

## **Wigston Academy**

Year 7



Responsibility Ambition Resilience Engagement Respect

Use this table to look up the assigned subject for the week you are absent from School. You can then go to either National Oak Academy, BBC Bitesize, MyMaths, Seneca learning or Everlearner to complete the lesson. All work must be completed in your exercise book. You must also ensure that you complete any Home Learning activities set via Satchel:One PSHCE and Global Citizenship work will be set on Satchel:One

|                      | 03.06.24           | 10.06.24            | 17.06.24             | 24.06.24            | 01.07.24             | 08.07.24           |
|----------------------|--------------------|---------------------|----------------------|---------------------|----------------------|--------------------|
| Maths                | Sets and Venn      | Sets and Venn       | <u>Probability</u>   | <u>Probability</u>  | Factors and          | Factors and        |
| Oak National Academy | <u>Diagrams</u>    | <u>Diagrams</u>     | Lessons 1-4          | Lessons 5-8         | <u>multiples</u>     | <u>multiples</u>   |
|                      | Lessons 1-4        | Lessons 5-8         |                      |                     | Lesson 1-4           | Lesson 5-8         |
| Sparx Maths          | Independent        | Independent         | Independent          | Independent         | Independent          | L. d d d           |
|                      | Learning:          | Learning:           | Learning:            | Learning:           | Learning:            | Independent        |
|                      | Probability        | Probability         | Probability          | Probability         | Number               | Learning:          |
|                      | Theoretical        | Theoretical         | Theoretical          | Theoretical         | Factors, multiples   | Number             |
|                      | probability        | probability         | probability          | probability         | and primes           | Factors,           |
|                      |                    |                     |                      |                     |                      | multiples and      |
|                      |                    |                     |                      |                     |                      | primes             |
| English              | Grammar for        | Grammar for         | Grammar for          | Grammar for         | Language skills,     | Language skills,   |
| Oak National Academy | writing,           | writing,            | writing,             | writing,            | fiction, writing,    | fiction, writing,  |
|                      | Lesson 1:          | Lesson 3:           | Lesson 5:            | Lesson 7:           | Lesson 1:            | Lesson 3:          |
|                      | <b>Grammar for</b> | <b>Grammar for</b>  | Rhetoric and clarity | Grammar for         | Descriptive writing: | <u>Descriptive</u> |
|                      | writing: sentence  | writing: the colon  | of expression:       | writing: using      | Responding to a      | writing:           |
|                      | construction       |                     | counter arguments    | brackets and dashes | setting stimulus     | Responding to      |
|                      |                    | Lesson 4:           |                      |                     |                      | an 'image'         |
|                      | Lesson 2:          | Embedding skills to | Lesson 6:            | Lesson 8:           |                      | <u>stimulus</u>    |
|                      | <b>Grammar for</b> | use a range of      | Mastering confused   | Refining            |                      |                    |
|                      | writing: using     | grammatical         | <u>words</u>         | punctuation in      |                      | Lesson 4:          |
|                      | semicolons to link | structures          |                      | creative writing    |                      | Narrative writing  |
|                      | main clauses       |                     |                      |                     |                      |                    |
| Science              | Space – P4         | EOY assessment      | Skills               | <u>Skills</u>       | <u>Skills</u>        | <u>Skills</u>      |
|                      | Activate 1`        |                     |                      |                     |                      |                    |

