




# Learning from Home Hub

## Work instructions for any pupils unable to attend school during term time



### Year 7

For the weeks beginning Monday 2<sup>nd</sup> and 9<sup>th</sup> May

| Subject: | Work instructions:  |
|----------|---|
| English  | <p><b>Year 7.1</b><br/>Go to <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a> and create an account using your first and last name. Once created, click "join a class" and enter the class code: <b>p1m81f0z7</b>. Then go to "assignments" and complete <b>Tasks 5.3.1-6.3.4</b> on <b>English: KS3 Harry Potter &amp; the Philosopher's Stone</b>. For any questions or assistance, please email <a href="mailto:jwilkie@riverstonschool.co.uk">jwilkie@riverstonschool.co.uk</a></p> <p><b>Year 7.2</b><br/><u>Introduction to Shakespeare</u></p>  <p><b><u>William Shakespeare Fact Find</u></b><br/><b><u>Life and times:</u></b></p> <ol style="list-style-type: none"><li>1. Where was Shakespeare born?</li><li>2. What date did he die?</li><li>3. What was the name for primary school in Shakespeare's time?</li><li>4. How many brothers and sisters did Shakespeare have?</li><li>5. What were the names of his two sisters?</li><li>6. How old was he when he died?</li><li>7. What was the name of the house he retired to in Stratford upon Avon?</li><li>8. What were the names of his 3 children?</li><li>9. Name 3 subjects he studied at school.</li><li>10. What was his mother's maiden name?</li></ol> <p><b><u>Elizabethan England:</u></b></p> <ol style="list-style-type: none"><li>1. What was the population of Stratford –Upon-Avon in Shakespeare's time?</li><li>2. Name 3 types of shops or stalls you would have found in an Elizabethan Town?</li><li>3. What is Rother the old English word for?</li><li>4. What were buildings made out of in towns in Elizabethan England?</li></ol> |



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5. Where did Elizabethan people throw away their toilet waste?
6. Which offences in Elizabethan England were dealt with by the Church Courts?
7. What are Cheat and Manchet?
8. What is sack?
9. Describe Sack Posset.
10. Apart from bread, what could you have for breakfast in Elizabethan England?

### **Shakespeare's Works**

1. How many plays did Shakespeare write?
2. What is his longest play?
3. What are the names of the feuding families in Romeo and Juliet?
4. Who does Miranda want to marry in The Tempest?
5. What is the name of the Merchant of Venice?
6. How do Romeo and Juliet die?
7. What types of poems did Shakespeare write?
8. What is the name of the money lender in the Merchant of Venice?
9. What does he want in return for lending money to Antonio?
10. What play is the famous Seven Ages of Man speech from?

Once you have completed your work, please email it back to Miss Brown at [nbrown@riverstonschool.co.uk](mailto:nbrown@riverstonschool.co.uk) for feedback and marking.

### **Neptune:**

Spelling, Grammar and punctuation

Tasks will be set on Seneca (please note the link for 2022)

<https://app.senecalearning.com/dashboard/class/711rp6mwlu/assignments/assignment/f7c0803d-51ef-4150-a873-264ddb83639a>

Class code: **711rp6mwlu**

Maths

Please note that the **MyMaths** <https://www.mymaths.co.uk/> and **MathsWatch** <https://vle.mathswatch.co.uk/vle/> online portals are where homework tasks will be set for students each week. Both need individual login details, please contact Mr Batchelor via email if you still require this. [kbatchelor@riverstonschool.co.uk](mailto:kbatchelor@riverstonschool.co.uk)

The following links and the Maths Workout <https://www.mathsworkout.co.uk/> portal are to be used to supplement learning.

Please try to follow the week by week topics as closely as possible.

When accessing MyMaths please complete the Lesson part of the homework before attempting the task, as this will help with understanding.

When accessing MathsWatch please watch the videos relating to the topics alongside answering the questions.



