



Year 7

Knowledge & Gwaith Cartref

Materials

Summer Term

2025-2026

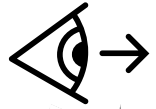
Name _____

Tutor group _____

HOW DO I USE MY KNOWLEDGE BOOKLET?

4 simple strategies to memorise information:

LOOK, COVER, WRITE, CHECK



1) LOOK at a box of information, a diagram, or the definition of a word.



2) COVER it up



3) WRITE down the information/definition or draw the diagram from memory.



4) CHECK your work and use a different colour pen to correct any mistakes.

Keep doing this until you get it completely right

FLASHCARDS

- 1) To make a flashcard, write a question on one side of a piece of paper/card, and the answer on the other.
- 2) Mix up your flashcards from different subjects.
- 3) Use them to quiz yourself or a friend.

The best flashcards are simple, numerous and overlapping.

Q: What is an integer?

A: A whole number.

Q: What is the mathematical word for a whole number?

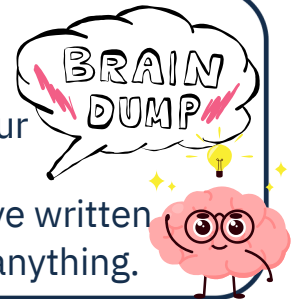
A: An integer.

FILL IN THE BLANKS

- 1) Copy out part of the Knowledge Booklet with key words, formula, dates, etc. missing.
- 2) Fill in the blanks without looking at the original.
e.g. 14th October ...10...6...6... : The Battle of ...H...a...sti...n.g.s

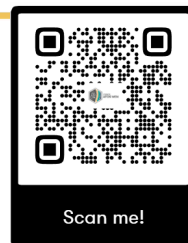
BRAIN DUMP

- 1) Without looking at it, write down everything you can remember from your Knowledge Booklet on a piece of paper.
- 2) When you're done, compare what you've written to the original to see if you've missed anything.



HOW TO USE QR CODES

- 1) Open the camera on your device.
- 2) Hold your device over a QR Code so that it's clearly visible within your screen.
- 3) The device will automatically scan the code and a pop-up will appear on your screen. Tap the pop up to open the link.



You will use your Knowledge Booklet consistently throughout the entire term. It will play a crucial role in your lessons, homework, and revision. Your teachers will provide guidance on which sections to concentrate on at any given moment.

CWRE
RSE

If you see either of these acronyms (CWRE/RSE), this is what they mean:

CWRE: This task is giving you an opportunity to explore a job role or future career/job skill.

RSE: This task will be linked to relationships and sex education

CREATIVITY



YSGOL
AFON WEN
CREATIVITY
FACULTY



This page helps you understand the key skills and knowledge you will develop in the **Myths and Legends** unit. Use it to support your reading, writing, and speaking and listening work in lessons as well as your Gwaith Cartref.

In this topic, you will discover myths and legends ranging from ancient Greece to local Welsh tales. To get ready, consider researching the definitions of myths and legends, and start reading some independently. Throughout this unit, you will engage with various texts, requiring you to read for both explicit and implicit meanings. Below, you'll find a comparison of these two essential reading skills:



Key Definitions and Concepts

Term	Definition
Authorial Intent	The message or meaning the writer wants you to understand from their work.
Empathy	Understanding and sharing the feelings of characters in a story.
Language Features	Tools writers use to make their writing interesting, such as similes, metaphors, alliteration.
Structural Techniques	Ways texts are organised, like chapters, headings, or flashbacks, to create effects or guide the reader.
Tone	The writer's attitude or feeling expressed through their choice of words.
Continuous Texts	Texts that flow in sentences and paragraphs, like stories or articles.
Non-Continuous Texts	Texts that include charts, lists, or diagrams, often used to give information

Explicit Meaning: This is the clear and direct meaning that is fully stated in the text. You don't have to guess or read between the lines because the information is obvious and easy to understand.

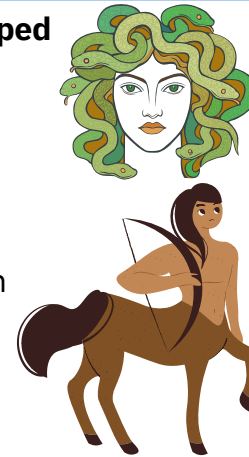
Example: If a character says, "I am very tired," the explicit meaning is that they feel tired.

Implicit Meaning: This is the meaning that is suggested but not directly said. You have to use clues from the text and your own thinking to understand what the writer really means.

Example: If a character yawns and says, "I stayed up all night," the implied meaning is that they are tired, even if they don't say "I am tired" directly.

Subject Specific Skills Developed

Descriptive writing
Informative writing
Summarising key ideas
Explaining impressions and viewpoints
Multiple-choice comprehension
Comparing texts and ideas
Understanding word classes
Editing and proofreading skills
Group discussion

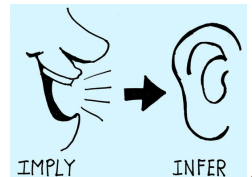


Imply—hint at something.
Relates to giving information.

Infer—deduce or conclude something.



SCAN ME



IMPLY

INFER

Key Words for our Topic

Myth	Legend	Ancient
Characteristic	Heroic	Monologue

Below are a range of activities for you to complete independently whilst we are learning about Myths and Legends. You will be set these tasks by your English teacher as part of the YAW Gwaith Cartref Cycle.



