



# Wigston Academy

Responsibility    Ambition    Resilience    Engagement    Respect

Year 7



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

	06.01.25	13.01.25	20.01.25	27.01.25	03.02.25	10.02.25
<b>Maths</b> <a href="#">Oak National Academy</a>	<a href="#">Multiplication</a> Lessons 7 and 9	<a href="#">Division</a> Lessons 10 to 11	<a href="#">Fractions of amounts</a> Lessons 1 to 2	<a href="#">Percentages of amounts</a> Lessons 4 to 6	<a href="#">Negative numbers</a> Lessons 1, 2 and 6	<a href="#">Order of operations</a> Lessons 1 to 3
<a href="#">Sparx Maths</a>	Independent learning:  <b>Number:</b> Multiplying	Independent learning:  <b>Number:</b> Dividing	Independent learning:  <b>Number:</b> Fractions and percentages of amounts	Independent learning:  <b>Number:</b> Fractions and percentages of amounts	Independent learning:  <b>Number:</b> Negative numbers	Independent learning:  <b>Number:</b> The order of operations
<b>English</b>	<a href="#">Responding to an unseen extract from 'Alice's Adventures in Wonderland'   Oak National Academy</a>	<a href="#">Using adjectives and semantic fields to plan and write descriptive paragraphs   Oak National Academy</a>	<a href="#">Using vocabulary choices, similes, and metaphors to plan descriptive writing   Oak National Academy</a>	<a href="#">Using sensory language and figurative language to create an atmospheric setting   Oak National Academy</a>	<a href="#">Considering strategies for refining and editing your descriptive writing   Oak National Academy</a>	<a href="#">Practising planning and writing a detailed description based on an image   Oak National Academy</a>
<b>Science</b>	Sound – P2 Activate 1  <a href="#">I can compare sound waves in terms of loudness and pitch.</a>  <a href="#">I can explain how we detect sound waves.</a>	Structure and function of body systems – B2 Activate 1  <a href="#">I can explain how sound and ultrasound can be useful.</a>  <a href="#">I can name different organs, their functions and which organ</a>	Structure and function of body systems – B2 Activate 1  <a href="#">I can describe the composition of inhaled and exhaled air.</a>  <a href="#">I can explain what happen in our bodies</a>	Structure and function of body systems – B2 Activate 1  <a href="#">I can identify the bones in a human skeleton.</a>  <a href="#">I can explain how muscles and joints help us to move.</a>	The Periodic Table – C1 Activate 2  <a href="#">I can use the Periodic table to identify element names, symbols and properties.</a>  <a href="#">I can describe what information is given</a>	The Periodic Table – C1 Activate 2  <a href="#">I can compare the reactivity of the group 1 elements.</a>  <a href="#">I can describe displacement reactions with the group 7 elements.</a>

		<a href="#">system they belong to.</a>	<a href="#">when we inhale and exhale.</a>		<a href="#">by group and period numbers.</a>	
<b>Languages French</b> Log on to <a href="#">ActiveLearn</a> (username 855FirstnameLastname, password Wigston7), complete the tasks from the “Courses / Exercises” tabs – use the Knowledge Organisers (downloadable from Watapp/Weduc) to help you. Module 2 = En classe (in class)	Module 2 Unit 3	Module 2 Unit 4	Module 2 Unit 5	Modules 1 &2 revision	Module 1 & 2 revision	Modules 1 & 2 assessment
<b>Languages Spanish</b>					Saying what there is around you using ‘hay’ – 1 <a href="https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-using-hay-part-12-61j3ec">https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-using-hay-part-12-61j3ec</a>	Saying what there is around you using ‘hay’ -2 <a href="https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-using-hay-part-22-6xj3ge">https://classroom.thenational.academy/lessons/saying-what-there-is-around-you-using-hay-part-22-6xj3ge</a>
<b>Humanities Geography</b> Allied Learning Continuity Oak	<a href="#">What are grid references?</a>  <a href="#">Map skills</a>	<a href="#">Reading distance on a map</a>  <a href="#">Reading direction on a map</a>	<a href="#">Representing height on a map</a>  <a href="#">Using maps to write directions</a>	Seneca <a href="#">Map skills</a>	<a href="#">Where are the major biomes of the world?</a>	<a href="#">What are the features of the world’s major biomes?</a>
<b>Humanities History</b> Oak Academy, BBC Bitesize, YouTube, BBC Teach Class Clips	Who should be King in 1066?  How did a Norman become King of England? <a href="#">Lesson 2: 1066 and the succession crisis</a>  <a href="#">Stretch - BBC Teach: 1066 – Claimants to the throne</a>	1066  How did a Norman become King of England? <a href="#">Lesson 3: William’s Invasion Plan</a>	The Battle of Hastings How did a Norman become King of England? <a href="#">Lesson 4: The Battles of 1066 and coronation</a>  <a href="#">Stretch - BBC Teach: The Battle of Stamford Bridge</a>	Invasion and Migration Since 1066 <a href="#">Movement and settlement in the UK</a>  <a href="#">BBC Teach: Migration</a>  Task: Create a timeline of the different groups of migrants who have settled in Great	Medieval Monarchs <a href="#">Horrible Histories King and Queens</a> Task: Find out the monarchs of England during the period 1066 to 1485. Record them in the correct chronological order with the dates they were monarch.	Conquering England 1066 <a href="#">King William and the Domesday Book (5/6)</a>  <a href="#">History KS3 / 4: 1066 - Revolt and resistance (6/6)</a>

