



St Ursula's Student Activity Booklet



2020-2021

St Ursula's Convent School

Welcome to St Ursula's Convent School , I hope by now you have had the opportunity to look through our transition information via our website: <https://www.stursulas.com/> where you will find a presentation on everything that you will need to know for September, as well as a virtual tour, Loom presentations from your teachers and this activity booklet to ensure that you really get to know us!

At St Ursula's we are one big family, that includes yourself, parents/carers, staff and our local community and the Ursuline Education Community (UEC).



Our transition will be a little different this year, so our amazing team of teachers have put together some subject specific activities in order to get you ready and raring to go in September.

We look forward to seeing you in September!

From all the staff and pupils at St Ursula's 😊



English at St Ursula's

English – Using Sensory Imagery.

The wind's icy breath pierced my skin as I clung to the belief that today we would finally reach the summit.



1. Copy the sentence and label the word class.
2. Identify the language technique used in the sentence.
3. List six synonyms for the word "icy".
4. Improve the sentence and justify any changes you have made.
5. What are the five different senses?
6. Produce a sentence for each of the following images and senses:

Touch: Start a sentence with 'As ...'

As I felt the course granite beneath my fingertips, I suddenly began to feel at home.

Taste: Start a sentence with a verb.

Gripping tightly onto the rope, I suddenly felt the bitter taste of bile on the back of my throat.

Smell: Use personification.

The scent of burning wood began its gentle dance across the camp.

Sight: Start with an adjective.

Lush vegetation completely covered the mountainside.

Sound: Start with a simile.

Like a sickening alarm, I heard the scream of my partner as he lost his footing.

7. Read the extract and label any examples of sensory imagery you find.

The wind's icy breath pierced my skin as I clung to the belief that today we would finally reach the summit. My skin was cracked with ice and fatigue. Despite trying to keep my spirits up, the coldness was beginning to penetrate my veins; its cruel cold fingers clawed my every thought. I wondered how long we could go on like this, how long I could stare into the endless abyss, the endless sea of troubled white snow. I began to think that the mountain was like a demon, taunting me, laughing at my bruised and battered fingers, sneering at our lack of food supplies. The acids from my stomach churned inside, leaving a sour taste on my tongue.

'Prusik knot!' Simon shouted against the wailing wind, reminding me to prepare myself for the ascent. My hands fumbled with the coarse rope. My brain knew what to do: over, then under, across, then down. Yet my fingers could not move, frozen and sore from the mountain's rough terrain. Suddenly the rope began to slip from my fingers, falling through them like sand. I was helpless as I fell down the mountain, unable to cling to the rope properly, my body thumped against the rocks like a child erratically beating a drum. The sour taste was replaced with something much more sinister; fear.

My left leg hung lifelessly on my body as the cruel wind made communication between Simon and I almost impossible. I swung violently between the rocks, making it impossible for Simon to maintain balance above. Suddenly, a sobering thought entered my mind. Simon was smart, Simon would know what to do, Simon would do the *right* thing, he was the best climber after all. My heart began to beat frantically with a painful pulsing of realization. This was it. He was going to cut the rope...

8. Continue Joe's narrative.

- What happens after the rope has been cut?
- How does he feel?
- Where does he fall and how?

Write a paragraph continuing Joe's narrative, which makes use of sensory imagery. Include sentences beginning with: a simile, a verb, an adjective.

My heart began to beat frantically with a painful pulsing of realization. This was it. He was going to cut the rope.

Maths at St Ursula's

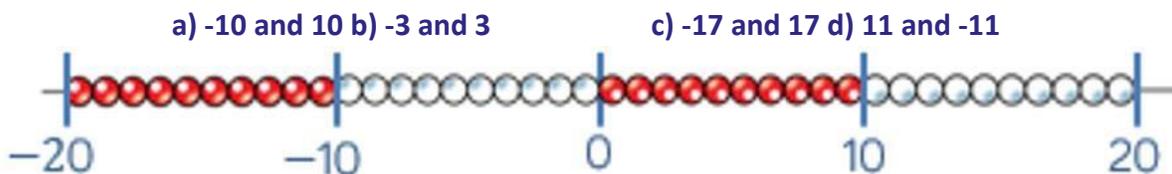
Hello, year 6! Welcome to maths at St Ursula's Convent School. These tasks have been based upon the key skills and topics that come up most frequently throughout year 7. If you require any further work or help, then please use the links below. We can't wait to meet you all in September!

- 1) Corbett Maths – www.corbettmaths.com
- 2) Numerise - <https://learning.sparx.co.uk/secondary-ready>

Topic One - Negative numbers

Question 1.

