Netherhall School

An Ambitious, Caring Community

Year 7 Transition Summer Activities

"Pupils love coming to school"

- Ofsted, 2018

"Pupils are proud of the school"

- Ofsted, 2018

"Relationships throughout the school are excellent"

- Ofsted, 2018

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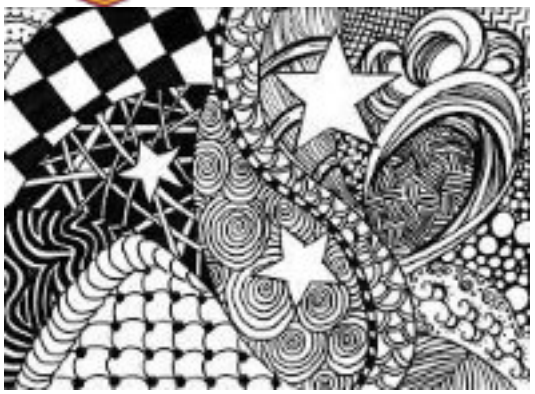
Art

Zentangles

Creating a Zentangle is a fantastic way to experiment with pattern and shape.



Look at the example on the left. We would like you to create a Zentangle of your initial or initials. Draw out your letter (or use a print out), divide it into sections and then fill each section with pattern. There are loads of useful tutorials on YouTube if you need some inspiration. ***If you want a challenge, can you create a full alphabet?***

Do you notice that they are only ever in black and white, and usually created in pen?

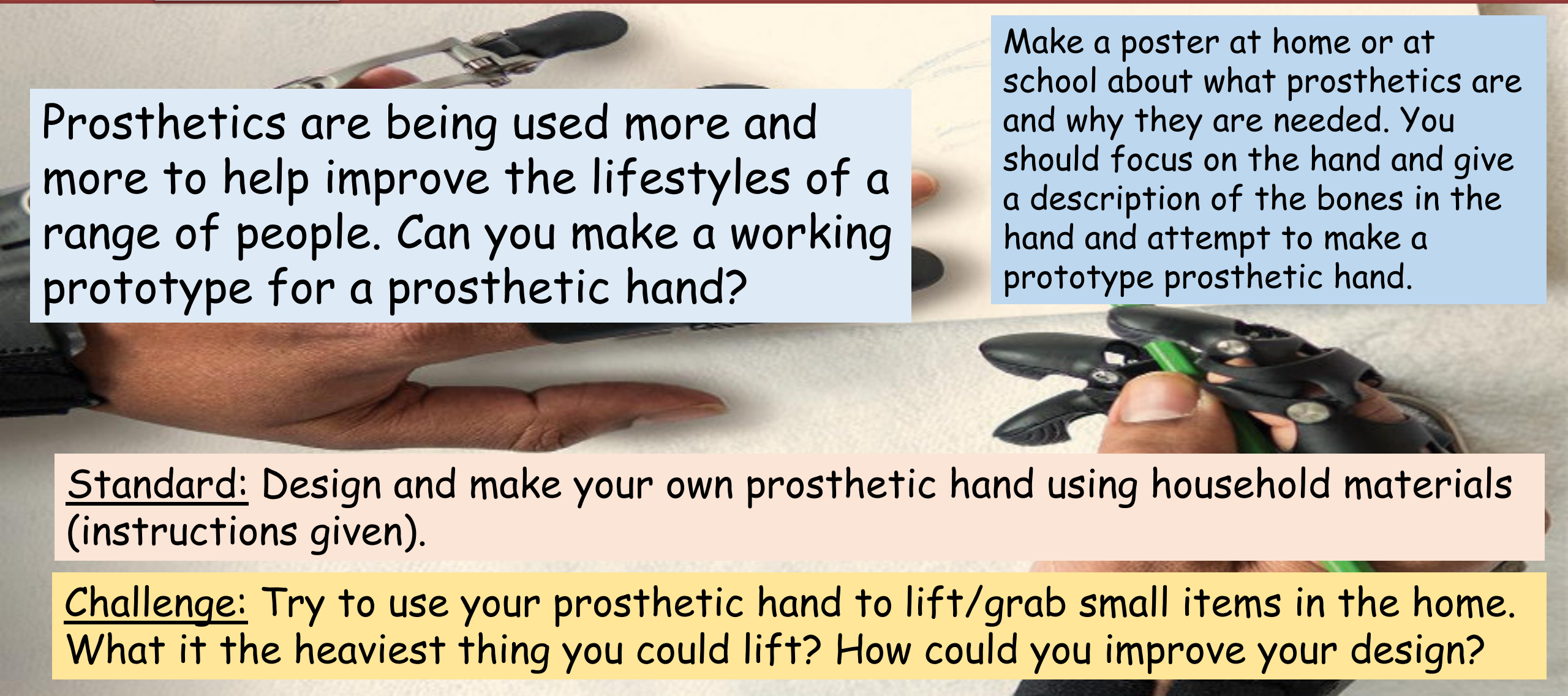
The Big Question

Biology - How do prosthetics work

?

Prosthetics are being used more and more to help improve the lifestyles of a range of people. Can you make a working prototype for a prosthetic hand?

Make a poster at home or at school about what prosthetics are and why they are needed. You should focus on the hand and give a description of the bones in the hand and attempt to make a prototype prosthetic hand.



Standard: Design and make your own prosthetic hand using household materials (instructions given).

Challenge: Try to use your prosthetic hand to lift/grab small items in the home. What it the heaviest thing you could lift? How could you improve your design?

MATERIALS

1. CARDBOARD
2. STRAWS
3. SELLOTAPE
4. SCISSORS
5. STRING

BUILDING STAGE 1 OF 3

1.

Draw around your hand and cut it out, making sure each finger is separate.

2.

Create joints on your fingers by marking them with pencil and folding along the line so that they can bend easily.

3.

Cut a piece of straw for each section of the finger and stick them in place. Leave plenty of space between each straw for the finger to bend. You could use different coloured straws for each finger to help tell them apart.

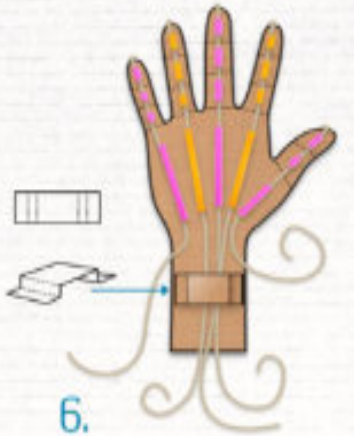
BUILDING STAGE 2 OF 3

4.

Cut 5 pieces of string for each finger, they must be long enough to reach from the fingertip down to the bottom of the wrist with a lot left over.

5.

Thread the string through each straw piece on the finger. Repeat for all the fingers. Stick the top of the string to the back of the fingertips.



6.

Create a small bridge out of cardboard and stick it to the wrist on your hand.

BUILDING STAGE 3 OF 3

7.

Thread all the strings through the tunnel under the bridge.

8.

Tie the end of the strings into a loop knot, with space for your fingers to go in at the end to control the mechanical hand. There are lots of ways to tie a loop knot.

9.

Decorate your prosthetic hand.

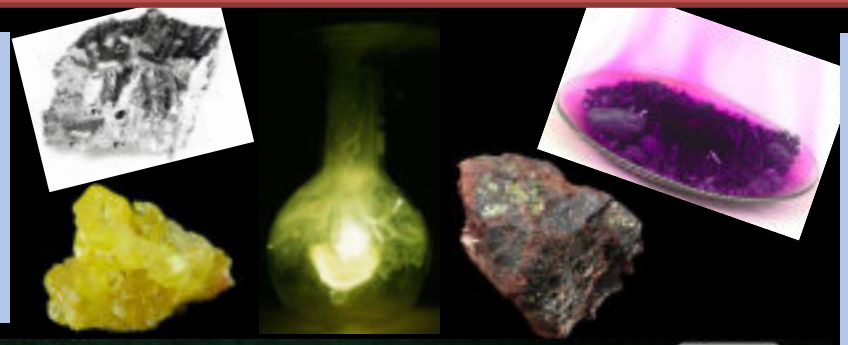
Why not make it a robot hand, an extended grab arm, an animal's hand?

The Big Question

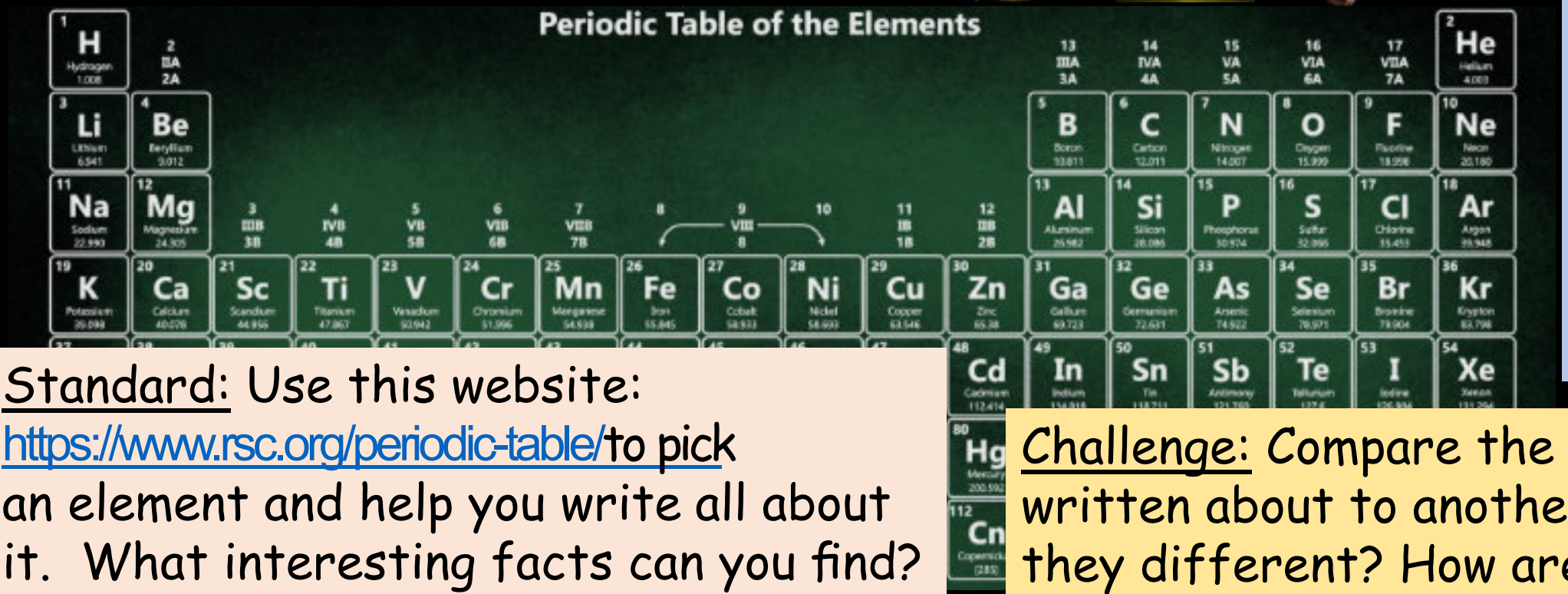
Chemistry - What is an element like?