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|         |  |
|---------|--|
|         | <p><b>Year 7.1</b><br/>Numbers : BIDMAS (Order of operations )<br/><a href="https://corbettmaths.com/2013/06/08/order-of-operations/">https://corbettmaths.com/2013/06/08/order-of-operations/</a></p> <p><b>Year 7.2</b><br/>Geometry - Coordinates-straight line graph<br/><a href="https://corbettmathsprimary.com/2018/07/16/coordinates-video/">https://corbettmathsprimary.com/2018/07/16/coordinates-video/</a></p> <p><b>Neptune</b><br/>Animal Magic - Place value - numbers in words<br/><a href="https://corbettmathsprimary.com/2018/07/21/words-and-figures-video/">https://corbettmathsprimary.com/2018/07/21/words-and-figures-video/</a><br/><a href="https://corbettmathsprimary.com/2018/05/30/times-tables-videos/">https://corbettmathsprimary.com/2018/05/30/times-tables-videos/</a></p>   |
| Science | <p><b>Year 7.1 and 2</b><br/><b>Topic: Ecosystems</b><br/><i>Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:</i></p> <p><i>Lesson: <b>Food Chains and Webs</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/food-chains-and-webs-64uk4e">https://classroom.thenational.academy/lessons/food-chains-and-webs-64uk4e</a></i></p> <p><i>Lesson: <b>Representing Food Chains</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/representing-food-chains-60u34e">https://classroom.thenational.academy/lessons/representing-food-chains-60u34e</a></i></p> <p><i>Lesson: <b>Decay</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/decay-6wu32d">https://classroom.thenational.academy/lessons/decay-6wu32d</a></i></p> <p><i>Lesson: <b>Impacts on food webs</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/impacts-on-food-webs-69j3et">https://classroom.thenational.academy/lessons/impacts-on-food-webs-69j3et</a></i></p> <p><i>Lesson: <b>Random Sampling</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/random-sampling-cgvk8d">https://classroom.thenational.academy/lessons/random-sampling-cgvk8d</a></i></p> <p><i>Lesson: <b>Estimating Populations</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/estimating-populations-6qu3cc">https://classroom.thenational.academy/lessons/estimating-populations-6qu3cc</a></i></p> <p><b>Neptune</b><br/><b>Topic: Animal Magic</b><br/><i>Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:</i></p> <p><i>Lesson: <b>What is a living thing?</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae">https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae</a></i></p> <p><i>Lesson: <b>The different between vertebrates and invertebrates?</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/what-is-the-difference-between-an-invertebrate-and-a-vertebrate-71gker">https://classroom.thenational.academy/lessons/what-is-the-difference-between-an-invertebrate-and-a-vertebrate-71gker</a></i></p> <p><i>Lesson: <b>Which animal families are invertebrates?</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/which-animal-families-are-invertebrates-ctgk4r">https://classroom.thenational.academy/lessons/which-animal-families-are-invertebrates-ctgk4r</a></i></p> <p><i>Lesson: <b>Which animal families are vertebrates?</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/which-animal-families-are-vertebrates-ccw68c">https://classroom.thenational.academy/lessons/which-animal-families-are-vertebrates-ccw68c</a></i></p> <p><i>Lesson: <b>What is an ecosystem?</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtprc">https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cgtprc</a></i></p> <p><i>Lesson: <b>How do we classify diets of animals?</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c">https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c</a></i></p> |



