



Knowledge Organiser

Year 7

Pentecost 2



Name	
Form	



How to use your Knowledge Organiser -

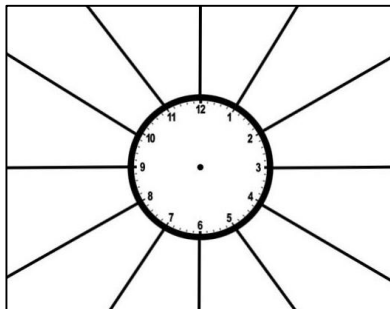


How to use your knowledge organiser... Look, cover, write, check

- Read a line, or a few lines, from a section of your Knowledge Organiser
- Try to memorise what you have read
- Cover the section with your hand
- Try to write what you have memorized
- Remove your hand
- Check to see if what you have written is accurate
- Correct anything you got wrong

How to complete... Diagrams

- Using your Knowledge Organiser for a particular topic in a subject, draw and label diagrams to help you remember content
- This could include copying drawings or diagrams that are on your Knowledge Organiser for example
- This could include creating a diagram to represent an idea or some key knowledge



How to complete... Revision Clocks

- Revision clocks can be used alongside notes to provide summaries
- Allow 5 minutes to write as much as you can about a unit / topic from memory
- You can create headings based on key word / vocabulary lists; this helps retrieval practice

How to complete... A-Z

- Write A, B, C, D etc. through to Z one per line in the margin of your lined paper
- Using your knowledge organiser for a particular topic in a subject and your knowledge of that topic, try to write a key word and a definition for that word beginning with A, B, C, D and so on, through to Z



How to complete... Make a test

- Using your Knowledge Organiser, write some questions to test your knowledge
- Number the questions
- Once you have got to 10 questions, answer the questions on another piece of lined paper
- You can use the following question stems to help you create questions: Who? What? Why? How? When?



Strategy	Tick off the number of times you have used the strategy -
Look, cover, write, check	
A – Z	
Turn it into a diagram	
Make a test	
Complete a revision clock	



Year 7 – Art Textiles – Pentecost 2

A Formal Processes		
1	Appliqué	- means sewing a small piece of fabric onto a bigger piece of fabric. You could experiment with cutting out the same shape in different fabrics and arranging these into patterns. You could also experiment with using different coloured threads.
2	Embroidery	uses thread to stitch onto a piece of fabric to create a shape or design. You can do this by hand or by using a sewing machine.

B Equipment		
1	Sewing Machine	












C Materials/Techniques/Equipment		
1	Needles	a very fine piece of metal with a point at one end and a hole or eye for thread at the other, used in hand sewing
2	Running stitch	a hand embroidery stitch with small gaps in between
3	Back stitch	a hand embroidery stitch with no gaps in between
4	Un-picker	a seam ripper is a small tool used for unpicking stitches
5	Pin	consisting of a short straight stiff piece of wire with a pointed end; used to fasten pieces of cloth or paper together
6	Thread	a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving
7	Cotton	a soft white fibrous substance which surrounds the seeds of the cotton plant and is made into textile fibre
8	Embroidery hoop	frames used to keep fabric taut while sewing












D Designers		
1	Lucky Jackson	a self-taught Canadian artist, Lucky embarked herself on a project called "365 Lucky Days" – where she would create one piece of artwork, everyday, for a year
2	Laura McCafferty	uses drawing, textile and performance to set up tensions between the trivial and serious. Obsessively gathering images of incidental peculiarities from the ordinary and popular culture



Practice your stitching by stitching one of the key terms onto a piece of fabric.

