

# Hinchingbrooke School



*Hard Work High Standards Kindness*



CROMWELL



MONTAGU



PEPYS



VESEY



WYLTON

## Hinchingbrooke School Get Ahead Transition Booklet

---

### Summer 2025



## Contents Page

---

Page 1	Front Cover
Page 2	Contents
Page 3	Introduction
Page 4 – 6	English
Page 7	Food & Nutrition
Page 8 – 9	History
Page 10 – 11	Geography
Page 12 – 13	Science
Page 14 - 16	Maths
Page 17 – 19	Design Technology
Page 20 – 22	Modern Foreign Languages
Page 23 – 24	Religion, Philosophy & Ethics
Page 25 – 28	Art
Page 29 – 31	Computer Science
Page 32	Music
Page 33	P.E



On behalf of the Year 7 team, welcome to Hinchingsbrooke School! We hope you will enjoy your time here and that you are ready to take advantage of all that our school has to offer. The more you put into life at Hinchingsbrooke, the more you will get back from it. We want you to feel ready and prepared for secondary school life and as part of this, we would like you to complete a few tasks between now and September.

These tasks will help you to prepare for some of your new lessons and introduce you to some of the topics you will be studying. Your teachers would like you to complete all the tasks in this booklet to the best of your ability. Then, we would like you to choose the 3 pieces of work you are most proud of and bring these to school with you in September. So please complete all work and keep it safe until September. You can produce work by hand or do it on a computer and print it out. If you have any questions about the tasks, you can email [transition@hbk.acesmat.uk](mailto:transition@hbk.acesmat.uk) You will also meet some teachers on our Taster Days so could ask questions then too.

To help us to get to know you better, we would also like you to complete one more task over the summer holidays, which you will need to bring with you on your first day in September:

### **“All About Me” capsule**

On your first day in September bring a shoebox or equivalent with your name and form group written clearly on it. Inside place a few things that tell people about you. You could also decorate the box if you wish. Please make sure you do not place anything valuable in the box or anything that you do not wish to risk being lost or damaged. We will be using these boxes as part of a form time activity and House Recognition Points will be awarded for the best boxes.

# English

**These tasks will help to prepare you for your Year 7 English by focusing on reading and writing skills you will use in lessons.**

## **Summer Reading Challenge**

**Read at least 3 books from the following:**

A book you own but haven't read

A book that was made into a movie

A book you pick solely for the cover

A book your friend loves

A book with a colour in the title

A book you loved...read it again

A book based on a true story

A book with a Lion, Witch or Wardrobe

A book by an author you have read before

A book published this year

A book of poems

A book that is more than 10 years old

A book "everyone" but you have read

A Diary

A book with a cat on the cover

A book your parents read when they were your age

A book that is first in a series

A book that takes place in another country

A book with someone's name in the title

A book that you think looks boring

## Book Review

You might like to use the book review template below or design your own to tell us what you thought of the books you read over the summer. In September, we would love to produce a display of your amazing reviews, so be creative!

Book review by:

---

Title:

---

Author

---

Would you/would you not recommend the book? Why?

Rating:



What's the book about?

Who would this book be suitable for? Age/interests?

Book Illustration

## Writing

Complete at least one of the following tasks:

Write a **review** of one of the books you have read for the Reading Challenge

Keep a **diary** for a week

Creative writing: Write either:

An **acrostic poem** OR

A **short story** (no more than 1 side of A4)

Your poem or story should be titled either **“Leaving”** or **“New Beginnings”**

You have been asked to bring completed work from this booklet to Hinchingsbrooke with you in September – but if you complete one of the English pieces of writing you could ask an adult at home to post it on Twitter and/or Instagram and tag us @hbk\_english

**We can't wait to read your creative writing!**



## What will I study in Year 7 English?

	Term 1	Term 2		Term 3	
<b>Year 7</b>	<p><b>The Big Read Greek Myths: The Odyssey</b></p> <p><b>Writing: Baseline Assessment: Constructing a mythological narrative The Odyssey:</b></p> <p><b>Reading Assessment:</b></p> <p><b>Reading: how does Homer present the journey?</b></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> </div>	<p><b>Shakespearean Comedy</b></p> <p><i>(A Midsummer Night's Dream or Much Ado About Nothing)</i></p> <p><b>Assessment: Speaking and Listening:</b></p> <p><i>Answering Back : Female reactions to patriarchy</i></p>	<p><b>The Romantics</b></p> <p><b>Assessment – Writing task:</b></p> <p>Creating a poem in the sublime tradition;</p> <p>Writing your own Songs of Innocence and Experience</p>	<p><b>Gothic literature: Frankenstein by Mary Shelley</b></p> <p><b>Assessment: Reading</b></p> <p>How does Shelley create sympathy for a monster?</p>	<p><b>Sherlock Holmes; the birth of detective fiction</b></p> <p><b>Assessment – Writing: a short crime story</b></p>

# Food & Nutrition

When you join Hinchingsbrooke School in Year 7, you will be cooking in school every other week. Here is a recipe you may like to try over the Summer Holiday. Please also practice washing up, as we do not have dishwashers in class. Please bring in a picture of your scones to your first Food and Nutrition lesson. It can be a paper copy or a picture on your phone to show your teacher.