?

118 different elements have been discovered so far. Which one will you choose to discover?



Make a factsheet at home or at school about the element. Include a diagram of the element, its colour, mass, properties (what it is like) and its everyday uses



Standard: Use this website: https://www.rsc.org/periodic-table/to pick an element and help you write all about it. What interesting facts can you find?

Challenge: Compare the element you've written about to another one. How are they different? How are they similar?

Year 7 Drama – Transition work

Writing a playscript

It is a dark, cold night and Mel and Sid are sitting on a green park bench. The street lights are dim and the sound of the traffic can just be heard in the background.

Setting the scene

Mel: Ooh its so cold out here, do you think it might rain?

Sid: (Shrugs his shoulders) Dunno.

Mel: Not very talkative tonight are you? What's up?

Sid: (Huffs and stretches legs out) Dunno.

Mel: I was thinking about my holiday, (looks up to the sky) all that sun and luxury.

Sid: Dunno what for, it ain't ever gonna 'appen.

It is a dark, cold night and Mel and Sid are sitting on a green park bench. The street lights are dim and the sound of the traffic can just be heard in the background.

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Characters, when they speak you don't need speech marks!

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Stage directions, tell the actors what to do on stage.

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What the actors say. (Dialogue.)

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***

Year 7 Drama – Transition Work
Writing Playscripts

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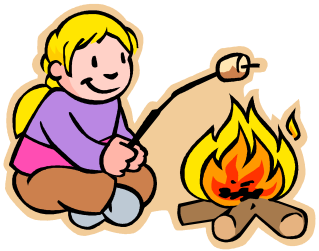
Knowing the main features to use.

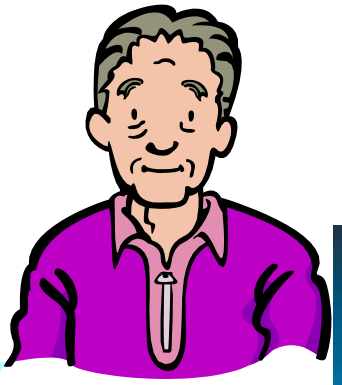
Setting

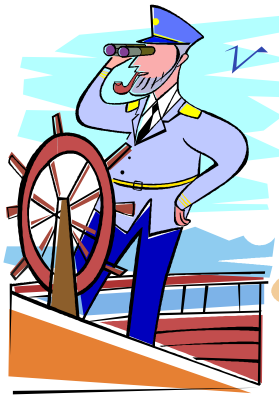
- Decide where the scene will take place
- Write an introduction that describes the place.
- Or, have the Narrator describe the scene

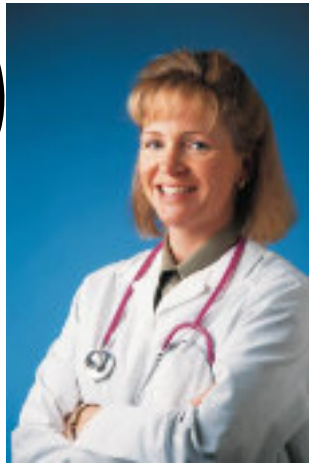


Characters

- Decide who the characters will be
- Write a short description of each character
- Keep the number of main characters as small as possible
- Give the characters distinctive features







Story

- Know the story before you begin
- Have the different scenes in mind
- The dialogue, or the narrator, has to tell the story
- Keep the story line simple

Layout

- Set the scene (As a short paragraph)
- Start a new line each time a new character speaks
- Put the name of the speaker in a left hand margin, followed by a colon (:)

Peter:

- Give instructions to the character in brackets (often in italics too).

(Opening the door to let the King in.)

The words in brackets are not spoken.

Red Riding Hood

List of characters:

Mother: a fussy young lady, wearing an apron

Red Riding Hood: a little girl who wears a red cloak with a hood. Kind and helpful.

Grandma: An old lady who is ill

Wolf:

Woodcutter:

Title

Scene 1

Kitchen of a little cottage

Set the scene

In the kitchen, *Mother packing a basket on the kitchen table, whilst Red Riding Hood puts on her cape.*

Now the script (directions in brackets)

Mother: (Firmly) Be sure to carry the basket carefully so as not to damage the cakes.

RRH: (Kindly) Of course mother, they are so prettily decorated. I wouldn't want to spoil them.

Mother: You know the way? We've been so many times together, you should do.

RRH: Yes, mother I know the way.

Mother: Be sure to keep to the path now, don't wander off and get lost.

RRH: No mother. I'll keep to the path.

Mother: And don't talk to any strangers.

RRH: I won't. (As an aside to the audience.)Not that there is ever any one in the woods.

Mother: (Giving the basket to RRH and kissing her on the cheek) Do be careful, and give Grandma my love won't you. Tell her I'll be along tomorrow to see that she's alright.

RRH: (With hand on door handle, turning to face mother) I'll be back before you know it. Bye!

Mother: Bye love! Take care! (Quietly to self) I do hope she'll be O.K. I don't like her being in those woods all alone. You never know what might happen.

Your task:

To write the next scene of Red Riding Hood when she meets the Wolf in the forest on her way to Grandma's house.

- Follow the same format as Scene 1
- Title
- Set the scene
- Dialogue
- (directions in brackets)

- Extension: To make your script more sophisticated and even more engaging,you can add further devices such as: humour,plot twists etc…
- Watch 'Hoodwinked'orthe trailer for 'Hoodwinked' https://www.youtube.com/watch?v=kx0ss7z184o
- Write a newscript and add humour,jokes, plot twists and perhaps reverse the personalities of your characters – this is call 'subversion'.e.gMakeLittle Red Riding Hood the villain and The Wolf the goodcharacter…have fun!

DESIGN TECHNOLOGY

Year 6 Design Technology Designer Challenge

- We would love to see your designs for a ***new and improved version*** of any of the objects from the list below. You can design as many as you like.
- You should really think about who the user would be and make sure your design is suitable for them; what type of colours would appeal to them? How will they use the product? Could you label your design to show how it works?
- If you want an extra challenge, why not make a ***prototype*** (mini version/model) of one of your designs?

1. A trainer
2. A ceramic mug
3. A bag
4. Your dream house
5. A duvet cover for your room
6. A lamp
7. Your prom dress
8. A new bottle shape for Pepsi
9. A phone case
10. A building in 2 point perspective
11. A shopping trolley
12. A Bluetooth speaker
13. A bike that is not powered by your feet
14. A treehouse
15. A logo made from your initials
16. Wrapping paper and a gift tag
17. A pizza
18. A fashionable mobility scooter
19. A desk tidy
20. A sun lounger or garden chair
21. A cat / dog bed
22. A deluxe burger
23. A new school uniform
24. A wheelie bin
25. A fruit bowl
26. A picture frame
27. A key ring
28. A sleeping bag
29. A warm hat
30. A pen

*Use the internet or magazines for ideas and inspiration. Make each design modern, unique and exciting. Remember to present your work neatly and add labels to describe the features of your idea.
We can't wait to see your designs!

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English Transition Work

Harry Potter and the Philosopher's Stone

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same tidy front gardens and lit up the brass number four on the Dursleys' front door; it crept into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed. Ten years ago, there had been lots of pictures of what looked like a large pink beach ball wearing different-colored bonnets - but Dudley Dursley was no longer a baby, and now the photographs showed a large blonde boy riding his first bicycle, on a carousel at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt rapped on the door again.

"Up!" she screeched. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the stove. He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door.

"Are you up yet?" she demanded.

"Nearly," said Harry.

"Well, get a move on, I want you to look after the bacon. And don't you dare let it burn, I want everything perfect on Duddy's birthday."

Harry groaned.

"What did you say?" his aunt snapped through the door.

"Nothing, nothing . . ."

Dudley's birthday - how could he have forgotten? Harry got slowly out of bed and started looking for socks. He found a pair under his bed and, after pulling a spider off one of them, put them on. Harry was used to spiders, because the cupboard under the stairs was full of

them, and that was where he slept.

When he was dressed he went down the hall into the kitchen. The table was almost hidden beneath all Dudley's birthday presents. It looked as though Dudley had gotten the new computer he wanted, not to mention the second television and the racing bike. Exactly why Dudley wanted a racing bike was a mystery to Harry, as Dudley was very fat and hated exercise - unless of course it involved punching somebody. Dudley's favorite punching bag was Harry, but he couldn't often catch him. Harry didn't look it, but he was very fast.

Perhaps it had something to do with living in a dark cupboard, but Harry had always been small and skinny for his age. He looked even smaller and skinnier than he really was because all he had to wear were old clothes of Dudley's, and Dudley was about four times bigger than he was. Harry had a thin face, knobbly knees, black hair, and bright green eyes. He wore round glasses held together with a lot of Scotch tape because of all the times Dudley had punched him on the nose. The only thing Harry liked about his own appearance was a very thin scar on his forehead that was shaped like a bolt of lightning. He had had it as long as he could remember, and the first question he could ever remember asking his Aunt Petunia was how he had gotten it.

Read the extract from Harry Potter and the Philosopher's Stone and then answer the questions below. Answer all questions on the sheet.

The first set of questions require you to <u>retrieve information</u> – this means finding the correct information and writing it down exactly as it appears in the extract. The answers can be found in the first paragraph.

1. **How long has it been since Harry arrived at the Dursleys?**

   ……...
2. **Where does Harry live?**

   ……

3. **Write down three activities the photographs on the mantelpiece show Dudley doing.**

   ……...

   ……...

   ……...

The next set of questions will look at the use of grammar and vocabulary and the answers can be found from the line:*"Yet Harry Potter was still there"* **to the line** *"Nothing.. nothing."*

4. **Underline or highlight the <u>nouns</u> in the sentence below:**

   His Aunt Petunia was awake and it was her shrill voice that made the first noise of the day.

