

## Year 7 English Summer Study

These tasks are designed to help you to and prepare you for Year 7!

You must choose a minimum of 6 tasks but are free to do more. You should choose at least one task from each coloured box.

Decide how you will present your study to your teacher.

### Y6 Grammar Revision

In Year 6 you studied the following terms:

- noun
- adjective
- verb
- adverb



1. **Define** the terms above
2. **Break them down** into sub-categories, eg- common nouns
3. **List** the nouns, adjectives, verbs or adverbs used in the passage overleaf

### English Language

1. **Read and summarise** the passage overleaf
2. **Annotate** the passage- underlining and new words and circling anything that interests you as a reader
3. Attempt Q1
4. Attempt Q2
5. Attempt Q3



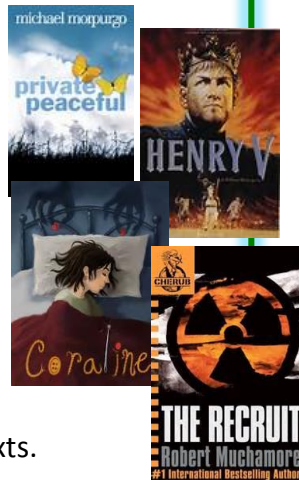
## Year 7 English Homework

### Preparation for Y7 reading

In Year 7 you will study the following texts:

- Private Peaceful by Michael Morpurgo  
(context: WW1)
- Henry V by William Shakespeare  
(context: The Hundred Years War)
- Coraline by Neil Gaiman  
(context: fantasy genre)
- Cherub: The Recruit by Robert Muchamore  
(context: modern day espionage)

**Research** the context of at least one of the texts.  
Each piece of research counts as one task.



### English Literature

1. **Research** simile, metaphor and personification. Define each term and come up with an example of each
2. **Find an extract** and highlight any techniques you can. Make a note of the effect the use of the technique has had on you as a reader.
3. **Create** your own story using a number of techniques, including simile, metaphor and personification

## Gas attack - *Private Peaceful* (p.153)

We were lulled by the blue skies perhaps, or by sheer boredom. Fritz seemed to have gone to sleep on us and as far as we were concerned that suited us fine. We thought we could go to sleep too. The awakening came suddenly.

"Gas! Gas!" The cry goes up and is echoed all along the trench. For a

moment we are frozen with panic. We have trained for this time and again, but nonetheless we fumble clumsily, feverishly with our gas masks. "Fix bayonets!" Hanley's yelling while we're still trying frantically to pull on our gas masks. We grab our rifles and fix bayonets. We're on the firestep looking out into no-man's-land.

Then we see it rolling towards us, this dreaded killer cloud we have heard so much about but have never seen for ourselves until now. Its deadly tendrils are searching ahead, feeling their way forward in long yellow wisps, scenting me, searching for me. Then finding me out, the gas turns and drifts straight for me. I'm shouting inside my gas mask. "Christ! Christ!" Still the gas comes on, through our wire, swallowing everything in its path.

The gas is only feet away now. In a moment it will be on me, around me, in me. I crouch down, hiding my face between my knees, hands over my

helmet, praying it will float over my head, over the top of the trench, seek out someone else. But it does not. It's all around me. I tell myself I will not breathe, I must not breathe. Through a yellow mist I see the trench filling up with it. It drifts into the dugouts, snaking into every nook and cranny, looking for me. I see men running, staggering, falling. I see Pete shouting out for me. Then he's grabbing me and we run. Half-blinded by my mask I trip and fall, crashing my head against the trench wall, knocking myself half- senseless. My gas mask has come off. I pull it down, but I have breathed in and know already it's too late. My eyes are stinging.

My lungs are burning. I am coughing, retching, choking. I don't care where I'm running so long as it is away from the gas.

### Q1

Read again the first part of the source, lines 1 to 9.

List **four** things from this part of the text about what the soldiers are doing.

[4 marks]

### Q2

Look in detail at this extract from lines 10 to 15 of the source:

Then we see it rolling towards us, this dreaded killer cloud we have heard so much about but have never seen for ourselves until now. Its deadly tendrils are searching ahead, feeling their way forward in long yellow wisps, scenting me, searching for me. Then finding me out, the gas turns and drifts straight for me. I'm shouting inside my gas mask. "Christ! Christ!" Still the gas comes on, through our wire, swallowing everything in its path.

How does the writer use language here to describe the gas?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

### Q3

You now need to think about the **whole** of the **source**.

How has the writer structured the text to interest you as a reader?

You could write about:

- what the writer focuses your attention on at the beginning
- how and why the writer changes this focus as the extract develops
- any other structural features that interest you.

[8 marks]

# Year 7 Maths Summer Holiday Homework

**INSTRUCTIONS** –Please read the following carefully

- Inside this pack there are two homework tasks for you to complete.
- You should complete both of them.

## **TASK 1-Code cracking**

- In this task you are going find out about a coding method.
- First, you will crack the code by answering sums.
- Once you have cracked the code and found out the name of a coding method, you will produce a poster on the given coding method. You can use the internet to help you and you can be as creative as you like!
- The maths department will look at all the posters and choose the best 10. If your poster is chosen, you will be going on a trip to Bletchley Park! This is where Alan Turing cracked the enigma machine! (You can research about this too)

## **TASK 2- Preparing for the maths baseline test**

- On your first day in September you will be sitting a maths non-calculator baseline test. This test will give your maths teacher a good idea about what you already know.
- To prepare for this test you must complete the questions in this pack.
- You can also use the following website for additional revision

[www.mymaths.co.uk](http://www.mymaths.co.uk)

**Username:**southfields

**Password:** cylinder

Have a great holiday and we look forward to meeting you on your first day!



## Task 1

# Code cracking

The Southfields Academy maths department needs your help to do some research on a coding method.

Decode the words below to find out which coding method we'd like you to research.

First answer the sums below, you may need your knowledge of BIDMAS to help you.

When you have calculated your answers, match them up with letters using the code breaker chart below. Write each letter on the line above the sum.