## Savoury or Sweet Scones

### Ingredients:

200g Self Raising Flour  
50g Block Margarine or Butter  
100ml Milk

### 1 filling from the following list:

50g Cheese  
40g cheese and ½ onion  
2 rashers of **cooked** bacon  
2 slices of ham  
50g caster sugar for sweet scones

### Equipment:

Mixing bowl  
Palette knife  
Measuring jug  
Baking tray  
Flour dredger  
Medium cutter  
Weighing scales  
Cooling rack

### Method:

**Please remember to use oven gloves when putting the baking tray in the oven**

1. Preheat the oven to 220°C
2. Place the flour in a mixing bowl, cut the margarine or butter into cubes and rub into the flour
3. Add the flavouring e.g. the grated cheese or the caster sugar
4. Slowly add enough milk to form a soft dough (use a palette knife)
5. Bring together on a floured surface and using the heel of your hand lightly flatten the dough to about 2.5cm thickness
6. Using a small or medium size cutter cut into rounds. Gather together any left-over dough and repeat process
7. Place the scones on a greased baking sheet, brush the tops with a little beaten egg and milk (egg wash) and bake in the oven for 10 minutes or until golden on top
8. Remove from the baking sheet and place the scones on a cooling rack to cool

**Please do take and bring in any other photos of other dishes you cook over the holidays.**



# History

## What is History? What stories should we remember?

### **Task One:**

History is the study of the past. In History, we will sometimes use words that many of you may not have heard in other subjects. Your first “Get Ahead” Task is to find the answer to these questions:

1. How many years is a decade?
2. How many years is a century?
3. How many years is a millennium?
4. What does A.D. stand for? (As in 2000 A.D.)
5. What does B.C. (As in 500 B.C.)
6. What does the word Parliament mean?
7. What does the word Government mean?
8. What does the word Democracy mean?
9. What does the word Monarchy mean?
10. What does the word Peasant mean?

### **Task Two:**

There are so many stories that we could teach you in History. They are so many stories that matter to us all today. As your main “Get Ahead” task for History, we would like you to tell us about a story/event you are excited about. A story or event that you think matters! This story could be about something that happened in Britain or from somewhere else in the world. It could be something that happened 50 years ago, or 500 years ago.

On one piece of A4 Paper, create a poster to tell us all about the event you have chosen:

- What happened?
- When did it happen?
- Why does it matter?
- Did it cause any changes?
- Why should we all know about it?







Your poster can be done on a computer or by hand. It can have drawings and words to help you explain why the event matters. You will submit these posters to your History teacher in your first week at HBK. Every student who submits a poster will earn a Recognition point, and the best posters will earn extra prizes.

Stuck for ideas? Try looking here:

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<http://www.primaryhomeworkhelp.co.uk/timeline.html>

## What will I study in Year 7 History?

<b>Year 7</b>	<b>Term 1</b> <i>Age of Kingship</i>		<b>Term 2</b> <i>Age of Revolution</i>		<b>Term 3</b> <i>Age of Progress</i>	
	Norman Conquest 	Medieval Kings 	The Tudors 	Civil War & Revolutions 	Eighteenth Century 	Industrial Revolution 

If you would like to find out more about History at Hinchingsbrooke, please use the link below to access our department website.

<http://www.hinchingsbrookeschool.co.uk/history/year7and8%20history.htm>

And follow us on YouTube:

<https://www.youtube.com/c/HBKHistory>

# Geography

These tasks will help to prepare you for your Year 7 Geography lessons by focusing on knowledge and skills you will use in lessons.

**Task: Mapping the location of volcanoes.**

You should complete this task on one piece of A4 plain paper. You could complete this work on the computer, but it is not essential! To see an example of this work, use the link at the bottom of this page.







1. Add a title to your work: Mapping the location of volcanoes
2. Add a world map to your work
3. Find out where the following volcanoes are located and put a dot to show their location on your world map: Mount St Helens, Mount Vesuvius, Mount Etna, Mount Pinatubo, Eyjafjallajökull, Nevado del Ruiz, Soufrière Hills, Popocatépetl, Cotopaxi and Mount Nyiragongo
4. Around the edge of your map, add a 'fact file' box for each volcano. Each box should include;
  - The **name** of the volcano
  - Which **continent** it is in
  - Which **country** it is in
  - The last time it **erupted**
5. Add an arrow to connect the dot on the map to the volcano's fact file box

**Taking it further...**

For an extra level of challenge, you **could** complete research about the Yellowstone super volcano and answer the questions below.

1. Where is the Yellowstone super volcano located?
2. How does a super volcano look different to a normal volcano?
3. How often do super volcanoes (e.g. Yellowstone super volcano) erupt?
4. What would be the likely effects if a super volcano erupted?

## What will I study in Year 7 Geography?

Year 7	Term 1		Term 2		Term 3	
	Development	Tectonic hazards	Energy and Sustainability	Geopolitics	Ecosystems	Coasts
						

If you need any help with this work or would like to find out more about Geography at Hinchingsbrooke, please use the link below to access our department website. There is a specific page for Year 6 Transition Work.

<http://www.hinchingsbrookeschool.co.uk/geography/geography.html>

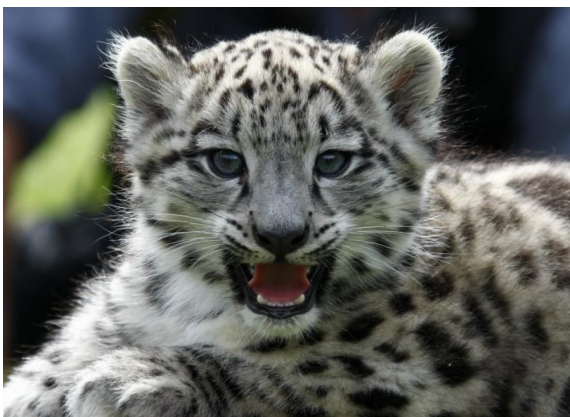
# Science



If you wanted to build a Lego house, you would use lots of different pieces: roof tiles, doors, window, and plain bricks. When you put them together you can make something amazing!