|   | I can explain how eclipses are formed.   | (This will be shared<br>on WAT APP if<br>appropriate)   |   |   |   |  |
|---|--|---|---|---|---|--|
| Languages French Oak National Academy               | Describing people in French  Part 1  Part 2  | Saying what people have in French  Part 1   | Saying what people have in French  Part 2                                       | Saying what people do in French  Part 1  Assessment revision.   | Saying what people do in French  Part 2  Practice assessment.   | Possessives in French Talking about what belongs to you, and what belongs to other people in French.  End of topic assessment. |
| Languages Spanish                                   | Answering and asking questions   | Answering and asking questions - 2  | Saying what you are like at the moment  | Talking about doing and making  | Talking about what you do with other people   | Talking about you do with other people   |
| Humanities Geography Allied Learning Continuity Oak | Counter-<br>urbanisation   | What is the weather forecast?   | Factors that affect climate   | Why does it rain?   | How do air masses impact the climate of the UK?   | How do high pressure events impact the UK?  How do low pressure events impact the UK?  |
| Humanities History                                  | Task - Create a storyboard about the development of this castle.  Challenge: Explain how and why | Castles  Task – Watch the videos and produce a leaflet that explains why this period is called the 'golden age' of castle building. | Castles 1 Castles 2 Task - Design your own castle or build a model of your own. | Project: Medieval Leicester Discover more about Medieval Leicester by using the link below to research the places included on the timeline. You can | Project: Medieval Leicester Discover more about Medieval Leicester by using the link below to research the places included on the timeline. You can | Project: Medieval Leicester Discover more about Medieval Leicester by using the link below to research the                     |

|                             | Kenilworth castle     |                     |                     | find out more by    | find out more by    | places included  |
|-----------------------------|-----------------------|---------------------|---------------------|---------------------|---------------------|------------------|
|                             | developed over        |                     |                     | clicking on the     | clicking on the     | on the timeline. |
|                             |                       |                     |                     | _                   |                     |                  |
|                             | time                  |                     |                     | pictures.           | pictures.           | You can find out |
|                             |                       |                     |                     |                     |                     | more by clicking |
|                             |                       |                     |                     | Your project can be | Your project can be | on the pictures. |
|                             |                       |                     |                     | presented in a      | presented in a      |                  |
|                             |                       |                     |                     | format of your      | format of your      | Your project can |
|                             |                       |                     |                     | choosing e.g.       | choosing e.g.       | be presented in  |
|                             |                       |                     |                     | PowerPoint, poster, | PowerPoint, poster, | a format of your |
|                             |                       |                     |                     | booklet.            | booklet.            | choosing e.g.    |
|                             |                       |                     |                     |                     |                     | PowerPoint,      |
|                             |                       |                     |                     |                     |                     | poster, booklet. |
| Performance Studies (Drama) | Write your own        | Write your own      | Write your own      | Write your own      | Write your own      | Write your own   |
|                             | scene based on        | scene based on      | scene based on      | scene based on      | scene based on      | scene based on   |
|                             | superheroes include   | superheroes include | superheroes include | superheroes include | superheroes include | superheroes      |
|                             | a freeze frame        | thought tracking    | mime                | a soundscape        | narration           | include a freeze |
|                             |                       |                     |                     |                     |                     | frame and        |
|                             |                       |                     |                     |                     |                     | thought tracking |
| Performance Studies (Dance) | Research street       | Research Jazz dance | Create your own     | Use the flashcards  | Complete the learn  | Watch 'The       |
|                             | dance and create a    | dance and create a  | dance warm up       |                     | feature             | greatest         |
|                             | poster than           | poster than         | including pulse     |                     |                     | showman' and     |
|                             | describes the key     | describes the key   | raising exercises,  |                     |                     | review the dance |
|                             | features of this      | features of this    | mobility and        |                     |                     | content in this  |
|                             | style                 | style               | stretches           |                     |                     | piece? What did  |
|                             |                       | ,                   |                     |                     |                     | you enjoy? Were  |
|                             |                       |                     |                     |                     |                     | there any        |
|                             |                       |                     |                     |                     |                     | particular       |
|                             |                       |                     |                     |                     |                     | sections that    |
|                             |                       |                     |                     |                     |                     | stood out? Why   |
|                             |                       |                     |                     |                     |                     | did you enjoy    |
|                             |                       |                     |                     |                     |                     | this/;or not!    |
| Performance Studies (Music) | 5 mins reading        | 5 mins reading      | 5 mins reading      | 5 mins reading      | 5 mins reading      | 5 mins read,     |
|                             | musical elements      | musical elements    | musical elements    | musical elements    | musical elements    | building bricks, |
|                             | Do it now building    | Do it now building  | Musical dingbats,   | Tempo, dynamics     | Building bricks,    | elements quiz    |
|                             | bricks, power point   | bricks lesson 2 Key | draw images         | and articulation –  | dictation,          | 2:2:::3 44:2     |
|                             | uploaded on satchel   | word definitions,   | inspired by music,  | aa di diodiadioni   | Mussorgsky          |                  |
| T .                         | L.P. Caaca on Satemen |                     |                     | I                   |                     |                  |