Find the following pairs of numbers on the diagram, what do you notice?



Does "0" have a matching number?

Question 2.

Place the following numbers in order, starting with the smallest.

a) -4 6 -2 0 5 -8 b) -2.5 -6 1.78 -3.87 -2.36 0.45 c) -0.15 -0.87 -
0.456 -0.201 -0.4

Question 3.

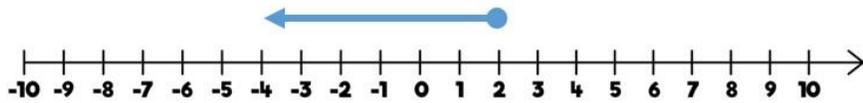
Adam says, " $-4 > -2$, because 2 is smaller than 4".

Comment on Adam's statement stating whether you agree or disagree. You must provide mathematical evidence to support your answer.

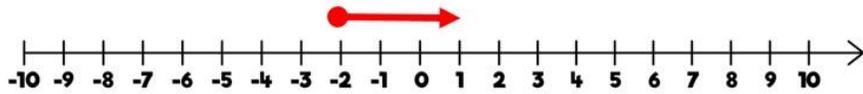
Topic Two - Four operations with negative numbers

Question 1.

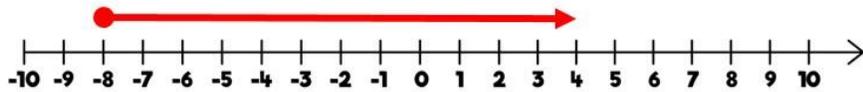
Complete the equation for each representation.



$$2 - \square = -4$$



$$-2 + \square = \square$$



$$\square + \square = \square$$

Question 2.

Work out the missing numbers in the following calculations.

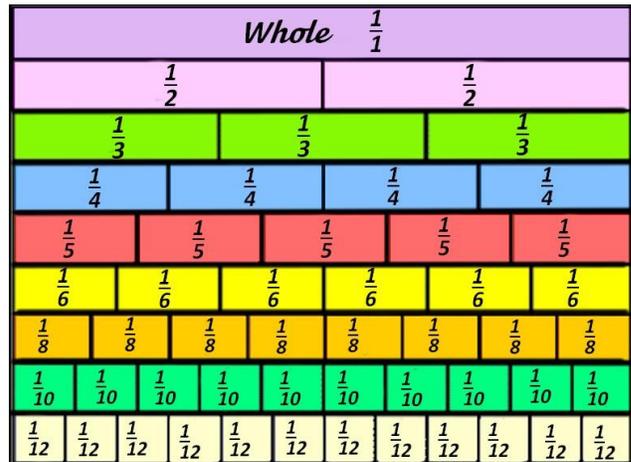
- a) $4 - 8 = \underline{\quad}$ b) $2 - \underline{\quad} = -8$ c) $-3 + 23 + 30 = \underline{\quad}$ d) $-2 + \underline{\quad} = 42$

Topic Three – Equivalent and Simplifying Fractions

Question 1.

Using the fraction wall bar model to aid you, how many fractions can you find that are equivalent to:

- a) One-half
- b) One-third
- c) Three-quarters
- d) One and two-sixths



Question 2.

Using pictures and words, show which fraction in each pair is larger.

$$\frac{2}{5} \quad , \quad \frac{3}{10}$$

$$\frac{8}{9} \quad , \quad \frac{4}{3}$$

$$\frac{2}{3} \quad , \quad \frac{4}{5}$$

Maths Challenge

This is a challenge with a difference! We would like you to complete the following question using a diagram (examples can be seen throughout the previous questions) that you have made. This can be a poster, something on your computer or anything else that you think of, let your imaginations run wild! The best ones will be put on Twitter to show your skills off to the world. Good luck!

Megan puts 4 fractions in order, starting with the smallest.

$$\frac{1}{2}$$

$$\frac{\text{[blue oval]}}{8}$$

$$\frac{7}{\text{[blue oval]}}$$

$$\frac{\text{[blue oval]}}{5}$$

She has spilt some paint on some parts of the fractions.

- What could the missing numbers be?
- Are these the only possible numbers?

