



# Homework Booklet

Year 7

Summer Half Term 2

*'Practice of what is taught'*

Name: .....

Tutor: .....

House: .....

# Homework Timetable

You should spend 30 minutes on each subject. Your homework book will be checked (which will likely be your next lesson) and the knowledge will be referred to in your lessons. You should use knowledge organiser booklet alongside your homework booklet.

| Week Commencing                 | Monday                 | Tuesday                                  | Wednesday  | Thursday                                     | Friday   |
|---------------------------------|------------------------|--|--|--|--|
| <b>Week 1</b><br><b>2.6.25</b>  | Science<br>Sparx Maths | Religion and World Views<br>Sparx Reader | MFL<br>Reading article:<br><i>On the Roof of the World</i>                                     | PSHE<br>Sparx Maths                          | History<br>Sparx Reader                                  |
| <b>Week 2</b><br><b>9.6.25</b>  | Science<br>Sparx Maths | Sparx Reader                             | MFL<br>Reading article:<br><i>Any More Earth's Out There?</i>                                  | DT<br>Sparx Maths                            | Geography<br>Sparx Reader                                |
| <b>Week 3</b><br><b>16.6.25</b> | Science<br>Sparx Maths | Religion and World Views<br>Sparx Reader | MFL<br>Reading Article:<br><i>Election Choices: 2008</i>                                       | Food<br>Sparx Maths                          | History<br>Sparx Reader                                  |
| <b>Week 4</b><br><b>23.6.25</b> | Science<br>Sparx Maths | Computing<br>Sparx Reader                | MFL<br>Reading article:<br><i>A Kenyan Teen's Discovery: Let There Be Lights to Save Lions</i> | <b>ENRICHMENT DAY</b><br>PSHE<br>Sparx Maths | <b>ENRICHMENT DAY</b><br>Geography<br>Sparx Reader       |
| <b>Week 5</b><br><b>30.6.25</b> | Science<br>Sparx Maths | Religion and World Views<br>Sparx Reader | MFL<br>Reading article:<br><i>Dolores Huerta, Leader and Activist</i>                          | Art<br>Sparx Maths                           | <b>INSET DAY</b><br>History<br>Sparx Reader              |
| <b>Week 6</b><br><b>7.7.25</b>  | Science<br>Sparx Maths | Music<br>Sparx Reader                    | MFL<br>Reading article:<br><i>Heartbeat of Mother Earth</i>                                    | DT<br>Sparx Maths                            | <b>SPORT AND HEALTH DAY</b><br>Geography<br>Sparx Reader |

## Log Ins:

School email address: .....

School username: .....

ClassCharts username: .....

Sparx username: .....

Sentence Builders username: .....

Quizlet username: .....

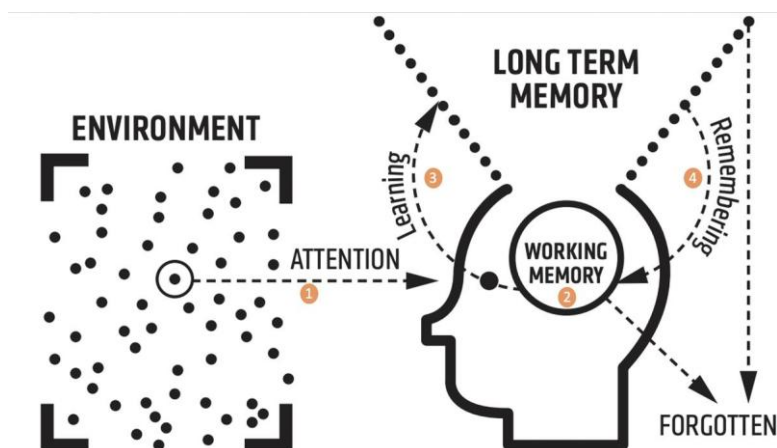
Duolingo username: .....

UK Language Gym: .....

## How We Learn and How Homework Helps

Homework allows you to develop independence, build your motivation and resilience to learning, and your confidence to be able to find solutions to problems through good habits. Additionally, homework will allow you to increase your knowledge and vocabulary in each subject so that you become more successful.

*Homework has a positive impact of an additional 5 months' progress (EEF, 2021).*



Source: [Coaching and Diagnosis: Part 1 | StepLab](#)

Homework will allow you to practise what has been taught. This will ensure knowledge enters your working memory more, increasing the chance of it being stored in your long-term memory.

If you successfully move the knowledge from the working memory to the long-term memory, this is learning. If you don't, it is forgetting. This can happen when you're trying to learn too much at once. Repeating this process increase the chances of it being stored successfully.

If you can remember what you have learnt before from your long-term memory and bring it back to your working memory, this is remembering. If you don't do this often, you can forget what you have learnt before.

## Pre-Homework Checklist

1. Choose a quiet place away from distractions.
2. Try to get into a good homework routine for example, the same time each day.
3. Remember you can get ahead if you have other events coming up.
4. Try to avoid distractions – it's a good idea to put your phone aside when doing homework.
5. Note the start and finish time on your homework so that you spend 30 minutes on it.

## Support

The school library is open until 5 pm every evening where you can complete your homework in this time.

# Cornell Note Taking Guide

1. Read through your knowledge organiser and write bullet points/notes in here. You should fill the whole space.

3. Create 5 questions. For example, what is the function of a nucleus?

|  |                           |
|--|---------------------------|
| 1. Notes   | 3. Cue Column (Questions) |
|  | 1.                        |
|  |                           |
|  | 2.                        |
|  |                           |
|  | 3.                        |
|  |                           |
|  | 4.                        |
|  |                           |
| <ul style="list-style-type: none"> <li>2. Summary</li> </ul> | 5.                        |
| •  |                           |
| •  |                           |
| 4. Self-Quiz   |                           |
| 1.   |                           |
| 2.   |                           |
| 3.   |                           |
| 4.   |                           |
| 5.   |                           |



QR code to a video explaining how to undertake the Cornell method and how to use the 'read aloud', 'dictate' and 'ICT' function for your homework.

2. Summarise the knowledge from the notes area into 3 bullet points. You should focus on the essential knowledge you need to remember.

4. Answer the 5 questions here in full sentences and then mark and correct in green pen.

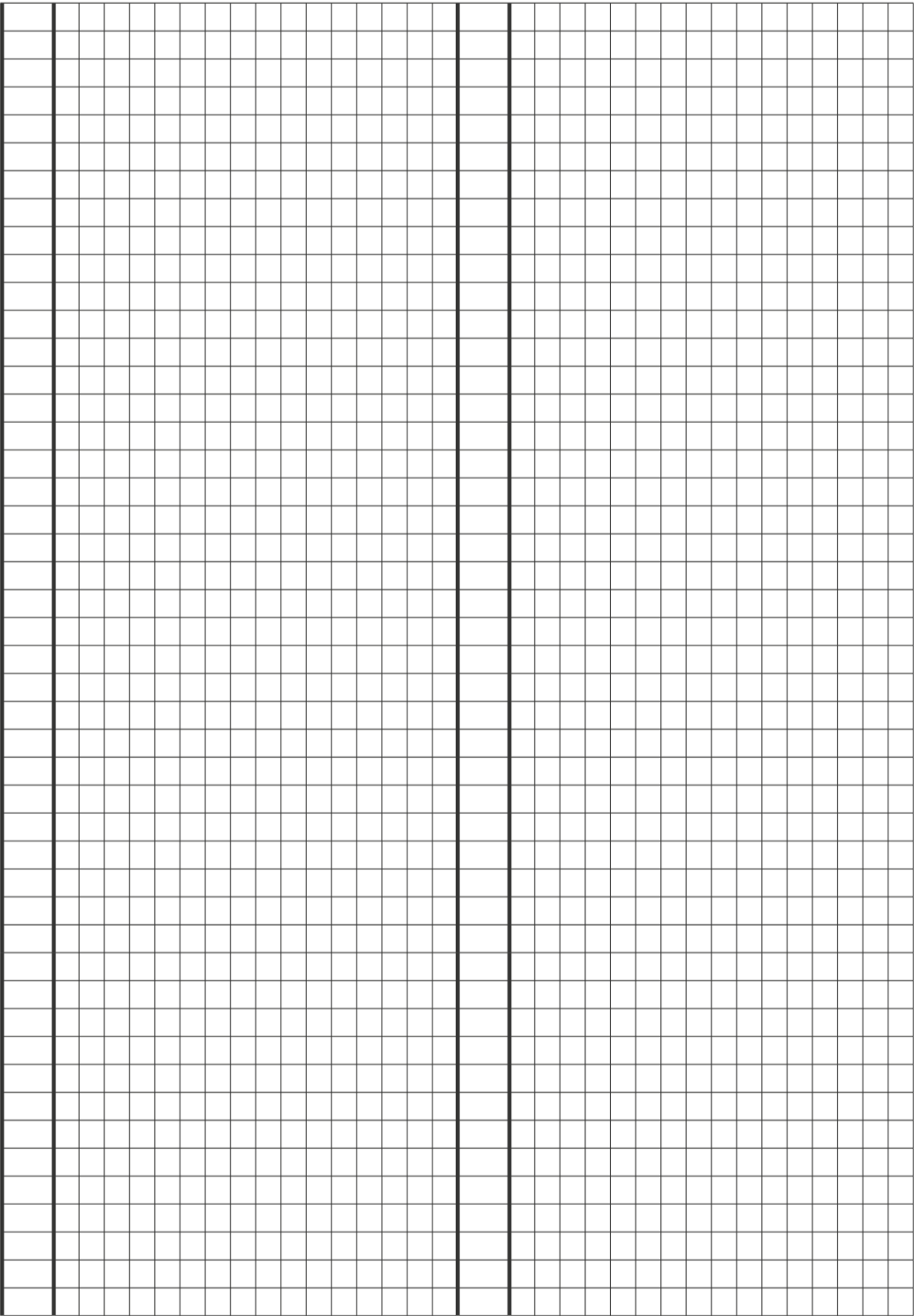


## Monday Week 1 – 2/6/25 – Science

*Use week 1 from your Biology, Chemistry or Physics KO in your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

Monday Week 1 – Sparx Maths





## Tuesday Week 1 – 3/6/25 – Religion and World Views

*Use week 1 from page 28 of your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Wednesday Week 1 – 4/6/25 – MFL

*Your homework tasks will be set on ClassCharts. Use your French, German, Spanish or Mandarin sentence builder to help you. If appropriate, you can use the space below to make notes or practise.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Wednesday Week 1 – Reading Article.

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

### On the Roof of the World

By Benjamin Koch  
2015

*In this informational text, Benjamin Koch discusses his experiences in Tibet, a region in Central Asia. While in Tibet, Koch stayed with a group of people with no permanent home, known as nomads. As you read, take notes on how the author describes the Tibetan nomads' way of life.*

[1] A few summers ago, I was lucky to travel to Tibet, the "roof of the world." Tibet is a small country surrounded on all sides by gigantic snowy mountain peaks. For thousands of years, these towering mountains acted like a fence, keeping people from entering the country. That's one reason why explorers and writers have called Tibet the roof of the world. It's hard to get to. The other reason is Tibet's high elevation. When I climbed mountain passes<sup>1</sup> over 17,000 feet above sea level, I gasped for air. I was more than three miles high!