Living animals and plants are just like Lego houses; they are made of lots of smaller pieces which, when put together, make something amazing. But what are living things made of?

**They are made of cells!**



These are human cheek cells – you will get to see these under the microscope when you come to Hinchbrooke in Year 7



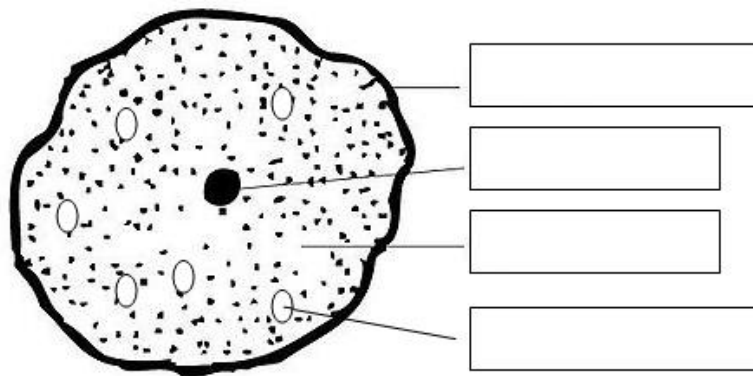
## Find out more about animal cells

You are made of cells, so you are going to find out why they are so important. Below are three tasks: bronze, silver, and gold. Everyone needs to do the bronze task. You can then choose to move onto silver, or to complete all three tasks. If you complete the gold task, take a picture of your work, and e-mail it to me: [colsen@hbk.acesmat.uk](mailto:colsen@hbk.acesmat.uk). The best will win a small prize when you start in Year 7.

### Bronze task:

Label the diagram of the animal cell.

Animal cell



Nucleus	cell membrane	cytoplasm	mitochondria
---------	---------------	-----------	--------------

### Silver task:

Research what each of these four things do. Be careful not to make your answer too complicated; use KS2 or KS3 websites.

Part of the cell	What it does
Nucleus	
Cell membrane	
Cytoplasm	
Mitochondria	

### Gold task:

Make a 3-D model of an animal cell and label the four parts you have investigated above.

# Maths

We know how hard you have worked in KS2 with numeracy. We want to make sure you come to us in year 7 having remember everything you have learnt! Over the summer frequently try to work on your times tables. In addition, why not visit 2 websites to practice your numeracy skills by playing games.

Some suggestions would be:

<https://mathsframe.co.uk/en/resources/resource/37>

<https://mathsframe.co.uk/en/resources/resource/328/Simplify-Fractions>

<https://mathsframe.co.uk/en/resources/resource/225/ratio-and-scaling-numbers-word-problems>

The following tasks have been chosen to help you develop your problem-solving skills and resilience. We want our students at Hinchbrooke to not only be able to 'do the maths' but to start building on deeper thinking responses by learning to explain the reasoning behind their thinking. In other words, it can be easy to get the right answer, but can you explain why and continue to experiment and form systems and patterns within your working?

**Task 1:** I have fifteen cards numbered 1 – 15. I put down seven of them in a row



The numbers in the first two cards add to 15

The numbers on the second and third cards add to 20

The numbers on the third and fourth cards add to 23

The numbers on the fourth and fifth cards add to 16

The numbers on the fifth and sixth cards add to 18

The numbers on the sixth and seventh cards add to 21

What are my cards?

Can you find any other solutions?

How do you know you have found all the different solutions?

**Task 2:** An interactive version of this task can be found at: <https://nrich.maths.org/32>



Aunt Jane has been to a jumble sale and brought a whole lot of cups and saucers – she is having many visitors these days and felt that she needed some more. You are staying with her and when she arrives home you help her to unpack the cups and saucers.

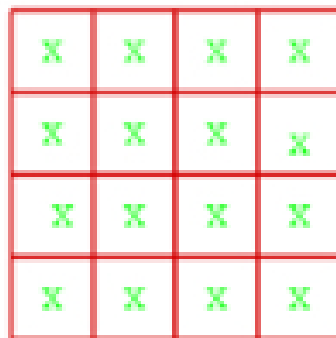
There are four sets: a set of white, a set of red, a set of blue and a set of green. In each set there are four cups and four saucers. So, there are sixteen cups and sixteen saucers altogether.

Just for the fun of it, you decide to mix them around a bit so that there are sixteen different looking cup/saucer combinations laid out on the table in a very long line.

So, for example:

- a) There is a red cup on a green saucer but not another the same, although there is a green cup on a red saucer
- b) There is a red cup on a red saucer but that is the only one like it

There are sixteen different cup/saucer combinations on the table, and you think about arranging them in a big square. Because there are sixteen, you realise that there are going to be four rows with four in each row (or if you like, four rows and four columns).



So here is the challenge to start off this investigation...

Place these sixteen different combinations of cup/saucer in this four-by-four arrangement with the following rules:

- 1) In any row there must only be one cup of each colour
- 2) In any row there must only be one saucer of each colour
- 3) In any column there must only be one cup of each colour
- 4) In any column there must be only one saucer of each colour.

Remember that these sixteen cup/saucer s are all different so, for example you CANNOT have a red cup on a green saucer somewhere and another red cup on a green saucer somewhere else.

