



Holy Cross

CATHOLIC HIGH SCHOOL

Transition Booklet

This booklet belongs to:

Primary School:

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Welcome Message

Dear Year 6 pupil

We are looking forward to meeting you in September, but before we do, your Holy Cross teachers have designed some exciting tasks for you to complete over the next few weeks and during the summer holidays.

We hope that you will find the tasks interesting and that they will help to prepare you for the range of different subjects that you will study at Holy Cross.

Try your best to complete all that you can but we want this booklet to be enjoyable so please do not worry if you do not finish all the tasks. Be creative, make it look wonderful and give your best efforts.

We would love to see some of your work before you join us so please send photographs of any completed activities to newintake2025@holycross.lancs.sch.uk

Also, during your first week at Holy Cross, you will have the opportunity to hand your booklet in to your tutor. There will be certificates and rewards for the best booklets. Categories will include **'Best Presentation'**, **'Most Accurate'** and **'Most Detailed.'**

We look forward to seeing all your hard work in September.

Miss K Lowe

Transition Coordinator

A Message for Parents and Guardians

Dear Parent/Carer

Thank you for choosing Holy Cross for your child's education.

We hope that this booklet will aid the Transition process for your child by giving them a head start and an insight into some of the curriculum content that they can expect from their lessons in Year 7 at Holy Cross.

Please encourage your child to complete as much of this booklet as they can independently. This will enable their tutors to get a clear and accurate picture of them as a learner. Of course, if there is a particular section that your child is struggling with, please do not hesitate to work with them and offer prompts and support.

We want this booklet to be enjoyable and not onerous, so the activities in the booklet are optional and there is no expectation for your child to complete them. It would be great even if your child just wants to complete the activities that most appeal to them and their interests.

Please send photographs of any activities or any completed work that your child completes to newintake2025@holycross.lancs.sch.uk

Thank you for your support and cooperation.

We are delighted to welcome you and your child into our school community.

Miss K Lowe

Transition Coordinator

Meet the Teachers

Senior Leadership

Mr Lindley – Headteacher

Mrs Huddy – Deputy Headteacher

Mr Morris – Assistant Headteacher

Mrs Hardman – Assistant Headteacher

Mrs Hitchen – Assistant Headteacher

Mrs Henderson – Assistant Headteacher

Miss Wallace – Assistant Headteacher

Mrs Cooper – Business Manager

Transition/ New Intake Staff

Miss Lowe – Transition Coordinator

Mrs Moss – Primary Transition Coordinator

Getting to Know You

Fill in this page to help your tutors get to know about you and your interests. To fill in your answers, you can draw, write or print off pictures. Be as creative as you like!

My favourite place is...	My favourite food is...	My interests/hobbies are...
My favourite music artist/band is...	My favourite film/TV programme is...	My favourite book is...
My favourite sport is...	My favourite subject at school is...	Three words I would use to describe myself are...
My biggest achievement so far is...	The thing I am most looking forward to at Holy Cross is...	The thing I am most nervous about at Holy Cross is...

Descriptive Writing

The purpose of **descriptive writing** is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. Capturing an event through **descriptive writing** involves paying close attention to the fine details.

Task 1

Below are some techniques that you can use to make your descriptive writing more engaging and effective. Match up the techniques to their definitions and examples.

Descriptive Technique	Definitions and Examples
Adjective	A word that describes a verb. Example: <u>Gently</u> , the breeze blew past.
Adverb	A word which imitates a sound. Example: Leaves <u>rustle</u> high in the trees as rain drips upon them.
Simile	A word that describes a noun. Example: The scene is <u>breath-taking</u> , with <u>vibrant</u> colours and <u>gigantic</u> mountains dominating the view.
Metaphor	Comparing something to another using 'like' or 'as'. Example: Large rocks pebble the valley, looking <u>like</u> sleeping cows.
Personification	When something that is not a human is given human characteristics. Example: Lightning danced across the sky.
Onomatopoeia	Saying something is another thing or doing something impossible. Example: The stormy ocean was a raging bull.

Task 2

One of the most important things to do in descriptive writing is to **use the five senses**. This means describing not only **what you can see** but what you would be able to **hear, smell, touch and taste**.

1. Label, on the image, what interests you. Look at each box and zoom in on the detail using the senses.
2. Label each idea with ambitious and sophisticated adjectives.
3. Consider what sophisticated verbs you could use. E.g. how are the verbs moving? Challenge. Can you think of an example of a simile, metaphor, personification or onomatopoeia for each box?



Rubble litters the road, crumbling and cracking under the feet of those who walk by.

Desolate and neglected.

Task 3

Now, do the same for the picture below. This time, you don't have the boxes.



Scottish Highlands

Task 4

Now for the best bit! You need to write a description of one of the images above. You should spend around 40 minutes writing and should aim for approximately one side of A4. You can write this on the lined sheet attached.

If you are struggling to begin, you may want to choose one of the sentence starters below to help you:

- Prowling threateningly in the cloudless sky, the sun beat down with its unforgiving heat...
- As the wild wind soars around the hillside, the emerald blades of grass dance effortlessly in the breeze...

Success Criteria

To be successful in Task 4, you should use:

- A range of punctuation for effect. These should include a semi-colon, colon, brackets and a hyphen.
- A range of ambitious adjectives to support your description. You could use a thesaurus to support you with this.
- Paragraphs of different lengths for effect. This should include at least one short paragraph. This could be a word or a sentence.
- A full range of sentence types throughout the writing, including: simple, compound and complex.
- A range of sentence starters. You should avoid starting your sentence with 'the'. Instead, begin with a noun, adjective, adverb or preposition.

Make sure you proofread your work when you have finished!

Reading List

In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to be able to read with confidence. We have included a selection of recommended texts from each of these five categories. This is not a mandatory list but just some texts that the English Department recommend if you wish to do some reading over the summer.

Archaic Texts

These are texts that are over 100 years old, which means the vocabulary in them is quite complex.

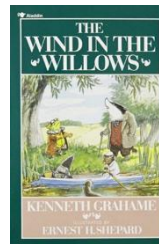
The Secret Garden – Frances Hodgson Burnett



The Adventures of Tom Sawyer – Mark Twain



Wind in the Willows – Kenneth Grahame



The Jungle Book – Rudyard Kipling



Non-Linear Time Sequences

These are texts that do not follow a chronological time sequence.

An Eagle in the Snow – Michael Morpurgo



The Eye of the North – Sinead O'Hart



Time Travelling with a Hamster – Ross Welford



English

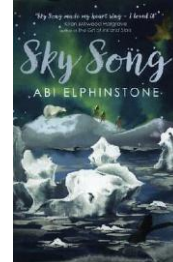
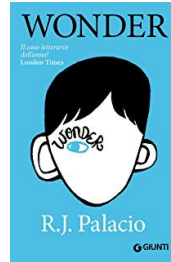
Complex Narrator

These are texts that have unusual, unreliable or multiple narrators.

Wonder - R J Palacio

Sky Song – Abi Ephinstone

All the Things That Could Go Wrong – Stewart Foster



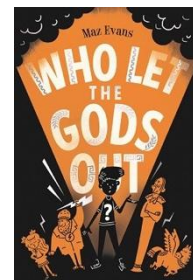
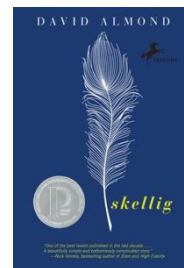
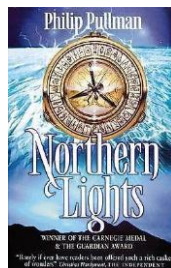
Symbolic Texts

These are texts that have symbolic or hidden meanings.

Northern Lights – Phillip Pullman

Skellig – David Almond

Who let the Gods out? – Maz Evans



Resistant Texts

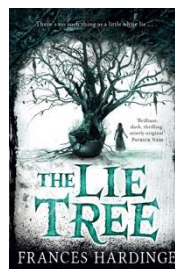
These are texts that have a complex meaning and are open to more than one interpretation.