1

Research and write down five Greek **derived** words and their definitions. Then, choose one and create a poster that explains the etymology of your chosen word.



2

Research five facts about Greek mythology. Then, write a fact file about a Greek god.



3

Remember that Greek myths were used to explain how things came to be in the world. Create your own Greek myth. This can be organised using paragraphs or in a storyboard/comic strip.

4

Imagine you can interview a character we have looked at during this topic. Write five to ten questions you could ask them. Then, respond using a different colour pen.

5

Write a diary entry from a hero during an adventure, including feelings and challenges faced. Then, choose five words from your writing and upgrade them.



Scan the QR code for help with diary/recount writing

6

Design a new Greek monster - name it, describe its powers, its weaknesses, and which hero might defeat it.



Tick off and date the ones you have completed.

1. Five Greek Words	2. Five Facts	3. Grek Myths
4. Interview Questions	5. Diary/Recount	6. Greek Monster

CYMRAEG TEULU A FFRINDIAU

Term 3

CWESTIYNAU AC ATEBION

C: Sawl person sydd yn dy deulu?

Q: How many people are in your family?

A: Mae ... o bobl yn fy nheulu i.

A: There are ... people in my family.



C: Faint ydy oed ... ?

Q: How old is ...?

A: Mae ... yn ... mlwydd oed.

A: ... is ... years old.

C: Pryd cafodd ... ei geni?

Q: When was ... born?

A: Cafodd ... ei geni ym ...

A: ... was born in ...

C: Sut berson ydy...?

Q: What type of person is ...?

A: Mae ... yn berson ...

A: ... is a ... person

C: Sut wyt ti'n dathlu ...?

Q: How do you celebrate ...?

A: Rydyn ni'n dathlu gan ...

A: We celebrate by ...

C: Beth wyt ti'n hoffi gwneud gyda dy deulu?

Q: What do you like doing with your family?

A: Dw i'n hoffi ... gyda fy nheulu

A: I like ... with my family

AELODAU'R TEULU

Mam - Mum

Tad - Dad

Brawd - Brother

Chwaer - Sister

Mam-gu - Grandma

Tad-cu - Grandpa

Llys fam - Step mam

Llys dad - Step dad

Hanner brawd - Half brother

Hanner chwaer - Half sister

Cyfnither - Niece

Nai - Nephew



ANSODDEIRIAU

Bert - Pretty

Galluog - Clever

Brydferth - Beautiful

Hwyl - Fun

Ofnadwy - Awful

Anhygoel - Amazing

Olygus - Handsome

Hyll - Ugly

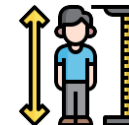
Ddiddorol - Interesting

Fyr - Short

Dal - Tall

Garedig - Caring

Ddiflas - Boring



RHIFAU

Un - 1

Dau / Dwy - 2

Tri / Tair - 3

Pedwar / Pedair - 4

Pump - 5

Chwech - 6

Saith - 7

Wyth - 8

Naw - 9

Deg - 10

Tri deg - 30

Saith deg - 70

Cant - 100



BERFAU

Mynd - Go

Siarad - Speak

Gwyllo - Watch

Bwyta - Eat

Darllen - Read

Chwarae - Play

Rhedeg - Run

Notion - Swim



MYNEGI BARN

Dw i'n hoffi - I like

Dw i'n mwynhau - I enjoy

Dw i'n dwlu ar - I love

Dw i ddim yn hoffi - I don't like

Dw i ddim yn mwynhau - I don't enjoy

Dw i'n casau - I hate

AMSER GORFFENNOL

Es i i - I went

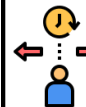
Aethon ni - We went

Darllenais i - I read

Nofiais i - I swam

Bwytais i - I ate

Yfais i - I drank



BOCS BENDIGEDIG

a/ac - and

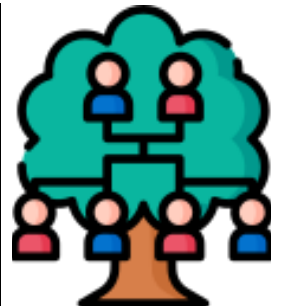
ond - but

achos - because

iawn/dros ben - very

weithiau - sometimes

ar y llaw arall - on the other hand



Below are a range of activities for you to complete independently whilst we are learning about teulu a ffrindiau . You will be set these tasks by your Welsh teacher as part of the YAW Gwaith Cartref Cycle.

1

Family tree

You can complete this task on paper or on Google drive and submit it to your Welsh teacher via Google Classroom. Please create a family tree, including as many family members as possible and labelling your relation to the family members yn Cymraeg.



2

Family members

Write two paragraphs on two different family members. Explain your relation to them, their personality traits and what activities you like to do with these two members of your family.



3

Oracy template

Please fill in your answers to the oracy grid on this page - you need to practise reading it out loud as you will be doing this with your teacher in your lessons.



Tick off and date the ones you have completed

Family tree	Describing family members	Oracy template

Beth ydy dy fam di am dy deulu?

Beth wyt ti'n hoffi gwneud gyda dy deulu?

Beth wnes ti ar y penwythnos gyda dy deulu?

Teulu



Bocs Bendigedig

a/ac - and
ond - but
achos - because
iawn/dros ben - very
weithiau - sometimes
ar y llaw arall - on the other hand

Sut wyt ti'n dathliu (dathliad)?

