



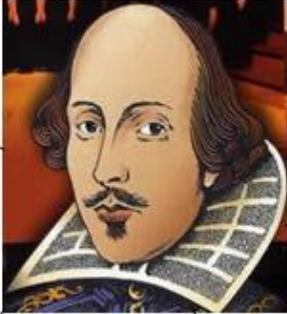
Learning from Home Hub

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



Year 7

For the weeks beginning Monday 6th and 13th June

Subject:	Work instructions:
English	<p>Year 7.1</p> <p>Go to https://senecalearning.com/en-GB/ and create an account using your first and last name. Once created, click "join a class" and enter the class code: p1m81f0z7. Then go to "assignments" and complete Tasks 1.1.1-2.1.4 on English: KS3 A Midsummer Night's Dream. For any questions or assistance, please email jwilkie@riverstonschool.co.uk</p> <p>Year 7.2</p> <p style="text-align: center;"><i>All About SHAKESPEARE</i></p> <hr style="width: 50%; margin: auto;"/> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p><u>Where was Shakespeare born?</u></p> <p><u>What year was he born?</u></p> <p><u>What year did he die?</u></p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p><u>Shakespeare not only wrote plays, what else did he do?</u></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p><u>Who did he marry?</u></p> <p><u>How many children did they have?</u></p> </div> <div style="text-align: center;">  </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p><u>Shakespeare also wrote poetry, copy a line from one of his poems</u></p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p><u>How many plays did he write altogether?</u></p> </div> <div style="border: 1px solid black; padding: 5px; width: 20%;"> <p><u>Name 5 Shakespeare plays</u></p> </div> </div> <p style="text-align: center; margin-top: 20px;">Here are some useful websites:</p> <p style="text-align: center;">http://www.folger.edu/template.cfm?cid=1583</p> <p style="text-align: center;">http://www.thekidswindow.co.uk/Kids-pages/William_Shakespeare.htm</p> <p style="text-align: center;">http://www.bbc.co.uk/history/historic_figures/shakespeare_william.shtml</p> <p style="text-align: center;">Poetry: http://www.poetry-online.org/shakespeare-william-poetry.htm</p>



Learning from Home Hub

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



Year 7 Hub task

Can you find out which plays the following quotes are from? What do you think they mean?

'Neither a borrower nor a lender be'



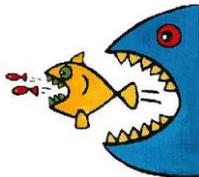
'All the world's a stage, and all the men and women merely players'



'When sorrows come, they come not single spies, but in battalions.'



'Fishes live in the sea, as men do a-land; the great ones eat up the little ones.'



Once you have completed your work, please email it back to Miss Brown at 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
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.



Learning from Home Hub

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



	<p>Year 7.1 Geometry: Reflection Reflections Video – Corbettmaths Algebra</p> <p>Year 7.2 Geometry - line graphs https://corbettmaths.com/2013/05/22/line-graphs/</p> <p>Neptune Animal Magic - Ratios https://corbettmaths.com/2013/03/03/simplifying-ratio/ https://corbettmaths.com/2013/03/03/ratio-sharing-the-total/ https://corbettmaths.com/2018/12/31/expressing-as-1n/ https://corbettmaths.com/2018/12/31/ratio-differences/</p>
Science	<p>Year 7.1 and 2 Topic: <u>Electricity and Circuits 1</u> Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:</p> <p>Lesson: Static Electricity Link: https://classroom.thenational.academy/lessons/static-electricity-6rvkjr</p> <p>Lesson: Circuits Link: https://classroom.thenational.academy/lessons/circuits-65hk6d</p> <p>Lesson: Current and Series Circuits Link: https://classroom.thenational.academy/lessons/current-and-series-circuits-68r6ad</p> <p>Lesson: Current and Parallel Circuits Link: https://classroom.thenational.academy/lessons/current-and-parallel-circuits-74rk8d</p> <p>Lesson: Potential Differences Link: https://classroom.thenational.academy/lessons/potential-difference-cmvkar</p> <p>Lesson: Potential difference in parallel circuits Link: https://classroom.thenational.academy/lessons/potential-difference-in-parallel-circuits-68tp2d</p> <p>Neptune Topic: <u>Animal Magic</u> Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:</p> <p>Lesson: What is a living thing? Link: https://classroom.thenational.academy/lessons/what-is-a-living-thing-70t3ae</p> <p>Lesson: The different between vertebrates and invertebrates? Link: https://classroom.thenational.academy/lessons/what-is-the-difference-between-an-invertebrate-and-a-vertebrate-71gker</p> <p>Lesson: Which animal families are invertebrates? Link: https://classroom.thenational.academy/lessons/which-animal-families-are-invertebrates-ctgk4r</p> <p>Lesson: Which animal families are vertebrates? Link: https://classroom.thenational.academy/lessons/which-animal-families-are-vertebrates-ccw68c</p> <p>Lesson: What is an ecosystem? Link: https://classroom.thenational.academy/lessons/what-is-an-ecosystem-cqtpcr</p>