There are a lot of different ways of approaching this challenge.

When you think you have completed it, check it through very carefully. It is even a good idea to get a friend who has seen the rules to check it also.

### What will I study in Year 7 Maths?

Year 7	Term 1		Term 2		Term 3	
	Number sense and calculations	Algebra introduction and measures	Geometry: 2d shapes and associated calculations	More numberwork and algebra especially fractions	Angles and statistics	Proportion and Probability

# Design Technology

**This project will help to prepare you for your Year 7 Design Technology lessons by focusing on designers, drawing, researching, and modelling.**

As designers and makers, we always look at the work of previous designers to help us come up with ideas and to learn about different styles, shapes, and colours.

## Tasks

You have an option to complete either:

- 1. Research about a designer or**
- 2. A Design challenge inspired by a designer.**

## Designers

Use one of the designers below to help you with either your research or design challenge.

### James Dyson



### Zaha Hadid



## Philippe Starck



### 1. Research Task

You are going to pick one designer from the list above to complete your piece of research. Take some time looking at each of the designers work before picking one designer that you would like to complete your research on. Use the questions listed below to help you discover interesting information about your designer of choice.

#### Questions to help you to research.

Make sure you write using full sentences.

- What is your designers full name?
- Where was the designer born?
- What was their job (product designer / architect / engineer)?
- What did they design? Were they successful?
- What is their most famous design?
- What piece of design do you like the most? Why?
- What design awards have they won? What is the award for?
- How many items have they sold?
- How much are they worth?
- How would you describe their work?
- Write a timeline of their career (list at least 5 key points of their career)

Finally, when you start at HBK in September, bring your research to your first DT lesson. Your DT teacher would like to see your work and it will be worth Recognition Points!

## 2. Design Task

You are going to design and make a bed side lamp that has been inspired by a designer. Use one of the designers from the previous page.



**Step 1. Planning & Designing** - To start you will need to create two design ideas for a lamp (inspired on the designer's work you have picked). You will need to use a pencil, ruler and to add some colour to your designs.

**Step 2. Evaluating** - Pick the design idea that you like the best and explain on your design page why you have picked it? How have you used a designer to inspire you? How tall your design is?

**Step 3. Making** - Using card, cardboard (modelling materials you might have at home), have a go at creating a life size model for your design.

**Step 4.** When you start at HBK in September, bring your design page and model to your first DT lesson. Your DT teacher would like to see your work and it will be worth Recognition Points!

# Modern Foreign Languages

## Get Ahead in Modern Foreign Languages

These tasks will help to prepare you for your Year 7 French or Spanish lessons by getting you to think about languages and how important they are.



Listen to a song in the language you have studied at primary school.

Name of song:

My Opinion:

Find out which language would be most helpful for your dream job.

Dream Job:

Language:

Find out which different languages are spoken by your friends, family, and classmates.

Language	Spoken by

France and Spain are famous for their food. Find out about typical dishes you would try if you went there. Which would you most like to try and why?

I would like to try:

Because:

It contains:



Learn how to write a phrase in a language that has a different script/alphabet.

Phrase:

It means:

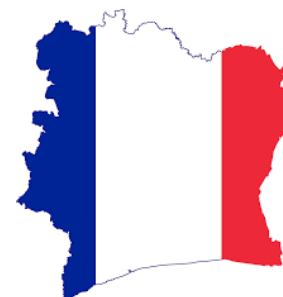
Language:



Learn the Happy Birthday Song in French and Spanish.

List ten countries where French is spoken and ten countries where Spanish is spoken. Which ones would you like to visit and why?

10 Spanish speaking countries	10 French speaking countries



I would like to visit:  
Because:

Find out the nationalities of three players in your favourite sports team.



Team Name:			
Players Name:		Nationality:	
Players Name:		Nationality:	
Players Name:		Nationality:	

Teach an adult a phrase in Spanish and French.

French phrase:  
Spanish phrase:













Print out or draw a blank map of France and Spain and label them with cities, regions, mountains, rivers, seas, forests, and landmarks. Bring them to your first French or Spanish lesson in September.

Find out how to say the following in French or Spanish:

	French	Spanish
Excuse me		
Could you repeat that?		
Thank you		
Please		

## What will I study in Year 7 French and Spanish?

### Topics

	Term 1		Term 2		Term 3	
French	<b>The Basics!</b> 	<b>C'est Perso!</b> Talking about myself and others 	<b>Mon Collège</b> Talking about school 	<b>Mes passetemps</b> Talking about free time 	<b>Ma zone</b> Talking about where I live 	<b>3...2...1.. Partez!</b> Talking about holidays 
	<b>The Basics!</b> 	<b>Mi vida</b> Talking about myself and others 	<b>Mi tiempo libre</b> Talking about free time 	<b>Mi insti</b> Talking about school 	<b>Mi familia y mis amigos</b> Talking about family and friends 	<b>Mi ciudad</b> Talking about where I live 

### Skills

<b>LISTENING</b>	You will listen to different forms of spoken language (conversations, interviews, surveys, reports, songs...), find out information and respond
<b>SPEAKING</b>	You will learn how to start and develop conversations, give ideas and opinions, and speak confidently with clear pronunciation
<b>READING</b>	You will read different forms of written language, including literary texts (stories, songs, poems and letters), find out information and respond
<b>WRITING</b>	You will learn how to write words, sentences and paragraphs accurately, and express your ideas and opinions in writing
<b>TRANSLATION</b>	You will learn how to translate texts both into English and into French or Spanish
<b>GRAMMAR</b>	You will learn how to identify and use different tenses (past, present and future), as well as other grammatical structures and patterns

If you would like any more information, please contact Mrs Roberts, Head of MFL  
ARoberts@hbk.acesmat.uk

# Religion, Philosophy and Ethics

Hello all! Below you will find some QR codes for tours to different places of worship. The instructions are on this page. This activity will help broaden your knowledge of the six major world religions which we will study in more depth in Year 7.

