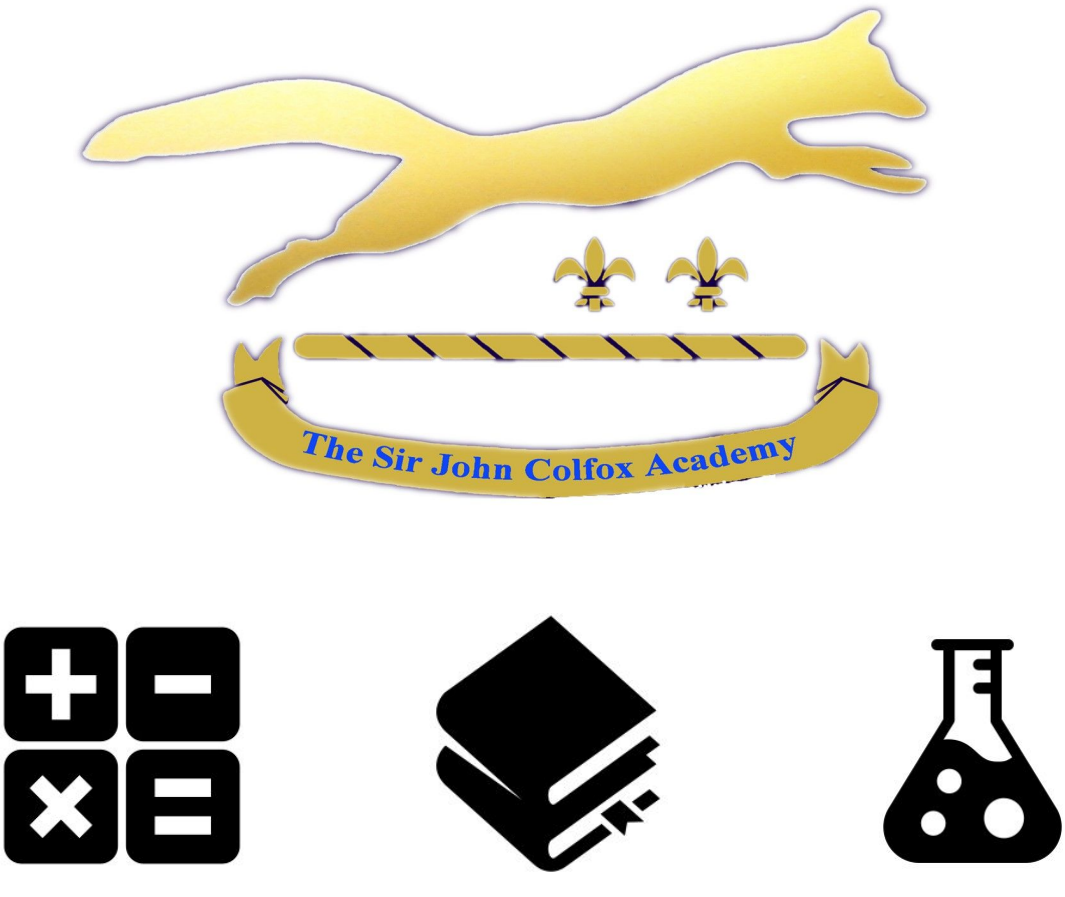
The Sir John Colfox Academy Homework Booklet

Year 7
Autumn 2



Name: _____

Tutor Group: _____

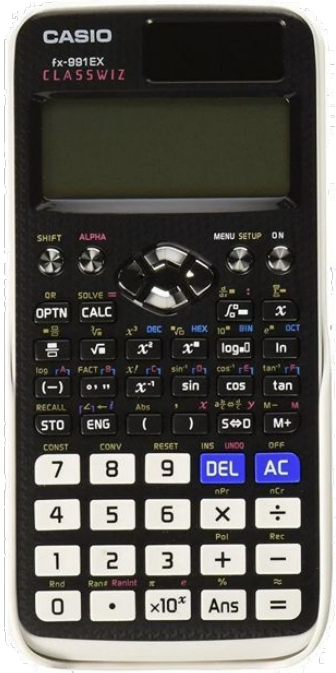
Bring this booklet to school with you **every day**.

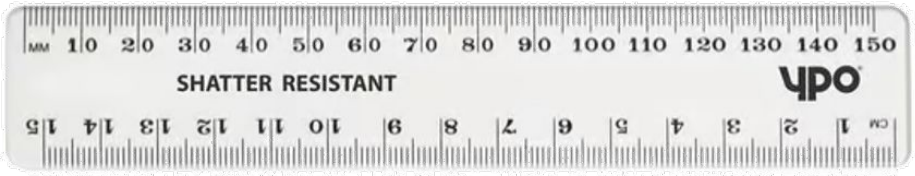
School Equipment













These items of equipment should be brought to school every day.

Principles of homework

Homework is an essential part of learning for all students at The Sir John Colfox Academy. It supports the teaching and learning that happens in the classroom, as well as helping to reinforce key learning from previous topics or years. It also helps to build routines and habits that will be needed for successful revision in Key Stage 4. We believe that meaningful homework is underpinned by the following principles.

- We value quality rather than quantity, so that a small number of things are done well.
- Homework is regular and specific, so that you know when to expect it and what to do.
- It is time limited, so that you are developing good study habits without being overwhelmed.
- It develops independent study habits and metacognitive skills so that students can work with increasing independence as they move through school and into adult life.

