

Half-Term 2

Year 7 Homework

Academic Year 2025/26



Name: _____

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Maths

www.sparxmaths.com

Username:

Password:

Week	Topic	Score
1	Fraction, Decimal and Percentage	
2	Fraction, Decimal and Percentage	
3	Understand Algebraic Notation	
4	Understand Algebraic Notation	
5	Understand Algebraic Notation	
6	Equality and Equivalence	
7	Equality and Equivalence	
8	Equality and Equivalence	

English

Shakespeare Homework Booklet

Overview

To be successful in your GCSE English Language exam, you will need to be confident with reading, analysing and writing a range of non-fiction texts.

This Homework Booklet is designed to enhance and develop skills learned in the classroom. Each week you need to read the non-fiction text and complete the tasks. There is also suggested further reading for those students wanting to demonstrate *Limitless Potential* and *Intentional Excellence*.

The texts have been chosen to complement your classroom studies for current and future terms, equipping you with *powerful knowledge*.

Your teacher will track your progress each week. Each task should take around 30 minutes.

Top tip

When looking up definitions for the glossary tasks, you can use an online dictionary if you don't have one of your own: www.dictionary.com

Week 1 – The Early Life of William Shakespeare

Since William Shakespeare lived more than 400 years ago, and many records from that time are lost or never existed in the first place, we don't know everything about Shakespeare's life. For example, we know that he was baptised in Stratford-upon-Avon, 100 miles northwest of London, on April 26, 1564. But we don't know his exact birthdate, which must have been a few days earlier. We do know that Shakespeare's life revolved around two locations: Stratford and London. He grew up, had a family, and bought property in Stratford, but he worked in London, the centre of English theatre. As an actor, a playwright, and a partner in a leading acting company, he became both prosperous and well-known. Even without knowing everything about his life, fans of Shakespeare have imagined and reimagined him according to their own tastes. William Shakespeare was probably born on about April 23, 1564, the date that is traditionally given for his birth. He was John and Mary Shakespeare's oldest surviving child; their first two children, both girls, did not live beyond

infancy. Growing up as the big brother of the family, William had three younger brothers, Gilbert, Richard, and Edmund, and two younger sisters: Anne, who died at seven, and Joan.

Their father, John Shakespeare, was a leatherworker who specialised in the soft white leather used for gloves and similar items. A prosperous businessman, he married Mary Arden, of the prominent Arden family. John rose through local offices in Stratford, becoming an alderman and eventually, when William was five, the town bailiff—much like a mayor. Not long after that, however, John Shakespeare stepped back from public life; we don't know why.

Shakespeare, as the son of a leading Stratford citizen, almost certainly attended Stratford's grammar school. Like all such schools, its curriculum consisted of an intense emphasis on the Latin classics, including memorisation, writing, and acting in classic Latin plays. Shakespeare most likely attended until about age 15.

(Folger shakespeare Library Article)

Task one: complete a glossary selecting words you don't understand from the text and look up their definitions. (Some suggested words are in **bold**)

Word: Definition:

Word: Definition:

Word: Definition:

Use some words in sentences of your own:

Task two:

1. What do we know about Shakespeare's birthdate and birthplace? (1 mark)

2. Where did Shakespeare's family live and where did he work? (1 mark)

3. What were the names of Shakespeare's siblings? How many brothers and sisters did he have? (1 mark)

4. What was Shakespeare's father's profession and how did his social status change over time? (1 mark)

5. What type of education did Shakespeare most likely receive and until what age did he attend school? (4 marks)

Week 2 – Williams Shakespeare's Career.

Shakespeare's reputation was established in London by 1592. It was during this time that Shakespeare wrote his earliest plays, including [Henry VI Part 1](#), [Henry VI Part 2](#), [Henry VI Part 3](#), [The Two Gentlemen of Verona](#), and [Titus Andronicus](#), though it is often debated which of these plays was actually the first.

Shakespeare's first printed work a long poem called 'Venus and Adonis' (1593). This first of [Shakespeare's poems](#) were both dedicated to Henry Wriothesley, [Earl of Southampton](#), who had become his patron.

After the plague epidemic subsided, Shakespeare and other actors who had previously belonged to different companies combined to form the Lord Chamberlain's Men. This new theatre company was under the patronage of the Lord Chamberlain, and Richard Burbage starred as its leading actor. As a member of the troupe, Shakespeare also became a sharer in the company's overall income. For almost twenty years William Shakespeare was its regular dramatist, producing on average two plays a year. Shakespeare stayed with the Chamberlain's Men, which would later evolve into the King's Men under the patronage of King James I, for the rest of his career. He also became a member of the syndicates which owned [the Globe](#) and the Blackfriars Theatre.