*"Nomads travel by foot or on horses alongside the yaks that carry all their supplies." by Scott Poupore-Haats is used with permission.*

Years ago, the people of Tibet were nomads — people without permanent homes. The ground in Tibet is much too rocky and thin to grow crops, so Tibetans centered their daily life and survival on the yak.<sup>2</sup> The yaks provided the nomads with nearly everything they needed — milk, butter, meat, and wool for clothes and ropes. Even yak dung<sup>3</sup> was used for fires.

Tibetan nomads would lead their herds of yak and sheep across pastures,<sup>4</sup> valleys, and mountainsides in search of the best grazing<sup>5</sup> lands. They did not live in permanent homes made of wood, brick, or stone.

Times are changing in Tibet, and more and more people live and work in villages and cities. But there are still nomads who survive on the high plateau<sup>6</sup> just as their ancestors did.

## Becoming a Modern Nomad

- [5] Some friends and I were traveling with our teacher, Dudjom Dorjee, to Kham, in the eastern part of Tibet. Dudjom was born in Tibet and lived the first years of his life as a traditional nomad. Because of political problems, Dudjom's family had to flee<sup>7</sup> to India when he was still young. We were following Dudjom back to his birthplace and getting a taste of that ancient, nomadic way of life — with a few modern updates.

We had the advantage of automobiles — a luxury that nomads have happily survived without. When it comes time for a nomad family to move, they pack all their things into large backpacks that they strap over their yaks. A typical family might need from 30 to 50 yaks to carry all their supplies. My friends and I had more than 50 bags to carry. We stuffed them into a bus, while we piled into four-wheel drives.

## Problems Along the Way

When it comes to crossing rough country, yaks are the true all-terrain travelers. Many times, the nomads have to cross raging rivers. For the loyal and determined yaks, crossing is not a problem. But when we had to cross a river, our four-wheel drives turned out to be not so loyal or reliable. We got stuck in the muddy banks of the river, and it took at least a dozen people pushing to get us out.

When nomads arrive at their destination, they are so skilled at setting up their large yak-hair tents that they have them up in minutes. My friends and I, with our fancy super-modern tents, weren't quite as quick. At one campsite, I remember wrestling with one of my tent poles trying to pass it through the loops of my tent. Some smiling nomad kids approached and had me set up in no time, though they'd never seen a tent like that before.

Nomad families often compete to see who will be the first to have their tent up, a fire going, and hot tea poured.

## It's Cold Up There!

- [10] The weather in Tibet is cold, and the brutal wind seems to show no mercy.<sup>8</sup> Sitting inside a nomad tent, though, you'd never know it. With a warm fire burning in the mud stove and the snug black walls of the tent, you are as comfortable as can be. This was not the case in the fancy modern tents my friends and I slept in. I remember shivering through my four sweaters, three pairs of pants, and blanket, listening to the chill rain hit my tent.

## Having the Right Attitude

On this trip, I learned that it takes much more than snug tents and thick, hearty<sup>9</sup> tea to survive. You need the right attitude. Everywhere we traveled, the Tibetans were generous, happy, and curious. It might be a monk<sup>10</sup> warming my frozen hands in his fur robes. It might be a family of nomads taking a break to dance and sing in a circle, or a handful of kids watching me with beaming smiles.

Though their lives are full of challenges, the nomads never take their day-to-day problems too seriously. They know how impermanent<sup>11</sup> things are, including their homes. We modern nomads learned some of these lessons. Perhaps when we cross the raging rivers or face the cold bitter days of our lives, we'll do it with a lot more of the right attitude — the same attitude that shines from the bright smiles of the Tibetan nomads.

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

Use the QR code to hear this article being read by a teacher:



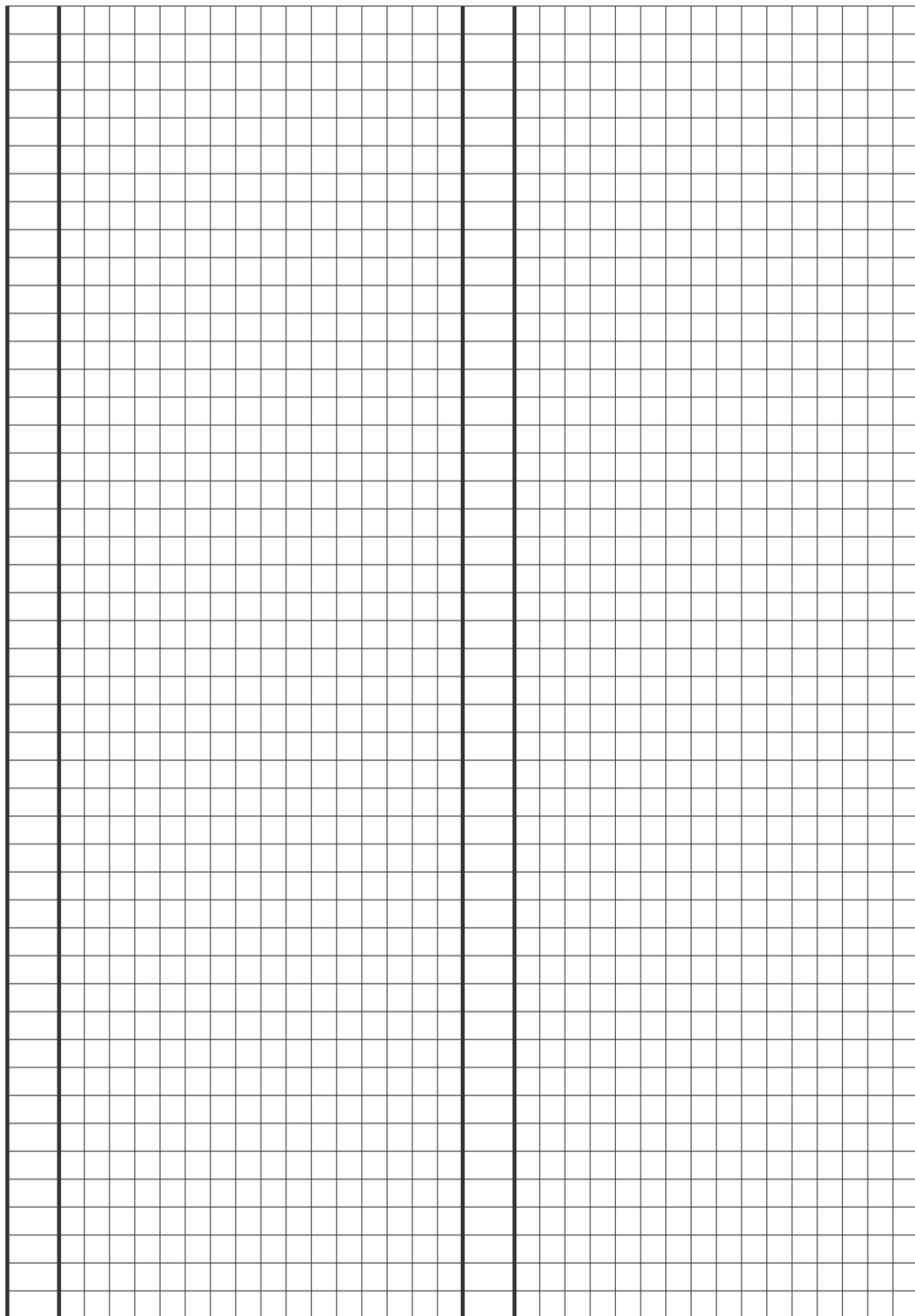


## Thursday Week 1 – 5/6/25 – PSHE

Use page 27 from your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Thursday Week 1 – Sparx Maths – Independent Learning



1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

## Friday Week 1 – 6/6/25 - History

*Use week 1 from page 10 of your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

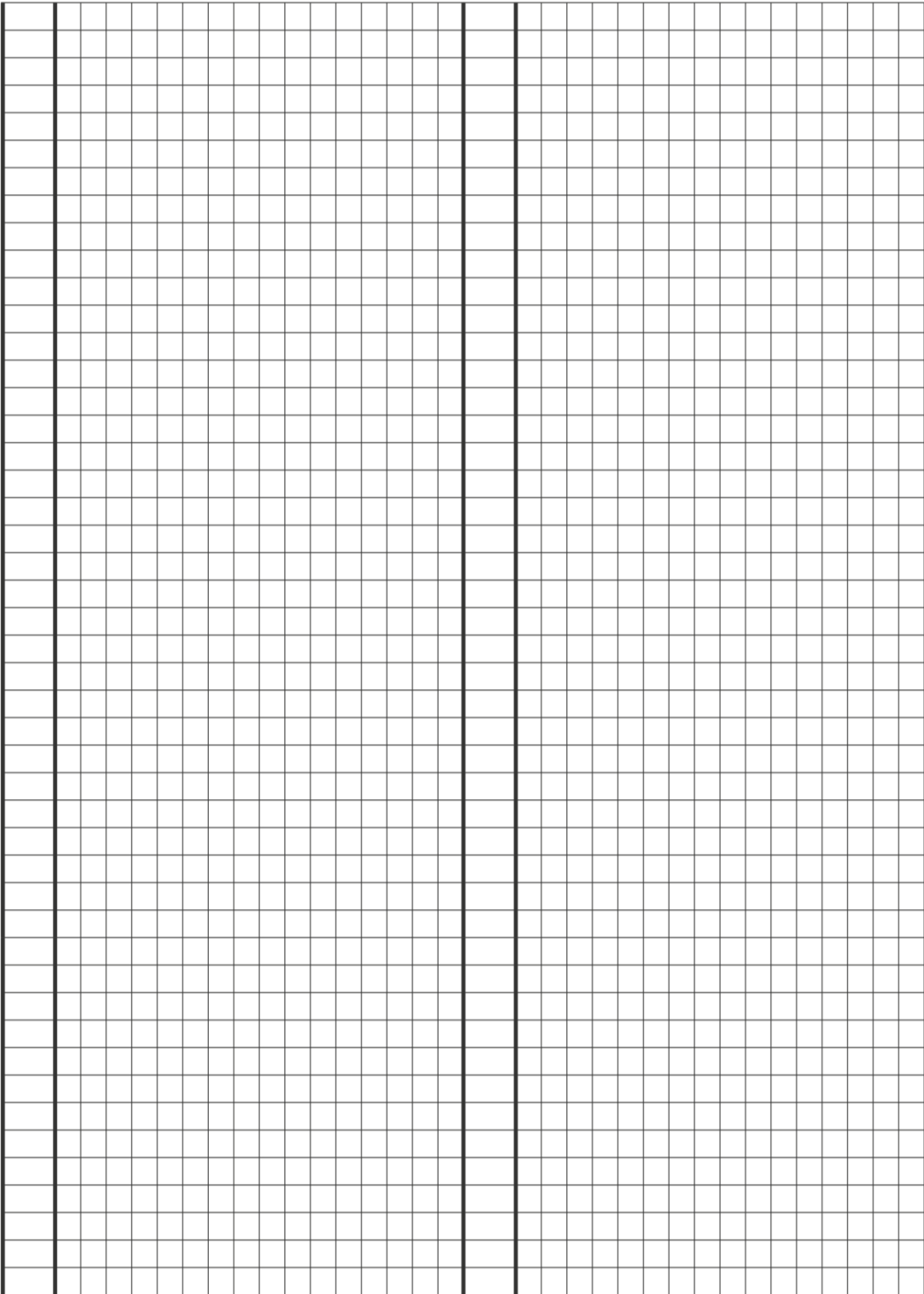


## Monday Week 2 – 9/6/25 - Science

*Use week 2 from your Biology, Chemistry or Physics KO in your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

