










# Learning from Home Hub

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



### Year 7

From Monday 20<sup>th</sup> June to Friday 8<sup>th</sup> July

| Subject: | Work instructions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 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 1.1.1-2.1.4</b> on <b>English: KS3 A Midsummer Night's Dream</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>Poetry</u><br/><u><b>The Dragon's Dinner</b></u></p> <div></div> <p>The dragon ate:</p> <p>ten tremendous tractors<br/>nine naughty neighbours<br/>eight enormous elephants</p> <p>seven _____ </p> <p>six _____ </p> <p>five _____ </p> <p>four _____ </p> <p>three ____throbbing thumbs_____ </p> <p>two _____ </p> <p>one _____</p> <p>and then it went POP!</p> |



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|         | <p>Once you have completed your work, please email it back to Miss Brown at <a href="mailto:nbrown@riverstonschool.co.uk">nbrown@riverstonschool.co.uk</a> for feedback and marking.</p> <p><b>Neptune:</b><br/>Spelling, Grammar and Punctuation<br/>Tasks will be set on Seneca (please note the link for 2022)<br/><a href="https://app.senecalearning.com/dashboard/class/711rp6mwlu/assignments/assignment/f7c0803d-51ef-4150-a873-264ddb83639a">https://app.senecalearning.com/dashboard/class/711rp6mwlu/assignments/assignment/f7c0803d-51ef-4150-a873-264ddb83639a</a><br/>Class code: <b>711rp6mwlu</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Maths   | <p>Please note that the <b>MyMaths</b> <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a> and <b>MathsWatch</b> <a href="https://vle.mathswatch.co.uk/vle/">https://vle.mathswatch.co.uk/vle/</a> 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. <a href="mailto:kbatchelor@riverstonschool.co.uk">kbatchelor@riverstonschool.co.uk</a></p> <p>The following links and the Maths Workout <a href="https://www.mathsworkout.co.uk/">https://www.mathsworkout.co.uk/</a> portal are to be used to supplement learning.</p> <p>Please try to follow the week by week topics as closely as possible.</p> <p>When accessing MyMaths please complete the Lesson part of the homework before attempting the task, as this will help with understanding.</p> <p>When accessing MathsWatch please watch the videos relating to the topics alongside answering the questions.</p> <p><b>Year 7.1</b><br/>Geometry: Reflection<br/><a href="#">Reflections Video – Corbettmaths</a><br/>Algebra</p> <p><b>Year 7.2</b><br/>Geometry - line graphs<br/><a href="https://corbettmaths.com/2013/05/22/line-graphs/">https://corbettmaths.com/2013/05/22/line-graphs/</a></p> <p><b>Neptune</b><br/>Animal Magic - Ratios<br/><a href="https://corbettmaths.com/2013/03/03/simplifying-ratio/">https://corbettmaths.com/2013/03/03/simplifying-ratio/</a><br/><a href="https://corbettmaths.com/2013/03/03/ratio-sharing-the-total/">https://corbettmaths.com/2013/03/03/ratio-sharing-the-total/</a><br/><a href="https://corbettmaths.com/2018/12/31/expressing-as-1n/">https://corbettmaths.com/2018/12/31/expressing-as-1n/</a><br/><a href="https://corbettmaths.com/2018/12/31/ratio-differences/">https://corbettmaths.com/2018/12/31/ratio-differences/</a></p> |
| Science | <p><b>7.1 and 2</b><br/><b>Topic: Human Reproduction and Electricity</b><br/><i>Oak National Academy (Video Lessons)</i> - Please write notes from the activities during these lessons and record any quiz scores:</p> <p><i>Lesson: <b>Human Reproductive System</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/human-reproductive-system-64vk4d">https://classroom.thenational.academy/lessons/human-reproductive-system-64vk4d</a></i></p> <p><i>Lesson: <b>Fertilisation</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/fertilisation-65jk6r">https://classroom.thenational.academy/lessons/fertilisation-65jk6r</a></i></p> <p><i>Lesson: <b>Gestation</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/gestation-6cr68d">https://classroom.thenational.academy/lessons/gestation-6cr68d</a></i></p> <p><i>Lesson: <b>Risk Factors During Gestation</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/risk-factors-during-gestation-6hijpar">https://classroom.thenational.academy/lessons/risk-factors-during-gestation-6hijpar</a></i></p> <p><i>Lesson: <b>Birth</b></i><br/><i>Link: <a href="https://classroom.thenational.academy/lessons/birth-crvpad">https://classroom.thenational.academy/lessons/birth-crvpad</a></i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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Lesson: **Puberty and the Menstrual Cycle**

Link: <https://classroom.thenational.academy/lessons/puberty-and-the-menstrual-cycle-ccw3ec>

Lesson: **Static Electricity**

Link: <https://classroom.thenational.academy/lessons/static-electricity-6rvkjr>

Lesson: **Circuits**

Link: <https://classroom.thenational.academy/lessons/circuits-65hk6d>

Lesson: **Current and Series Circuits**

Link: <https://classroom.thenational.academy/lessons/current-and-series-circuits-68r6ad>

