

Name:

Form:



Year 6 – 7 Transition Summer Work

This work must be completed and brought to school with
you on your first day in September –

Tuesday 4 September 2018

GOOD LUCK – SEE YOU IN SEPTEMBER

SUBJECT WORK

Please complete all subject work fully following the instructions given.

The work is to keep your brain in working order during the long summer holiday.



ST. ANNE'S CATHOLIC HIGH SCHOOL FOR GIRLS

School Prayer

God our Father, source of all wisdom and love, you gave Saint Anne the privilege of being the mother of Mary, the Mother of your Son, Jesus Christ.

May her faith inspire us to use the gifts and talents you have given us, to bring your life and love to others.

Guide us, the community of St Anne, to seek your way, truth and life in all our thoughts, words and deeds.

Amen



Name:

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Religious Education

Task 1

Carry out some research into St. Anne and answer the following questions in the answer space provided below:-



- (1) What does the name 'Anne' mean?
- (2) Who was St. Anne married to?
- (3) Who was St. Anne's daughter?
- (4) Why was St. Anne's daughter so special?
- (5) Who is St. Anne the Patron Saint of?

Task 2

Choose **ONE** saint to research and complete Task 2 in the answer space below.

How do I choose a saint?

You could write about the Saint of your Parish Church, your primary school, your name or the Patron Saint of your country.



Extension Task

Write a letter to a non-Catholic explaining why saints are important to Catholics today.

Try to think of at least 2 reasons and use examples of saints in your answer. Use the answer space below.

ANSWER SPACE

Task 1

(1) What does the name 'Anne' mean?

(2) Who was St. Anne married to?

(3) Who was St. Anne's daughter?

(4) Why was St. Anne's daughter so special?

(5) Who is St. Anne the Patron Saint of?

Task 2

(1) What is the name of your chosen saint?

(2) Write **three** important facts about the life of the saint you have chosen.

(3) Explain **two** ways how your chosen saint inspires people today.



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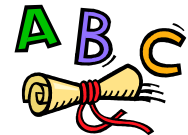
English Department

To become confident in your writing in Year 7, do the following tasks during the Summer holidays.

Task 1

Practise for the Spelling tests – Tests 1-8 using the

“**Look, Say, Cover, Write, Check**” method.



You will take part in a Spelling Challenge at the beginning of your new academic year in English (based on the Spelling Tests) where you will get the opportunity to obtain a Gold, Silver or Bronze certificate.

Extension work Tests 9-13

Task 2

Diagnostic Tests – Plurals, Spellings and Punctuation

Task 3

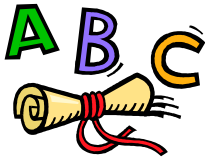
Read at least one/two novels during the Summer holidays.

Be prepared to talk about:-



- Plot
- Character
- Your response
- How you chose the book
- What you like/dislike about the book





Spelling Strategies

Objectives

Spelling strategies help you to look closely at words and give you ways of remembering how to spell them.

Learn many strategies or ways to look at words and improve your spelling.

Test your own spelling to find out what kinds of words you can spell well and where you need more help.

Look, say, cover, write, check

The five steps below will help you learn how to spell any word. They use sight, sound and memory to help you spell a word you may not have seen before.

1. Look

Look at the word for ten seconds.



2. Say

Say the word to yourself.

3. Cover

Cover up the word when you feel you have learned it.

4. Write

Write the word from memory.

5. Check

Check your word against the original.
Did you get it right? If not, what did you get wrong?
Spend time learning that bit of the word.
Go through the steps again until you get it right.

Activity 1

Choose one of the words below or a word you know you often spell wrongly. Use the five steps above to make sure you can spell it correctly.

separate

independent

amount

Common Mistakes

The following pages contain the words that are most commonly spelled incorrectly. Some words are followed by a word in brackets to avoid confusing the word with another sounding the same. The tests increase in difficulty.