The Lie Tree – Frances Hardinge

Cloud Busting – Malorie Blackman

Tom's Midnight Garden – Philippa Pearce

Fog Magic – Julia Sauer



Mathematics

In Mathematics at secondary school, one of the main differences from primary school is that we encourage the use of calculators. In fact, when you come to do your GCSEs at the end of Year 11 you will use a calculator for a lot of the exam. It is very important that you get the correct calculator. This will then last you for the 5 years you study Mathematics from Year 7 to Year 11.

The recommended calculator is **CASIO fx-83GT CW** or **CASIO fx-85GT CW**. These are available in all stationary shops and online. Spend some time getting familiar with how to use your calculator by trying the calculator challenges below.



Challenge 1 Be The BOSS

Type 5508 into your calculator and turn it upside down.

What are you? 8 0 5 5

Your challenge is to find 10 different ways of creating 5508 using the calculator.

Be creative and find the most interesting way to write BOSS.

1		2	
3		4	
5		6	
7		8	
9		10	

Green using only one of +, -, x and ÷
Amber using a combination of + and - with x and ÷
 using brackets (or careful use of order of calculations and =)
Red using a mixture and possibly squares and square roots

Challenge 2 Working Backwards

Which calculation do you need to enter into the calculator to work out the missing number?

$$\boxed{} \div 7 = 56$$

$$\boxed{} - 18 = 52$$

$$43 + \boxed{} = 102$$

$$1920 = \boxed{} \times 5 \times 3$$

$$256 \times \boxed{} = 4352$$

Remember to show the calculations you've done, rather than just the number.

Extra: Are there any that you can solve in more than one way?

If you enjoyed this activity then you might like: **Funny Factorisation** from NRICH (nrich.maths.org/740)

Mathematics

Challenge 3 Order, order!!

$$2 \times 100 - 60 + 40 \quad \bigcirc \quad 2 \times 100 - 40 + 60$$

Which symbol goes between these two expressions: $<$ $>$ or $=$

Can you use brackets to find ways where each symbol could be used? $()$

Is there more than one way to do it?

$$2 \times 100 - 60 + 40 > 2 \times 100 - 40 + 60$$

$$2 \times 100 - 60 + 40 < 2 \times 100 - 40 + 60$$

$$2 \times 100 - 60 + 40 = 2 \times 100 - 40 + 60$$

Challenge 4 Half way there

Choose four numbers from 1 to 9:

1 2 3 4 5 6 7 8 9

Place them in the boxes to make a fraction.

Which arrangement of your four numbers gives a value closest to a half?

The four numbers I chose were:
This arrangement is closest to a half:

To get close to a half you need to:

There are other number
strategy games on the NRICH
website
nrich.maths.org/1209/index

Challenge 5 Order, order!!

Choose 3 digit keys and 2 operation keys e.g.

5 6 8 + -

You can always use the = key

Can you make all the numbers from 1 – 20 using only these keys?

You can use the keys as often as you want each time.

I used these keys:

Things to think about...

Can you use the difference between the numbers to help?

Can the way you made a number before help you this time?

Extra challenge

What if you 'Take 4' and use 2 digits and 2 operations?

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

Mathematics

Challenge 6 Mystery Number

What could this number in your display mean and how might it have got there?

What would it mean if it was:

- Time – days, hours, minutes, seconds
- Money
- Length
- Mass
- Capacity ... or ...



12.5 could be:

Challenge 7 Equivalence is Key

If I know that $482 \times 75 = 36,150$

What do I need to insert in each row to make the expressions equivalent? For example:

$4820 \times 75 = 482 \times 75$ \otimes 10
 $482 \times 7.5 = 482 \times 75$ \bigcirc
 $4820 \times 7.5 = 482 \times 75$ \bigcirc
 $48.2 \times 7.5 = 482 \times 75$ \bigcirc
 $482 \times 750 = 482 \times 75$ \bigcirc
 $48.2 \times 75 = 482 \times 75$ \bigcirc

\bigcirc is an operation

is a number

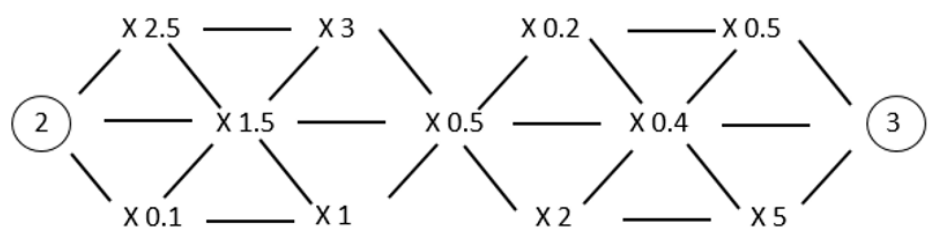
What other expressions can you write that are equivalent to 48.2×7.5 ?

If you enjoyed this you might like
Multiples (1, 2, 3)
 NRICH (nrich.maths.org)

Challenge 8 A-maze-ing!!

Start with the number 2 on your calculator.

Find a route through the grid, travelling only once along a line, so that you end up with a 3 on your display.



Is there only one way to do it? How can you be sure?

Can you go back from right to left, starting with 3 and finishing with 2?

My solution:

2 x = 3

If you enjoyed this activity then you might like: **The Money Maze** from NRICH (nrich.maths.org/2648)

Science

Biology

Cells are the building blocks of all living things. Below is a list of the key parts of a cell that you will learn in Science. Research the job of each part (organelle).

Organelle	Job of the organelle	Present in an animal cell? (✓ or x)	Present in a plant cell? (✓ or x)
Nucleus			
Cytoplasm			
Mitochondria			
Ribosomes			
Cell Membrane			
Cell Wall			
Vacuole			
Chloroplasts			

Creative Task- Can you make a model cell? This could be a plant or animal cell.

Challenge- Can you make a specialised cell and explain how it is adapted to carry out its job?

Science

Chemistry

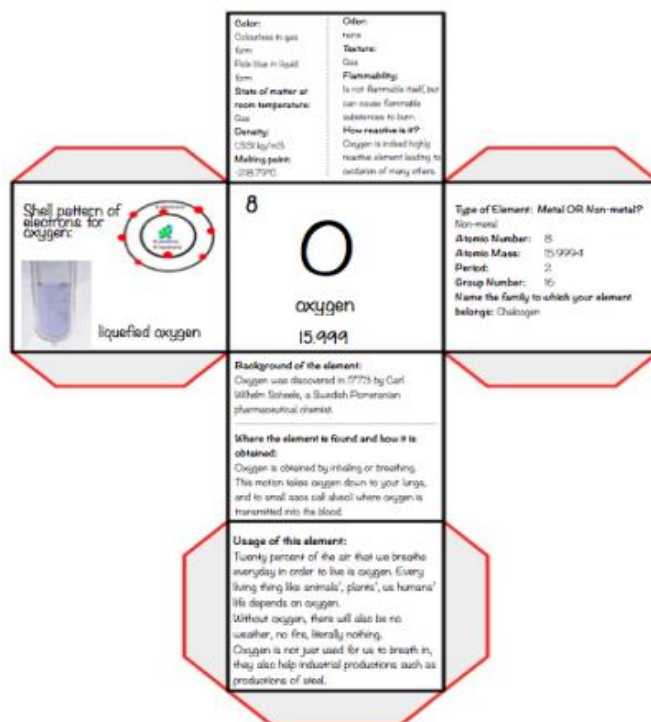
Chemists use a periodic table to classify elements. Can you learn the symbols for the first 20 elements? Get someone to test you when you're feeling confident!

