

Greenbank High School



Year 7

Let's Get Ready to Learn Summer Workbook

Inspire, Care, Achieve.



Let's get ready to learn.

Introduction

We are looking forward to meeting you all in September and hope that you have been enjoying completing your 'All about me' project in preparation for joining us. You can find this and all our other transition information on our website.

School is all about learning and we know that you will be looking forward to studying a range of subjects with our specialist teachers in school. Some subjects you will have been learning for a long time already and some will be completely new but either way this is one of the biggest changes from primary school as you have different teachers for each of your subjects. One thing that your teachers all have in common is that they love their subject and they wanted you to get a little flavour of what's to come with the activities enclosed.

We hope you enjoy completing them and we look forward to seeing all of your hard work in September.

Mrs Robinson, Headteacher

Getting ready to learn in...

Art



History



Computer Science



Languages



Design Technology



Maths



Drama



Music



English



PE



Food Technology



RE



Geography



Science



Let's get ready to learn in ART

What's in a Name?

- *This is a painting by an American Artist called Jasper Johns.*
- *Although it just looks like random shapes and colours it is actually all the numbers from 0 to 9 layered on top of each other.*
- *Can you pick out individual numbers?*
- *You are going to produce your own version of this painting but instead of using numbers you will be using the letters of your name!*
- *Because this work is based on your name it will be entirely personal to you.*

To make your version of this painting you will need to...

- *Draw out the letters of your name one on top of the other.*
- *Add colour to the shapes that have been created. You can do this in paint, colour pencil or collage.*

Tips...

- *Use the whole page!*
- *Think of as many different lettering styles as you can.*
- *Make sure your work is neat, creative and well presented.*
- *Make your colours as bold and as bright as possible.*



Let's get ready to learn in COMPUTER SCIENCE

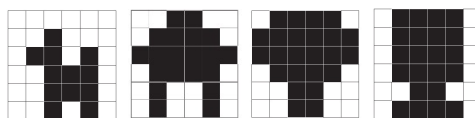
Match the Computer hardware with the correct description

Each of the pieces of computer hardware needs to be matched with the correct description. The first one has been connected to help you.

| | | |
|--|--|--|
| CPU  |  | The main output device for the computer that displays images for you to see. |
| Graphics Card  | | A digital input device that lets you type instructions and information into the computer. |
| Hard Drive  | | The storage device where you can save your work and install programs and games. |
| Keyboard  | | Has its own built in graphical processing unit designed to produce 2D and 3D images on the screen. |
| Mouse  | | An output device that produces audio so that you can hear music and effects. |
| Monitor  | | An analogue pointing device that lets you navigate menus and move around the screen. |
| RAM  | | The brain of the computer, designed to carry out all of the calculations and processing required. |
| Speakers  | | The computer's memory, where all data that is currently being used is temporarily stored. |

Let's get ready to learn in COMPUTER SCIENCE

Drawing Algorithm



What is an algorithm? A series of instructions to complete a task.

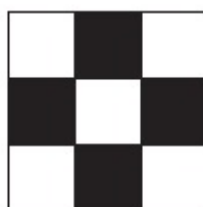
What's the point of this task? You will create a drawing algorithm. You will understand that instructions need to be very clear to make the picture you intended.

Programming Key

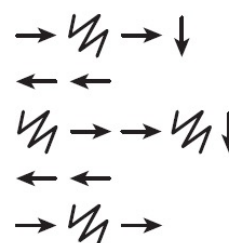
- — Move One Square Forward
- ← — Move One Square Backward
- ↑ — Move One Square Up
- ↓ — Move One Square Down
- ↻ — Change to Next Color
- ⚡ — Fill-In Square with Color

The key on the left is what you'll use to create the algorithm.

For example:



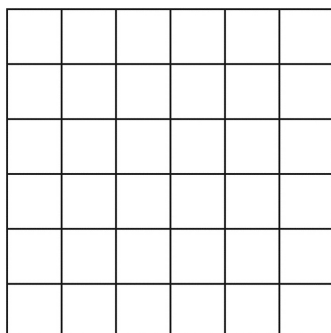
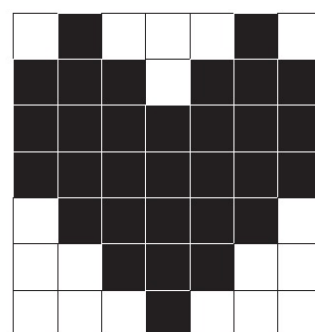
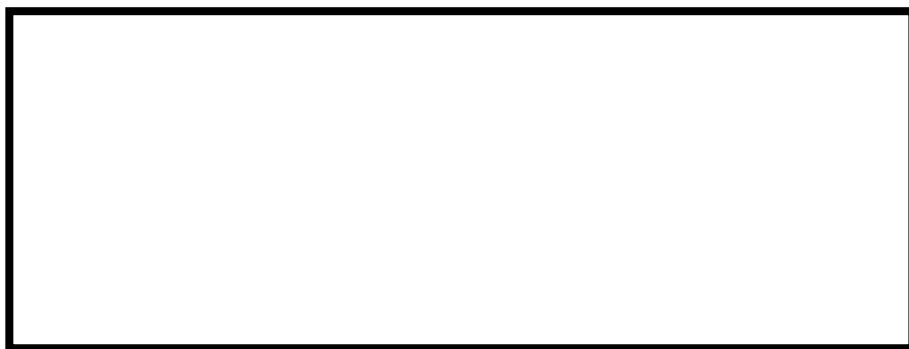
=



"Move forward, Fill-in, move forward, move down
Back, back,
Fill-in, move forward, move forward, fill in, move down
Back, back,
Move forward, Fill-in, move forward"

Your Turn:

Write the algorithm in symbols for this drawing. Then make your own. (try changing colour)



Let's get ready to learn in COMPUTER SCIENCE

Cryptography

Cheat Sheet

Cryptography - the study of encryption and decryption of messages

Encoding- obfuscating a message

Decoding- figuring out the original message from the encrypted message



The Caesar Cipher

Julius Caesar used a simple substitution cipher to send messages to his troops. He substituted each letter by the letter that was 3 places further along in the alphabet, so that "a" was replaced with "D", "b" with "E" and so on.