During his lifetime, Shakespeare provoked the envy and admiration of fellow writers, as we know from their surviving comments in print. The [First Folio](#), an unprecedented collection of a playwright's work, is the best illustration of the pre-eminence awarded to him. [Ben Jonson](#)'s tribute to him, printed in this volume, famously praised him as:

".....Soul of the Age!

The applause! Delight! The wonder of our Stage...

He was not of an age, but for all time!" - Ben Johnson's Tribute to Shakespeare

-British Library

Task one: complete a glossary selecting words you don't understand from the text and look up their definitions. (Some suggested words are in **bold**)

Word: Definition:

Word: Definition:

Word: Definition:

Use some words in sentences of your own:

Task two:

1. Which plays did Shakespeare write during his early years in London (1 mark)

2. What was Shakespeare's first long poem called and when was it written? (1 mark)

3. What happened after the plague epidemic subsided? (1 mark)

4. How many plays did Shakespeare produce on average each year? (1 mark)

5. In your own words, summarise what did Ben Jonson's tribute to Shakespeare in the First Folio describe him as? (4 marks)

Week 3 – Text 3

14 fascinating facts about Shakespeare's Globe

Stood on London's vibrant South Bank, the Globe Theatre's Elizabethan whitewashed walls and dark beams certainly make it stand out from the crowd. Home of Shakespeare's greatest works, the drama of the Globe extends far beyond the stage. From its cloak-and-dagger construction to its modern-day reimagining - here are 14 interesting facts about the Globe Theatre.

1. It was built by actors

Joined by [Shakespeare](#) in 1594, the Lord Chamberlain's Men were a '*playing company*' led by actor Richard Burbage.

Originally based out of a venue in Shoreditch, disaster struck when the troupe fell out of favour with Queen Elizabeth I. Not wanting any part of the drama, the company's landlord Giles Alleyn chose to cancel the troupe's lease and tear down the theatre that Burbage's father had built on the rented land.

The Chamberlain's Men chose to build their own theatre at a new location across the Thames.

2. It held a lot of people

At its height, the three-story building could host as many as 3,000 audience members. Much like a theatre today, each area of the theatre had its draws and drawbacks.

The area closest to the stage was the cheapest spot, with tickets costing only a penny. It was standing room only, and with so many patrons to fit in, it was tightly packed. In the summer, it gained a reputation for its foul odours thanks to a lack of toilets, discarded food left to rot, and the poor hygiene of its patrons.

Wealthier patrons could find themselves in the galleries at the edge of the theatre, with prices for each performance increasing the further away you got from the smells by the stage. The best seats in the house were on the top floor, furthest away from the stage.

3. No girls allowed

While women might have gotten away with acting in street plays and performances, it was considered indecent and dangerous for women to tread the boards at the theatre and was illegal until 1661. Female characters were instead played by young boys.

4. Colour coded flags

Not all of the Globe's patrons had access to education, meaning that most of the audience was unable to read or write. This made advertising new plays difficult, so the theatre used a flag system that enabled people to see which type of show they would see. Black flags signified that the play that day was a tragedy, while white flags represented a comedy and red flags were for history.

5. The first Globe was burned down by Henry VIII

History buffs here might spot that this should be technically impossible. After all, [Henry VIII](#) died 20 years before Shakespeare was born. The truth is that during a performance of Shakespeare's historical play *Henry VIII*, it just took a tiny spark from firing an onstage cannon to start a flame that spread fast through the timber and thatch structure. It took just two hours to burn to the ground. Thankfully, it only took a year to rebuild the theatre.

6. The second theatre was eventually outlawed

Following the First English Civil War, the Puritan Long Parliament prohibited drama and ordered all theatres in London shut their doors.

The Globe was turned into tenement buildings, but by the time the ban was lifted by King Charles II in 1660, the theatre had already been torn down.

Task one: complete a glossary selecting words you don't understand from the text and look up their definitions. (Some suggested words are in **bold**)

Word: Definition:

Word: Definition:

Word: Definition:

Use some words in sentences of your own:

Task two:

1. Who built the Globe Theatre? (1 mark)

2. How many audience members could the three-story building hold at its height? (1 mark)

3. How did the Globe Theatre advertise its plays to an illiterate audience? (1 mark)

4. What caused the first Globe Theatre to burn down, and how long did it take to rebuild? (1 mark)

5. In your own words, why weren't women allowed to perform on the stage? (4 marks)

Homework – Algorithms

Select a task from the list and create an algorithm that contains a precise set of instructions (refined), in an order (sequence),

- **Brushing your teeth**
- **Baking a cake**
- **Making a cheese sandwich**

Task	
1	
2	
3	
4	
5	
6	

CHALLENGE: What is the difference between decomposition and abstraction?

Homework: Abstraction in everyday life

Fill in the table below thinking about an object in its simplest form.

Make up your own for the last box.