For example:

Answer: 13 → Letter: M

### Code breaker

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

$(20 \div 5) - 1 =$	$3^2 \div 9 =$	$85 \div 17 =$	$5 \times 4 - 1 =$	$(15 \div 3) \div 5 =$	$3^2 \times 2 =$	First word
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$27 \div 3^2 =$	$100 \div 10 - 1 =$	$56 - (10 \times 4) =$	$2^2 \times 2 =$	$100 \div (4 \times 5) =$	$(6 \times 10) - (6 \times 7) =$	Second word
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$(48 \div 4) + 1 =$	$(12 \times 5) \div (3 \times 4) =$	$(25 \times 4) \div 5 =$	$(100 - 36) \div 8 =$	$(9 \times 5) \div 3 =$	$10^2 \div 5^2 =$	Third word
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Once you have cracked the code and worked out what coding method we've chosen, you need to make a poster about this coding method. You can use websites to do some research about this method and be as creative as you like. Remember, 10 students that produce the best posters will go on a trip Bletchley Park in the autumn term!

## Task 2

# Preparing for the maths baseline test

You must answer the questions in this pack to help you prepare for the baseline test in September. Please show your working and write your answers in the spaces provided.

### 1. Number Cards

Look at these number cards.

600	60	6
400	40	4
300	30	3
100	10	1

- (a) Choose **two** of the cards that add together to give a **total of 70**  
Show the numbers on the cards below.



Now choose two **different** cards that add together to give a **total of 70**



- (b) **Three** of the cards add together to give a **total of 70** Which three cards are they?



- (c) The **difference** between the numbers on two of the cards is **70**

Which two cards are they?



- (d) Which two of the cards make this calculation correct?

Write the numbers on the cards below.



×

+

= 70

## 2. Write a number

- (a) Write a number that is **bigger than one thousand** but **smaller than one thousand one hundred**.

Write the number in figures not words.



- (b) Now write a **decimal** number that is **bigger than zero** but **smaller than one**.



### 3. Bus

Look at this bus timetable, from Highbury to Colton:

Bus Timetable: Highbury to Colton					
<b>Highbury depart:</b>	07.45	08.30	09.30	10.45	11.30
<b>Colton arrive:</b>	08.30	09.15	10.15	11.30	12.15

- (a) A bus leaves **Highbury** at **08:30**  
What time does it arrive in **Colton**?



How much time does the bus journey take?



..... minutes

- (b) 5 friends are going from Highbury to Colton by bus.  
They want to **arrive by 10:30**  
Which is the **latest** bus they can catch from Highbury?



- (c) Each bus ticket costs **£2.20**  
How much do the **5** bus tickets cost altogether?



4. What number?

Write a number in each box to make the calculation correct.

  $36 + \boxed{\phantom{00}} = 100$

$100 - \boxed{\phantom{00}} = 51$

$\boxed{\phantom{00}} \times 5 = 100$

$100 \div \boxed{\phantom{00}} = 25$

5. Coins

Tom's coins



Rifat's coins



Tom has more money than Rifat.

How much more?





## 6. Describing shapes

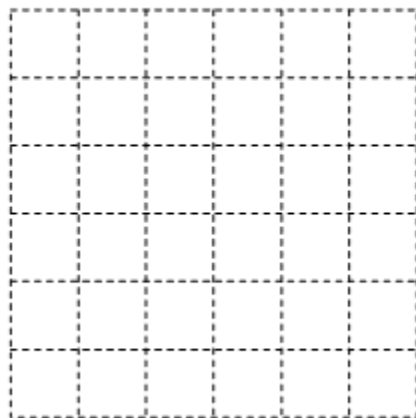
(a)

A shape has 4 right angles.

It has 4 straight sides.

All 4 sides are the same length.

Draw what the shape could be.



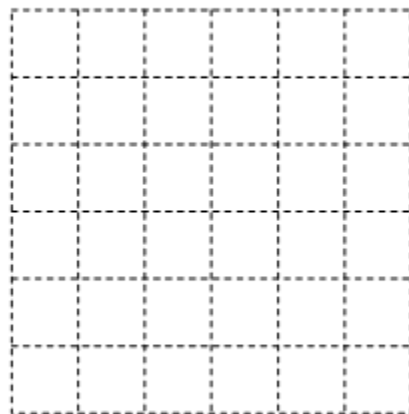
(b)

A **different** shape has 4 right angles.

It has 4 straight sides.

It has 2 pairs of parallel lines.

Draw what the shape could be.



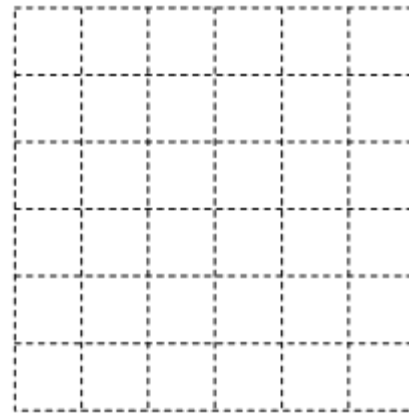
(c)

A shape has no right angles.

It has 4 straight sides.

It has 2 pairs of parallel lines.

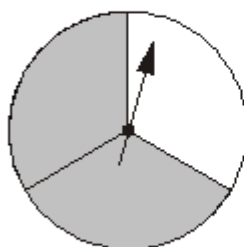
Draw what the shape could be.



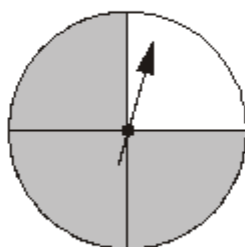
## 7. Spinners

The diagram shows five fair spinners with grey and white sectors.

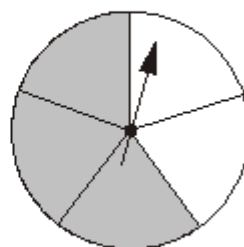
Each spinner is divided into equal sectors.



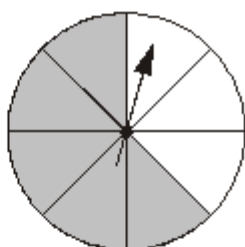
A



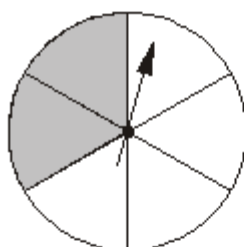
B



C



D



E

I am going to spin all the pointers.