## You will need:

A pen and some coloured pencils, access to the Internet, some paper and any other arts and crafts that you would like to use.

## Task 1:

Pick a few of these videos to watch via the QR code. As you watch, bullet point 3-5 things that you notice are in the place of worship.

1. Anglican Church – Christianity



2. Mosque - Islam



3. Judaism – Synagogue



4. Gurdwara – Sikhism



5. Mandir – Hinduism



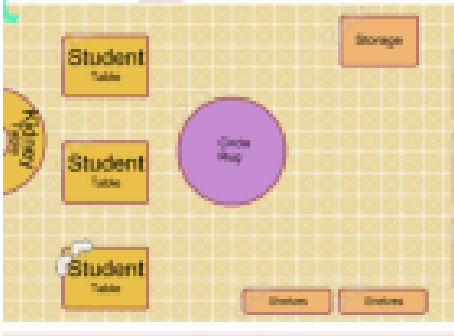
6. Vihara – Buddhism



## Task 2:

Now you are going to create a multifaith prayer room for Hinchingsbrooke School! Using the features that you have picked out from the tour videos, what do you think would be important to include in the video? Label all the things you include.

You can present this in a number of ways. For example, a floor plan:



Or a diorama if you are feeling extra creative by folding a piece of card and sticking it to a flat piece of card to create a corner of a room:



## Extension Task:

- Watch this episode of Sacred Wonders and create a travel guide about one of the places of worship in the programme <https://www.bbc.co.uk/iplayer/episode/m0007fhj/sacred-wonders-series-1-episode-1>

## What will I be studying in RPE in Year 7?

Term 1		Term 2		Term 3	
What is religion?	What is a worldview?	Jesus' Life and Teachings	Islam	Non-religious Worldviews	Religion and Equality

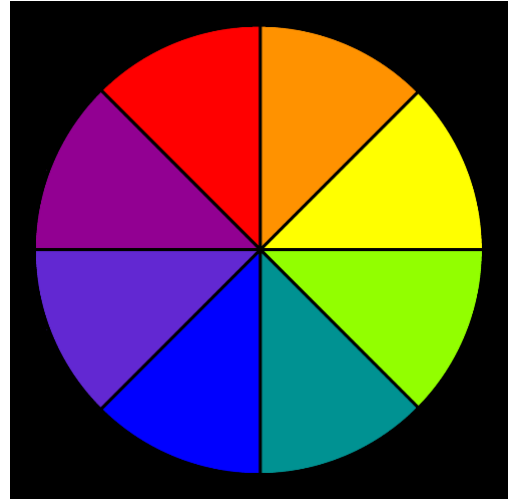
# Art

## Formal Element: Colour

The Formal Elements are the parts used to make a piece of artwork. The colour of something is the appearance that it has as a result of the way in which it reflects light.

There are different categories of colour, these are Primary colours, secondary colours, and tertiary colours.

Within art we can also sort out colours into groups that work well together, we call this colour theory, an example of this is complementary colours.



Can you give the definition of a primary colour?

Can you name the three primary colours?

1

2

3

Can you give the definition of a secondary colour?

Can you name three secondary colours?

1

2

3

**Colour theory** is both the science and art of using **colour**. It explains how humans perceive **colour**; and the visual effects of how **colours** mix, match or contrast with each other.

Can you give the definition of complementary colours?

Give an example of two complementary colours:

Can you give the definition of a harmonious colour?

Give an example of three harmonious colours:

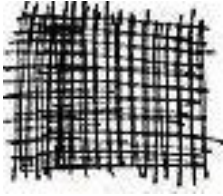



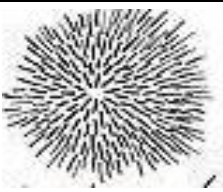
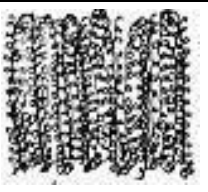
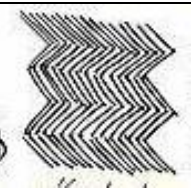

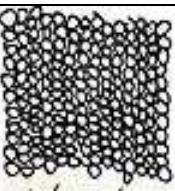

**Formal Element: Line**

The formal elements Line, is the path left by a moving point e.g. a pencil or a paint brush. It came make many different forms e.g. curved, straight, horizontal, thick, thin.

**Extension Task:**

Can you think of any of your own type of line? How many different types of line can you come up with?

### Can you have ago at creating a range of different lines?

			
Cross Hatching		Broken Cross Hatching	
			
Horizontal Lines		Loose Waves	
			
Danielion Effect		Looping Lines	
			
Alternating Lines		Varying Widths	
			
Circles in Lines		Swirls	

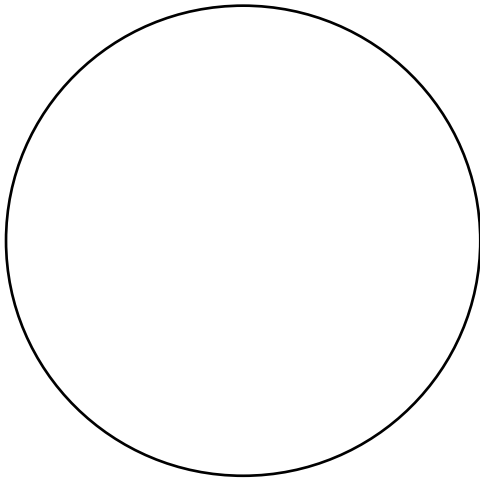
Can you tell write down the different between a tone, a shade, and a tint?

