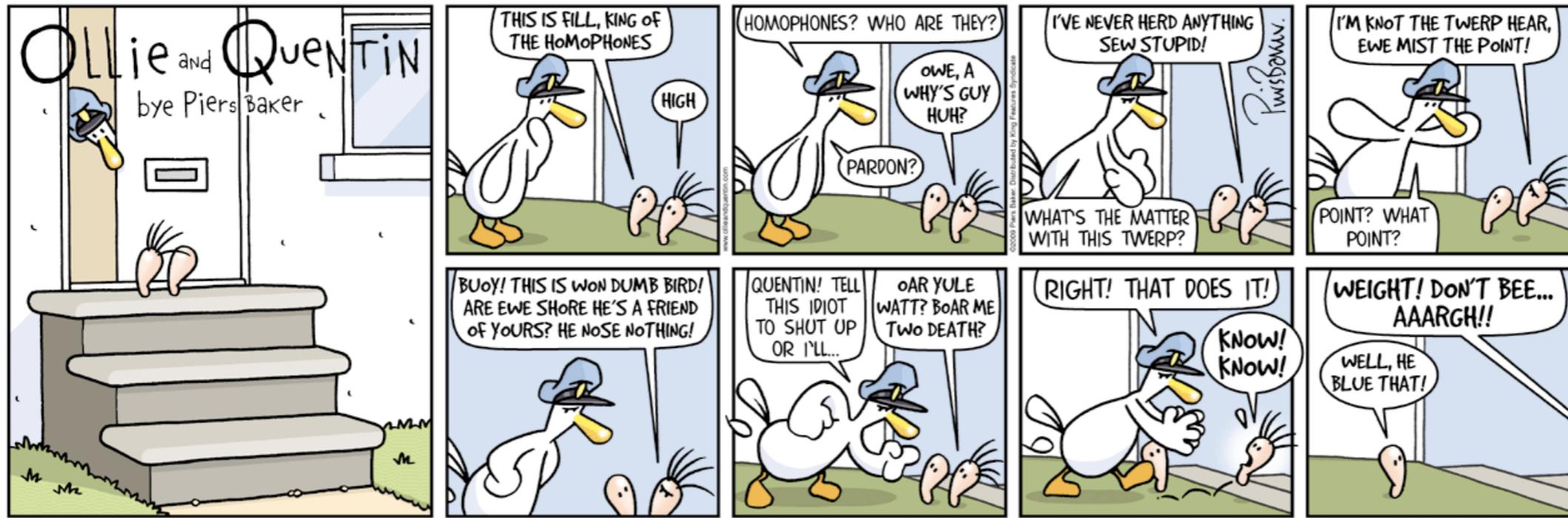




YEAR 7 UNIT 1 STAGE 2

ME AND MY COMMUNITY



ENGLISH STAGE 2

Learning Target: How can I use specific persuasive techniques in my writing?

- E5 Information**
I can write a quality topic sentence to introduce my idea.
- E6 Knowledge**
I understand how to use the TEEL structure, and can explain how to write a structured response to others
- E7 Know How**
I understand how to structure paragraphs to support an argument, and can teach others this skill
- E8 Wisdom**
I understand how to structure paragraphs to support an argument, can identify the key elements in these paragraphs and teach others to write a structured paragraph.

E5 INFORMATION STAGE

I can write a topic sentence to introduce my idea.

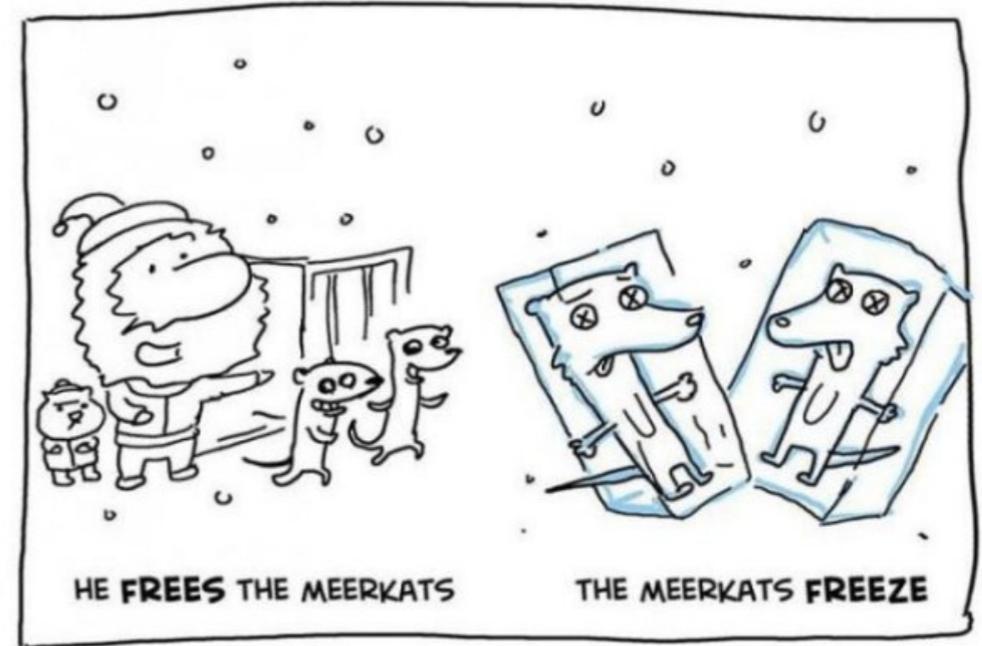
TO DO before completing the final task.

