ☐ GRIS
- ☐ ROSE



1 Relie les images et les mots :



- A. un chat
- B. un chien
- C. un hamster
- D. une tortue
- E. un poisson
- F. une souris
- G. un lapin
- H. un cheval
- I. un oiseau
- J. un serpent

2 Remets les lettres dans l'ordre :

nu thac

un chat

nu sheramt

neu roussi

nu hince

na plina

na claveh

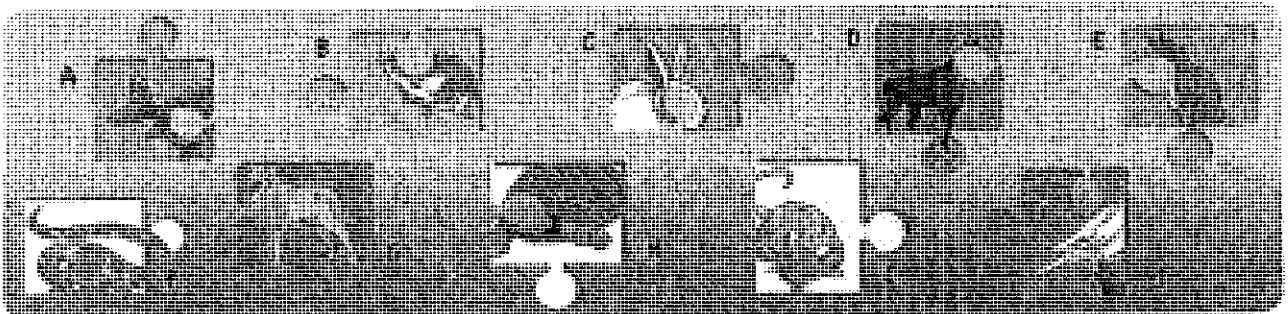
nu pestren

nu suieoa

nue ortate

nu sonpsio

3 Devine l'animal et écris le mot :



A

B

C

D

E

F

G

H

I

J

Spanish



# Los Números y Los Colores

Find the numbers and colour them in the correct colours

dos = marrón

nueve = rojo

tres = gris

diez = blanco y negro

once = verde y amarillo

uno = rosa

ocho = amarillo

seis = verde

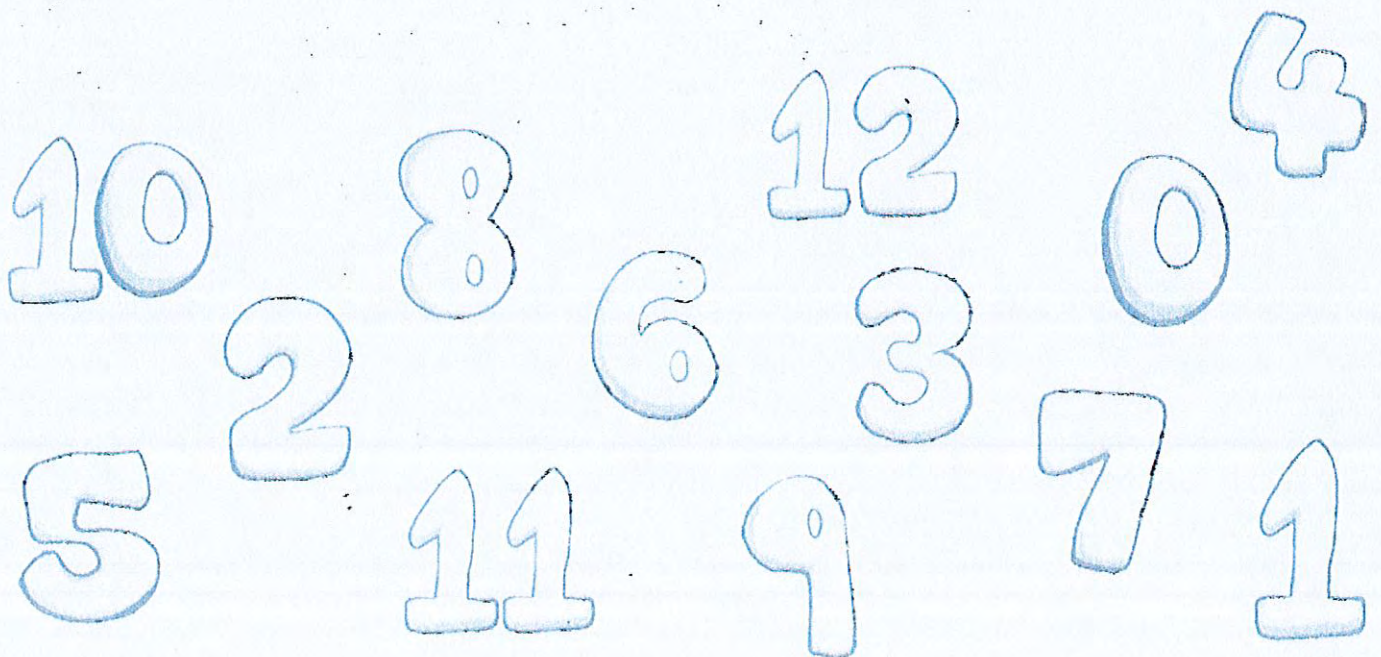
cero = negro

cinco = naranja

cuatro = azul

siete = morado

doce = azul y rojo





# Animales

## A. Unscramble these animals:

zep      tago      roerp      tagutro      arta      aoprjá      rloo  
 aañar      nanr      cnojeo      baolalc      atónr      baoocy      estneiepr