Homework expectations

T	**On Time**	Follow the homework schedule so that you know when each piece of homework will be checked by your teacher.
A	**Accurate**	Take care over your work. Use the correct spelling, punctuation and grammar. Be specific. Use subject specific vocabulary.
N	**Neat**	Present your work neatly. Write in pen and draw in pencil. Use a ruler if needed.
C	**Complete**	Make sure the task(s) or questions are finished in full. No blanks. No missed questions.

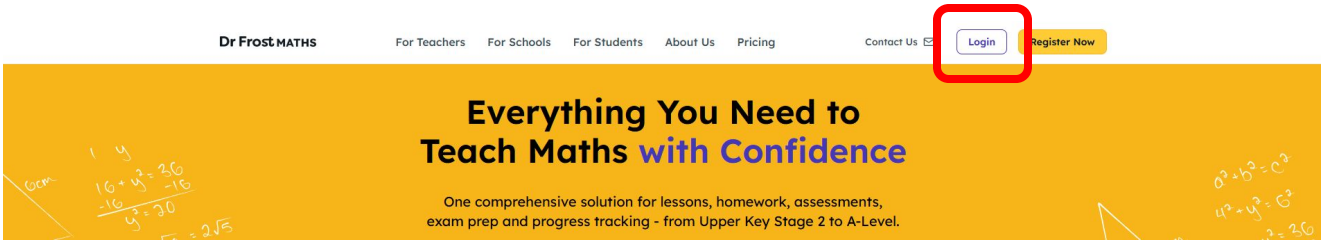
Support with homework

If you need help with your homework, you can:

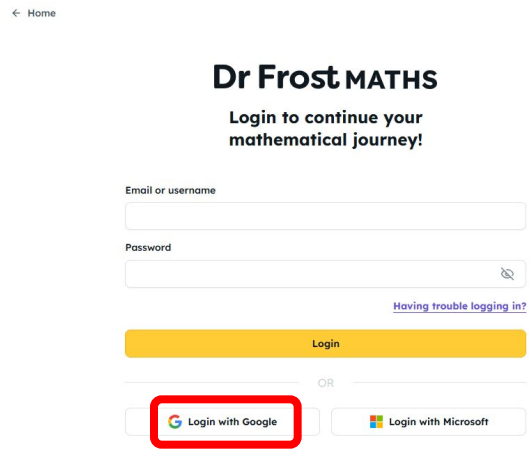
- ✔ Speak to your class teacher.
- ✔ Speak to your tutor.
- ✔ Come to homework club in the library until 4:30 every Monday to Thursday
- ✔ SEN Homework club runs in the SEN room until 4:30 every Monday to Thursday.

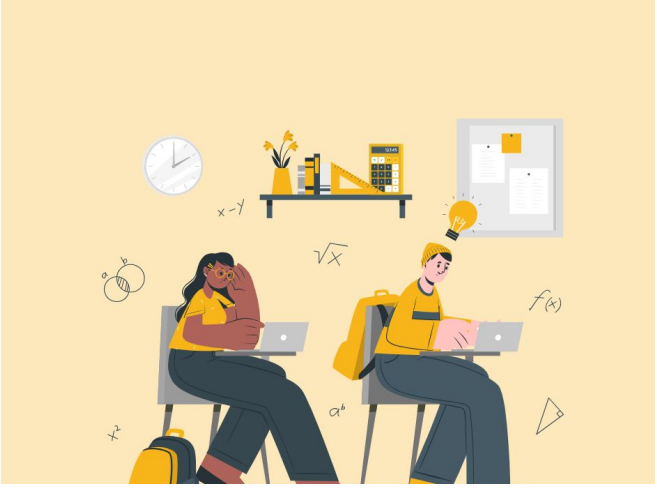
Dr Frost - Maths

Visit https://www.drfrost.org/ and click “Login” at the top of the page



Click “Log in with Google”





You then use your school email address and the password you use in the computer room e.g.

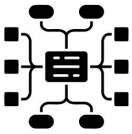
Username: 26exampleanne@sirjohncolfox.org

Password: Whatever you have changed it to..

Your tasks will appear on the left-hand side of the screen.

Please see your class teacher if you have forgotten your login details.

Mind Maps



A mind map is a way of organising information using keywords, colours, pictures and branches. Start with the main topic in the centre of the page and draw lines outwards for different ideas or sub-topics. Add key facts, images and links between ideas. Mind maps help you see how information fits together and make it easier to remember. They are especially useful when revising a topic with lots of information. When creating a mind map, try to use short keywords instead of full sentences. This helps your brain focus on the most important information and makes revision quicker.

Flashcards



Flashcards are small cards used to test your memory. On one side, write a question, keyword or topic. On the other side, write the answer or explanation. Once you have made your cards, test yourself by looking at one side and trying to remember what is on the other. Flashcards are useful because they help you practise retrieving information from your memory, which strengthens learning. Keep reviewing cards regularly, especially the ones you find difficult. You can use flashcards for vocabulary, dates, formulas, definitions and key facts in almost any subject.

Dual Coding



Dual coding is a technique that combines words and pictures to help you learn. Instead of only reading notes, add diagrams, symbols, timelines, charts or simple drawings to represent the information. Using both visual and written information can make ideas easier to understand and remember. The pictures do not need to be artistic – simple sketches are often best. For example, you could draw something that represents a key idea – a smiley face for happy, a heart to represent love, etc . The aim is to help your brain make stronger connections between ideas by presenting information in more than one way.

