

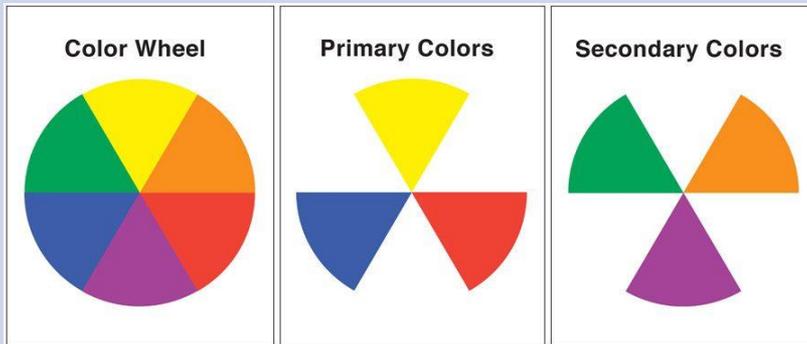
1 – Elements of art - colour

Primary colours: red, yellow and blue. They cannot be made by mixing other colours together.

All other colours can be mixed from red, yellow and blue.

Secondary colours - Secondary colours are purple, orange and green they are made by mixing equal amounts of primary colours together:

- Blue + red = purple
- Yellow + red = orange
- Blue + yellow = green



3 - Amadeo Gonzales

Amadeo Gonzales is a self-taught illustrator, cartoonist and musician who lives in the city of Lima in Peru. He also paints murals in public places.

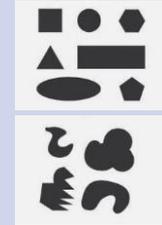
He likes filling sketchbooks with ideas and drawings over breakfast.



2 – Elements of art - shape

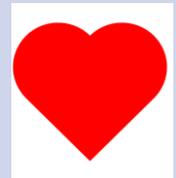
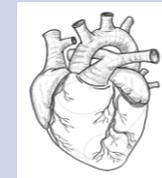
Shape: a two-dimensional area with a height and width but not depth. There are two types of shapes:

- **Organic:** shapes that can be found in nature. For example fruit, vegetables, flowers and shells.
- **Geometric:** shapes are mathematical shapes, such as squares and circles.



Composition: The way the elements of art are arranged on the page.

Stylised Drawing: a simplified non-realistic version of the object or person represented.



Realistic and stylised heart

4 - Jon Burgerman

Jon Burgerman is an English artist who lives in New York, USA.

He is famous for his instantly recognisable drawings, doodles and characters.

His work includes: canvases, large scale murals (indoor and outdoor), sculpture, toys, clothes design and book illustrations.



1: Working with Files

File Extension: a string of characters attached to a filename, usually preceded by a full stop and indicating the format of the file.

- .pptx (Microsoft Powerpoint or presentation)
- .docx (Microsoft Word or word processor)
- .jpg, .png and .gif (A photo or image)
- .xlsx (Microsoft Excel or spreadsheet)



Online Files: Information such as images, text that can be accessed, online through apps such as social media (Facebook etc..)

2: Using Email

Email: messages delivered by electronic means through a network. 

Computer Virus: a piece of code or program designed to do harm on a computer

Fraudulent: deliberately dis-honest or deceitful to get information not yours.

Pharming: To mimic a valid website such as HSBC, direct users to it, to get passwords etc.

Phishing: Sending emails as a bank for example to get passwords, confidential data.

Attachment: A file or data what is sent with an email such as a photo.

Domain: e.g. @bbc.co.uk @google.co.uk

3: Social Networking

Cyberbullying: the use of electronic communication to bully a person

Scams: information that looks genuine and is designed to steal your data.

Hackers: a person(s) that uses a computer to gain unauthorised access to data.

Grooming: Someone that builds and uses a relationship to exploit and or abuse someone.

Paedophiles: a person(s) who are sexually attracted to children.



Never meet anyone from the internet without telling someone and **TAKE A PARENT** with you.

4: Mobile Technology

Text Message: an electronic communication sent and received by mobile phone.

Victim: a person that has been harmed, miss-treated or tricked by an event or action.

Camera: a device for recording visual images in the form of photographs, film, or video.

App: an application, especially as downloaded by a user to a mobile device.

Internet: a global computer network consisting of many interconnected networks.

Malware: software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system.