- (a) For one of the spinners, the probability of spinning **grey** is  $\frac{3}{4}$

Which spinner is this? Write its letter.



- (b) For two of the spinners, the probability of spinning **grey** is **more than 60% but less than 70%**

Which two spinners are these? Write their letters.



### 8. Equation

Here is an equation.

$$x + 30 = 100$$

Raj says that  $x = 130$

Is he correct?

☐

Yes

☐

No

Explain your answer.



### 9. Missing Numbers

Write **one** number at the end of each equation to make it correct.

Example

$$26 + 34 = 16 + \dots \mathbf{44} \dots$$



(a)  $400 + 150 = 500 + \dots$



(b)  $14 + 6 = 4 + \dots$



(c)  $37 - 20 = 27 - \dots$



(d)  $6 \times 5 = 3 \times \dots$

## 10. Simplifying

Simplify these expressions.



$$5k + 7 + 3k = \dots\dots\dots$$

$$k + 1 + k + 4 = \dots\dots\dots$$

## 11. ABC

Work out the values of  $a$ ,  $b$  and  $c$  in the number sentence below.



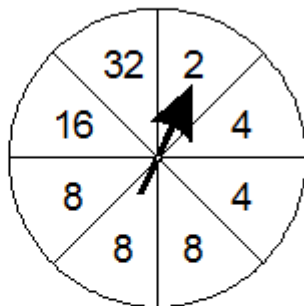
$$3 \times 10 + 4 = a \qquad a = \dots\dots\dots$$

$$3 \times 10 + b = 38 \qquad b = \dots\dots\dots$$

$$c \times 10 + 12 = 52 \qquad c = \dots\dots\dots$$

## 12. Spinning

(a) A spinner has **eight** equal sections.



What is the probability of scoring 4 on the spinner?



What is the probability of scoring an **even** number on the spinner?

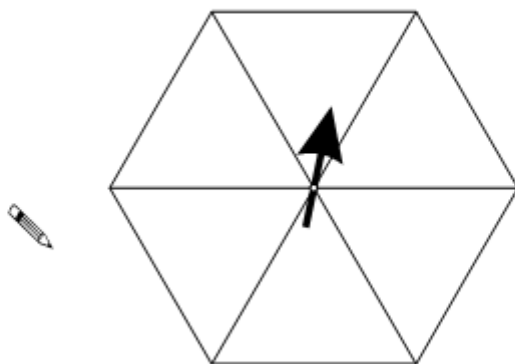


- (b) A different spinner has six equal sections and **six numbers**.

On this spinner, the probability of scoring an **even** number is  $\frac{2}{3}$

The probability of scoring **4** is  $\frac{1}{3}$

Write what numbers could be on this spinner.



### 13. Making 24

Write numbers in the boxes to make correct calculations.

You must use **different numbers** each time.



<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> </div>	×	<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> </div>	=	24
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<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> </div>	×	<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center;"> </div>	=	24
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#### 14. Party

Leena buys balloons, hats and masks for a party.

Write the missing numbers in the table.

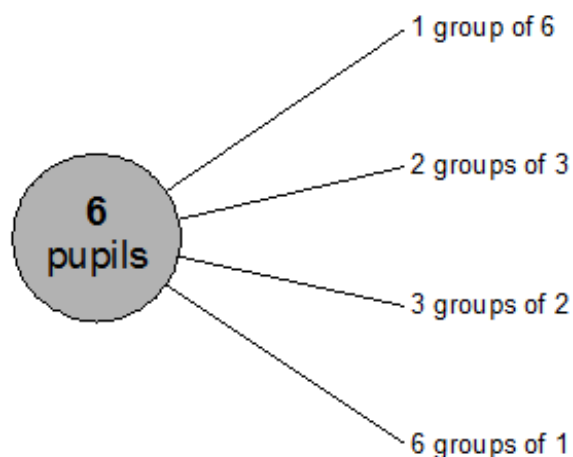


	Cost of each (£)	Number bought	Total cost (£)
Packets of balloons	4.95	5	.....
Hats	3.20	.....	41.60
Masks	.....	10	19.50
			<b>Total:.....</b>

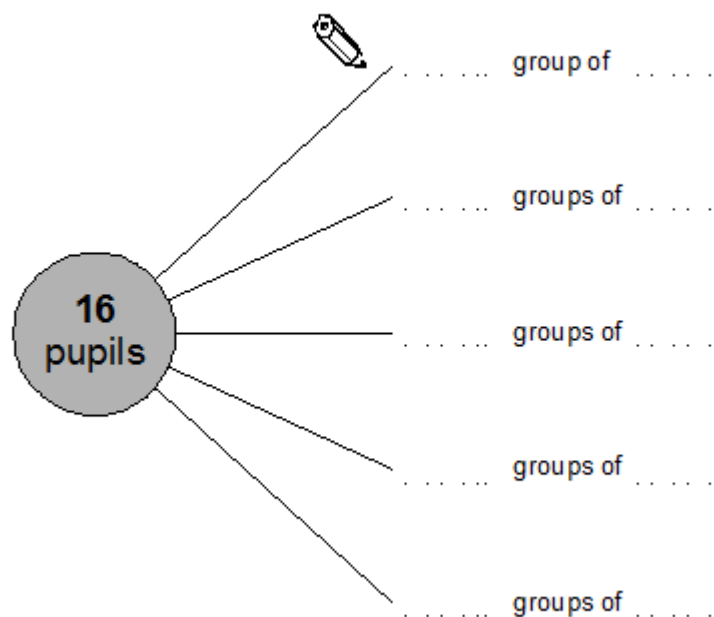
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#### 15. Factors

There are **four** different ways to put 6 pupils into equal size groups.



- (a) Show the **five** different ways to put 16 pupils into equal size groups.



- (b) Circle the numbers below that are **factors of twelve**.



1	2	3	4	5	6
7	8	9	10	11	12

#### 16. CD player

- (a) Work out the missing values.



10% of 84 = .....

5% of 84 = .....

$2\frac{1}{2}\%$  of 84 = .....

- (b) The cost of a CD player is £84 **plus**  $17\frac{1}{2}\%$  tax.