Summarising



Summarising means reducing information to its most important points. After reading a text, write a short explanation using your own words. Focus on the key ideas rather than copying everything. A good summary is clear, accurate and much shorter than the original information. This technique helps you check your understanding and identify what is most important. You could summarise a chapter, lesson notes or a revision topic. If you can explain something simply, it is often a sign that you understand it well.

Look/Cover/Write/Check



“Look, Cover, Write, Check” is a simple method for learning facts, spellings, vocabulary and key information. First, look carefully at the information you want to learn. Next, cover it so you cannot see it. Then write it down from memory. Finally, check your answer against the original and correct any mistakes. Repeat the process until you can remember the information accurately. This technique works because it makes your brain actively recall information rather than just reading it. Regular practice can improve memory and help information stay in your long-term memory.

Homework Timetable

Homework Timetable – Half Term 2			
Week beginning	**Maths**	**English**	**Science**
9th Nov	Dr Frost Task 1	Flash cards	Mind-map - Grouping living things Finish any gaps from last half-term's booklet.
	Due Weds 18th Nov	Due first lesson of w/c 16/11	Due first lesson of w/c 16/11
16th Nov	Dr Frost Task 2	Dual Coding	Mind-map - Grouping living things
	Due Weds 25th Nov	Due first lesson of w/c 23/11	Due first lesson of w/c 23/11
23rd Nov	Dr Frost Task 3	Summarising	Questions - Grouping living things
	Due Weds 2nd Dec	Due first lesson of w/c 30/11	Due first lesson of w/c 30/11
30th Nov	Dr Frost Task 4	Look, Cover, Write, Check	Mind-map - Forces
	Due Weds 9th Dec	Due first lesson of w/c 7/12	Due first lesson of w/c 7/12
7th Dec	Dr Frost Task 5	Mind-map	Questions - Forces
	Due Weds 16th Dec	Due first lesson of w/c 14/12	Due first lesson of w/c 14/12

Tick off each task to keep track of what you have done.

Maths

Two topics will be covered this half term:

- Topic 1: Negative Numbers
- Topci 2: Fractions

All the key facts here need to be learnt off by heart.

Negative Numbers Key Facts

CORE

learn by heart

The further down the number line.....	the smaller the number
Which number is smaller out of -2 and -7?	-7
When **adding a positive number**.....	move **up** the number line
When **subtracting a positive number**.....	move **down** the number line
When **adding a negative number**.....	move **down** the number line
When **subtracting a negative number**.....	move **up** the number line
Negative × Negative = ...	Positive
Negative × Positive = ...	Negative
Positive × Negative = ...	Negative
What is a product?	The result of multiplying
What is the product of 3 negative numbers?	Negative
What is the product of 4 negative numbers?	Positive
The product of an odd number of negatives.....	will be negative
Negative ÷ Negative = ...	Positive
Negative ÷ Positive = ...	Negative
Positive ÷ Negative = ...	Negative

Maths

Negative Numbers Key Facts

SUPPORT

learn by heart

The further down the number line.....	the smaller the number
When **adding a positive number**.....	move **up** the number line
When **subtracting a positive number**.....	move **down** the number line
Any number subtract itself = ...	zero
When **adding a negative number**.....	move **down** the number line
When **subtracting a negative number**.....	move **up** the number line
Negative × Negative = ...	Positive
Negative × Positive = ...	Negative
Positive × Negative = ...	Negative
What is a product?	The result of multiplying
Negative ÷ Negative = ...	Positive
Negative ÷ Positive = ...	Negative
Positive ÷ Negative = ...	Negative
-3 × -4 = ...	12
-3 + -4 = ...	-7

Maths

CORE

Fractions Key Facts

learn by heart

What is a numerator?	The top number in a fraction
What is a denominator?	The bottom number in a fraction
What is a **whole**?	All of the parts, e.g. $\frac{5}{5}$
What is a **unit fraction**?	A fraction with a numerator of 1, e.g. $\frac{1}{5}$
What is a proper fraction?	Denominator > Numerator
What is an improper fraction?	Numerator $\geq$ Denominator
What is a mixed number?	An integer + a fraction
What is finding $\frac{1}{4}$ of an amount the same as?	Dividing by 4
What is finding $\frac{2}{5}$ of an amount the same as?	Dividing by 5 and multiplying by 2
What are equivalent fractions?	Fractions which have the same value
What is the simplest form of a fraction?	The numerator and denominator have **no common factors**
What is $\frac{14}{100}$ as a decimal?	0.14
What is $\frac{2}{5}$ as a decimal?	$\frac{2}{5} = \frac{4}{10} =$ **0.4**
How are fractions multiplied?	Multiply numerators and denominators
How is the reciprocal of a fraction found?	Swap over the numerator and denominator
To divide by a fraction.....	multiply by its reciprocal

Maths

SUPPORT

Fractions Key Facts

learn by heart

What is a fraction?	A number of **equal parts**
What is a numerator?	The top number in a fraction
What is a denominator?	The bottom number in a fraction
What is a **whole**?	All of the parts, e.g. $\frac{5}{5}$
What is a proper fraction?	Denominator > Numerator
What is an improper fraction?	Numerator ≥ Denominator
What is a mixed number?	An integer + a fraction
What is finding $\frac{1}{4}$ of an amount the same as?	Dividing by 4
What is finding $\frac{2}{5}$ of an amount the same as?	Dividing by 5 and multiplying by 2
What are equivalent fractions?	Fractions which have the same value
What is the simplest form of a fraction?	The numerator and denominator have **no common factors**
What is $\frac{14}{100}$ as a decimal?	0.14
List all the factors of 100	1, 2, 4, 5, 10, 20, 25, 50, 100
What is $\frac{1}{2}$ as a decimal?	0.5
To be able to add or subtract fractions.....	they need to have the same denominator
How are fractions multiplied?	Multiply numerators and denominators

Year 7 Knowledge Organiser: Allusions

What is an ALLUSION?