5: Don't be Bullied

Forum: a meeting or place online where ideas and views can be exchanged.

Chat Room: an area on the internet where users can communicate.

Flaming: To engage in online argument causing personal attacks between people.

Cyberstalking: the repeated use of electronic communications to harass or frighten someone

Masquerading: to pretend or disguise yourself as someone else.

Outing: to reveal something about a person in a derogatory way without their permission.

6: Inform Others

Audience: The target audience that you are aiming at for example children.

Purpose: Why you want to inform your audience.

Help line: a place someone can get in touch with or call for guidance and help, if they have experienced an issue or problem.



1: Terminology

Noun – a word for objects, names or places. *e.g. doors, tables, dog, kettle, pen, Halifax.*

Adjective – a word that describes a noun. *e.g. beautiful, dirty, soft, furry, slow, speedy, fantastic.*

Verb – a 'doing' word that explains what actions a noun is completing. *e.g. walking, running, cooked, ate, loved, hated.*

Adverb – Describes a verb. Often ending in 'ly'. *e.g. quickly, slowly, painfully, incredibly, luckily*

Connotations – ideas or thoughts that are connected to a particular word in some way. *e.g. red has connotations of fire, love, burning and passion.*

Metaphor – a word or phrase applied to an object comparing two things that is not physically possible. *e.g. The snow blanketed the ground. Or Her eyes were deep blue pools.*

Simile – where words are compared to other objects in some way, using 'like' or 'as' *e.g. The dog ran like the wind.*

Personification – where non-human objects are given human characteristics. *e.g. The trees reached out their bony fingers.*

2: Vocabulary

To analyse (verb) – to examine something methodically and in detail, typically in order to explain and interpret it.

e.g. We analyse language in order to understand its deeper meaning.

To interpret (verb) – to explain the meaning of something.

e.g. The evidence was difficult to interpret upon first reading.

Suggests (verb) – gives you the impression of something.

e.g. The writer suggests that Steve is rebellious.

Infer/inferences (verb/noun)– Making an assumption based on some evidence.

e.g. Due to the man's red face, we could infer that he was very angry.

3: Grammar

Main clause – a clause (a complete thought) that can stand alone. *e.g. The dog went for a walk.*

Subordinate clause – a clause at the start of a sentence that depends on the main clause. *e.g. When the dog cried, the owner took him for a walk.*

Simple Sentence – a sentence with only a main clause. *e.g. She knocked the mug off the shelf.*

Compound sentence – a sentence containing two main clauses, joined together by a conjunction.

e.g. She moved too quickly and knocked the mug off the shelf.

Complex sentence – a sentence with a subordinate clause and a main clause. *e.g. She moved too quickly and knocked the mug off the shelf, yet it didn't break.*

4: Genre

A genre is the purpose of why a book was written which informs the type of writing or 'conventions' it uses. For example, the 'horror' genre has the intention of making people feel scared so will include supernatural characters and ominous settings whereas a 'comedy' genre has the intention of making people laugh so will include humorous dialogue.

Gothic Horror – a story that has the purpose of creating fear and dread.

Comedy – a story that has the purpose of making people laugh.

Romance - a story that is about love and compassion.

Adventure – a story where the characters will often have to overcome barriers to achieve a goal.

Sci-Fi – A story that is often set in the future where we have more technology or even aliens!

5: Gothic Conventions

Gothic genres often use:

Motifs – a re-occurring idea or object. *e.g. a raven, terrible weather, supernatural beings.*

Supernatural beings – a character that is not human *e.g. Dracula is a supernatural being – a vampire.*

A gloomy or sinister setting – usually set in a dark, mysterious place *e.g. a haunted house or deserted graveyard.*

A hero – a character who 'saves the day' or is seen as the good person *e.g. Darren is the hero in Cirque du Freak.*

Intense emotions – a Gothic horror will usually fill you with lots of emotions *e.g. fear, dread, tension, suspense.*

6: Character

All genres often have characters that fall into different categories. The two main categories are protagonists and antagonists.

Protagonist - The main character in the story who is often the 'hero'.

e.g. Harry in Harry Potter, Darren in Cirque du Freak, Bilbo Baggins in The Hobbit.

Antagonist – A character who opposes the protagonist and often stands in their way.

e.g. Voldemort in Harry Potter, Steve in Cirque du Freak, Saruman in The Hobbit.

1: What is improvisation?