Test 1

This test comes from the **most commonly used** words in the English language. You should make sure you can spell ALL of these words.

1 blue	11 write (pen)	21 always	31 read (book)	41 why
2 could	12 once	22 when	32 found	42 about
3 what	13 before	23 again	33 because	43 were
4 does	14 said	24 only	34 clean	44 goes
5 right (not left)	15 three	25 better	35 upon	45 these
6 where (question)	16 would	26 every	36 eight (number)	46 pretty
7 funny	17 together	27 today	37 please	47 fly
8 thank	18 four (number)	28 myself	38 round	48 those
9 laugh	19 work	29 going	39 black	49 start
10 light	20 hurt	30 both	40 white	50 which (question)

Test 2

1 people	5 teacher	9 please	13 purple	17 train
2 brother	6 children	10 nail	14 watch	18 wheel
3 night	7 story	11 helpful	15 giving	19 catch
4 chair	8 year	12 great	16 iron	20 about

Test 3

1 stopped	5 across	9 rabbit	13 straight	17 afraid
2 racing	6 afternoon	10 afraid	14 doctor	18 doesn't
3 really	7 almost	11 knife	15 another	19 laugh
4 everyone	8 balloon	12 because	16 scratch	20 scream

Test 4

1 behind	5 lose	9 second	13 touch	17 birthday
2 flies	6 match	10 trouble	14 friend	18 should
3 build	7 mouth	11 voice	15 guess	19 carries
4 whole	8 cloud	12 piece	16 stairs	20 quickly

Test 5

1 caught	5 damage	9 address	13 interested	17 although
2 answer	6 disappear	10 quite	14 quiet	18 believe
3 knocked	7 remember	11 engine	15 enough	19 exciting
4 let's	8 library	12 breath	16 listen	20 sauce

Test 6

1 centre	5 catch	9 whistle	13 changing	17 choice
2 clothing	6 ocean	10 written	14 squeeze	18 cousin
3 awful	7 helpful	11 until	15 happened	19 guard
4 highest	8 guest	12 action	16 decided	20 pleasant

Test 7

1 stomach	5 delicious	9 suggest	13 powerful	17 prejudiced
2 surprise	6 attach	10 imagine	14 attention	18 disappoint
3 question	7 beginning	11 represent	15 manufacture	19 treatment
4 memories	8 celebration	12 chocolate	16 favourite	20 fuel

Test 8

1 science	5 schedule	9 sincerely	13 country	17 government
2 wonderful	6 environment	10 graphic	14 uncovered	18 worried
3 absence	7 misunderstand	11 accidentally	15 resource	19 ability
4 contribute	8 achievement	12 adventure	16 neighbour	20 dangerous

Test 9

1 addresses	5 muscle	9 scissors	13 ambulance	17 definite
2 shoulder	6 coupon	10 separately	14 governor	18 decoration
3 gracious	7 decisive	11 handsome	15 appreciate	19 happiness
4 headache	8 passenger	12 assignment	16 determine	20 description

Test 10

1 heroes	5 disastrous	9 discriminate	13 beautifully	17 distributed
2 improvement	6 independent	10 maintenance	14 emptiness	18 knowledge
3 enormously	7 vacuum	11 excitement	15 experience	19 probably
4 accomplishment	8 exceptional	12 existence	16 acquire	20 fluid

Test 11

1 unnecessary	5 embarrassment	9 harassment	13 mysterious	17 significance
2 fascinating	6 committee	10 nervously	14 frequently	18 occupation
3 civilisation	7 comprehension	11 courageous	15 considerable	19 succeeded
4 successfully	8 poisonous	12 criminal	16 inaccurate	20 symphony

Test 12

1 permanent	5 anniversary	9 judgement	13 transferred	17 preferred
2 questionnaire	6 reasonable	10 involvement	14 encouragement	18 attitude
3 authorisation	7 merchandise	11 recommendation	15 receipt	19 vegetable
4 vaccinate	8 league	12 association	16 assistance	20 pronunciation