## B. Copy the following grid into your book:

Masculine sing.	Feminine sing.	Masculine pl.	Feminine Pl.
<i>Un gato</i>			

Categorise the animals here according to gender and quantity. For example:

EX. *Un gato*

- |                  |                  |              |
|------------------|------------------|--------------|
| 1. unas perras   | 5. unos peces    | 9. un pez    |
| 2. una tortuga   | 6. una rata      | 10. un ratón |
| 3. una serpiente | 7. unos ratones  |              |
| 4. unas arañas   | 8. unos caballos |              |

## C. Unscramble these colours:

rjoo      ederv      anjnara      oalrialm      oerng  
 ncaolb      ualz      risg      ónrmra

## D. Copy the following grid into your book:

Masculine sing.	Feminine sing.	Masculine pl.	Feminine Pl.
<i>blanco</i>	<i>blanca</i>	<i>blancos</i>	<i>blancas</i>

Categorise your four favourite colours according to gender and quantity. For example: *blanco* and *blanca* etc are categorised here.

## E. Translate the following sentences into your book:(write English and Spanish out neatly)

- Tengo un gato, dos peces y un cobayo.
- Tengo tres gatos blancos y cinco tortugas verdes.
- Tengo treinta arañas blancas y un conejo gris.

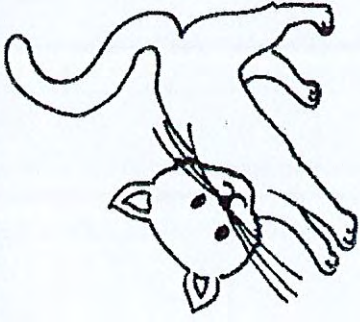
## F. Now write three sentences like the ones above, explaining what animals you could have. Don't forget to include colours.



**Read the sentence under each picture and colour the animal in the correct colour.**



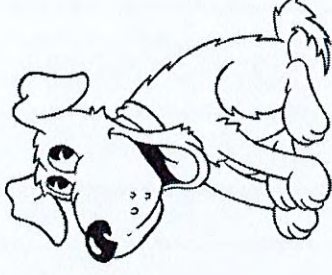
el conejo  
es azul



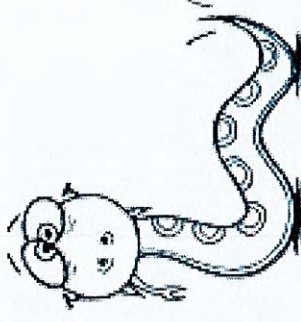
el gato  
es naranja



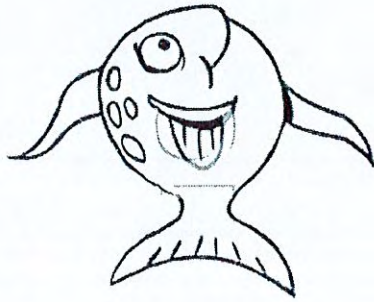
el cobayo  
es violeta



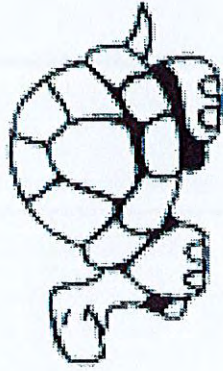
el perro  
es verde



el serpiente  
es amarillo



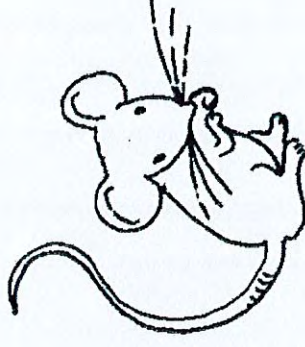
el pez es  
rosa y blanco



la tortuga es  
rojo y amarillo



el caballo es  
negro y verde



el ratón es  
marrón y azul



el pájaro es  
gris y rojo







# Instrument Codebreaks

Your challenge is to break the code and complete the sentences in order to answer the questions...