Monday Week 2 – Sparx Maths





## Wednesday Week 2 – 11/6/25 - MFL

*Your homework tasks will be set on ClassCharts. Use your French, German, Spanish or Mandarin sentence builder to help you. If appropriate, you can use the space below to make notes or practise.*

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Wednesday Week 2 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

### Any More Earths Out There?

By Vicki Oransky Wittenstein  
2015

*Vicki Oransky Wittenstein has written for Highlights. In this article, Wittenstein explores how astronomers find new planets that orbit stars beyond our Sun. David Charbonneau is one of the astronomers who has contributed to projects that have identified planets outside of our solar system. As you read, take notes on how astronomers find new planets outside of our solar system.*

- [1] When he was a boy in Ontario, Canada, David Charbonneau didn't know that he would grow up to discover new planets. Back then, he was fascinated<sup>1</sup> with the stars. He liked to find the constellations<sup>2</sup> in the night sky. In high school, he read a book for adults about the universe. "I didn't understand most of it, but it excited my interest in space," he says.

Now he hunts for planets that orbit stars beyond our Sun. They are called extrasolar planets. More than 600 of these planets have been found so far. Most of them are giants like Jupiter and Saturn. Dr. Charbonneau is searching for smaller, rocky planets with the conditions for life: planets like Earth.



*"Any More Earths Out There?" by Tim Powers is used with permission.*

### Stars That Wobble

From Earth, no one can see an extrasolar planet, even while using the most powerful telescopes. Astronomers had to figure out how to find them.

In 1995, Dr. Geoffrey Marcy and Dr. Paul Butler developed the first technique, the wobble method. They knew that the Sun is a star. The pull of the Sun's gravity<sup>3</sup> keeps Earth and the other planets in their orbits. The gravity of each planet also pulls on the Sun, making the Sun wobble a little.

- [5] Dr. Marcy and Dr. Butler reasoned that any star that had planets would also wobble. After a long search, they found some stars that wobble and declared that they had found new planets. But some astronomers thought the two scientists were wrong... that they had not really found planets.

David Charbonneau helped show that Dr. Marcy and Dr. Butler were right. In 1999, he and Dr. Robert Noyes found a way to tell if wobbling stars really have planets. If a star had a planet, then the planet might cross in front of, or transit,<sup>4</sup> the star. Then the planet would cast a shadow, blocking some of the star's light. The star would become dimmer.

In a parking lot in Boulder, Colorado, David Charbonneau and Dr. Timothy Brown set up a small telescope. They watched wobbling stars. One night, they saw star HD 209458 become dimmer. The star had a planet! They had confirmed the wobble method of planet hunting. Since then, scientists have found 80 transiting planets.

## Telescopes Around the World

David Charbonneau is now Dr. Charbonneau, an astronomer at Harvard University in Massachusetts. He uses many telescopes around the world. "I can sit here and run telescopes in Arizona or in California and not even have a joystick,"<sup>5</sup> he says. "I am sleeping while the telescopes are run by a computer program."

Dr. Charbonneau is also on the team that runs NASA's Kepler Space Telescope. Kepler orbits Earth, watching for the dimming of stars. Kepler has found more than 2,300 shadows moving across stars. So far, other astronomers have confirmed that 61 of those shadows are indeed planets.

- [10] Among those 61 new planets, the Kepler team has found three Earth-like planets orbiting stars much like our Sun. The first is a large planet, known as a super Earth. The other two are about the size of Earth.

All life as we know it needs water in its liquid form. So for a planet to have life, it may have to be just the right distance from its star. If the planet is too close, it will be too hot for liquid water. If the planet is too far away, then it will be too cold. Like the porridge in "Goldilocks and the Three Bears," the planet needs a temperature that's "just right." Astronomers call this perfect distance the "Goldilocks Zone."

The newly found super Earth lies in the Goldilocks Zone, but the two Earth-sized planets are too close to their star.

## Breath of Life?

Dr. Charbonneau is also taking the next step: he is analyzing the air on transiting planets. "We came up with a trick," he explains. "As the planet passes in front of the star, some of the light passes through the atmosphere of the planet. Imprinted on that light will be the fingerprint of whatever atoms or molecules are present in the atmosphere."

He hopes to find oxygen and other gases needed for life as we know it. He says, "If we find transiting rocky planets and analyze<sup>6</sup> their atmospheres, the big prize may be life."

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

Use this QR code to listen to a teacher reading the article:



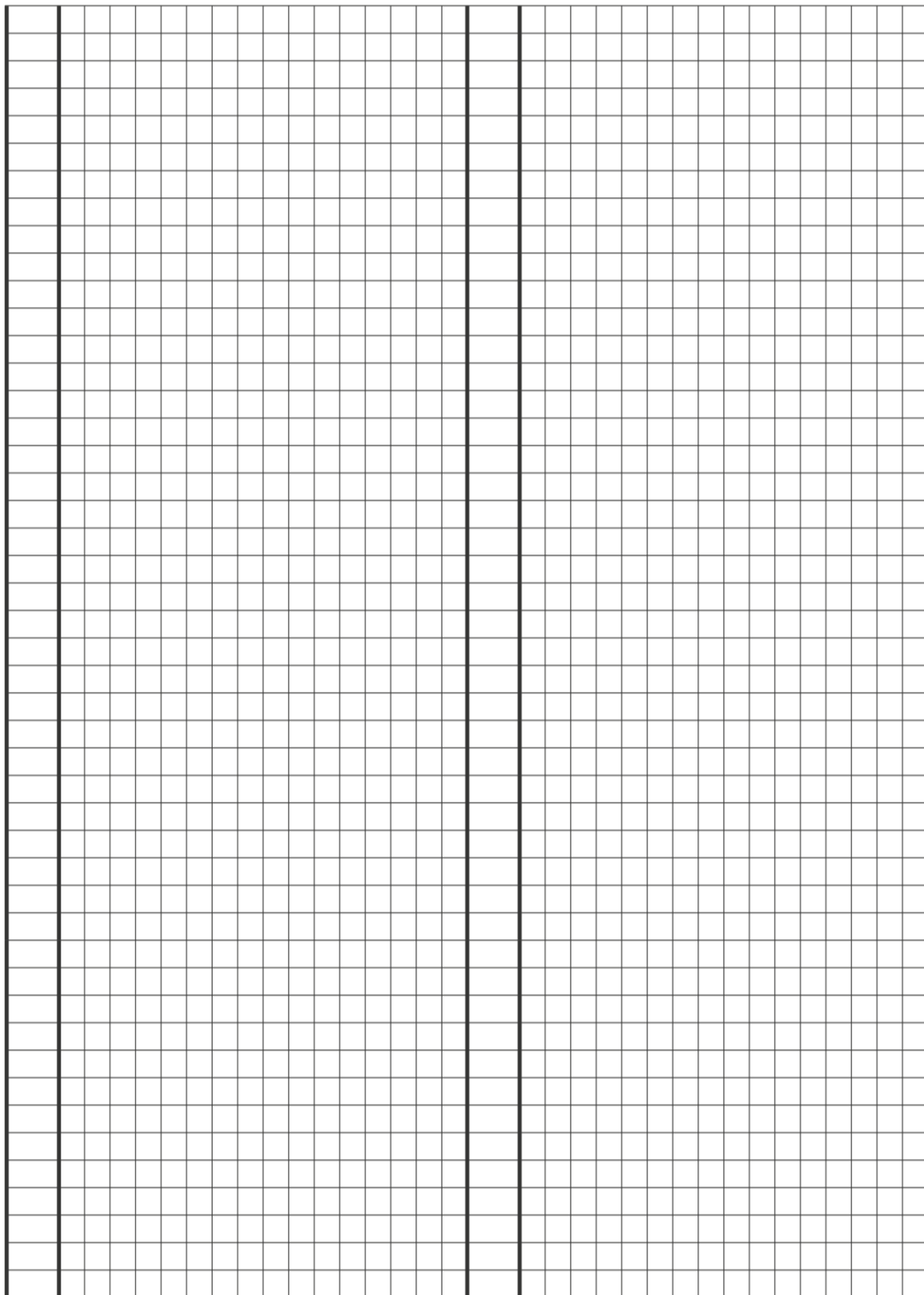


## Thursday Week 2 – 12/6/25 - DT

Use week 2 from page 5 of your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            | 5.                        |
|              |                           |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Thursday Week 2 – Sparx Maths (independent learning)





## Friday Week 2 – 13/6/25 - Geography

Use week 2 from page 9 of your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