Test 13

1 desiccate	5 ecstasy	9 millennium	13 accommodate	17 irresistible
2 liaison	6 definitely	10 occurrence	14 cemetery	18 inoculate
3 sacrilegious	7 weird	11 applicable	15 acknowledgement	19 conscientiously
4 predominantly	8 foreigner	12 miscellaneous	16 hypothesis	20 pneumonia

Diagnostic tests – Test your spelling

This unit has shown you many different strategies for improving your spelling.

Now use these tests to find out what kinds of spelling you are good at and where you need more help.

Diagnostic test 1: Plurals

Write down the plurals of the following words (example: frame = frames)

1	frame	11	reef	21	cliff	31	novelty	41	criterion
2	wolf	12	brick	22	hamster	32	policy	42	inferno
3	hairbrush	13	mouse	23	county	33	scruff	43	shelf
4	bailiff	14	journey	24	thief	34	bleach	44	witness
5	banjo	15	quality	25	rodeo	35	stress	45	bakery
6	fireman	16	bluff	26	battery	36	elbow	46	scratch
7	belly	17	fungus	27	cable	37	motto	47	index
8	curtain	18	tax	28	person	38	leaf	48	design
9	apple	19	foot	29	piano	39	trout	49	casualty
10	picture	20	strap	30	crisis	40	ceremony	50	species

Diagnostic test 2: Spelling and punctuation

These sentences contain spelling and punctuation mistakes. Write each sentence out correctly.

(Example: He heard his friend call, "See you in September, Tom".)

1	he heard his friend call "see you in september, tom."
2	She wears out of date clothes but is a fun loving person.
3	Im not sure if its right. It doesn't look as if Ive done it properly.
4	All of the supporters shouting and cheering was extremely loud.
5	There was a programme about the raf on tv last night.
6	peter and sanjit went to a bonfire night display in york.
7	if I now Marcia, i bet she knows the title of the new madonna cd.
8	There are alot of people who injure themselves running.
9	If Kellys there itll mean trouble. She doesn't get on well with Ellens friends.
10	they turned as he asked, "fancy coming to kfc? My treat? Im feeling generous."
11	That doesn't belong to you. Im sure its davids.
12	only when he arrived in school did he remember about the French test.
13	When were there well make sure everythings ok.
14	If youre unsure about it, youd better check with emilys Dad.
15	"when the English play Australia, they always get thrashed," laughed shane.

Book review.

Over the summer holiday, you should be reading a variety of books, not only for pleasure but also to help you with your written work. By reading a variety of genres it can help you with your vocabulary, imagination, spellings, punctuation, sentence constructions and so on. Reading is very important and common practice at St Anne's, so please keep reading.

On another sheet of paper, you can write a book review about the book you enjoyed most reading, over the summer holiday. Keep it with your summer booklet.

1. **Book:** Title, Author, Publisher and Your name

2. **Theme:** What is the book about? What themes does the book address?

3. **Characters:** Who are the main characters and what are their interests and relationships? How do the central characters change and develop through the novel?