## THE CODE

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

Using the code above, decipher the following:

- 3 15 14 4 21 3 20 15 18 = \_\_\_\_\_
- 19 20 18 9 14 7 / 6 1 13 9 12 25 = \_\_\_\_\_ / \_\_\_\_\_
- 23 15 15 ..... can you guess? = \_\_\_\_\_
- 2 18 1 19 19 / 6 1 13 9 12 25 = \_\_\_\_\_ / \_\_\_\_\_
- 16 5 18 3 21 19 19 9 15 14 = \_\_\_\_\_

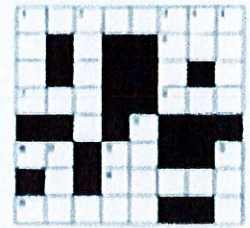
Now you understand the code, complete these sentences and then answer each question.

- What 6 1 13 9 12 25 does the cello belong to?
- Who normally 19 20 1 14 4 19 at the front of the 15 18 3 8 5 19 20 18 1?
- Although the 8 1 18 16 has strings it is a member of the 16 5 18 3 21 19 19 9 15 14 family. What instrument, beginning with 'T' is also a member of the 16 5 18 3 21 19 19 9 15 14 family? (clue = a shape other than a square or circle)
- The 20 21 2 1 is the largest and lowest sounding instrument of which family?
- Which family includes the 22 9 15 12 9 14, 22 9 15 12 1, 3 5 12 12 15 and 4 15 21 2 12 5 / 2 1 19 19?
- What material were members of the 23 15 15 4 23 9 14 4 family traditionally made from?
- The 3 12 1 18 9 14 5 20 is a member of the 23 15 15 4 23 9 14 4 / 6 1 13 9 12 25
- Which family does the 20 18 21 13 16 5 20 belong to?




## 2. Musical Instruments Crossword


Solve the Musical Instruments Crossword by identifying all of the musical instruments, then see if you can work out the secret message running down the column in bold:




10. 


6. 

8. 

2. 


11. 


7. 


4. 

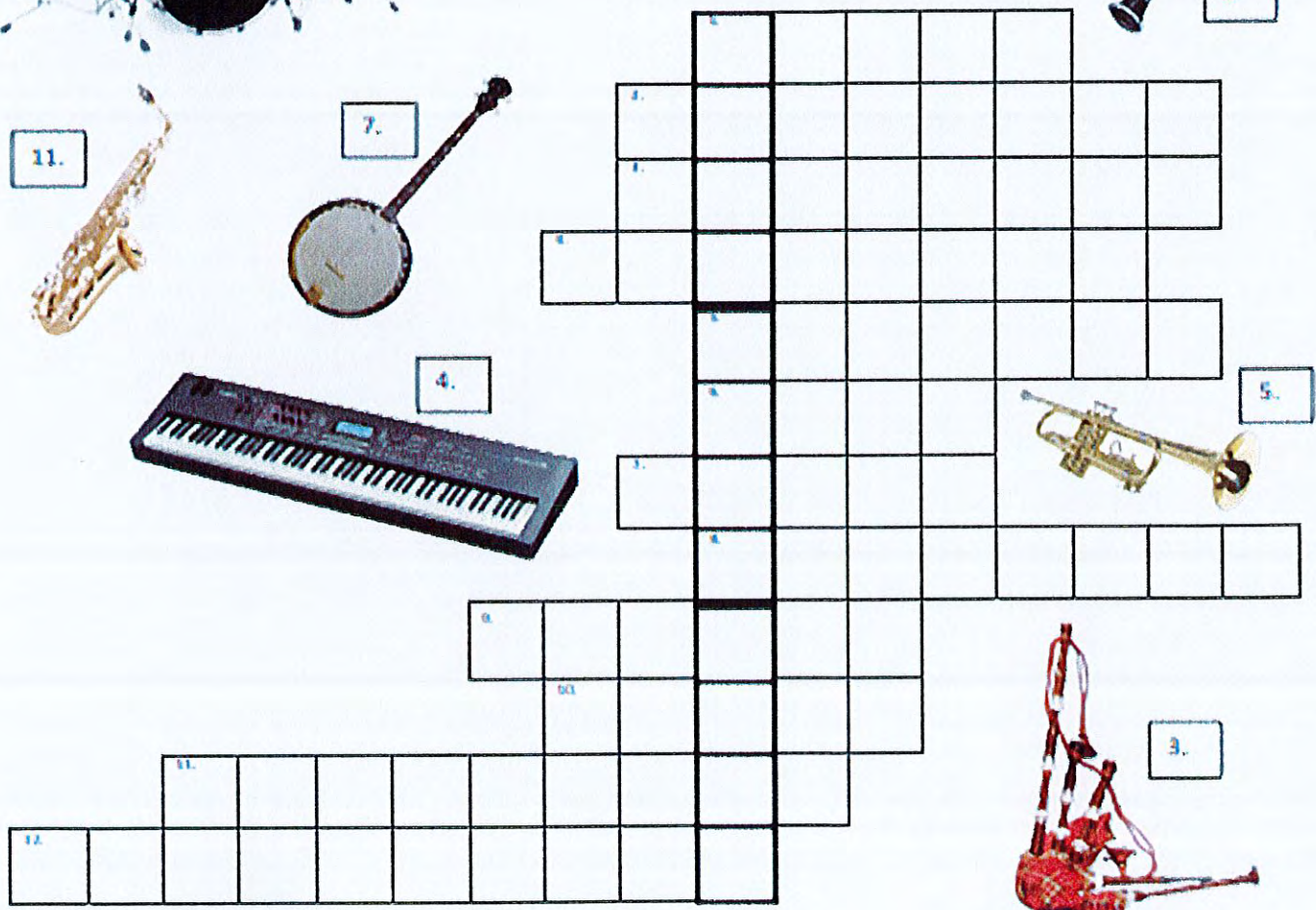
5. 