5. **Circle or highlight the word below which is the closest in meaning to the word "shrill"?**

Loud	Gentle	High-pitched	Angry

6. **Underline or highlight the <u>imperative verb</u> in the sentence below:**

   "Up! Get up! Now!"

7. **Write down a word below which would be an <u>antonym</u> for the word "screeched" in the sentence "***Up!" she screeched*

   ……...

8. **Underline or highlight the verbs in the two sentences below:**

   "His aunt rapped on the door again."

   "his aunt snapped through the door"

9. **What impression do we get of Aunt Petunia through the use of these verbs?**

   The verbs "……." and "……." give us the impression that Aunt

   Petunia is……..

   ……...

   ……...

   ……...

The final set of questions focus on the section that starts *"Dudley's birthday – how could he have forgotten"* **to the end of the extract.**

10. **What impression do we get of the character of Dudley? Give two impressions using evidence from the text to support your answer.**

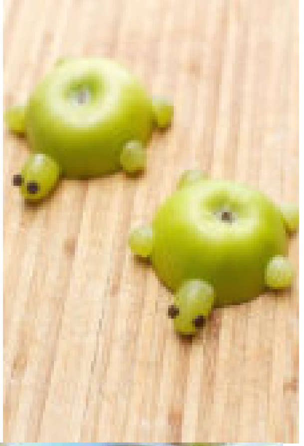
<u>Impression</u>	<u>Evidence from the text</u>

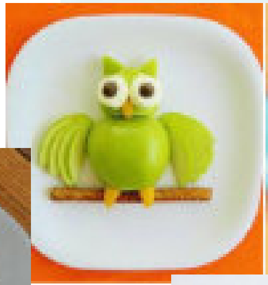
11. **Dudley and Harry are described very differently. Find and write down examples of evidence from the text that show us this.**

Dudley	**Harry**

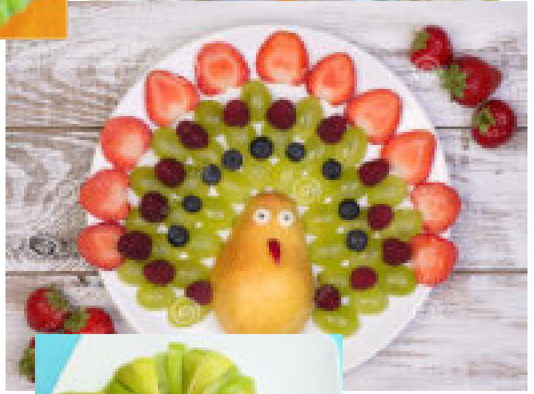
12. **Find three examples of evidence from the text that show that Harry is neglected by the Dursleys. Explain how the evidence shows that Harry is neglected.**

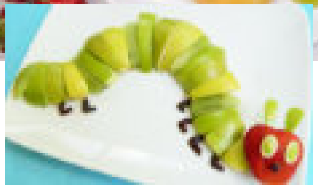
Evidence Harry is neglected	**Explanation of evidence**





Your task is to create a new and exciting fruit animal or design which would appeal to young children and encourage them to eat and explore the tastes and textures of fruit as a snack. You could create this using fruit, or as a design which is clearly labelled to explain your idea. Please remember, if using fruit, to take a photograph of your creations to show us in school.





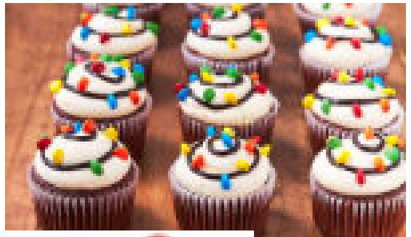
Food Technology

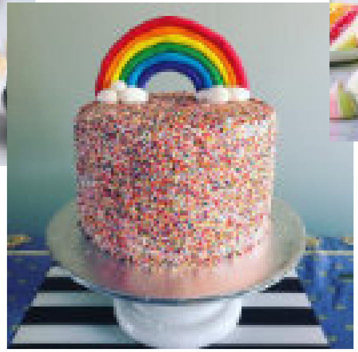
Creative Fruit Creations

Food Technology

Celebration Cake

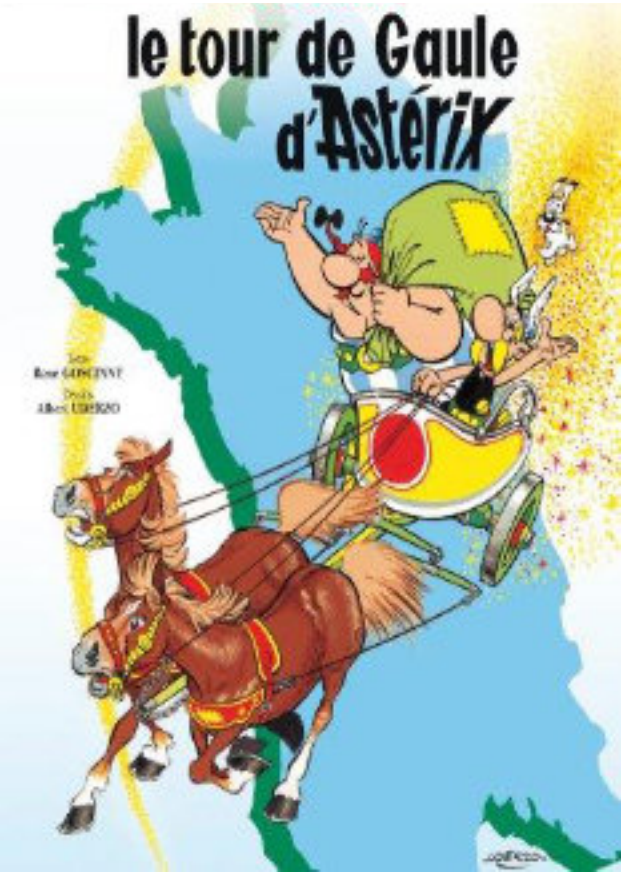
Your task is to a create a celebration cake. Your cake could be a flavoured, layered Victoria sponge cake, a piñata cake or a collection of various cupcakes, it is entirely up to you. You may choose to celebrate a birthday or use a theme such as Valentine's Day, Christmas, Halloween, rainbows or the VE Day celebrations as your inspiration.
Here are some ideas to help inspire you…. We would love to see images of your creations in school so please remember to take a photograph to show us.





Le Tour de France … par les élèves de Netherhall.

Astérix and Obélix are characters from a famous comic book series.It takes place around 52 BC, after the conquest of Gaule (as France was then known) by the



Romans, led by Julius Caesar.

However, a tiny little village still resists the Romans invaders. The villagers are led by Astérix and Obélix, and, thanks to a magic potion, they are able to resist the Romans.

In this adventure, Asterix bets that he and Obélix will escape the village and go on a tour of Gaul, collecting regional culinary specialties for a banquet upon their return.

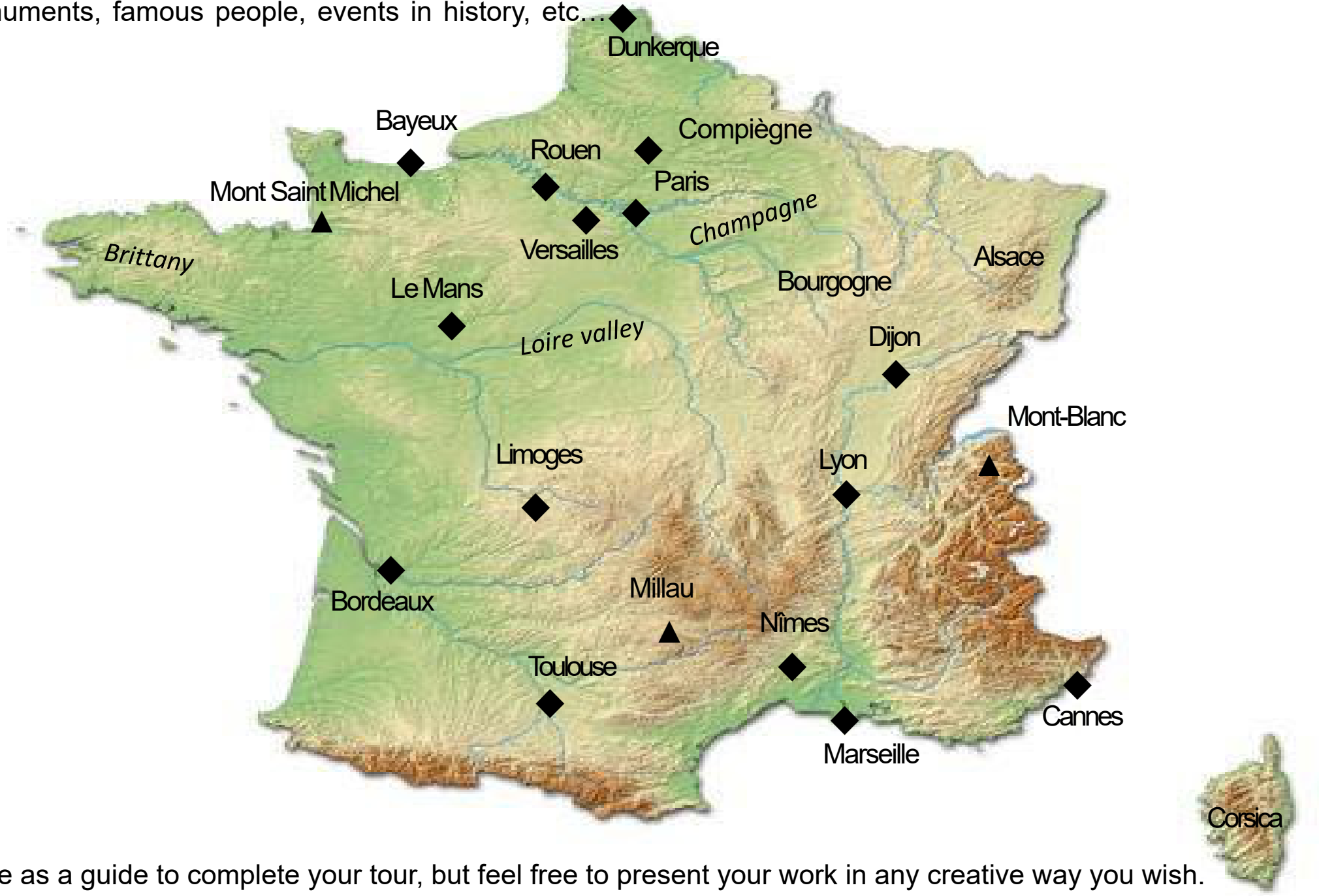
Following Asterix and Obélix's example, can you do a virtual "Tour de France", or shall we say "Tour de Gaule" and collect examples of food, famous people, famous landmarks, all across France ?