Sawl person sydd yn dy deulu?

Mae saith person yn fy nheulu.

Faint ydy oed (person)?

Pryd cafodd (person) ei geni?

Sut berson ydy (person)?

Pwy wyt ti'n hoffi yn dy deulu?

FRANÇAIS LES LOISIRS ET LA FAMILLE

Term 3

LES QUESTIONS ET LES REPONSES

Q: Combien de personnes sont dans ta famille?

How many people are in your family?

R: Il y a personnes dans ma famille.

There are ... people in my family.

Q: Quel âge a ?

How old is ...?

R: a ans.

... is ... years old.



Q: Quel est la date de son anniversaire?

When is his/her birthday?

R: Son anniversaire, c'est le

His/Her birthday is on the.....

Q: Il/Elle s'appelle comment?

What is he/she like?

R: Il s'appelle..

Elle s'appelle...



Q: Comment est-il / est-elle?

What is he/she like?

R: Il est.../Elle est...

He is.../She is...

Q: Qu'est-ce aimes-tu faire?

What do you like to do?

R: J'aime...

I like.....



MA FAMILLE

ma mère - my mum

mon père - my dad

mon frère - my brother

ma soeur - my sister

ma grand-mère - My grandma

mon grand-père - My grandpa

ma belle-mère - my step mam

mon beau-père - my step dad

mon demi-frère - my half brother

ma demi-soeur - my half sister

ma nièce- my niece

mon neveu - my nephew



LES QUALITES

joli (e)- pretty

intelligent- clever

beau/belle- beautiful

Drôle- funny

intéressant- interesting

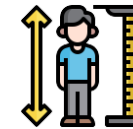
petit / petit(e) - short

grand (e)- Tall

gentille- kind

sympa - nice

ennuyeux- boring



LES OPINIONS

J'aime - I like

Je n'aime pas - I don't like

J'adore - I love

Je déteste - I hate

Je préfère



LES MOTS MAGNIFIQUES

et - and

mais- but

parce que- because

très - very

parfois- sometimes

avec - with



CHIFFRES

Un - 1

Deux - 2

Trois - 3

Quatre - 4

Cinq - 5

Six - 6

Sept - 7

Huit - 8

Neuf - 9

Dix - 10

Vingt - 20

Trente - 30

Quarante - 40

Cinquante - 50

Soixante - 60

Soixante-dix - 70

Quatre-vingts - 80

Quatre-vingt-dix - 90

Cent - 100

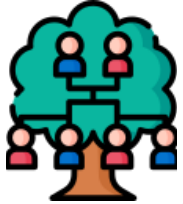


Below are a range of activities for you to complete independently whilst we are learning about la famille. You will be set these tasks by your French teacher as part of the YAW Gwaith Cartref Cycle.

1

Family tree

You can complete this task on paper or on Google drive and submit it to your French teacher via Google Classroom. Please create a family tree, including as many family members as possible and labelling your relation to the family members en français.



2

Family members

Write two paragraphs on two different family members. Explain your relation to them, their personality traits and what they look like.



3

Oracy template

Please fill in your answers to the oracy grid on this page - you need to practice reading it out loud as you will be doing this with your teacher in your lessons.



Tick off and date the ones you have completed

Family tree	Describing family members	Oracy template

Comment est-il / est-elle?

Qu'est-ce aimes-tu faire?

Quel est la date de son anniversaire?

Ma famille



Les mots magnifiques!

et - and
mais - but
parce que - because
très - very
parfois - sometimes
c'est... - it's...
génial - great
nul - rubbish

Combien de personnes sont dans ta famille?

Quel âge a ? (person)

Il/Elle s'appelle comment?

This page helps you understand the key skills and knowledge you will develop in the 'Behind the Scenes' unit. Use it to support your work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Rehearsal	The art of practising repeatedly in order to make improvements.
Facial Expression	Expressing an emotion through the way you look; using the muscles in your face.
Projection	Using breath support to make your voice louder and clearer.
Intonation	Changing the way you speak (tone of voice) to show how you feel.
Choreography	Coordinated movements and actions, usually done in time with music.
Lyrics	Words of a song.
Character	A person in a play, book or film.
Performance	Acting, dancing, singing, playing or speaking in front of an audience.

A History of Musical Theatre



Use this [link](#) to consolidate your learning about the genre of musical theatre.

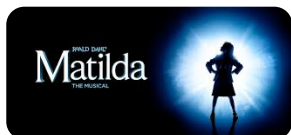
Google Classroom
Code: chz5m7w



Inspiring
Ideas

Below are a range of activities for you to complete independently this term.
You will be set these tasks by your expressive arts teachers as part of the YAW Gwaith Cartref Cycle.

- 1 Create a google slide presentation based on one of the following three musicals: Matilda, Shrek or The Lion King.



2



Create a set design for the summer showcase. More details about the task are on the Expressive Arts google classroom.

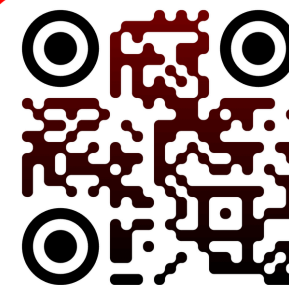
3

Create a recycled bug using items found in your recycling at home.