Hydrogen	H
Helium	He
Lithium	Li
Beryllium	Be
Boron	B
Carbon	C
Nitrogen	N
Oxygen	O
Fluorine	F
Neon	Ne

Sodium	Na
Magnesium	Mg
Aluminium	Al
Silicon	Si
Phosphorous	P
Sulfur	S
Chlorine	Cl
Argon	Ar
Potassium	K
Calcium	Ca

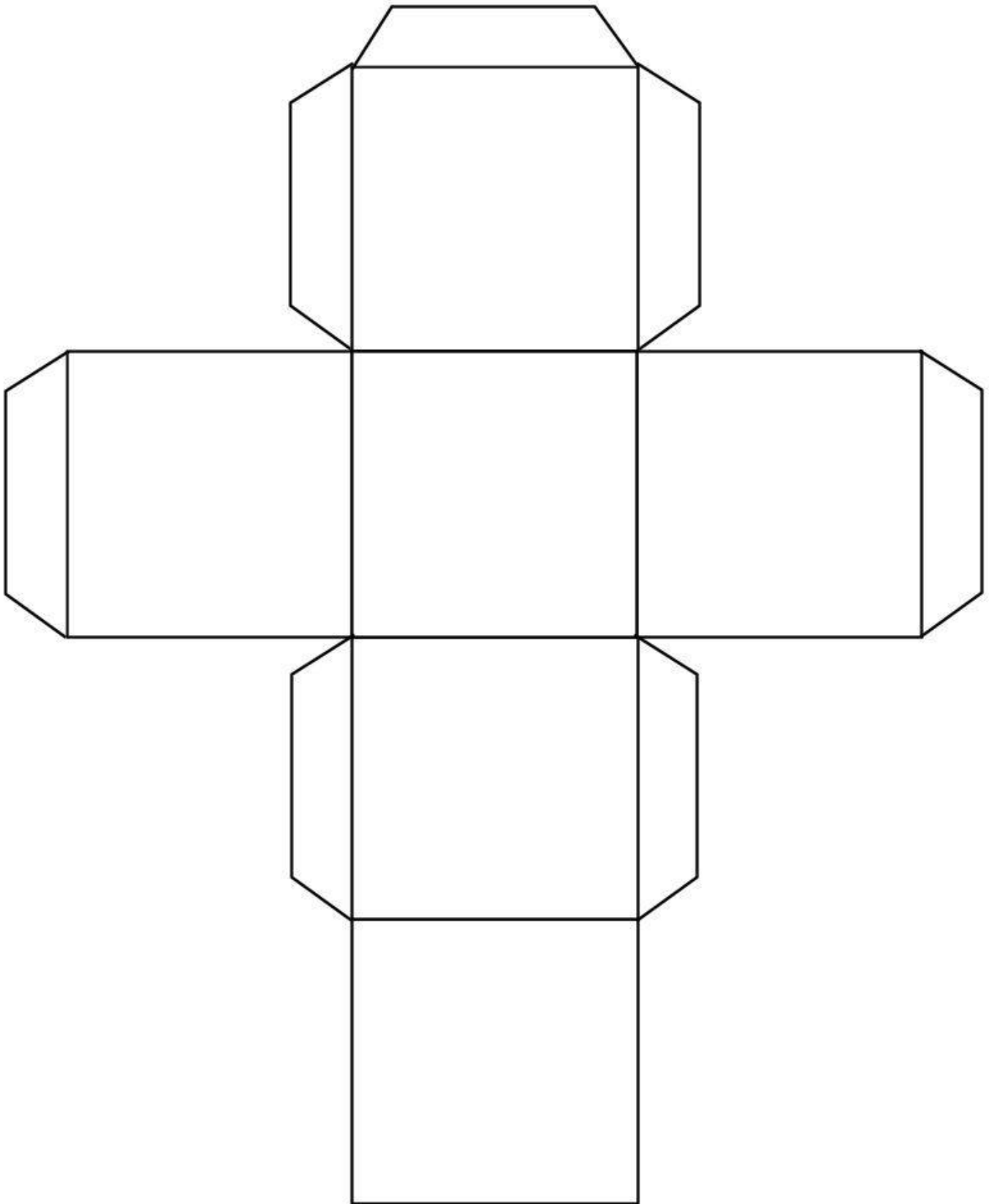
Research Task- Research one of the elements above. For your chosen element find:

- Its name and symbol
- Its melting and boiling point
- What the element can be used for
- A picture of the element
- An additional fact of your choice
- **Challenge-** A diagram of its atomic structure



Add the information to the sides of the cube template on the following page.

Decorate it, cut out the shape (including flaps), fold and assemble the cube using glue, attach string and hang it up.



Optional Household Chemistry

Mini Volcano

You will need:

- Large paper plate
- Two 3 oz. paper cups
- Aluminum foil
- Scotch tape
- 2 tablespoons of water
- 1 tablespoon of baking soda
- 2 tablespoons of vinegar
- Large baking pan

Build your "volcano"

1. Tape the bottom of one of the cups to the middle of the paper plate.
2. Tear off a piece of foil large enough to cover the cup and plate completely.
3. Place the foil over the cup and plate and turn the foil under the plate edge. Tape foil in place.
4. Poke a hole through the foil into the middle of the cup.
5. Tear strips in the foil so that it may be easily folded down along the inside edge of the cup.

Help your volcano erupt!

1. Place your volcano in the pan (an eruption can get messy!).
2. Fill the volcano cup with the 2 tablespoons of water.
3. Stir in the tablespoon of baking soda until it dissolves.
4. Measure the 2 tablespoons of vinegar into the other paper cup.
5. Predict what will happen when you pour the vinegar into the volcano. Pour it in and watch it erupt!

Mini Lava Lamps

You will need:

- A clean plastic bottle, try to use one with smooth sides
- Water
- Vegetable Oil (or you could use Baby Oil instead)
- Fizzing tablets (such as Alka Seltzer)
- Food Colouring

Method:

1. Quarter fill a bottle with water.
2. Pour the vegetable oil in the bottle until is almost full. You may want to use a measuring cup with a spout or a funnel. You may have to wait a couple of minutes for the oil and water to separate.
3. Add a few drops of your favourite food colouring. Watch as the colour sinks through the oil.
4. Break your fizzy tablet in half and drop part of it into the bottle. Get ready ... here come the bubbly blobs!
5. You can even get a torch, turn off the lights and drop in another half tablet. This time shine the torch through the lava lamp while the blobs are bubbling!



Science

Physics

Conducting experiments are a key part of science. Can you investigate the forces behind launching a rocket?

Paper Rockets

You will need:

- Drinking straw
- Paper
- Scissors
- Ruler
- Tape
- Colours to decorate

Method:

1. To create your rocket, cut a strip of paper about 6 cm wide and 20cm long.
2. Wrap the rectangle of paper tightly around a pencil the long way and tape it together, so that it holds its shape.
3. Remove your rocket from the pencil, fold one end over and tape it down. This will be the rocket's nose- think about its shape!
4. Cut triangles from paper to make fins and tape them on the bottom of your rocket. Fins work best taped on at right angles.
5. Put your rocket over the end of a straw and use the force of your breath to launch it!
6. Measure and record how far your rocket flies.
7. What do you think will happen if you change the launch angle, size of rocket, fins shape/ size? Try it and record your results in the table below

Type of rocket	Distance rocket travels (cm)			Average distance travelled (cm)
	1 st Launch	2 nd Launch	3 rd Launch	
Standard				

Which rocket went the furthest? Research forces and try to explain the reason why!

Challenge- Can you draw a labelled diagram explaining the forces exerted on your rocket?

Geography

Task 1: Thinking like a Geographer

At Holy Cross Catholic High School, #ExcellentGeographers look for clues in images to try and work out what is happening currently or in the future. Use the image to try and answer the questions below.



I – Identify – what can you see?

D – Describe – what problems will be created here?

E – Explain – why do you think this has happened?

A – Apply – why do you think this image may become a reality?

L – Link – do you think something similar will happen in other places around the world? Why?

Superstar Challenge: Can you take a picture from your local area whilst you are on a walk and complete an IDEAL analysis?

Geography

Task 2: Writing like a Geographer

At Holy Cross, #ExcellentGeographers research and take interest in the world around them.

Use the template below to write about a natural hazard (examples include: earthquake, hurricane, volcanic eruption but there are others you can choose) and summarise the events that occur. You can choose one that happened this year or in previous years.

Name of Hazard: _____

Location:

5 Key facts

-
-
-
-
-

Cause:

Impacts of the hazard:

Responses (what was done to help)

Superstar challenge: Can you design or make something that would really help people during the hazard you have researched? Could you hurricane proof a house and build your design in a shoe box? Could you put together an emergency backpack for you and your family? Could you make your own safety video to show others what to do in an emergency?

