

**Year 7**

**Wigston Academy**

**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

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|  | **25.08.25** | **01.09.25** | **08.09.25** | **15.09.25** | **22.09.25** | **29.09.25** | **06.10.25** | **13.10.25** |
| **Maths**[Oak National Academy](https://classroom.thenational.academy/subjects-by-key-stage/key-stage-3/subjects/maths)[Sparx Maths](https://sparxmaths.com/) | Place value[Positive and negative numbers](https://classroom.thenational.academy/units/positive-and-negative-numbers-6c53)Lessons 1 – 3 NumberCounting and place valueNegative numbers 1Negative numbers in context | Place value[Positive and negative numbers](https://classroom.thenational.academy/units/positive-and-negative-numbers-6c53)Lessons 4 – 6 NumberAdd subtract mentalAdd subtract written | Multiplication[Multiplication](https://classroom.thenational.academy/units/positive-and-negative-numbers-6c53)Lessons 7, 9NumberMultiply divide mentalMultiply divide written | Division[Division](https://classroom.thenational.academy/units/positive-and-negative-numbers-6c53)Lessons 10, 11NumberMultiply divide mentalMultiply divide written | SequencesKey Stage 3 Maths[Sequences](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/sequences/lessons)Lessons 1-4AlgebraSequences | SequencesKey Stage 3 Maths[Sequences](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3/units/sequences/lessons)Lessons 5-8AlgebraSequences | Algebraic BasicsKey stage 3Maths[Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3-l/units/expressions-equations-and-inequalities-7d65/lessons)Lessons 1-4Algebraic notation | Algebraic BasicsKey stage 3Maths[Linear equations](https://www.thenational.academy/teachers/programmes/maths-secondary-ks3-l/units/expressions-equations-and-inequalities-7d65/lessons)Lessons 5-8Algebraic notation |
| **English**Oak National Academy / BBC Bitesize | Introduction to poetry, [Lesson 1](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)  Introduction to poetry, [Lesson 2](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)  | Introduction to poetry, [Lesson 3](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)Introduction to poetry, [Lesson 4](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons) | Introduction to poetry, [Lesson 5](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)Introduction to poetry, [Lesson 6](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons) | Introduction to poetry, [Lesson 7](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)Introduction to poetry, [Lesson 8](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons) | Introduction to the poetry, [Lesson 9](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)Introduction to poetry [Lesson 10](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons) | Introduction to poetry, [Lesson 11](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons)Introduction to poetry, [Lesson 12](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons) | Introduction to poetry, [Lesson 13](https://www.thenational.academy/pupils/programmes/english-secondary-year-7/units/poetry-about-place-and-home/lessons) | Spelling:[Spelling - KS3 English - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zxwhp4j) |
| **Languages French**Oak National Academy | Greetings. | Introducing ourselves and others. | The alphabet in French. | Numbers 0-31In French.Saying our age. | Pets & Colours. | Months of the year & birthdays. | Talking about family members | Introducing the names of school subjects. |
| **Languages Spanish** | [Pronouncing Words in Spanish](https://www.bbc.co.uk/bitesize/topics/zhy27nb/articles/zk78382) | [Introducing yourself in Spanish using ‘me llamo’ and ‘tengo’](https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zhvpqp3) | [Talking about family and pets in Spanish using 'tener' and 'ser'](https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zfryxyc) | [Days and Months in Spanish](https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zjh292p) | [Telling the Time in Spanish](https://www.bbc.co.uk/bitesize/topics/zfgt6v4/articles/zmftwty) | [How to use the verb to be in Spanish](https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zkxjrj6) | [How to use the verb to have in Spanish](https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zjpmkmn) | [How to use the verb to be in Spanish](https://www.bbc.co.uk/bitesize/topics/zg9mhyc/articles/zkxjrj6) |