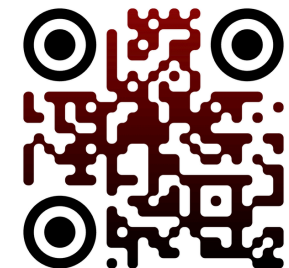
4

Listen to this song and practise singing it at home. How can you improve your own performance?



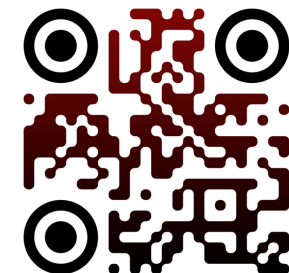
5

Watch this dance. How much of the choreography can you copy?



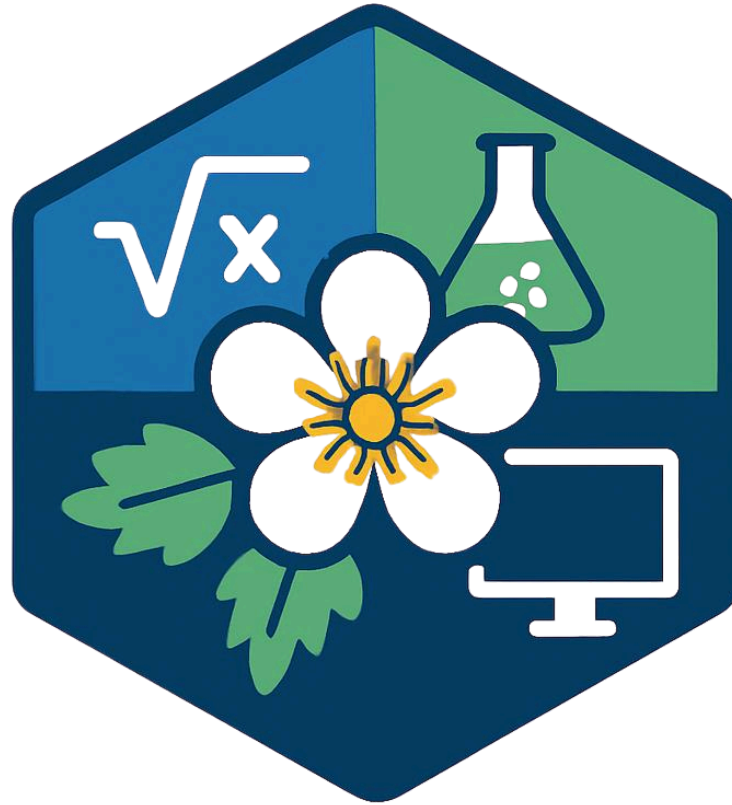
6

Watch this video of 'It's tough to be a bug'. Make a note of your favourite bug giving 3 reasons for your choice.



Tick off and date the ones you have completed

Innovation



**FACULTY OF
INNOVATION**

This page helps you understand the key skills and knowledge you will develop in the Acids and Alkalis unit. Use it to support your work in lessons and Gwaith Cartref.

An **acid** is a solution that has a pH of less than 7.

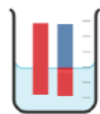
A **base** is a substance that reacts with an acid to form a compound called a salt.

An **alkali** is a soluble base and has a pH of greater than 7.

Litmus paper is used to test if a solution is an acid or an alkali.

A **corrosive substance** can react to damage substances or cause chemical burns on skin.

Red and blue **litmus paper** will change colour if they are placed in either an acid or an alkaline solution.



acid



alkali

In acid		In alkali	
red litmus	blue litmus	red litmus	blue litmus
stays red	turns red	turns blue	stays blue

The pH Scale



Some **acids** and **alkalis** are **corrosive** and can cause chemical burns.



This is the hazard symbol for substances that are corrosive.



Sometimes the hazard symbol can be found on cleaning products, e.g. drain cleaner.

Food technology



Food technology

Homework booklet

Task 1:

Using the word bank and success criteria on page 5, evaluate your practical lessons to identify areas of weakness and success.

Use these evaluations to better your performance in future.

Task 2:

On page 5 & 6, test your lesson recall by naming at least 3 facts you learnt in the lesson.

Practical

EVALUATION

Use the success criteria and word bank on page 4 to help you evaluate your dishes:

Lesson 1:

What did you make? _____

Evaluate your dish:

Lesson 2:

What did you make? _____

Evaluate your dish:

Lesson 3:

What did you make? _____

Evaluate your dish:

Teacher feedback

PRACTICAL'S EVALUATION

Highlighted comments apply:

Strengths:

- Excellent health and safety conduct.
- Good health and safety conduct.
- Equipment used correctly and with care.
- Dishes made to a high standard.
- Dishes made to a good standard.
- Dishes made to a fair standard.

Targets:

- Improve health and safety conduct.
- Build on understanding and awareness of health and safety.
- Use equipment with more care and precision.
- Stick to the time constraints given in practical lessons.
- Follow recipes accurately.
- Practice at home to improve your skills.