3. 

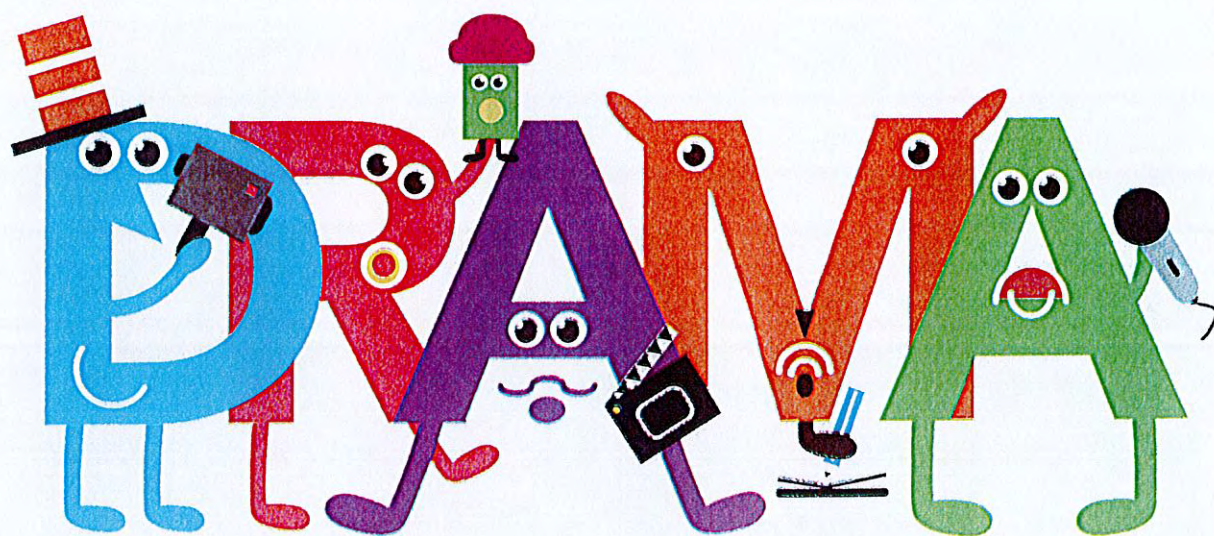
1. 

9. 

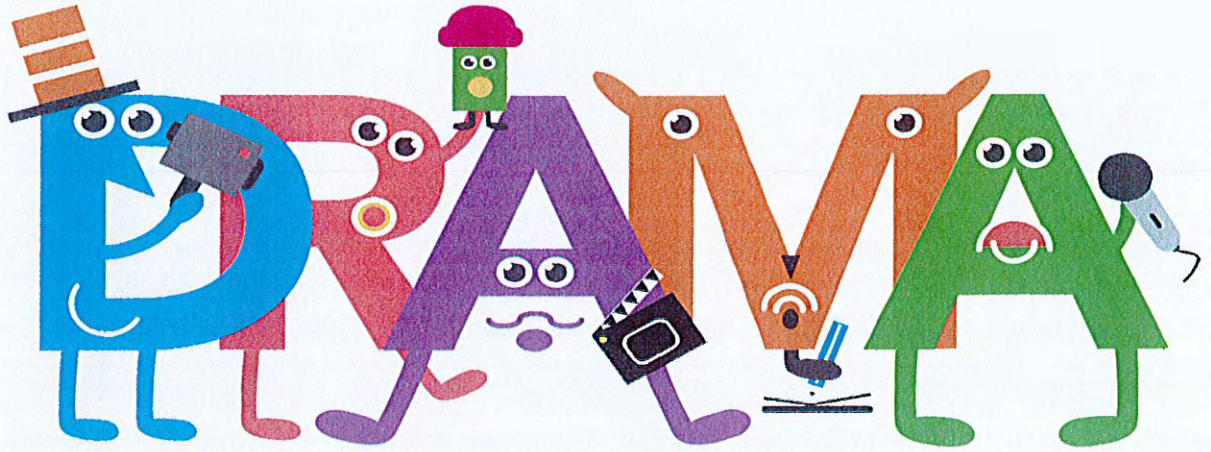
12. 

1. 









Read the attached script, entitled 'The Conversation.'

Try reading one of the characters.

Who are they?

Why are they there?