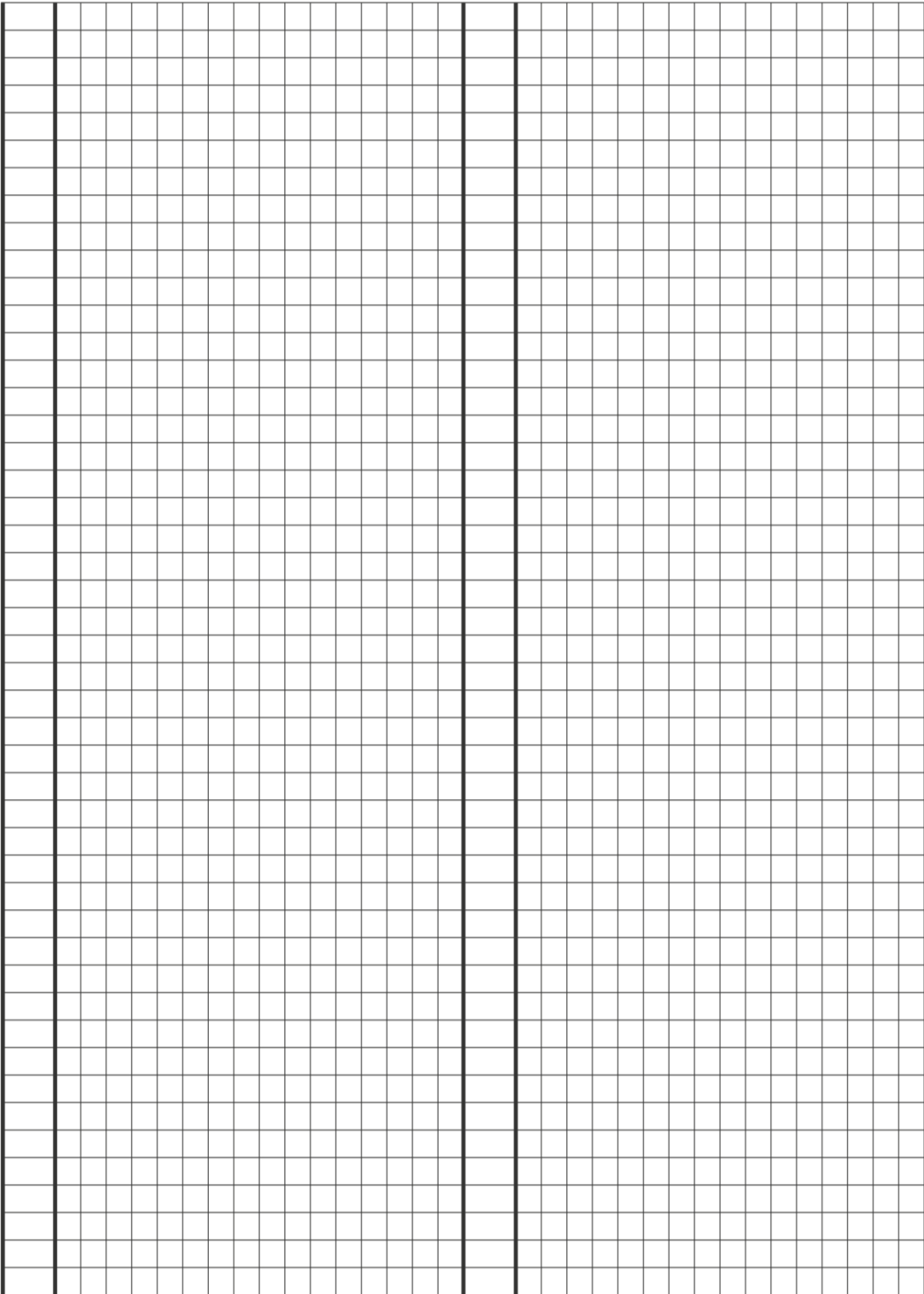
4. Self-quiz and mark.

## Monday Week 3 – 16/6/25 – Science

*Use week 3 from your Biology, Chemistry or Physics KO in your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

Monday Week 3 – Sparx Maths







## Tuesday Week 3 – 17/6/25 – Religion and World Views

*Use week 3 from page 28 & 29 of your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Wednesday Week 3 – 18/6/25 - MFL

*Your homework tasks will be set on ClassCharts. Use your French, German, Spanish or Mandarin sentence builder to help you. If appropriate, you can use the space below to make notes or practise.*

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings present.

## Wednesday Week 3 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

### Election Choices: 2008

By Barbara Radner  
2009

*The 2008 U.S. presidential election was a historic one. After Republican President George W. Bush served his two terms in office, the Republican party nominated John McCain and the Democratic party nominated Barack Obama. As you read, take notes on the significant events of the 2008 presidential election.*

- [1] A convention is a very big meeting. Many organizations have conventions. Every four years there is a national election in the United States. The summer before the election, there are two conventions. One convention is for the Democrats. The other is for the Republicans.<sup>1</sup> They choose leaders for the next four years. They hope the people they choose will win the election.

At the 2008 Democratic convention, there was a big change. Never before had the Democrats chosen an African-American as their candidate for president. They did. It was not a surprise, though. Barack Obama had been running for president all year. He had won primaries. A primary is an election in a state. The people of the state vote for the person they want to be president. Then at the convention their representatives vote for that person.



*"Obama unity" by Garfld986 is in the public domain.*

- At the convention, there was a problem. Many people had voted in primaries for Hillary Clinton.<sup>2</sup> They wanted her to be the first woman president. It was not because she was a woman that people voted for her. They thought she would do a good job. She was a senator.<sup>3</sup> She had met many world leaders. She was a leader, herself. More Democrats thought that Barack Obama would be a great president. So they chose him. She was disappointed, but Hillary Clinton helped him. She gave many speeches telling people why they should vote for him. She said, "He is the person who can change our country." "Yes, we can" was their slogan.<sup>4</sup> It meant that people could change what was happening in the United States.
- [5] Barack Obama won the national election. He got votes from many different groups. More people voted than in the last election. It was important to them. After the election, he met with Hillary Clinton. He asked her to be Secretary of State. That is a very important job. The Secretary of State meets with world leaders. The Secretary of State helps solve problems with other countries.

*"Election Choices: 2008" by Barbara Radner. Copyright © 2009. Reprinted with permission, all rights reserved.*

Use the QR code to access the article being ready by a teacher:



1. Read and  
make notes.

2. Summarise to  
3 bullet points.

3. Create 5  
questions in cue  
column.

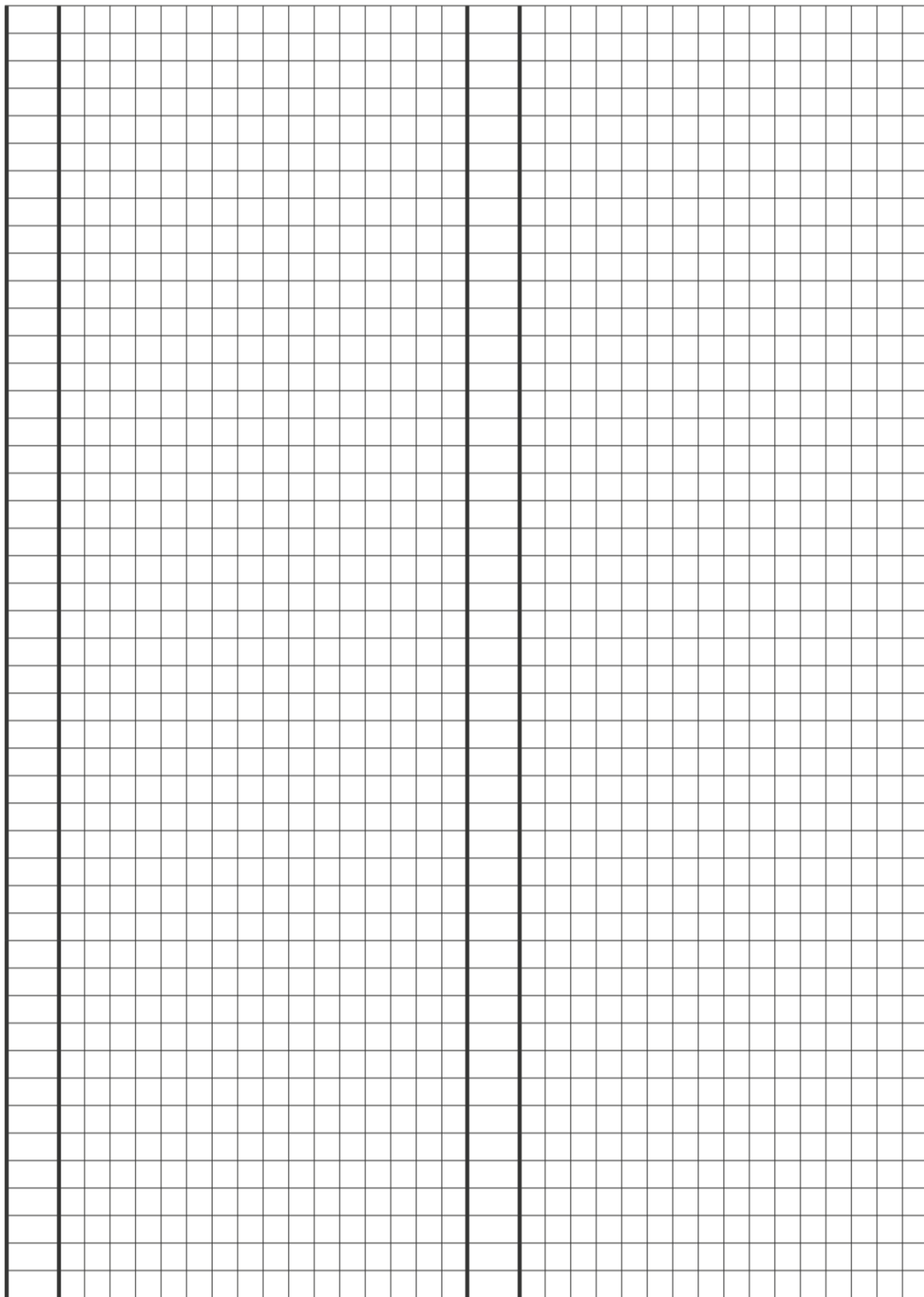
4. Self-quiz and  
mark.

## Thursday Week 3 – 19/6/25 – Food

*Use page 8 from your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Thursday Week 3 – Sparx Maths





## Friday Week 3 – 20/6/25 - History

*Use week 3 from page 10 & 11 from your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

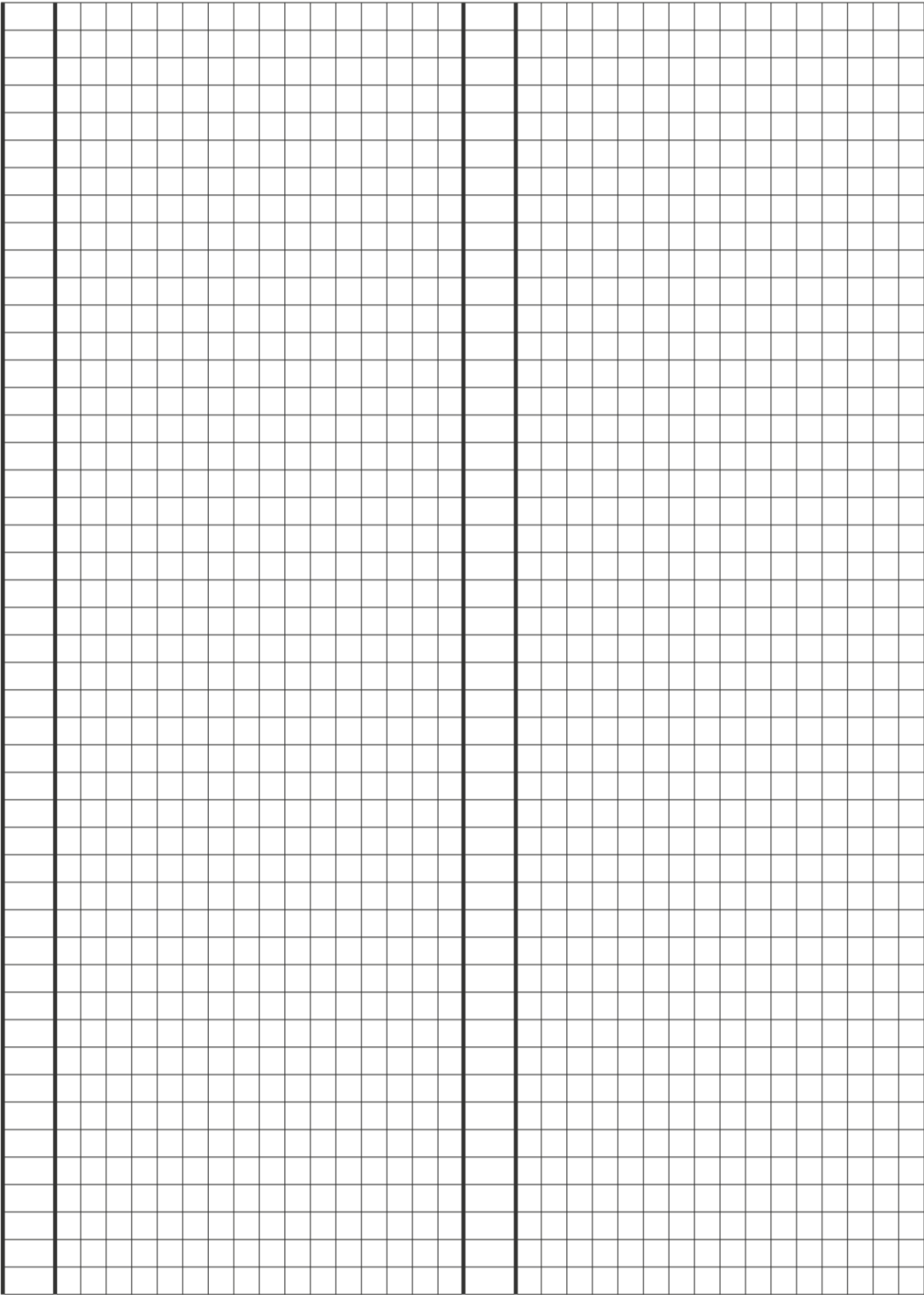
4. Self-quiz and mark.