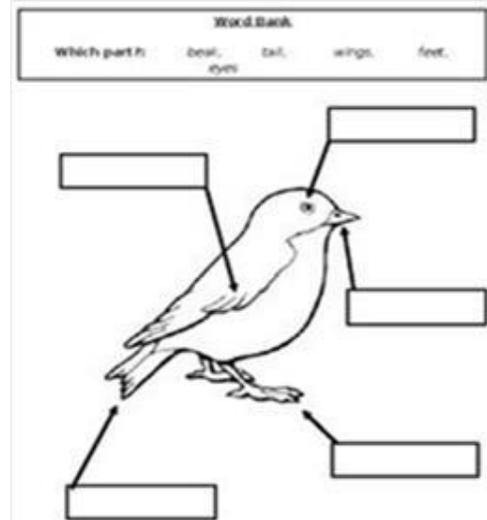
Science at St Ursula's

Get Ready for Biology

Special features of a bird

In a local park, choose a bird to watch closely.

1. Label the parts of the bird
2. Why do you think the bird needs wings?
3. Why does it have claws?
4. Why does the bird have feathers?



Parts of a leaf

On a visit to a park or on a walk, find a tree and collect a leaf. Use books or the internet to identify the tree from the leaf.

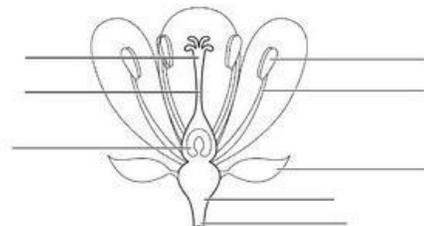
In the space below, draw the leaf and label as many parts as you can.

My Leaf

Parts of a flower

Label this diagram of a flower

Parts of a flower



Local Wildlife

Think about the living things you might find in your garden or in a local park. List as many organisms from your area as you can. Divide the list into producers, herbivores and carnivores.

Producer

Herbivores

Carnivores

Get Ready for Biology

Complete the tasks using what you know about the human body

Healthy eating

During your time off find three different chocolate bars/ sweets of your choice, or three different soft drinks of your choice.

Look for the for the nutritional information on the wrappers or bottles. Fill in the table below with the nutritional information about the bars or drinks.

Name of chocolate bar or drink	Carbohydrates (per 100 grams)	Fats (per 100 grams)	Protein (per 100 grams)	Calories

1. Which of the chocolate bars or drinks is the healthiest? Use the table to help you answer.

The Human Heart

Answer these question using what you know about the human heart

Where is the hearts found in the body? _____

What does the heart do? _____

Your pulse measures how many times your heart beats in one minute. Your pulse goes up when you exercise.

- Record your pulse when you are resting, and fill in the table
- Now jog on the spot, or do star jumps for two minutes Measure your pulse again and fill in the table

Resting pulse (beats per minute)	Pulse after exercise (beats per minute)

What is the effect of exercise on your pulse rate? Use your table to help you decide.

History at St Ursula's

History

What do we know about Ancient Greek culture?

Tasks:

1. Read each section of Greek culture and write a short paragraph explaining why it was important to the Ancient Greeks.
2. Draw a large image of a Greek city and label all of the different things that would be happening there. E.g. a group of people making pottery, a Greek festival taking place and people telling stories. You MUST include all of the points from the information sheets.

Architecture and sculpture

The Greeks believed that the secret to making a great building was maths. They carefully designed and measured their buildings, making sure they got all their angles, shapes and sizes right.



Their temples were held up with stone columns and sometimes decorated with stone carvings of famous battles from Greek myths.

The Greeks were really good at making statues too. Master sculptors carved lifelike marble statues and decorated them with brightly coloured paints.

There were three main designs of columns in Greek architecture - Doric (left), Ionic (middle) and Corinthian (right).

To make them even more spectacular, they added some gold, bronze and ivory jewellery - this would glint and sparkle in the sunlight.

Ancient Greek Pottery



The Greeks were famous for their clay pots. Potters in the city states of Corinth and Athens made beautiful pottery. They used a watery clay mixture to make patterns on the clay before it was hard. Then the pot was baked in an oven called a kiln. The areas painted with the clay mixture turned black and the unpainted areas

What Greek festivals were there?

The Greeks were always putting on big parties for their gods.

Athens was the place to go in ancient Greece for culture. Every four years, Athens held the **Panathenaic Games**. Thousands of people paraded through the city to worship the god Athena. There were competitions for athletics, poetry reading and music. The Games ended with an enormous all-night banquet.

Athens was the place to go for plays too. The city put on a drama festival called the **Dionysia** in honour of the god Dionysus. He was the god of the theatre and wine. The festival was a bit like a competition. Judges gave accompany singing or poetry prizes for their favourite tragedy and comedy performances.