Part I. complete the table below to show what each letter is enciphered as using this system.

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| a | b | c | d | e | f | g | h | i | j | k | l | m | n | o | p | q | r | s | t | u | v | w | x | y | z |
| D | E | F | | | | | | | | | | | | | | | | | | | | | | | |

Part II. Using the Caesar Cipher, encode the name of your school.

Part III. Computer scientists would call 3 the "key" for this cipher. How many different keys are possible? _____

Part IV. Decode this message, which was encoded using the Caesar cipher from the table above:

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|--|---|---|--|---|---|---|--|---|---|---|--|---|---|---|---|--|---|---|---|--|--|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| Z | K | D | W | | G | R | | B | R | X | | J | H | W | | Z | K | H | Q | | B | R | X | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|--|---|--|---|---|---|---|---|---|---|--|---|---|---|---|--|---|--|--|--|--|
| | | | | | | | | | | | | | | | | | | | | | | | | | |
| F | U | R | V | V | | D | | V | Q | R | Z | P | D | Q | | Z | L | W | K | | D | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|---|--|--|--|--|--|--|--|--|
| | | | | | | | ? | | | | | | | | | | | | | | | | | | |
| Y | D | P | S | L | U | H | ? | | I | U | R | V | W | E | L | W | H | | | | | | | | |

Coding is a big part of Computer Science!
Test your skills at <https://blockly.games/>

Let's get ready to learn in DESIGN TECHNOLOGY

Yr.6 Transition Project

Design Technology : Make a Kite from a Bin Bag

Welcome to Design Technology at Greenbank from all your new teachers.

Your summer project is to design and make a kite from a bin bag.

Have fun, decorate your kite and enjoy flying it!



Step 1

Gather all the materials you will need.

2 wooden dowels from your local hardware store
or 2 skinny garden canes will work just as well.

1 bin bag

Strong tape...masking tape, duct tape is best.

Marker pen

Scissors (ask an adult for help with cutting)

String

Ribbons (optional, you could cut strips from the bin bag
to make skinny ribbons)

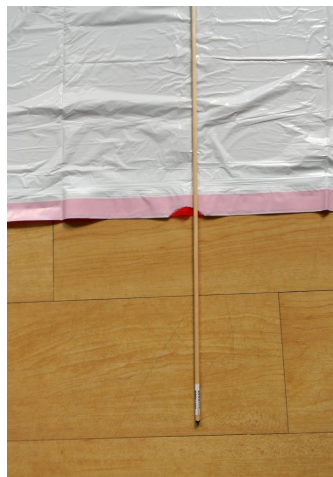
Step 2

Cut one of the wooden dowels to 52cm long and keep the other
dowel full length for now. (if you have sandpaper or a nail file
carefully file the ends of the dowel so you won't get a splinter)
Take the 52cm dowel and place over the larger dowel horizontally
23cm down from the top of the longer dowel (see pic left)
Secure the dowels in place together by wrapping string or ribbon
around the dowels in the middle.
Make sure that they make a straight cross and are as even as
possible.



Step 3

Take your bin bag and lay it flat on the floor.
Place your cross on top of the bag. You need the top of the
cross to be even with the top of your bag.
(see pic below)





Step 4

Mark your wooden dowel where you want to cut the excess part off.

I wanted to cut the pink drawstring off my kite to use as tails, so I measured just above where the drawstring area finished and cut my dowel there.

Cut the dowel with a pair of sharp kitchen scissors.

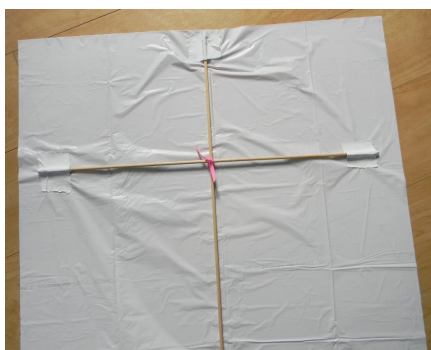
...it should look like the picture to the left now.

(take care with scissors, ask an adult for help)



Step 5

Take some tape and tape around all of the edges of the dowels. This will stop the dowels from making holes in your kite and stop you from getting splinters.



Step 6

Now lay the cross onto the top of the bag.

Measure to make sure you have it evenly spaced on the sides and as close to the top of the bag as possible.

Tape the dowel in place at the edges of each of the dowels. (see pic left)



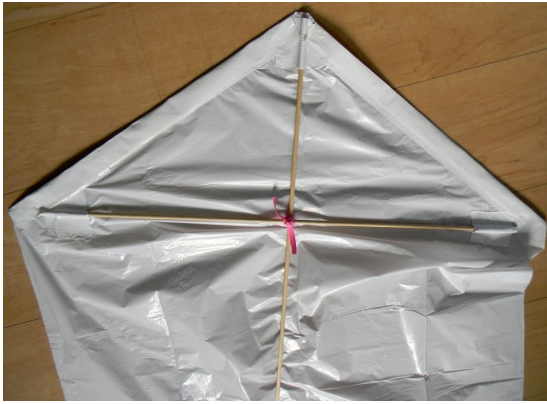
Step 7

Take and fold the top edges of the bag in. Try and keep them neatly folded and even. Place tape on the front over the fold. (see pic right) Fold over neatly.