**Tone** refers to the lightness or darkness of an object. This could be a shade or how dark or light a colour appears.

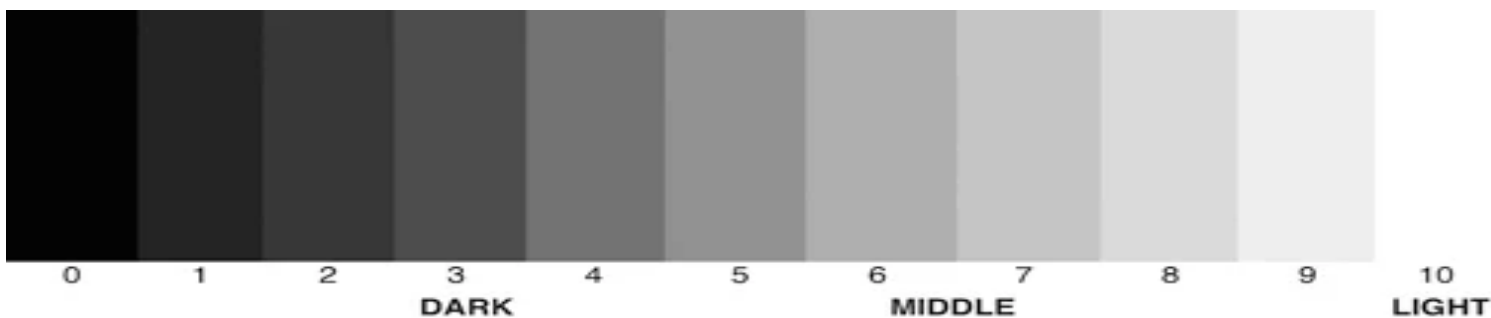
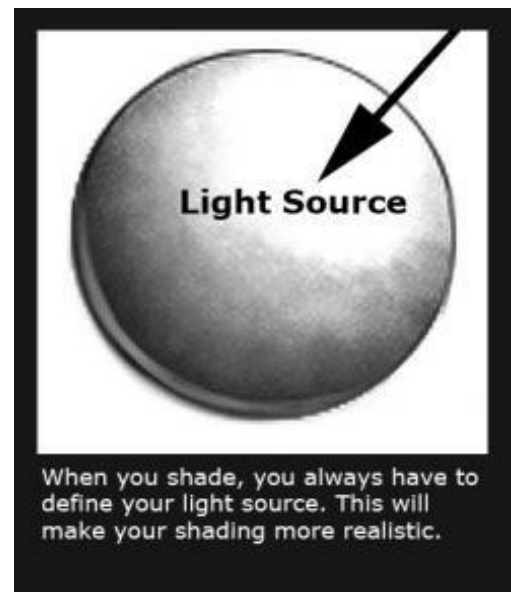
**Tones** are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will be a range of **tones** in between the highlights and shadows.

**Pattern** is a design that is created by repeating lines, shapes, tones, or colours.

The design used to create a pattern is often referred to as a **motif**. Motifs can be simple shapes or complex arrangements.

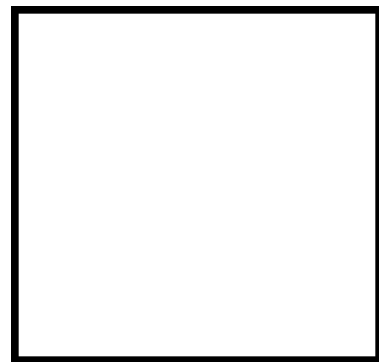
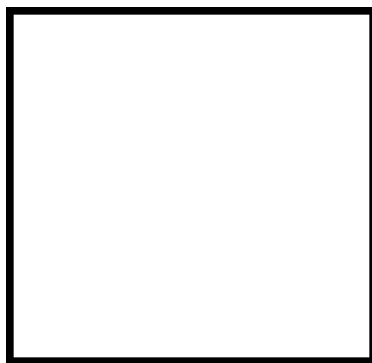
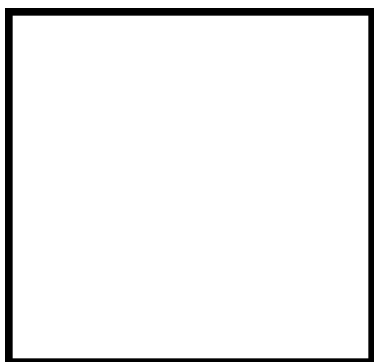
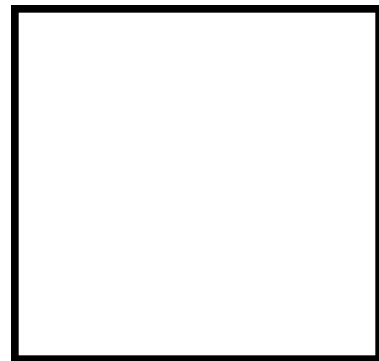
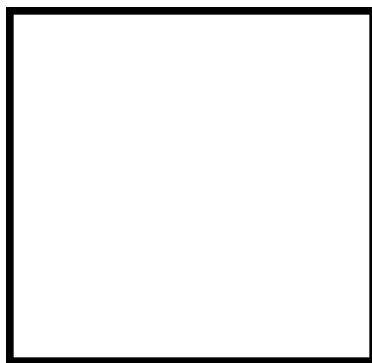
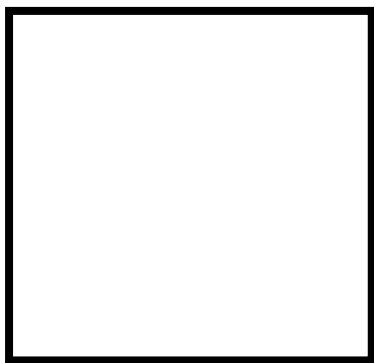


Can you add a range of tone to this circle to make it 3D? Like the example on the right?