Year 7 – Design and Technology – Pentecost 2

A Materials and Characteristics					
Hard Woods	Name of Hard Woods	Appearance	Image	Characteristics	Examples
1	Ash	Pale Brown		Flexible, tough, shock resistant	Sports equipment and handles
2	Beech	Dense/close grain		Fine finish, tough and durable	Children's toys & furniture
3	Mahogany	Rich reddish brown		Easily worked and durable. Good finish	High end furniture
4	Oak	Light brown with an interesting grain		Very tough and light weight	Flooring, furniture
Soft Woods	Name of Soft Woods	Appearance	Image	Characteristics	Examples
5	Larch	Pale to reddish brown		Durable & good water resistance	Exterior joinery
6	Pine	Pale yellow with grain that darkens with age		Light weight and easy to work with but can split	Interior construction, economical furniture
7	Spruce	Cream with fine grain		Easy to work with but variable results with finish	Construction and musical instruments
Plastics	Name of Plastics	Appearance	Image	Characteristics	Examples
8	Acrylic	Thick or thin sheets. Huge range of colours		Tough but brittle when thin. Easily scratched.	Car lights, displays, modern baths, clothing
9	High Impact Polystyrene	Flat, clear or coloured. Can be vacuum formed		Flexible, impact resistant, lightweight and food safe	All vacuum products, yoghurt pots, food packaging
10	Polypropylene	Available in sheets or shapes & easily coloured		Flexible, tough, light weight & chemically resistant	Kitchen, medical and stationary products
11	Polyvinylchloride	Many colours and has a high gloss.		Tough and easily extruded and very chemically resistant	Pipes, electrical tape, shoe soles

B Tools			
	Name	Image	Use
1	Steel Rule		Measuring and helping draw straight lines
2	Tri Square		Measures 90 angles
3	Pencil		Marking out on wood
4	Marker Pen		Marking out on plastic and fabric
5	Scriber		Marking out on metal
6	Marking Gauge		Marking out lines on wood parallel to edge
7	Centre Punch		Marks a point where metal is to be drilled
8	Coping Saw		Cutting straight and curved lines in wood & plastic
9	Hack saw		Cutting straight lines in metal & plastic
10	Junior Hacksaw		Cutting straight lines in metal & plastic
11	Tenon Saw		Straight lines in wood



Take photos of the different materials found in your home and complete a collage.



Year 7 – English – Pentecost 2

A The Romantics – Key Figures		
1	Chimney Sweeps	Children employed as human chimney sweeps because they were small enough to fit inside the narrow flues. They were expected to climb inside the chimney to clean it. This was a very dangerous job. Chimney sweeps could suffer from deformities in their spines and limbs, they could get burned and could also suffocate
2	Queen Victoria	Queen of the United Kingdom from 1837-1901.
3	Sydney Smith	A writer who interviewed chimney sweeps and their masters.
4	William Blake	An English Romantic poet who lived in London and wrote about the poverty and struggles faced by many who lived there.
5	William Wordsworth	An English Romantic poet known for living in the Lake District and writing about the beauty and power of nature.

B The Romantics - Key Words		
1	Authority	people in charge and with power
2	Corruption	when something good is made bad
3	Enlightenment	a period in history when some people focused on the importance of gaining knowledge through reason and science
4	Entity	a thing that lives and is conscious (has thoughts) but isn't human
5	Fetter	to restrict and shackle
6	Injustice	a lack of fairness
7	Innocence	something pure and untainted
8	Legislation	laws
9	MP	Member of Parliament, a person who has been elected to represent a group of people from a particular area in the House of Commons
10	Natural world	animals, plants and things not made by humans
11	Oppressed	being treated harshly
12	Pathetic fallacy	when the writer deliberately uses the weather to set a tone
13	Rebellion	resistance to a government or leader
14	Revolution	a protest to bring change
15	Romanticism	a movement in history when art, music and poetry mostly focused on the power and beauty of nature and our relationship with this
16	Show, don't tell	when writing to describe, instead of just telling the reader information and facts, you show them feelings instead. For example, instead of writing "He was upset", you could put "Tears fell down his face"
17	Superior	Higher in status and power.



Complete a short piece of creative writing.
How many of these techniques can you include?