Repeat with the other side of the kite (see pic left and below)





Your kite should look like this now.
(see pic left)



Step 8

Cut off the drawstring part if your bag has one
(see pic right)



Step 9

Tape the bottom of the bag.
(see pic left)



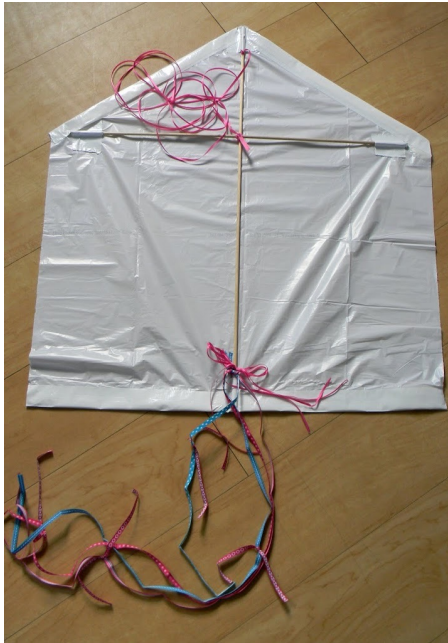
Your kite should look like this now.
(see pic right)



Step 10

Tie some ribbons to the bottom of your kite
To make tails.
(see pic left)

Your kite should now look like this
(see pic right)



Tie a piece of string or ribbon onto the
Dowel of your kite just above the center of
the cross
(see pic left)

Wait for a windy day and
enjoy!



You could add some
decoration your kite.
Be creative!

Let's get ready to learn in DRAMA



Hi Year 6!



I'm Miss Bloom, and I will be your Drama teacher next year!

In Drama, you'll have the opportunity to create lots of different characters and take on roles that are totally unlike you as a person. Being someone else can be really fun and exciting!

Time Traveller Acting Task

This Summer, try creating a character who has time travelled from a different era. This can be from the past or future.

Decide on a name, age, where they are from, their personality etc.

When you're ready, improvise (create and perform) this person arriving in your house. How would they react to everything? Would they be curious, scared, shocked or dismissive?

How would they react to the rest of the house? Or the garden? Or to your family? (Maybe warn your family first!)

When you have had a go at this, you could write down some of the different acting skills you used:

How did you move?

How did you use your face?

What did you do with your hands?

Did you make any sounds?

How did you react to the things (and people!) around you?

GOOD LUCK!

Let's get ready to learn in ENGLISH

Year 7 Recommended Reads



Black Beauty by Anna Sewell

Written from the point of view of the horse, this story follows him through a variety of owners both kind and cruel.

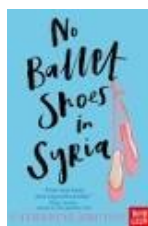
AR 7.7



The Seeing Stone by Kevin Crossley-Holland.

The stories of a young King Arthur are told in 100 short chapters.

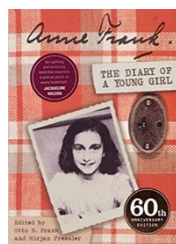
AR 4.3



No Ballet Shoes in Syria by Catherine Bruton

11 year old Aya is seeking asylum in the UK with her mum and younger brother. When she stumbles across a ballet class the formidable teacher spots her talent and believes she can earn a scholarship to a prestigious ballet school.

AR 5.5



The Diary of a Young Girl by Anne Frank

Anne Frank's diary, written when she was 13-15 and living and hiding above an Amsterdam warehouse during World War 2.

AR 6.5



Watership Down by Richard Adams

Fiver has a sixth sense for danger and he persuades Hazel to lead a group of rabbits to escape certain disaster and search for a new home.

AR 6.2



A Wrinkle in Time by Madeleine L'Engle

Charles Wallace Murry's father has disappeared and Charles sets out to find a wrinkle in time—a gateway to a parallel universe—to try and save him.

AR 4.7



Goldfish Boy by Lisa Thompson

Matthew finds it almost impossible to leave his room and venture into the outside world due to his OCD and constant worries. But when a small child vanishes he turns detective to try and solve the mystery.

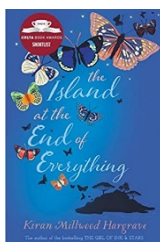
AR 5.0



Warhorse by Michael Morpurgo

A gripping description of the horrors of war told from the perspective of Joey, a horse, who sees the senselessness of war and the importance of friendships more clearly than the soldiers around him.

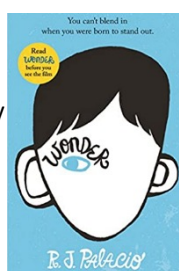
AR 5.9



The Island at the End of Everything by Kiran Millwood Hargrave

Amihan lives on an island affected by a leprosy outbreak. Forced to leave she finds some unlikely allies in her quest to return home.

AR 5.0



Wonder by R.J. Palacio

Augie wants to be like every other ten year old. But he is treated differently because of his facial abnormality. Can he convince everyone that he is just like them inside?

AR 4.8



Peter Pan by J.M. Barrie

The timeless classic story of the boy who never grew up. Wendy and her brothers and Neverland where the Lost Boys are in constant danger from Captain Hook.

AR 7.7



Jemima Small Versus The Universe by Tamsin Winter

Jemima Small knows a lot of things but her dream of appearing on Brainiacs fades when she is made to join the school "Fat Club"

AR 4.6

Let's get ready to learn in FOOD TECHNOLOGY

Welcome to Food Technology
Greenbank High School



At Greenbank you will get to cook every week whilst in the DT food area – this will be for about 8-10 weeks.

Every week I will show you how to make a dish using a variety of equipment and ingredients to make sweet and savoury dishes.

You will then bring your own ingredients and make something tasty to take home at the end of the day. You will also need to provide your own apron and containers to take your food home in.

Fresh pasta at home

Pasta is a really popular staple food – its cheap to buy, it provides a good source of starchy carbohydrate that provides the body with energy and when bought dried it lasts in the cupboard for a long time. Although we often buy dried pasta it is really easy to make at home and this is going to be your food practical task.