However you choose to present your 'mission' to be corrected, is up to you…a prize will be given

to the most creative students!

Bonne Chance !

Like Astérix and Obélix, do a Tour of France and bring back a memento of the following places, ie. write down what they are famous for: food, monuments, famous people, events in history, etc...



Use the following page as a guide to complete your tour, but feel free to present your work in any creative way you wish.

Regions

1-Bretagne

2- Alsace

3-Loire Valley

4- Corsica

5- Bourgogne

Landmarks

6-Millau

7- Mont-Blanc

8-Mont Saint Michel

Towns / Cities

9- Dunkerque

10-Marseille

11- Cannes

12- Nîmes

13- Bordeaux

14- Dijon

15- Paris

16- Versailles

17- Rouen

19- Toulouse

20- Limoges

21- Bayeux

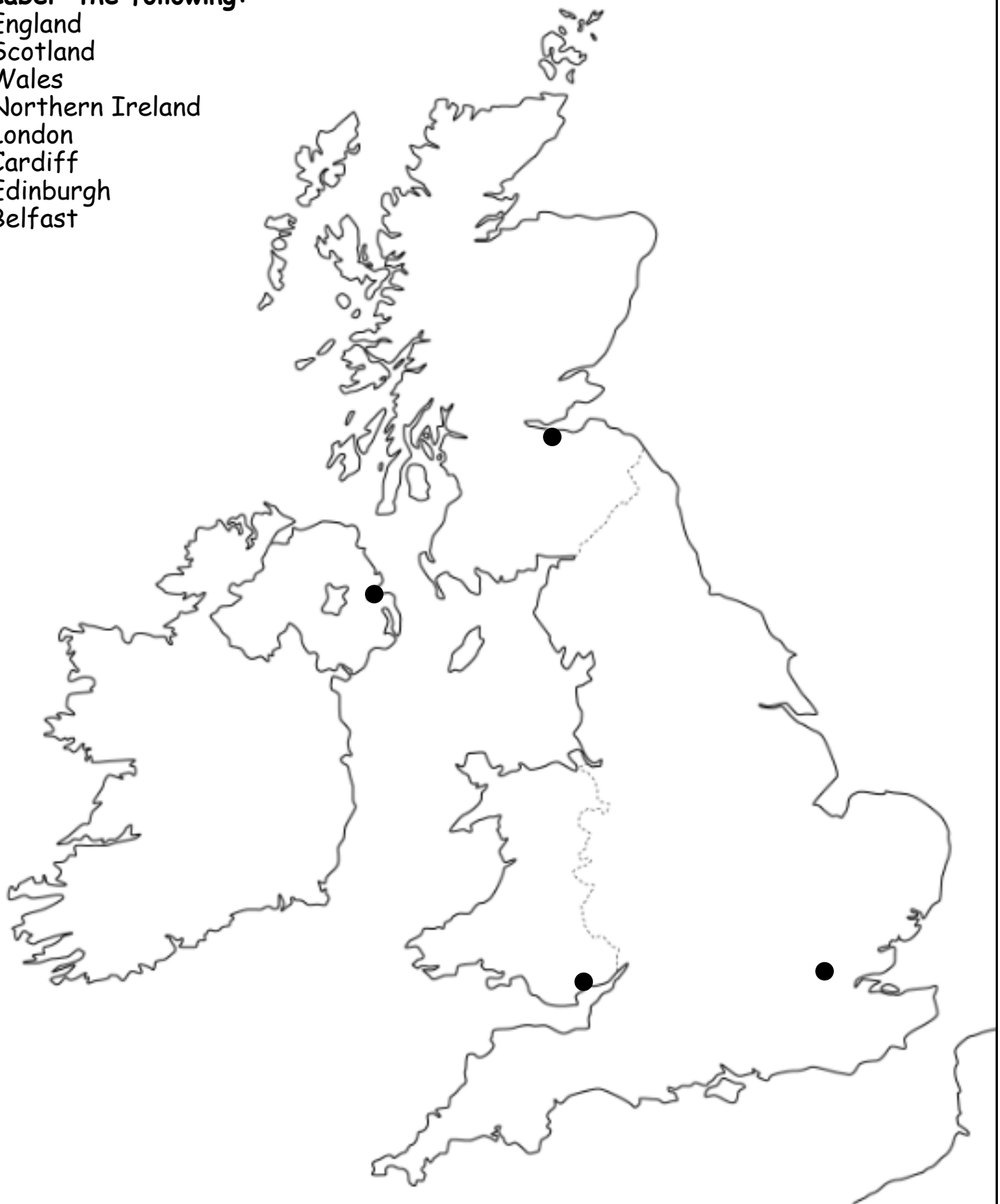
22- Le Mans

23- Compiègne

24- Lyon

Geography Activity

Label the following:
England
Scotland
Wales
Northern Ireland
London
Cardiff
Edinburgh
Belfast



Geography Activity

Use Google Earth or an atlas to label the countries in Europe from the list below.
The first one is done for you.

1.Albania
2. Austria
3. Belarus
4. Belgium
5. Bosnia and Herzegovina
6. Bulgaria
7. Croatia
8. Cyprus
9. Czech Republic
10. Denmark
11. Estonia
12. Finland
13. France
14. Germany
15. Greece
16. Hungary
17. Iceland
18. Ireland
19. Italy
20. Latvia
21. Lithuania
22. Luxembourg
23. Macedonia
24. Moldova
25. The Netherlands
26. Norway
27. Poland
28. Portugal
29. Romania
30. Russia
31. Serbia
32. Slovakia
33. Slovenia
34. Spain
35. Sweden
36. Switzerland
37. Turkey
38. Ukraine
39. United Kingdom
40. Republic of Ireland

Year 7 Guidance Transition Work

Carry out research into what you should do/not do in cases involving scalds/burns, sprains, cuts, stings, fits, nose bleeds, electric shocks, choking and blisters.
Produce an information poster dealing with one of these.

Put the correct label under each picture.









fits

burns/scalds

cuts/grazes

choking

nose bleeds

sprains/strains

stings

electric shocks

blisters

Burns & scalds, sprains & strains and cuts & grazes are put together because you treat them the same way but they are different injuries. Which is which?

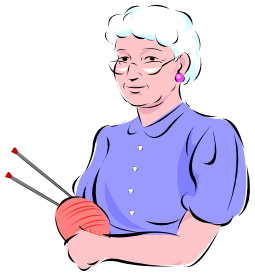
Injury to the skin caused by hot liquid or gas _____
Injury to the skin caused by heat, cold, electricity, chemicals, friction or radiation _____

Injury or tearing of muscle fibres _____
Injury or tearing of ligaments connecting bones _____

Deep but narrow injury to the skin caused by a sharp object _____
Wide but superficial injury to the skin caused by friction against a rough object _____

There are a lot of myths, legends and old wives' tales about first aid.
ALL of these are WRONG.

Do some research and find out why.



You should put butter on a burn

WRONG because…

Throw your head back to stop a nose bleed

WRONG because…

If you're stung by a bee, squeeze out the sting with your fingers

WRONG because…

People can swallow their tongue during a fit

WRONG because…

Putting steak on a black eye will cure the bruising

WRONG because…

If someone is stung by a jellyfish you should wee on the sting

WRONG because…

If you get a blister, popping it will help it heal

WRONG because…

What SHOULD you do then, for each injury mentioned in the question?
Research in books or using websites like:
http://www.redcross.org.uk/standard.asp?id=56907
http://firstaid.about.com/od/firstaidbasics/tp/06_bad1staid.htm or others...

SCALD & BURNS	SPRAINS & STRAINS	CUTS & GRAZES
STINGS	FITS	NOSE BLEEDS
ELECTRIC SHOCKS	CHOKING	BLISTERS

Now using the new knowledge that you have, choose ONE of these emergencies and design a poster to give advice about what to do. You may do the poster on the computer if you wish. It should be clear, easy to understand and colourful using pictures and easily understood writing.

STICK POSTER HERE

Netherhall School – Year 6 Transition Task – History

Welcome to the Netherhall School History department! At our school, History is taught by **Mrs Slater** (Head of Department), **Mr Bailey** (Deputy Headteacher), **Miss Small** and **Miss Brown**. On this sheet, you will find your transition task all about the Titanic disaster of April 1912. Don't worry if you've never studied this before; we simply want you to follow the instructions and do your best. It's all we'll ever ask of you. Enjoy and we look forward to meeting you in September!

TASK: The Titanic famously struck an iceberg and sank in the North Atlantic Ocean on her maiden voyage to New York in April 1912. Study the two primary sources below and use them to answer the question: **Who do you think is most responsible for the Titanic disaster? Give reasons for your opinion.** **EXTENSION:** Research and find information about others who may have been responsible, including lookout Frederick Fleet and Chief Officer William Murdoch.

"I was a highly experienced captain. The only reason we were travelling so quickly when we hit the iceberg was because the water was so calm and the sky so clear. **My wireless operator did mention that there was ice in the area**, but it is usually much smaller than the berg we hit. If I'd have known, I'd have slowed down, of course! When we sank, **I helped as many women and children into boats as I could**. The last anyone saw of me was helping a child into a boat, then drifting away into the icy waters..."

Source A comes from Captain Edward Smith who died whilst in charge of the Titanic when she hit the iceberg on 15th April 1912.

Source B comes from Bruce Ismay, manager of the White Star Line who survived. It was rumoured Ismay had ordered Captain Smith to go faster.

"Some people say they heard me persuading Captain Smith to go faster. **This is not true.** I have always said that it is not the speed of the ship that matters, but how luxurious it is. It was certainly not my fault that the ship was travelling so fast when we hit the iceberg! **Titanic had more lifeboats than it legally required.** It still wasn't enough, I accept that, and I'm terribly sorry for those who didn't get to a boat. **I helped as many people as I could into boats before I got in one myself.**"

If you're struggling, use the sentence starters below to help you with your answer:

Source A suggests Captain Smith may be to blame for the disaster because……

However, he may not be responsible because……

IT – Year 7 bridging task

You have been challenged to see if you can accumulate over 100 points before you start your time at Netherhall school. Each task is worth a different amount, with more difficult tasks being rewarded with more than others. We cannot wait to see how good you all are at using computers.