Additional comments



Sensory term word bank

Appearance		Aroma		Texture		Taste	
Burnt	Lumpy	Acidic	Sweet	Brittle	Hard	Bitter	Rich
Clear	Mushy	Aromatic	Weak	Chewy	Lumpy	Bland	Salty
Cloudy	Pale	Bland	Yeasty	Creamy	Moist	Burnt	Sour
Crisp	Rough	Burnt	Rotten	Crisp	Runny	Creamy	Spicy
Crumbly	Smooth	Citrus	Smoky	Crumbly	Smooth	Fatty	Strong
Dark	Sticky	Fishy	Spicy	Crunchy	Soft	Hot	Sweet
Dull	Uneven	Fragrant	Strong	Dry	Sticky	Mild	Tart
Firm	Round	Fruity	Mild	Fatty	Tender		Weak
Flaky	Square	Pungent	Sweet	Flaky			
Flat	Bubbly	Meaty	Sugary				
Glossy	Curved	Sour					
Golden	Oval						
Hard	Soft						
Light	Goey						



Success Criteria

When evaluating you should consider:

- Can you follow the recipe steps in the correct order.
- Can you use kitchen tools and equipment safely.
- Can you measure ingredients accurately.
- Can you keep your workspace clean and organised.
- Can you work well with others and communicate respectfully.
- Does your final dish match the expected appearance and taste.

Food technology

Lesson RECALL

Lesson 1:

What did you learn about? _____

Lesson 2:

What did you learn about? _____

Lesson 3:

What did you learn about? _____

Lesson

RECALL

Lesson 4:

What did you learn about? _____

Lesson 5:

What did you learn about? _____



Phone Holder Project

Homework

1.Product Analysis:

Carry out a product analysis using ACCESS FM for the phone holder on page 2. Use the resource attached to help build up responses for each ACCESS FM point. Include your personal opinions and give reasons for your answers.

2.Initial Idea

Using the template on page 5. Create an initial sketch of what you would like your phone holder to look like. Consider the colour and themes you would select. You may want to personalise it, text, images and patterns could all be used. Shade the idea using coloured pencils. Annotate the idea using the guidance on the page.

Product Analysis



Product Information:

Flat pack product in the shape of an elephant. The product is laser cut and made from a plastic called acrylic. It costs £7.99 and stores stationery and holds a phone on the trunk. The product has two storage areas for stationary.

Introduction

Aesthetics

Cost

Customer

Environment

Size

Safety

Function

Materials

Personal Opinions

Success criteria for Product Analysis

Key: [✓] = met, [-] = partly met, [] = not met.

- 5. [] Introduction - Have you introduced the product you are analysing? What is it? How does it function? How much does it cost? Where can you buy it from?
- 6. [] ACCESS FM - Have you explained in detailed, each part of ACCESS FM for this product?
- 7. [] Personal Opinions - What aspects of the product do you like and dislike? Why? Can the product be improved? How could this be achieved?
- 8. [] Design & Technology Keywords - Aesthetics, colour scheme, dimensions, function, sustainable, environmentally friendly, manufacture etc.

Assessing writing

- 1. [] Audience and purpose - Who are you writing for? Why are you writing?
- 2. [] Literacy criteria
 - a. Use capital letters for all proper nouns (e.g., names of people, names of places, months of the year);
 - b. Use a range of punctuation, including full stops to end sentences.
 - c. Describe, using longer sentences that include linking connectives (e.g., and, including, so, which)
 - d. Use connectives to introduce examples (e.g., for example, such as, for instance etc)
 - e. Is your handwriting clear? Does your work make sense?
 - f. Have you used paragraphs when writing your analysis? (New paragraph in the correct point in your writing e.g. time, place, topic, person).

Use this success criteria to check you have included everything you need to!

Targets:

AESTHETICS

What does it look like?
What shape is it?
What colours?
What style?
Do you like it? Why?

SAFETY

Are there any sharp edges/corners?
Are there any loose bits?
Is there anything that could come off
or harm a child?

FUNCTION

What does it do?
How does it work?
Easy to use?
Does it have many or a single
function?

COST

How much does this cost?
Is it good value for money? Why?
Does the brand name make it more
expensive? Why do you think this?

SIZE

What are the key dimension?
Is it suitable for it's task?
What makes it suitable?

MATERIAL

What is it made from?
Are the materials appropriate? Why?
How is it made? Is it well made?
What components are there?

CUSTOMER

Who is the product aimed at?
Age range?
Interests?
Taste & Style?
What would they use it for? How?

DESIGN SPECIFICATION

Use each of the ACCESS FM headings & answer the questions to
describe in detail all the elements of your design.
Write each point as a justified sentence:
'It must/ There should be.... because.....'

ENVIRONMENT

Does it produce harmful chemicals?
Does it make other people
uncomfortable?
Did the manufacture cause
pollution? What?
Does it use energy? What?
What is the effect of this energy?

PRODUCT ANALYSIS

Analyse existing products to understand what is commercially
successful.
Explore all aspects of the product using these headings.
Give your personal opinions about each of the headings.
A visual or actual disassembly of the product will help you to
understand how the product was manufactured.