History

Investigating Historical Sources

Starter Activity

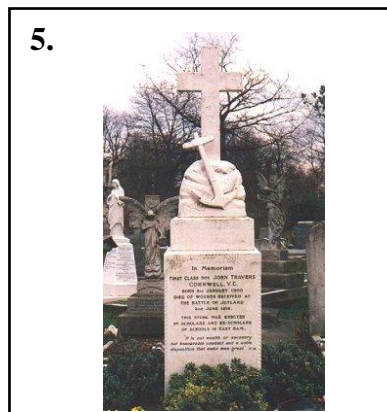
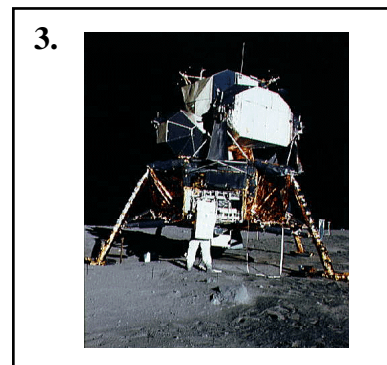
Write down 5 things you know about History.

(These can be things you know from primary school, internet research, TV or general knowledge)



Historical Images

Write down what you think each of these objects is.



Check your Answers

1. A device for washing clothes
2. An Ancient Egyptian canopic jar. Organs were removed from the body before mummification and placed in these jars!
3. The Apollo 11 moon landing craft – 1969.
4. An electric chair used to execute death row prisoners.
5. The grave of Jack Cornwell – he won Britain's most prestigious medal in WW1 – the Victoria Cross.

History

History Key Words

Source = something we use to learn about the past.

Primary Source = made at the time of an event.

Secondary Source = made after the time of an event.

Historical Sources Task

Choose any 5 historical sources. You can use books, the internet, old newspapers, photographs, etc.

Examine each source carefully and answer the questions on the following page for each source.

You can work with your parents or siblings to do this.

History

SOURCE 1

- What is it?
 - When was it made and is it primary or secondary?
 - Who made it?
 - Why was it made?
-

SOURCE 2

- What is it?
 - When was it made and is it primary or secondary?
 - Who made it?
 - Why was it made?
-

SOURCE 3

- What is it?
 - When was it made and is it primary or secondary?
 - Who made it?
 - Why was it made?
-

SOURCE 4

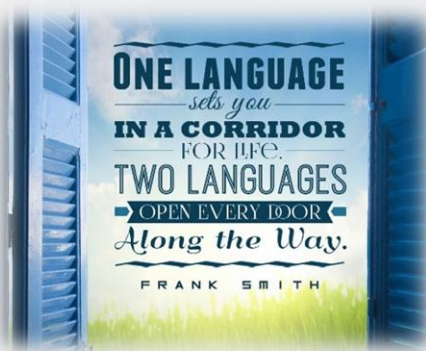
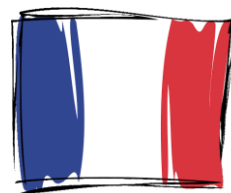
- What is it?
 - When was it made and is it primary or secondary?
 - Who made it?
 - Why was it made?
-

SOURCE 5

- What is it?
- When was it made and is it primary or secondary?
- Who made it?
- Why was it made?

French

Year 7 pupils study two hours of French per week, which is much more than most of you are used to. It is an exciting time where you can increase your range of vocabulary and build up fluency, confidence and spontaneity through fun lessons where it is okay to make mistakes! Don't worry if you've never studied French before – no-one will be left behind!



The language teachers at Holy Cross love this quote. Can you explain what it means?

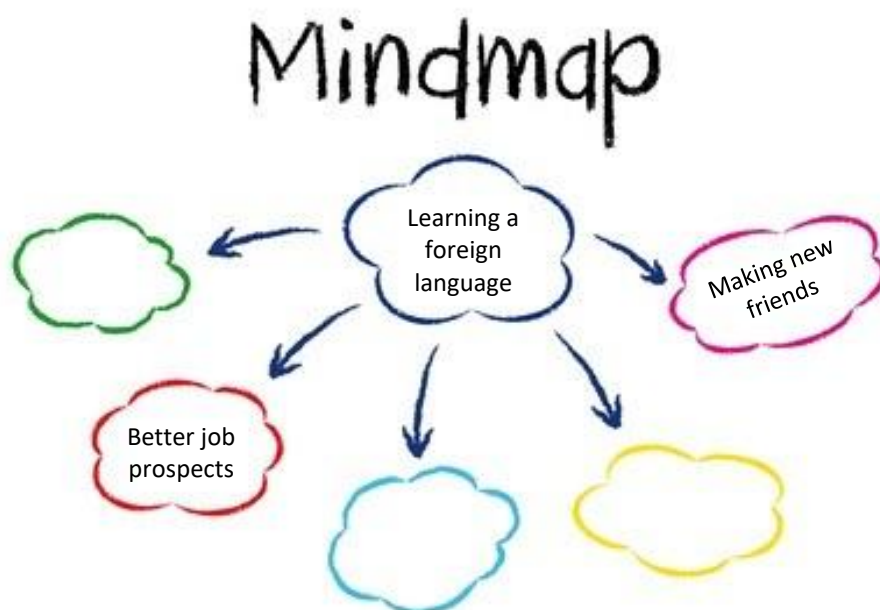
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Can you think of any opportunities or benefits that learning a foreign language might bring? Try to complete the mind-map below.



Did You Know?

- ✓ It's not all about France! French is the official language in 29 countries worldwide. How many can you name? This makes French the second most widespread language (behind English).
- ✓ France is the most visited country in the world with over 75 million tourists every year.
- ✓ There are around 300 million French speakers around the world. You will be in good company!
- ✓ French is the official language of NATO, the EU, the International Red Cross and the International Olympic Committee.
- ✓ 75% of the world's population speak no English at all.

French



duolingo

Preparing yourself for French in Year 7

1. If you have a suitable device, visit www.duolingo.com and download the free app. Aim to spend some time every week working your way through the lessons. Little and often is always the best approach. You'll be amazed at how quickly you start to learn the vocabulary!
2. Have a look at these vocabulary grids. Have you learnt any of these words at your Primary School? Do you know any from memory? Highlight the ones you've seen before. Feel free to cut this section out and attach it to your new French book in September.

Greetings and introductions	
Salut!	Hi!
Bonjour!	Hello/Good day!
Bonne journée!	Have a good day!
Bonsoir!	Good evening!
Bonne nuit!	Goodnight!
Au revoir	Goodbye
À plus	See you later
Ça va?	How are you?
Oui, je vais très bien, merci	Yes, I'm very well, thank you
Oui, ça va	Yes, I'm fine
Comme ci comme ça	I'm OK
Non ça ne va pas	No, I'm not OK
Comment t'appelles-tu?	What is your name?
Je m'appelle...	I am called...
Quel âge as-tu?	How old are you?
J'ai onze ans	I am eleven years old
Où habites-tu?	Where do you live?
J'habite à Chorley	I live in Chorley

Numbers			
1	Un	21	Vingt et un
2	Deux	22	Vingt-deux
3	Trois	30	Trente
4	Quatre	40	Quarante
5	Cinq	50	Cinquante
6	Six	60	Soixante
7	Sept	70	Soixante-dix
8	Huit	75	Soixante-quinze
9	Neuf	80	Quatre-vingts
10	Dix	81	Quatre-vingt-un
11	Onze	85	Quatre-vingt-cinq
12	Douze	90	Quatre-vingt-dix
13	Treize	95	Quatre-vingt-quinze
14	Quatorze	100	Cent
15	Quinze	101	Cent-un
16	Seize	1000	Mille
17	Dix-sept	1st	Premier
18	Dix-huit	2nd	Deuxième
19	Dix-neuf	3rd	Troisième
20	Vingt	4th	Quatrième