			<a href="#">Stretch - BBC Teach: The Battle of Hastings</a>	Britain. Include key details about each group. On-line work from the previous week may be useful to complete this.	Stretch: Create a fact file about one of the monarchs. Include key dates and events, family members and successes or failures.	
<b>Performance Studies (Drama)</b>	Design a poster on freeze frames – more information via Teams	Design a poster on thought tracking – more information via Teams	Design a poster on narration – more information via Teams	Design a poster on mime – more information via Teams	Design a poster on atmosphere soundscape – more information via Teams	Design a poster on split staging – more information via Teams
<b>Performance Studies (Dance)</b>	Research street dance and create a poster than describes the key features of this style	Write a diary extract for Matilda whilst she lives at home with her parents.	Read about the characters in Matilda and write a paragraph about your favourite character: <a href="https://www.roalddahl.com/roald-dahl/stories/k-o/matilda">https://www.roalddahl.com/roald-dahl/stories/k-o/matilda</a>	Draw a costume that you could wear in your performance of Matilda. Label the costume and explain your choices	Look up the following key words: Canon Retrograde Transition Motif  Create a poster of these including definitions	Draw a costume that you could wear in your performance of Matilda. Label the costume and explain your choices.
<b>Performance Studies (Music)</b>	<a href="#">Do it now building bricks, power point uploaded on satchel one. Graphic score, creating sounds, compare and contrast, odd one out musical elements</a>	<a href="#">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</a>	<a href="#">Musical dingbats, draw images inspired by music, list-o-mania on musical elements, True or False</a>	<a href="#">5 mins reading musical elements – read up to dynamics and answer questions Tempo, dynamics and articulation – building bricks, musical contexts</a>	<a href="#">5 mins reading musical elements. Elements quiz – read from dynamics and answer questions</a>	<a href="#">Do it now building bricks, power point uploaded on satchel one. Graphic score, creating sounds, compare and contrast, odd one out musical elements</a>
<b>PE</b>	<a href="#">New Age Kurling – At Home</a>	<a href="#">Sitting Volleyball – At Home</a>	<a href="#">Boccia – At Home</a>	<a href="#">Wheelchair Basketball – At Home</a>	<a href="#">Indoor Golf</a>	<a href="#">Joe Wicks Beginners HIIT Workout</a>

<b>Computing</b> Using Media - Gaining support for a cause	<a href="#">Credibility of sources</a>	<a href="#">Researching</a>	<a href="#">Promoting your cause</a>	<a href="#">Project Completion</a>	Using Media Revision	Assessment
<b>ADT</b>	<a href="#">Drawing shapes in one point perspective</a>	<a href="#">Drawing letters in one point perspective</a>	<a href="#">Drawing shapes with central point perspective</a>	<a href="#">Drawing words in two point perspective</a>	<a href="#">1 point perspective street scene</a>	<a href="#">2 point perspective street scene</a>
<b>Global Citizenship</b> <a href="https://app.weduc.co.uk/wigstonacademy">https://app.weduc.co.uk/wigstonacademy</a>	What is democracy	UK Political System	Voting	Political Parties	Manifestos and campaigns	Should the voting Age change?