A
C
C
E
S
S

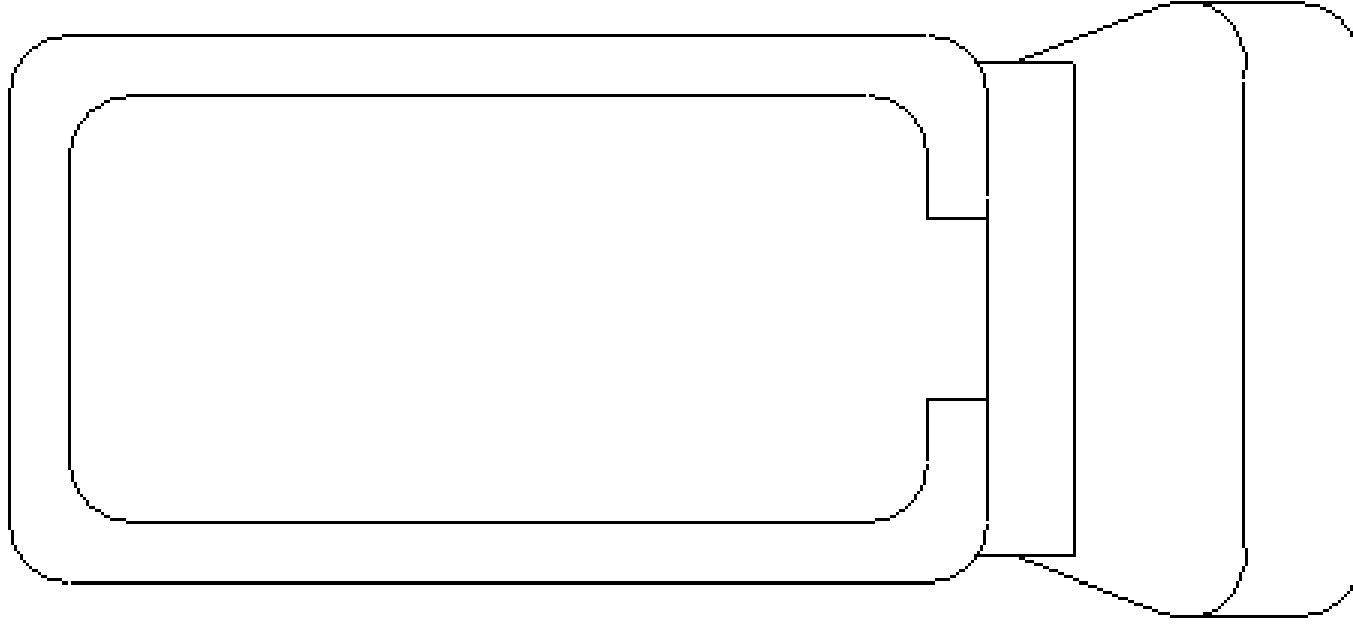
F
M

Initial Idea

Use this template and sketch your initial idea of your phone holder here. You can have a theme of your choice and you can choose the colour scheme.

In the space provided, explain what you themes and colours you have chosen.

What do you like? Dislike? What could be improved?

A series of 20 vertical dotted lines, evenly spaced, intended for handwriting practice. Each line consists of small, black dots arranged in a straight vertical column.



Monster Keyring Project

Homework

1. Product Analysis:

Carry out a product analysis using ACCESS FM for the monster keyring on page 2. Use the resource attached to help build up responses for each ACCESS FM point. Include your personal opinions and give reasons for your answers.

2. Initial Idea

Create a sketch of what you would like your monster to look like. Consider the colour and features you want it to have. Shade the idea using coloured pencils. Annotate the idea using the guidance on the page.

Product Analysis



Product Information:

Meet your new pocket-sized companion! This adorable one-eyed monster keyring features bright colours, soft textures, and playful stitched details perfect for adding fun to bags, keys, or pencil cases. Made from soft felt fabric with polyester stuffing and a plastic safety eye, it's lightweight, durable, and designed to bring a smile wherever it goes. A cute, affordable gift for children or anyone who loves quirky characters!

Introduction

Aesthetics

Cost

Customer

Environment

Size

Safety

Function

Materials

Personal Opinions

Use this success criteria to check you have included everything you need to!

Success criteria for Product Analysis

Key: [✓] = met. [-] = partly met. [] = not met.

5. [] **Introduction** – Have you introduced the product you are analysing? What is it? How does it function? How much does it cost? Where can you buy it from?
6. [] **ACCESS FM** – Have you explained in detailed, each part of **ACCESS FM** for this product?
7. [] **Personal Opinions** – What aspects of the product do you like and dislike? Why? Can the product be improved? How could this be achieved?
8. [] **Design & Technology Keywords** – Aesthetics, colour scheme, dimensions, function, sustainable, environmentally friendly, manufacture etc.

Assessing writing

1. [] **Audience and purpose** – Who are you writing for? Why are you writing?
2. [] **Literacy criteria**
 - a. Use **capital letters** for all proper nouns (e.g., names of people, names of places, months of the year):
 - b. Use a range of **punctuation**, including **full stops** to end sentences.
 - c. Describe, using longer sentences that include **linking connectives** (e.g., and, including, so, which)
 - d. Use connectives to **introduce examples** (e.g., for example, such as, for instance etc).
 - e. Is your **handwriting** clear? Does your work **make sense**?
 - f. Have you used paragraphs when writing your analysis? (New paragraph in the correct point in your writing e.g. time, place, topic, person).

Targets:

AESTHETICS

What does it look like?
What shape is it?
What colours?
What style?
Do you like it? Why?

SAFETY

Are there any sharp edges/corners?
Are there any loose bits?
Is there anything that could come off
or harm a child?

FUNCTION

What does it do?
How does it work?
Easy to use?
Does it have many or a single
function?

COST

How much does this cost?
Is it good value for money? Why?
Does the brand name make it more
expensive? Why do you think this?

SIZE

What are the key dimension?
Is it suitable for it's task?
What makes it suitable?