| **Science** | Introduction to secondary science | Introduction to secondary science | Particles and their behaviour - C1 Activate 1[I can describe the behaviour of particles in the different states of matter.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/b6c07589-15f7-4ff0-969e-11343f86646c/session)  | Particles and their behaviour - C1 Activate 1[I can identify the different changes of state.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session) [I can interpret data about melting and boiling points.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session)  | Particles and their behaviour - C1 Activate 1[I can explain what factors affect the rate of diffusion.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session) [I can explain what causes gas pressure.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session)  | Particles and their behaviour - C1 Activate 1[I can explain what causes gas pressure.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session)  | Energy – P2 Activate 2[I can describe where we get our energy from and how we use it.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session)  | Energy – P2 Activate 2[I can explain how thermal energy is transferred through solids, fluids and a vacuum.](https://app.senecalearning.com/classroom/course/419c7523-d408-4bc7-9b96-f7f12abdacae/section/a21fcba4-ffa1-47e5-9508-941265c0a017/session)  |
| **Humanities Geography**National Geographic, Allied Learning Continuity Oak and BBC Bitesize | [What is geography?](https://www.nationalgeographic.org/education/what-is-geography/) | [Where do people live in the UK?](https://classroom.thenational.academy/lessons/where-do-people-live-within-the-uk-6dk3jd) | Atlas skills [Revision](https://www.bbc.co.uk/bitesize/guides/ztqtyrd/revision/1)[Test](https://www.bbc.co.uk/bitesize/guides/ztqtyrd/test) | [Reading distance on a map – scale](https://classroom.thenational.academy/lessons/reading-distances-on-a-map-6ngp6e)  | [What is development?](https://classroom.thenational.academy/lessons/what-is-development-cnj30c)[How do we measure development?](https://classroom.thenational.academy/lessons/how-do-we-measure-development-6wt38c?from_query=How+do+we+measure+development%3F) | [Development and Globalisation](https://www.bbc.co.uk/bitesize/topics/zvwtsbk) | [What are causes of uneven development?](https://classroom.thenational.academy/lessons/what-are-the-causes-of-uneven-development-6gupcc?from_query=What+are+causes+of+uneven+development%3F) | Aid Top down and bottom up projects:[Top Down](https://classroom.thenational.academy/lessons/how-can-top-down-projects-promote-development-chk62t)[Bottom Up](https://classroom.thenational.academy/lessons/how-can-bottom-up-projects-promote-development-c4tkct) |
| **Humanities History** | What is History?YouTube: [What is History and Why Study It?](https://www.youtube.com/watch?v=SOXZP_dH-w4)YouTube: [What is History?](https://www.youtube.com/watch?v=Qwc6t2R_WUo) | ChronologyBBC: British History [Timeline](http://www.bbc.co.uk/history/british/launch_tl_british.shtml) | Using SourcesBBC Teach: [History Hunt](https://www.bbc.co.uk/teach/class-clips-video/history-ks2-history-hunt/zn74382) | The mystery of Lindow ManThe British Museum: [Lindow Man](https://www.britishmuseum.org/collection/object/H_1984-1002-2) | Celtic BritainBBC Teach: [Would you visit ‘Celtic’ Britain?](https://www.bbc.co.uk/teach/would-you-visit-celtic-britain/zrqbt39)BBC Teach: [Iron Age Britain](https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-iron-age-britain-animation/z42d7nb)  | [Who were the Romans?](https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zcxcdnb#z3ck7v4) | Investigating a person: Boudicca Oak Academy: Roman Britain [Lesson 5: Why did Boudicca lead a revolt against the Romans?](https://www.thenational.academy/teachers/programmes/history-primary-ks2/units/the-romans-what-impact-did-the-romans-have-on-britain/lessons/boudicas-rebellion-against-roman-rule?sid-e84b84=KaWSri7mK9&sm=0&src=4#slide-deck) | [Life in Roman Britain](https://www.bbc.co.uk/bitesize/topics/zhxmn39/articles/zdnd239) |
| **Performance Studies (Drama)** | Design a poster on freeze frames  | Design a poster on thought tracking  | Design a poster on narration  | Design a poster on mime  | Design a poster on atmosphere soundscape  | Design a poster on split staging  | Design a poster on all the drama skills learnt so far this term.  | Create a fact file to cover all the drama techniques we have explored. |
| **Performance Studies (Dance)**  | Write a diary extract for Matilda whilst she lives at home with her parents.  | Write a diary extract for Matilda whilst she lives with Miss Honey.  | [Read about the characters in Matilda and write a paragraph about your favourite character](https://www.roalddahl.com/roald-dahl/stories/k-o/matilda): | Draw a costume that you could wear in your performance of Matilda. Label the costume and explain your choices.  | [Recap movement from the Liquorice allsorts](https://www.youtube.com/watch?v=blv-aB3knUY&t=3s) | [Recap movement from Gobstoppers](https://www.youtube.com/watch?v=XeW8t1VUW4s&t=4s) | [Design a poster to advertise Nutcracker!](https://www.youtube.com/watch?v=fXzVujXUJp8) | Design the staging for a scene based on Christmas. You may also want to write about the dance or play that would take place during the scene.  |