The **Pythian Games** were held in Delphi for the god Apollo. They were a bit like the Olympic Games, but there were competitions for music, painting, acting and dancing, as well as athletics.

Did the Greeks invent government?

In ancient Athens, citizens would gather together on a dusty hill called the Pnyx. Here they would decide the city's laws and who should sit on its ruling council. This was 'democracy' or 'rule by the people'.



The lyre was a popular instrument at many festivals. A lyre is a bit like a small harp and musicians play it by strumming or plucking it. It was sometimes used to

All 30,000 citizens were men. Women and slaves didn't get a say. A citizen could speak for the time it took water to run from one jar into another. When this water clock ran out, it was someone else's turn.

This ostrakon has the name 'Themistocles' written on it. He led the Athenian navy in the war with Persia, but was later ostracised

A jury of 500 citizens decided if someone was guilty of law-breaking. Punishments included death. Citizens could also vote to get rid of people they disliked. Each man wrote a name on a broken bit of pottery called an 'ostrakon'. Anyone named more than 600 times got kicked out of the city.

Today, we also live in a democracy. Unlike in ancient Greece, women get to vote, too. Juries of 12 people decide if someone is guilty of a crime - we don't use ostracons anymore!

How did the Greeks change sport?

The Greeks loved sport as much as we do. They enjoyed the discus, javelin, long jump, boxing and horse racing. Athletes prayed to Nike, the goddess of victory - she's still a big name in sport today!



This is a terracotta statue of Nike, the goddess of victory. She is holding a wreath ready to

Greek men and boys trained in a gymnasium. We also go to the gym, although today women and girls are welcome too. The Greeks loved to watch races in a big, open-air 'stadion', very like a modern sports stadium.

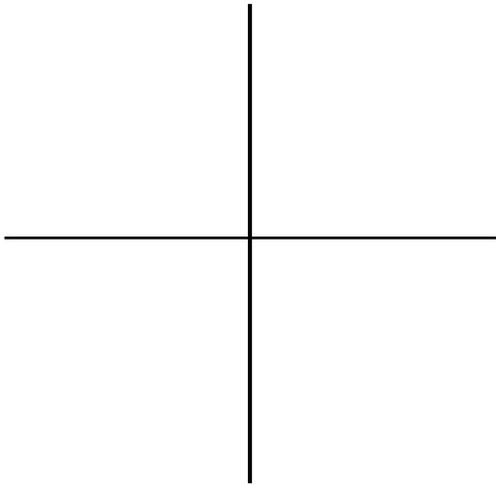
Every four years the Greeks held a special sporting festival at Olympia - the Olympic Games. These inspired the modern Olympics which began in 1896. Some of the events were very similar. Like the Greeks, we also hold the Olympics every four years. crown a winner.

Legend tells of Pheidippides, who fought at the battle of Marathon in 490BC. When the Greeks won, he ran 26 miles (42 km) to Athens with the news – and then fell down dead. Modern marathon races cover the same distance as his epic run.