Year 7 – Food and Nutrition – Pentecost 2

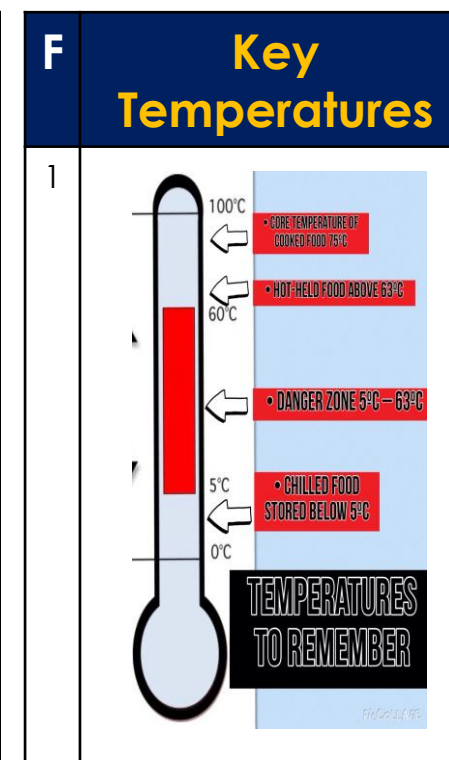
A Cooking Methods		
1	Simmering	A method of cooking in deep water just below boiling point – small bubbles.
2	Frying	Cooking method where food is cooked and browed in hot fat – amounts of fat vary.
3	Baking	Cooking food in an oven with dry heat.
4	Grilling	Method of cooking under intense heat which can be from the top or bottom.
5	Boiling	Cooking in deep liquid at 100 degrees – large rapid bubbles.
6	Sauté	A method of cooking food by tossing it in fat.

B Making Techniques		
1	Rubbing In	A method used for making pastry/cakes/crumble where fat is rubbed into flour using finger tips.
2	Bridge and claw cutting technique	Arch hand to create a bridge when holding food and hold with claw like grip.
3	Folding	Gentle mixing of ingredients usually done with a plastic spatula.
4	Mixing	The combining of ingredients.
5	Forming/shaping	Process of putting combined ingredients into a shape e.g. dough into a ball.
6	Chopping	To cut something into pieces.

C Food Hygiene		
1	Food poisoning	Illness caused from eating contaminated foods.
2	Bacteria	Microscopic living organisms.
3	High risk foods	Foods that provide the best conditions for the growth of bacteria.

D Nutrients		
1	Carbohydrates	Main source of energy for the body.
2	Vitamins/ Minerals	Required in small amount to maintain good body health – each vitamin/mineral does a different job.
3	Fats	Secondary source of energy but required as insulation for the body.
4	Fibre	Vital for the body as it absorbs water and helps you go for a poo.
5	Protein	Needed for growth and the building and repair of body cells.
6	Dairy	Products made from milk e.g. yoghurt, creams and cheese.

E Food Safety	
1	<div style="border: 1px solid red; padding: 5px;"> <p>Food Safety Health and Safety in the Food Room: Personal Hygiene Wash hands in hot soapy water: Tie long hair back Wear apron and tuck tie in Roll back sleeves Remove jewellery</p> <p>Cross Contamination Use correct coloured chopping boards when preparing ingredients Red = raw meat Green = fruit and vegetables</p> <p>Hazards Physical – hair in food, glass found in packaging or nail varnish Chemical – bleach spillage, surface cleaners or washing up liquid Biological – Sneezing in or on food, coughing or not washing hands. Carrying knives with the blade downwards. No running. Teamwork to get the job done together smoothly.</p> <p>Food Storage temperatures: Fridge 0 – 5 degrees Freezer -18 degrees</p> <p>The 4 C's – cooking, cleaning, chilling, cross contamination.</p> </div>



Create a dinner menu and write down all of the techniques you would use to make it and the nutrients in each dish.



Year 7 – French – Pentecost 2

A		
1	Say what subjects I like and dislike.	J'aime/Je n'aime pas le français.
2	Use accents and cedillas correctly.	Le théâtre/ le français
3	Ask questions using intonation and Est-ce que.	Tu aimes la technologie? Est-ce que tu aimes les arts plastiques?

B		
1	Ask someone why he/she likes/dislikes something.	Tu aimes l'anglaise. Pourquoi?
2	Give reasons for liking/disliking subjects.	C'est intéressant. On a beaucoup de devoirs.
3	Agree and disagree with people.	Moi aussi. T'es fou/fole!
4	Use intensifiers and adjectives.	C'est très marrant/un peu difficile.
5	Join sentences using parce que.	J'aime la musique parce que c'est facile.