Definition

- An **indirect** or **passing reference** to an event, person, place or artistic work that the **author assumers the reader will understand.**

Characteristics

- Implies a **connection** without explicitly mentioning it
- **Enhances meaning** through the reference
- Relies on the reader's prior knowledge
- Often used in literature, speeches, and everyday conversation

Examples

- "Pride comes before a fall."
- "This place is the Garden of Eden."
- "Chocolate is my Achilles' heel."
- "Open Pandora's box."

Non- examples (not allusions):

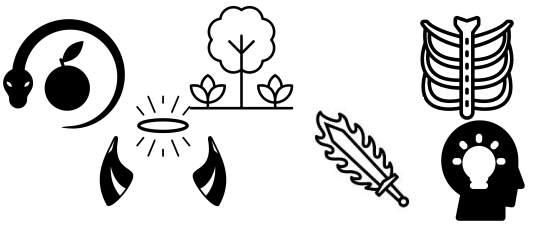
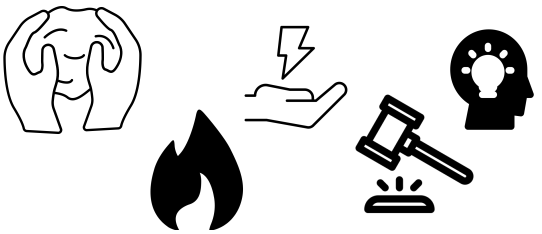
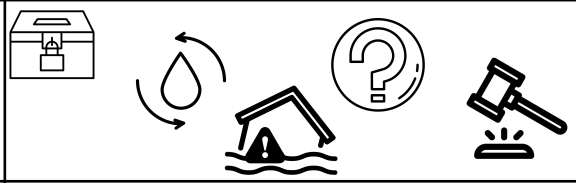
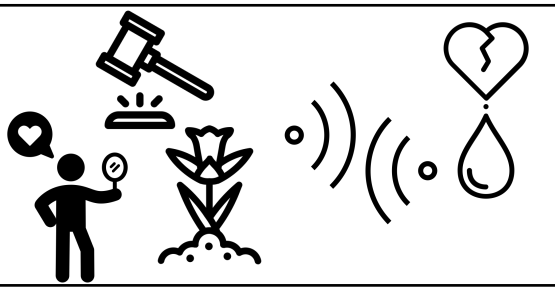
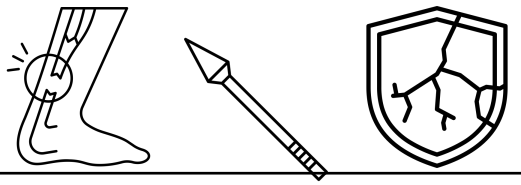
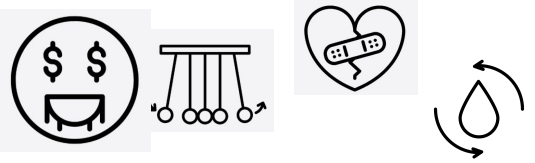
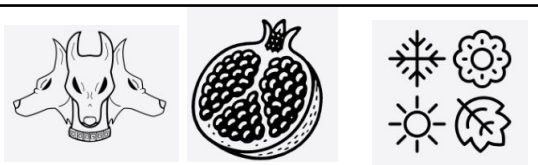
Direct references: Achilles is part of the Trojan War story.
Detailed descriptions: He was proud and arrogant like Icarus was when he first flew.
Clear explanation: "I have a weakness for chocolate."
Explicit mentions: "This garden reminds me of the Garden of Eden from the Bible."

Why are allusions important?

- Most allusions are based on the assumption that there is knowledge that is shared by the author and the reader and that therefore the reader will understand the author's reference.
- It adds to the readers understanding of what the author is trying to convey.

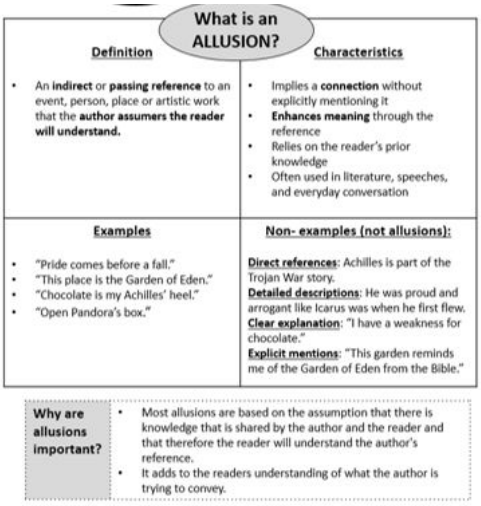
Key vocabulary

Indirect	Not obvious
Sin	An immoral act considered to be against religion
Knowledge	Awareness
Ember	Spark
Narcissism	Vanity; self- love
Cleanse	Clean; purify
Unrequited love	Loving someone who doesn't love you back; one sided love
Ego	A person's sense of self importance; the opinion you have of yourself
Hubris	Excessive pride
Vulnerability	Weakness; susceptibility
Materialism	the belief that money, physical possessions, and physical comfort are the most important things
Consequence	A result or effect, typically one that is unpleasant
Redemption	Being saved from sin, error or evil