Name of object	Abstractions	Drawing
Tree	Trunk, branches, leaves	
Car		
House		

Extended Writing

Write a paragraph explaining each of the following computational thinking cornerstones:

1. Decomposition
2. Abstraction
3. Pattern Recognition
4. Algorithms

Lesson 3: Islamic Practices

Eid ul-Fitr and Eid ul-Adha: Write one paragraph on each type of Eid explaining how Muslims celebrate the different Eid festivals.

Eid ul-Fitr:

Eid ul-Adha:

Eid ul-Adha (**'Festival of Sacrifice'**) is one of the most important festivals in the Muslim calendar.

The festival remembers the prophet Ibrahim's willingness to sacrifice his son when God ordered him to.

When is Eid ul-Adha celebrated?

Eid ul-Adha is a public holiday in Muslim countries. In 2023, Eid ul-Adha will begin on the evening of **Wednesday 28 June** and end on the evening of **Sunday 2 July**.

What is the story of Eid ul-Adha?

Eid ul-Adha celebrates the time when Ibrahim had a dream which he believed was a message from Allah asking him to sacrifice his son Isma'il as an act of obedience to God.

The devil tempted Ibrahim by saying he should disobey Allah and spare his son. As Ibrahim was about to kill his son, Allah stopped him and gave him a lamb to sacrifice instead.

How is Eid celebrated?

In some countries, Muslims sacrifice a sheep or goat (in Britain the animal is killed at a slaughter house). The meat is shared equally between family, friends and the poor.

Eid usually starts with Muslims going to the Mosque for prayers. They dress in their best clothes and thank Allah for all the blessings they have received. It is a time when they visit family and friends. Muslims will also give money to charity so that poor people can celebrate too.

Hajj

Muslims celebrate Eid ul-Adha on the last day of the **Hajj**. The Hajj is pilgrimage to **Makkah** in Saudi Arabia. It occurs every year and is the **Fifth Pillar of Islam** (and therefore very important).

All Muslims who are fit and able to travel should make the visit to Makkah at least once in their lives.

During the Hajj the pilgrims perform acts of worship and renew their faith and sense of purpose in the world. They stand before the **Ka'bah**, a shrine built by Ibrahim, and praise Allah together. The Ka'bah is the most important monument in Islam. Pilgrims walk around the Ka'bah seven times and many of them try to touch the Black Stone located at the corner.

Eid ul-Fitr signals the end of the holy month of Ramadan and is a three-day celebration in order to mark the end of the fast.

‘Eid’ means **‘celebration’** – it a feast or a festival. **‘Eid-ul-Fitr’** means **‘Festival of Fast Breaking’**.

This religious celebration comes with the sighting of the new moon at the end of **Ramadan**. During this time, Muslims are not allowed to fast. Once the new crescent moon is sighted in **Mecca**, a message is sent to Muslims throughout the world. It is a time for the whole Muslim community to celebrate the completion of Ramadan together – presents are exchanged and everyone is dressed in their best clothes.

It is a day of thanksgiving to Allah and also celebrates the fact that Muslims have completed the fourth pillar of Islam (**sawm**).

At Eid-ul-Fitr, a special **Zakah** (charity) is collected. This is given to Muslims who are less well-off so that they can celebrate the festival as well.

There is a service with prayers and a sermon. Family and friends meet and exchange gifts.

Eid-ul-Fitr is important for community togetherness, as often there are special celebrations (such as fun fairs) put on to enable members of other faiths to get involved.

Lesson 4: Sikh Practices

Read through the following practices within Sikhism. Write one paragraph summarising each of these:

- The Gurdwara - Harmandir Sahib
- Seva

The Gurdwara: Harmandir Sahib

Seva

Geography Quiz 1

Population Quiz – 10 Questions

1. What is meant by “natural increase”?
 - A) When death rates are higher than birth rates
 - B) When the birth rate is higher than the death rate
 - C) When migration causes population growth
 - D) When population remains stable

2. In which year did the global population ‘explosion’ begin, according to the summary?
 - A) 1850
 - B) 1900
 - C) 1950
 - D) 2000

3. What is a “densely populated” area?
 - A) An area with few people per square kilometre
 - B) An area with a high number of people per square kilometre
 - C) An area with no permanent population
 - D) An area where most people are elderly

4. Which of the following is a *human* factor influencing population density?

A) Climate

B) Relief (mountainous or flat land)

C) Fertile soils

D) Availability of jobs

5. What does a wide base on a population pyramid indicate?

A) A high death rate

B) A low birth rate

C) A high birth rate

D) A high life expectancy

6. In the Demographic Transition Model, which stage represents a country with both low birth and death rates and a stable population?