- 1 Complete the '[Homophone focus words part one](#)' tasks
- 2 Watch the video [here](#) on writing topic sentences.
- 3 Read the document '[When to start a new paragraph](#)'.

What does success look like?

I can explain and remember the difference between specific groups of homophones.

I can write a quality topic sentence.



Your **FINAL TASK**

- 1 Choose one set of homophones from your focus words (e.g. To, Too, Two or They're, Their, There etc) and create a poster (use images and short sharp phrases) to explain the difference between the homophones.
- 2 Create a HOW TO guide, that explains the steps a person needs to take if they are writing a topic sentence and when they would need to write one. Include at least three examples of a topic sentence on an issue of your choice.

E6 KNOWLEDGE STAGE

I understand how to use the TEEL structure, and can explain how to write a structured response to others.

TO DO before completing the final task.

- 1 Complete the '[Homophone focus words part one](#)' tasks.
- 2 Watch the video ([link](#)) on writing topic sentences.
- 3 Read the following information on creating a TEEL paragraph ([WRITING AN ESSAY using teel document](#))
- 4 Read this [webpage](#) on when you should create a new paragraph.

Your **FINAL TASK**

- 1 To help you remember the difference between homophones, create flash cards for each homophone group that include images and definitions.
- 2 Create a HOW TO guide, that details the steps a person needs to take if they are writing a paragraph. Ensure that you provide an example for writing a persuasive paragraph.

What does success look like?

I can remember and tell the difference between certain homophones.

I can write a structured paragraph using TEEL.

I can explain to someone else the four things I need to include in a structured response.



E7 KNOW HOW STAGE

I understand how to structure paragraphs to support an argument, and can teach others this skill.

TO DO before completing the final task.

- 1 Visit <http://www.vocabulary.com> and complete a minimum of 10 questions. List these words in your glossary. For the words you got correct list your own definition, for the words you got incorrect, add their suggested definition.
- 2 Watch the following video on [writing topic sentences](#).
- 3 Watch the following [video on TEEL](#)

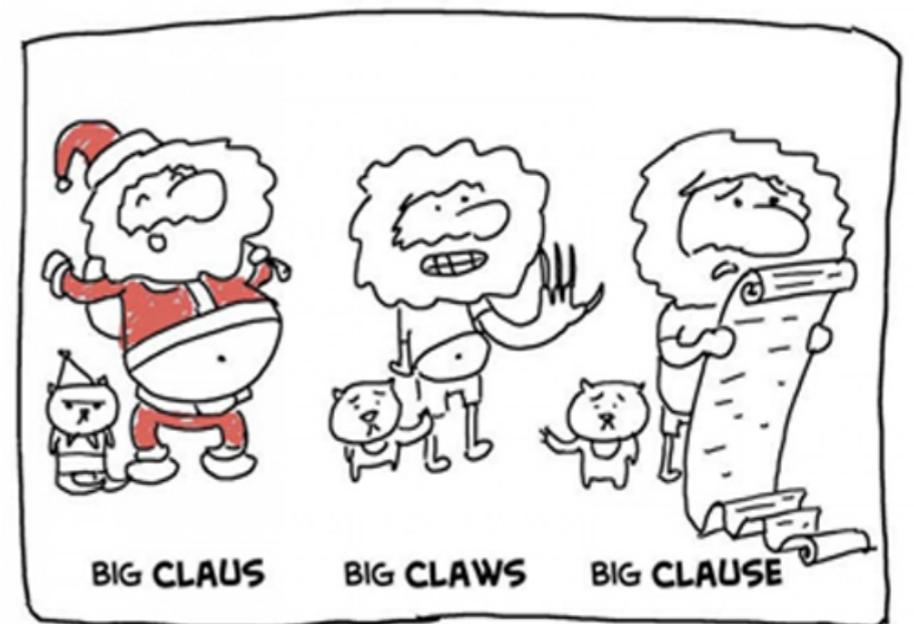
What does success look like?