## Monday Week 4 – 23/6/25 - Science

Use week 4 from your Biology, Chemistry or Physics KO in your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

Monday Week 4 – Sparx Maths







## Tuesday Week 4 – 24/6/25 – Computing

Use page 4 from your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Wednesday Week 4 – 25/6/25 - MFL

*Your homework tasks will be set on ClassCharts. Use your French, German, Spanish or Mandarin sentence builder to help you. If appropriate, you can use the space below to make notes or practise.*

[illegible]

## Wednesday Week 4 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

### **A Kenyan Teen's Discovery: Let There Be Lights To Save Lions**

By Nina Gregory  
2013

*Kenya is a country in East Africa with a population of around 45 million people. The capital city, Nairobi, is well-known for its National Park: the world's only game reserve<sup>1</sup> found within a major city. The park's large wildlife population includes baboons, rhinos, gazelles, zebras, cheetahs, and many other species. Though many efforts have been made to protect lions in the area, when lions kill off local livestock, some residents respond by killing the big cats. As you read, take notes on how Turere describes the process that led to his innovation.*

- [1] One of the talks from the TED<sup>2</sup> stage in Long Beach, Calif., this week came from Richard Turere, an inventor. He is a Maasai<sup>3</sup> from Kenya. And he's 13.

"From ages 6 to 9, I started looking after my father's cows," Richard says. "I'd take them out in the morning and bring them back in the evening. We put them in a small cow shed at night," and that's when the trouble would start. Lions would jump in the shed and kill the cows, which are enclosed and an easy target.



*"Lion - Panthera leo, Nairobi National Park" by Peter Steward is licensed under CC BY-NC 2.0.*

Lions are the top tourist attraction to Kenya, especially in the Nairobi National Park, which is near where Richard lives. Lions are also considered critically<sup>4</sup> endangered in Kenya.

The Kenya Wildlife Service estimates there are just 2,000 lions left in the country. One of the main causes of their demise, "is that people kill them in retaliation<sup>5</sup> for lions attacking their livestock," says Paula Kahumbu, executive director of Wildlife Direct, a wildlife conservation organization in Africa.

- [5] She has been studying the conflict between humans and lions, and her work led her to Richard. In one week, she monitored<sup>6</sup> over 50 cases where lions attacked livestock. "It's a very, very serious problem," she says.

Her work studying the problem led her to Richard.

One night he was walking around with a flashlight and discovered the lions were scared of a moving light. A light went on inside him and an idea was born.

Three weeks and much tinkering later, Richard had invented a system of lights that flash around the cow shed, mimicking<sup>7</sup> a human walking around with a flashlight. His system is made from broken flashlight parts and an indicator box from a motorcycle.

"The only thing I bought was a solar panel,"<sup>8</sup> which charges a battery that supplies power to the lights at night, Richard says. He calls the system Lion Lights.

[10] "There have been a lot of efforts to try to protect the lions," Kahumbu says. "It's a crisis and everyone is looking for a solution. One idea was land leases, another was lion-proof fences. And basically no one even knew that Richard had already come up with something that worked."

His simple solution was so successful, his neighbors heard about it and wanted Lion Lights, too. He installed the lights for them and for six other homes in his community. From there, the lights spread and are now being used all around Kenya. Someone in India is trying them out for tigers. In Zambia and Tanzania they're being used, as well.

To get to the TED stage, Richard traveled on an airplane for the first time in his life. He says he has a lot to tell his friends about when he goes back home, and among the scholars and prize winners, scientists and poets, what impressed him the most on his trip was something he saw at the nearby Aquarium of the Pacific: "It was my first time seeing a shark. I've never seen a shark."

©2013 National Public Radio, Inc. News report titled "A Kenyan Teen's Discovery: Let There Be Lights To Save Lions" by Nina Gregory was originally published on [NPR.org](http://NPR.org) on March 1, 2013, and is used with the permission of NPR. Any unauthorized duplication is strictly prohibited.

Use this QR code to access the article being read by a teacher:



1. Read and  
make notes.

2. Summarise to  
3 bullet points.

3. Create 5  
questions in cue  
column.

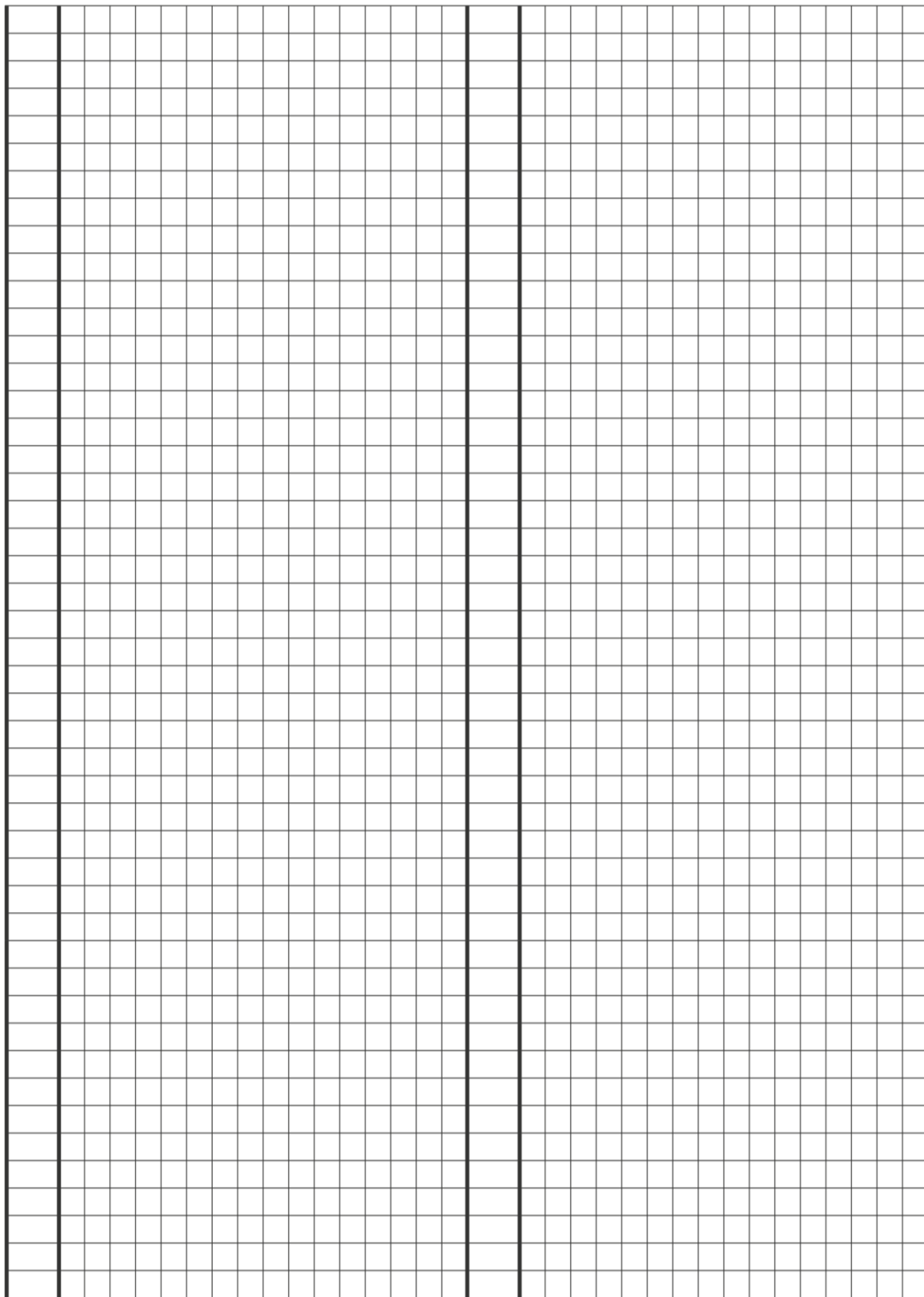
4. Self-quiz and  
mark.