A) Stage 1

B) Stage 2

C) Stage 3

D) Stage 4

7. Which of the following is a *push factor* for migration?

A) Good healthcare

B) High wages

C) Lack of clean water

D) Job opportunities

8. Which of the following is a *positive impact* of an ageing population?

A) Increased pressure on hospitals

B) Higher pension costs

C) More disposable income for leisure spending

D) Fewer houses for younger people

9. What is meant by “life expectancy”?

A) The number of people who die before age five

B) The average age a person is expected to live to in a country

C) The number of elderly dependents in a population

D) The time people spend in education

10. What is a potential *negative impact* on the source country when people migrate abroad?

A) Remittances are sent home

B) Less pressure on healthcare

C) Loss of skilled workers and reduced tax revenue

D) Increased population density

Geography Quiz 2

What is “migration”?

- A. Moving animals from place to place
- B. The movement of people from one place to another
- C. The process of building new homes
- D. A type of weather change

Which of these is a “push factor”?

- A. Good jobs in a new city
- B. War or conflict
- C. Better schools elsewhere
- D. Clean air and scenery

Which of these is a “pull factor”?

- A. Natural disasters
- B. Few job opportunities
- C. High crime rates
- D. Better healthcare in a new place

Which category does the reason “escaping war” fall under?

- A. Economic pull
- B. Environmental pull
- C. Political push
- D. Social pull

What type of migration is when people move within the same country?

- A. International migration
- B. Internal migration
- C. Forced migration
- D. Seasonal migration

Which factor is *not* usually a reason for migration?

- A. Seeking more job opportunities
- B. Better education
- C. War or persecution
- D. Staying in the same place

What is “emigration”?

- A. Moving into a country
- B. Moving out of a country
- C. Moving inside a city
- D. Moving because of weather

What is “immigration”?

- A. Moving from rural to urban areas in the same country
- B. Moving into a country from another country
- C. Moving out of a country to another country
- D. Moving because of climate change

Which of these is an example of an environmental push factor?

- A. Job opportunities elsewhere
- B. Flooding or drought
- C. Good schools
- D. Family living in a different city

Why might people move because of “social pull” factors?

- A. Because their home area is unsafe
- B. To find family or friends in the new place
- C. Because their home has few jobs
- D. Because of a natural disaster

History – Norman Conquest

Reading

In 1066, England was invaded by William, Duke of Normandy. He claimed that King Edward the Confessor had promised him the throne. When Edward died, Harold Godwinson was chosen instead, so William decided to invade. He crossed the English Channel with thousands of Norman soldiers and defeated Harold at the Battle of Hastings on 14 October 1066. William became King William I of England. After his victory, he built motte-and-bailey castles across the country to show his power and gave land to Norman barons who supported him. This changed England forever.

Comprehension Questions

1. Who invaded England in 1066?
2. Why did William believe he should be king?
3. Who did William defeat at the Battle of Hastings?
4. How did William strengthen his control over England after the invasion?

Stretch Activities

- Explain why the Battle of Hastings was a turning point in English history.

-
- This image shows a full page of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.

History – Norman Conquest

Reading

After 1066, William faced several rebellions from Anglo-Saxons who wanted to overthrow him. The most serious was in the north of England. In response, William used brutal methods to crush the uprisings, including the Harrying of the North (1069–1070). His soldiers destroyed villages, burned crops and killed livestock. Thousands of people died of starvation. In 1086, William ordered a survey of the entire kingdom, known as the Domesday Book. It recorded who owned what land, how many animals they had and how much tax they should pay. This helped William control England more effectively.

Comprehension Questions

1. What was the Harrying of the North?
2. Why did William use harsh methods to stop rebellions?
3. What was the Domesday Book?
4. How did the Domesday Book help William control England?

Stretch Activities

- Why do you think William created the Domesday Book?
- Create a short speech explaining why rebellions failed against William.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Sensory Analysis



What is a sensory analysis?

Using the sensory analysis sheet on the page before to support you complete a sensory analysis on a meal you have eaten.