Cooking at home task – fresh pasta

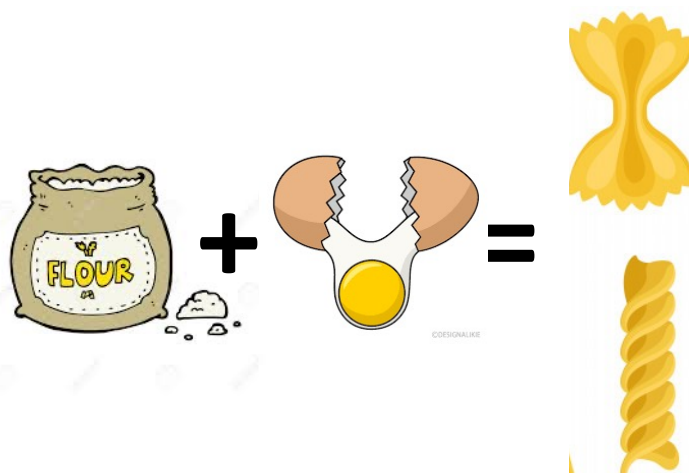
Ingredients you will need

100g flour ('00' or plain)

1 large egg

Pinch salt

A little oil



<https://www.youtube.com/watch?v=ESz55eORW44>

You could watch this Youtube clip from Gennaro Contaldo – he gives some good tips and advice

To start, mound your flour on a large board or the counter, and make a well in the centre

Break the egg into this well, and start to scramble egg with a fork as it is being added.



Start to incorporate the eggs and flour by slowly bringing more flour in from the inside edges of the well



Begin to knead the ball of dough as you would bread, pushing it down with the heel of your hand. Continue kneading until the dough is smooth and satiny (if it is quite crumbly wet your hand and continue to knead) for about 5 to 7 minutes – then wrap in cling film and leave to rest for 20 mins

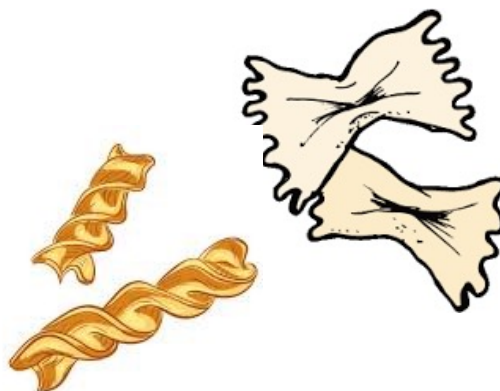
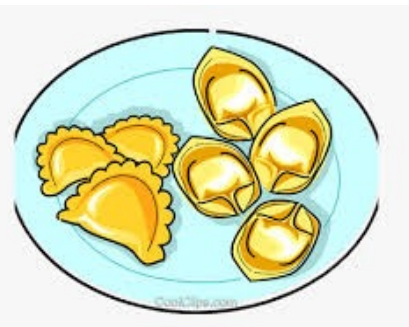


Roll out your pasta until it is quite thin – sprinkle with flour and fold over and cut into strips – unfold quickly and separate.



With adult help – bring a pan of salted water to the boil and add the pasta – boil for 3 minutes and drain

Can you find out the names of these different pasta shapes?



You can watch how to shape pasta by hand at on Jamie Olivers Food Tube

<https://www.youtube.com/watch?v=1teUhzniYeU>

Let's get ready to learn in GEOGRAPHY



Activity. How global is your food shop?

We all need food, but the question is where does it come from? Have you ever thought about where your food is grown or produced (made)? Let's find out....

This week, the Geography department would like you to go through your food shop or your kitchen cupboards and find out where a number of items was grown or produced (made).

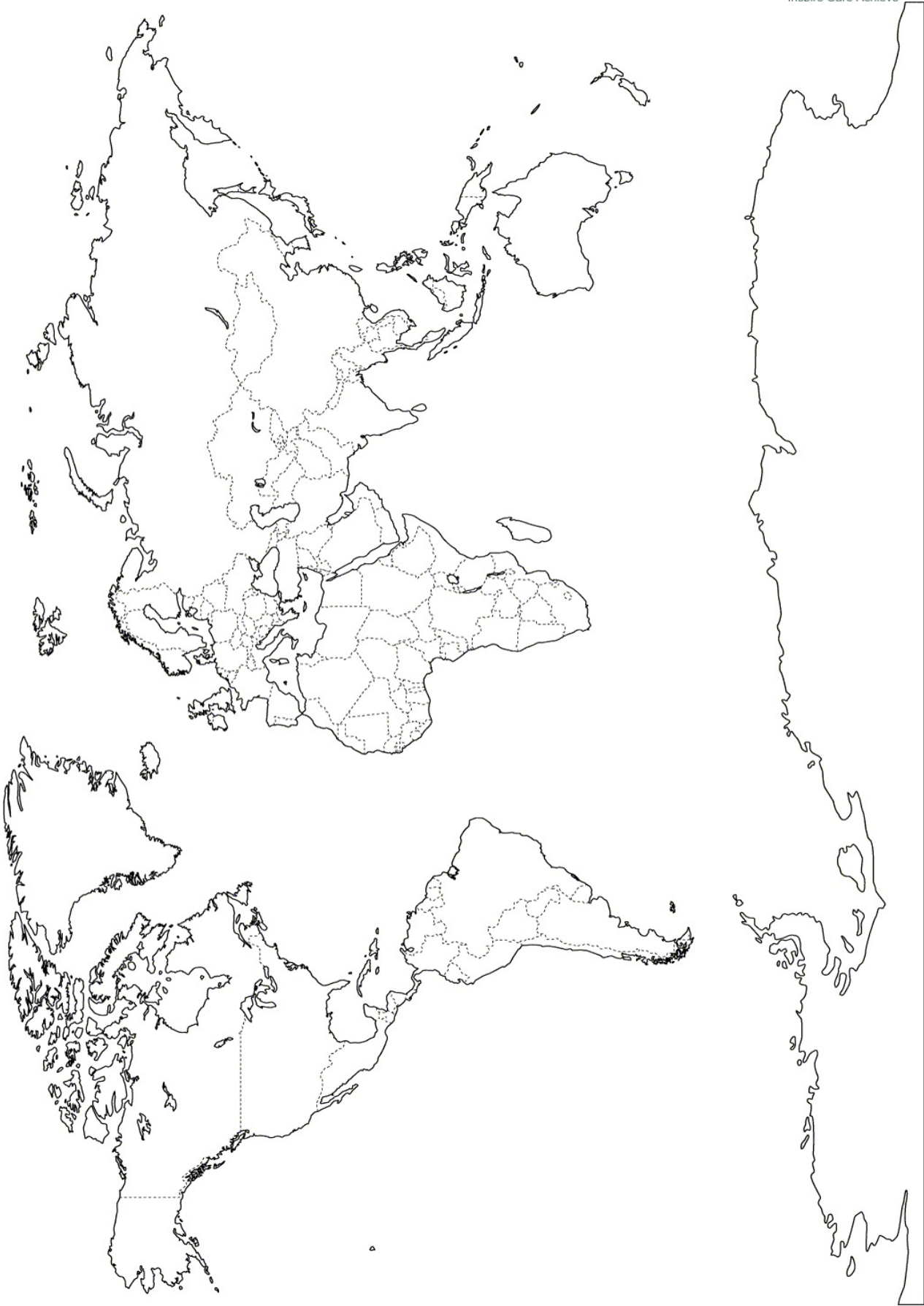
Then, use the map on the next page to label each country to find out how global your food shop actually is.