Days and Months	
Monday	Lundi
Tuesday	Mardi
Wednesday	Mercredi
Thursday	Jeudi
Friday	Vendredi
Saturday	Samedi
Sunday	Dimanche
January	Janvier
February	Février
March	Mars
April	Avril
May	Mai
June	Juin
July	Juillet
August	Août
September	Septembre
October	Octobre
November	Novembre
December	Décembre

Colours	
Red	Rouge
Orange	Orange
Yellow	Jaune
Green	Vert
Blue	Bleu
Purple	Violet
White	Blanc
Black	Noir
Brown	Brun
Pink	Rose
Grey	Gris
Cream	Crème
Beige	Beige

Food and Drink	
Un croissant	A croissant
Un croquemonsieur	A cheese and ham toastie
Le pain	Bread
Le pain grillé	Toast
La crêpe	Pancake
La glace	Ice cream
L'eau	Water
Le lait	Milk
Le jus d'orange	Orange juice
Le chocolat chaud	Hot chocolate

Animals			
Un chat	A cat	Un oiseau	A bird
Un chien	A dog	Un cochon d'Inde	A guinea pig
Un lapin	A rabbit	Un serpent	A snake
Un poisson	A fish	Une souris	A mouse

Alphabet Pronunciation																									
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
ah	bay	say	day	eu	eff	jay	ash	eee	gee	kah	ell	em	en	oh	pay	coo	err	ess	tay	oo	vay	Dooble vay	eex	ee- grec	zed

French

3. Now complete the following activities by starting on the Bronze level then challenge yourself by completing the Silver and Gold challenges if you can.

Activity 1 Les nombres – Numbers

1 un 2 deux 3 trois 4 quatre 5 cinq 6 six
7 sept 8 huit 9 neuf 10 dix 11 onze 12 douze
13 treize 14 quatorze 15 quinze 16 seize 17 dix-sept
18 dix-huit 19 dix-neuf 20 vingt 21 vingt-et-un



Bronze: Lis les nombres. Qu'est-ce qui manque?

Read the numbers. What's missing?

Un, deux, trois, cinq, six, sept, huit, neuf, dix - _____

Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-neuf - _____

Un, deux, trois, quatre, six, sept, neuf, dix - _____ et _____

Silver: Remplis les nombres.

Copy and complete the numbers below.

22 vingt-deux 23 vingt-trois 24 _____ 25 vingt-cinq 26 _____
27 _____ 28 _____ 29 _____ 30 trente 31 _____

Gold: Continue la liste. Utilise un dictionnaire si nécessaire

Continue the list. Use a dictionary if necessary

- a) un, deux, trois, quatre, _____, _____, _____, _____, dix.
b) Dix, vingt, trente, _____, _____, _____.
c) Zéro, cinq, dix, quinze, _____, _____, trente, _____, quarante-cinq.
d) zéro, deux, quatre, six, huit, dix, douze, _____, _____, _____, _____, vingt-deux, _____, _____, vingt-huit, trente.
e) Trouve en français les mots pour: Find the French words for:

50 -	70-	90-
60 -	80-	100-

French



Activity 2: Se présenter - Introducing yourself

Bronze: Fais correspondre les mots:

Match up the words:

- | | |
|------------------------------|-----------------------------|
| 1. Comment ça va? | a) What is your name? |
| 2. Comme ci, comme ça, merci | b) I'm (very) good, thanks. |
| 3. ça ne va pas! | c) How are you? |
| 4. Quel âge as-tu? | d) I'm not bad, thanks |
| 5. Comment t'appelles-tu? | e) How old are you? |
| 6. ça va (tres) bien, merci. | f) Not good! |



Silver: Traduis la conversation en anglais:

Translate the dialogue into English:

- Bonjour. Comment t'appelles-tu?
- Salut! Je m'appelle Léa.
- Comment ça va?
- Pas mal, merci.
- Au revoir!
- À plus!

- _____
- _____
- _____
- _____
- _____
- _____

Gold: Écris un dialogue

Write a dialogue

- _____
- _____
- _____
- _____



Activity 3: Les couleurs – Colours

Bronze: Traduis les couleurs en anglais.

Translate the colours into English.

Blanc: _____ Jaune: _____

Orange: _____ Vert: _____

Gris: _____ Marron: _____

Silver: Remets les lettres dans le bon ordre:

Put the letters in the correct order:

LEBU _____ ROES _____

RINO _____ GOURE _____

JANUE _____ RANOGÉ _____

ERTV _____

ROMANR _____

In French colours come after the word they are describing
i.e a blue pen – un stylo bleu

Gold: Écris chaque phrase dans le bon ordre en français puis traduis en anglais.

Write each sentence in the correct order in French then translate into English:

un bleu livre - _____ un gris crayon - _____

rouge un stylo - _____ grise une règle - _____

trousse orange une - _____ sac un jaune - _____

Religious Education

Welcome to Holy Cross RE Department

This booklet should help you with your transition to Year 7.







Features of a Church




Task 1: Watch the following video:

<https://www.youtube.com/watch?v=xkY-HCBcMqM>

Once complete can you name and describe the features of the church below?

Name Feature	Description
	
	
	
	

Religious Education

Name	Feature	Description
		
		
		

Task 2: Watch the following video – can you find out any more features of a Catholic church?

<https://www.youtube.com/watch?v=bdi9CK7-gj4>

[illegible]

Religious Education

The Bible

The Bible is the holy book for Christians. The contents of the Bible are often referred to as SCRIPTURE which means sacred writings. The Bible is a collection of books, which have been put together. It can be divided into two sections. These are called the **Old Testament** and the **New Testament**. The Old Testament is more or less the same as the Jewish Scriptures. Jesus was a Jew, so were all his followers, and some of the beliefs of Jews and Christians are very similar. The New Testament contains stories about the life of Jesus, and other writings from the early days of Christianity.

How to read the Bible

A Bible reference is made up of three parts.

Luke 6:11

Luke is the book. The 6 is the chapter and 11 is the verse.

First find the book of Luke. Next find chapter 6. Now verse 11.

If you are struggling, ask an adult to help you.

Now let's put your knowledge to the test!

Task 3: All the Bible references below contain a reference to an animal.



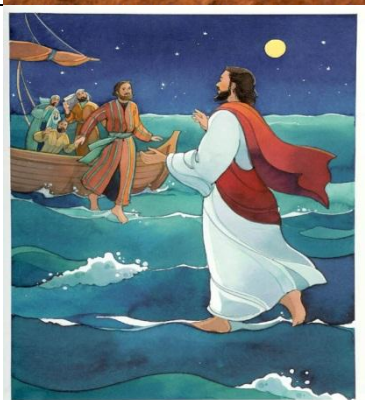

Look up each one and write the name of the animal in the space provided.

Book	Chapter	Verse	Animal
Philippians	3	2	
Revelations	19	7	
1 Corinthians	10	9	
Revelations	13	11	
Matthew	8	30	
Peter	2	25	
Hebrews	11	37	
John	6	9	
Luke	12	6	

Religious Education

Stories from the Bible

Task 4: The books in the Bible that include stories about Jesus' life are called Gospels. The word Gospel means 'good news.' Here are some examples of the ways that Jesus is described in the Gospels. Write your description of the story. If you need help, look at Bible Gateway on the internet.

		What happens in the story?
Jesus heals people who are sick. For example, the paralysed man. Mark 2:1-12		
Jesus forgives people. For example Jesus forgives the woman caught in adultery. John 8:1-11		
Jesus can perform miracles. For example, Jesus walks on water. Matthew 14:22-33		
Jesus tells good stories. For example, the story of the Good Samaritan. Luke 10:25-37		

Computer Science

Computer Science

Task 1: Definitions

Below is a table of keywords that are frequently used in Computer Science lessons.

Research each key word and add a sentence to explain each one.

<u>Keyword:</u>	<u>Definition:</u>
CPU	
Binary	
Hardware	
Software	
Algorithm	
Decomposition	
Programming	
Network	

Computer Science

Task 2: Labelling Hardware

Below is a diagram of different pieces of hardware that a computer has or may use.

Fill in the boxes for each piece of hardware.