Learning from Home Hub

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



	<p>Lesson: How do we classify diets of animals? Link: https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c</p> <p>Lesson: Why are producers important? Link: https://classroom.thenational.academy/lessons/why-are-producers-so-important-74rp2e</p> <p>Lesson: How do we construct a food chain? Link: https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-chain-6mvp8t</p> <p>Lesson: How do we construct a food web? Link: https://classroom.thenational.academy/lessons/how-do-we-construct-a-food-web-c4vk0c</p> <p>Lesson: What can cause disruptions to food webs? Link: https://classroom.thenational.academy/lessons/what-can-cause-disruptions-to-food-webs-69jk2r</p>
Topic	<p>Complete work set on Seneca Climate Change Work set on Seneca To join Miss Young's class: Year 7 Topic 2022</p> <p>Tasks will be set on Seneca (Note the new link for 2022) Climate Change https://app.senecalearning.com/dashboard/class/ng32velgny/assignments/assignment/bbeafcd2-205f-40e6-87c5-6e5ab6f70df6 Class code: ng32velgny</p>
ICT	<p>Year 7.1 & Year 7.2 https://hourofcode.com/tpassage https://app.codemonkey.com/junior/chapters/sequencing/challenges/1</p> <p>For monitoring and assessment, please e-mail what level that you got up to and take a screenshot of the code that you used to complete that level. dahakpo@riverstonschool.co.uk</p> <p>Neptune: Introduction to sequencing commands. https://learn.codinggalaxy.com/ https://app.codemonkey.com/challenges/0</p> <p>For monitoring and assessment, please e-mail what level that you got up to and take a screenshot of the code that you used to complete that level. dahakpo@riverstonschool.co.uk</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 hsin@riverstonschool.co.uk 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"> • Wicked



Learning from Home Hub

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



	<ul style="list-style-type: none"> • The Lion King • Matilda • Jamie • Mama Mia • Blood Brothers <p>Once you have completed your work, please send it to Miss Watson for feedback and marking to vwatson@riverstonschool.co.uk</p>								
Forest School	<p>Complete the following task. Research and make a poster on the following:</p> <ol style="list-style-type: none"> 1. Why are bees dying? Provide 3 facts that you find interesting about bees. 2. How many types of bees are there in the UK? How many live together in a hive and how many are solitary? <p>Send to Miss Watson at vwatson@riverstonschool.co.uk 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: https://www.youtube.com/watch?v=sZZTfu4jWcl</p> <table border="1" data-bbox="300 1086 1481 1534"> <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									

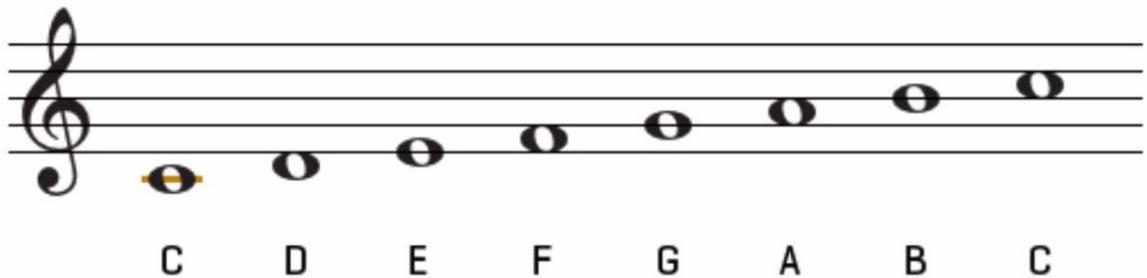


Learning from Home Hub

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



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.



Learning from Home Hub

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



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)?

.....