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|                |   |
|----------------|---|
|                | <p>Lesson: <b>Why are producers important?</b><br/>Link: <a href="https://classroom.thenational.academy/lessons/why-are-producers-so-important-74rp2e">https://classroom.thenational.academy/lessons/why-are-producers-so-important-74rp2e</a></p> <p>Lesson: <b>How do we construct a food chain?</b><br/>Link: <a href="https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-chain-6mvp8t">https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-chain-6mvp8t</a></p> <p>Lesson: <b>How do we construct a food web?</b><br/>Link: <a href="https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-web-c4vk0c">https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-web-c4vk0c</a></p> <p>Lesson: <b>What can cause disruptions to food webs?</b><br/>Link: <a href="https://classroom.thenational.academy/lessons/what-can-cause-disruptions-to-food-webs-69jk2r">https://classroom.thenational.academy/lessons/what-can-cause-disruptions-to-food-webs-69jk2r</a></p> |
| Topic          | <p><u>Complete work set on Seneca</u><br/>7.1 and 3<br/><b>Climate Change</b><br/><u>Work set on Seneca</u><br/>To join Miss Young's class: Year 7 Topic 2022</p> <p>Tasks will be set on Seneca (Note the new link for 2022)<br/>Climate Change<br/><a href="https://app.senecalearning.com/dashboard/class/ng32velgny/assignments/assignment/bbeafcd2-205f-40e6-87c5-6e5ab6f70df6">https://app.senecalearning.com/dashboard/class/ng32velgny/assignments/assignment/bbeafcd2-205f-40e6-87c5-6e5ab6f70df6</a><br/>Class code: <b>ng32velgny</b></p> <p>7.2<br/><a href="https://app.senecalearning.com/dashboard/class/3v19fc1bf/assignments/assignment/97795bec-96e4-4db7-8d94-f3ca55a9d518">app.senecalearning.com/dashboard/class/3v19fc1bf/assignments/assignment/97795bec-96e4-4db7-8d94-f3ca55a9d518</a></p> <p>Once you have completed your work, please send to Mr Banham for marking and feedback at <a href="mailto:jbaham@riverstonschool.co.uk">jbaham@riverstonschool.co.uk</a></p>   |
| ICT            | <p>Year 7.1 &amp; Year 7.2<br/>Learn how to make webpages with HTML tags and CSS, and finish up by making your very own greeting card to share with friends or family.<br/><a href="https://www.khanacademy.org/computing/hour-of-code/hour-of-code-lessons/hour-of-html/v/making-webpages-intro">https://www.khanacademy.org/computing/hour-of-code/hour-of-code-lessons/hour-of-html/v/making-webpages-intro</a></p> <p>Once you have complete the questions please email your answers to <a href="mailto:dahakpo@riverstonschool.co.uk">dahakpo@riverstonschool.co.uk</a></p> <p>Neptune:<br/>Introduction to sequencing commands, iteration and conditions.<br/><a href="https://hourofcode.com/marco">https://hourofcode.com/marco</a></p>   |
| Art and Design | <p>On A4 paper, make a poster celebrating your favourite artist or designer. Include their name, why they are your favourite and images of their work</p> <p>Please send completed work to Mrs Sin at <a href="mailto:hsin@riverstonschool.co.uk">hsin@riverstonschool.co.uk</a> for feedback and attainment monitoring.</p>  |
| Drama          | <p>Please choose from the following list of musical productions; create a PowerPoint presentation about the history of the show, location of its performances, and popular songs:</p> <ul style="list-style-type: none"><li>• Wicked</li></ul>  |



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|               | <ul style="list-style-type: none"> <li>• The Lion King</li> <li>• Matilda</li> <li>• Jamie</li> <li>• Mama Mia</li> <li>• Blood Brothers</li> </ul> <p>Once you have completed your work, please send it to Miss Watson for feedback and marking to <a href="mailto:vwatson@riverstonschool.co.uk">vwatson@riverstonschool.co.uk</a></p>  |       |               |          |  |          |  |           |  |
|---------------|---|-------|---------------|----------|--|----------|--|-----------|--|
| Forest School | <p>Complete the following task.<br/>Research and make a poster on the following:</p> <ol style="list-style-type: none"> <li>1. How many types of Ladybird are there in the UK? What do the different colours mean?</li> <li>2. Do both halves of a worm live if they are cut in half?</li> </ol> <p>Send to Miss Watson at <a href="mailto:vwatson@riverstonschool.co.uk">vwatson@riverstonschool.co.uk</a> once complete.</p>  |       |               |          |  |          |  |           |  |
| Music         | <p>Last week we discussed the origins, mythology and social functions of gamelan music. This week, we will be looking at the genre's main musical features and what makes it distinctively "gamelan".</p> <p>There are three main types of gamelan music, which are associated with three large ethnic groups in Indonesia: the Balinese, the Javanese and the Sundanese. Listen to these three styles and write down at least one notable trait for each</p> <p>Music: <a href="https://www.youtube.com/watch?v=sZZTfu4jWcl">https://www.youtube.com/watch?v=sZZTfu4jWcl</a></p> <table border="1" data-bbox="300 1088 1485 1532"> <thead> <tr> <th>Style</th> <th>Notable trait</th> </tr> </thead> <tbody> <tr> <td>Balinese</td> <td></td> </tr> <tr> <td>Javanese</td> <td></td> </tr> <tr> <td>Sundanese</td> <td></td> </tr> </tbody> </table> <p>Varieties of gamelan are distinguished by their voices, tunings, repertoire, style and cultural context. When thinking about the regional varieties, Javanese gamelan tends to have soft and low tones, Balinese has strong and dynamic tones with fast rhythms, and Sundanese gamelan tends to be dominated by the sound of flutes.</p> <p>Javanese gamelan is also associated with Indonesia royalty, whereas Balinese gamelan can be found in every village, and Sundanese gamelan often accompanies artistic performances.</p> | Style | Notable trait | Balinese |  | Javanese |  | Sundanese |  |
| Style         | Notable trait   |       |               |          |  |          |  |           |  |
| Balinese      |   |       |               |          |  |          |  |           |  |
| Javanese      |   |       |               |          |  |          |  |           |  |
| Sundanese     |   |       |               |          |  |          |  |           |  |