E.g Name of meal: Toast

Sight: Moist, crumbly

Smell: Bland, salty

Taste: Salty, savoury

Hearing: Crisp, crunch

Touch: Rough, greasy

Name of the meal: _____

Name of the sense	Descriptive word used in analysis of meal
Sight	

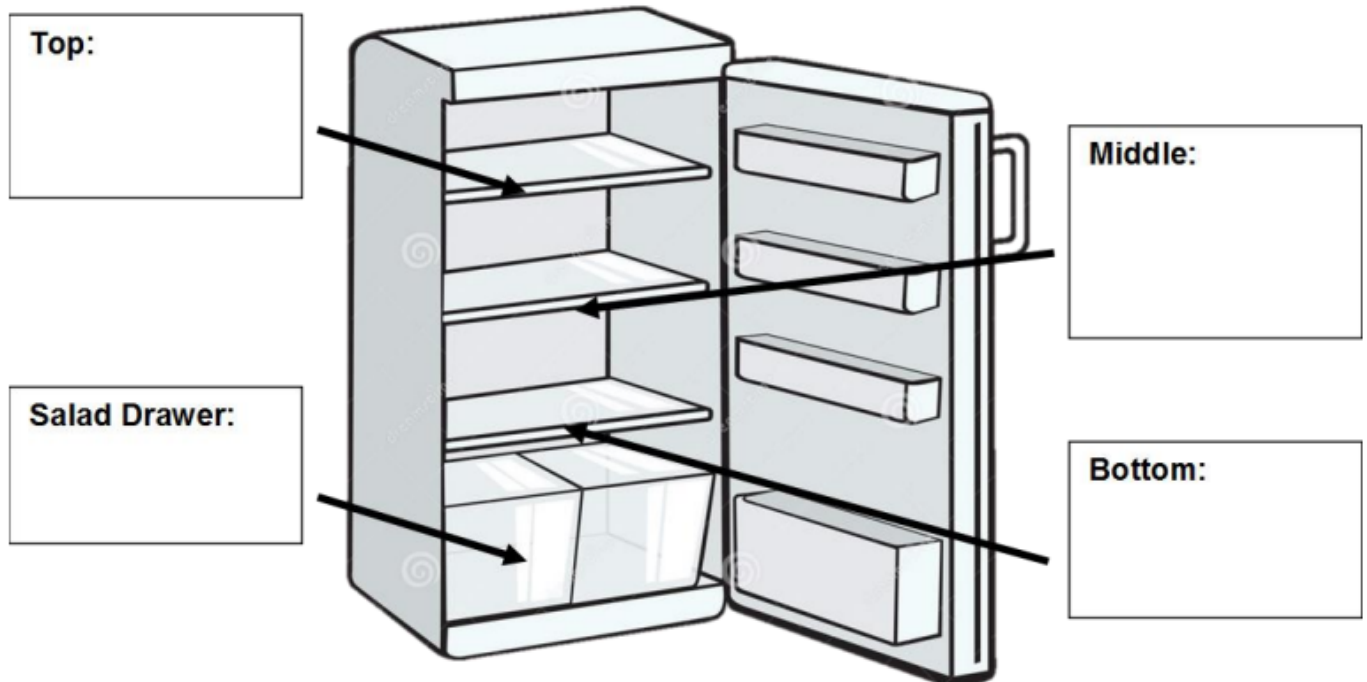
Smell	
Taste	
Hearing	
Touch	

Food Technology

Task 2 -

1. Identify where in the fridge (top shelf/ middle shelf/ bottom shelf/ drawer) the following food items go.

Cucumber	Peppers	Cooked Chicken	Raw Mince meat	Cheese
				
Yoghurt	Raw fish	Readymade pasta	Carrots	Butter
				



Task 3 - Religion and staple foods

Write down the different religions and dietary preferences

TRAMP

Physical Activity

Religion	Dietary restrictions
	
	
	
	
	

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Physical Literacy - The motivation, confidence, physical competence, knowledge and understanding to value and participate in physical activity throughout life. So... what physical activity have you done? Write down any form of physical activity you have done, this can include a long walk, run, football match, netball match.

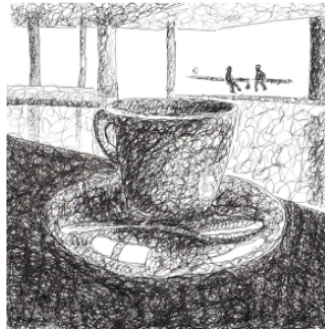
Minimum of 2 engagements per week

	<u>Date</u>	<u>Physical Activity</u>	<u>Duration</u>	<u>Notes</u>

Homework Task

Scumbling

Scumbling is a series of random marks which look like scribbled lines. You create these marks by using your pen in a circular motion continuously to build tonal range.



[Use a biro pen for these tasks]

- Complete the tonal range bar using the scumbling technique – lightest tone to the darkest.
- Choose an object in your house – this may be related to shoes however it does not need to be. Use the scumbling technique to draw this object in the remaining space on the page (fill this space). Ensure that you have shown tonal range.

Hint – tonal range created with pen and scumbling will be different to tonal range created with pencil – it is not about the pressure applied on the pen. You have to go over areas a few times to build the darkest tones.