Story	Images	Themes/ ideas	Dual Coding
Adam and Eve	Serpent Apple Garden of Eden Rib Flaming sword	Sin Knowledge Paradise	
Prometheus	Fire Ember Clay Eagle Liver	Creation Power Punishment Knowledge Wisdom	
Pandora	Jar/ box Flood	Punishment Cleanse Curiosity	
Echo and Narcissus	Reflections Daffodils Echo	Narcissism Vanity Punishment Unrequited love	
Icarus and Daedalus	Sun Flying Wings Feathers Melting wax	Hubris	
Achilles	Ankle Spear	Weakness Vulnerability	
Midas	Gold Touch Statue River	Materialism Cleanse Consequence Redemption	
Hercules	Strength Tasks	Redemption Physical Strength Overcoming	
Persephone & Hades	Pomegranate Pips Cerberus	Seasons Life cycle	

Week 1: Mindmap

CORE task: Turn the following section of your Knowledge Organiser into a mind map below.



What is an ALLUSION?

Definition

- An **indirect** or **passing reference** to an event, person, place or artistic work that the **author assumers the reader will understand.**

Characteristics

- Implies a **connection** without explicitly mentioning it
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Examples

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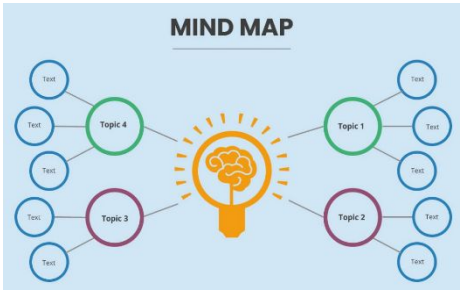
Non- examples (not allusions):

Direct references: Achilles is part of the Trojan War story.
Detailed descriptions: He was proud and arrogant like Icarus was when he first flew.
Clear explanation: "I have a weakness for chocolate."
Explicit mentions: "This garden reminds me of the Garden of Eden from the Bible."

Why are allusions important?

- Most allusions are based on the assumption that there is knowledge that is shared by the author and the reader and that therefore the reader will understand the author's reference.
- It adds to the readers understanding of what the author is trying to convey.

- Think carefully about how to organise the information (bigger version on your KO).



EXTENSION : Research and find out about some famous allusions in Literature.

Week 2: Flashcards

- Flashcards are a creative and colourful way to support long-term learning.
- Simply create with questions on side and answers on the other side. You can colour code for specific topics and quiz yourself or others
- Post-it notes can also be useful for key words and timelines

CORE task: Create 12 flashcards – 1 for each of the following words that are on the Knowledge Organiser. Use the given definitions below.

Get card from your teacher if you need. A flashcard should be no smaller than a quarter of A4 (if making your own).

Key vocabulary

Indirect	Not obvious
Sin	An immoral act considered to be against religion
Knowledge	Awareness
Ember	Spark
Narcissism	Vanity; self- love
Cleanse	Clean; purify
Unrequited love	Loving someone who doesn't love you back; one sided love
Ego	A person's sense of self importance; the opinion you have of yourself
Hubris	Excessive pride
Vulnerability	Weakness; susceptibility
Materialism	the belief that money, physical possessions, and physical comfort are the most important things
Consequence	A result or effect, typically one that is unpleasant
Redemption	Being saved from sin, error or evil

- Have the key word on one side – clearly written – quite big!
- Have the definition on the other side – clearly written.
- Practise using them!