## Thursday Week 4 – 26/6/25 - PSHE

*Use page 27 from your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Thursday Week 4 – Sparx Maths (independent learning)



1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

## Friday Week 4 – 27/6/25 - Geography

Use week 4 from page 9 of your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |



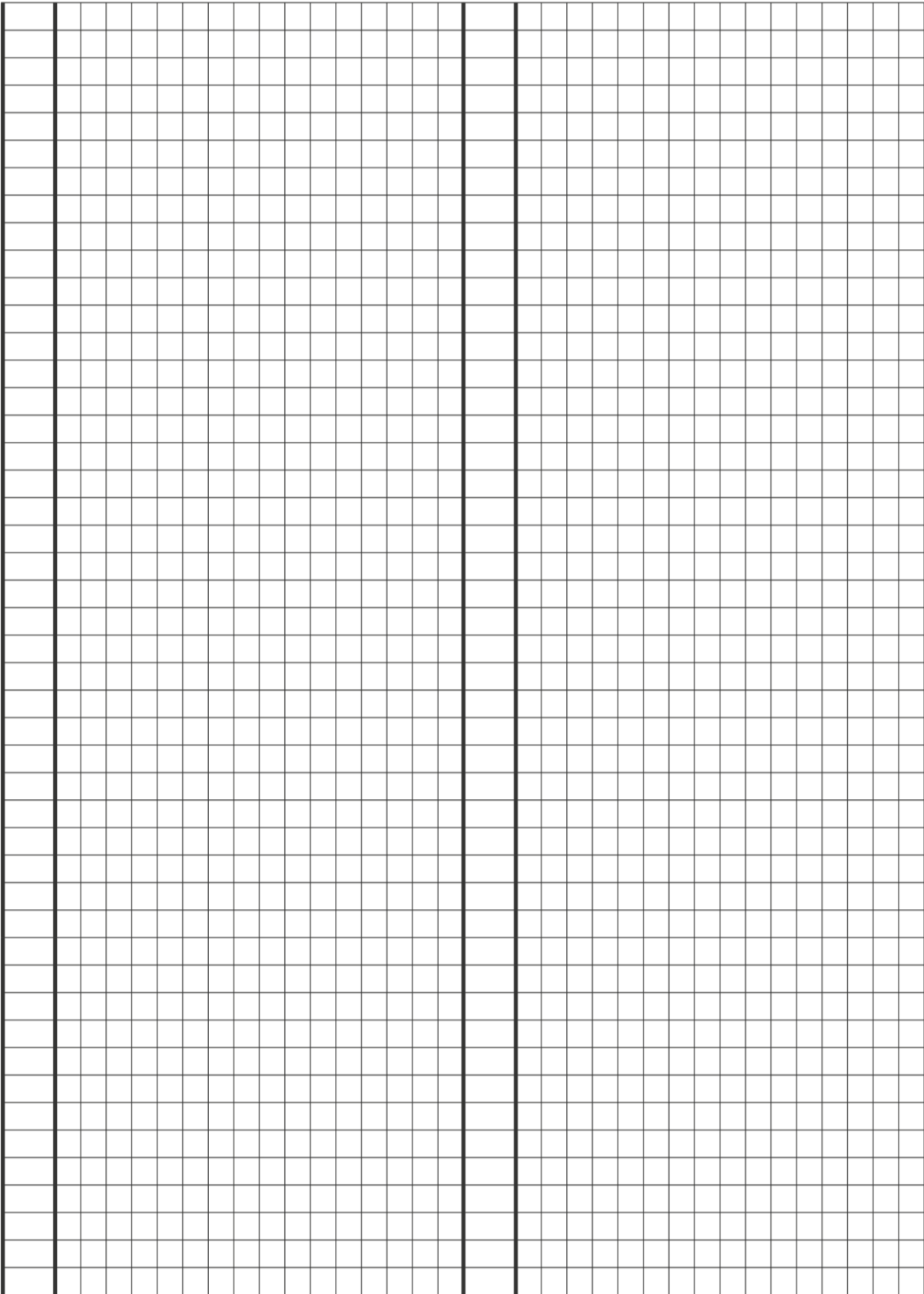
## Monday Week 5 – 30/6/25 - Science

*Use week 5 from your Biology, Chemistry or Physics KO in your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |



Monday Week 5 – Sparx Maths



1. Read and  
make notes.

2. Summarise to  
3 bullet points.

3. Create 5  
questions in cue  
column.

4. Self-quiz and  
mark.

## Tuesday Week 5 – 1/7/25 – Religion and Worldviews

*Use week 5 from page 29 & 30 in your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |

## Wednesday Week 5 – 2/7/25 - MFL

*Your homework tasks will be set on ClassCharts. Use your French, German, Spanish or Mandarin sentence builder to help you. If appropriate, you can use the space below to make notes or practise.*

[illegible]

## Wednesday Week 5 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

### **Dolores Huerta, Leader and Activist**

By Diane L. Brooks  
2002

*Dolores Huerta (born 1930) is an American labor leader and civil rights activist. In this informational text, Diane L. Brooks further explores the work and accomplishments of Dolores. As you read, take notes on what drives Dolores' actions in the text.*

- [1] Dolores Huerta, who was born in New Mexico in 1930, was always concerned about civil rights. Everyone should be treated with respect, she believed. Her mother and family moved to Stockton, California, when she was young. She was fortunate<sup>1</sup> to go to college, and then became a teacher. But she had another concern: "I couldn't stand seeing kids come to class hungry and needing shoes. I thought I could do more by organizing farm workers than by trying to teach their hungry children."



*"Building Networks for Leading Change - Day 2 - Dolores Huerta 1"*  
by W.K. Kellogg Foundation is licensed under CC BY-ND 2.0

So Huerta became a leader and got involved in a local Community Service Organization. She helped poor people register to vote, become citizens, and get better services. She became a fearless lobbyist (a person who works to get laws of their interest passed). Then she met Cesar E. Chavez,<sup>2</sup> and both of them knew that farm workers needed to be organized in order to improve their lives. Together, they started the National Farm Workers Association in Delano, California, in 1962.

Chavez was president and Huerta was second-in-command of the new union. Together, they talked to migrant workers<sup>3</sup> and their families about how to get a better life. They brought lots of people together and helped them stand up for their rights. They organized boycotts (asking people not to buy a product if workers were not treated well), and led strikes if workers were not treated fairly. Being an activist (someone who takes action) was a dangerous job; she got hurt, and she was put in jail. But she really believed in what she was doing and brought her children to the UFW activities so that others could see that the problems were not just about workers, they were about families!

Today Dolores Huerta is remembered as one of the "100 Most Important Women of the 20th Century."

"Dolores Huerta, Leader, and Activist" by Diane L. Brooks, Appleseeds © by Carus Publishing Company. Reproduced with permission. All Cricket Media material is copyrighted by Carus Publishing Company, d/b/a Cricket Media, and/or various authors and illustrators. Any commercial use or distribution of material without permission is strictly prohibited. Please visit <http://www.cricketmedia.com/info/licensing2> for licensing and <http://www.cricketmedia.com> for subscriptions.

Use this QR code to access the reading article being read by a teacher:

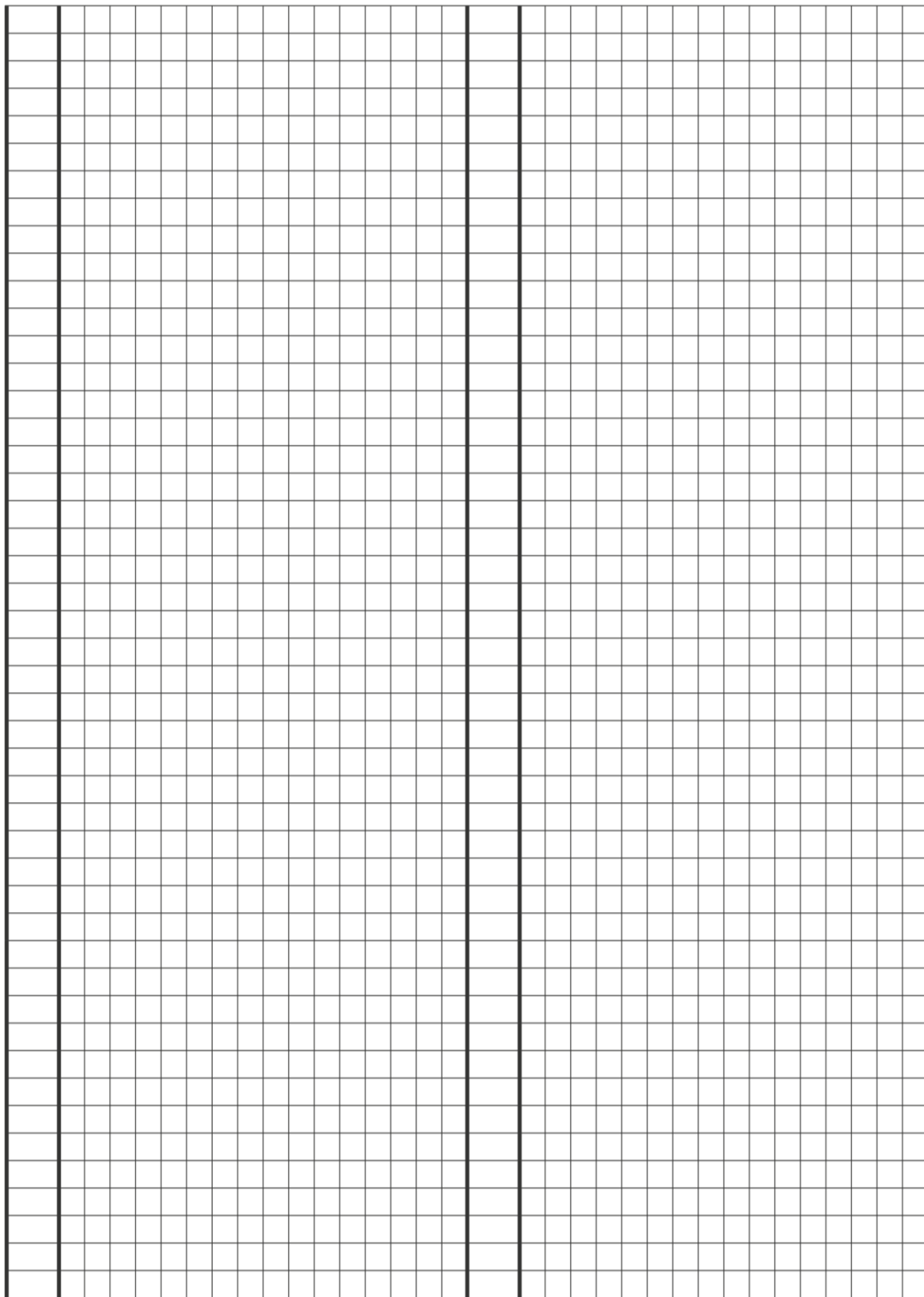


## Thursday Week 5 - 3/7/25 – Art

Please complete the end of topic Microsoft Forms quiz with the link on ClassCharts

[illegible]

## Thursday Week 5 – Sparx Maths (independent learning)





## Friday Week 5 – 4/7/25 - History

Use week 5 from page 11 in your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |



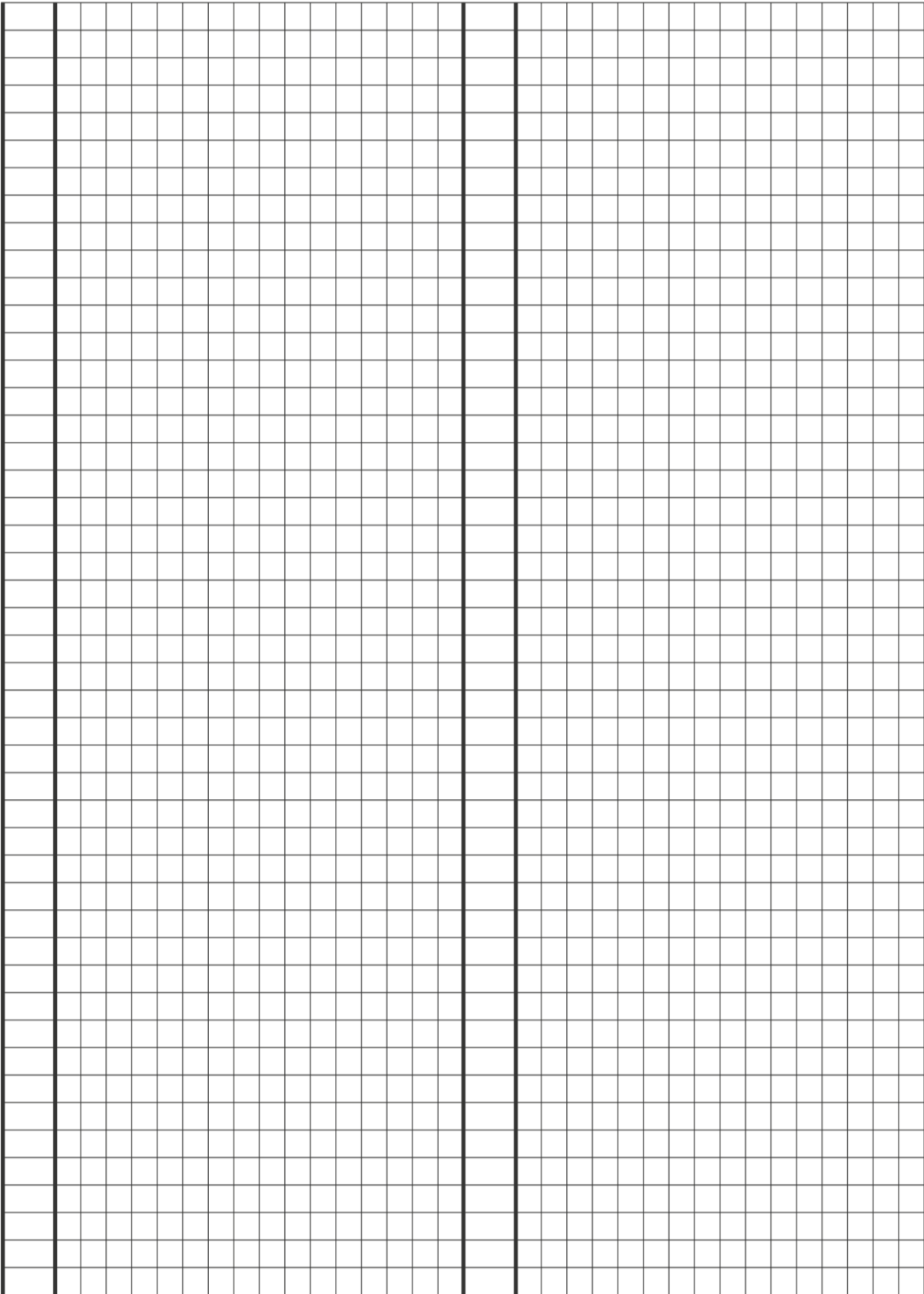
## Monday Week 6 – 7/7/25 - Science

*Use week 6 from your Biology, Chemistry or Physics KO in your KO booklet*

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |



Monday Week 6 – Sparx Maths



## Tuesday Week 6 – 8/7/25 - Music

Your Music homework is set on Class Charts. Music homework is in 2 parts.

- Part 1 is teaching gadget.
- Part 2 is a forms quiz

Links to part 1 and part 2 are in the links section at the bottom of the Class Charts homework.

### Part 1 - Teaching Gadget

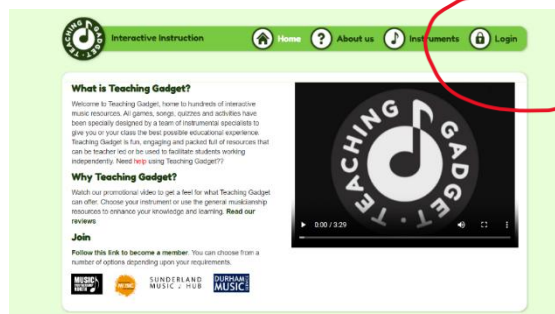
Log into Class Charts, find and select your music homework. Click the link at the bottom of the Class Charts homework to take you to the teaching gadget website. (you can do this on a computer, tablet or phone)

FAQ: “I can’t log onto Class Charts, how can I get to teaching gadget?”

Answer: You can also go to [teachinggadget.com](http://teachinggadget.com) on a computer or scan this QR code on your phone or tablet



1) Click Log in

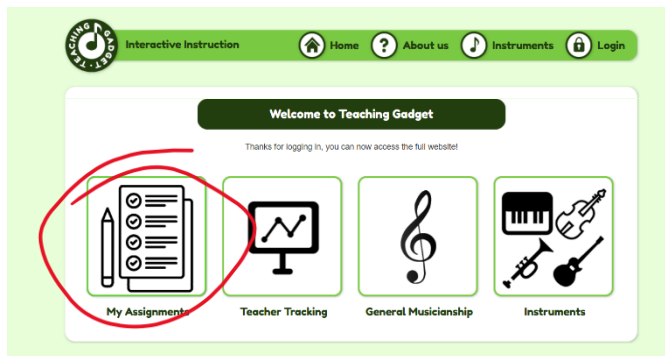


2) Type the username and password below

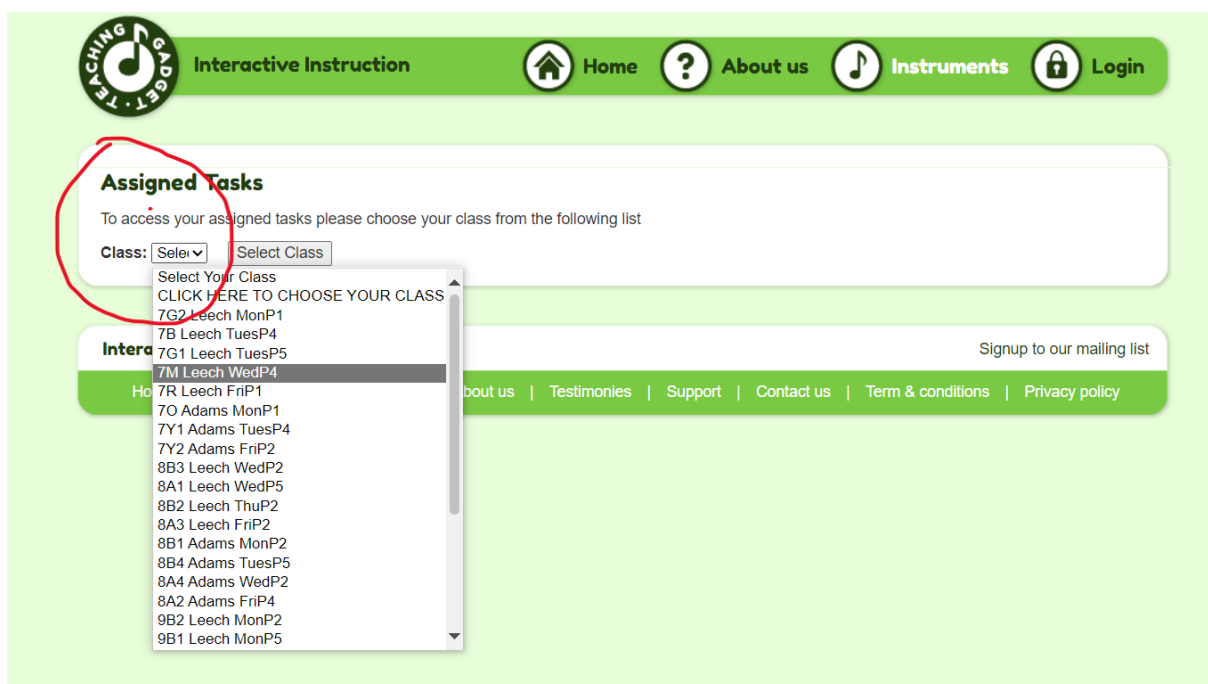
The login page features a green header with the 'Teaching Gadget' logo and the text 'Interactive Instruction'. Below the header, there is a 'Login' button. The main content area contains a login form with the following elements:

- A text input field labeled 'Username or Email Address' containing the text 'CastleSchool'.
- A text input field labeled 'My Password:' containing the text 'music1234'.
- A checkbox labeled 'Remember Me'.
- A 'Log In' button.
- A link labeled 'Lost your password?' at the bottom left of the form.

3) Click my assignments



4) Click the drop down box and select your class. Then click the box 'select class'



5) The next page will display the lessons or quizzes you will need to complete for homework. Below is an example of what you will see.

The screenshot shows the 'Assigned Tasks' page. At the top is a green navigation bar with the 'Teaching Gadget' logo and links for 'Interactive Instruction', 'Home', 'About us', 'Instruments', and 'Login'. Below the navigation bar is a 'Welcome to Teaching Gadget' message. Underneath, there are four icons: 'My Assignments' (a notepad with a pencil), 'Teacher Tracking' (a monitor with a line graph), 'General Musicianship' (a treble clef), and 'Instruments' (a piano keyboard and a guitar). The 'My Assignments' icon is circled in red. Below the icons, there is a section titled 'Assigned Tasks' with the text 'These are the tasks assigned to your class 7G2 Leech MonP1. Click on the name of the assignment to go directly to that page.' Below this text is a table with the following data:

| Class           | Assignment                              | Description  | Date Set   | Date Due   |
|-----------------|---|--------------|------------|------------|
| 7G2 Leech MonP1 | <b>Pitch Quiz – Treble Clef Spaces</b>  | 1.           | 20-11-2023 | 20-11-2023 |
| 7G2 Leech MonP1 | <b>Pitch Quiz – Treble Clef Lines</b>   | 2.           | 20-11-2023 | 20-11-2023 |
| 7G2 Leech MonP1 | <b>Pitch Quiz – Treble Clef Level 1</b> | 3.           | 20-11-2023 | 20-11-2023 |
| 7G2 Leech MonP1 | <b>Pitch Quiz – Bass Clef Spaces</b>    | 4. Extension | 20-11-2023 | 20-11-2023 |
| 7G2 Leech MonP1 | <b>Pitch Quiz – Bass Clef Lines</b>     | 5. Extension | 20-11-2023 | 20-11-2023 |
| 7G2 Leech MonP1 | <b>Pitch Quiz – Bass Clef Level 1</b>   | 6. Extension | 20-11-2023 | 20-11-2023 |
| 7G2 Leech MonP1 | <b>Pitch Quiz – Alto Clef Level 1</b>   | Xander       | 20-11-2023 | 20-11-2023 |

6) When you finish a quiz, if it asks you to submit a score, make sure that you enter your first name and last name **and select your class** e.g 7R1 MON P1 LEECH

The screenshot shows a web interface for a quiz titled "20 Questions – Rhythms Listening (Level 1)". The page has a green header with navigation links: "Interactive Instruction", "Home", "About us", "Instruments", and "Login". The main content area features the quiz title, a "RHYTHMS LISTENING LEVEL 1" logo, and a "SCORE 3 OUT OF 20" box. A "Submit Score" form is overlaid on the page. The form has a green header with the text "Submit Score". It contains four input fields: "First Name", "Last Name", a dropdown menu showing "7R1 MON P1 LEECH", and a text field showing "The Castle School". A "Submit Score" button is at the bottom of the form. A red circle highlights the "First Name", "Last Name", and class dropdown fields. A "BACK" button is visible to the left of the form. The footer includes a QR code and the website URL "www.TEACHINGGADGET.COM".