You may want to use a world map or Google maps to help you find where some countries are located.



Before you start why not check out the following YouTube video;
<https://youtu.be/KkdWqIByds4>
where Miss Peppin, Teacher of Geography, shows you how to complete the activity.

Title: How global is your food shop?



Let's get ready to learn in HISTORY

Welcome to History at Greenbank High School! We can't wait to welcome you in September but until then here are some activities to get you thinking like a historian.

Task 1: Before we learn about Henry VIII's wives, let's gather some key facts about Henry. Type the link below into your internet browser, watch the video and answer the questions.

<https://www.bbc.co.uk/bitesize/guides/zghrd2p/video>

1. When was Henry VIII crowned? _____
2. What did he look like? _____
3. What was his father like? _____
4. When did he go to war with France? _____
5. Why did he want to divorce his first wife? _____
6. What problem did Henry VIII have with the pope? _____
7. What did he do to get around this? _____
8. When did he close down the monasteries? _____
9. Why did he do this? _____
10. As he got older, how did Henry become? _____



Task 2: Being able to research is a really important skill for a historian. Find out 3 facts about Henry VIII's 6 wives. You could use the internet, history books in the library or maybe someone at home might be able to help.



1. _____
2. _____
3. _____



1. _____
2. _____
3. _____

Let's get ready to learn in HISTORY



1. _____
2. _____
3. _____



1. _____
2. _____
3. _____



1. _____
2. _____
3. _____

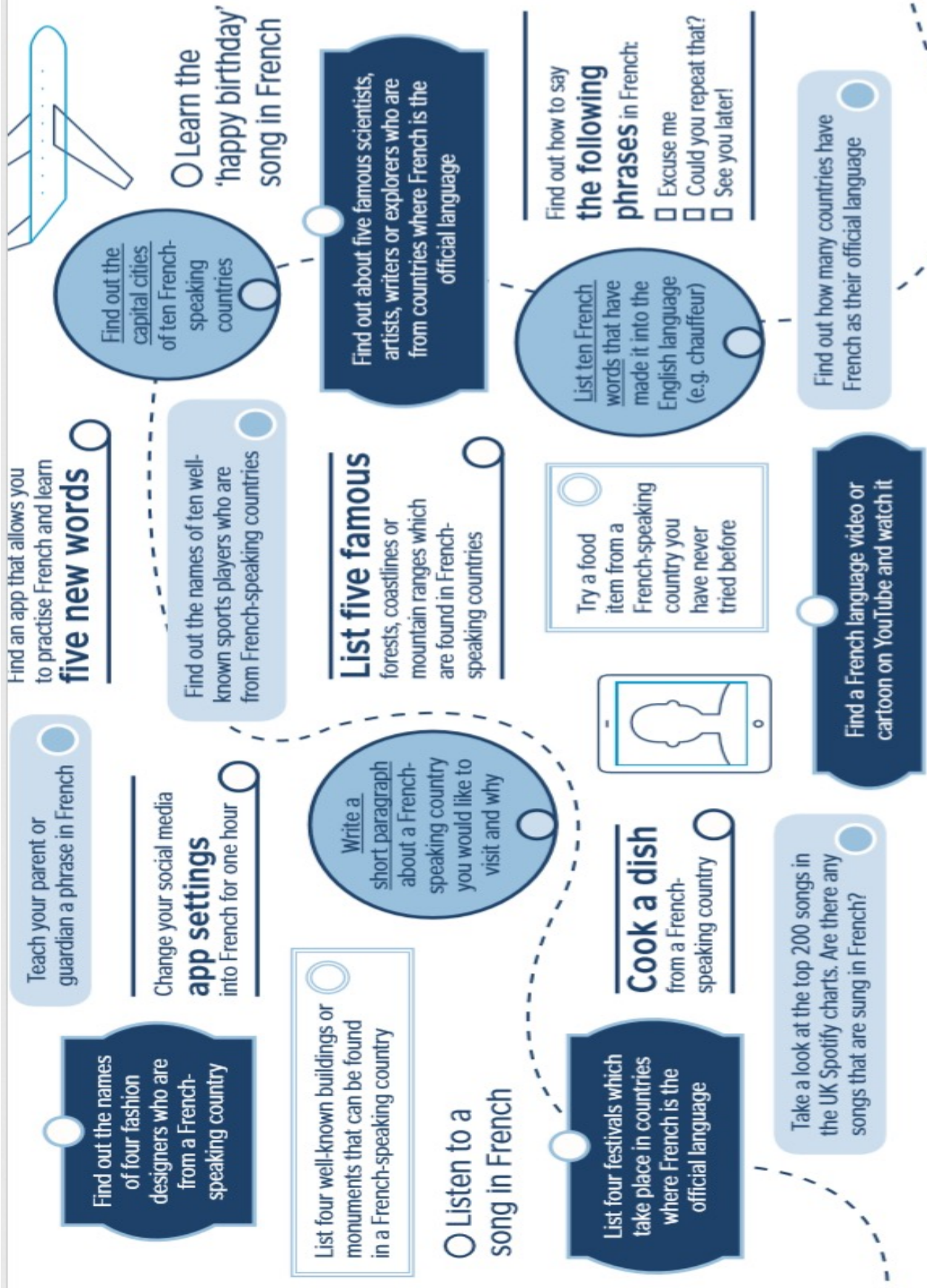


1. _____
2. _____
3. _____

CONGRATULATIONS!

You should be incredibly proud for completing either or part of these tasks,
and it means you have made a wonderful effort in transitioning into Year 7
Historians!

Let's get ready to learn in LANGUAGES - FRENCH



Let's get ready to learn in LANGUAGES - SPANISH

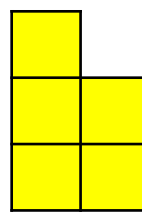
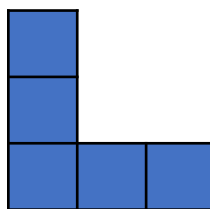
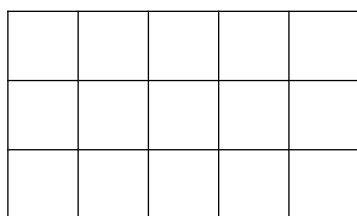


Let's get ready to learn in MATHEMATICS

All the Maths teachers at Greenbank High are very much looking forward to meeting you. Normally during Transition Day you find out about us, we find out about you and together we do some fun maths. Unfortunately we won't meet in person, however you can still have a go at some of our maths puzzles:

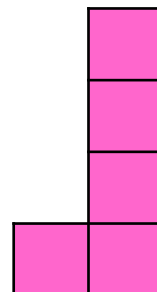
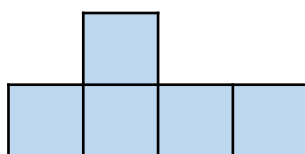
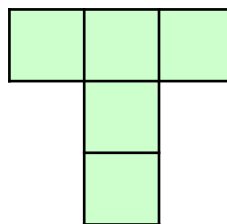
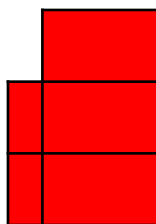
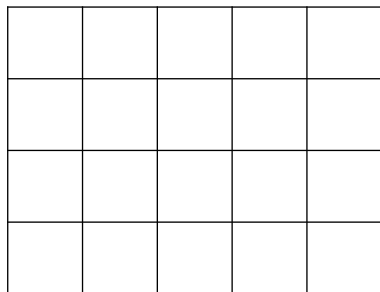
Pentominoes Puzzle 1

Fit all the pentominoes below into the grid. Do not let them overlap. You can rotate them.



Pentominoes Puzzle 2

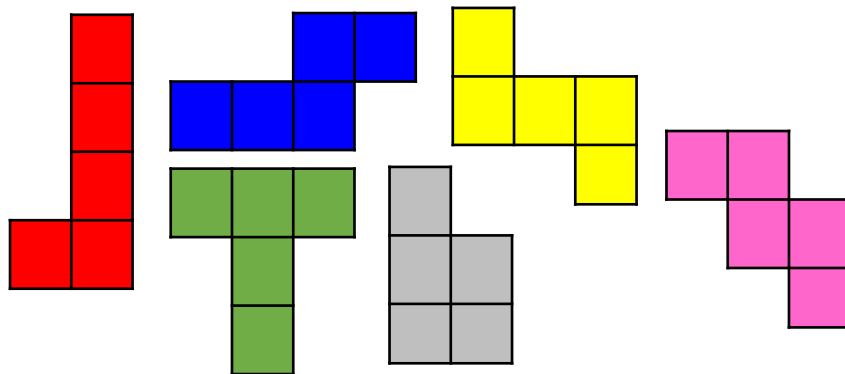
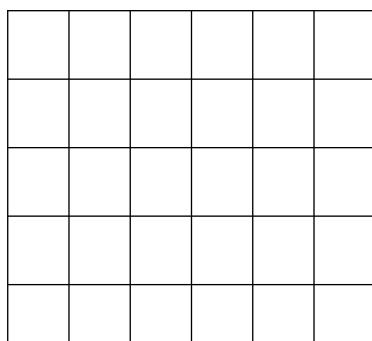
Fit all the pentominoes below into the grid. Do not let them overlap. You can rotate them.