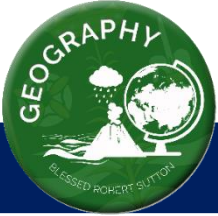
C		
1	Say what time it is.	Il est dix heures vingt. Il est une heure et demie.
2	Understand a French school timetable.	L'ÉPS/recreation/déjeuner.
3	Describe my timetable.	Le mardi à neuf heures, dix, j'ai informatique.

D		
1	Understand information about French schools.	On commence les cours à huit heures.
2	Describe my school day.	On a quatre cours le matin et trois cours l'après-midi.
3	Use on to say what we do.	À la récré, on bavarde et on rigole.
	Pronounce the sound on correctly.	Mon, onze, bonjour

E		
1	Say what I eat/I'm eating.	Je mange du poulet avec des frites.
2	Use the partitive article with food.	Du fromage, de la pizza, de l'eau, des crudités.
3	Use qu'est-ce que and est-ce que correctly.	Qu'est-ce que tu manges? Est-ce que tu manges un dessert?
4	Pronounce cognates correctly.	Chocolat, mousse, tarte
5	Add an s to make nouns plural.	Frites, tartes, steakes, glaces



Write a conversation using as many of the key terms as possible.



Year 7 – Geography – Pentecost 2

A	Key Words	
1	BRIC	Brazil, Russia, India, China
2	Capitalism	A system whereby people are encouraged to make money.
3	Censorship	The suppression or prohibition of any parts of books, films, news, etc. that are considered obscene, politically unacceptable, or a threat to security.
4	Chairman Mao	The Leader of China's Communist Party from 1949 until 1976.
5	Communism	A system of government whereby all people are seen as equal and the state (the government) have a lot of control over the people.
6	Emancipation	Process of being set free from legal, social, or political restrictions; liberation.
7	Ethnic Minority	A group that has different national or cultural traditions from the main population.
8	HIC	High Income Country
9	Intolerance	Unwillingness to accept views, beliefs, or behaviour that differ from one's own.
10	LIC	Low Income Country
11	MIC	Middle Income Country
12	NIC	Newly Industrialised Country

B	What does a country need to become a superpower?
1	<p>What does a country need to become a global superpower? A superpower is a country that has the ability to project dominating power and influence anywhere in the world.</p> <p>What gives a country such power?</p> <ul style="list-style-type: none"> • Strong and stable economy (lots of money) • Large, well-equipped military • Allies around the world • Large reserves of natural resources • Large landmass • Large, well-educated population • Good healthcare system • High levels of employment • Advanced technologies



Complete an A-Z list of countries you can remember from memory – write down the name of the continent they are on.



Year 7 – History – Pentecost 2

A	Timeline	
1	1087	William the Conqueror dies. William II inherits the throne.
2	1100	Death of William II in the New Forest. Henry I inherits the throne.
3	1106	Henry I becomes King of England and Normandy.
4	1120	The Sinking of the White Ship.
5	1135	The start of The Anarchy.
6	1154	Henry II is crowned King of England.
7	1170	Henry II accidentally orders the murder of Thomas Becket.
8	1199	King John is crowned King of England after the death of his brother Richard.
9	1215	The Barons force King John to sign Magna Carta.
10	1272	Edward I returns from his crusade to be crowned King of England.
11	1283	Edward I conquers Wales and executes Dafydd ap Gruffyd.
12	1305	Edward I executes the Scottish Leader William Wallace.
13	1308	Isabella of France marries Edward II.
14	1326	Isabella of France deposes Edward II.
15	1348	The Black Death hits England
16	1381	The Peasants Revolt
17	1413	Henry V is crowned King of England.
18	1415	Henry V wins the Battle of Agincourt.

B	Key Individuals	
1	Edward I	English king known as the 'Hammer of the Scots.'
2	Eleanor of Aquitaine	Wife of Henry II and one of the most powerful women in medieval Europe.
3	Empress Matilda	The daughter of Henry I, who fought for the English throne during 'The Anarchy'
4	Henry I	The youngest son of William the Conqueror, who became king after the death of his brother William II.
5	Henry II	English King who accidentally ordered the murder of his own Archbishop of Canterbury.
6	Henry V	English king who won the battle of Agincourt.
7	Isabella of France	English queen who deposed her own husband, Edward II.
8	John of Gaunt	The powerful Uncle of Richard II who ruled on his behalf
9	King John	English king seen as a tyrant who was forced to sign Magna Carta.
10	Richard II	The youngest brother of Edward IV, who seized the English thrones from his nephews.
11	Thomas Becket	A medieval Archbishop of Canterbury who was killed for his opposition to Henry II.
12	William II	The Middle son of William the Conqueror, who was nicknamed Rufus due to his red hair.
13	William Wallace	A rebel knight who led the resistance to Edward I's conquest of Scotland.