|                                | ana Cuantia assur          | alamaamta                | list a manufacture | مراجات والمساوات وا      | "michumon at au       |                  |
|--------------------------------|----------------------------|--------------------------|--------------------|--------------------------|-----------------------|------------------|
|                                | one. <u>Graphic score,</u> | elements acrostic,       | list-o-mania on    | building bricks,         | "pictures at an       |                  |
|                                | creating sounds,           | note values, sort        | musical elements   | <u>musical contexts</u>  | <u>exhibition"</u>    |                  |
|                                | compare and                | them out, mix and        |                    |                          |                       |                  |
|                                | contrast, odd one          | match, listening and     |                    |                          |                       |                  |
|                                | out musical                | appraising, musical      |                    |                          | Britten's "dawn       |                  |
|                                | <u>elements</u>            | anagrams, keypad         |                    |                          | Interlude" Dictate    |                  |
|                                |                            | conundrums,              |                    |                          | score                 |                  |
|                                |                            | connect 4                |                    |                          |                       |                  |
| PE Theory                      | EverLearner –              | EverLearner –            | EverLearner –      | EverLearner –            | EverLearner –         | EverLearner –    |
|                                | Watch & take test          | Watch & take test        | Watch & take test  | Watch & take test        | Watch & take test     | Watch & take     |
|                                | for                        | for                      | for                | for                      | for                   | test for         |
|                                | Continuous Training        | Resistance Training      | нііт               | Warm Up                  | Cool Down             | Cool Down        |
|                                |                            |                          |                    |                          |                       |                  |
| PE Practical                   | New Age Kurling –          | Sitting Volleyball –     | Boccia – At Home   | Wheelchair               | Indoor Golf           | Indoor Golf      |
|                                | At Home                    | <u>At Home</u>           |                    | Basketball – At          |                       |                  |
|                                |                            |                          |                    | <u>Home</u>              |                       |                  |
|                                | Constitution of the ANAR   | Constitution of the ANAR | Caralia a a la MAR | Constitution of the ANAR | Constitution IN AN AD | Continue         |
| Computing                      | Creating an IMMP –         | Creating an IMMP –       | Creating an IMMP – | Creating an IMMP –       | Creating an IMMP –    | Creating an      |
| Scratch                        | Mind Map & Mood            | developing Logo          | Research           | Interactive product      | Capcut video          | IMMP –           |
|                                | board                      |                          |                    |                          |                       | Presenting IMMP  |
| ADT                            | Drawing shapes in          | Drawing letters in       | Drawing shapes     | Drawing words in         | 1 point perspective   | 2 point          |
|                                | one point                  | one point                | with central point | two point                | street scene          | perspective      |
|                                | perspective                | perspective              | perspective        | perspective              |                       | street scene     |
|                                |                            |                          |                    |                          |                       |                  |
| Global Citizenship             | Prejudice &                | Assessment               | What is            | Forgiveness &            | Forgiveness &         | Forgiveness &    |
| https://app.weduc.co.uk/wigsto | discrimination             |                          | Forgiveness?       | religious views          | religious views       | religious views  |
| nacademy                       |                            |                          |                    |                          |                       |                  |
| PSHCE                          | Puberty &                  | Careers                  | Careers            | Health eating            | Healthy choices       | How to stay safe |
| https://www.weduc.co.uk/       | Menstruation               |                          |                    |                          | including smoking     | in the summer    |