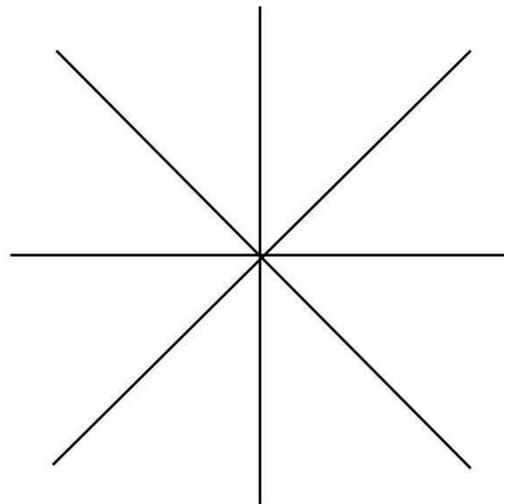
Geography at St Ursula's

1. Complete the two compass roses below, one is a four-point compass and the other is an eight-point compass.

Four Point Compass



Eight Point Compass



2. To help you remember the correct order of the four cardinal points always recite the following:

NEVER

EAT

SHREDDED

WHEAT

3. To help you remember the four cardinal points make up two rhymes of your own below:

N _____

E _____

S _____

W _____

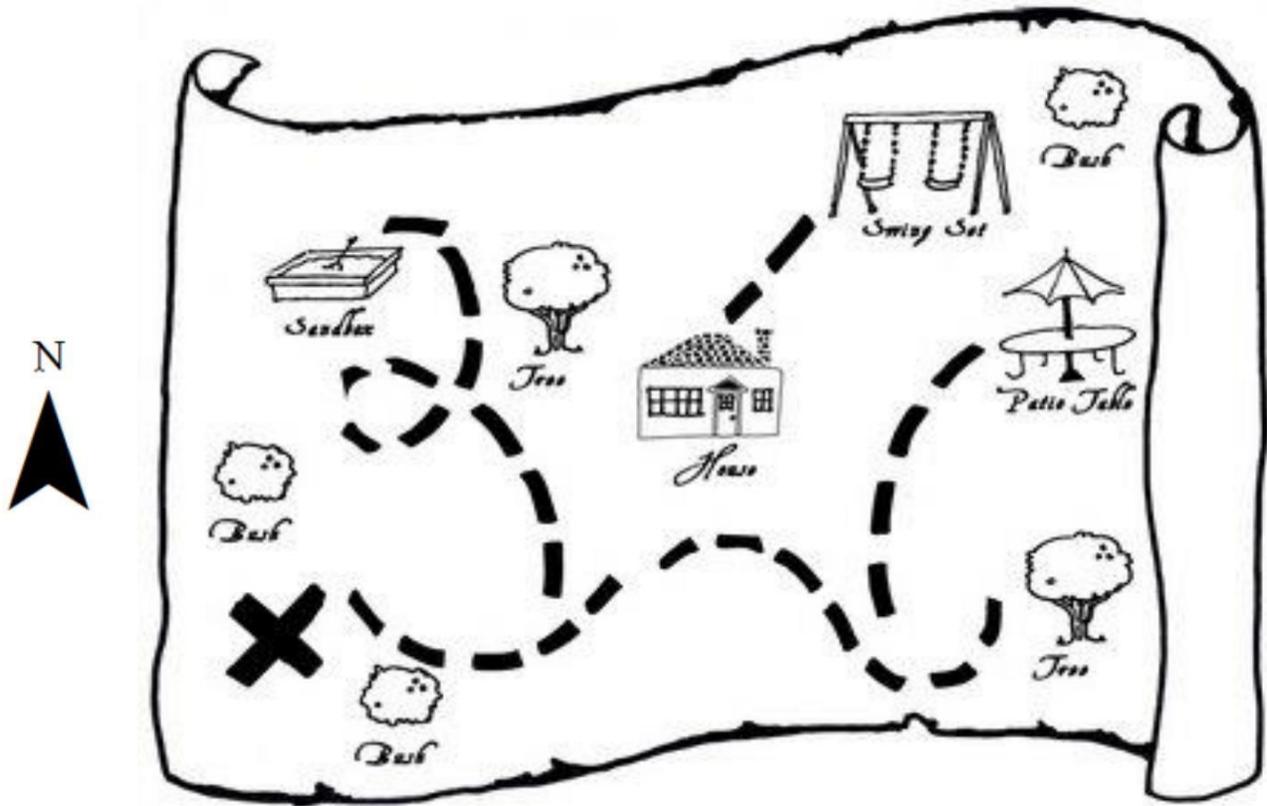
N _____

E _____

S _____

W _____

4. Study the map of a garden below and answer the following questions.



1. What is the name of the object east of the house?

2. If you walk in a north east direction from the house, what would be the first feature you would come across?

3. There are three bushes on the map what is each of their directions from the patio table?
Bush 1 direction _____ Bush 2 direction _____ Bush 3 direction _____

4. Name the most northerly feature on the map:

5. What is the name of the object south east of the house?

6. If you walk in a south west direction from the swing set, what would be the first feature you would come across?

7. What direction is the sandbox from the swing set?

Religious Studies at St Ursula's

Learning about religion

Facts about religion

How people act/ behave

Beliefs, history, worship, actions

Learning from religion

How does it make people feel?

How can I relate it to my life?

The Six main world religions

There are 6 main religions around the world. Can you name them?

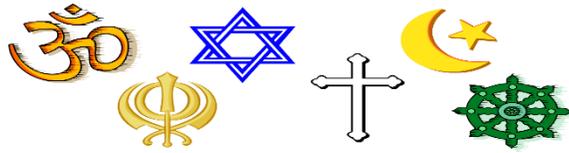
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Religious Symbols

Each religion has its own symbol. A symbol is a very important way to recognise something all around the world even in different languages. Can you guess these symbols from all over the world?



Symbols are very important in religion. Which one belong to which religion?