Information to record from your teacher

Homework 4

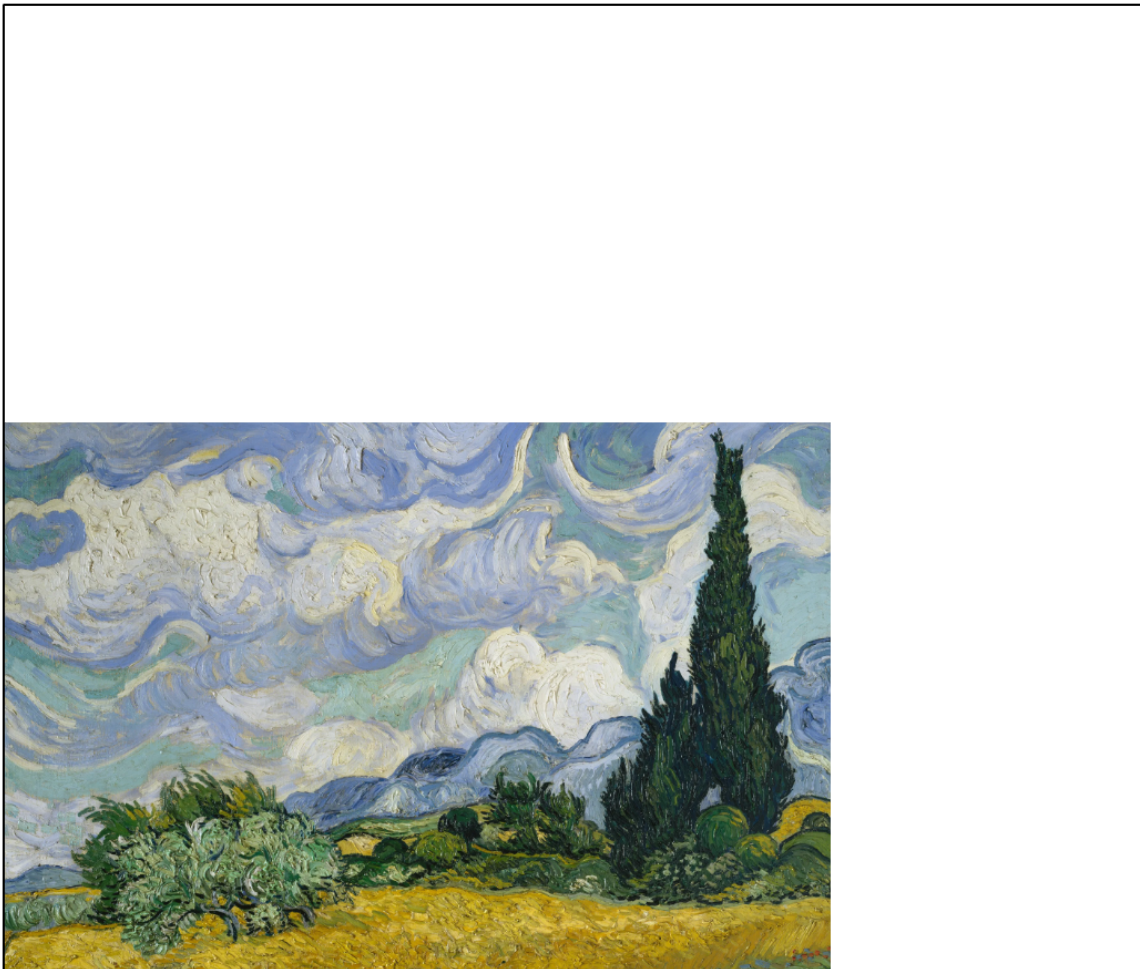
Date Set Date Due.....

Completed: Yes/No

Homework Task

Landscapes-

Use your imagination to extend the landscape painting by Vincent Van Gogh. Try to use the same style. You can use pencil, colouring pencils, oil pastels, watercolour or create a collage.



Information to record from your teacher

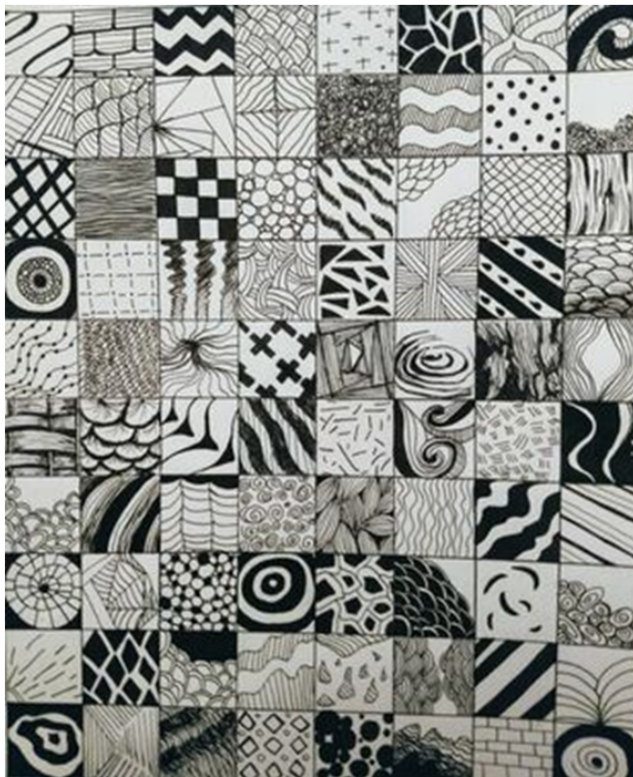
Homework 5

Date Set Date Due.....