Improvisation is a piece of drama that is made up on the spot by performers without using any prepared material

There are 4 Golden Rules of Improvisation:

1. **Agree** - *always try to agree with what your fellow actors say, otherwise your scene will end quickly*
2. **Add on** - *move the scene onwards, otherwise it will be stuck in the same place*
3. **Make Statements** - *don't always ask questions as it makes it harder for the other actors in the scene to keep creating ideas*
4. **Be Energetic** - *enthusiasm and energy is key, especially if you intend to keep your audience engaged*

2: Theatrical Skills

Theatrical Skills are utilised by an actor to assist them to rehearse and perform a piece of theatre effectively.

freeze frame: a frozen piece of action

thought track: when a character tells the audience their thoughts during a pause in the action

hot-seating: a rehearsal technique where an actor stays in characters and answers questions from the rest of the group - (the aim is to develop a better understanding of the character)

tension: a situation or feeling of suspense or uneasiness

cliffhanger: a dramatic and exciting end to a performance, leaving the audience in suspense

3: Non-Verbal Communication

Non Verbal Communication (NVC) relates to the way movements, posture and gestures can show how someone feels without speaking. It is also referred to as **body language**.

facial expression: the appearance, mood or feeling conveyed by a person's face

posture: the position a character holds themselves in when sitting or standing

gesture: a movement made by part of the body (e.g. arms, head) to convey a character's emotions

gait: a person's manner of walking

4: Vocal Skills

- **pitch:** the degree of highness or lowness of the voice
- **pace:** the speed at which someone speaks
- **tone:** a quality in the voice that expresses the speaker's feelings or thoughts
- **volume:** the degree of loudness or the intensity of a sound

1: Phonics

Some letters, and pairs of letters, sound different in French to what you might expect.

Phonic	Example	Phonic	Example
oi (wah)	poisson	ez (ay)	nez
ui (wee)	oui	er (ay)	danser
eu (euh)	jeu-vidéo	qu (ke)	question
au (oh)	ciseaux	gn (nyuh)	montagne
ou (oo)	poule	in (an)	vin
i (ee)	midî	en (on)	serpent
u (oo)	lunettes	on (on)	pont
é (ay)	bébé	tion (sion)	pollution

2: Alphabet

A	ah	N	en
B	bay	O	oh
C	say	P	pay
D	day	Q	koo
E	euh	R	air
F	ef	S	es
G	jay	T	tay
H	ash	U	oo
I	ee	V	vay
J	gee	W	dooblah-vay
K	kah	X	eeks
L	el	Y	eegrek
M	em	Z	zed

Comment ça s'écrit?
How is that spelt?

Ça s'écrit...
It's spelt...

3: Greetings

bonjour	hello	Ça va?	How are you?
salut	hi		
à bientôt	see you later	ça va bien	I am well
au revoir	goodbye	ça va mal	I am not well
bonsoir	goodnight	pas mal	not bad
		bof	so-so
merci	thank you		
s'il vous plaît	please		
et toi?	and you?	oui	yes
		non	no
Comment t'appelles-tu? What is your name?		Je m'appelle... My name is....	
Quel âge as-tu? How old are you?		J'ai ___ ans I am ___ years old	
Où habites-tu? Where do you live?		J'habite à... I live in....	

4: Numbers

1	un	18	dix-huit
2	deux	19	dix-neuf
3	trois	20	vingt
4	quatre	21	vingt-et-un
5	cinq	22	vingt-deux
6	six	23	vingt-trois
7	sept	24	vingt-quatre
8	huit	25	vingt-cinq
9	neuf		
10	dix	30	trente
11	onze	40	quarante
12	douze	50	cinquante
13	treize	60	soixante
14	quatorze	70	soixante-dix
15	quinze	80	quatre-vingts
16	seize	90	quatre-vingt-dix
17	dix-sept	100	cent

5: Avoir (to have)

The verb **avoir** (to have) is an important verb in French.
It does not follow a regular pattern, so you need to learn it by heart.

avoir	to have
j'ai	I have
tu as	you have (singular)
il a	he has
elle a	she has
nous avons	we have
vous avez	you have (plural/formal)
ils ont	they have (masculine)
elles ont	they have (feminine)