Hinduism

(1) use BBC Bitesize to help you complete this task on Hinduism

Hinduism is the world's _____ religion. It is believed to be over _____ years old. There are 500 million _____ in the world today. _____ of them live in the _____. The word 'Hindu' comes from the River _____ in _____. Hindus believe in one great God or power called _____. He comes in _____ different forms. _____ is allowed to become a Hindu.

oldest Indus 400,000 Hindus India UK 5000
Brahman many Anyone

Christianity

Watch the following video and answer the questions below

<https://www.bbc.co.uk/bitesize/topics/z4tb4wx>

1. Who founded/started Christianity?
2. Where Christianity did start?
3. When did Christianity did start?
4. Explain 3 of the main beliefs of Christians
5. What symbols shows Christianity?
6. Why Christians have certain symbols that are very important to them?

Buddhism

Watch the following clip on the introduction to Buddhism.

<https://www.youtube.com/watch?v=ZTI3P9zx-oY>

What are the answers to the following questions?

1. Who was the Buddha?
2. What country is Buddhism from?
3. What is the Buddhist way of life based on?
4. What did his followers call him?
5. What do Buddhists believe everyone wants to be?
6. What four sights did the Siddhartha see when leaving the palace
7. Do you think you could give up everything to go in search for the truth?

ICT and Computing at St Ursula's

Project 1 – How I Use Technology in My Life

This section does not require any internet, just your own knowledge.

Questions in this project:

1. Write a list of the technology do you use for school, at home, for entertainment, for communicating?
2. Why do you use this technology? Is it different to how others might use it? Adults?
3. When do you use this technology?
4. What are the benefits to you?
5. What are the Disadvantages to you?
6. How will this technology develop in the future?
7. Design your own new piece of technology



Project 2 – Cyber Security and Hacking

This section will require you to use the internet
questions in this project: 1. What is cyber security?

2. What is hacking?
3. Find news articles about cyber security.
4. What jobs and careers available in cyber security?
5. What are the examples of cyber security crime?
6. What would you do to stop online crime?
7. Types of cybercrime.

Project 3 – The History of Computers

This section will require you to use the internet

Questions in this project:

1. When was the first computer made?
2. Who are the Important people that helped develop computers through history?

3. Create a timeline of the Important years and dates in computing history.
4. How have computers and technology developed over time.
5. What is the history of games consoles?
6. What is your opinion on how computers will be used in the future?

Rate your effort

Effort	1	2	3	4	5
Research	1	2	3	4	5
Quality	1	2	3	4	5
Resilience	1	2	3	4	5

MFL at St Ursula's – French

1 Match the English colours with the French colours:

e.g.

1. Red
2. Blue
3. Yellow
4. Green
5. White
6. Black
7. Orange
8. Purple
9. Brown

1. Marron
2. Violet
3. Jaune
4. Blanc
5. Vert
6. Orange
7. Bleu
8. Rouge
9. Noire



2 Unjumble the colours below;

	rguae	_____
	beul	_____
	jneau	_____
	vter	_____
	bancl	_____
	nroi	_____
	ogengar	_____
	vteiol	_____
	mrano	_____

3 Colour in the French flag;

Bleu	Blanc	Rouge
------	-------	-------

4 Fill in the missing letters to make the correct numbers. The number has been provided in brackets.

(3) tr_is (5) c_nq (1) _n (10) d_x (9) n_uf

(7) s_pt (4) q_atr_ (2) d_ux (8) hu_t (6) s_x

5 Re-write the numbers in French in ascending order (smallest to biggest).

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

MFL at St Ursula's – Spanish

1

Match the English colours with the Spanish colours:

e.g.

1. Red
2. Blue
3. Yellow
4. Green
5. White
6. Black
7. Orange
8. Purple
9. Brown

1. Marrón
2. Morado
3. Amarillo
4. Blanco
5. Verde
6. Naranja
7. Azul
8. Rojo
9. Negro



2

Unjumble the colours below;

1. greon = _____
2. luza = _____
3. coblan = _____
4. lilarom = _____
5. joro = _____
6. veerd = _____
7. nó marr = _____
8. ranjana = _____
9. domrora = _____

3

Colour in the Spanish flag;



4

Fill in the missing letters to make the correct numbers. The number has been provided in brackets.

(3) tr_s (5) c_nco (1) _no (10) d_ez (9)n_eve

(7) s_ete (4) cu_tr_ (2) d_s (8) oc_o (6) s_is

5

Re-write the numbers in Spanish in ascending order (smallest to biggest).

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Art at St Ursula's

Below are a few fun tasks to get you thinking about art and photography before your first lesson.

TRANSITION ART BINGO!

There are 15 artistic tasks below. As normal transition isn't possible, we have put together 15 tasks for you to do at home that will hopefully get you prepped for your start at Astrea Academy Dearn.

