

Period 1

<p>7A/Sp1 ZTJ</p>	<p>Work through the activities on the worksheet, activities 1-5, with an extension at the end.</p> <p>Follow the instructions that go with each question e.g. Actividad 1 - you start with a quiz, where you need to translate the Spanish into English and then do the quiz, and you go on to Actividad 2, which is drawing and filling in a table with information from a reading text, and keep going until Actividad 5.</p> <p>If you can and have time, you have an extension task to research Latin American weather. See the attached worksheet.</p>
<p>7B/Co1 STF</p>	<p>Computer science is about so much more than coding! Today you will learn about AI, machine learning, training data, and bias, while exploring ethical issues and how AI can be used to address world problems.</p> <p>Go to this link on a computer, phone or tablet and follow the instructions: https://studio.code.org/s/oceans/stage/1/puzzle/1</p>
<p>7C/Ma1 AA</p>	<p>In your exercise books please do the work on substitution Show your working out as I have demonstrated in the hints.</p>
<p>7D/Ma1 KWA</p>	<p>Complete the questions set on Dr Frost – fractions decimals percentages.</p>
<p>7eh/PE</p>	<p>Complete 1 (for a bronze medal), 2 (for a silver medal) or 3 (for a gold medal) of the attached Sports Star Instagram Workouts. Any completed written tasks can be handed into your PE teacher in your next PE lesson or emailed to: anthony.graves@bourne-grammar.lincs.sch.uk. The best ones will be displayed outside the Sports Hall.</p>

Period 2

7ad/Pe	<p>Complete 1 (for a bronze medal), 2 (for a silver medal) or 3 (for a gold medal) of the attached Sports Star Instagram Workouts. Any completed written tasks can be handed into your PE teacher in your next PE lesson or emailed to: anthony.graves@bourne-grammar.lincs.sch.uk. The best ones will be displayed outside the Sports Hall.</p>
7E/Ar1 LMS	<p>Please print off the attached document or use the work sheet online and work on paper. Create a copy of Vincent Van Gogh's, The Starry Night by drawing the image, or part of the image, lightly. Colour and mix harmonious blues with coloured pencil to show a range of different colour values. (Dark to light colours)</p> <p>When finished, write about the work using key vocabulary. Can you answer the questions below?</p> <ul style="list-style-type: none"> - What type of colours and textures has Vincent Van Gogh used in The Starry Night? - How has he shown pattern and shape? - What sort of movement can you see in the picture? - What is unusual about the sky in the image? - How do you think Van Gogh felt about the sky? Why do you think the town looks so small? - How have you produced a similar copy? Can you describe the types of colours you have mixed and textures you have applied? What would you do to improve your work?
7F/Sp1 AFC	<p>Please can you complete the following:</p> <ol style="list-style-type: none"> 1. Work through activities A-E on the worksheet you were given in class and is stuck in your book. 2. Then check and mark your work using the answers on milk.
7G/Dr1 LTE	<p>Create your own vocal warm-up activity – some of which we will try out next lesson.</p> <p>Annotate your copy of <i>A creeping mist</i> (below), showing the different vocal techniques that you are going to apply and learn the script of by heart:</p> <p>A creeping mist hung over the road. Above, a full moon cast its eerie light over the deserted land. Silence. Then a noise, from far away, echoed across the desolate landscape. A dog, perhaps, or some wild animal. I urged myself on, through the ever-thickening mist, towards the house and safety.</p> <p>Research some drama games and choose one which you would like to try out. Ensure you know the rules and can explain them clearly – I will pick some of you to lead some next week.</p>
7H/De1 PD	<p>All the instructions can be found at: https://www.bournetoinvent.com/projects/supplementary_work/pages/SRD_2021.html</p>

Period 3

7A/Sc1 EJM	Follow this link https://www.bbc.co.uk/bitesize/guides/zsfpb82/revision/1 and use the table to fill in the worksheet given to you on Monday. Go around your house and find 1 item that is corrosive, one that is harmful or an irritant (! Or X symbol) and one that is either toxic or harmful to the environment. Write the item and hazard down in the back of your book.
7B/Ep1 JH	Work through the power point provided completing tasks in yellow and taking notes when instructed.
7C/Hi1 SJB	Complete the attached worksheet on Motte and Bailey castles.
7D/Dr1 VT	Task 1: Students need to research and write down the definitions of the Drama terms on the sheet. Task 2: Students should use the costume template to design a costume for a character of their choice. This could be a character from the production <i>The Railway Children</i> or it could be a character from film/TV/ books. They should draw in pencil and colour in their design when they have finished. They should then label their costume with a description of each clothing item. Extension: write a paragraph to describe your costume ideas.
7E/Co1 JB	Computer science is about so much more than coding! Today you will learn about AI, machine learning, training data, and bias, while exploring ethical issues and how AI can be used to address world problems. Go to this link on a computer, phone or tablet and follow the instructions: https://studio.code.org/s/oceans/stage/1/puzzle/1
7F/Sc1 KAW	1. Complete all questions in the 'Forces are everywhere' booklet (it was given out in lesson AND sent to absent students via Milk)
7G/Gg1 SJM	So far, we have learnt about direction and grid references. Today I want you to use those skills in order to plan a route. This will also involve you teaching yourself some new skills! Tip – research OS map symbols! Using the map (lake district side) to plan the following... 1. A route that starts and finishes at Beckfoot (169005) 2. It must stick to roads, tracks and trails. 3. The following must be included along your route – (in any order). You can more if you wish! Nature reserve, Pub, Tarn, Spot height over 600m, Wood, Parking place, Train station Plan how you will show this information (a route card?) See below for headings. Location Grid reference Direction/description to next location
7H/En1 DO	Create a figure of Meg to annotate to answer the question: What different things does the reader learn about Meg in the extract? <ul style="list-style-type: none"> • <u>Task</u>: Write your ideas around the OUTSIDE of your figure • <u>Then</u>: Write down matching evidence INSIDE the figure • <u>Finish</u>: Select three of these emotions and write down why Meg feels this way in the extract.