6: Family Members

un père	a dad	dans ma famille il y a... in my family there is...	
un frère	a brother		
un grand-père	a grandad		
		qui s'appelle	who is called
un oncle	an uncle	qui s'appellent	who are called
un cousin	a cousin	il s'appelle	he is called
un copain	a friend	elle s'appelle	she is called
		ils s'appellent	they are called
		elles s'appellent	they are called
une mère	a mum		Elle a dix ans She is ten years old
une soeur	a sister		
une grand-mère	a grandma		
une tante	an auntie		
une cousine	a cousin		Il a dix ans He is ten years old
une copine	a friend		
des parents	parents		
des cousins	cousins		

1: Dubai

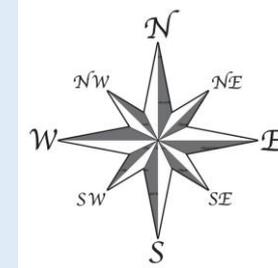
Location: a particular place or location
Place: a location
Bazaar: a market in a Middle Eastern country
 Dubai is the **largest** and most populated **city in the United Arab Emirates (UAE)**.
 The UAE is a country, consisting of **seven** smaller 'emirates' which are similar to **states**.
 Dubai is in the **north east of the UAE**.
 It takes around **6 hours 45 minutes** to get from **London to Dubai**.
 Before 1960, Dubai was a desert town. **After the discovery of oil in the 1960's** the city got richer and could build **new facilities** such as a postal system, skyscrapers (Burj Khalifa) and retail.
Palm Island is one of the main tourist attractions in Dubai. **5 million** people visit Dubai annually.

2: UK Geography

Continent: a large area of the land on Earth made up by several countries
Different: two things that are not the same
Rural: an area of countryside
Urban: a town or built up area
 There are **7 continents** and **5 oceans** in the world.
The British Isles is the name for the entire group of islands. This includes England, Wales, Scotland, Northern Ireland, Republic of Ireland and the Channel Islands.
The UK includes England, Scotland, Wales and Northern Ireland.
Great Britain includes England, Scotland and Wales.
 England is one of the **nations** making up the UK. England is split up into **counties** and then **cities**.

3: OS Maps

Symbol: an image that represents something
 We use symbols:
 To show the **main items** or features on a map
To save space
 To make things **easy to recognise**
 To provide **as much details as possible**
Direction: used to determine where things are in relation to other things

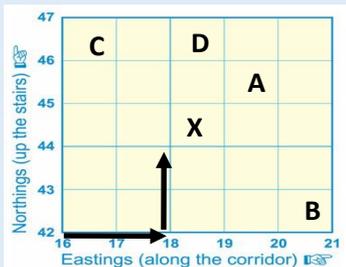


This is an **8-point** compass. It has 8 different compass directions on it. We use a compass so we can know exactly where we are going.

4: Grid References

Instructions: Find the box that you need coordinates for.. Then look at the **bottom left hand corner** of that box.. Next, go **along the corridor** to find the **Eastings** coordinate.. Finally, go **up the stairs** until you reach the **Northings** coordinate for the bottom left hand corner of your box.

X = 1844



5: UK Landscapes

Landscape: all visible features on an area of land
Arable farming: grows crops, eg wheat and barley
Pastoral farming: is raising animals, eg cows
 1. **Moorland:** Found in the **uplands** of the UK at **higher altitudes**. The climate is cooler and wetter than the rest of the UK. Around **70 percent** of the world's heather moorland is in the UK. Moorland is **incredibly biodiverse**.
 2. **Enclosed farmland:** 1/5 of the UK farmland grows crops. There are **280,000** farms in UK. 60% of food eaten in the UK is grown on British farms.
 3. **Deciduous woodland:** Woodland is the **natural ecosystem** of the UK. **Deciduous trees** lose their leaves every autumn and they grow in the spring. Deciduous woodland is **incredibly biodiverse**.

6: Is the UK in Europe?

Brexit: is the withdrawal of the UK from the European Union
 The **EU is the European Union**.
On 23 June 2016 the British Public made a vote to leave the European Union. **This vote is called a referendum. More than 30 million people voted and Leave won by 51.9 per cent to 48.1 per cent.**
 Reasons why the UK should leave the EU include:
 Save money on membership fees; Could start trade deals with other major economies like Japan, India and the UAW.
 Reasons why we should stay in the EU include:
 We have access to excellent trade links, our trade is currently free meaning trade is easy, Europe provides billions of pounds of investment per year

1 – Fall of Rome

Britain was conquered by Emperor Claudius in 43 AD

The Roman empire was at its biggest in 101 AD
The Roman Empire was so large it became difficult to manage. A number of causes contributed to its fall, such as, its size, invasions, its division, inflation and the rise of Christianity.