Points	Activity	Questions to investigate
50	Complete bronze level on 'IDEA'	• Complete the bronze level on the 'IDEA' scheme. This covers a wide range of topics all related to using and navigating a computer effectively. Industries recognise and acknowledge awards so can be put to future use.
50	Create a poster on the ways of how to protect yourself when online.	• What advice do I need to adhere to, to stay safe online? • What can I do to reduce the risk? • How old do you have to be by law to use social media?
35	Create a scratch program that uses commands to control a character in a game.	• You need to create a programmable scratch game. • Need to ensure that the players can be controlled – could be by arrow keys, characters or even by answering questions correctly. • Challenge – create a 2-player game which involves some form of race between the two.
35	Design a new smartphone interface.	• Design a new homepage for a brand-new smartphone. You need to think about the displays which you like and could possibly improve. • Will the icons be in the same position? Will the clock always be present? Will there be a step counter always on display on the screen? Will it be possible to reconfigure the page or will it be set for all users?
25	Identify what your favourite webpages are to go on, and explain why the	• Tell us all about your favourite webpages. • Which ones stand out for you and the reasons why. • Is it the colour scheme or the content on each page? • Do you like the shopping webpages as you love to shop, or do you like to go on a specific website to watch videos/films?
15	Make a list/bubble map of the different things that you can do on a smart phone.	• Tell us all about the different things you can do on a smartphone. • Is it possible to play games? Use a calculator? Go on the internet? Do school work?

NETHERHALL SCHOOL

MATHEMATICS YEAR 6-7 TRANSITION ACTIVITIES

In this booklet, there are a range of questions from key topics that you will have seen in year 6 and will be helpful for the start of year 7.

Each topic has three sections:

- **Introduce** questions are warm-up questions to practise the basics.
- **Strengthen** questions build your knowledge in key concepts.
- **Deepen** questions are more challenging reasoning and problem-solving questions.

Use the grid below to keep track of your progress in each topic. Tick the sections you have attempted. If you use Sparx Maths you can find even more questions by searching for the Sparx topic codes in Independent Learning.

	I	S	D	Sparx topic codes	Teacher comment
Place value	○	○	○	M704 M522	
Negative numbers	○	○	○	M527	
Rounding	○	○	○	M111 M431	
Adding	○	○	○	M928 M429	
Subtracting	○	○	○	M347 M152	
Multiplying	○	○	○	M113 M187	
Dividing	○	○	○	M462 M354 M873	
Fractions 1	○	○	○	M158 M939	
Fractions 2	○	○	○	M410 M671 M335	
Factors and prime numbers	○	○	○	M322 M823	
Area and perimeter	○	○	○	M390 M635	
Ratio relationships	○	○	○	M478	

Q1 Which one of these numbers has 4 tens?

543, 534, 435, 4563

Answer:

Q2 Write **four hundred and six** in figures.

Answer:

Q3 Write down these numbers in order of size, starting with the smallest:

3.8, 3.6, 3.9, 3.5, 3.4

Answer:

Q4 In which **two** of these numbers does the digit 7 have a value of 0.7?

57.2 23.71 64.17 79.24 17.56 14.78

Answer: and

Q1 Which of these numbers shows **fivethousandandeight**?

58 | 500,008 | 508 | 5008 | 50,008

Answer:

Q2 Arrange these numbers in ascending order (from smallest to largest):

4.46, 9, 8.8, 1.5, 6.06, 4.21

Answer:

Q3 Which of these numbers is closest to 1?

0.9404 | 0.907 | 0.94 | 0.9005 | 0.9306 | 0.9408

Answer:

Q4 Arrange the number cards in the place value grid to make the **largest** possible number.

3 | 5 | 9

Ones	Tenths	Hundreths
1	$\frac{1}{10}$	$\frac{1}{100}$

Answer: ____ . ____ ____

Q1 Work out the number that should go in the box to complete the sum.

8000 + ☐ **+ 5 = 8065**

Q2 Write down the number **two million and thirty** in figures.

Answer: ☐

Q3 Using these cards, what is the **closest number** to 320 that you can make?
You must use **all** the cards and use each card **only** once.

Answer: ☐

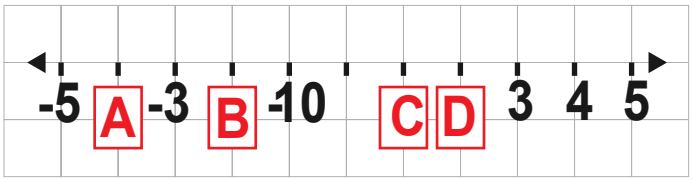
Q4 Arrange all three number cards below to create the largest **even** three-digit number.

Answer: ☐

Negative numbers

Introduce

Q1 What numbers should replace A, B, C and D on the number line?



Answer: A: ☐ B: ☐ C: ☐ D: ☐

Q2 What number is the arrow pointing to on this scale?

Answer: ☐

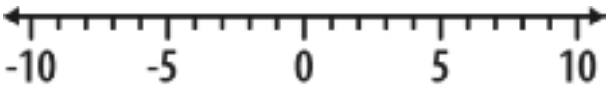
Q3 The weather map shows the temperature recorded one night last winter.
Which city had the **lowest** temperature?

Answer: ☐

Q4 Which is higher,

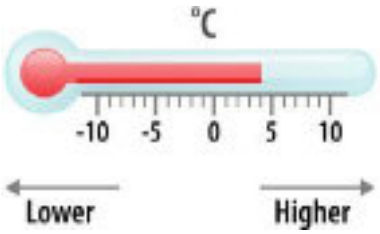
a) -4 or 1?

b) -6 or -2?



Answer: a) ☐ b) ☐

Q1 Find the temperature that is 9°C lower than 4°C.



Answer: ____ °C

Q2 Write these temperatures in order, starting with the coldest:

9°C, -8°C, 3°C, -10°C, 0°C, 7°C

Answer: ____

Q3 Write these numbers in ascending order (lowest to highest).

77, -17, -770, 700, 7, 70

Answer: ____

Q4 Write < or > in the empty boxes below to make the statements correct.

3 ☐ **-7** **-2** ☐ **-8** **-6** ☐ **-4**

Q5 Write down these numbers in ascending order (lowest to highest).

2.1, -4.5, 4.3, -4.2, -2.5, -2

Answer: ____

Q1 Put the number cards shown below in the gaps to make the **lowest** number possible. Use each card once.

Q2 Put the number cards shown below in the gaps to make the lowest number possible. The decimal point should have numbers on both sides, and each card should be used only once.

Q3 Using each of the cards below only once, what is the closest number to -64.28 that you can make?

Q4 Ethan is thinking of a negative number that is lower than -4 and higher than -10.
His number is odd and a multiple of 3
What number is he thinking of?

Answer:

Q1 What is 63 rounded to the nearest 10?

Answer:

Q2 What is 720 rounded to the nearest 100?

Answer:

Q3 Round 350 to the nearest 100

Answer:

Q4 What is 12.5 rounded to the nearest whole number?

Answer:

Q5 What is 5.47 rounded to the nearest whole number?

Answer:

Q1 Rounding to the nearest ten, which two numbers round to 40?

Answer: _____ and _____

Q2 A pair of jeans costs £21.62
What is the cost of the jeans to the nearest £1?

Answer: £ _____

Q3 What is 5279 rounded to the nearest 100?

Answer: _____

Q4 When rounded to the nearest 1000, which **two** of these numbers round to 8000?

Answer: _____ and _____

Q5 What is 990 rounded to the nearest 100?

Answer: _____

Q1

A school raises £1876
The local newspaper writes that they raised £1900
Complete the sentence shown below.

The newspaper has rounded to the nearest ☐

Q2

Tim thinks of a whole number.
Rounded to the nearest 10, his number is 20
List all the possible numbers Tim could be thinking of.

Answer: ☐

Q3

A piece of string is 14 cm long, to the nearest centimetre.
What is the **smallest** possible length of the piece of string?

Answer: ☐ cm

Q4

The number of people in a stadium is 47,000 when rounded to the nearest 1000 people.

What is the minimum number of people that could be in the stadium?

Answer: ☐

Q1 Complete the calculation to work out 145 + 352

		1	4	5	
	+	3	5	2	

Answer:

Q2 Complete the calculation to work out 16.3 + 25.2

		1	6	.3	
	+	2	5	.2	

Answer:

Q3 Use the prices below to work out the total cost of **two** erasers and **one** pencil.

Ruler	30p
Pencil	25p
Blue pen	35p
Green pen	40p
Eraser	20p

Answer: p

Q4 What is the total cost of a tube of toothpaste and a toothbrush?

£1.85

£3.30

Answer: £

Q5 Add together 1750 and 281

Answer:

Q1 Work out 135 + 17 + 133

Answer:

Q2 Work out 18.2 + 34.1 + 13.5

Answer:

Q3 Work out 15.6 + 8.76

Answer:

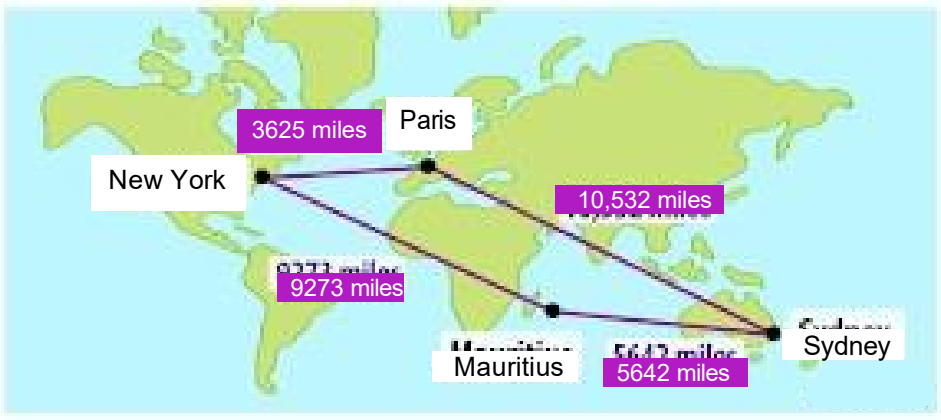
Q4 Calculate 17468 + 2606

Answer:

Q1 Fill in the gaps below to complete the calculation.

$$\begin{array}{r} 6\ \ 2\ \square \\ +\ 1\ \square\ 9 \\ \hline \square\ 8\ 2 \\ \hline 1 \end{array}$$

Q2 In one week, a pilot flew from Paris to Sydney, from Sydney to Mauritius, from Mauritius to New York, then back to Paris from New York.
How many miles did he fly in total?