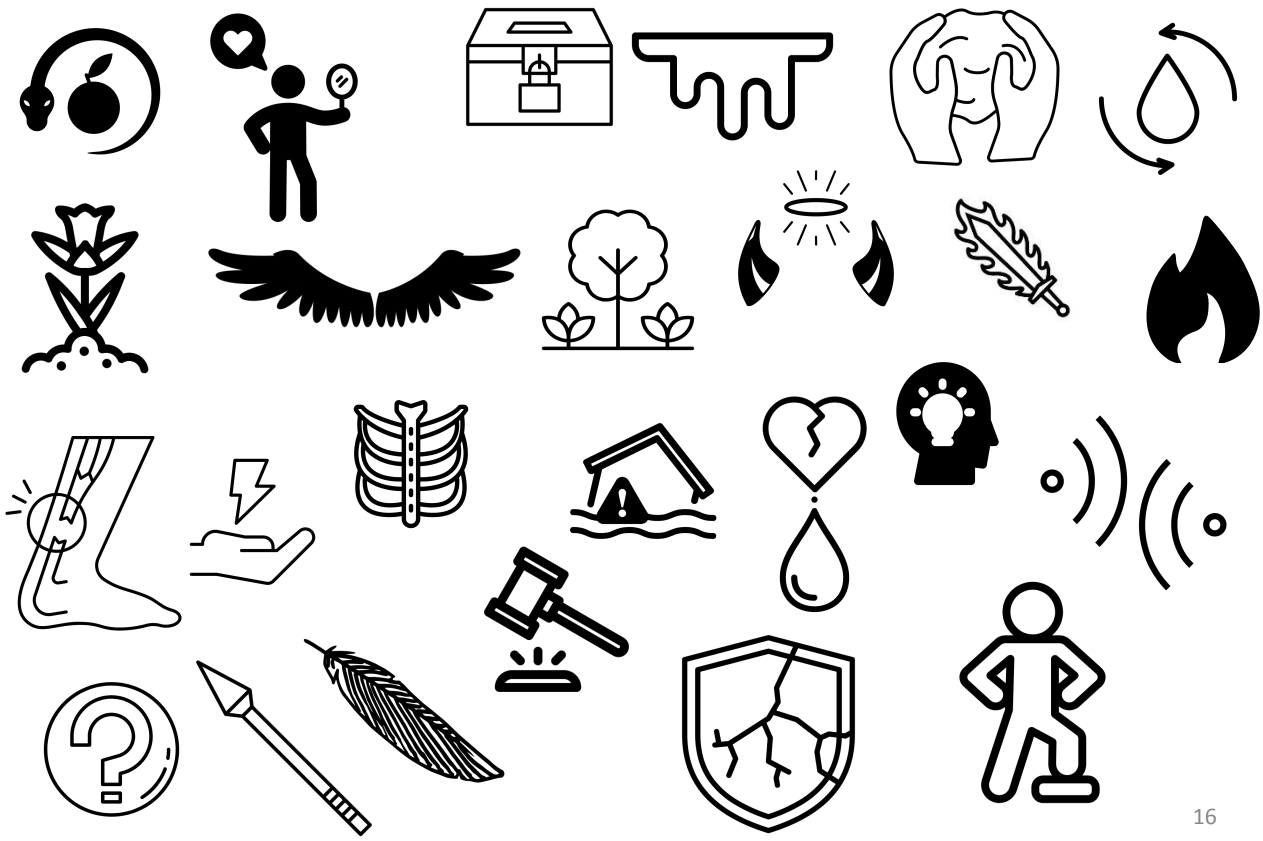
EXTENSION task: Add an example sentence to the definition side of your card.

Week 3: Dual Coding

- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.
- When you have the same information in two formats-words and visuals-it gives you two ways of remembering the information later on. Combining these visuals with words is an effective way to study.

CORE task: Go back to your flashcards from last week. Add (at least 1) image to the key word side (dual code) that will help prompt you for the definition of that word.

EXTENSION task: Write a question under your word and image that could only be answered using this word.



Week 4: Summarising

- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.

Core Task: Summarise the stories of Adam and Eve and Prometheus in less than 50 words.

Extension: Draw out a key scene from each of the stories.

Adam and Eve summary:

Word count:___

Prometheus summary:

Word count:___

Week 5: Look, cover, write, check

CORE task: Learn how to spell the key vocabulary from the Knowledge Organiser – using the look, cover, write check system. Do this THREE TIMES THIS WEEK (in the booklet) and then there will be a spelling test in class.

EXTENSION task: Write 10 sentences (1 sentence per word) applying that word to what you have been learning this term.

Look and Say		***Write – without looking!***	***Check! Did you get it right?***
Indirect	***Now cover up look and say column!***		
Consequence			
Knowledge			
Materialism			
Narcissism			
Cleanse			
Unrequited			
Redemption			
Hubris			
Vulnerability			

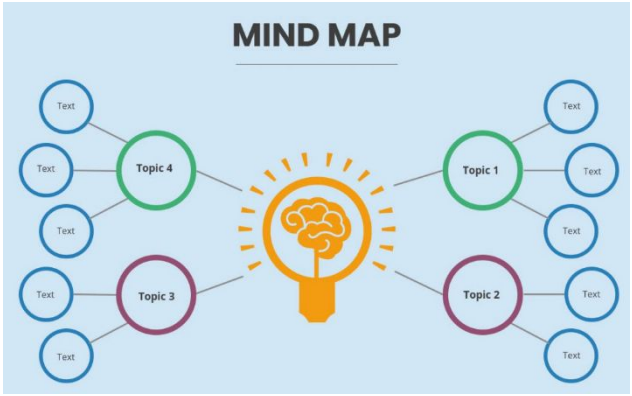
Look and Say		***Write – without looking!***	***Check! Did you get it right?***
Indirect			
Consequence			
Knowledge			
Materialism	***Now cover up look and say column!***		
Narcissism			
Cleanse			
Unrequited			
Redemption			
Hubris			
Vulnerability			

Look and Say		***Write – without looking!***	***Check! Did you get it right?***
Indirect			
Consequence			
Knowledge			
Materialism	***Now cover up look and say column!***		
Narcissism			
Cleanse			
Unrequited			
Redemption			
Hubris			
Vulnerability			

Week 6: Mind map, dual code, summarising

Core task: Create a mind map that showcases the WHOLE Knowledge Organiser.

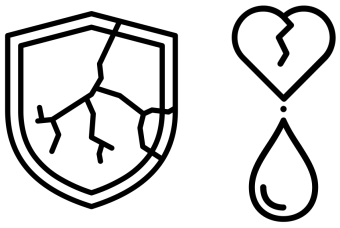
Use colour, dual coding, summarising and all the skills you have learned this half term.