Product Design

Chair Challenge Project



Name

Primary School (and Holy Cross tutor group if you know it)

Your task is to design and make a chair that can support the weight of a **person**. You cannot use any tape, glue or any other fixings to hold the chair together. It has to be free standing.

Use any scrap card you can find. Corrugated card would be perfect as this has good strength to weight ratio.

Complete the investigation, research and design tasks prior to making your prototype. Once you have completed all of the tasks, including the card prototype, write an evaluation on the last page. There will be prizes during the first week of school for both booklet work and practical outcomes. Take photographs of your prototypes and have your booklet with you during the first week. Good luck!

www.technologystudent.com
A great website to help with this work

Miss Moore

Product Design

Ergonomics and Anthropometrics

When designing and making your chairs it is important to think about the ERGONOMIC and ANTHROPOMETRIC factors associated with this type of product. It's acceptable to research some of these answers and have some help from anyone at home. (But DON'T just copy what it says on Wikipedia!)

Ergonomics is

.....

.....

It is important to consider ERGONOMICS when designing a chair because

.....

.....

.....

Anthropometrics is

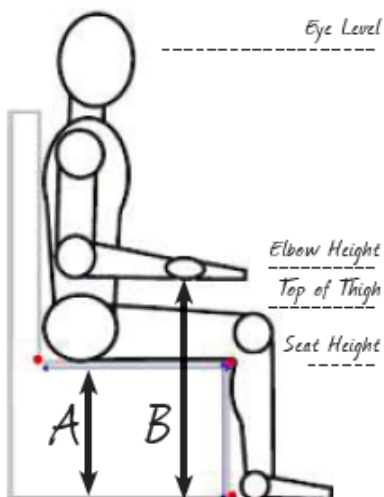
.....

What does the '5th to the 95th percentile' mean? Why is this important to consider when designing?

.....

.....

.....



All measurements in millimeters (mm)	Men			Women		
	5%	50%	95%	5%	50%	95%
Eye level	1173	1229	1326	1042	1131	1223
Elbow height	0583	0669	0750	0533	0614	0694
Top of thigh	0515	0559	0605	0474	0513	0558
Seat height	0395	0434	0476	0352	0388	0428

Using the data in the table above, what would be the range of measurements needed to work out the height of the seat off the ground (A) and the height of the work surface off the ground (B).

A Minimum

B Minimum

A Maximum

B Maximum

Product Design

Product Analysis

Analyse one of the example corrugated cardboard chairs below. Use the ACCESS FM points to the left to help you with your analysis. Make sure you JUSTIFY all your opinions. If a sentence or statement can be followed up with ...'because' make sure that you do it.



A Aesthetics-What does it look like? (Shape, colour, style, etc.).

C Cost - Do you think it is cheap or expensive looking? Why?

C Customer - Who is it designed for? Why? Who would buy it? Why?

E Environment- Where is it designed for? Why? Are there any environmental issues? Environmentally friendly?

S Safety - Do you think it is safe to use? Do you think there are any safety concerns? Are there any other design flaws? How could they be modified?

S Size - What would be appropriate dimensions for the chair? Why?

F Function- What does it do?

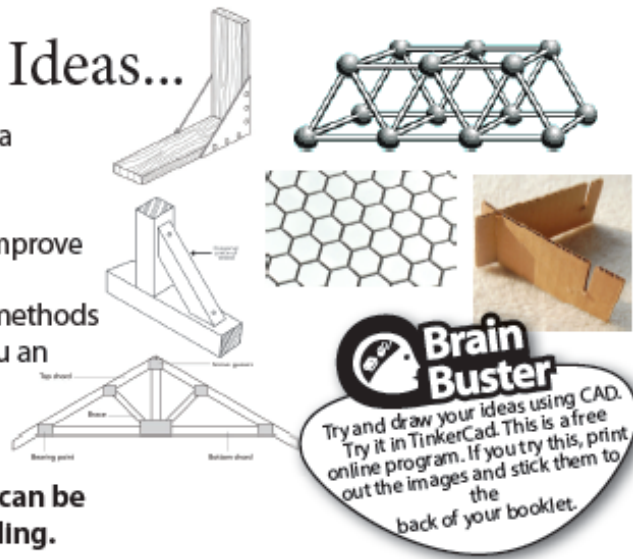
M Materials/ Manufacture- What is it made from? Why? How has it been made?

Product Design

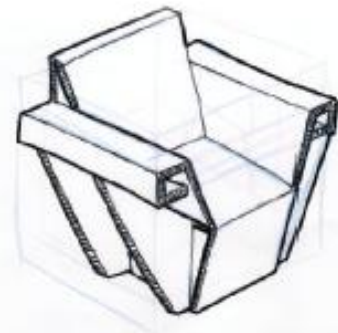
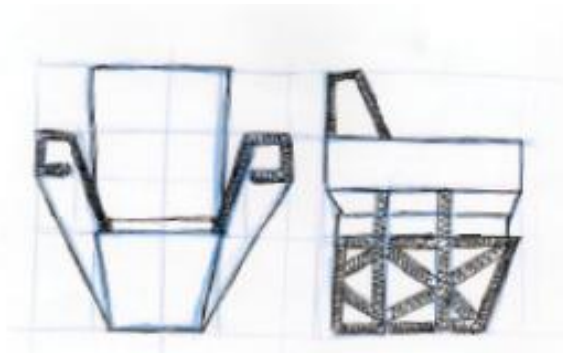
2D & 3D Sketching - Initial Ideas...

Sketch out a range of ideas for your cardboard chair. Use a mixture of 2D and 3D sketching to generate your ideas.

- Plan out your sketches to improve accuracy.
- Fine line (with a black pen) your final pencil lines to improve presentation.
- Annotate (add notes) to explain which construction methods you will use. See the diagrams on the right to give you an idea of construction and strengthening techniques.
- Colour, using both shade and tone to improve communication and presentation.
- **Remember that no glue, tape or any other fixings can be used. It needs to be self supporting and free standing.**



Brain Buster
Try and draw your ideas using CAD. Try it in TinkerCad. This is a free online program. If you try this, print out the images and stick them to the back of your booklet.



Now you are ready to make your chair! Don't forget to take a picture and send it to newintake2023@holycross.lancs.sch.uk

Product Design

Evaluation...

Complete the below evaluation. Be as truthful and critical as you can. Each point needs to be justified, give reasons for your choices throughout. If things went wrong explain then. What happened and why? How did you rectify it? Was it successful? What would you do differently next time? Why?

Describe the aesthetics and construction of your chair.

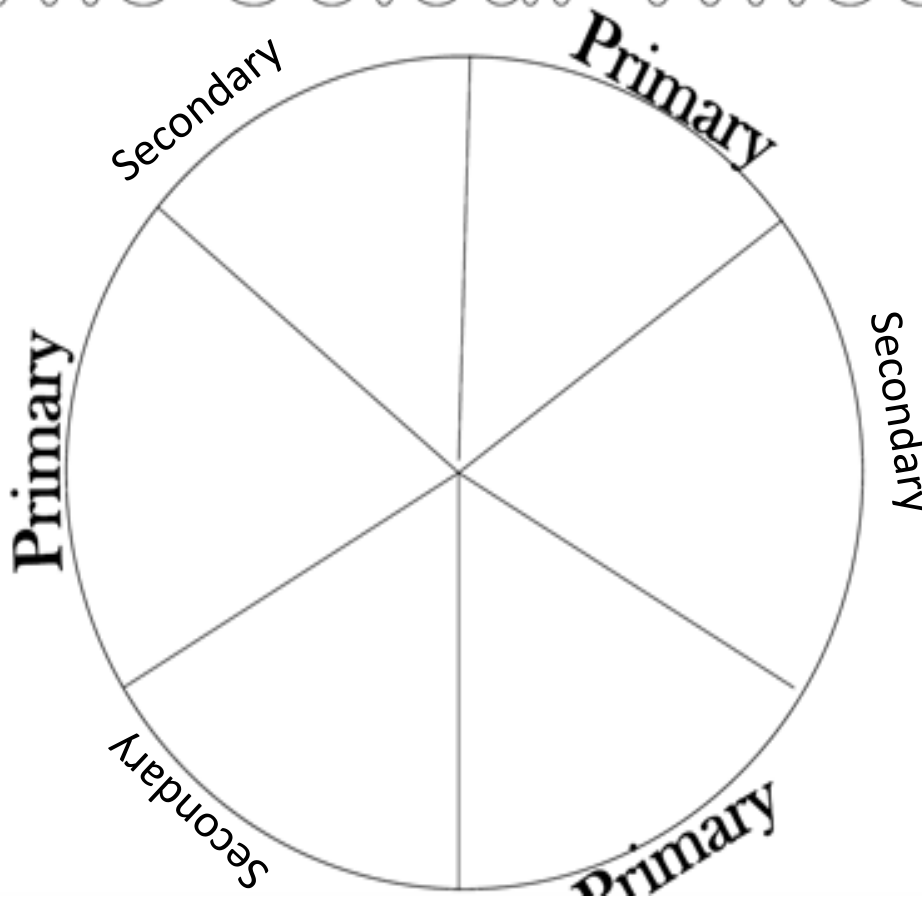
After testing your chair did it work? If it didn't work explain why you think that was. If it did work explain how it was able to support the weight of a person.