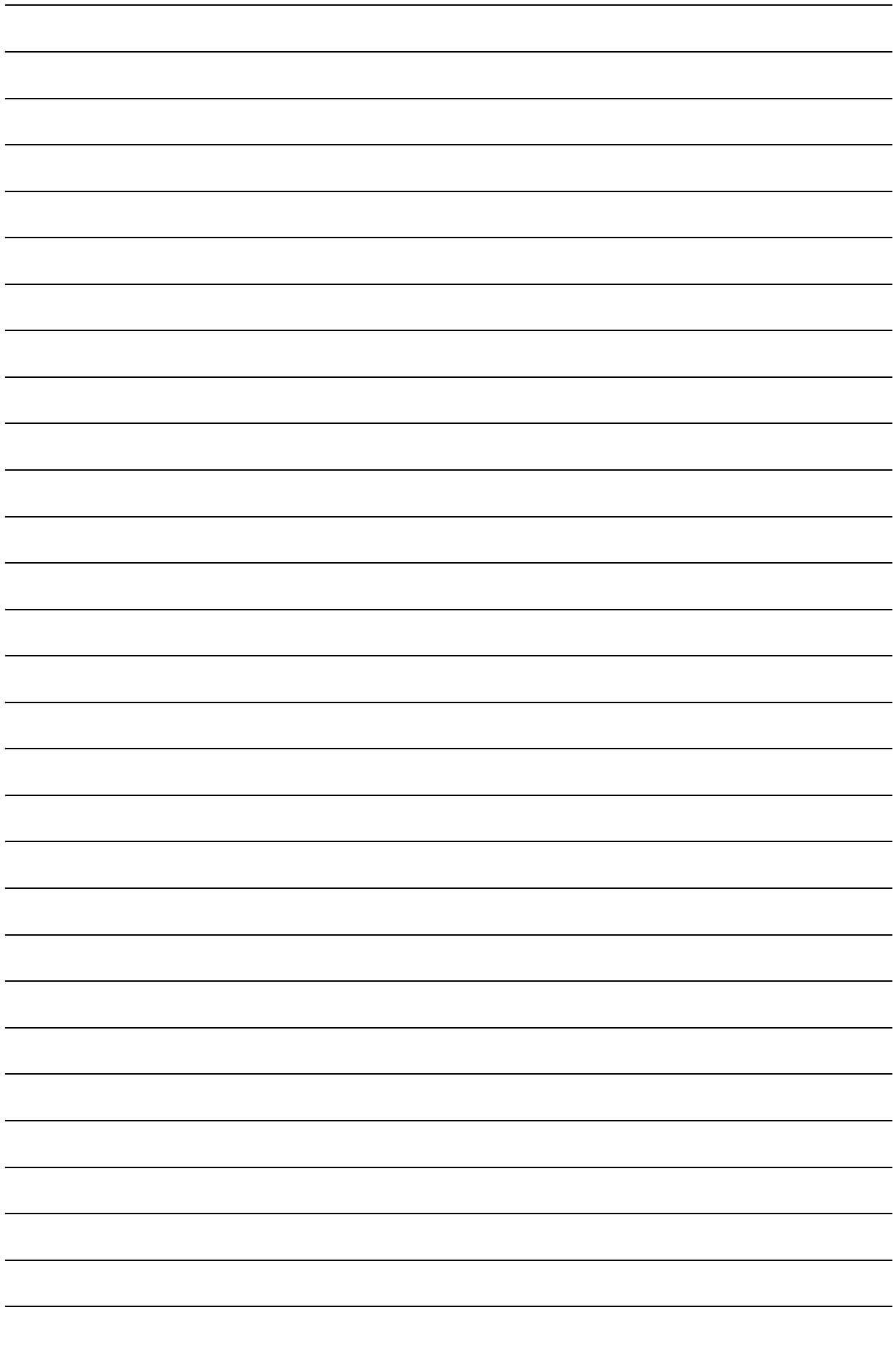
4. **Style:** comment on the author's written style. e.g. use of any unusual language quality description, dialogue, discussion of place, mood , atmosphere etc.