I can write a structured paragraph.

I can teach someone else how to write a structured paragraph.

Your **FINAL TASK**

- 1 Write a structured paragraph that persuades your reader to agree with an argument of your choice.
- 2 Create a HOW TO guide, that details the steps a person needs to take if they are writing a paragraph. Ensure that you provide an annotated example for writing a persuasive paragraph along with your steps.



I understand how to structure paragraphs to support an argument, can identify the key elements in these paragraphs and teach others to write a structured paragraph.

TO DO before completing the final task.

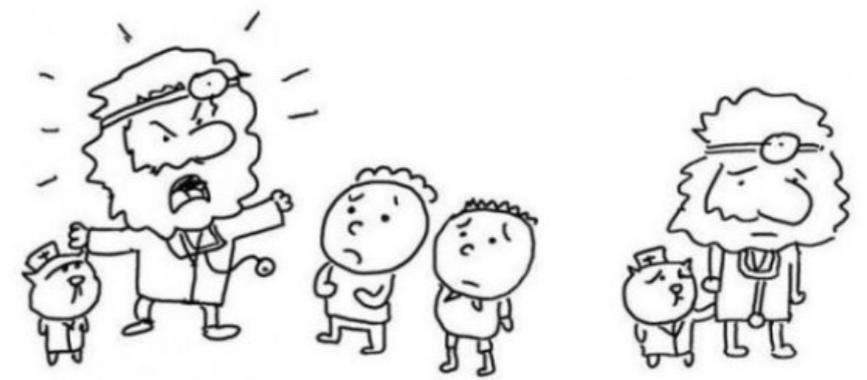
- 1 Visit <http://www.vocabulary.com> and complete a minimum of 10 questions. List these words in your glossary. For the words you got correct list your own definition, for the words you got incorrect, add their suggested definition.
- 2 Brainstorm some points that are important to know when writing a paragraph.
- 3 Watch the following videos on paragraph structure

[Video 1](#)

[Video 2](#)

[Video 3](#)

Write down the information they have in common and how they differ.



I LOST MY PATIENCE

I LOST MY PATIENTS

Your **FINAL TASK**

- 1 Write a structured paragraph that persuades your reader to agree with an argument of your choice.
- 2 Write an instructional guide on how to structure a paragraph. Continue to research, use your knowledge and what you have learned to provide an annotated guide of how to structure a paragraph and how not to structure a paragraph.

What does success look like?

I can understand that a paragraph can be structured in many ways, but always has key elements.

I can write a structured paragraph.

I can teach someone else how to write a structured paragraph.

HUMANITIES STAGE 2

Learning Target: How can I use these skills to study the Ancient Greek civilization?

Information

H5

I will learn about Ancient Greek Gods and discuss their power and influence.

Knowledge

H6

I will learn about Ancient Greek lifestyle and compare it to my own lifestyle.

Know How

H7

I will evaluate the beliefs of Ancient Greek society and reflect on my own community.

Wisdom

H8

I will discover the ways in which Ancient Greeks created and used their works of art. I will teach others about this and create my own form of Amphora.



H5 INFORMATION STAGE

I will learn about Ancient Greek Gods and discuss their power and influence.

TO DO before completing the final task.

- 1 Watch the [YouTube clip](#) on the Olympian Gods.
- 2 Further explore the Greek Gods by looking at this [website](#). Write down some brief notes about 5 of the Greek Gods you find interesting.

Your **FINAL TASK**

- 1 Download the Greek Gods task from the [FUSE Weebly](#). Follow the instructions on the Greek God task to create your own Greek God.

What does success look like?

I can name some of the Olympian Gods and provide a description of what they did.

I can use my knowledge of Olympian Gods to create my own god.



I will learn about Ancient Greek lifestyle and compare it to my own lifestyle.



TO DO before completing the final task.

- 1 Watch the YouTube clip on [everyday life in ancient Greece](#).
- 2 Research about [life in Ancient Greece](#). Record some information that will assist you with the Final Task.

What does success look like?

I can identify similarities and differences between my lifestyle and the lifestyle of the Ancient Greeks.

I can accurately use a SWOT chart to document information.

I can reflect on my own lifestyle and how it has been affected by Ancient Greece.