### **Part 2 - Teams Form Quiz**

Click on the 2nd link on Class Charts. This will take you to a forms quiz. Please answer the multiple-choice questions based on this half terms music lessons.

## Wednesday Week 6 – 9/7/25 - MFL

*Your homework tasks will be set on ClassCharts. Use your French, German, Spanish or Mandarin sentence builder to help you. If appropriate, you can use the space below to make notes or practise.*

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

## Wednesday Week 6 – Reading Article

Read through the article and highlight three words you weren't sure of. Then write the definition for each word. You might want to include a drawing to help you remember. Use the space below.

### **Heartbeat of Mother Earth**

By CR Willing McManis  
2015

*Pow wows are social gathering held by Native American communities. In this informational text, CR Willing McManis describes the origins of pow wows and what takes place during them today. As you read, take notes on the important elements of pow wows.*

- [1] When I was growing up on the Grand Ronde Indian Reservation in Oregon in the 1950s, there were no pow wows — only a potluck at the tribal community center. Old men, dressed in black pants and white long-sleeved shirts, sat around the cafeteria tables. Their large hands pounded the tabletops in unison as their voices sang in Chinook.<sup>1</sup> A few elderly women rose from their folding chairs. They danced, holding their lacy sweaters like shawls. Their feet stepped to each beat of the makeshift drum. My cousins and I hopped excitedly, as if the floor was on fire. And the grandparents all smiled.



*"Heartbeat of Mother Earth" by Wayne Alfano is used with permission.*

Today, pow wows are more than social gatherings.

"Pow wows are a public celebration of native song, dance, and crafts," says my friend Chris Charlebois, an Abenaki from New Hampshire.

However, pow wows didn't start out that way.

- [5] The word pow wow originated from the Northeast Indian language — Algonquin. Pau wau described the medicine men<sup>2</sup> who danced at the sacred<sup>3</sup> ceremonies. English settlers watching thought pau wau meant the ceremony, not the medicine men. Soon the word pau wau changed to pow wow. Its name has come to mean the event ever since.

Every pow wow is different. Some pow wows, like the "Crow Fair" in Montana, have as many as 50,000 visitors. Smaller pow wows, such as the Native American Pow Wow in Swanton, Vermont, are like family reunions. No matter the size, all pow wows include drumming, dancing, crafts, and food.

## ***Listening to the Beat***

The Native American drum is considered the heartbeat of Mother Earth, a gift given by the Creator. As many as twelve men sit around one drum, about the size of a school-bus tire. The drum is usually covered with animal hide<sup>4</sup> over a wooden base. Symbols may be painted on the hide, or animals may be carved on the wood.

The drumkeeper is responsible for calling out the songs and leading the rhythm. Drumsticks are raised and lowered together. Voices sing at full volume, and everyone moves to the beat.

"When we sing, we're asking the Creator to hear our prayers," says Greywolf, drumkeeper of the Megasuwin ("reflections of the sun") drum in Vermont.

## ***Stepping Out Native Style***

- [10] Dancing goes with drumming. Most pow wows have intertribal dancing. That means everyone, including non-Indians, can enter the dance circle.

Indians wear jeans and T-shirts or fancy Native American clothing called "regalia" when they enter the circle. Beads decorate the dresses, and ribbons adorn the shirts. One particular dress worn at pow wows is called a jingle dress. It is covered with hundreds of cones rolled from lids of small tin containers. The dancer must move so that all the jingles sound at the same time.

## ***Selling on the Pow Wow Trail***

Before a pow wow opens, Indians set up outdoor tents for selling their goods. This activity comes from the days when Indians would meet each other and trade. Some lay down blankets or unfold tables to display or sell turquoise jewelry, clay pottery, and dreamcatchers.

## ***Buffalo Burgers, Anyone?***

Certain foods are often found at pow wows. Fry bread, a dough flattened and cooked in a deep fryer, for one. Children like it with maple syrup or powdered sugar. My husband prefers fry bread topped with ground meat, lettuce, grated cheese, and chopped tomatoes — called an "Indian taco." Other foods served at pow wows might be buffalo burgers, succotash, acorn soup, or alligator bites.

Over 900 pow wows happen each year in the United States and Canada. Vermont, where I live now, has six pow wows during the summer months.

- [15] Pow wows have also come to Grand Ronde. Their first one began in the late 1970s, after my family moved away. It grew from a small gathering and now has more than 15,000 people. Some day I plan to go. I doubt I'll see men pounding tables or women using sweaters as shawls. But I bet I'll see children hopping to the drums — and grandparents smiling.

Copyright © Highlights for Children, Inc., Columbus, Ohio. All rights reserved.

Use the QR code to access the reading article being read by a teacher:





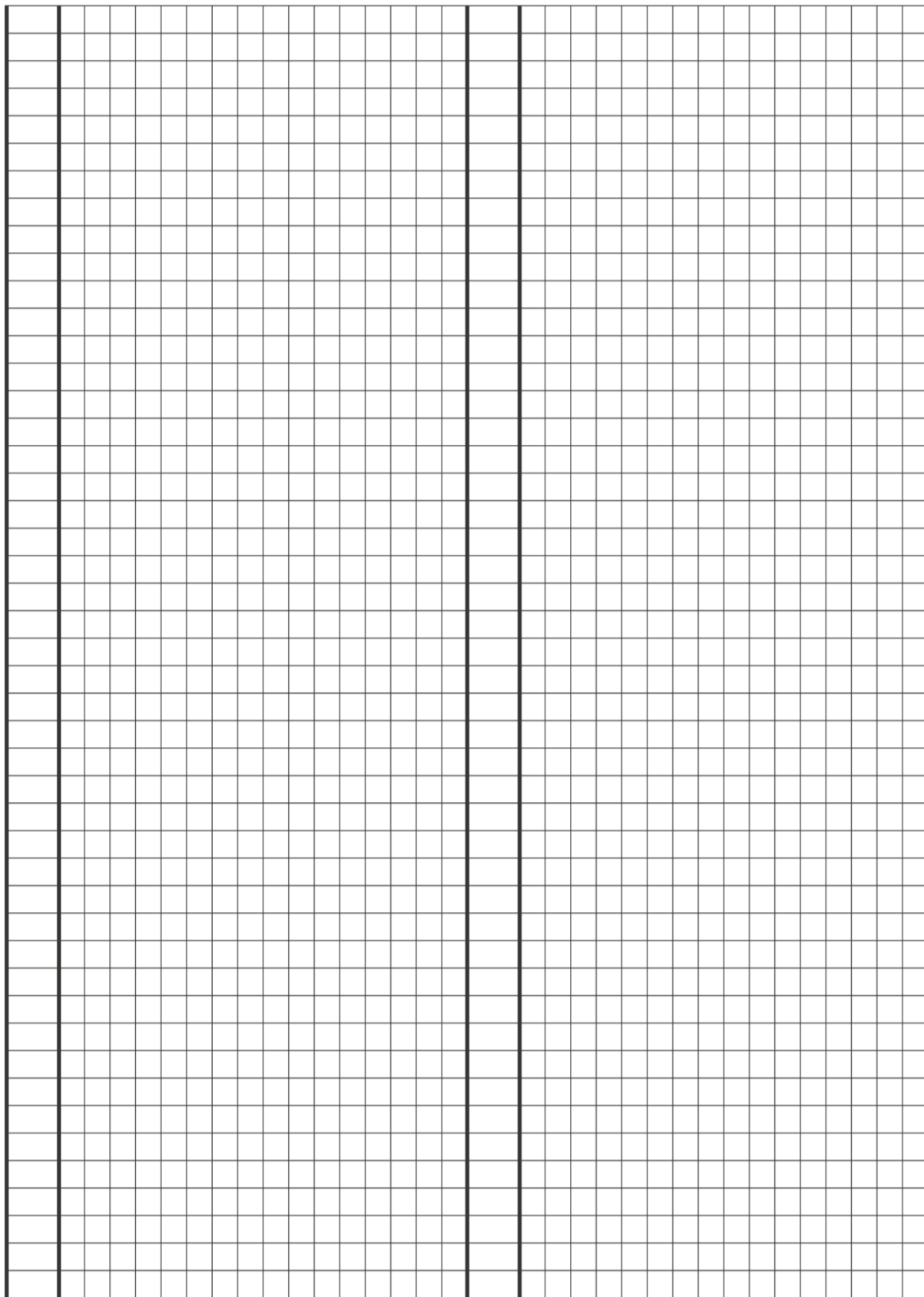
## Thursday Week 6 – 10/7/25 – DT

Use week 6 from page 6 in your KO booklet

|                     |   |
|---------------------|---|
| <b>1. Notes</b>     | <b>3. Cue Column (Questions)</b>  |
|                     | <b>1. Why must long hair be tied up?</b>                                      |
|                     |   |
|                     |   |
|                     |   |
|                     |   |
|                     | <b>2. Why must all jewellery be removed?</b>                                  |
|                     |   |
|                     |   |
|                     |   |
|                     | <b>3. Why might you need to lift the drill bit when drilling a deep hole?</b> |
|                     |   |
|                     |   |
|                     |   |
|                     | <b>4. Why is it important to drill slowly?</b>                                |
|                     |   |
|                     |   |
|                     |   |
| <b>2. Summary</b>   | <b>5. Why should work be clamped when using the pillar drill?</b>             |
| •                   |   |
|                     |   |
| •                   |   |
|                     |   |
| •                   |   |
|                     |   |
|                     | <b>3. Cue Column (Questions)</b>  |
| <b>4. Self-Quiz</b> |   |
| 1.                  |   |
| 2.                  |   |
| 3.                  |   |
| 4.                  |   |
| 5.                  |   |



## Thursday Week 6 - Sparx Maths



1. Read and make notes.

2. Summarise to 3 bullet points.

3. Create 5 questions in cue column.

4. Self-quiz and mark.

## Friday Week 6 – 11/7/25 - Geography

Use week 6 from page 9 in your KO booklet

| 1. Notes     | 3. Cue Column (Questions) |
|--------------|---------------------------|
|              | 1.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 2.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 3.                        |
|              |                           |
|              |                           |
|              |                           |
|              |                           |
|              | 4.                        |
|              |                           |
|              |                           |
| 2. Summary   |                           |
| •            |                           |
|              | 5.                        |
| •            |                           |
|              |                           |
| •            |                           |
|              |                           |
| 4. Self-Quiz |                           |
| 1.           |                           |
| 2.           |                           |
| 3.           |                           |
| 4.           |                           |
| 5.           |                           |