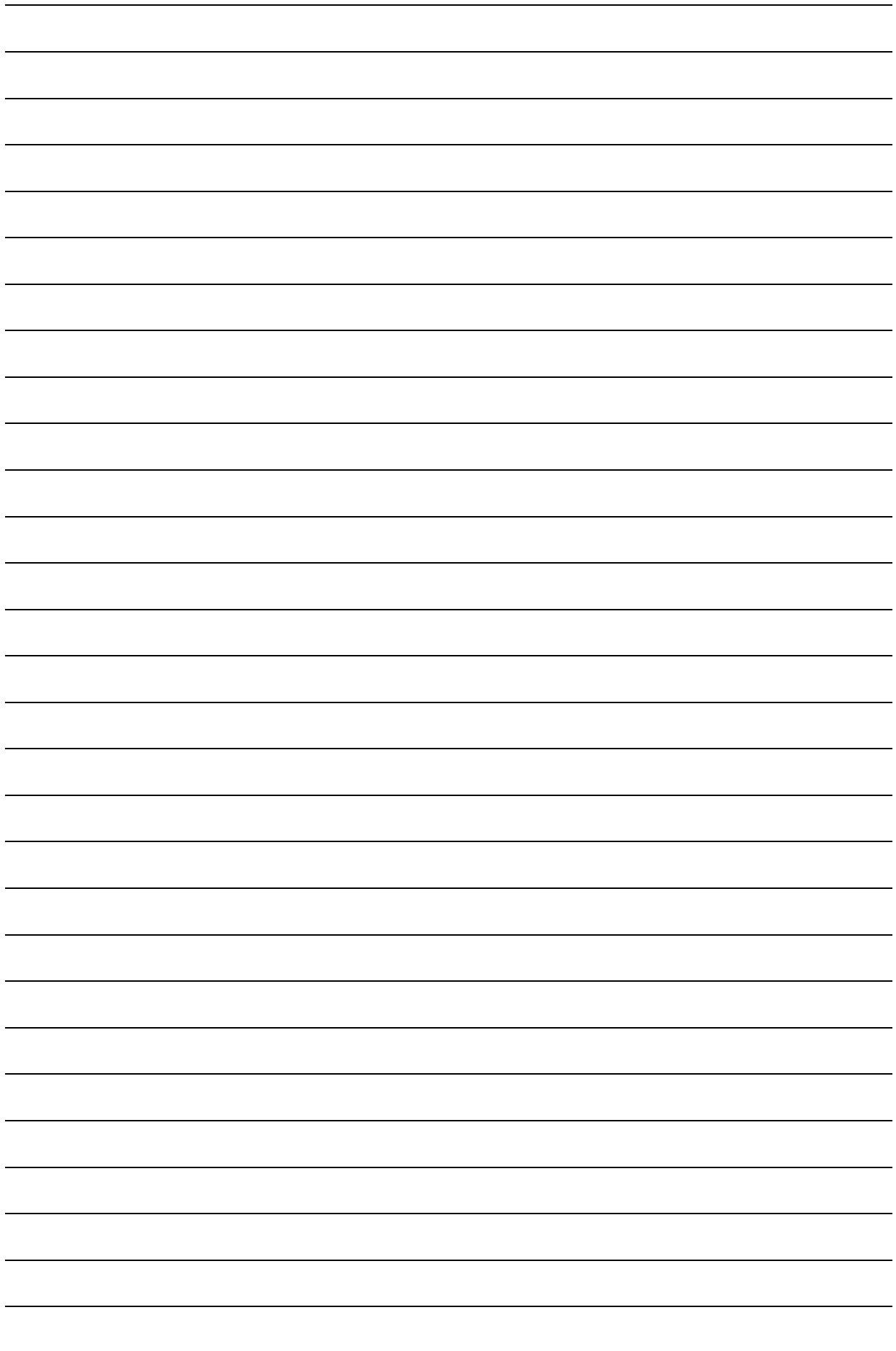
5. **Personal Response:** What did you enjoy (or dislike) about the book? Pick a scene or an example to show your comment. Would you recommend the book to someone else? If so, why?

6. **Audience and Rating:** What audience would you recommend this book for?

Rate the book on a scale of 1 - 4 where 1 = boring and 4 = interesting and fascinating reading material 1 - 2 - 3 - 4

- Make your review engaging and entertaining.
- Your review is for other students
- Use language techniques for effect: alliteration, similes, metaphors etc.