Key Dates:

43 AD– The Romans invaded Britain

122 AD–Hadrian's Wall was built

476 AD - The fall of the Western Roman Empire

Language of the Lesson:

BC—Before Christ—a way of numbering the years before Jesus was born.

AD— Anno Domini (in the year of our Lord) a way of numbering all of the years since Jesus was born.

Empire - When a country takes over other countries.

2 – Life After Rome

- The last Roman soldiers left Britain in about 410 AD.
- The legacy of the Roman Empire on Britain can be seen in a number of areas such as law, engineering, architecture, and language. Its military legacy can still be seen in Hadrian's wall which was built to keep the Scottish out of Roman Britain.
- Britain was invaded by Picts and Scots from the North and Anglo-Saxons and Vikings form overseas.
- The Romans had not taught the British to defend themselves so they were an easy target.

Key Dates:

410 AD - The last Roman soldiers left Britain.

410AD-1066AD—The Anglo-Saxon age in Britain.

Language of the Lesson:

Legacy – Something left behind by someone.

3 - Invaders

- The Anglo-Saxons settled in Britain for a number of reasons, to fight, to farm, to make new homes.
- There were 5 Anglo-Saxon Kingdoms, **Mercia, Northumbria, Wessex, East Anglia and Kent.**
- The King was at the top of society, below him were the thanes and the ceorls, and below that were the peasants and the slaves.
- Everyone in the family had a role to play in Anglo-Saxon society. Most Anglo-Saxons worked as farmers, many were also craftsmen and warriors
- The Anglo-Saxons believed invisible elves were responsible for illness. It wasn't until Rome sent a missionary to England in **597 AD** that the Anglo-Saxons became Christians.

Language of the Lesson:

Invade—when a foreign army enters a country by force.

4 - Settlements

- The Anglo-Saxons didn't like the stone houses and streets left by the Romans, so they built their own villages.
- They looked for land which had lots of natural resources like food, water and wood to build and heat their homes, and Britain's forests had everything they needed.
- They surrounded each village with a high fence to protect cattle from wild animals like foxes and wolves, and to keep out their enemies too!
- The biggest house in the village belonged to the chief, which was large enough to house him and all his warriors – and sometimes even the oxen, too!

Language of the Lesson:

Settlement – A place where someone lives and builds a community.

5 – Daily Life

- Most Anglo Saxons were farmers. They would grow many foods including wheat, carrots, parsnips, peas etc.
- They would host great feasts with the food, where they would drink beer and sing songs.
- They were also great craftsmen too in both wood and metal work. They would create weapons such as spears and swords for nobility.
- Anglo Saxons would make their own clothes from natural materials.
- They did have armies but when not in battle these men would work on the farms.

Language of the Lesson:

Society – Anything related to people.

Community – A group of people living close to one another.

6 – Defending Against Invasion

- In **871 AD** Alfred the Great became King of Britain and he helped defend England from Viking attack.
- The Anglo-Saxons used some of the old Roman defensive structures but they built many of their own 'burhs'.
- The Anglo-Saxons did not have a permanent army. The Romans had built forts along the coast to fight off sea-raiders. These forts were called the '**Forts of the Saxon Shore**' .
- One fort in Sussex is Pevensey Castle. After the Romans left, the Britons used it as a place to live and a place to be safe. In **491AD** the Anglo-Saxons attacked and took over the castle for their own use.

Language of the Lesson:

Defence – To protect oneself from attack

1: 7 times table	2: Sequences	3: Algebraic notation 1
<p> $1 \times 7 = 7$ $7 \times 7 = 49$ $2 \times 7 = 14$ $8 \times 7 = 56$ $3 \times 7 = 21$ $9 \times 7 = 63$ $4 \times 7 = 28$ $10 \times 7 = 70$ $5 \times 7 = 35$ $11 \times 7 = 77$ $6 \times 7 = 42$ $12 \times 7 = 84$ </p>	<p>Term - Each number (or object) in a sequence</p> <p>Term to term - A term to term rule allows you to find the next term in a sequence if you know other terms</p> <p>Difference - The result of subtracting two values. <i>Example: The difference of 8 and 5 is 3 because $8 - 5 = 3$</i></p> <p>Linear - A linear sequence increases or decreases by the same amount between each term. Terms have a common difference</p> <p>Non-linear - A sequence which does <u>not</u> have a common difference</p> <p>Geometric - a sequence made by multiplying by the same value each time</p> <p>Ascending - An ascending sequence increases</p> <p>Descending - A descending sequence decreases</p>	<p>Input - The value which goes into a function machine</p> <p>Output - The value which comes out of a function machine</p> <p>Operation - A mathematical process. The four basic operations are addition, subtraction, multiplication and division</p> <p>Square (operation) - When a number is multiplied by itself. <i>Example: The square of 3 is 9 because $3 \times 3 = 3^2 = 9$</i></p> <p>Inverse - The inverse of something is its exact opposite. <i>Example: addition is the inverse of subtraction</i></p> <p>Expression - A term or group of terms which may include numbers, letters and operations</p> <p>Variable - A quantity which can take a range of values</p> <p>Coefficient - The quantity of a variable. <i>Example: In the expression $5y$ there are 5 lots of y, therefore the coefficient of y is 5</i></p> <p>Constant - A known value which does not change</p>
4: Algebraic notation 2	5: Equality and equivalence 1	6: Equality and equivalence 2
<p>Commutative - Giving the same result irrespective of order. <i>Example: $2 + 3 = 5$ and $3 + 2 = 5$</i></p> <p>Substitution - Replacing a variable with a known value</p> <p>Evaluate means to calculate the value of. <i>Example: Evaluate 5^2. The solution is 25 because $5 \times 5 = 25$</i></p> <p>Brackets - Used in pairs to group things together. <i>Example: $2(x + 1)$ is two lots of $x + 1$</i></p> <p>Equation - States that two things are equal. It contains expressions on both sides of an equals sign. <i>Example: $5 = 2x + 1$</i></p> <p>Consecutive - Ordered numbers without gaps. <i>Example: 12, 13, 14, 15</i></p> <p>Linear function - A function which creates a straight line graph</p>	<p>Equality - having the same value</p> <p>Fact family - A group of mathematical facts using the same values. <i>Example:</i></p> <div data-bbox="647 971 898 1106" data-label="Diagram"> </div> <p> $7 + 3 = 10$ $10 - 7 = 3$ $3 + 7 = 10$ $10 - 3 = 7$ </p> <p>Unknown - Another word for a variable</p> <p>Solution - a value we can put in place of a variable that makes the equation true. <i>Example: In the equation $x + 2 = 5$, the solution is 3 because $3 + 2 = 5$</i></p> <p>Solve - to find the solution of a given equation. We can solve equations by using inverse operations</p> <p>Product - The result of a multiplication of two or more values. <i>Example: The product of 4 and y is $4y$</i></p>	<p>Term (algebraic) - can be number or variables</p> <p>Like term - Terms containing the same variable. <i>Example: $4a$ and $-2a$ are like terms as they both have the variable a</i></p> <p>Unlike terms - Terms which <u>do not</u> contain the same variable. <i>Example: $4y$ and $3x$ are unlike terms.</i></p> <p>Equivalent - Of equal value. We use the symbol \equiv to denote this. <i>Example: $2y + 3y \equiv 5y$ is true for all values of y</i></p> <p>Simplify - To simplify an expression we often collect like terms. <i>Example: $2a + 3a + 4b \equiv 5a + 4b$</i></p> <p>Convention - A mathematical convention is an agreed way of doing something. <i>Example: We write $3 \times y$ as $3y$ not $y3$</i></p> <p>One step equation - Equations which have only one operation <i>Example: $3x = 15$ contains one multiplication</i></p>

1: The musical elements

melody: the main tune of a piece of music.

rhythm: different note lengths played in a chain.

texture: different layers of sound.

structure: the different sections of a piece of music.

pitch: how high or low a note is.

2: The voice

unison: when all singers perform the same rhythm at the same time

harmony: when different notes are played at the same time.

soprano: a high female voice.

treble: a high boy voice.