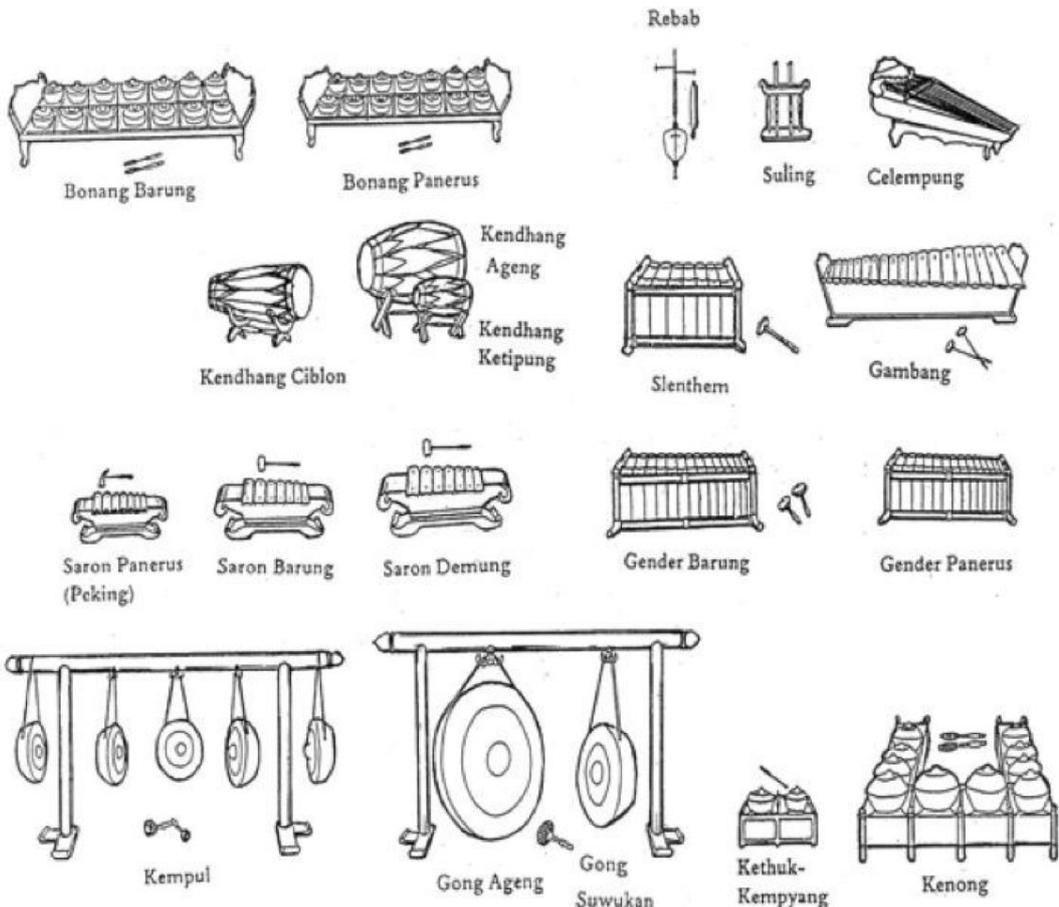
3) Name the three types of gamelan

.....

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.





Learning from Home Hub

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



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.

Instruments to be used	
Description of performance	

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

Literacy Skills

Neptune
[us-t-2548990-dictionary-skills-activity-sheets_ver_3.pdf \(twinkl.co.uk\)](#)

Creative Writing

Continue writing the story below in any way you want. Be sure to write in sentences and paragraphs and use plenty of conversation and description. Check your punctuation and spelling when you have finished.

On the morning of my 13th birthday, I could hardly wait to find out what present my parents had left for me. I ran downstairs to find a basket on the kitchen table. Inside was the strangest creature I had ever seen.

“What on earth is this?” I cried out.

“I do have a name, you know,” said the creature crossly.

“You can talk!” I gasped.

“Of course I can talk.”

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



Learning from Home Hub

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



ASDAN	<p>Neptune Please complete the following worksheets:</p> <p>https://www.twinkl.co.uk/resource/platinum-jubilee-collaborative-colouring-t-tp-1634126177</p> <p>https://www.twinkl.co.uk/resource/the-queens-jubilee-mosaic-colouring-t-tp-1647505415</p> <p>https://www.twinkl.co.uk/resource/ks1-the-queens-platinum-jubilee-word-search-t-tp-3085</p> <p>https://www.twinkl.co.uk/resource/platinum-jubilee-colouring-pages-t-tp-1634035821</p> <p>https://www.twinkl.co.uk/resource/the-queens-platinum-jubilee-quiz-t-tp-1651650496</p>
-------	---