Let's get ready to learn in MATHEMATICS

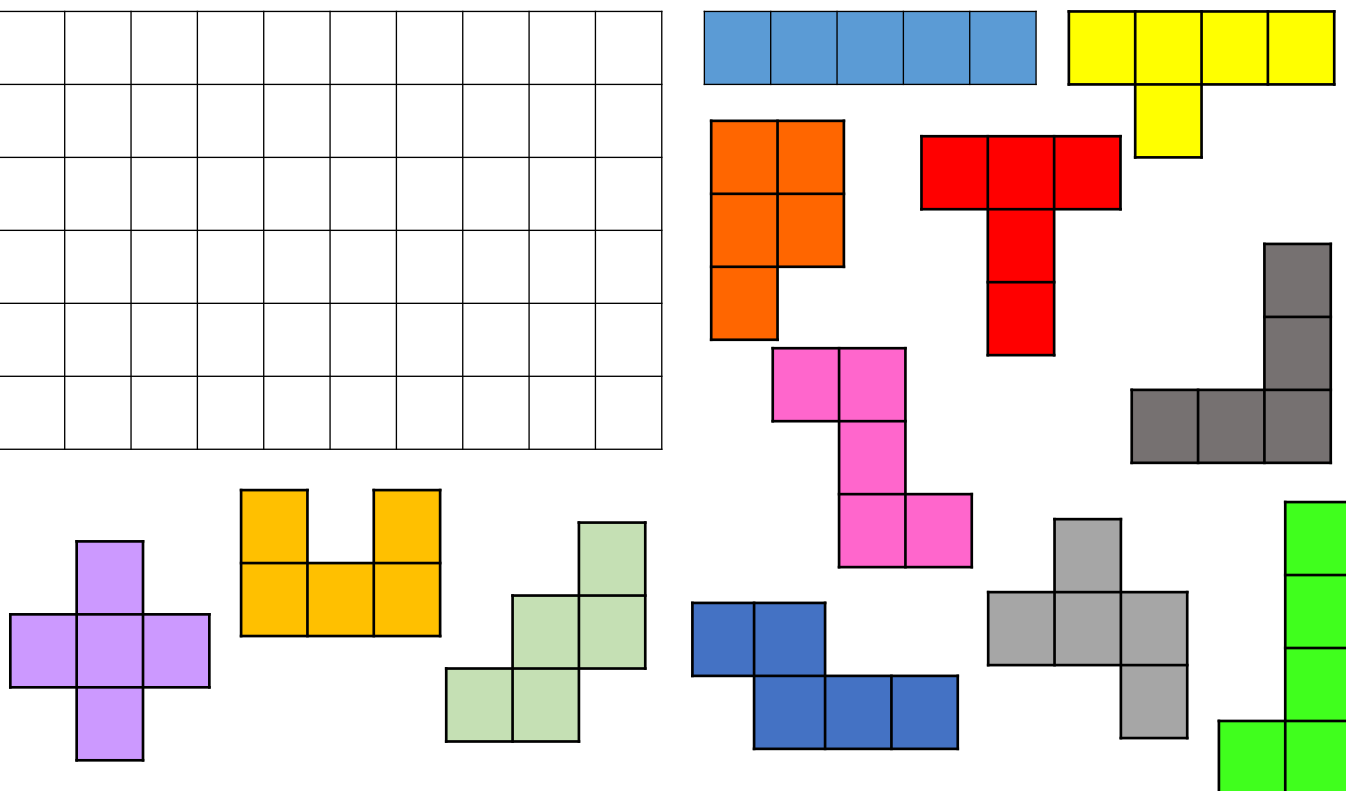
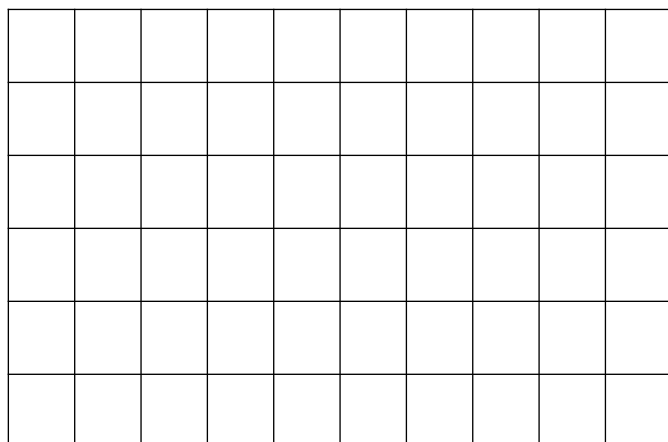
Pentominoes Puzzle 3

Fit all the pentominoes below into the grid. Do not let them overlap.
You can rotate them.



Pentominoes Puzzle 4

Fit all the pentominoes below into the grid. Do not let them overlap.
You can rotate them.



Congratulations if you managed to complete the puzzles and we look forward to meeting you next year!

Mrs Bentzen, Mrs Billingsley, Mr Campbell, Miss Hughes, Mr Hunter, Mr Latham, Mr Scott, Miss McDonald and Miss Wilson

Let's get ready to learn in MUSIC

In Music at Greenbank High School we would like to develop your love of music and your talent as musicians, and to increase your self-confidence and creativity. In your Music lessons you will:

- ♪ **perform** (vocal and instrumental), listen to, review and evaluate music across a range of periods, genres, styles and traditions such as Western Classical Music, Folk and World Music, Pop and Film Music as well as Music for Computer Games
- ♪ learn to create and **compose** music on your own and with others, and develop an understanding of how music is created, produced and communicated through various notations such as staff and graphic notation
- ♪ have the opportunity to **learn a musical instrument** (Brass or Woodwind) as part of the Band Project Scheme
- ♪ use **technology** appropriately

In addition to having the opportunity to progress to the next level of musical excellence in your Music lessons, we think it is important to mention the enabling skills Music lessons will provide you with such as enhancing your fine motor skills, improving your memory, strengthening your perseverance and self-esteem, making you more attentive and creative, and boosting your overall academic achievement.

Music really comes alive in all the clubs below you will be invited to join:

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---------------|--|---|---|--|--|
| Before School |  Trumpet Ensemble Brass Ensemble |  Flute Ensemble Clarinet Ensemble |  Saxophone Ensemble Jazz Club |  Greenbank Voices |  Guitar Ensemble Keyboard Club |
| After School |  MUSIC-PROD |  Windband |  Music Theory Club |  Orchestra |  Digital Music Workshop |

You can hear GHS Virtual Orchestra Perform in the News section of our homepage (<https://greenbankhigh.co.uk/virtual-orchestra-happy/>) and listen to our Virtual Summer Concert on our youtube channel (<https://www.youtube.com/watch?v=A2YvO1LC5V8&feature=youtu.be>).