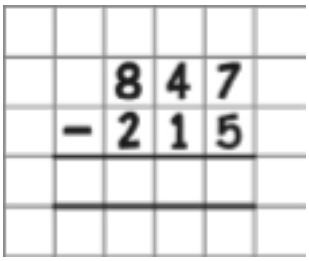
Answer:

Q3 Add together the four numbers below.

27.49, 38, 9.78, 6.8

Answer:

Q1 Complete the calculation below to work out 847 - 215



Answer:

Q2 Work out 3784 - 313

Answer:

Q3 Work out 646 - 271

Answer:

Q4 Work out 35.6 - 12.5

Answer:

Q5 Work out 56.4 - 13.7

Answer:

Q1 Rob has £154. He spends £82 on a new coat.
How much money does Rob have left?

Answer: £

Q2 Tyler went to the shop with £8.30. He spent £4.60
How much did he come home with?

Answer: £

Q3 Subtract 1549 from 1637

Answer:

Q4 Subtract 3.5 from 13.3

Answer:

Q5 Work out 2361.4 - 84.9

Answer:

Q1 Add 238 to 567, then subtract 132
What is the answer?

Answer: ☐

Q2 Grace is 1.45 m tall.
Jackson is 0.2 m shorter than Grace.
How tall is Jackson?

Answer: ☐ m

Q3 Fill in the gap below to complete the calculation.

$$\begin{array}{r} 7\ 5\ 8 \\ -\ 5\ \square\ 3 \\ \hline 1\ 8\ 5 \\ \hline \end{array}$$

Q4 Jack has 14.4 m of rope.
Amy cuts off 2.68 m.
How much rope is Jack left with?

Answer: ☐ m

Q1 Work out 720 x 10

Answer:

Q2 Work out 56 x 100

Answer:

Q3 Work out 17 x 3

Answer:

Q4 Work out 26 x 7

Answer:

Q5 Multiply 284 by 5

Answer:

Q1 Use the multiplication table below to calculate 22 x 14

×	11	12	13	14	15
21	231	252	273	294	315
22	242	264	286	308	330
23	253	276	299	322	345
24	264	288	312	336	360
25	275	300	325	350	375

Answer:

Q2 Work out 36 x 21

Answer:

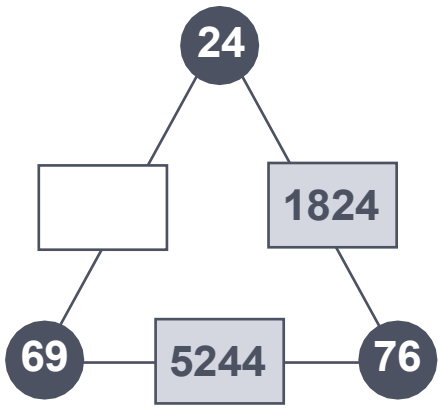
Q3 Work out 17 x 503

Answer:

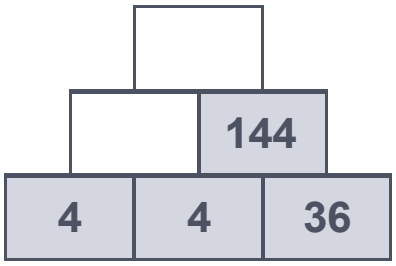
Q4 One table costs £63
How much would 502 tables cost?

Answer: £

Q1 In the multiplication triangle below, the numbers in the circles multiply together to make the number in the rectangle in between.
Fill in the gap.



Q2 In the number pyramid below, each number is calculated by multiplying the two numbers below it.
Find the missing numbers in the number pyramid.



Q3 A plane ticket to Vienna costs £194
This table shows the number of plane tickets to Vienna sold each day last week.
How much money was spent on tickets to Vienna on Tuesday?

Day	Number of tickets sold
Monday	25
Tuesday	37
Wednesday	18
Thursday	46
Friday	61
Saturday	68
Sunday	52

Answer: £

Q1 Work out 720 ÷ 10

Answer:

Q2 What is 64.1 ÷ 10?

Answer:

Q3 I have 21 coins and want to arrange them into 3 **equal** groups.
How many coins will be in each group?

Answer:

Q4 What is the **remainder** when 23 is divided by 4?

Answer:

Q5 Work out 65 ÷ 5

Answer:

Q6 Divide 170 by 5

Answer:

Q1 Work out the number that should go in the box to complete the calculation.

$\square \div 10 = 0.3$

Q2 Divide 312 by 6

Answer:

Q3 Divide 266 by 7

Answer:

Q4 Anne has £144 to share between her 6 grandchildren for Christmas.
If she divides the amount equally between them, how much does each grandchild receive?

Answer: £

Q5 Calculate 288 ÷ 12

Answer:

Q1

A group of 4 friends has a bag of 47 sweets.
They divide the sweets equally between them.

a) How many sweets does each friend receive?

b) How many sweets are left over?

Answer: a) ☐

b) ☐

Q2

Bruce needs 26 burgers for a barbecue.
They are sold in packs of 6
How many packs does he need to buy?

Answer: ☐

Q3

Look at the two calculations below.
Use the top calculation to find the missing number in the calculation below it.

$300 \div 12 = 25$

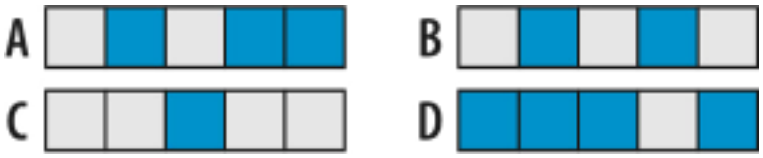
$300 \div \square = 50$

Q4

777 will divide by 37 with no remainder.
What is the remainder when 775 is divided by 37?

Answer: ☐

Q1 Which shape below is $\frac{2}{5}$ shaded?



Answer:

Q2 What fraction of this shape is shaded?

Answer:

Q3 What is **twooutofeleven**written as a fraction?

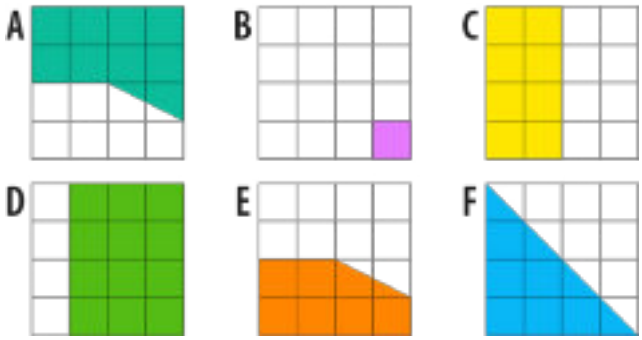
Answer:

Q4 The number line below is divided into 10 equal parts.

Which letter shows the position of $\frac{3}{10}$?

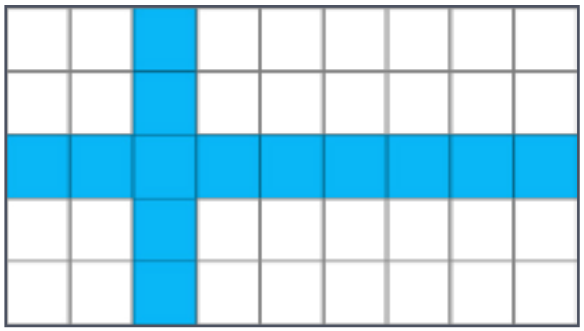
Answer:

Q1 Which **two** of the shapes are **half shaded**?



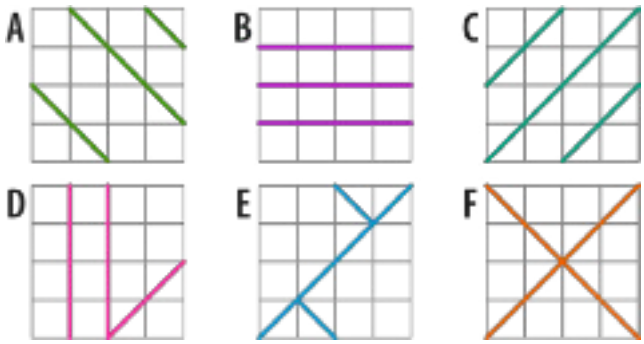
Answer: ☐ and ☐

Q2 What fraction of the flag shown below is shaded?



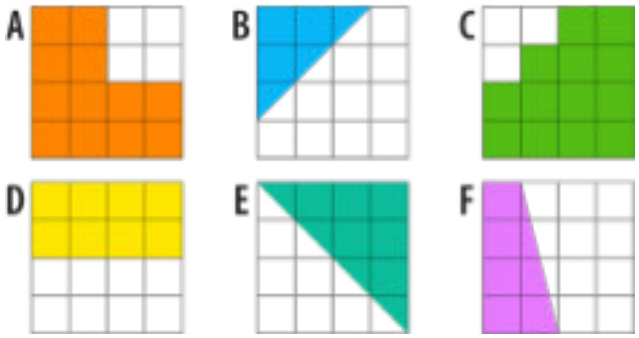
Answer: ☐

Q3 Write down the **two** shapes that are divided into **quarters**.



Answer: ☐ and ☐

Q1 Write down the **two** shapes are **less** than half shaded.



Answer: ☐ and ☐

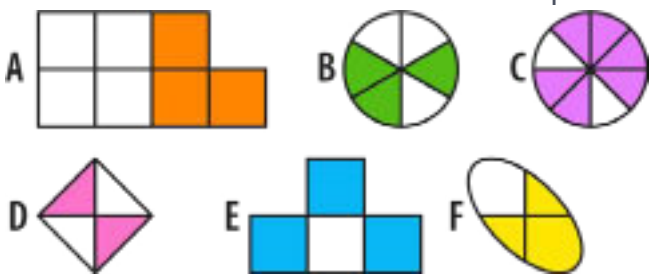
Q2 What fraction of £1 is 17p?

Answer: ☐

Q3 What fraction of an hour is 23 minutes?

Answer: ☐

Q4 Which **two** of the shapes below are $\frac{3}{4}$ shaded?



Answer: ☐ and ☐

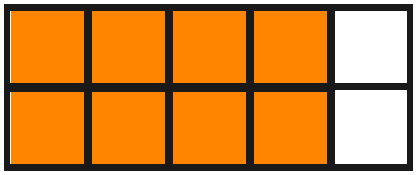
Q1 What is the missing number in these equivalent fractions?

$$\frac{2}{5} = \frac{\square}{20}$$

Q2 Simplify $\frac{2}{10}$

Answer:

Q3 What fraction of the shape below is shaded?
Give your answer in its simplest form.