MATERIAL

What is it made from?
Are the materials appropriate? Why?
How is it made? Is it well made?
What components are there?

CUSTOMER

Who is the product aimed at?
Age range?
Interests?
Taste & Style?
What would they use it for? How?

DESIGN SPECIFICATION

Use each of the ACCESS FM headings & answer the questions to
describe in detail all the elements of your design.
Write each point as a justified sentence:
'It must/ There should be.... because.....'

ENVIRONMENT

Does it produce harmful chemicals?
Does it make other people
uncomfortable?
Did the manufacture cause
pollution? What?
Does it use energy? What?
What is the effect of this energy?

PRODUCT ANALYSIS

Analyse existing products to understand what is commercially
successful.
Explore all aspects of the product using these headings.
Give your personal opinions about each of the headings.
A visual or actual disassembly of the product will help you to
understand how the product was manufactured.

A
C
C
E
S
S

F
M

Initial Idea

Use this page to sketch your initial idea of your monster. Be creative, you do not have to stick to the traditional look of a monster, customise it! How can you make your idea different to others?

In the space provided, explain what your monster is, chosen colours and styles. What do you like? Dislike? What could be improved?

[illegible]

This page helps you understand the key skills and knowledge you will develop in **Unit 9 and 10**. Use it to support your work in lessons and Gwaith Cartref.

Order of Operations

We need to use the 'Order of Operations' so that everyone solves maths problems in the same order and gets the same answer. BIDMAS is the order you must use!

B	Brackets	$2 \times (3 + 1) = 2 \times 4 = 8$
I	Indices	$1 + 3^2 = 1 + 9 = 10$
D	Division	$2 + 6 \div 2 = 2 + 3 = 5$
M	Multiplication	$2 + 6 \times 2 = 2 + 12 = 14$
A	Addition	$6 \div 2 + 4 \times 3 = 3 + 12 = 15$
S	Subtraction	$16 \div 2 - 2 \times 3 = 8 - 6 = 2$

If you ask people the answer to...
 $1 + 3 \times 2$
 Some people will say 7
 some will say 8.
 Which one is correct?



Ratio

Adam and Bob share **£18** in the ratio **4 : 5**
 How much do each of them get?

	Adam	Bob	Total
Ratio	4	5	9
Amount	£8	£10	£18

Adam gets £8
 and Bob gets £10



(alternate method)

Adam and Bob share some money in the ratio **3 : 1** Adam received **£15**
 How much money was shared?

	Adam	Bob	Total
Ratio	3	1	4
Amount	£15	£5	£20

If a question has 3 people or parts to share between, you can just add an extra column.

Total amount shared was £20



(alternate method)

This page helps you understand the key skills and knowledge you will develop in **Unit 11**. Use it to support your work in lessons and Gwaith Cartref.

Averages and the Range

Mean (the average)

Add up all the numbers then divide by how many numbers there are.

Example:

Scores: 2, 4, 6

Add them: $2 + 4 + 6 = 12$

There are 3 numbers $\rightarrow 12 \div 3 = 4$

So the **mean** is 4.

Median (the middle)

Put the numbers in order then find the one in the middle.

Example:

Numbers: 7, 3, 9

Order them: 3, 7, 9

The middle number is 7, so the **median** is 7.

Mode (the most common)

The number that appears the most.

Example:

Numbers: 1, 3, 3, 5, 7

The number 3 shows up the most so the **mode** is 3.

Range

Subtract the smallest number from the biggest number.

Example:

Numbers: 2, 5, 9

Biggest - smallest $\rightarrow 9 - 2 = 7$

So the **range** is 7.

Mode



Median



Mean



Range

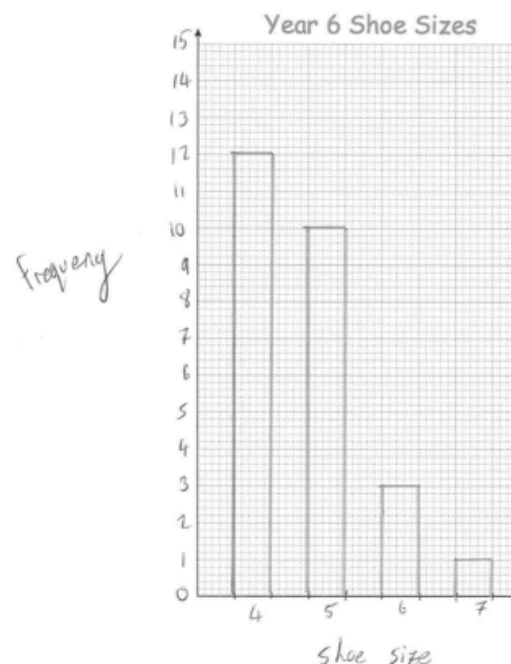


Drawing Bar Charts

The information in this table shows the shoe size of pupils in year 6.

Below it is a model bar chart representing the information.

Shoe Size	Frequency
4	12
5	10
6	3
7	1



- ☐ Scale
- ☐ Axis
- ☐ Labels
- ☐ Titles
- ☐ Specific



This video shows someone drawing a bar chart.

Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst we are learning about Order of Operations, Ratio, Working with Data. You will be set these tasks by your Mathematics teacher as part of the YAW Gwaith Cartref Cycle.