Your **FINAL TASK**

- 1 Create a [SWOT chart](#) for living in a city-state such as those of ancient Greece (Athens, Sparta, etc). Focus on parts of everyday life, such as Education, Military participation, Food, Clothing, and Houses.
- 2 Create a [SWOT chart](#) for living in Torquay/ your hometown. Focus on parts of everyday life, such as Education, Military participation, Food, Clothing, and Houses.
- 3 Reflect on the similarities and differences between living in a city-state of Ancient Greece and living in your own hometown. Be creative about how you present this reflection.

I will evaluate the beliefs of Ancient Greek society and reflect on my own community.

TO DO before completing the final task.

1 **Web Quest** – Use the internet to research and create a presentation on Ancient Greek Lifestyle, including each of the four topics below:

- Marriage
- Funerals
- Education
- Religion

Be creative in how you present your information.

What does success look like?

I can research and collect information on Ancient Greek lifestyle and present this in a creative way. I have included aspects of marriage, funerals, education and religion in to my game.

My game is informative and teaches others about Ancient Greek marriage, funerals, education and religion.

Your **FINAL TASK**

1

In groups of 2-3, create a game based on Ancient Greek beliefs. Include themes such as marriage, funerals, education and religion. Share the tasks involved in creating and making the game, and rules, among all group members. If you have the skills, your group might like to create aspects of the game using ICT media.



I will discover the ways in which Ancient Greeks created and used their works of art. I will teach others about this and create my own form of Amphora.

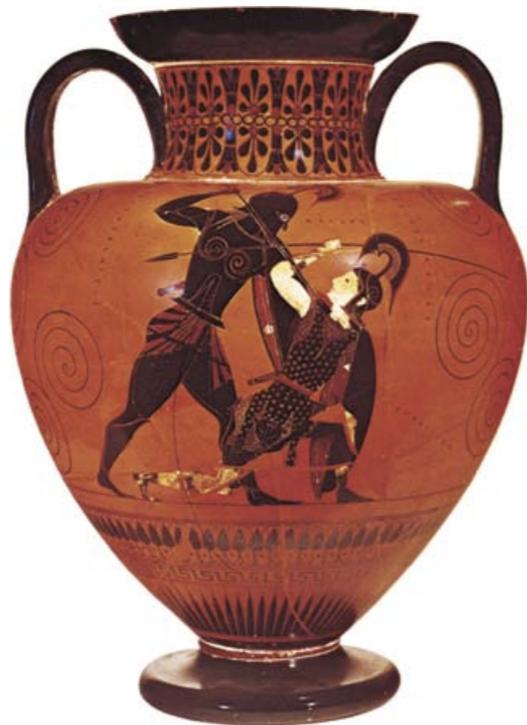
TO DO before completing the final task.

1

Read this article on [Ancient Greek pottery](#). Complete your own further research into Greek Amphora.

2

Describe why Greek Amphora was so important to Historians and Archaeologists studying Ancient Greece. What could these professionals do with the Ancient Greek Amphora?



Your **FINAL TASK**

Download the [Greek Amphora Document](#) from the [Year 7 FUSE weebly](#) and complete the following activities:

1

Complete the research table on Greek Amphora's.

2

Design your own ancient Greek Amphora based on one of the styles you researched.

3

Write a 200 word short story about your Greek Amphora.

What does success look like?

I can identify and explain the legacies of Ancient Greek art.

I can reflect on the importance of Greek Art to professionals such as historians.

I have designed my own ancient Greek amphora.

I have written 200 word story about the Greek amphora I designed.

SCIENCE STAGE 2

Learning Target: I understand that things in this world are made up of particles

Information

S5

I will learn that properties of different states of matter can be explained in terms of the motion and arrangement of particles.

Knowledge

S6

I understand that substances combine to form mixtures and will learn how to separate mixtures.