What is the relationship between the two characters?

What different tones could you use to deliver these lines?

When you change the tone, how do you change the meaning?

What movements would you add?





### The Conversation

*B is sitting in a room. A walks in.*

A: What are you doing here?

B: Hello to you too.

A: Sorry, Hello, but seriously, what are you doing here?

B: You invited me.

A: No I didn't.

B: Yes you did. You said meet me at 11 o'clock.

A: I did?

B: Yes. And you said bring milk.

A: Milk?

B: Yes. For a cup of tea.

A: Oh.

B: Two sugars please.

A: What?

B: Two sugars. In my tea.

A: Oh, right. There's a problem.

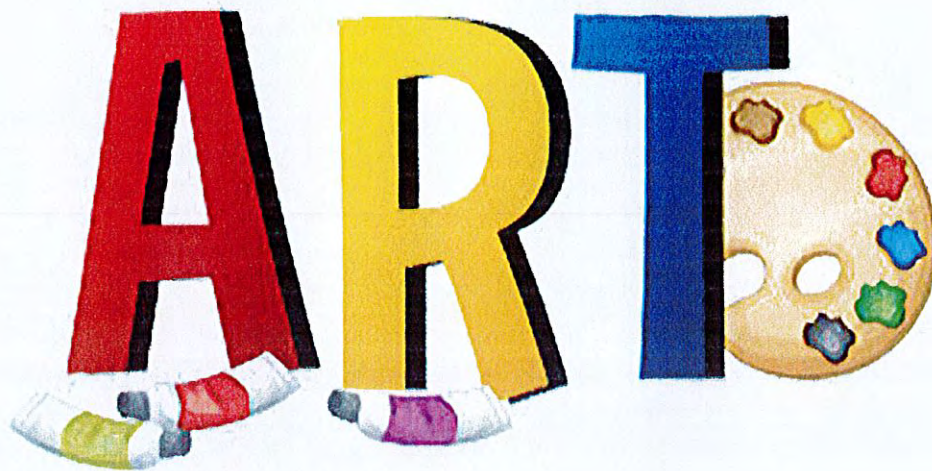
B: What is it?

A: I haven't got any teabags.

B: Ridiculous.







Tasks you might want to try at home:

1) Create a still life (arrange a fruit bowl or collection of still objects).

Complete an observational drawing of your still life concentrating on form, line, colour, texture and tone.

2) Choose an artwork by one of the following artists:

Vincent Van Gogh

Andy Warhol

Claude Monet

Pablo Picasso

Salvador Dali

Georgia O'Keeffe

Try and copy the artwork capturing the colour and technique the artist used.







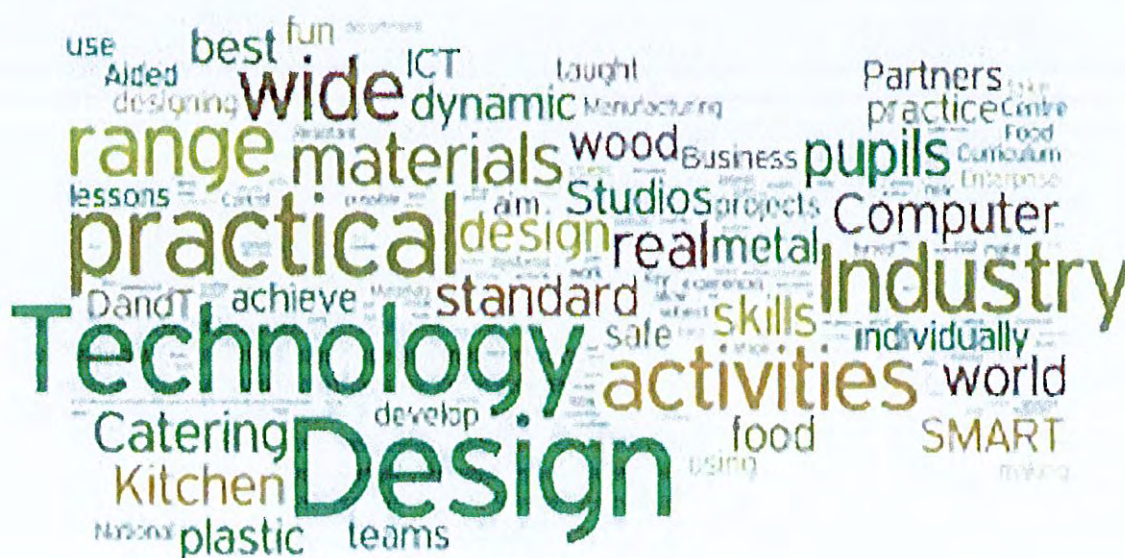




**Food Technology** - Watch cooking and food programmes such as; The great British bake off or Eat well for less. Also why not try joining in at home in the kitchen this could be by helping make dinner or even doing the washing up.