Task 4: Non-Fiction

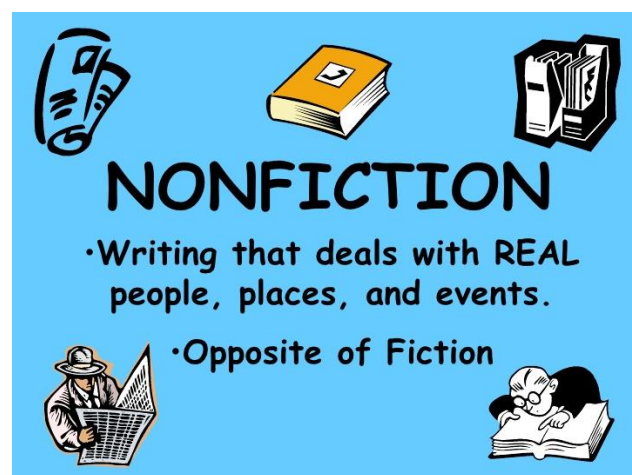
What is Non-Fiction?

Writing that is based on real events and facts, rather than stories that have been invented.

- **Non-Fiction is an important part of the English curriculum in Secondary schools, so it would be very beneficial to read some non-fiction writing over the summer holidays.**
- Aim to read 3 newspaper articles on topical issues
Eg/ what important things are happening in the world today?
- Read 1 article from a tabloid paper and 1 from a broadsheet paper.
What are the key differences you notice?

Be prepared to talk about:

- What you found interesting about the article
- Any new vocabulary you were able to learn (by looking it up in the dictionary)
- The 5W's of the article (Who, what, where, when and why)





Maths Department

Name:





Form:

Here is some information that will support you with the maths task.

Website: www.emaths.co.uk



After getting into the web page, follow the instructions to get to the area you need:

-  Put your cursor on the tab Teachers (don't click yet)
-  Click on the area you would like to look at e.g. Numbers, Algebra, Geometry and Measures, Statistics
-  A list of powerpoint slides will come up
-  Select the one you want and go through the slides one after the other

Try to answer as many questions as you can in the task below. Please don't worry if you are not able to complete all of it, but work through the bits that you can do and have a go at the harder bits.

This is not a test and won't be marked but it does cover a range of work that you will be looking at in year 7.


Name:

Answer as many questions as you can, showing your workings out where necessary

1. Triangles

- (a) A triangle has **three equal sides**.


Write the sizes of the **angles** in this triangle.

°;°;°

1 mark

- (b) A **right-angled triangle** has **two equal sides**.

Write the sizes of the **angles** in this triangle.

°;°;°

1 mark

2. Equations


Solve these equations.

$$a + 12 = 24$$

 $a = \dots\dots\dots$

1 mark

$$b - 12 = 24$$

 $b = \dots\dots\dots$

1 mark

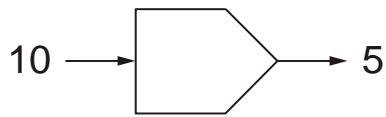
3. Rules

A rule changes 10 to 5

What could the rule be? Give two **different answers**.



1 mark



1 mark

4. Equation

Here is an equation.

$$x + 30 = 100$$

Raj says that $x = 130$

Is he correct?



Yes

No

Explain your answer.



1 mark

5. Missing Numbers

Write **one** number at the end of each equation to make it correct.