Know How

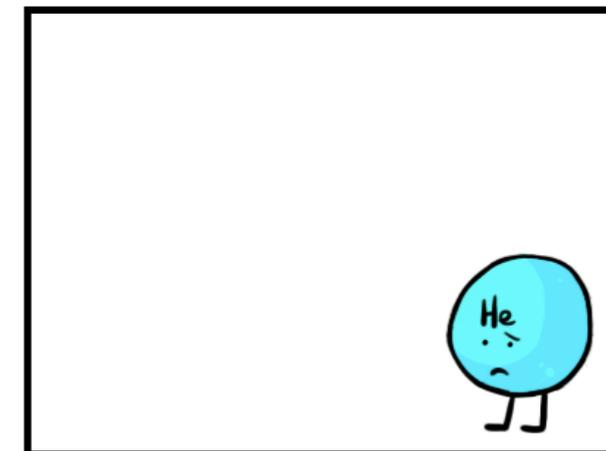
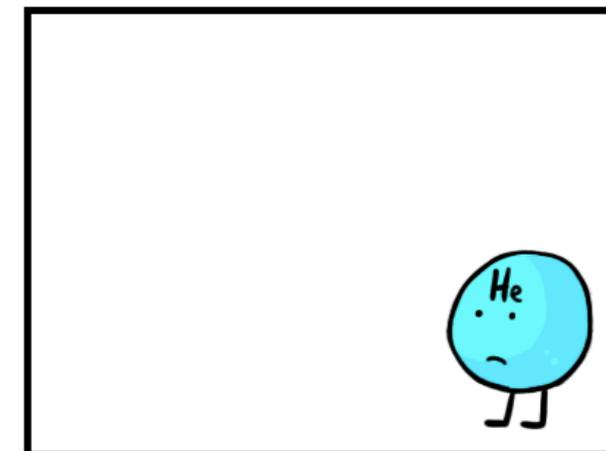
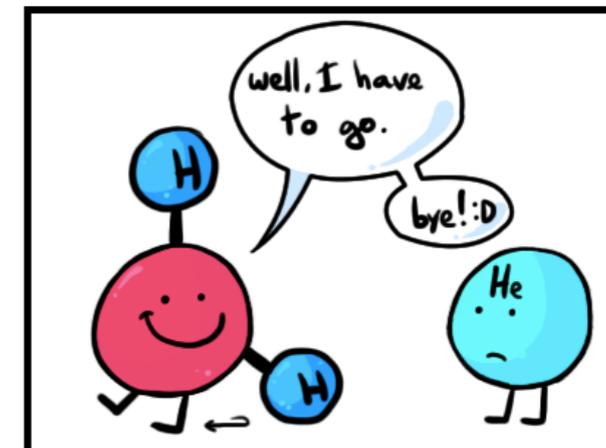
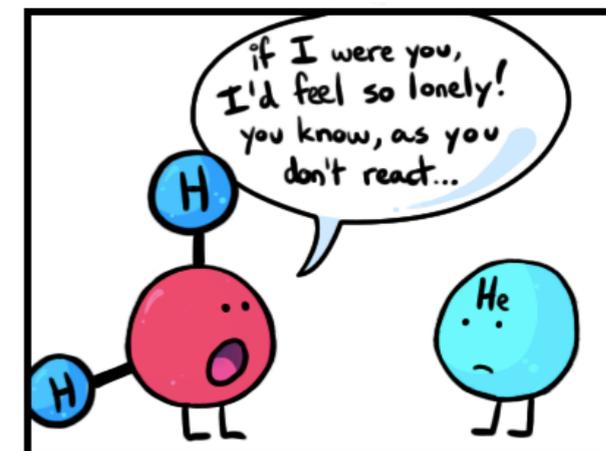
S7

I will be able to demonstrate my scientific knowledge by creating a role play or creating a story.

Wisdom

S8

I will learn the difference between elements, compounds and mixtures.

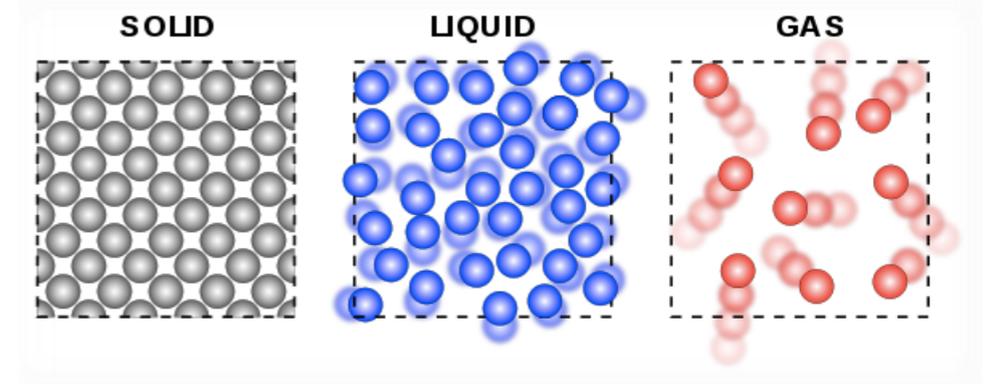


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S5 INFORMATION STAGE

I will learn that properties of different states of matter can be explained in terms of the motion and arrangement of particles.



TO DO before completing the final task.