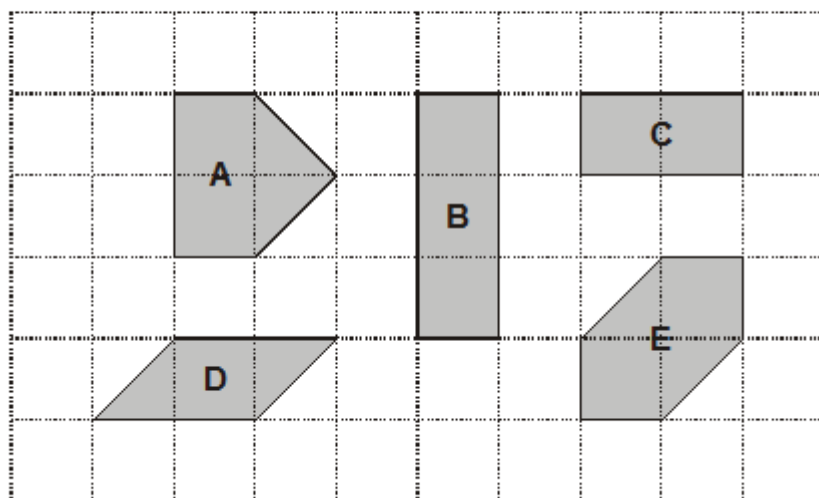
What is the **total** cost of the CD player?  
You can use part (a) to help you.



£

### 17. Grid shapes

The diagram shows some shapes on a 10 by 6 square grid.



- (a) Which **two** shapes have the **same** area as shape A?



.....

- (b) Which **two** shapes have the **same** perimeter as shape A?



.....



# 18. Working with areas

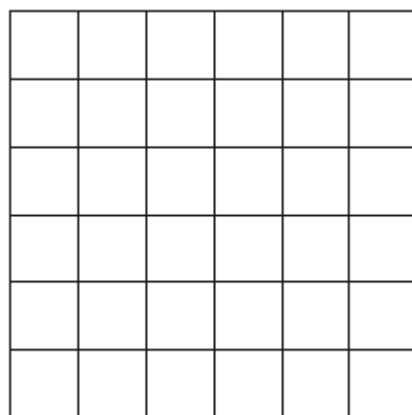
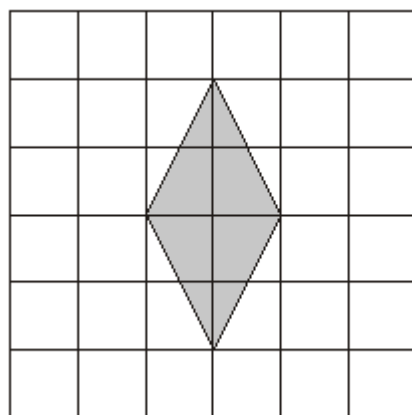
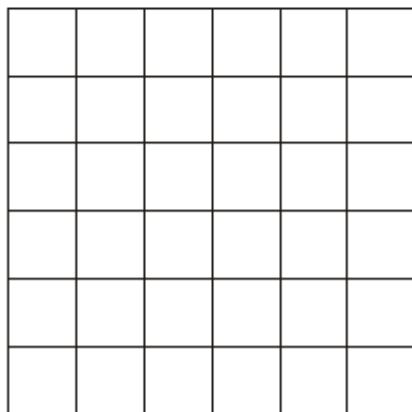
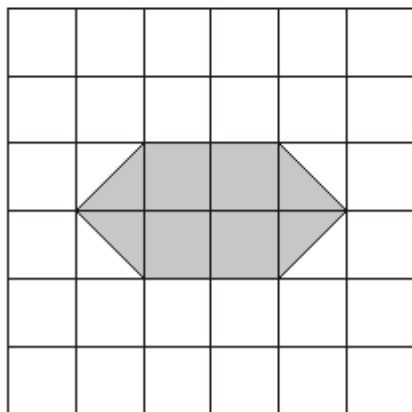
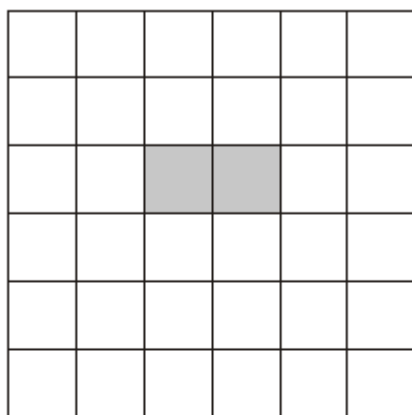
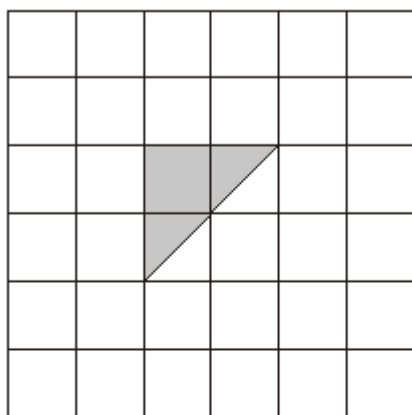
The grids in this question are centimetre square grids.

For each shape on the left, draw a **rectangle** that has the **same area**.

The first one is done for you.

Shape

Rectangle



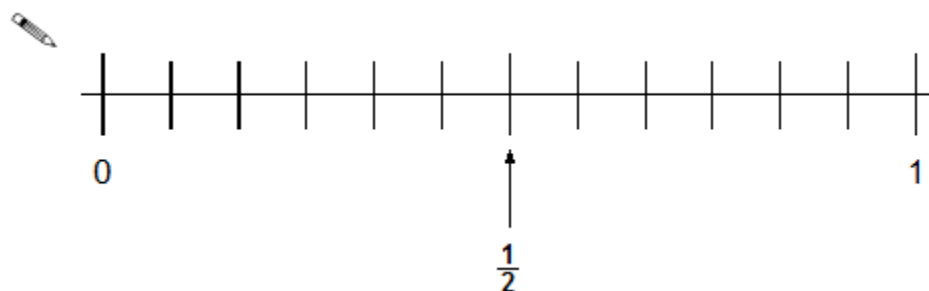
## 19. Fractions

- (a) Look at these fractions.


$$\frac{1}{2} \qquad \frac{1}{3} \qquad \frac{5}{6}$$

Mark each fraction on the number line.