1 Unit 9: Complete the online task on MathsWatch called "Order of Operations" set by your teacher.
Username: firstname.lastname@ysgolafonwen
Password: revise

4 Unit 10: Complete the online task on MathsWatch called "Ratio" set by your teacher.
Username: firstname.lastname@ysgolafonwen
Password: revise

2 Unit 9: Scan the QR code on the right then complete a, b, c, and d from questions 1, 2, and 3. You can do more letters if you want to!

Pitch it up: Complete question 4.



5 Unit 11: Your teacher will give you a paper copy of a worksheet on averages and the range.

3 Unit 10: Your teacher will give you a paper copy of a worksheet on ratio.

6 Unit 11: Scan the QR code below, then choose and draw any 3 bar charts from question 1 or 2. Remember to use SALTS.

Pitch it up: Draw one of the dual bar charts from question 3.

Tick off and date the ones you have completed

1	2	3
4	5	6



LIFE



FACULTY OF LIFE

This page helps you understand the key skills and knowledge you will develop in this term. Use it to support your class work and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Describe	To give a detailed account or picture of something, explaining its characteristics, features, or qualities clearly and accurately.
Explain	To give reasons to support the point being made.
Infer	To draw a logical conclusion or understanding based on evidence, reasoning, or information that is not explicitly stated.
Analyse	To examine in detail in order to discover meaning.
Evaluate	To weigh up arguments based on evidence.
Conclude	To provide a judgement on an issue.

Topics this term:

The Medieval period

The Black Death

Owain Glyndŵr

Useful websites!

The Black Death



Medieval period



Owain Glyndŵr

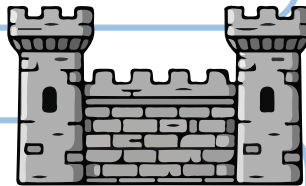


Below are a range of activities for you to complete independently this term.
You will be set these tasks by your humanities teachers as part of the YAW Gwaith Cartref Cycle.

1

Medieval King Research

Research William I and create a one-page fact file including: Key dates, major achievements or failure, one interesting fact, a small drawing or printed image



2

Welsh Castles

Pick one of the following Welsh castles and write a description of it's history. (Harlech Castle, Caernarfon Castle, Aberystwyth Castle, Chepstow Castle)

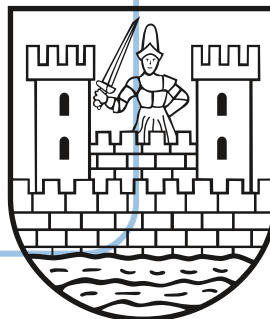
Think when was it made? Who lived there? Why was it important?

3

Medieval Society

Come up with a list of 5 adjectives which describes medieval society.

You must then write a sentence about medieval society using each of the 5 adjectives you have selected.



4

Wales and The Black Death

Research the Black Death in Wales and write a paragraph which describes the impact the disease had on medieval Wales.

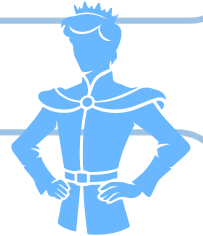
Think about including statistics of the disease and how it spread in Wales.



5

Prince of Wales Profile

Write a one-page profile/fact file on a former Prince of Wales (Llywelyn ap Gruffudd or Owain Glyndŵr) which includes: Key dates, achievements/failures, interesting facts and a small drawing or printed image.



6

Remembering Owain Glyndŵr

How is Owain Glyndŵr remembered throughout Wales today? Write a brief description of how he is remembered today.

Owain Glyndŵr is remembered today by. . . .

This page helps you understand the key skills and knowledge you will develop in the athletics topic of study. Use it to support your work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Pace	The speed at which someone moves.
Trajectory	The path followed by a projectile moving under given forces of gravity (javelin, discus, shotput)
Stance	The starting position.
Follow through	The movement with the throw to ensure balance and optimal acceleration of power.
Long Jump	An athletic event in which competitors jump as far as possible along the ground in one leap.
High Jump	An athletic event in which competitors jump over a bar that is raised until only one competitor can jump over it without dislodging it.

Relays



Relay tactics - placing runners based on curve/straight strengths to minimise time, typically ordering runners as 2nd-fastest, 3rd-fastest, slowest, then fastest (anchor).

Gwaith Cartref

Choose one athletic event.

1. Describe the basic technique needed
2. Identify two important skills
3. Explain one way of how we can improve this skill, either at home or in PE



This page helps you understand the key skills and knowledge you will develop in the striking and fielding topic of study. Use it to support your work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Bowling	The act of delivering the ball toward a batter (striker) by a designated player (bowler).
Batting	The act of using a bat (or similar equipment) to strike a ball away from defenders,.
Backstop/Wicket Keeper	Specialist defensive players positioned behind the batter to catch or stop the ball.
Wickets/Bases	Wickets and bases serve as designated safe havens for batters and targets for fielders.
Long barrier	Used to stop a ball traveling along the ground, and decrease the chances of the ball being misfielded.

Striking and fielding



Tactics include hitting away from fielders, backing up teammates, quick ball retrieval to bases, and adapting player positions based on the batter's strength.

Gwaith Cartref

Homework 1 - Write down three key rules of rounders, cricket or baseball. Explain how the scoring works. Describe a strategy that can help your time win.

Gwaith Cartref

Homework 2 - Name three positions in striking and fielding activity. Explain how you can work on a specific skill at home.