This is a Tonal scale; can you recreate this tonal scale using a pencil in the box below?

In the boxes below use different types of lines and simple shapes to draw different creative patterns. Use your knowledge of colour, line, and tone to create these patterns.  
Fill the whole box.  
Challenge yourself, can you create a pattern within your pattern.



**Extension Task:** Can you find out how to create a tessellating pattern? What makes them different to a regular pattern?  
Can you create a tessellating pattern based around objects in nature?

# Computer Science

## Task 1

The computers we use today are based on the mathematical model created by Alan Turing. He had an interesting life, try, and find out the information below:

1. What was Alan Turing most famous for?
2. What was the mathematical model he created called?
3. What was the test he created and what is it used for?

Have a go at cracking your own codes:

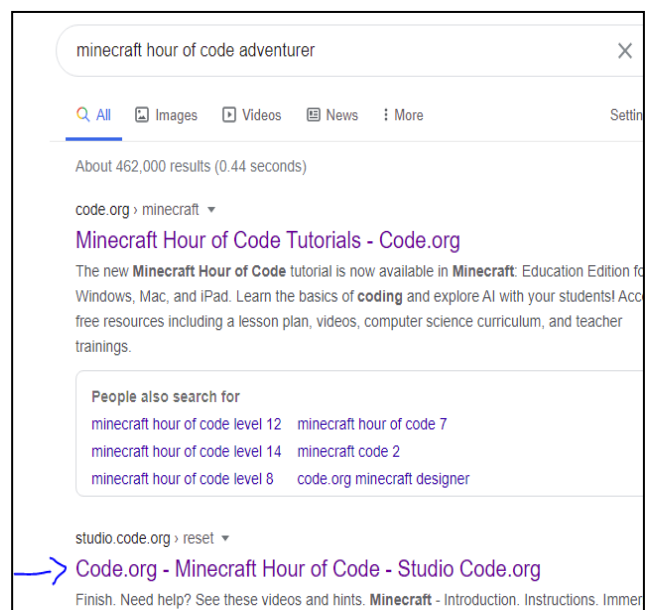
<https://kids.nationalgeographic.com/games/action-adventure/article/crack-the-code-1>



## Task 2

Attempt the Minecraft Adventurer Hour of Code challenge:

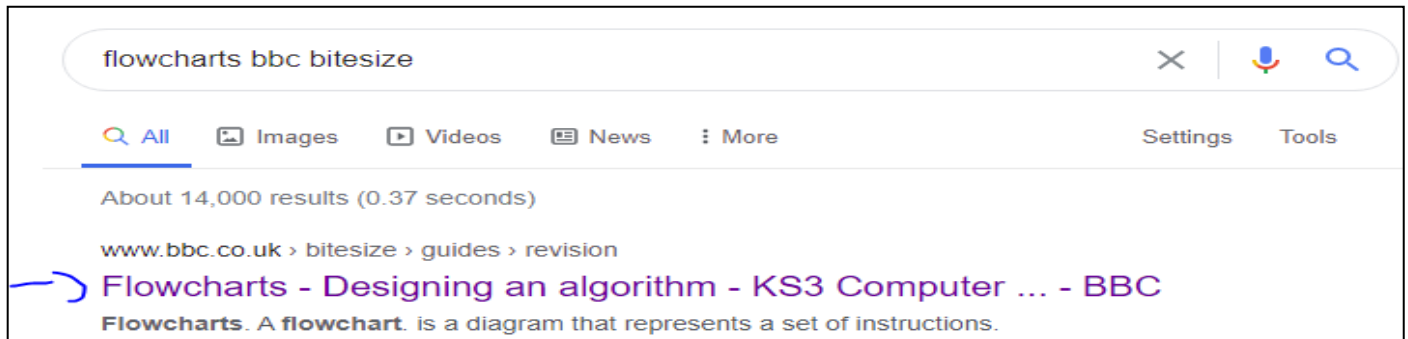
<https://studio.code.org/s/mc/stage/1/puzzle/1>



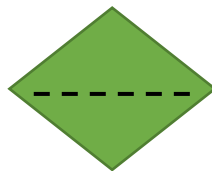
### Task 3

Flowcharts allow us to plan out our code and are really important for a lot of businesses:

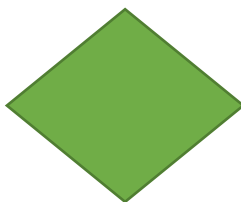
<https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3>