- 1 Learn about the differences between solids, liquids and gases and how they are defined [here](#).
- 2 Download the two [States of Matter](#) worksheets, work your way through and complete diagrams and tables.
- 3 Learn about the particle theory [here](#).

Your **FINAL TASK**

- 1 Go to the FUSE website and download the [compressing solids, liquids and gases](#) activity.
- 2 Complete the activity, taking pictures as you go and present your results and discussion using an app of your choice.

*Make sure you answer in depth the **Discussion** questions at the bottom of the page.*

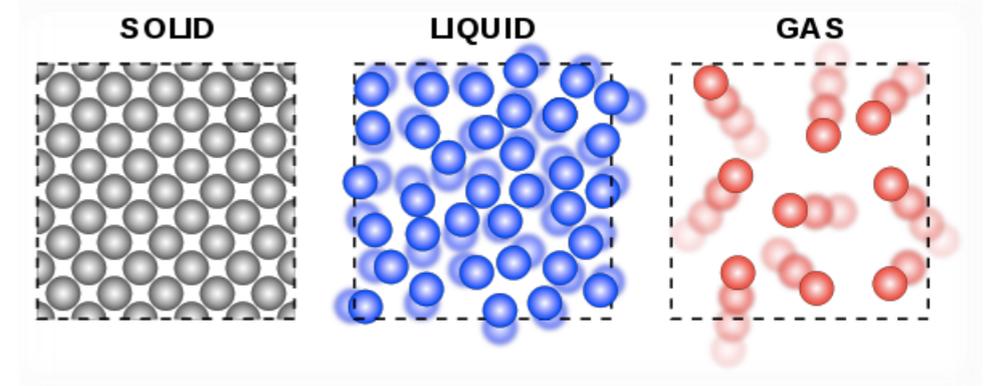
What does success look like?

I understand the difference between solids, liquids and gases.

I can discuss, at a particle level, the difference between solids, liquids and gases.

S6 KNOWLEDGE STAGE

I understand that substances combine to form mixtures and will learn how to separate mixtures.



TO DO before completing the final task.

- 1 Learn about matter [here](#).
- 2 Learn about the differences between solids, liquids and gases and how they are defined [here](#).
- 3 **Watch** a video on separating mixtures [here](#).
- 4 **Read** the guide on writing a scientific report under Task Card 6 [here](#).

What does success look like?

I understand the difference between solids, liquids and gases.

I can discuss, at a particle level, the difference between solids, liquids and gases.

Your **FINAL TASK**

- 1 Download the Dissolving and Crystalizing task from the FUSE weebly on the [task card resources page](#).
- 2 Follow the instructions in the presentation and source the solutions you need from the science trolley. **Make sure you complete all of the slides.**
- 3 Record your findings using the headings found in the [Scientific Report Guide document](#). Post a presentation or report of your experiment studyTurf.

I will be able to demonstrate my scientific knowledge by creating a role play or creating a story.

TO DO before completing the final task.

- 1 Download the [States of Matter worksheets](#) and complete the tables.
- 2 Learn about the differences between solids, liquids and gases and how they are defined [here](#).
- 3 Learn about the particle theory [here](#).
- 4 Learn how to create a role play [here](#).

Your **FINAL TASK**

1 From the guiding activities completed you should have a evidence of your understanding of the particle theory. You need to choose **ONE** of the following tasks to complete.

a. Create a role play that your peers would carry out to teach them about how particles act in different states. Record your role play.

OR

b. create a story that details 'a day in the life of a particle'. If somebody were to read this story they would then have a good idea of how particles behave in different states. of your experiment studyTurf.

What does success look like?

I understand the difference between solids, liquids and gases.

I can discuss, at a particle level, the difference between solids, liquids and gases.

I am able to teach others about the different states of matter and how particles behave differently in these states.

I will learn the difference between elements, compounds and mixtures.

TO DO before completing the final task.

- 1 Learn about matter [here](#).
- 2 Learn about the differences between solids, liquids and gases and how they are defined [here](#).
- 3 Learn about elements, compounds and mixtures here.

What does success look like?

I am able to identify matter and determine different states of matter.

I am able to describe matter using scientific terminology.

I understand that a matter is made up of different elements and form a compound or mixture.



Your **FINAL TASK**

Using the picture above choose a solid, a liquid and a gas from the picture (i.e. sand for a solid).

- 1 In a table like the one you can on the [FUSE weebly](#), describe what you have chosen from the picture. List their state, if they are an element, compound or mixture with a description of what they are made up of (i.e. carbon, oxygen) and include a diagram of their particles.