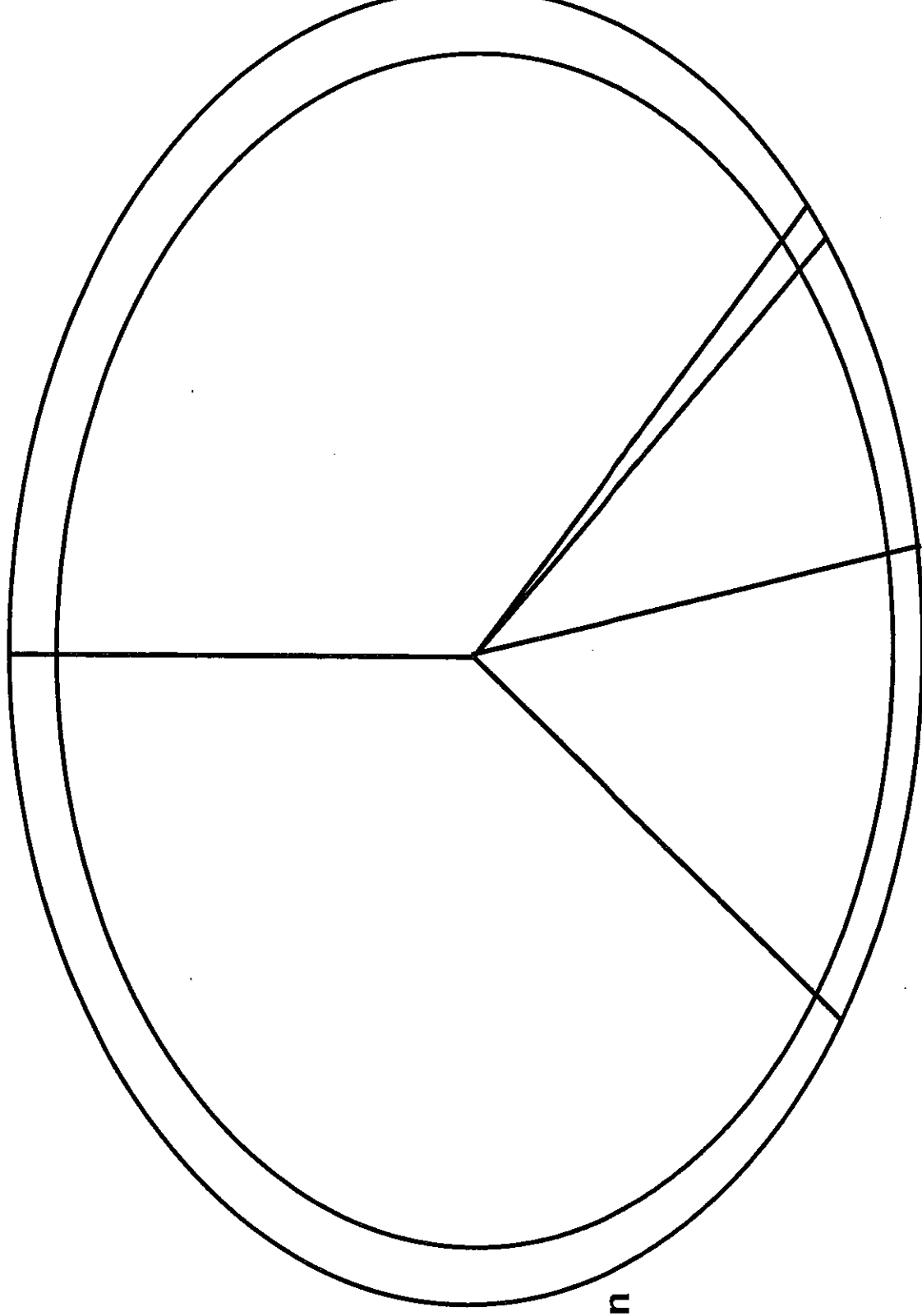
**Compliant Materials** - Turn an empty plastic drinks bottle into something useful. This could be a bird feeder, pencil pot, mini water sprinkler for example.

**Graphic Products** - Design your own packaging for a new Cadbury's Heroes Gift Box, make sure you include all the key information needed on packaging!



# The Eatwell Guide

Task 1: Label each section of the Eatwell guide



Task 2: Add as many different foods into each section as you can



# Cooking Equipment

Task 1: Can you find all of the cooking equipment?