The first one is done for you.




- (b) Fill in the missing numbers in the boxes.


$$\frac{2}{12} = \frac{\boxed{\phantom{000}}}{6}$$
$$\frac{1}{2} = \frac{12}{\boxed{\phantom{000}}}$$
$$\frac{1}{\boxed{\phantom{000}}} = \frac{6}{24}$$

## 20. Thinking fractions

Fill in the missing numbers.


$$\frac{1}{2} \text{ of } 20 = \frac{1}{4} \text{ of } \dots\dots\dots$$

$$\frac{3}{4} \text{ of } 100 = \frac{1}{2} \text{ of } \dots\dots\dots$$

## 21. Calculations

Find the answers.



$$524 - 249 =$$



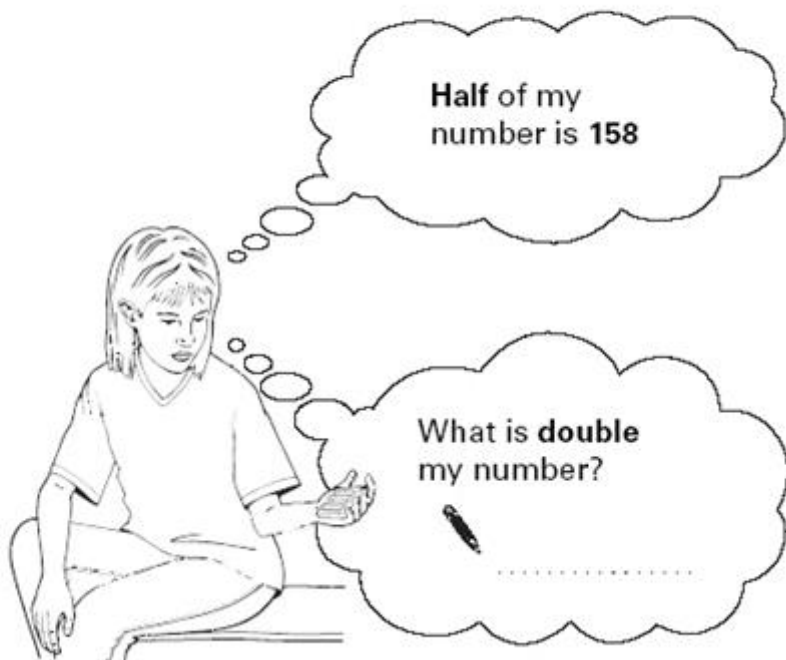
$$46 \times 8 =$$



$$144 \div 8 =$$

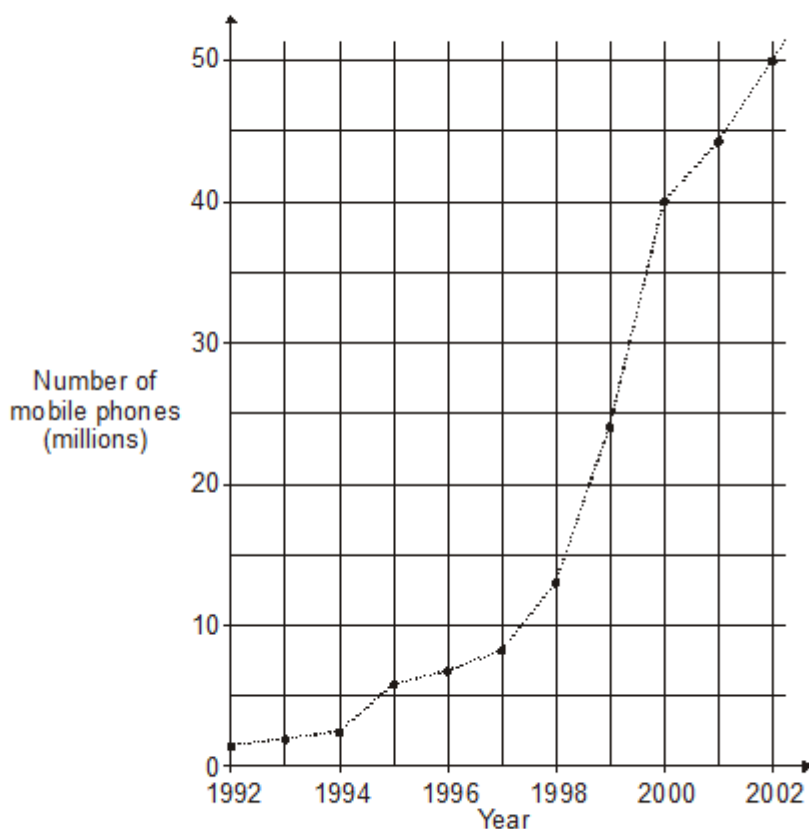
## 22. 158

Kim is thinking of a number.



## 23. Mobile phones

A survey showed these results about the number of mobile phones used in the UK.



Use the graph to write the missing numbers below.



In **1992**, there were about ..... million mobile phones.

**Ten years later**, there were about ..... million mobile phones.

From **1998 to 1999**, the number of mobile phones

**increased** by about ..... million.

## 24. Changing numbers

Work out the missing numbers. In each part, you can use the first line to help you.

(a)

$$16 \times 15 = 240$$



$$16 \times \dots = 480$$

(b)

$$46 \times 44 = 2024$$



$$46 \times 22 = \dots$$

(c)

$$600 \div 24 = 25$$



$$600 \div \dots = 50$$

## 25. How many?

(a) How many **4s** are there in 40?



.....

(b) How many **8s** are there in 40?



.....

(c) How many **halves** are there in 40?



.....

## 26. Wind chill

When the wind blows it feels colder.  
The stronger the wind, the colder it feels.

Fill in the gaps in the table.  
The first row is done for you.



Wind strength	Temperature out of the wind (°C)	How much <b>colder</b> it feels in the wind (°C)	Temperature it feels in wind (°C)
Moderate breeze	5	7 degrees colder	-2
Fresh breeze	-8	11 degrees colder	.....
Strong breeze	-4	..... degrees colder	-20
Gale	.....	23 degrees colder	-45

## 27. 28 times table

(a) Show that  $9 \times 28$  is **252**

(b) What is  $27 \times 28$ ?