- Dual coding is the process of combining verbal materials with visual materials.
- There are many ways to visually represent material, such as with infographics, timelines, cartoon strips, diagrams, and images.

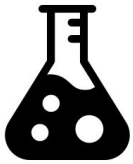
- Summarise your topic in a few words.
- Using your own words means you process the information, which improves your understanding and your memory. Keep the notes brief to act as prompts. The aim is to create your summary from memory; do not use notes to help you.



Your showcase mind map: Allusions

Seen by teacher?

Science



Science helps us explain how the world around us works.

So, when you learn science, you learn explanations (or theories) of why things happen in nature. For example, you learn about how forces can explain why things move or how ideas about atoms help us explain what happens when in a chemical reaction.

But before you can understand these scientific explanations (or theories), you need to understand the key ideas. For example, you need to know that a force is a push or a pull or a bit about what atoms look like.

The homework in science reminds you of the key ideas you need to understand to learn the explanations you are studying in science this term. You will have been taught these topics before. So, this is a recap.

To do this, your science teachers expect you to:

1. Complete the mind-map for the topic using the handout you have been given (1st and 2nd week). The branches you have been given are just a starting point. You are free to add lots more detail. But remember, don't become a human photocopier! You need to summarise or select the information you want to add.

2. Check your understanding of this topic by answering the 'Check your understanding' questions (3rd week).

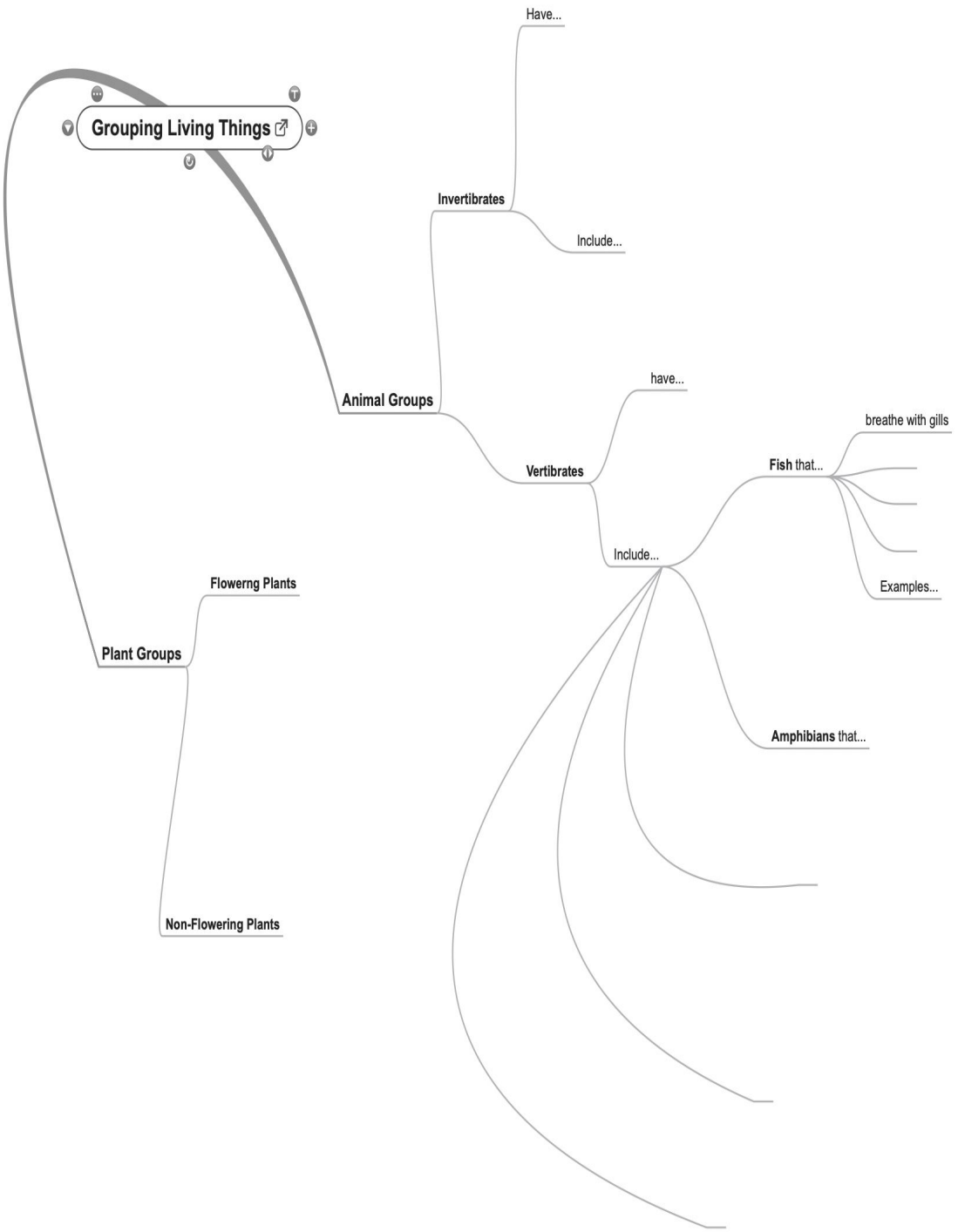
There are two topics each half-term.