Task 2: Can you draw a picture of each of the pieces of cooking equipment

## Cooking equipment

D	R	C	S	J	T	A	G	E	D	I	O	R	W
L	O	K	G	U	S	E	S	A	R	R	E	E	H
A	L	L	E	G	D	D	L	P	A	L	A	U	I
D	L	E	S	A	P	S	S	S	O	S	L	D	S
L	I	U	R	O	I	O	O	S	B	P	E	O	K
E	N	L	C	E	K	C	R	E	G	O	R	P	C
N	G	N	V	E	L	O	E	V	N	O	E	E	L
N	P	E	N	E	L	O	T	O	I	N	D	N	E
K	I	P	G	E	P	K	A	L	P	W	N	P	R
P	N	P	O	N	L	E	R	G	P	A	A	O	E
I	S	I	W	D	L	R	G	N	O	O	L	A	L
P	E	E	F	E	E	C	O	E	H	F	O	G	E
S	A	U	C	E	P	A	N	V	C	I	C	O	E
I	S	P	A	T	U	L	A	O	N	A	P	G	P

SPATULA  
OVENGLOVES  
CHOPPINGBOARD  
JUG  
SPOON  
LADLE  
SIEVE  
PEELER  
GRATER  
ROLLINGPIN  
SAUCEPAN  
KNIFE  
COLANDER  
COOKER  
WHISK

Play this puzzle online at : <https://thewordsearch.com/puzzle/1243859/>

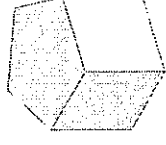
## Year 7 Task

Cadburys Heroes are developing a new gift box and they want you to decorate it. Use the net on this page for your design. Your design work must include:

- The Heroes Logo
- The Cadbury's logo
- Ingredients
- A barcode
- Drawings of the chocolates

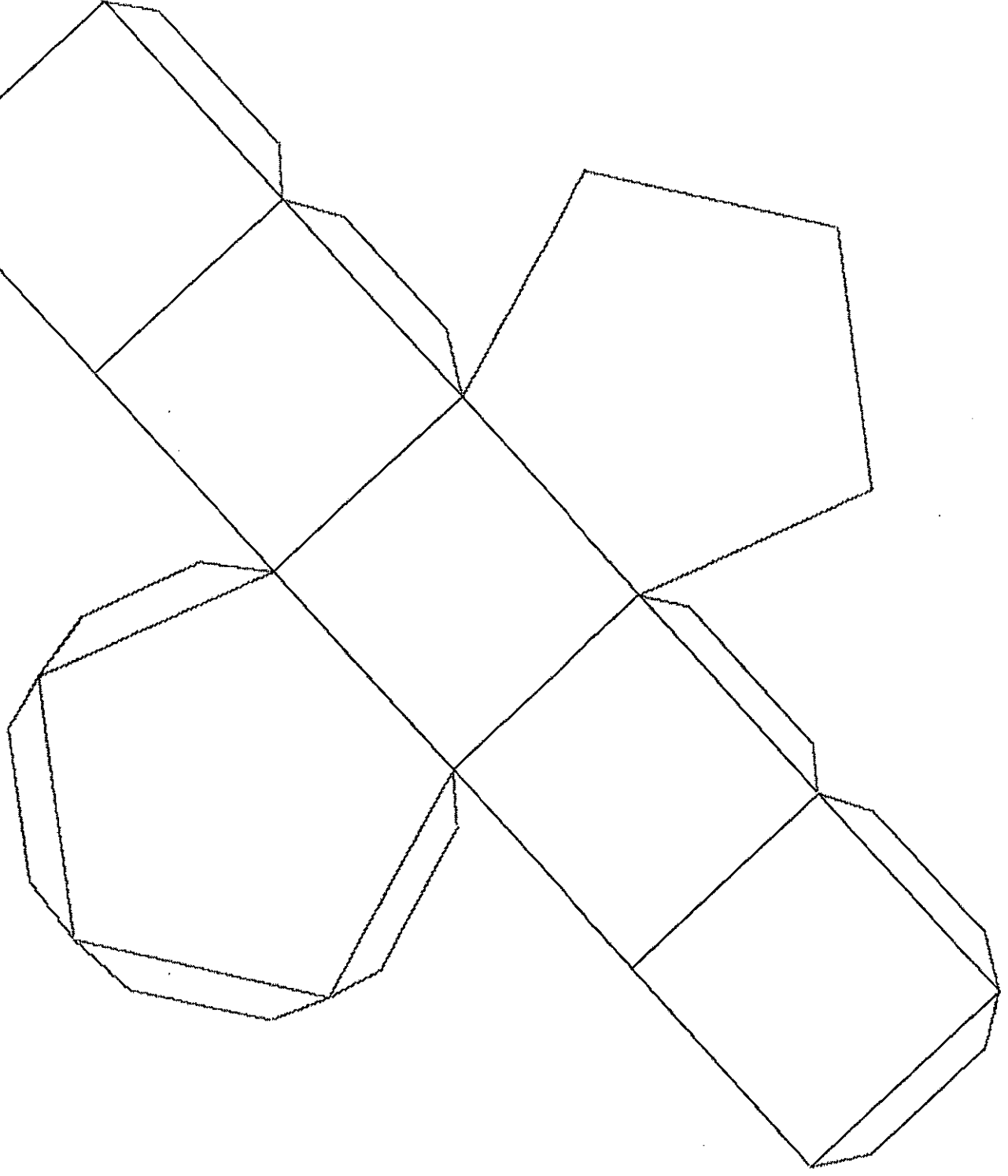
You can get a higher level by evaluating your work. To do this explain and label the good parts of your design, label which parts are less good and explain how they could be improved.