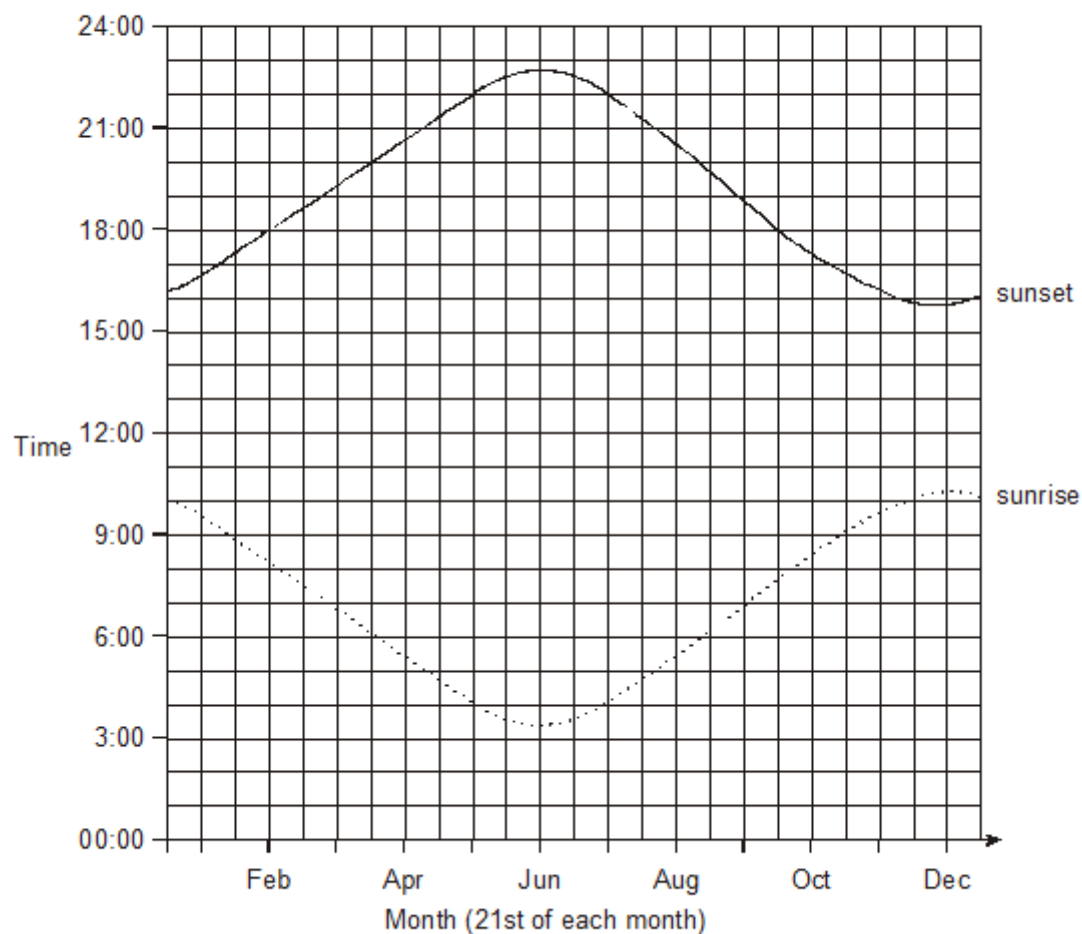
You can use part (a) to help you.



.....

## 28. Daylight hours

The graph shows at what **time** the sun rises and sets in the American town of Anchorage.



The day with the **most** hours of daylight is called the longest day.

Fill in the gaps below, using the information from the graph.



The **longest day** is in the month of .....

On this day, there are about ..... hours of daylight.

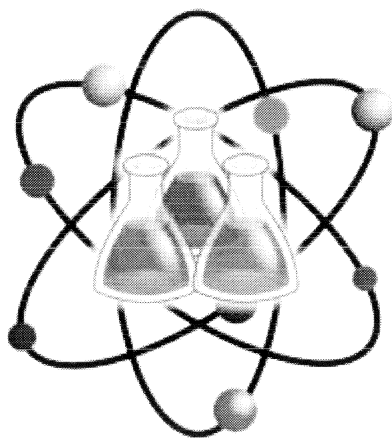
The **shortest day** is in the month of .....

On this day, there are about hours ..... of daylight.



# Year 6

## Summer Homework



### Science

Name: \_\_\_\_\_

✓ I have completed this to the best of my ability:

.....(student's signature)

✓ I have checked that \_\_\_\_\_  
has done this homework to the best of their ability:

.....(parent/carer's signature)

## Safety in the lab!

Can you circle all the hazards in the picture?



Draw a picture for each of the pieces of lab equipment

\*Make sure you use a pencil only\*






Beaker	Test tube	Pipette
Measuring cylinder	Stirring rod	Thermometer

Fill in the gaps for different scientific measurements:

Measurement	Unit	Written as	Equipment
	minute	min	
	second	s	
length	millimetre		ruler tape measure
	centimetre		
	metre		
	millilitres	mm	measuring cylinder
	centimetres cubed	cm <sup>3</sup>	
mass	grams		Mass balance
	kilograms		
weight	Newton	N	Newton meter

Circuit symbols:

Can you match each symbol to the correct word?

		Motor
		Switch
		Cell
		Wire
		Bulb

Extension: Can you describe what each component does?

How many different forces can you think of?

- 
- 
- 
- 

In the picture below put some arrows to show where forces are acting.