This half-term they are:

1. Grouping living things

2. Forces

Science
Grouping living things | mind-map



Science
Grouping living things | check your understanding

<table>
<tr><td>What are the three main groups living things can be put in?</td><td>What is the difference between a vertebrate and an inveterate?</td></tr>
<tr><td colspan="2">Put these living things into the correct group and explain why should be in these groups. e.g., wasp | animal, invertebrate, insect because it can’t make its own food, it doesn’t have a backbone and its body has three parts.
1.Salmon

2.Alligator

3.Falcon

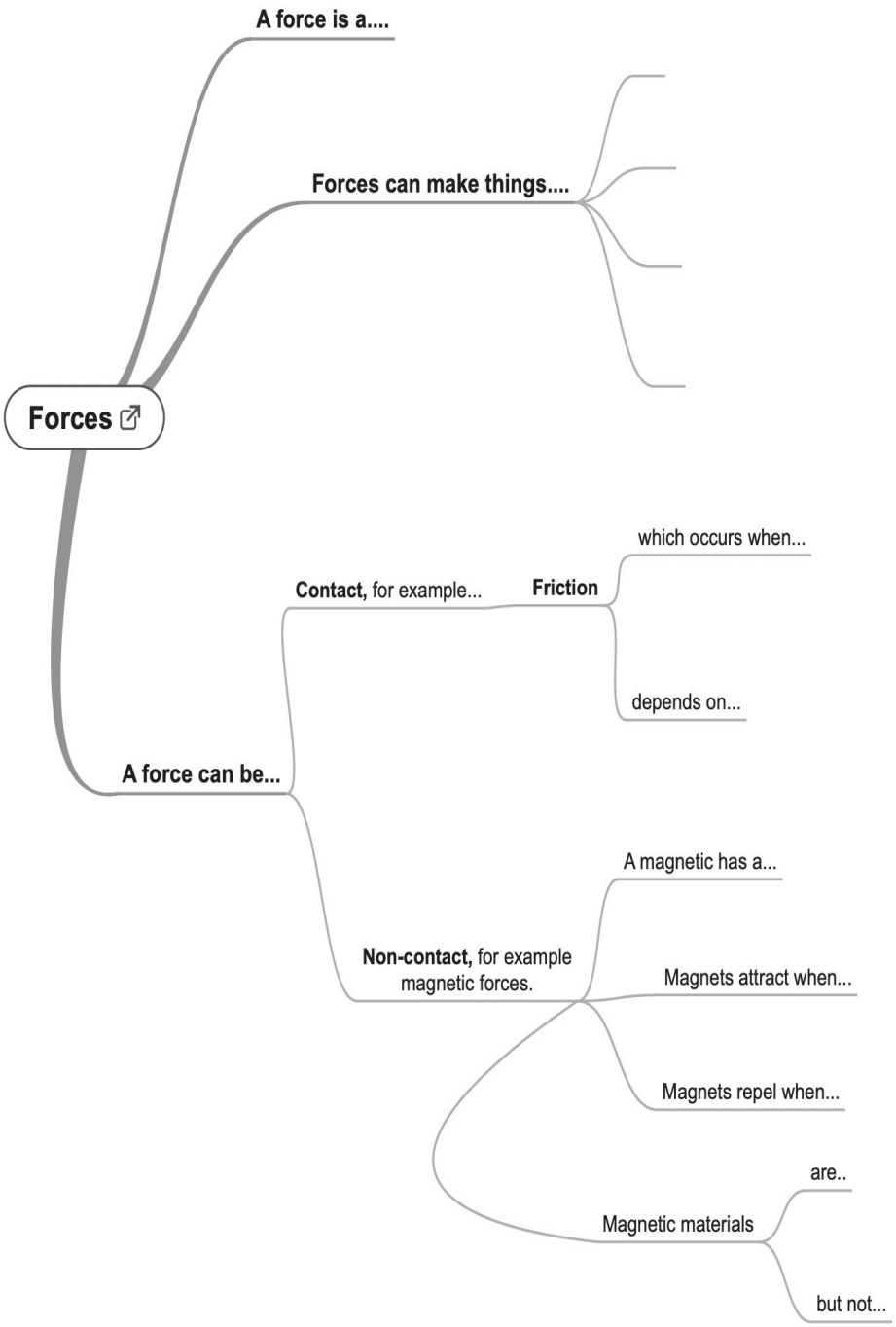
4.Lion

5.Human

6.Ant

7. Daffodil</td></tr>
<tr><td>Why is an orca (killer whale) a mammal and not a fish?</td><td>The platypus is a mammal. But it is a very strange mammal. So, strange that when it was first discovered scientists who had not seen it didn’t thing it could exist! Why is the platypus such a strange mammal? You will have to research this.</td></tr>
</table>

Science
Forces | mind-map



Science
Forces | check your understanding

What is a force?	Name 4 things that forces can do to objects.

Magnetic forces are **non-contact forces.**
What does this mean?

Friction is a **contact forces.**
What does this mean?

What will happen to each of these magnets when they are moved together?



Powerful magnets can be used in recycling to separate steel drinks cans from aluminium drinks cans. How does this work?

If you push a toy car across a floor with a carpet, it will slow down and stop much more quickly than if you push it across a polished wooden floor. Why is this?

The soles of our shoes are often very rough and bumpy. Why is this?