Example

$$26 + 34 = 16 + \dots\dots \mathbf{44} \dots\dots$$



(a) $400 + 150 = 500 + \dots\dots\dots$

1 mark

(b) $14 + 6 = 4 + \dots\dots\dots$

1 mark

(c) $37 - 20 = 27 - \dots\dots\dots$

1 mark

(d) $6 \times 5 = 3 \times \dots\dots\dots$

1 mark

(e) $38 + 17 = 28 + \dots\dots\dots$

1 mark

(f) $38 - 17 = 28 - \dots\dots\dots$

1 mark

(g) $40 \times 10 = 4 \times \dots\dots\dots$

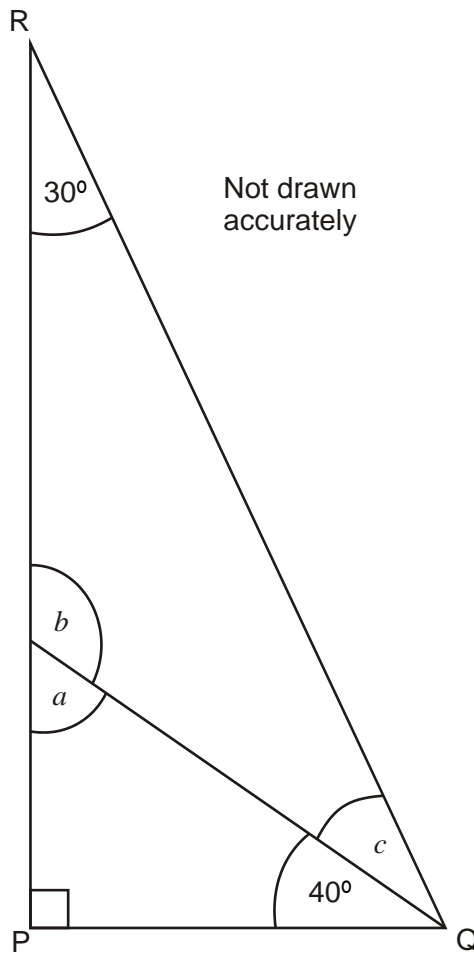
1 mark

(h) $7000 \div 100 = 700 \div \dots\dots\dots$

1 mark

6. Angles

The diagram shows triangle PQR.



Work out the sizes of angles a , b and c



$a = \dots\dots\dots^\circ$ $b = \dots\dots\dots^\circ$ $c = \dots\dots\dots^\circ$

3 marks

7. **Thinking of rules**

(a) I can think of three different rules to change 6 to 18

$$6 \longrightarrow 18$$

Complete these sentences to show what these rules could be.



first rule: **add** 1 mark

second rule: **multiply by** 1 mark

third rule: **multiply by 2 then** 1 mark

(b) Now I think of a new rule.

The new rule changes 10 to 5 **and** it changes 8 to 4

$$10 \longrightarrow 5$$

$$8 \longrightarrow 4$$

Write what the new rule could be.



1 mark

8. **ABC**

Work out the values of a , b and c in the number sentence below.



$$3 \times 10 + 4 = a \qquad a = \dots\dots\dots$$

1 mark

$$3 \times 10 + b = 38 \qquad b = \dots\dots\dots$$

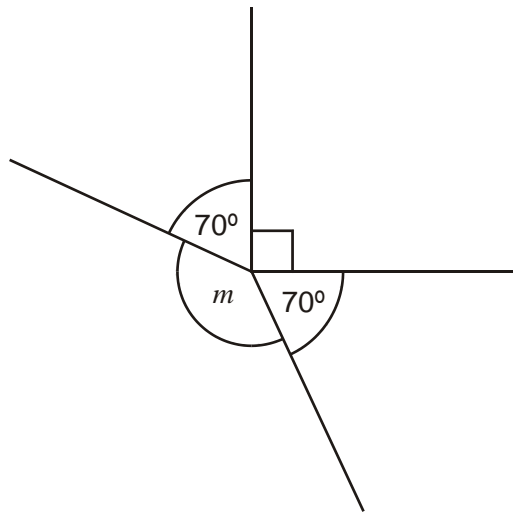
1 mark

$$c \times 10 + 12 = 52 \qquad c = \dots\dots\dots$$

1 mark

9. Angles

Calculate the size of angle m



Show your working.



.....°

2 marks