## Force and Motion

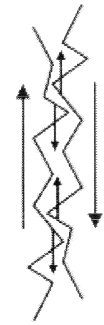
L Q D I S X D G I S R Q Z Y G U Y G  
M G X C D U Z K W U E W Y W F B X R  
P E I J P K E N D B T H I K Z X N A  
Y C S O A C C E L E R A T I O N P V  
K I N E T I C E N E R G Y L P A J I  
Y E N V F R Z S D F R I C T I O N T  
F U F E B F Y Y E C T F I M D J Y Y  
N O F N R X Q S O Q J E H S A W V J  
S F F M Y T G Q Q H F O R C F S U I  
P O T E N T I A L E N E R G Y S J  
P I A M S L Q A P H Z O Y W E W Z  
H S T A T I C F R I C T I O N A G J

Words are hidden → ↓ and ↘

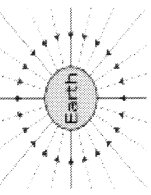
Static Friction



Friction



Gravity



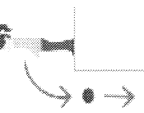
Potential Energy



Inertia



Kinetic Energy



Mass



Force



Acceleration



What state of matter are these substances usually found in?

	solid	liquid	gas
oxygen	<input type="text"/>	<input type="text"/>	<input type="text"/>
perfume	<input type="text"/>	<input type="text"/>	<input type="text"/>
orange juice	<input type="text"/>	<input type="text"/>	<input type="text"/>
wood	<input type="text"/>	<input type="text"/>	<input type="text"/>
helium	<input type="text"/>	<input type="text"/>	<input type="text"/>
ice	<input type="text"/>	<input type="text"/>	<input type="text"/>



Do these statements refer to solids, liquids or gases?

1.	They can be compressed.	
2.	They take up the shape of their container and cause some pressure.	
3.	They have no fixed volume.	
4.	They have a fixed shape.	
5.	They cannot diffuse.	
6.	They have a low density.	

solids

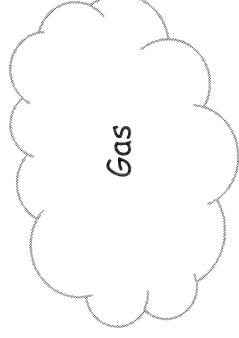
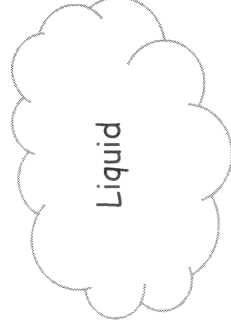
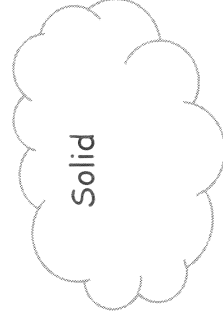
liquids

gases



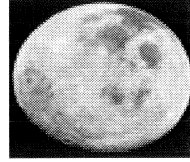
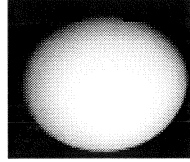
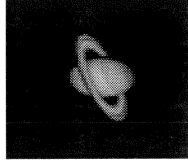
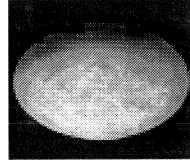
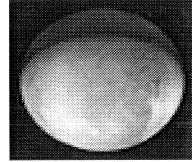
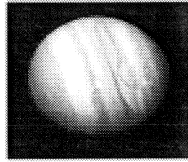
solve

Can you name some properties of solids, liquids and gases?



# The Solar System

*Draw a line to match the picture*



Mars

Saturn

Neptune

The Sun

Venus

Uranus

Mercury

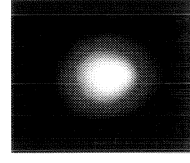
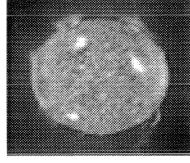
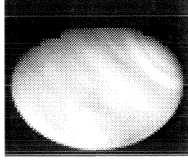
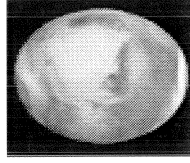
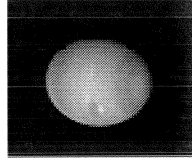
Earth

Jupiter

The Moon

A Star

Pluto



1. It is at the centre of our solar system, it provides us with warmth and light \_\_\_\_\_
2. It is a rocky planet, it is the second smallest planet, the temperature can reach 427oC. \_\_\_\_\_
3. It is a rocky planet, and slightly smaller than Earth, it is surrounded by thick clouds. \_\_\_\_\_
4. The perfect place to live. \_\_\_\_\_
5. It is a rocky planet; it is also nicknamed the red planet. You can often see it in the sky at night. \_\_\_\_\_
6. The largest planet, it is almost entirely made of gas, it looks stripy but these are actually storms! \_\_\_\_\_
7. This is also a gas planet, it is easy to recognise as it is surrounded by rings made of dust and ice. \_\_\_\_\_
8. This is another gas planet; they say this planet is unusual as the poles seem to face towards the Sun. \_\_\_\_\_
9. Made of gas ice and dust, the suns reflection makes blue in colour. \_\_\_\_\_
10. It is made of rock and ice, and is now not really classified as a planet as it is so small. \_\_\_\_\_

**Can you write the planets in the correct order?**

Comparative Bar Chart to compare the number of merits received in Year 8 by gender

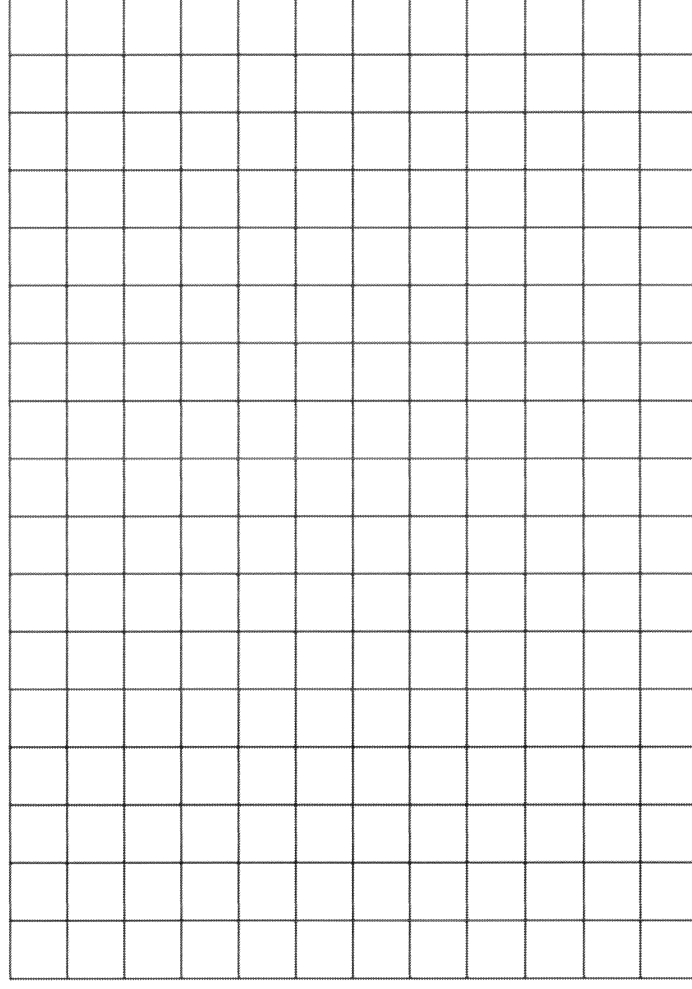
- 
- | Color  | Frequency |
|--------|-----------|
| Green  | 25        |
| Red    | 20        |
| Yellow | 15        |
| Blue   | 30        |
| Purple | 5         |