1. Correctly label the following symbols:



2. Match the symbols to their definition:

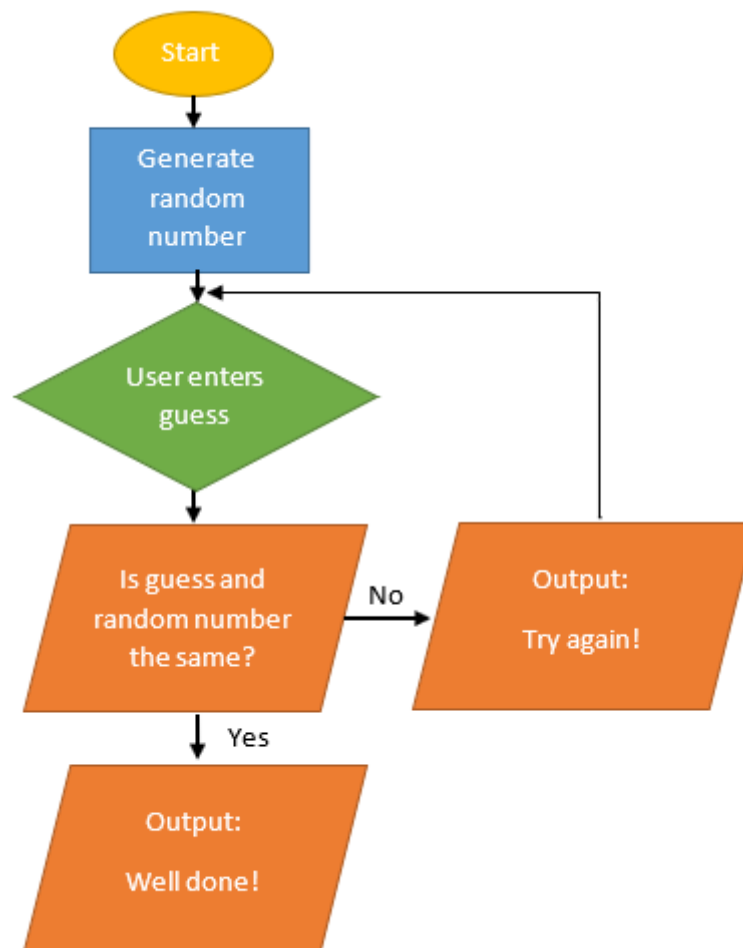


When the user enters information ("enter password:") Or when the computer tells the user something ("password incorrect!")

A single instruction the computer can perform (calculate the total)

A question that allows the flowchart to go in different directions depending on the answer (total > 5?)

3. We have created an example flowchart for you:



- a. What is the purpose of this flowchart, what game is it creating?
  
- b. Identify the symbols which are incorrect in this flowchart
  
- c. Correct the symbols so the flowchart is now correct

We hope you've enjoyed these little tastes of Computer Science at Hinchingsbrooke, and we can't wait to see you in September!

# Music

Choose two or three of these tasks for your Music project:

<p><b><u>Learn to play an instrument</u></b></p> <p>If you have an instrument at home, try learning a how to play it. There are many books available. If you already play an instrument, keep practicing! We can't wait to hear you in September!</p>	<p><b><u>Compose music to an image</u></b></p> <p>Write a piece of music which represents an image of your choice. You could do this on a computer using a site such as soundation.com or on an instrument you own.</p>	<p><b><u>Body Percussion</u></b></p> <p>Listen to the music of the percussion group 'Stomp'. Compose a rhythmic piece of music using sounds such as claps, slaps and stamps. Get your family involved!</p>	<p><b><u>Learn about the Orchestra</u></b></p> <p>Can you name the four families of the orchestra? Have a look at dsokids.com for some great activities.</p>
<p><b><u>Sing</u></b></p> <p>Sing your favorite songs! Find karaoke tracks and perform to others. Or use a family member or friend who plays an instrument and play /sing together.</p>	<p><b><u>Create an 'acapella'</u></b></p> <p>This is based on the app where you can video yourself multiple times singing or playing (search 'acapella app'). This way you can form a vocal group or band with yourself. Takes practice but the results can be amazing!</p>	<p><b><u>Create a Listening Log</u></b></p> <p>Listen to five pieces of music that are new to you. You could use Classicfm, YouTube or Spotify to find new genres. Create a log which describes each piece.</p>	<p><b><u>Music Games</u></b></p> <p>Family game – guess the tune. Use different genres (film music, popular, musicals, heavy metal, hip-hop). Music charades – re-enact a song with only actions (think 'we will rock you' by Queen).</p>

Which tasks did you choose?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Which did you enjoy the most, and why?

---

If you would like to continue lessons, or learn an instrument at Hinchingsbrooke, please contact Mr Cooke, Head of Music: [wcooke@hbk.acesmat.uk](mailto:wcooke@hbk.acesmat.uk)

# Physical Education

You will have two PE lessons each week in years 7-11, in which you will study two activities each half term. In preparation for these, your PE teachers would like you to complete the following tasks:

## Task 1: How long does it take you to get changed into your PE kit?

Every lesson, you will need to change into and out of your PE kit as fast as you can so that we get more learning time within the lesson. We have challenged you to practice changing into and out of your PE kit as fast as you can and recording your fastest time, so that in September we can spend more time having fun! There will be a prize for the fastest student in each class in September.



Time taken to get changed

**Task 2: In September, all year 7 students will study either Netball or Rugby and Fitness in their first units of work. These sports require similar components of fitness for you to be successful in these sports. Complete the table below by researching what these components of fitness are and give examples of when each are used in either Netball or Rugby.**

Component of Fitness	Definition of Component of Fitness	Example when it is used in Netball or Rugby
Hand-eye Coordination		
Speed		
Agility		
Muscular Strength		
Power		
Cardiovascular Fitness		