MUSIC TRANSITION TASK

For your music transition task we would like you to make your own **MUSIC MAGAZINE** called '**MUSIC AND ME**'.

You can either **COMPLETE** the next few pages or **RECREATE** the magazine layout on paper or using a computer.

It would be lovely if you could include pictures and maybe even photos of yourself getting involved. This will help us to get to know you better as a musician.

MUSIC AND ME

MY MUSIC

My favourite style of music, my favourite song, my musical instruments.

"10 minutes with...."

Concert review

Incredibox

GREENBANK HIGH SCHOOL

Name:

MY MUSIC

My favourite style of music is...

Describe your favourite type/style/genre of music – include images/photos/illustrations.

My favourite song is...

Describe your first song – the song title, name of artist/band/group and the year that it was released. How did you buy/purchase/listen to your first song? Include images/photos/illustrations.

My musical instruments...

Describe your experience with musical instruments – which ones did you get to try, which ones do you play, have you taken any exams. Don't forget your voice is also an instruments. Please include images.

MY FAVOURITE STYLE/SONG & MY INSTRUMENTS

MY MUSIC

The musician I'd like to spend 10 minutes with...

Describe who you would like to spend 10 minutes with and what question or questions you would like to ask them.

The last concert I went to...

Describe the last concert or live music performance you went to, who or what you saw and what you liked or disliked about it.

**INSPIRATIONAL MUSICIANS AND
CONCERTS**

MY MUSIC

Exploring Incredibox...

Visit <https://www.incredibox.com/> to explore how to create your own music. Try the web version, choose a character, press play and start mixing by dragging the icons onto the avatars.

Now describe what your music sounded like, which character you chose and why, how you continued to improve your work to create the perfect mix and what you enjoyed about working with Incredibox. Also include any tips for others who may want to try out Incredibox.

MY MIX

Let’s get ready to learn in PHYSICAL EDUCATION

Let’s find out about your PE journey so far...



| | |
|---|--|
| What sports or activities have you done at primary school? Have you enjoyed them? | |
| What are your favourite sports or activities and why? | |
| What sports or activities do you currently do outside of school? | |
| What is your own best sporting moment? Describe it to us. | |
| Are there any sports you would like to try that you have not had a go at yet? | |





Greenbank Virtual Sports Day



During July 2020 we hosted our first ever virtual sports day. The PE department set a number of challenges for staff, pupils and their families to go involved with. We would like you to have a go at some of our challenges. Maybe ask your family to join in too. Maybe you could add a photo of you doing the events.

| Activity | Description | Score/ tick that you completed | What skill do you think is being tested? |
|--------------------|--|--------------------------------|--|
| Speed bounce | Need an object to jump over like a cereal box. Stand on one side of it and do two footed jump to two footed jump over the box. Continue to do this for 30 seconds count how many you can do. | | |
| Standing Long Jump | Stand with two feet together and jump forwards landing with two feet together. Measure how far you have jumped from the start to the back of your heel. | | |
| Egg and Spoon Race | Use spoons from the kitchen and either hard boiled eggs or balls. Get friends and family to join in a race with you. | | |
| Sack Race | If you do not have a sack use a pillow case or sleeping bag. Get friends and family to race you. | | |
| Obstacle course | Create your own obstacle course whatever you like and get someone to time you doing the course. Have another go and try to beat your score. Maybe you could draw your course. | | |
| Two ball juggle | Stand two big steps away from a wall with a small ball in each hand. Throw the right hand ball against the wall and catch with right hand then throw the left hand ball against the wall. Count how many you are able to do in 1 minute. | | |

eve


In RE we learn about different beliefs, cultures and faiths from around the world and gain insight into practices and teachings of the world religions.

Please add what road it is on and what religion is the building linked to. If you can write some words to describe what you see too that would be great! (examples include, crosses, stained glass windows, dome shaped).

Can you find three Churches in your local area?

| | |
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[illegible]

Let's get ready to learn in RE

Can you Southport's Synagogue?

Can you Southport's Mosque?

Let's get ready to learn in SCIENCE



Year 7 scientists in the making!!

Scientists must have a range of skills and during year 7 you will have lessons that develop these skills. Here we have chosen 4 for you to work on. Take pictures, print them out and stick them to back page of the booklet.

Observation.

Scientists have to be able to see changes. Can you observe this word search to find as many words linked to solids, liquids and gases.



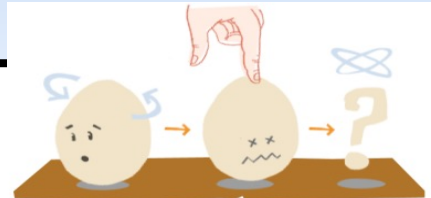
Design

Water clocks are among the most ancient of time pieces, with known examples from Egypt dating to the 16th Century BC. Create a water clock that times exactly one minute with 200ml of water. You will need to use trial and error to change the angle of your cups, size of your holes and number of cups.



Investigation

Use eggs to find out about momentum and changing direction. The method 1. Spin each egg, one hard boiled and one fresh, on a table. 2. Leave it to spin for a few seconds then momentarily stop it by placing your finger on top. 3. Release the egg and observe what happens next. Carry out research to help you work out why.



Following Instructions

Scientists need to use diagrams and methods to carry out experiments properly. Can you follow these instructions to make water bombs?

1. Take a square piece of paper, fold it in half diagonally to create a crease and unfold. Repeat in the opposite direction so you have an 'x' shape.
2. Flip the paper over and fold in half top to bottom.
3. Flip the paper over again and press down in the middle, while folding in the flaps on the side. You should get a triangle.
4. Take the flaps on the front side and fold them up to the middle.
5. Fold the side corners to the middle line. This should create little pockets.
6. Take the flaps above the pockets and push them in to the pockets.
7. Repeat steps 4 – 6 on the other side.
8. Blow in the little hole in the bottom to inflate.
9. Use the pipette to fill your water bomb.

Materials

Square piece of paper
Water and a pipette