To achieve an even higher level, try designing your own net for the gift box. You can use the back of this piece of paper.



This is what the finished net would look like if you made it.

**Net of Heroes box**





# Computing



# ICT - Word Search

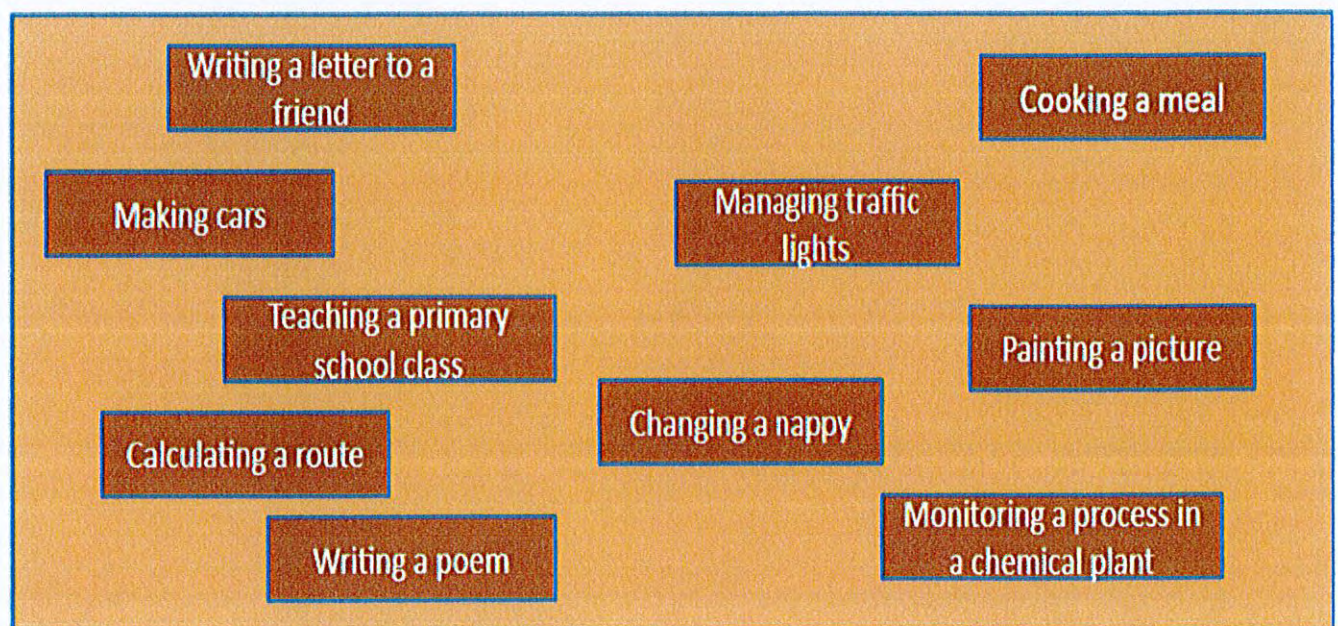
L	T	W	H	E	Q	L	T	D	I	F	Y	B	R	B
T	T	E	S	H	O	H	E	Y	U	C	S	T	V	S
Q	G	U	N	G	R	L	N	W	O	D	T	U	H	S
E	O	N	O	R	A	J	R	A	D	U	L	Y	X	C
M	R	F	E	S	E	E	C	H	R	K	I	N	N	J
P	F	D	A	T	T	T	M	M	O	P	A	N	T	R
V	T	L	M	U	W	M	N	S	W	R	M	L	R	I
F	L	N	P	J	V	O	H	I	S	I	E	C	H	M
E	K	M	O	Z	M	O	R	K	S	N	S	A	V	E
Q	O	E	L	G	O	O	G	K	A	T	R	U	O	S
C	K	E	Y	B	O	A	R	D	P	E	Y	Q	F	P
G	D	Q	O	V	I	L	M	C	E	R	P	A	R	A
O	Y	O	Q	C	H	X	P	N	R	H	I	C	R	D
L	Z	Q	V	Y	Z	N	T	T	A	E	R	R	P	U
I	K	K	N	N	U	R	P	Z	O	C	J	Z	B	N

COMPUTER  
DELASALLE  
EMAIL  
GOOGLE  
ICT  
INTERNET  
KEYBOARD  
LOGOFF  
LOGON  
MOUSE  
NETWORK  
PASSWORD  
PRINTER  
SAVE  
SHUTDOWN



## What types of task are best performed by humans and what are best performed by computers?

Task: Sort the tasks below into 2 groups (Human and Computers)



Extension Task: Explain why humans are better at some things than computers and vice versa.









Design a poster or leaflet about your favourite sports you have done at either Primary school or outside of school