We would love to see what you've been up to so get your parents to post your work on and tag @dearnthearts

Draw a self portrait – Use a photo to mirror to help you

Who is your hero? – draw a picture of a hero whoever it may be.

Draw your bedroom. Whether it be tidy or messy (or both?)

Still life – choose 3 objects in your home – arrange them and sketch them!

FOOD! Draw something you have eaten today.

Loo Roll? Create something using an empty loo roll – search loo roll art.

MUSIC ART! Listen to your favourite song and create a piece of art while listening. Draw, paint etc!

Create a continuous line drawing maybe choose something to base your drawing on.

NATURE! Draw something in your garden you can see from your window.

Draw who ever you live with as an emoji. Make them look as crazy as you like.

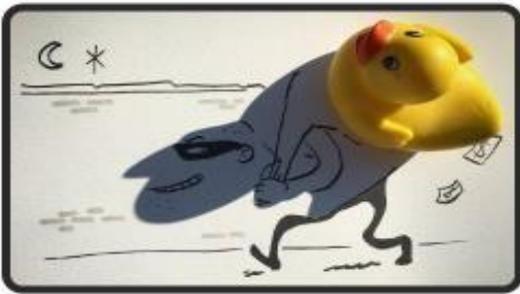
Phone art Draw over a photo you have on your phone using a drawing app (Sketch is free)

Draw an image of the one thing you will miss about your primary school.

Take 4 photos of you and your family doing something together during this isolation time.

Find your favourite pair of shoes – draw your shoes and don't forget to add colour!

YOUTUBE Search "Painting with coffee challenge" – mix water and coffee and give it go!



Shadow Characters

Task:

- Choose an object and place it on a piece of white paper.
- Shine a light around it until you see a fun and interesting shadow shape.
- Use a pen to turn it into a character.
- Let your imagination run wild! Take a photo.
- Email the photo to your teacher.



Outdoor Photography inspired by Andy Goldsworthy!!

Andy Goldsworthy is a British artist known for his sculptures involving natural materials such as rocks and the passage of time.

Andy Goldsworthy is a naturalist, meaning that all of his art is related to nature.

He is **inspired** by all aspects of the natural world, including snowflakes, twigs, icicles, reeds, tree roots, and rocks.



Task!! Have a go at creating your own art inspired by the work of Andy Goldsworthy. You could create it using rocks or leaves you find in your garden and don't forget to photograph it!!

You could arrange rocks, leaves, twigs into a shape and then photograph them with a camera or phone at different angles and heights!!

Music at St Ursula's



We can't wait to meet you all in September.

Below are a few fun tasks to get you thinking about music before your first music lesson. Here are some rhythm notations you might have seen before:

This is Crotchet

Crotchet



He is worth one beat
Clap four crotchets.
Clap, clap, clap, clap.

This is Quaver
(It's not a cheesy crisp!)

She has a little tail so we can tell the difference between a quaver and a crotchet.

She is worth **half** a beat.

So we sometimes see two quavers together so they add up to ONE beat...

Quaver



These Are the Quaver Twins
(They still aren't cheesy crisps!)

Their tails are joined together like they are holding hands to stick together.

They are worth one beat **together**...

but they are twice as fast because they need to fit into the same one beat as a crotchet.

Quavers



Practical task

Singing makes you feel good and we like to sing lots in year 7. I would like you to choose a song that you really like and listen to it lots using 'You tube'. Practice singing along with the original artist until you start to feel confident.

When you have your confidence and you know the words off by heart you can try singing it with the karaoke track. This means the lead singer will be you not the original artist so you have to know the melody (tune) really well.

When you feel you have sung it as well as you can you need to record yourself and watch it back. Did you sound confident? Were you stood tall and not slouching? Did you look like you were enjoying yourself? What would you have liked to have done better?

Listening task

Listen to a cover version of your chosen song. That means someone else other than the original artist is singing the song. Think about which version you like the best and why? What is similar? What is different? Has the cover artist done a good job of making the song their own and not just copying the original?

Hope you have enjoyed the taster activities? Music will be very practical and hopefully you will find it lots of fun. If you are wanting to have instrumental lessons on either drums, guitar, voice and piano/keyboard then you need to come and find me as soon as you can in September to reserve your place.

Thank you.....see you soon, Ms Johnson

Drama at St Ursula's

Below is a fun task for your first lesson in drama!

The Performing Arts: Drama



Welcome to Drama! On your journey in becoming an amazing actor, the perfect performer and a dynamic director, we at Astrea Academy Dearne have lots of cool things for you to do!