Completed: Yes/No

Homework Task

Landscapes- Use the mark making techniques below to create a landscape biro drawing:



Example:

Information to record from your teacher

Homework 6

Date Set Date Due.....

Completed: Yes/No

Cells: Retrieval

Q1. Name the 5 organelles that plant and animal cells *both* have:

- a) _____
- b) _____
- c) _____
- d) _____

Q2. Name two organelles that *only* plant cells have:

- 1.
- 2.

Q3. Are the following statements true or false?

- a) Both plant and animal cells have cell walls.
- b) Both plant and animal cells have cell membranes.
- c) Only animal cells contain a nucleus.
- d) Plant cells contain a vacuole.
- e) The mitochondria control the activities of a cell.

Q4. What does unicellular mean?

.....

Q5. How is a red blood cell adapted for its function?

.....
.....

.....

.....

Q6) How would you make an image on a microscope bigger?

Q7) How would you make a blurry image on a microscope focused?

Forces: retrieval 1

Q1. Put the forces in the correct column of the table

Contact Forces	Non-contact forces

friction, weight, reaction force, magnetism, air resistance, upthrust, drag

Q2. What apparatus do we use to measure the size of a force?

.....

Q3. What are the units of force?

.....

.....

Q4. What are the 3 effects of forces?

1. _____

2. _____

3. _____

Movement: retrieval 1:

Tissue

Organism

Organ

Cell

Organ system

Q1) Put these terms in order from smallest to largest

Q2) What is an organ?

Q3) What is a tissue?

Q4) What does the musculoskeletal system do?

Q5) What does the respiratory system do?

Q6) Give an example of a tissue in the musculoskeletal system

Q7) What does the nervous system do?

FRENCH

1d) What are you like?

Décris ton caractère



Je suis	très	branché(e)	mais	je ne suis pas	branché(e)
	assez	charmant(e)			charmant(e)
		cool			cool
	un peu	drôle			drôle
		généreux/généreuse			généreux/généreuse
		gentil/gentille			gentil/gentille
		impatient(e)			impatient(e)
		intelligent(e)			intelligent(e)
		modeste			modeste
		poli(e)			poli(e)
		sportif/sportive			sportif/sportive
		créatif/créative			créatif/créative

20



French	English	French	English	French
Je suis	I am			
Je ne suis pas	I am not			
branché(e)	trendy			
charmant	charming			
cool	cool			
drôle	funny			
généreux	generous (m)			
généreuse	generous (f)			
gentil	nice (m)			
gentille	nice (f)			



French	English	French	English	French
intelligent(e)	intelligent			
modeste	modest			
poli(e)	polite			
sportif	sporty (m)			
sportive	sporty(f)			
créatif	creative(m)			
créative	creative(f)			
impatient(e)	impatient			

2) Describe your family

Décris ta famille



Dans ma famille il y a		quatre/cinq/six/sept/huit		personnes.	
Mon frère/Ma sœur s'appelle				Sam/Alex/ Charlie/Frankie.	
Il/Elle a		neuf/dix/treize/quatorze		ans.	
Son anniversaire c'est le		premier/deux/trois		janvier/juin/septembre.	
Il/Elle a	les cheveux	longs mi-longs courts	bouclés ondulés raides	et	bruns. blonds. roux. noirs.
	des tresses.				
	les yeux	marrons/bleus/noirs/ verts/ gris.			
Il/Elle est		grand(e)/ de taille moyenne/ petit(e)/ mince/ gros.			
Il/Elle n'est pas		cool/ drôle/intelligent(e)/ sportif/ sportive/ créatif/ créative.			

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French	English	French	English	French
Dans ma famille il y a	In my family there is/are			
mon père	My dad			
mon beau-père	My step-dad			
mon frère	My brother			
mon demi-frère	My half-brother			
mon grand-père	My granddad			
mon oncle	My uncle			



French	English	French	English	French
Dans ma famille il y a	In my family there is/are			
ma mère	My mum			
ma sœur	My sister			
ma belle-sœur	My step-sister			
ma grand-mère	My grandma			
ma tante	My aunt			

The Big Write!



What is your name?	
How old are you?	
When is your birthday?	
What do you look like?	
What is your personality like?	
Describe your family/friends	

SPANISH

2) Describe your family

Describe a tu familia



En mi familia hay		cuatro / cinco / seis / siete / ocho		personas.	
Mi hermano / Mi hermana se llama				Sam / Alex / Charlie / Frankie.	
Tiene		nueve / diez / trece / catorce		años.	
Su cumpleaños es		el (dos, tres, ocho, trece) de		enero / junio / septiembre.	
(Él/Ella) tiene	el pelo	largo mediano corto	rizado ondulado liso	y	castaño. rubio. pelirrojo. negro.
	trenzas.				
	los ojos	marrones / azules / negros / verdes / grises.			
Es	alto(a) / de estatura media/ pequeño(a) / delgado(a) / rellenito(a).				
No es	divertido(a) / inteligente / deportista / creativo(a).				