Answer:

Q4 Put these fractions into ascending order (smallest to largest):

$\frac{7}{10}$, $\frac{2}{10}$, $\frac{3}{10}$

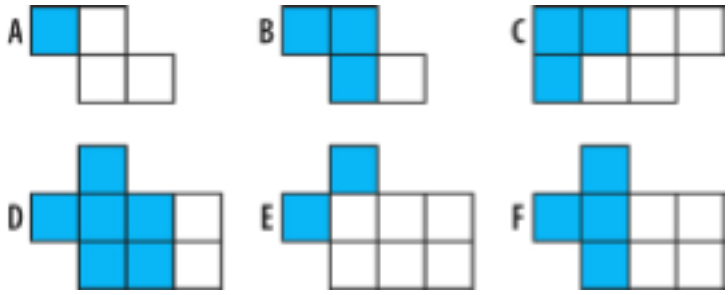
Answer:

Q1 Put these fractions into ascending order (smallest to largest):

$\frac{3}{4}$, $\frac{1}{4}$, $\frac{5}{8}$

Answer:

Q2 Which **two** shapes are $\frac{3}{4}$ shaded?



Answer: and

Q3 Use two of the cards below to make a fraction that is equivalent to $\frac{16}{20}$

$\frac{16}{20} = \frac{\square}{\square}$

Q4 Complete this equality to find the three equivalent fractions.

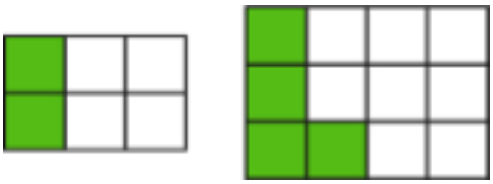
$\frac{1}{4} = \frac{3}{\square} = \frac{\square}{20}$

Q1 Hamza makes a cake and cuts it into 16 equally sized pieces.
He gives 12 pieces to Jack.

What fraction of the cake does Hamza have left?
Give your answer in its **simplest form**.

Answer:

Q2 Jan says that the same fraction of each rectangle below has been shaded.
Is Jan correct?
Write a sentence to explain your answer.



Answer:

Q3 What fraction is exactly halfway between $\frac{4}{5}$ and $\frac{14}{15}$?

Answer:

Q1 Work out all the factors of 10 by completing the factor pairs below.

$10 = \square \times \square$

$10 = \square \times \square$

Q2 Work out **all** the factors of 14

Answer: $\square$

Q3 Which two numbers complete the following sentence?

7 is a prime number because it only has two distinct factors, which are $\square$ **and** $\square$

Q4 For each number, decide whether it is prime or not prime:

a) 5

b) 1

c) 8

Answer: a) $\square$ b) $\square$ c) $\square$

Q5 Find **all** of the prime numbers from the list:

11, 18, 1, 17, 21, 14

Answer: $\square$

Q6 Write out **all** of the prime numbers between 0 and 10

Answer: $\square$

Q1 Which number in the list below is **not** prime?

13, 15, 19, 17 11

Answer: ☐

Q2 Find **all** the factors of 20

Answer: ☐

Q3 Which **three** of the numbers below are factors of 100?

2, 9, 10, 25, 35, 200

Answer: ☐ , ☐ and ☐

Q4 How many factors does 40 have?

Answer: ☐

Q1 For each number, decide whether it is prime or not prime:

a) 51

b) 87

c) 59

Answer: a) ☐

b) ☐

c) ☐

Q2 What is the largest two-digit prime number?

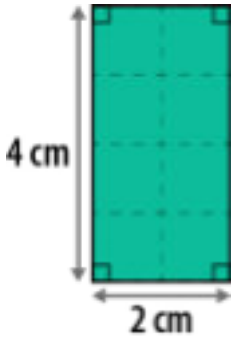
Answer: ☐

Q3 Find two primes which add to make 28

What is the difference of these two primes?

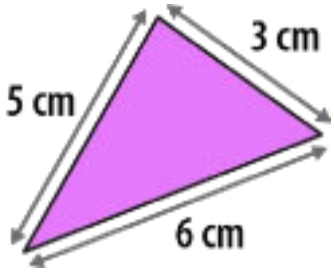
Answer: ☐

Q1 What is the **area** of this rectangle?



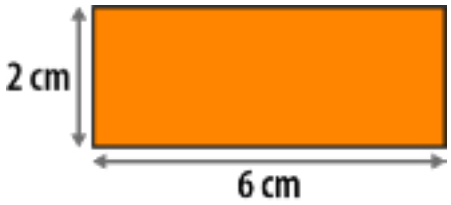
Answer: ____ cm^2

Q2 What is the **perimeter** of this triangle?



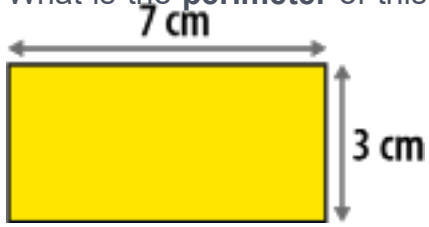
Answer: ____ cm

Q3 What is the **area** of this rectangle?



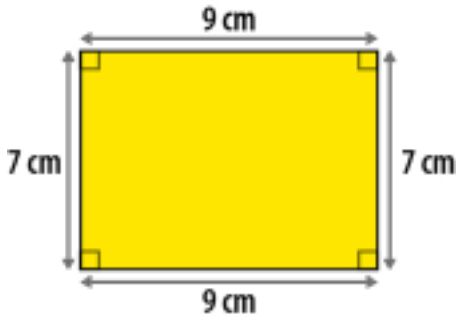
Answer: ____ cm^2

Q4 What is the **perimeter** of this rectangle?



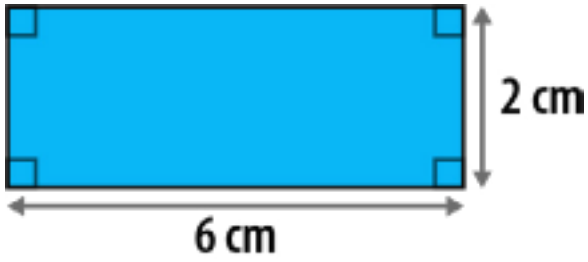
Answer: ____ cm

Q1 What is the **area** of this rectangle?



Answer: ☐ cm^2

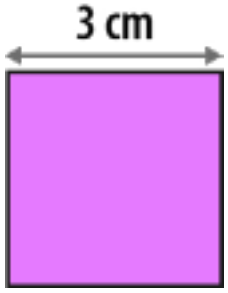
Q2 Work out the **area** and **perimeter** of this rectangle.



Area: ☐ cm^2

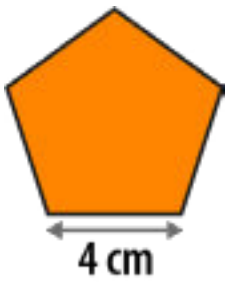
Perimeter: ☐ cm

Q3 What is the **area** of this square?



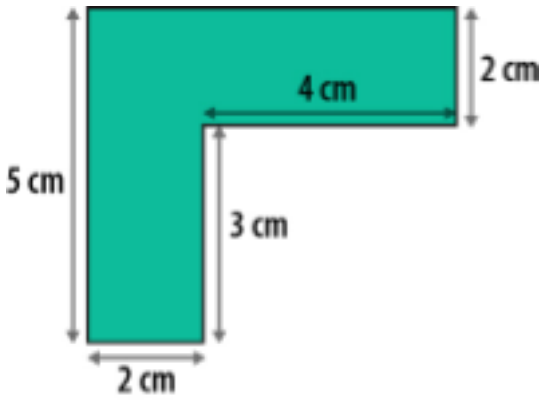
Answer: ☐ cm^2

Q4 Calculate the **perimeter** of this regular pentagon.



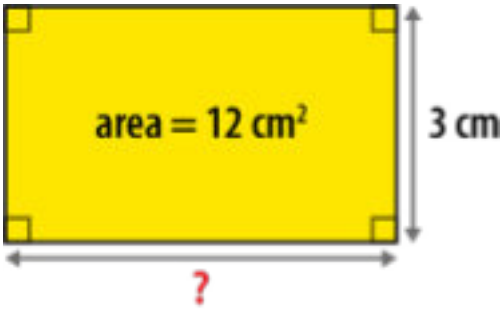
Answer: ☐ cm

Q1 Work out the **perimeter** of this shape.



Answer: _____ cm

Q2 What is the length of the unknown side in this rectangle?



Answer: _____ cm

Q3 What is the length of one side of this regular pentagon?

perimeter = 15 cm

Answer: _____ cm

Q4 A rectangle has an **area** of 24 cm^2.
How long could the sides of the rectangle be?
Give three different examples.

Answer: _____

_____

_____

Q1 1 minibus can seat 8 passengers.

How any passengers can be seated on 6 identical minibuses?

Number of minibuses	Number of passengers
	8
	

Q2 A recipe to serve 4 people uses 200g of flour.

How much flour is needed to make the same recipe to serve 8 people?

Answer: ☐ g

Q3 Asher buys 6 identical sweets that cost 18p in total.

How much does 1 of the sweets cost?

Number of sweets	Cost
	18 p
	☐ p

Q1 Imran is making fairy cakes using the recipe below.
How much flour is needed to make 20 fairy cakes?

Fairy Cakes (makes 10 cakes)	
2	eggs
120 g	flour
100 g	sugar
80 g	butter
$\frac{1}{2}$ tsp	vanilla essence

Answer: ☐ g

Q2 Johanna is baking chocolate biscuits.
The recipe she is following uses 150g of sugar and makes 30 biscuits.

If Johanna only has 50g of sugar then how many of these biscuits can she make?

Answer: ☐

Q3 Indie makes some strawberry muffins following the recipe provided.
If Indie uses 550g of flour, how many grams (g) of strawberries must she use?

Strawberry Muffins	
1	egg
110 g	flour
120 g	sugar
60 g	butter
50 g	strawberries

Answer: ☐ g

Q1 Alice buys 10 identical toy boats and spends £80 in total.
How much would 7 toy boats cost?

Answer: £ ____

Q2 Finn is stacking identical cube-shaped boxes.
He stacks 7 boxes to make a tower that is 112cm tall.
He adds 1 more box to the tower.
How tall is the tower now?

Answer: ____ cm

Q3 Mia wants to predict how many times her heart will beat in an hour.
When she is resting, her heart beats 5 times in 6 seconds.

a) Use this information to predict the number of times her heart will beat in 1 minute.

Answer: a) ____

b) Predict the number of times her heart will beat in 1 hour.