Lesson: **Current and Parallel Circuits**

Link: <https://classroom.thenational.academy/lessons/current-and-parallel-circuits-74rk8d>

Lesson: **Potential Differences**

Link: <https://classroom.thenational.academy/lessons/potential-difference-cmvkar>

Lesson: **Potential difference in parallel circuits**

Link: <https://classroom.thenational.academy/lessons/potential-difference-in-parallel-circuits-68tp2d>

Lesson: **Resistance**

Link: <https://classroom.thenational.academy/lessons/resistance-c8u3ed>

Lesson: **Measuring Resistance**

Link: <https://classroom.thenational.academy/lessons/measuring-resistance-65j3ge>

Lesson: **Lewis Howard Latimer**

Link: <https://classroom.thenational.academy/lessons/lewis-howard-latimer-60wp6t>

**Neptune**

**Topic: The Seaside**

Oak National Academy (Video Lessons) - Please write notes from the activities during these lessons and record any quiz scores:

Lesson: **How are organisms adapted to live underwater?**

Link: <https://classroom.thenational.academy/lessons/how-are-organisms-adapted-to-live-underwater-c5k3qd>

Lesson: **How are organisms adapted to live in the deep sea?**

Link: <https://classroom.thenational.academy/lessons/how-are-organisms-adapted-to-live-in-the-deep-sea-74t64c>

Lesson: **What makes something pure?**

Link: <https://classroom.thenational.academy/lessons/what-makes-something-pure-crv3ge>

Lesson: **What makes something a mixture?**

Link: <https://classroom.thenational.academy/lessons/what-makes-something-a-mixture-61j38e>

Lesson: **How can we separate mixtures into pure substances?**

Link: <https://classroom.thenational.academy/lessons/how-can-we-separate-mixtures-into-pure-substances-6hh3ce>

Lesson: **How can you separate a mixture of sand, salt and water?**

Link: <https://classroom.thenational.academy/lessons/how-can-you-separate-a-mixture-of-sand-salt-and-water-6rtpct>

Lesson: **How can we separate river water into separate substances?**

Link: <https://classroom.thenational.academy/lessons/how-can-we-separate-river-water-into-separate-substances-60tk0t>

Lesson: **Fossils**

Link: <https://classroom.thenational.academy/lessons/fossils-cnj3jc>

Lesson: **Crude Oil**

Link: <https://classroom.thenational.academy/lessons/crude-oil-cnj34d>



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| Topic          | <p><u>Complete work set on Seneca</u><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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| ICT            | <p>Year 7.1 &amp; Year 7.2<br/><a href="https://hourofcode.com/ttpassage">https://hourofcode.com/ttpassage</a><br/><a href="https://app.codemonkey.com/junior/chapters/sequencing/challenges/1">https://app.codemonkey.com/junior/chapters/sequencing/challenges/1</a></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.<br/><a href="mailto:dahakpo@riverstonschool.co.uk">dahakpo@riverstonschool.co.uk</a></p> <p>Neptune:<br/>Introduction to sequencing commands.<br/><a href="https://learn.codinggalaxy.com/">https://learn.codinggalaxy.com/</a><br/><a href="https://app.codemonkey.com/challenges/0">https://app.codemonkey.com/challenges/0</a></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.<br/><a href="mailto:dahakpo@riverstonschool.co.uk">dahakpo@riverstonschool.co.uk</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><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 do you take a cutting from a mint plant?</li><li>2. Can you find the names of insects that live in common lime trees?</li><li>3. Research about stag beetles. Where do they live? How long do they live for? What is the difference between male and female beetles? 3 Interesting facts that you found out.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|       | <p>Send to Miss Watson at <a href="mailto:vwatson@riverstoneschool.co.uk">vwatson@riverstoneschool.co.uk</a> once complete.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Music | <p>So far this term we've looked at music from Indonesia and music from North Africa. This term we will be moving somewhere else.</p> <p>Watch the following performances and use what you hear and what you see to determine from which part of the world this music comes. Write your guess below, with a reason for your choice.</p> <p>Piece A: <a href="https://youtu.be/VMJ7xQhJ0n0?t=220">https://youtu.be/VMJ7xQhJ0n0?t=220</a></p> <p>Piece B: <a href="https://youtu.be/IIQrUZLyATo?t=270">https://youtu.be/IIQrUZLyATo?t=270</a></p> <p>Piece C: <a href="https://youtu.be/XrrogF-ILTA?t=2636">https://youtu.be/XrrogF-ILTA?t=2636</a></p> <p>.....</p> <p>Circle your guess on the map below.</p>  <p>The roots of this genre of music are found in the religious texts of Hinduism and the ancient <a href="#"><i>Natyashastra</i></a>, the Sanskrit text on performance arts by the ancient Indian musician <a href="#"><i>Bharata Muni</i></a>.</p> <p>This type of music is also from India (circle India on your map above), and it has two major traditions. The music from the north of India is known as Hindustani music, which emphasises improvisation and exploration, while the South Indian variant is known as Carnatic, whose performances are shorter and more composition-based.</p> <p>Naturally, due to the position of India in the world, its music has taken influence from many other cultures. In the same way that North African music shares musical features with Spanish music, Indian classical music has been influenced by music from Arabia and Persia, particularly the Hindustani tradition.</p> <p>For a deeper dive into the origins of Hindustani music in particular, watch the following video: <a href="https://www.youtube.com/watch?v=coPWE45rgCQ">https://www.youtube.com/watch?v=coPWE45rgCQ</a>.</p> <p>Let's listen to the pieces of last week again. As you listen to these think about what musical features are the most important. For example, which instrumentalists are the leaders? Is there a melody which is played? Write your answers below.</p> <p>.....</p> <p>.....</p> |