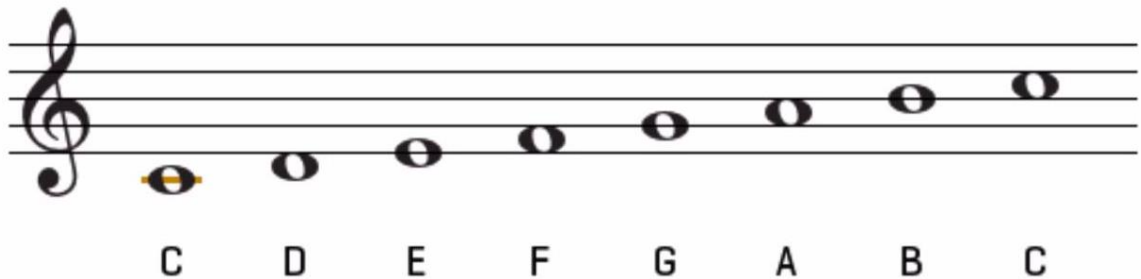


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While gamelan sounds very different to western music, it does share some similarities. We have learned in the past about a musical concept called a scale. A scale is a collection of notes that allows musicians to play in a certain key, creating an ordered pleasant sound. An example of a scale can be seen below.



Gamelan has its own forms of scales, known as the pelog (seven-note scale – mainly, regal, sacred) and the slendro (five-note scale – light, cheerful). Gamelan musicians then use these to craft melodies.

Rhythmically, gamelan is very complex, making extensive use of *interlocking rhythms*. Watch the performances again and notice how rhythmic patterns are split between multiple musicians. These patterns become long rhythmic cycles, which are known as the *colotomic structure*. This structure is notated below. The key lists the names of the various instruments.

p t p . p t p N

p t p P p t p N

p t p P p t p N

p t p P p t p N

GONG

### Key

Ladrang form on the phrase making or colotomic instruments.  
 p = *kempyang*, t = *ketuk*, . = pause, N = *kenong*, P = *kempul*, GONG = *gong ageng*.

Finish up by providing your own definitions of the following gamelan-related concepts.



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Pelog: .....

Interlocking rhythms: .....

Colotonic structure: .....

### Week 2

Let's quickly review what we have learned about gamelan over the past few weeks. Try answering the questions below without looking back on your previous worksheets.

1) From which country does gamelan come?

.....

2) Why did the god Sang Hyang Guru create the first gongs (according to the mythology surrounding the origin of gamelan)?

.....