Period 4

7A/Ma1 KRG	Complete the Dr Frost assignment entitled 'Algebra Review', which will assess all the algebra skills we've learned so far, and make excellent revision for your next test. Please note that I would prefer this to be completed online, but should you encounter any problems then please find a Word document attached so you can complete the work in your book.
7B/En1 ACW	<p>Students should write two diary entries. One from Meg and one from Charles Wallace. They should be about meeting Mrs Whatsit and Mrs Who and should clearly show the differences in the two characters as we have learned about them.</p> <p>Include how they feel about: Their appearances, Their attitudes, The events and/or conversations, What might happen next</p>
7C/De1 SAW	<p>Students are to explore the basics of electronics and circuits in this lesson. Supporting notes outlining the tasks will be attached to the task on Milk. They should work to understand some important essentials regarding the nature of circuits, and building test circuits. Normally we would do this lesson with physical "breadboard" type circuits (which will be discussed in the supporting notes) but will instead use an online circuit simulator.</p> <p>They will use the following site to simulate basic circuits: https://phet.colorado.edu/sims/html/circuit-construction-kit-dc-virtual-lab/latest/circuit-construction-kit-dc-virtual-lab_en.html</p> <p>They will also use these tasks to support their understanding of electricity: https://bournetoinvent.com/projects/7-SC-Torch/pages/1_Lesson.html</p> <p>Time permitting, I may hold a short Teams help session should I have the availability on PRM day.</p>
7D/Sc1 SAS	Complete '7K2b - Speed, Velocity and Acceleration'. Use your notes and your physics buddy to help you.
7E/Sp1 LTE	Complete all the activities on the worksheet attached. You can either print out your own copy and write your answers on it or write your answers directly into your <i>cuaderno de ejercicios</i> .
7F/En1 ALD	<ol style="list-style-type: none"> 1. Read chapter 4 of 'A Wrinkle in Time'. 2. Write a summary of the chapter's events in your book.
7G/Sc1 RF	Complete revision ready for your end of topic test tomorrow (Forces)
7H/Ar1 CEW	<p>Please print off the attached document or use the work sheet online and work on paper.</p> <p>Create a copy of Vincent Van Gogh's, The Starry Night by drawing the image, or part of the image, lightly. Colour and mix harmonious blues with coloured pencil to show a range of different colour values. (Dark to light colours)</p> <p>When finished, write about the work using key vocabulary. Can you answer the questions below?</p> <ul style="list-style-type: none"> - What type of colours and textures has Vincent Van Gogh used in The Starry Night? - How has he shown pattern and shape? - What sort of movement can you see in the picture? - How have you produced a similar copy? Can you describe the types of colours you have mixed and textures you have applied? What would you do to improve your work? - What is unusual about the sky in the image? - How do you think Van Gogh felt about the sky? Why do you think the town looks so small?

Period 5

<p>7A/Dr1 NP</p>	<p>Task One: Please write a definition for the following; Tone, Pitch, Volume, Pace, Accent , Emphasis, Cadence, Modulation</p> <p>This can be typed or handwritten.</p> <p>Task Two: Please read through and annotate your Creeping Mist passage. Add in ideas for pace, volume, pitch, tone, pauses and emphasis. Feel free to use different colours or a key to show your different ideas. You can also consider your groups physicality. Learn your sections ready for performance next week.</p>
<p>7B/Sp1 SJP</p>	<p>Students should complete all tasks on the worksheet attached.</p>
<p>7C/Gg1 GP</p>	<p>Use Digimap for Schools to explore the area around your house.</p> <ol style="list-style-type: none"> 1. Write 5 direction sentences about your local area e.g. 'my village post office is north-west of the pub', 'Bourne is south of...' etc. 2. Find 5 map symbols in your local area. Draw them and use the key (legend) to find out what they are. 3. What was your local area like in the 1950s? And the 1890s? What has changed? What is the same? Write 5 sentences e.g. 'there was a railway running through Bourne in the 1890s and 1950s but it isn't there now.' <p>Website information: https://digimapforschools.edina.ac.uk/ Username: PE109JE Password: frirms2860</p>
<p>7D/De1 PD</p>	<p>All the instructions can be found at: https://www.bournetoinvent.com/projects/supplementary_work/pages/SRD_2021.html</p>
<p>7E/Mu1 MPJ</p>	<p>Complete two exercises from your Term 2 (Waltz) BBL booklet. Remember to look in the back of your Music Organiser to help you with the key words for each musical element (MAD T SHIRT).</p>
<p>7F/Hi1 TJG</p>	<p>please complete the attached work sheet on Motte and Bailey castles using the information at https://www.bbc.co.uk/bitesize/guides/zwtc2p3/revision/1 to help you. When you have finished, please complete the quiz to test your understanding.</p>
<p>7G/Sp1 MB</p>	<p>Complete the attached worksheets VIVA-1.2</p>
<p>7H/Ma1 SAM</p>	<p>Students should finish off questions on substitution, which we made notes on in our last lesson, using the file attached.</p> <p>Once finished, students should complete PRM – Algebra and Substitution on Dr Frost</p>