What would you have done differently with your design to improve the outcome?

Colour

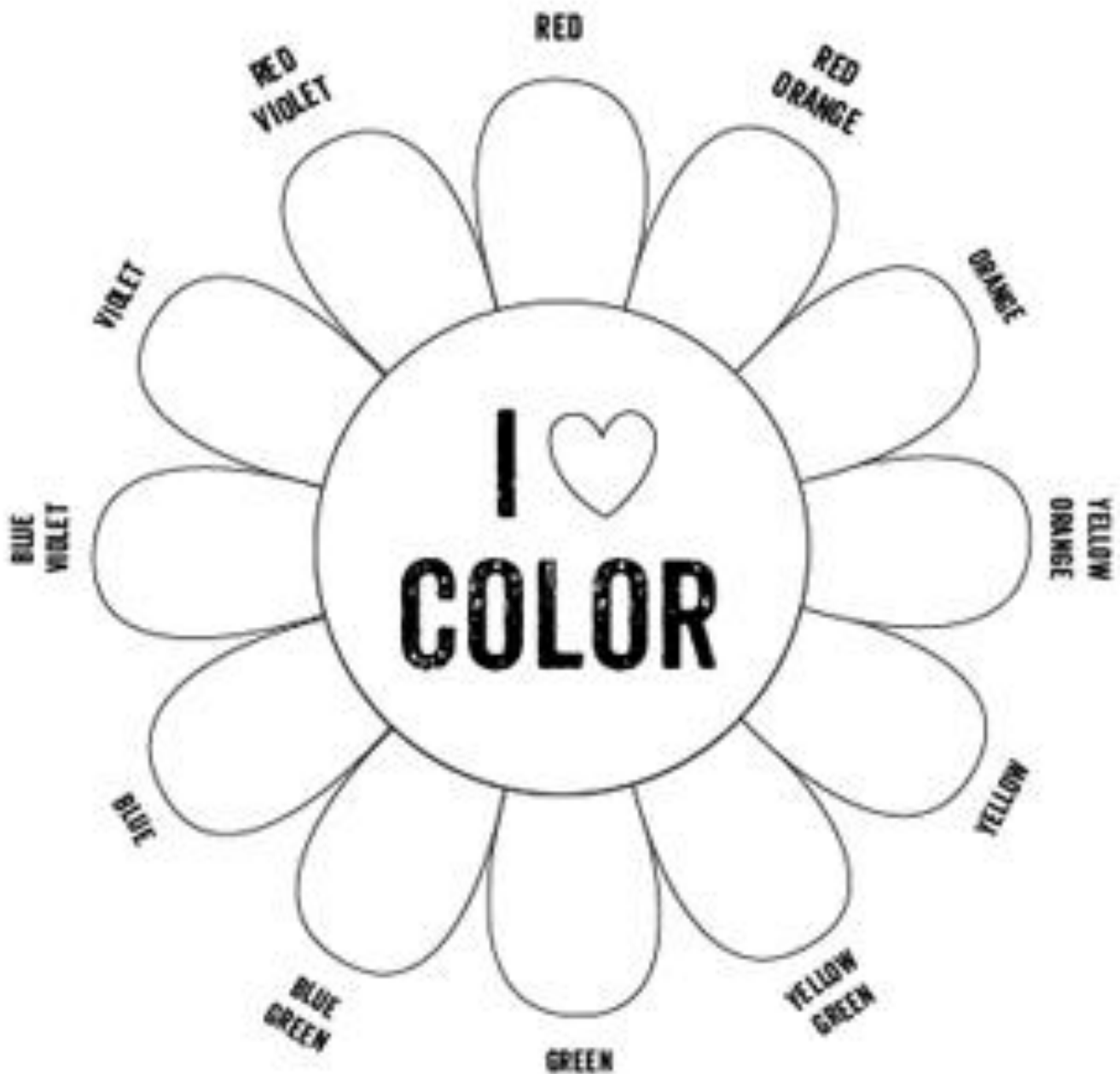
To create effective artwork you should know and understand basic colour mixing.
Fill in the colour wheel below with the three primary colours and the three secondary colours.