Answer: b) ____

Netherhall School
An Ambitious, Caring Community

Year 6 Transition Work for Music

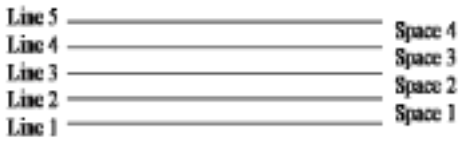
The ability to be able to read and write music using staff notation is a skill that is crucial to making progress in music at Netherhall.

You can perform other people's music, create your own music and write it down so that other people can play it.

It is a skill that takes a lot of practise so here are some worksheets that take you through the basics and give you lots of opportunities to identify and notate different musical notes.

Lesson 1: The Staff

The musical **staff** is made up of five **lines** and four **spaces**.



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1. Practice drawing a staff by connecting the hyphens.

-	-
-	-
-	-
-	-
-	-

2. On this staff, number the lines from low to high.

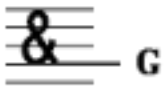
3. On this staff, number the spaces from low to high.

4. Draw a note on each line of the staff below.

5. Draw a note on each space of the staff below.

The Staff - Treble Clef

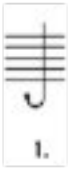
At the beginning of each staff there is a clef. The treble clef (also known as G clef) looks like this:



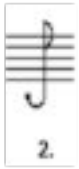
The treble clef gives establishes a landmark on the note G on the 2nd line of the treble staff.

To draw the treble clef, draw:

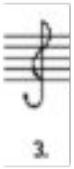
the line and tail



the top loop

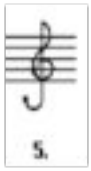


the left loop

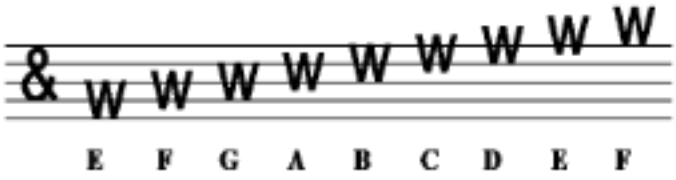


the right loop

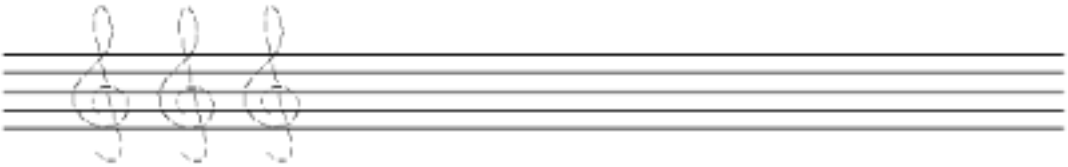
the curl



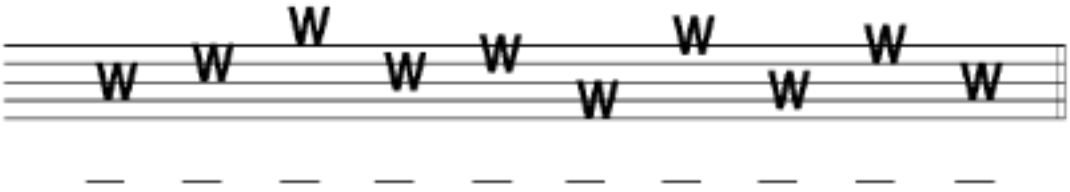
Notes are named after the first sevel letters of the alphabet (A through G).



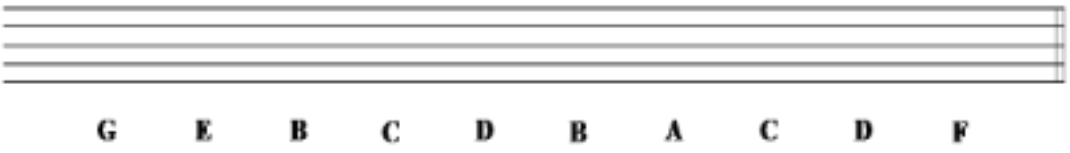
1. Try drawing the treble clef sign by tracing over the dot ted lines. Then draw five more of your own.



2. Draw a treble clef at the beginning of the staff. Then write the letter names of each note.

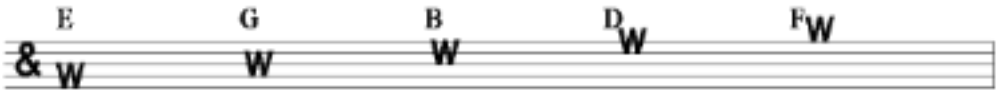


3. Draw a treble clef at the beginning of the staff. Then draw the notes indicated. If a note can be written on more than one place on the staff, choose one.

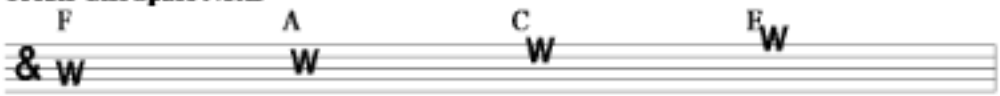


Lesson 5: Note Reading Worksheet

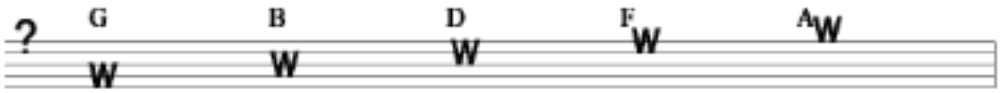
Treble Clef Line Notes



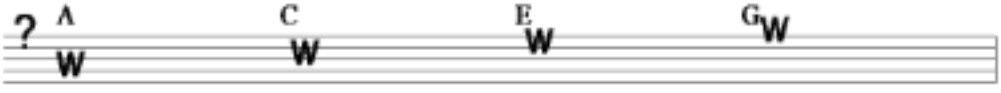
Treble Clef Space Notes



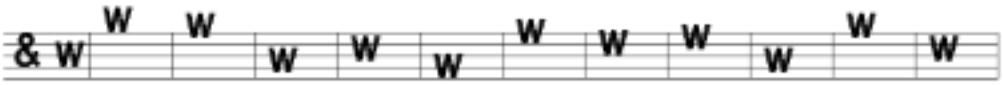
Bass Clef Line Notes

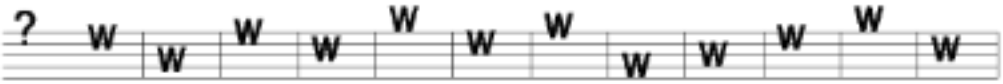


Bass Clef Space Notes

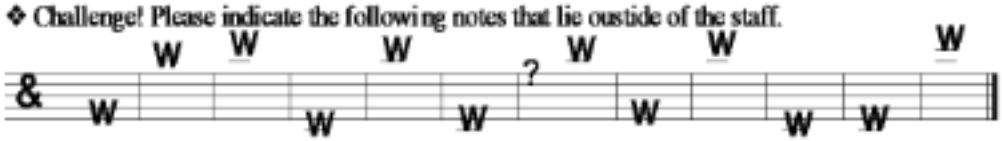


Please indicate the following notes on the indicated space.





❖ Challenge! Please indicate the following notes that lie outside of the staff.



PE
Rules, regulations and scoring in sport

All sports have rules and regulations and scoring systems. These differ in each sport but the reason remains the same; to keep the participants safe and the game fair.

What is a rule – A rule is something that is put in place during a match or competition. For example offside in football, footwork in netball, or a high tackle in rugby. If you break a rule during a competition, the officials will stop the game and give an advantage to the other team.

What is a regulation – A regulation is something that must be in place before the game or competition starts. For example, the correct pitch/court size, the number of players in a game, safety equipment like shin pads, duration of the game or equipment needed.

What is a scoring system – The scoring system in sport is how you score points and win. Each sport has a specific way of scoring and points available. For example, the scoring method in football, netball and rugby are different and so are the number of points each time you score.

Your task:

Pick one of the following sports:
Rugby, netball or football
For your chosen sport, design a leaflet that will help other year 7 pupils understand how to play.
Your leaflet must have the following:

1 – Choose 5 rules that a referee / umpire would use during a game. For each, explain what the rule is and what would happen if you broke it as a player.

2 – Describe 3 regulations – e.g. how many players on a team, how big is the pitch and how is it marked, any important equipment that is needed, any safety equipment needed, how long does a game last and are there any breaks?

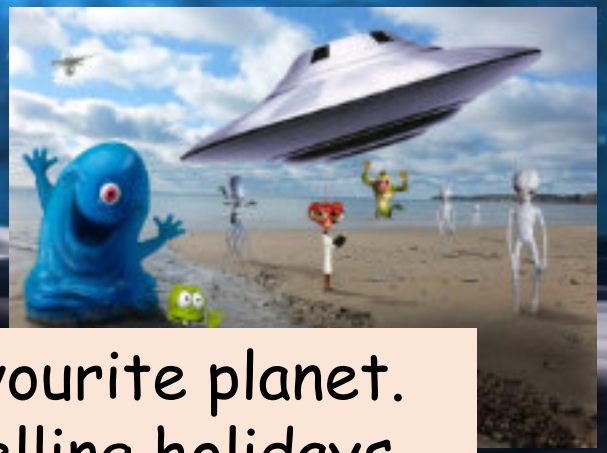
3 – The scoring system – Explain what you have to do to score points in your sport. Remember, in some sports there is more than one way. How many points do you get when you score?

- You can do this by hand or on a computer.
- Try and use as much detail as possible when describing or explaining.
- Make your leaflet stand out by using colour and pictures.

The Big Question

Physics - Which planet shall we go on holiday to?

Pick a planet to go on holiday to and……



Make a poster at home or at school about the conditions on the planet. Include temperature, length of day, length of journey and atmosphere – use your imagination!

Standard: Pick your favourite planet. Imagine that you are selling holidays on this planet. What are the conditions like there?

Challenge: Compare the conditions on your favourite planet to other destinations. Why is yours better?

Christianity

Islam

Judaism

Buddhism

Hinduism

Sikhism

Religious Education.

The 6 major religions across the world.

Do you know the basic information linked to them all?

Can you get a head start?
Task: Design a table for the inside of your RE book containing the following information about the 6 major religions across the world.

1) What are the followers of the religion known as?
2) Where do they worship?
3) The name of the holy book is..
4) The religious symbol linked to this religion is..
5) Do they worship a God? One or more? Can you name any?
6) Where was the religion founded?
7) How many followers are there?

Challenge task..

Can you design or create one of the following..

1) A quiz?
2) A game?
3) A poster?

Be creative!

All could be used with your peers in the future to recap your knowledge.