C	Key Words	
1	Anarchy	A state of disorder caused by a lack of law or authority.
2	Angevin Empire	An Empire ruled by Henry II, stretching from Scotland to the Pyrenees.
3	Aquitaine	Large medieval Duchy covering south-west France, ruled by Queen Eleanor
4	Black Death	A plague that devastated medieval Europe in the 14 th century.
5	Civil War	A war between two sides from the same country.
6	Depose	To suddenly or forcefully remove a monarch from power.
7	Excommunication	Expulsion from the Catholic Church by the Pope.
8	Habeas Corpus	The principle that no person should be imprisoned without first having a fair trial.
9	Hanged, drawn and quartered	A gruesome execution, often used against those who committed treason.
10	Hereditary	Passed through a family, from parents to their children.
11	Hundred Years War	A long conflict between England and France beginning in the 14 th century.
12	Illegitimate	Not recognised as lawful; once used to describe someone born of unmarried parents.
13	Interdict	A law ruled by the Pope which temporarily shuts down the Church in a country or area.
14	Magna Carta	A series of promises that King John made to limit to limit his power; meaning 'Great Charter.'
15	Martyr	A person who is killed for their beliefs, often religious
16	Parliament	A collection of people representing all of England, who approve or refuse laws
17	Prince of Wales	A title granted since the reign of Edward I to the heir to the English throne.
18	Regent	Someone who is appointed to rule on behalf of a monarch, when the monarch is too young, infirm or absent to rule.
19	Stone of Destiny	A large block of sandstone historically used for the coronation of Scottish monarchs.
20	Treason	A crime against your own people, nation or monarch
21	Tyrant	A ruler who refuses to share their power, and governs in a cruel and oppressive way.



Complete an illustrated revision timeline in the style of an Illumination using as many key words as possible.



Year 7 – Maths – Pentecost 2

A Reasoning with Number: Developing Number Sense		
1	Commutative	changing the order of the operations does not change the result
2	Associative	when you add or multiply you can do so regardless of how the numbers are grouped
3	Dividend	the number being divided
4	Divisor	the number we divide by
5	Expression	a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
6	Equation	a mathematical statement that two things are equal
7	Quotient	the result of a division

B Reasoning with Number: Sets and Probability		
1	Set	collection of things
2	Element	each item in a set is called an element
3	Intersection	the overlapping part of a Venn diagram (AND \cap)
4	Union	two ellipses that join (OR \cup)
5	Mutually Exclusive	Events that do not occur at the same time
6	Probability	likelihood of an event happening
7	Bias	a built-in error that makes all values wrong (unequal) by a certain amount, e.g. a weighted dice
8	Fair	There is zero bias, and all outcomes have an equal likelihood
9	Random	something happens by chance and is unable to be predicted

C Reasoning with Number:		
1	Multiples	found by multiplying any number by positive integers
2	Factor	integers that multiply together to get another number
3	Prime	an integer with only 2 factors
4	Conjecture	a statement that might be true (based on reasoning) but is not proven.
5	Counterexample	a special type of example that disproves a statement.
6	Expression	a maths sentence with a minimum of two numbers and at least one math operation (no equals sign)
7	HCF	highest common factor (biggest factor two or more numbers share)
8	LCM	lowest common multiple (the first time the times table of two or more numbers match)



Calculate which key term would score the most in Scrabble.