The Colour Wheel



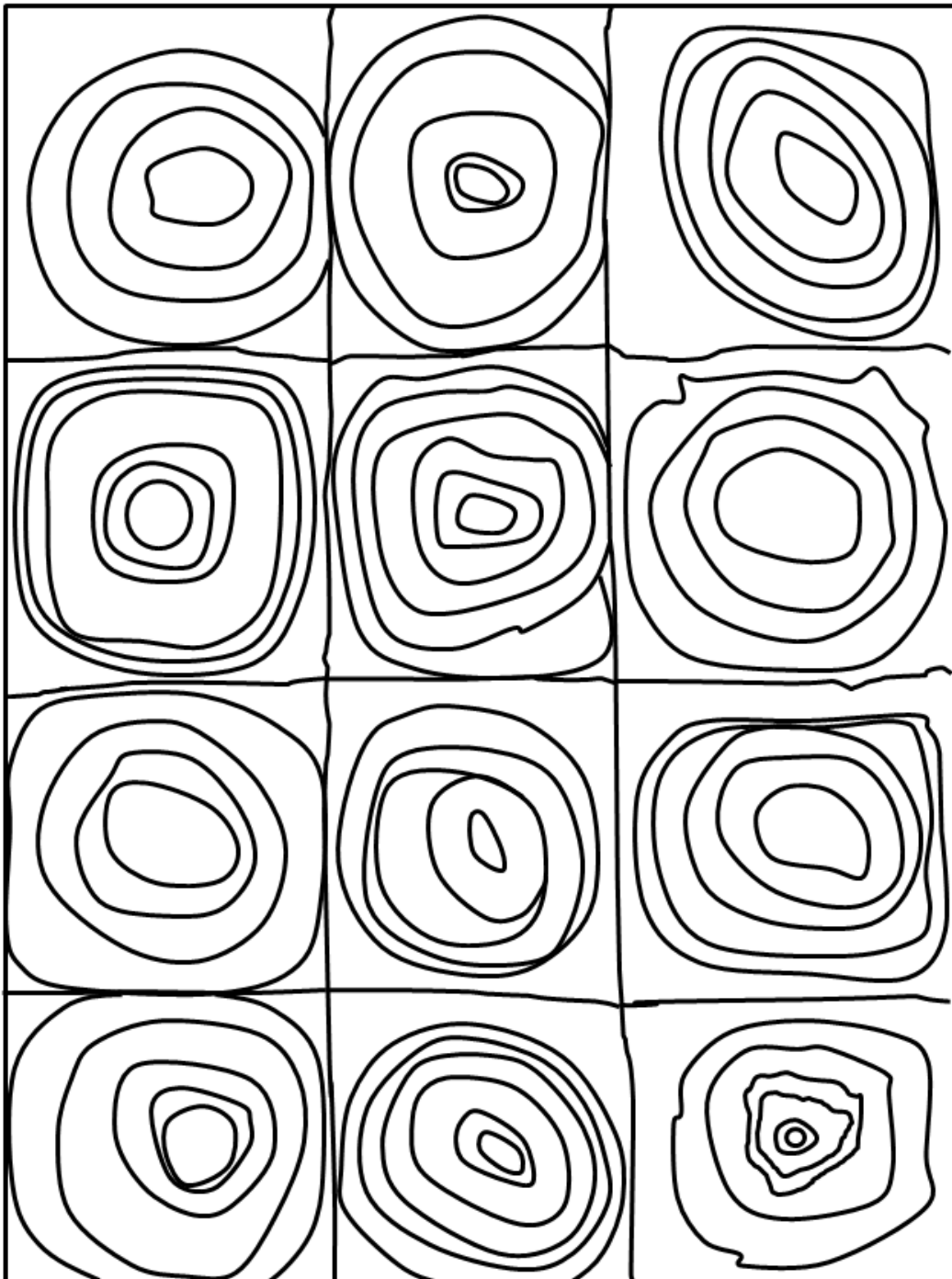
Art

Start with the primary colours first, then fill in the secondary colours. The remaining sections are for tertiary colours, shades which are made when primary and secondary colours are mixed together. Use paint with a brush or your finger to put a spot of the right colour in each petal.





Try to recreate this artwork by colouring in the template below.



Art

Use ALL of the colours to paint/draw a picture. You can draw something or somebody in the room or something you like.

I have drawn _____.

Music

A large amount of musical words need to be learned when you come to high school. In order to make a head-start, I would like you to create a visual display of the following key words in a design of your choice. You will be learning about these words in more detail, and be expected to use them in your first music lessons at Holy Cross High School in September. Good luck!

Key Word	Definition
<i>Tempo</i>	The speed of music
<i>Texture</i>	The layers of sound in a piece of music
<i>Dynamics</i>	The volume of music
<i>Duration</i>	The length of sounds
<i>Timbre</i>	The unique sound of an instrument or voice
<i>Pitch</i>	How high or low the music is
<i>Chord</i>	More than one note played together
<i>Pedal</i>	One note played continuously
<i>Chromatic pattern</i>	Moving up or down in pitch by the smallest note possible
<i>Ostinato</i>	Repeating pattern
<i>Structure</i>	The layout of a piece of music
<i>Strings</i>	Violins, Violas, Cellos and Double Basses
<i>Woodwind</i>	Flutes, Oboes, Clarinets and Bassoons
<i>Brass</i>	Trumpets, Trombones, French horns and Tubas
<i>Percussion</i>	Timpani, Snare drum, Bass drum, Cymbals

Drama

Some of you may never have done drama in or outside school before so – to give you a head start before you arrive – I would like you to have a think about these four things. You could present your answers and ideas as a poster, a spider-diagram or in any other creative format you have in mind!



1. What words do you think of when it comes to drama? Hint: Think of the things you would see at the theatre – what do the actors have to do when performing? What has to be on the stage? How can the performances look ‘spectacular’?
2. What is a freeze frame? Can you give an example of when would be a good place to use a freeze frame in *The Three Little Pigs*?
3. Can you find out what these words mean ready for your first drama lesson? - CHARACTER, FACIAL EXPRESSION, BODY LANGUAGE, FOCUS, POSTURE and PROJECTION.
4. Finally, can you think of different ways you could use your voice to change it? If you were reading a sentence, what could you do with your voice to change the sentence and change the FEELING of the sentence?

Finally – don’t worry! You don’t need to know these off by heart – you just need to know about them. Drama is fun and it makes you work as a team. It can be challenging for some, and a breeze for others.

So, whichever one of those you are, don’t fret – drama will be fun! See you in September!

Extra challenge for September: Have a think: How many fairy tales can you name? If you can name a few, your team may ‘win’ in the first challenge of your first lesson.

Food Technology

In year 7 you will learn about:

- Safety in the food area
- Kitchen hygiene
- Personal hygiene
- The routine for practical lessons
- Weighing and measuring ingredients
- The preparation of a wide variety of foods and dishes
- The names of different utensils
- All about food and how it is beneficial to our body

Kitchen Safety

When you work in the Food rooms it is very important to work safely. There are many potential dangers in a kitchen; these are known as hazards. A hazard is anything that might cause harm or damage to somebody or something.

Some examples of hazards in a kitchen are

- * A bag on the floor
- * A sharp knife
- * A puddle of water on the floor

What are the risks from these hazards?

A bag on the floor -

A sharp knife -

A puddle of water on the floor -

When you work in a kitchen you need to take action to ensure that any risks are reduced. How could you reduce the risks from these hazards?

A bag on the floor -

A sharp knife -

A puddle of water on the floor -

Food Technology

Washing Up

A very important part of cooking is washing up, and it is essential that it is done properly.

Always wash up in hot soapy water. The hot water loosens the food particles and the detergent helps to emulsify the grease.

It is also important to wash the dishes in the correct order because

.....

.....

Remember to use a dishcloth for washing surfaces and pots and the green scourer or brush for pans and baking trays. Only use the tea towel for drying dishes.

The correct order for washing up is

1. Stack the dishes
2. Wipe surfaces including cooker tops
3. Half fill the sink with hand hot water
4. Add one squirt of washing up liquid
5. Wash glassware
6. Wash cutlery – knives should be held by the handle and the cloth wiped downward along the back of the blade.
7. Mixing bowl and sieve
8. Pans and baking trays
9. Stack and put away dry dishes
10. Dry sink and draining board and polish taps

Food Technology

Use the boxes below to draw a step by step set of instructions showing the correct sequence for washing up.

1	2
3	4
5	6
7	8
9	10

Food Technology

Rules for Healthy Eating

- Enjoy your food!
- Eat a **variety** of different foods.
- Eat the right amount to be a **healthy** weight.
- Eat plenty of foods rich in **starch** and **fibre**.
- Eat plenty of **fruit** and **vegetables**.
- Don't eat too many foods that contain a lot of fat.
- Don't have sugary foods and drinks too often.

A Balanced Diet

Choose from the foods on the left to make a balanced diet on the right.

CocoPops Chocolate Biscuit Apple Juice Crisps Toast & Butter Coca Cola Tea	Yoghurt Weetabix Cereal Bar Chocolate Bar Eating nothing Milk Orange Juice	Breakfast 	
Chocolate Biscuit Banana Chocolate Bar Nuts Fizzy Drink Yoghurt Drink Milk Grapes	Apple Cereal Bar Crisps Raisins Water Fruit Smoothie Cake Sweets	Break 	
Sausage Roll Burger Ham Sandwich Beans on toast Sausages Jacket Potato	Chicken Salad Chips Cheese Sandwich Cheese on Toast Chicken Nuggets	Lunch 	
Sweets Banana Pies Sausage Roll Water Ice-cream	Fizzy Drink Biscuits Apple Chips Milk Chocolate Bar	After School 	
Spaghetti Bolognese Chicken Curry & Rice Sausage & Chips Cake Fruit Salad Yoghurt Tuna Pasta Bake	Burger & Chips Shepherd's pie Chicken, Salad & Jacket Potato Apple Crumble Chocolate Pudding & custard Fish Fingers & Chips	Tea 	
Biscuits Toast Jam Sandwich Cereal Bar Crisps Toasted Crumpets	Fruit Cereal & Milk Fizzy Drink Hot Chocolate Cake Crackers & Cheese	Supper 	

Physical Education

Holy Cross PE Challenge

How many challenges can you complete before you get to Holy Cross?

Play your favourite sport.	Create your own dance or 'Haka' style ceremony dance that best describes you.	Can you write/record an inspirational team talk that can inspire, motivate and enthuse others.
Go on a walk or a run with your family somewhere new.	Set up and complete a family obstacle course.	Complete a home workout such as Yoga/Pilates/HIIT
Watch a sporting event of your choice and write an article on what happened.	Family Miles - How many miles can you and your family walk/run?	Cook a healthy meal with and for all the family.

Any photos/evidence of you completing these challenges can be sent to the PE Staff by tagging us on Twitter @HolyCrossPEChor