MATHS STAGE 2

Learning Target: How can we find the relationship between prime, composite, squared and cubed numbers? How does this help us in understanding and solving maths problems?

Information

M5 How can you identify square, composite and prime numbers up to 100 and use this knowledge and factor trees to find HCF of numbers up to 100?

Knowledge

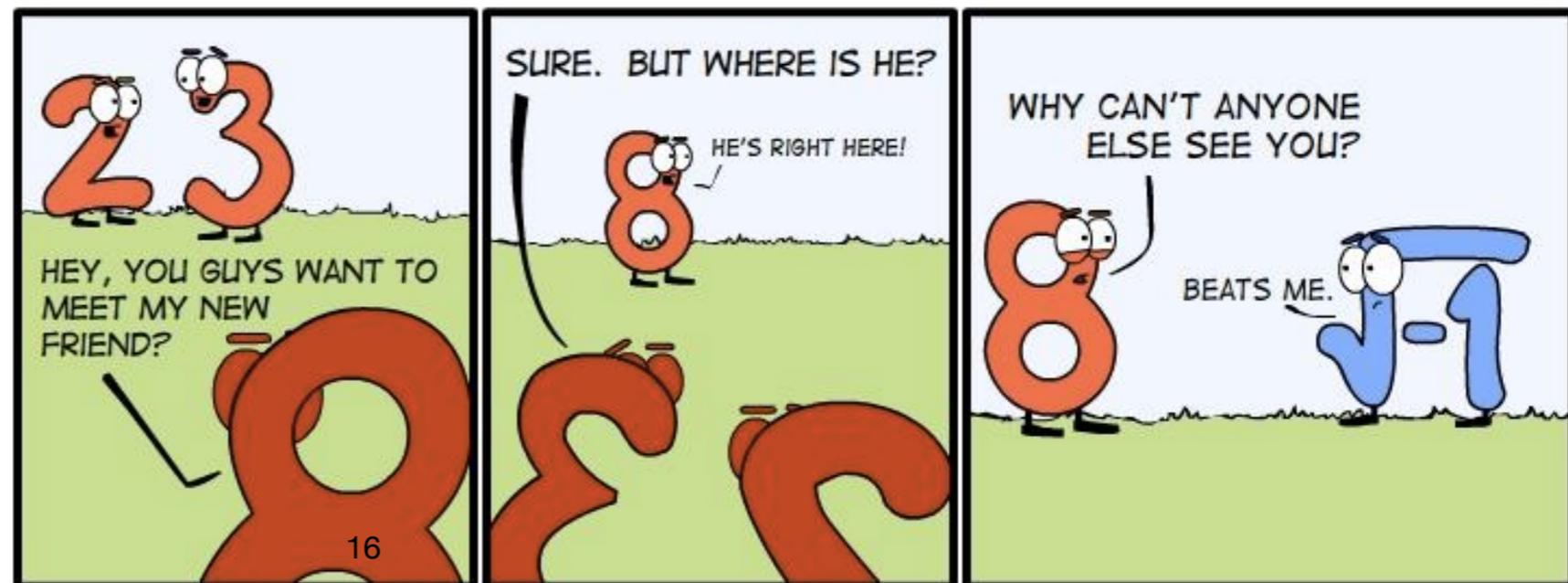
M6 How can you find square roots up to 100 by using your knowledge of square numbers?

Know How

M7 How can you find the highest common factor between two or more numbers by using prime factors?

Wisdom

M8 How can you calculate the square and cube root of numbers? What mental strategies can you use to find the square roots of numbers associated with perfect squares?



How can you identify square, composite and prime numbers up to 100 and use this knowledge and factor trees to find HCF of numbers up to 100?

TO DO before completing the final task.

- 1 Learn about the highest common factor (HCF), primes, composite numbers and factor trees [here](#).
- 2 Learn about square numbers [here](#).
- 3 Access chapters 2.1 – 2.3 of your Pearson Mathematics text to further aid you with these topics.
- 4 Define these key terms in your Maths Summary Book. Make sure you use your own words and an example.

- Highest Common Factor
- Prime Number
- Composite Number
- Factor Tree
- Square Number
- Cubed Number

Your **FINAL TASK**

- 1 Download a [100 Square Grid](#) and annotate it using different colours to highlight square, composite and prime numbers.
- 2 Choose two numbers from the 100 Square Grid and use a factor tree to find the HCF between the two numbers.
- 3 Make a 'how to' guide to explain how you know if a number is prime or composite. Make sure you explain why a factor tree can help to find the HCF of a number.