Year 7 – PE – Pentecost 2

A	Key Words	
1	Balance	Stability through an even distribution of weight.
2	Competence	To do something successfully or efficiently.
3	Concentration	Exclusive attention for a period of time.
4	Confidence	A belief in your ability to complete a physical skill or task given.
5	Control	To exercise restraint or direction over; dominate; command.
6	Coordination	Smoothly and successfully performing more than one motor task at the same time e.g. ball, hand and eye coordination.
7	Core stability	The major muscles of the core are those in your stomach and back. 'Core stability' is the ability to support the spine and keep the body stable and balanced. It is essential for 'quality' performance and also for completing manual tasks safely and effectively in everyday life.
8	Cue recognition	Recognising and responding to relevant information whilst filtering out unwanted information.
9	Decision making	Observations inform judgements that lead to the selection of a course of action among alternatives; every decision-making process produces a final choice, even if the choice involves no action.
10	Dodging	To make a sudden movement in a new direction.
11	Eye-foot coordination	eyes and feet working together to perform a task
12	Eye-hand coordination	eyes and hands working together to perform a task
13	Feinting	A movement that is made in order to deceive an opponent.
14	Fine Motor Skills	small physical actions e.g. manipulating the hands or the fingers.
15	Flexibility	The range of movement through which a joint or sequence of joints can move.
16	Fluency	Movement that is smooth, graceful and effortless.
17	Focus	To direct one's attentions or efforts.
18	Force	Strength or energy used in a physical movement. Impulsive responses To act without considering the consequences.

19	Gross Motor Skills	Large physical actions.
20	Kinaesthetic Awareness	A sensation by which bodily position, weight, muscle tension and movement are perceived by an individual.
21	Leadership	Guiding a team/group or individual
22	Manipulate object	Handling/controlling a piece of equipment or apparatus.
23	Moderate physical activity	physical activity (exercise) that generally requires sustained rhythmical movements. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.
24	Performance	An expression of something, including the everyday performance executed in class, or where appropriate, elite performance. To execute a movement or movement sequence.
25	Prioritising	Dealing with the components of a task according to their importance.
26	Propel an object	Pushing an object away from the body e.g. throw a ball, kick a ball, strike a badminton shuttle with a racquet.
27	Resilience	A capacity to deal constructively with change or challenge, allowing a person to maintain or re-establish their social and emotional well-being in the face of difficult elements. It involves thoughts, feelings and actions.
28	Strength	The ability of a muscle or muscle group to overcome a resistance.
29	Vigorous physical activity	physical activity (exercise) that is intense enough to result in a significant increase in heart and respiration rate.



**Reflect on your last PE lesson.
Write down how you used any
of the skills listed.**



Year 7 – Performing Arts -Drama – Pentecost 2

A	Characterisation	
All the elements that make up a character: <ul style="list-style-type: none"> • Accent • Movement • Hair • Make up • Age • Personality • Costume 	Actors learn about their character through the script and then use activities like thought tracking and hot seating to learn more about them.	
B		Scripts being used
Blood Brothers		Boy in the Striped Pyjamas

C	Key Words	
1	Freeze frame	A frozen image to show the audience part of a story
2	Body Language	Showing emotions with your body language
3	Facial expressions	Showing emotions with our face
4	Monologue	A character speak in the first person, by themselves
5	Levels	In drama we can use levels to show who has the power in the relationship
6	Thought Tracking	Where a character tells the audience how they feel
7	Script	The lines said by a character
8	Hot seating	To answer questions in character to get a better understanding of who your character is
9	Stimulus	Using a stimulus as a way of beginning to develop a story
10	Physical Theatre	using movement to tell a story

Year 7 – RE – Pentecost 2

A	Hinduism: History and Beliefs	
1	ascetic	Someone who lives a simple life away from society, usually to become closer to the supreme being or to achieve moksha (also known as a sadhu)
2	Aum	A sacred syllable that is very important to Hindus and which they chant
3	avatar	A god who descends to earth as a human or other animal in order to fight evil and re-establish goodness
4	bhakti	A Sanskrit word meaning 'devotion' or 'worship'; some Hindus believe that bhakti alone can be a way to achieve moksha
5	Brahman	A supreme being in which most modern Hindus believe; the source of everything, including the gods
6	chakra	A word meaning 'wheel', one of the weapons that Hindu gods may carry
7	dharma	The moral law that Hindus must follow; the word can be translated as 'duty' or 'righteousness'
8	ecstasy	An extreme feeling of happiness and joy
9	karma	The forces that influence people's fortune and future reincarnation
10	Mahabharata	An epic story that is inspirational for Hindus
11	moksha	Escaping from samsara and never dying or becoming reincarnated again; the term literally means 'release'
12	Monotheist	Someone who believes in only one god
13	polytheistic	Referring to belief in many gods; someone who believes in many gods is a polytheist