My task for you!

I would like you at home to dress up as your favorite character from a film, book or TV program!

I would like you to then write about the following things:

- What is your character from?
- Why you have chosen that character?

Remember, this task is a bit of fun so enjoy it!
Parents and carers are more than welcome to have a go too!

My Character

The film I have chosen for my character is from The Hitchhikers Guide to the Galaxy.
The Character is called Arthur Dent. Arthur was the 'hapless ape-descended human man from Earth' who finds himself in wild adventures around the Universe!



I chose this character because I love this book!

It was the first book, growing up, I read all the way through. The adventures Arthur and his friends go through have taught me not to panic, and to always know where my towel is!



The Hitchhiker's Guide to the Galaxy is a comedy science fiction series created by Douglas Adams.

Originally a radio comedy on BBC Radio in 1978, it was later adapted to other formats, including stage shows, novels, comic books, a 1981 TV series, a 1984 video game, and 2005 feature film! It's that good!

PE at St Ursula's

We are looking forward to seeing you all and developing your sporting skills and understanding of how the body works. Below are some tasks we would love you to try and complete before you join us.



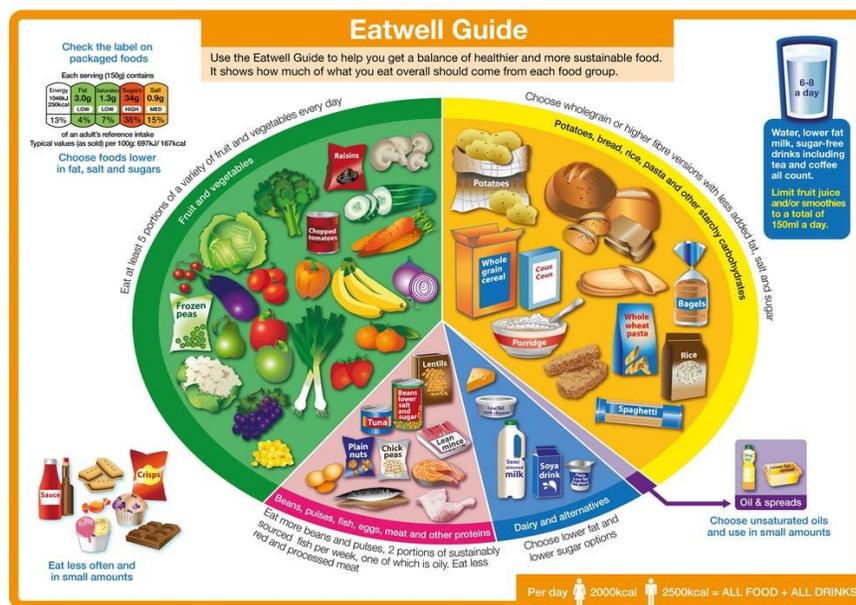
- 1) Write a report telling us what sports you play outside of school and to what standard you play them.
For example, you could say you play Netball for your school and play football in the park with your friends.
- 2) What activities are you most excited about doing in PE and nutrition at St Ursula's. Have you got any concerns about doing PE at secondary school?
- 3) Choose your favourite sport and create a beginner's guide for this sport. Make it as colourful and as informative as you can. Include information such as how many players are needed, where the sport is played, important rules and the scoring system.
- 4) Draw an outline of the human body and label whereabouts in the body at least 15 different bones are.
- 5) Thinking about PE you have done before can you tell us why warming up and cooling down is important?
- 6) If you have access to you tube, complete a Joe Wicks daily workout and then answer the questions below. If you do not have access to you tube, then complete these exercises - Jog on the spot for 30 seconds, have 30 second rest, then do star jumps for 30 seconds and have 30 second rest, then do sit ups for 30 seconds and have 30 second rest, then do press ups for 30 seconds and have 30 seconds rest, then sprint on the spot for 30 seconds and have one-minute rest – then do all of these again.

Food Technology at St Ursula's

1. Write down your 12 favourite foods – then split them in to these 3 columns –

Good for you	Not sure	Bad for you

2. My favourite meal – create a poster explaining what your favourite meal is. Try to split the different foods in the meal into the different food groups.
3. Safety in the kitchen is very important when we start cooking in lessons, create a poster we could put up in the cooking room explaining how important it is to be safe in this classroom.
4. We will be making lots of food in cooking lessons. What meal would you really like us to make? For this we would like you to write down all of the ingredients needed and the also write the method used to make the dish.



Transition Week 1 – Activities

school