To complete this task you need to post to Study Turf:

Definitions of key terms

Annotated 100 Square Grid

HCF between two numbers by using a factor tree

How to Guide for prime and composite numbers

What does success look like?

I understand the difference between prime and composite numbers and am able to explain this.

I am able to identify the HCF of two numbers.

M6 KNOWLEDGE STAGE

How can you find square roots up to 100 by using your knowledge of square numbers?

TO DO before completing the final task.

- 1 Learn about the highest common factor (HCF), primes, composite numbers and factor trees [here](#).
- 2 Learn about square numbers [here](#).
- 3 Access chapters 2.1 – 2.3 of your Pearson Mathematics text to further aid you with these topics.
- 4 Define these key terms in your Maths Summary Book. Make sure you use your own words and an example.

Highest Common Factor

Prime Number

Composite Number

Factor Tree

Square Number

Cubed Number

What does success look like?

I understand the difference between prime and composite numbers and am able to identify.

I know what a perfect square and a square number is and am able to identify square numbers up to 100

Your **FINAL TASK**

- 1 Download a [100 Square Grid](#) and annotate it using different colours to highlight square, composite and prime numbers.
- 2 Make factor trees of at least 5 composite numbers and use this to write the number as a product of its prime factor. [See video for example](#)
- 3 Use technology to identify where square roots up to 100 would present on a number line.
- 4 Make a 'how to' guide explaining how you write a number as a product of its prime factors with at least one example of your own work and explain what a square root is.

To complete this task you need to post to Study Turf:

Definitions of key terms

5 Factor Trees

Annotated 100 Square Grid

How to guide

Square root number line

How can you find the highest common factor between two or more numbers by using prime factors?

TO DO before completing the final task.

- 1 Learn about the highest common factor (HCF), primes, composite numbers and factor trees [here](#).
- 2 Learn about square numbers [here](#).
- 3 Access chapters 2.1 – 2.3 of your Pearson Mathematics text to further aid you with these topics.
- 4 Define these key terms in your Maths Summary Book. Make sure you use your own words and an example.

Highest Common Factor	Prime Number
Composite Number	Factor Tree
Square Number	Cubed Number

What does success look like?

I understand the difference between prime and composite numbers and am able to identify composite numbers and locate their primes using factor trees.
 I know what a perfect square and a square number are and am able to identify square numbers up to 100.
 I can teach others how to identify primes, composites and the HCF of numbers using factor trees.

Your **FINAL TASK**

- 1 Download a [100 Square Grid](#) and annotate it using different colours to highlight square, composite and prime numbers.
- 2 Make factor trees of at least 10 composite numbers and use this to write the number as a product of its prime factor. [See video for example](#)
- 3 Find the HCF between 2 or more of these numbers
- 4 Create a lesson to teach other students how to use factor trees to find the HCF or two or more numbers, include an activity your 'student' has to complete to show they have understood your lesson. Record yourself teaching someone your lesson.

To complete this task you need to post to Study Turf:

Definitions of key terms	10 Factor Trees
Annotated 100 Square Grid	
HCF between 2 or more numbers	
Lesson for another student	

How can you calculate the square and cube root of numbers? What mental strategies can you use to find the square roots of numbers associated with perfect squares?

TO DO before completing the final task.

- 1 Learn about the highest common factor (HCF), primes, composite numbers and factor trees [here](#).
- 2 Learn about square numbers [here](#).
- 3 Access chapters 2.1 – 2.3 of your Pearson Mathematics text to further aid you with these topics.
- 4 Define these key terms in your Maths Summary Book. Make sure you use your own words and an example.

Highest Common Factor

Prime Number

Composite Number

Factor Tree

Square and Cubed Numbers

Square and Cube roots

What does success look like?

I understand the difference between prime and composite numbers and am able to identify composite numbers and locate their primes using factor trees.

I know what a perfect square and a square number are and am able to identify square numbers up to 100.

Your **FINAL TASK**

- 1 Download a [100 Square Grid](#) and annotate it using different colours to highlight square, composite and prime numbers.
- 2 Find the square root and cube root numbers of 24 and 15.
- 3 Explain how you might estimate the square root of a number that is not a perfect square (hint: use your knowledge of perfect squares).
- 4 Create a lesson that teaches other students how to square and cube a number, and how you might estimate the square root and cube root of a number using your knowledge of perfect squares.

To complete this task you need to post to Study Turf:

Definitions of key terms

Annotated 100 Square Grid

Square and Cube root of 24 and 15

Explanation of how to find a the square root of a number that is not a perfect square

Lesson that teaches others students about square and cube numbers