A	Hinduism: History and Beliefs	
14	Purana	A Hindu text that is more recent than the Vedas, but is still thought to contain profound wisdom and teachings
15	Ramayana	An epic story that is inspirational for Hindus
16	reincarnated	When a soul is reborn by passing into a new body
17	Rishis	The Vedic people who first heard the Vedas and taught them to others
18	sacrifice	A method of worship that involves offering animals or food to the gods
19	samsara	The continual process of death and reincarnation; also the entire universe as we know it
20	sanatana dharma	Eternal dharma or law; this never changes and is always good, regardless of the time and place
21	Sanskrit	A language used in ancient India, which many Hindu texts are written in
22	Shaiva	A Hindu who believes that Shiva is the supreme god
23	shruti	A word referring to religious teachings that are revealed to Rishis directly from God
24	symbol	An image that expresses religious ideas
25	tapas	Literally 'heat'; ascetics and people practising yoga intensively generate tapas
26	Trimurti	A term for the three main Hindu gods: Brahma, Vishnu and Shiva
27	trishula	A word meaning 'three spears', another weapon symbolising the power and authority of the gods



Year 7 – Science – Pentecost 2

A	Waves	
1	Wave	An oscillation or vibration which transfers energy from one place to another.
2	Amplitude	The distance from the middle to the top or bottom of the wave.
3	Wavelength	The distance between a point on the wave to the same point on the next wave.
4	Trough	The bottom of the wave.
5	Peak	The top of the wave.
6	Frequency	How many waves pass a fixed point per second, measured in Hertz (Hz).
7	Transverse Waves	Travel at 90° direction of energy transfer and do not need a medium to travel through.
8	Longitudinal Waves	Travel in the direction of energy transfer and need a medium to travel through.



Complete a food chain of a specific ecosystem.



Year 7 – Spanish – Pentecost 2

A		
1	Say what I like and don't like doing.	Me gusta jugar a los videojuegos. No me gusta chatear.
2	Ask someone what they like doing.	¿Qué te gusta hacer?
3	Give opinions.	Es aburrido. Es interesante.
4	Use me gusta (etc.) + infinitive	Me gusta mucho navegar por internet.
5	Use no to make sentences negative.	No es interesante.
6	Use porque to give a reason.	Me gusta mandar SMS porque es divertido.

B		
1	Say what I do in my spare time.	Canto karaoke y escucho música.
2	Ask someone what they do in their spare time.	¿Qué haces en tu tiempo libre?
3	Use expressions of frequency.	Todos los días, a veces, nunca, de vez en cuando
4	Use -ar verbs in the present tense.	Hablo, hablas, habla, hablamos, habláis, hablan

C		
1	Say what the weather is like.	Hace buen tiempo, hace frío, llueve
2	Say what I do in different weather.	Cuando hace calor, monto en bici
3	Use the connective cuando.	Cuando llueve, escucho música, pero cuando hace sol, monto en bici.

D		
1	Say what sports I do.	Hago atletismo y juego al voleibol.
2	Ask someone what sports they do.	¿Qué deportes haces?
3	Say what I think of different sports.	¡Me encanta! ¡Me gusta mucho!
4	Say what I do on different days of the week.	Los lunes juego al baloncesto.
5	Use the irregular verb hacer (to do).	Hago, haces, hace, hacemos, hacéis, hacen
6	Use the stem-changing verb jugar (to play).	Juego, juegas, juega, jugamos, jugáis, juegan

E		
1	Read longer texts by: <ul style="list-style-type: none"> • Recognising cognates and near-cognates • Working out words from context 	La capital, optimista, tigre

F		
1	Take part in an extended conversation using: <ul style="list-style-type: none"> • Different question words • Longer, more interesting sentences 	¿Qué? ¿Cuándo? ¿Cómo?



Write a conversation using as many of the key terms as possible.