a) Which tutor group had the boys with the most merits?

c) In which tutor group did the boys and girls receive the same number of merits?

d) Who received more merits: 8D or 8S?

Eye Colour	Boys	Girls
Blue	9	7
Green	4	4
Brown	2	4





# Habitats

Fill in the gaps.

Living organisms live in habitats. A habitat provides an organism with all its basic needs. These are shelter, food and the means to reproduce.

## Shelter

All organisms need p \_ \_ \_ \_ \_ from predators and extreme heat or c \_ \_ \_ . Shelter is also needed for a place to s \_ \_ \_ .

## Reproduction

The habitat must provide a place for reproduction. It must have enough f \_ \_ \_ for the babies and enough space for a family to g \_ \_ \_ .

## Food

Food is very important. Plants need l \_ \_ \_ , nutrients and w \_ \_ \_ . Animals need p \_ \_ \_ \_ or prey to feed on.



A \_ \_ \_ \_ is a place where not much rain falls.

The water in the sea is \_ \_ \_ \_ .

Antarctica is a very \_ \_ \_ \_ \_ place.

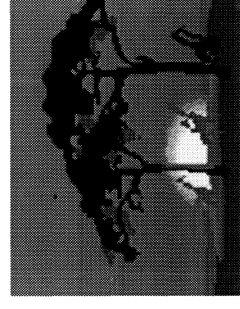
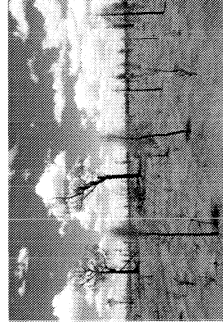
Tropical rainforests are found near the \_ \_ \_ \_ .

Whales and dolphins breathe \_ \_ \_ \_ but live in the sea.

The equator is a \_ \_ \_ \_ \_ line around the middle of the earth.

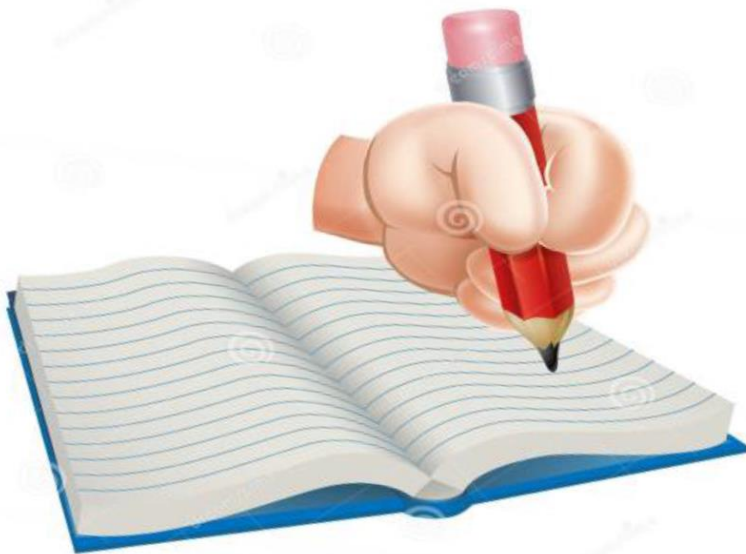
## Word bank:

Desert, visible, river, invisible, hot, cold, North Pole, equator, salty, water, air





# My Summer Diary



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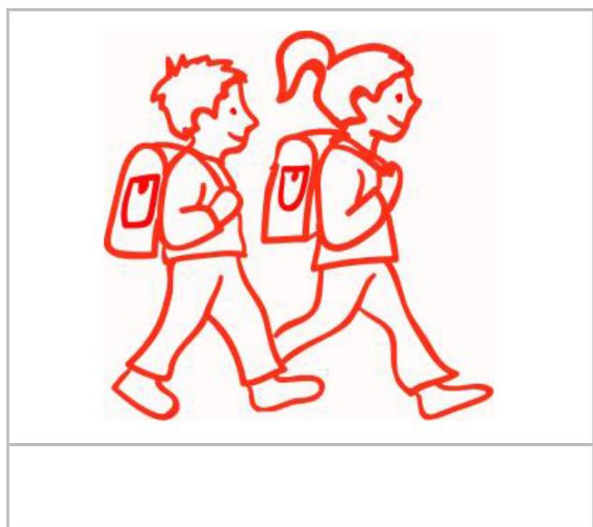
942896229

Christos Georgiou | Dreamstime.com

## SOUTHFIELDS ACADEMY

# Organisation

- I know which route I will be taking to my new School



- I have my pencil case/ school equipment ready for September

- \_\_\_\_\_

- \_\_\_\_\_

# Initiative

- I helped around the house without being asked
- This week I volunteered to make biscuits for a local charity

- \_\_\_\_\_

---

- \_\_\_\_\_

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# Resilience

- I am worried about getting lost in my new school. I will overcome this by asking my teachers questions.
- If I have had a bad day at school I will talk to my teachers or family about it

- -----

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- -----

# Communication

Communication means to me:

- Listening to each other
- Talking clearly

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- 

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- 

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# Leadership

- I took leadership today by offering help to a member of my family/friend/neighbor.
- This week I volunteered to make biscuits for a local charity.

- \_\_\_\_\_

- \_\_\_\_\_



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