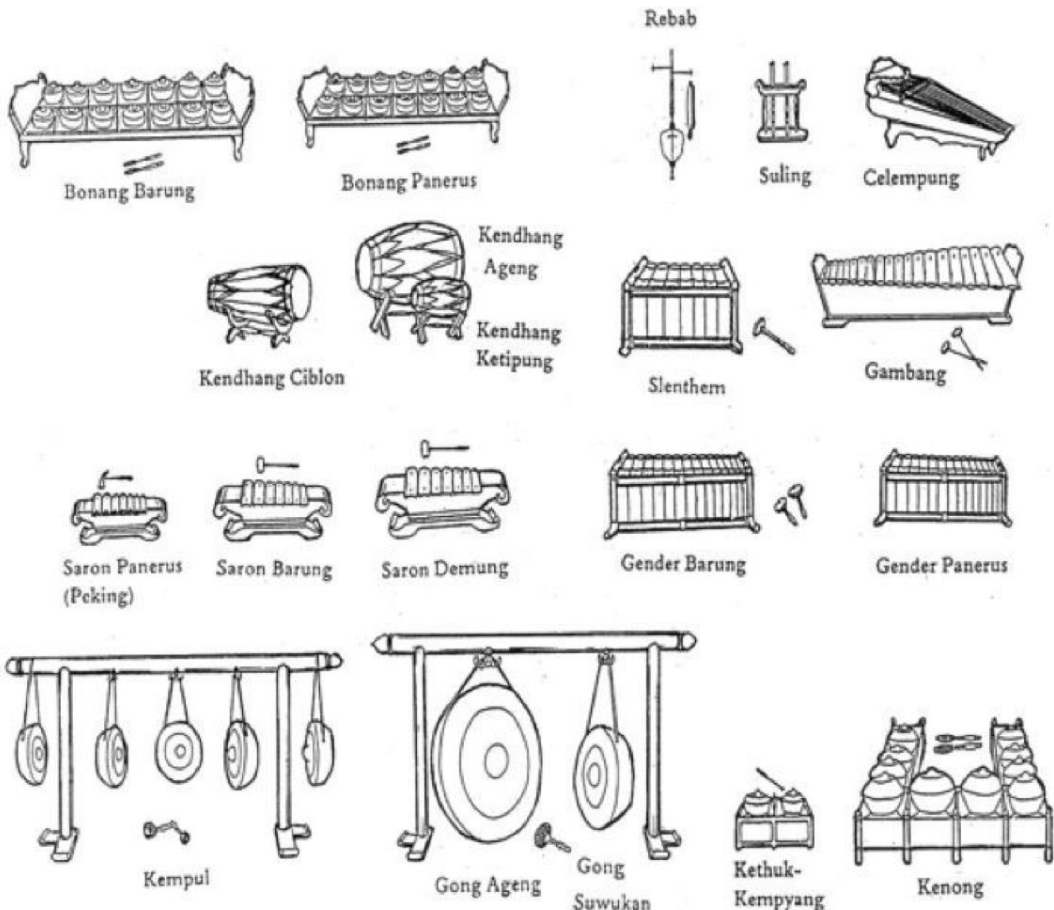
3) Name the three types of gamelan

.....

4) What is the Western version of a *pelog* called?

.....

Last week we briefly touched on the different instruments you might find in gamelan. Let's go over them in more detail.





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The most important of the above instruments are those on the bottom row, which are used to keep time (the smaller they get the more quickly they are played). The *saron instruments* and the *slenthem* play the basic melody. The *kendhang* drum instruments keep time and lead the gamelan, and the rest are there to elaborate the melody (make it more interesting).

For your main task I would like you to plan a gamelan performance, imagining that you have been commissioned to prepare something for the coronation of a sultan of Indonesia. The first thing to do will be to list the instruments you would like to use from the picture above, and then you should provide a description of how the performance will go. For example, you might want to start off slow with only the bigger gongs and then develop the performance by adding other instruments in.

Use some examples of gamelan that we have watched previously to inspire you. The more detailed and reasoned your account, the more house points are up for grabs.

|                                   |  |
|-----------------------------------|--|
| <b>Instruments to be used</b>     |  |
| <b>Description of performance</b> |  |

Once you have completed your work, please email it back to Mr Turner at [cturner@riverstonschool.co.uk](mailto:cturner@riverstonschool.co.uk) for feedback and marking.

Literacy Skills

Neptune  
[za-hl-951-history-of-chocolate-comprehension\\_ver\\_4.pdf \(twinkl.co.uk\)](#)

Creative Writing

Task 1: Tell this story.







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Task 2:



**Describe each day of the week as if it was a person.**

Once you have completed your work, please email it back to Miss Brown at [nbrown@riverstonschool.co.uk](mailto:nbrown@riverstonschool.co.uk) for feedback and marking.

ASDAN

Neptune

Please complete the following worksheets:

<https://www.twinkl.co.uk/resource/earth-day-colouring-page-t-tp-2675775>

<https://www.twinkl.co.uk/resource/t2-d-115-design-a-recycling-poster-activity-sheet>