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Spanish	English	Spanish	English	Spanish
En mi familia hay	In my family there is/are			
mi padre	My dad			
mi padrastro	My step-dad			
mi hermano	My brother			
mi medio hermano	My half-brother			
mi abuelo	My granddad			
mi tío	My uncle			



Spanish	English	Spanish	English	Spanish
En mi familia hay	In my family there is/are			
mi madre	My mum			
mi hermana	My sister			
mi hermanastra	My step-sister			
mi abuela	My grandma			
mi tía	My aunt			

The Big Write!



What is your name?	
How old are you?	
When is your birthday?	
What do you look like?	
What is your personality like?	
Describe your family/friends	

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Performing Arts Task 1:

Musical Elements

Draw a line to match the keyword with the definition

Melody
Articulation
Dynamics
Texture
Structure
Harmony
Instrumentation
Rhythm
Tempo

How soft or loud the music is (Piano or Forte)
Pattern of long and short notes (Semibreve, minim, quaver, crochet)
How the music is organised
How the music is played, could be smooth or spikey (legato or staccato)
The layers of sound or how they are arranged, this can be thick or thin
The main tune of a piece of music
What we create when we have more than one layer of sound at the same time, this can be one instrument playing more than one note or multiple instruments
What different instruments are playing and why they are chosen
The speed of the music some keywords include largo and presto

Performing Arts: Homework 2:

Rhythm and reading music

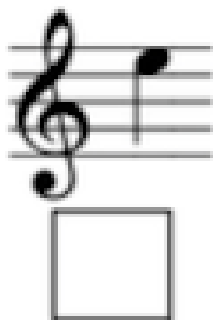
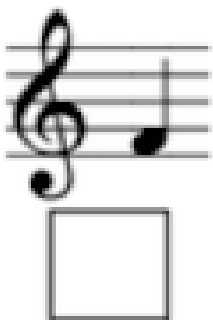
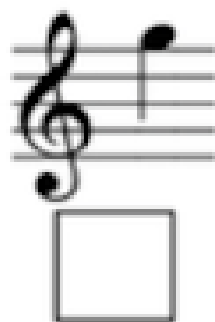
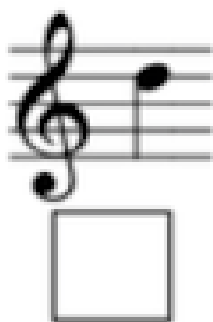
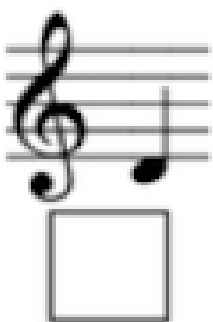
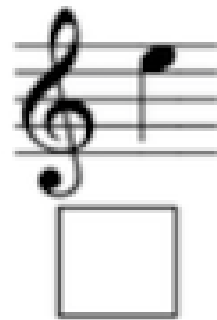
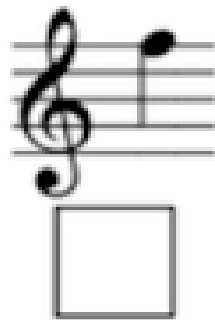
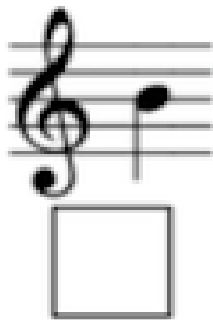
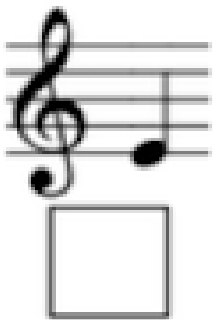
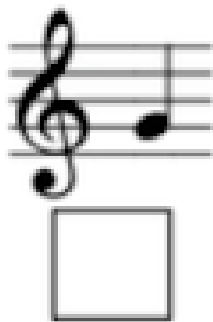
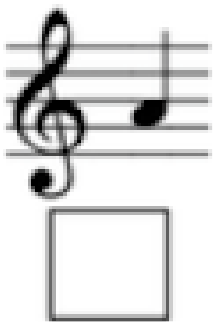
Complete the table by filling in the blanks

Note Name	Value (in beats)	Symbol
	4	
Minim		
		
Quaver		
	$\frac{1}{4}$	

Performing Arts: Homework 3:

Reading music

In the box, write the name of the note on each stave



[illegible]

[illegible]

[illegible]

[illegible]