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Indian Classical Music (ICM) is built upon two foundational elements: the *raga* and the *tala*. While these two terms are nuanced and detailed, they can be thought of as such: raga is largely the same as the Western *scale*, whereas the tala is the measurement of a time cycle, like a Western *time signature* (find these terms in your older worksheets for more information). The goal of a raga is to create a *rasa*, which can be translated as a mood, feeling or atmosphere).

Indian instruments generally fall into the same categories as Western instruments: stringed, wind, percussion, etc. Below is a diagram detailing some of the more common Indian instruments. Decide which category they fall under and sort them into the table underneath.

|                                                                                                |                                                                                                |                                                                                                          |
|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <br>bansuri   | <br>dholak   | <br>khol              |
| <br>pungi   | <br>sarangi | <br>saraswati veena |
| <br>shehnai | <br>sitar   | <br>tanpura         |

| String Instruments | Wind Instruments | Percussion Instruments |
|--------------------|------------------|------------------------|
|                    |                  |                        |






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|                  | <p>ICM, particularly Hindustani music, is much more focussed on improvisation than Western classical music, and ICM musician will use that technique to create their <i>rasa</i>. When watching ICM performances from now be sure to identify uses of improvisation.</p> <p>For your plenary task, listen to the following performance: <a href="https://youtu.be/d8Ps9QvTT_w?t=99">https://youtu.be/d8Ps9QvTT_w?t=99</a>. Describe what is happening using what you've learned today. Be sure to include the following things: the instruments, any repetition (the <i>tala</i>), whether there is any improvisation (and in which instruments), and how all of this creates the <i>rasa</i> (the mood or atmosphere). Try to use as much musical language as you can.</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Once you have completed your work, please email it back to Mr Turner at <a href="mailto:cturner@riverstonschool.co.uk">cturner@riverstonschool.co.uk</a> for feedback and marking.</p> |  |  |
| Literacy Skills  | Neptune<br><a href="#">us-t-2548990-dictionary-skills-activity-sheets_ver_3.pdf (twinkl.co.uk)</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |
| Creative Writing |  <p>This boy looks like he is waiting or hiding. What is he doing and why? Be creative with your reasons as to how the boy has ended up here and include what could happen next. Remember to extend your sentences, include description and think about strong verbs to use throughout your writing.</p> <p>Once you have completed your work, please email it back to Miss Brown at <a href="mailto:nbrown@riverstonschool.co.uk">nbrown@riverstonschool.co.uk</a> for feedback and marking.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |  |



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| ASDAN | <p>Neptune</p> <p>Please complete the following worksheets:</p> <p><a href="https://www.twinkl.co.uk/resource/t3-s-127-workstation-pack-healthy-eating-activity">https://www.twinkl.co.uk/resource/t3-s-127-workstation-pack-healthy-eating-activity</a></p> <p><a href="https://www.twinkl.co.uk/resource/rshe-ks1-healthy-choices-activity-t-lf-2549752">https://www.twinkl.co.uk/resource/rshe-ks1-healthy-choices-activity-t-lf-2549752</a></p> <p><a href="https://www.twinkl.co.uk/resource/t-sc-150-healthy-eating-colouring-sheets">https://www.twinkl.co.uk/resource/t-sc-150-healthy-eating-colouring-sheets</a></p> <p><a href="https://www.twinkl.co.uk/resource/rshe-ks1-body-parts-and-private-parts-t-lf-2549720">https://www.twinkl.co.uk/resource/rshe-ks1-body-parts-and-private-parts-t-lf-2549720</a></p> <p><a href="https://www.twinkl.co.uk/resource/t3-s-262-getting-ready-in-the-morning-sequencing-activity-sheet">https://www.twinkl.co.uk/resource/t3-s-262-getting-ready-in-the-morning-sequencing-activity-sheet</a></p> <p><a href="https://www.twinkl.co.uk/resource/personal-hygiene-word-search-za-p-32">https://www.twinkl.co.uk/resource/personal-hygiene-word-search-za-p-32</a></p> |
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