| **Performance Studies (Music)** | Do it now building bricks, power point uploaded on satchel one. [Graphic score, creating sounds, compare and contrast, odd one out musical elements](https://drive.google.com/drive/folders/1AU4g4zOceNWYDxO3KG7cGD76cpFo-zZW) | Do it now building bricks lesson 2 [Key word definitions, elements acrostic, note values, sort them out, mix and match, listening and appraising, musical anagrams, keypad conundrums, connect 4](https://drive.google.com/drive/folders/15Ey5s30nwcu4oN1f5ss9vtYmGQGy7cov) | Musical dingbats, lesson 3 [draw images inspired by music, list-o-mania on musical elements. True/false quiz](https://docs.google.com/presentation/d/1NSij_ixXayZs3P5Ezt0H1yaWoLHkoanM/edit#slide=id.p2) | 5 mins reading musical elements[Tempo, dynamics and articulation – building bricks, musical contexts](https://drive.google.com/drive/folders/1uV5F0K45y6MsTws1i4yiqMg_TLk1jeGR) | 5 mins reading musical elementsBuilding bricks, dictation, [Mussorgsky “pictures at an exhibition](https://www.youtube.com/watch?v=R1GwvPzzK1k)”[Britten’s “dawn Interlude” Dictate score](https://www.youtube.com/watch?v=692noeACXrs) | [Building bricks, elements of music quiz](http://www.musicalcontexts.co.uk/index_files/MDP/KS3/BUILDINGBRICKS/BUILDINGBRICKSELEMENTSQUIZ.mp3)[Audio quiz](http://www.musicalcontexts.co.uk/index_files/MDP/KS3/BUILDINGBRICKS/BUILDINGBRICKSELEMENTSQUIZ.mp3) | [Musical dingbats, draw images inspired by music, list-o-mania on musical elements, True or False](https://drive.google.com/drive/u/1/folders/1pY0Jor_xrlbeq9TVHVH9ZIexDDmoNySb)    | 5 mins reading musical elementsDo it now building bricks, power point uploaded on satchel one. Graphic score, creating sounds, compare and contrast, odd one out musical elements[link](https://docs.google.com/presentation/d/1CFGtHlM24w0t4ALfm8LBZ5ZxYi09ofOT/edit?usp=drive_link&ouid=117178111109081743684&rtpof=true&sd=true)  |
| **PE**  | [New Age Kurling – At Home](https://youtu.be/C-j4jgzc2j8) | [Sitting Volleyball – At Home](https://youtu.be/1rpLzAY9p0E) | [Boccia – At Home](https://youtu.be/6gOKknFCE0Q) | [Wheelchair Basketball – At Home](https://youtu.be/KISyO02EZTk) | [Indoor Golf](https://youtu.be/VVEGoC6fexc) | [Joe Wicks Beginners HIIT Workout](https://youtu.be/5nZ2iBGvFhE) –  | [15 Minute Boxing Workout at Home -](https://youtu.be/pWLEkO0MlXs)  | [15 Minute Boxing Workout at Home](https://youtu.be/pWLEkO0MlXs) -  |
| **Computing** | Key IT skills:* Logging into the computer
* Creating folder structure
* Accessing office 365 apps – teams, outlook
* Logging into Weduc.
* AUP (Acceptable Use Policy)
 | Baseline IT TestFunctional Skills IT Software | Functional Skills IT software | Impact of Technology - Collaborating Online Respectfully[Respectful Communication](https://classroom.thenational.academy/lessons/respectful-communication-chh62e) | Impact of Technology - Collaborating Online Respectfully[Cyber-bullying](https://classroom.thenational.academy/lessons/cyberbullying-6cwkge) | Impact of Technology - Collaborating Online Respectfully[Recognise and report](https://classroom.thenational.academy/lessons/recognise-and-report-6muk2d) | Impact of Technology - Collaborating Online RespectfullyUse [Presentation tools](https://classroom.thenational.academy/lessons/use-presentation-tools-c8upat) | Impact of Technology - Collaborating Online Respectfully[Create presentation](https://classroom.thenational.academy/lessons/create-a-presentation-75hp2c)End of unit test |
| **ADT** | [Drawing shapes in one point perspective](https://youtu.be/dtlwz5Hhbe0?si=OhEx7ysd_ArkvLGQ) Research what the different formal elements are in art  | [Drawing letters in one point perspective](https://youtu.be/1xEY1w2ab3A?si=KBG3i8UBEIaSn_Hk) Research Artist Tim Burton  | [Drawing shapes with central point perspective](https://youtu.be/7r_ojuFhd2c?si=DcaIKyAkQKbLIRrm) create a piece of work inspired by Tim Burton (line) | [Drawing words in two point perspective](https://youtu.be/PGVnBPNLhXc?si=Fvmj15lQZfl-feXH) Research Wassily Kandinsky | [1 point perspective street scene](https://youtu.be/If2O3dGPcpo?si=0qdP2-tpKdB_ZyWK) create a piece of work inspired by Wassily Kandinsky (colour, shape and line)  | [2 point perspective street scene](https://youtu.be/LZdNbU1dTSU?si=QYYhCyoQh2NslUXy) Research Yayoi Kusama  | [Drawing from observation.. 3D objects and still life](https://youtu.be/X5LeOQ7ZZDc) Create a piece of work inspired by Yoyoi  | [Drawing a still life from observation](https://youtu.be/pzR4vyR6Nyg) Research Vincent Van Gogh  |