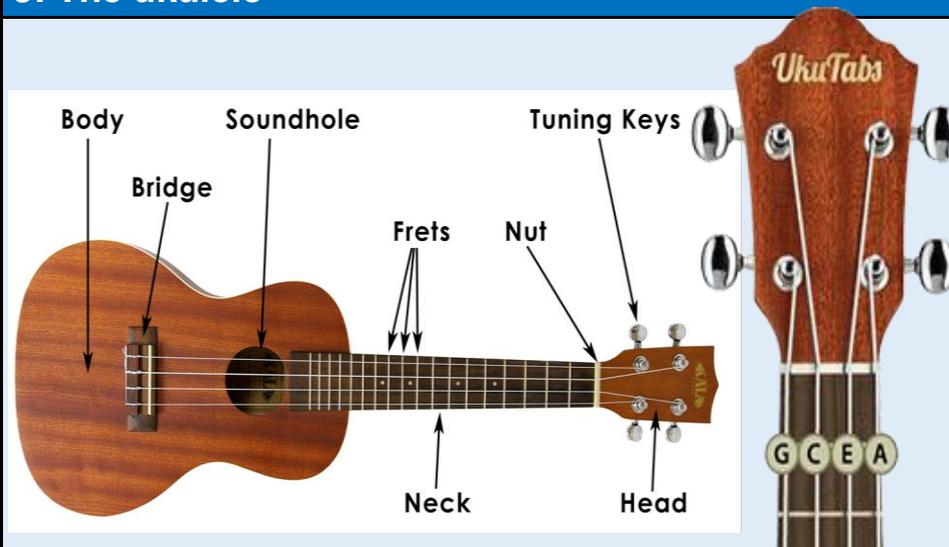
alto: a low female voice.

tenor: A high male voice.

bass: a low male voice.



3: The ukulele



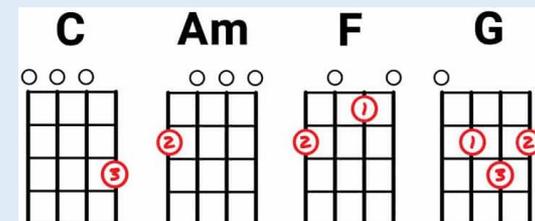
4: Ukulele chords

notation: how music is written down

major: when music has a happy sound.

minor: when music has a sad sound.

chords: two or more notes played at the same time.



1 – The Trinity	2 – Experiencing God	3 – The life of Jesus
<p>The ‘Tri’ in Trinity indicates that it is about 3 things.</p> <p>Christianity is a monotheistic faith. This means that people who follow the religion only believe in one God.</p> <p>Christians believe that the one God they believe in comes in 3 forms: the Father, the Son and the Holy Spirit.</p> <p>The role of the Father is to be the creator of the world, and they judge of all our actions on Earth.</p> <p>The role of the Son is to be the teacher, role model and the saviour who fixed humanities broken relationship with God.</p> <p>The role of the Holy Spirit is to be the guide for all who want it and the comforter.</p>	<p>Christians believe the Trinity allows them to be close to God at all times; whilst maintaining belief in his power and transcendence (being above and beyond human understanding).</p> <p>Christians are thankful to God the Father for creating the world we live in; including the food provided for us by plants and animals and the beauty of the natural world.</p> <p>Christians look up to Jesus as a role model and follow his teachings when thinking about how they should act in their everyday life.</p> <p>Christians believe that the Holy Spirit is everywhere, guiding and comforting all who require it. They believe the Holy Spirit can hear and action their prayers.</p>	<p>Christians believe that Jesus is God incarnate – this means that he is God in human form. He is fully God and fully human at the same time.</p> <p>Jesus was born to a mother called Mary, and Christians believe that Jesus was conceived immaculately. This means that Mary and her fiancé Joseph had not had sexual intercourse, and God had ensured Mary became pregnant miraculously.</p> <p>Jesus was raised as Jew. Christianity didn’t exist at this time – this only started when Jesus died. He was baptised in the Jewish faith by his cousin John (known as John the Baptist).</p> <p>The Bible tells us that Jesus was approximately 30 years of age when he started preaching and performing miracles.</p>
4 – The miracles of Jesus	5 – The death of Jesus	6 – Understanding the Bible
<p>A miracle is any event which goes against the laws of science. It is recorded in the Bible that Jesus performed many miracles in his time as a preacher. The miracles of Jesus are used by Christians to distinguish him from other humans, and to demonstrate his incarnate nature (being fully God as well as fully human).</p> <p>Christians think that Jesus’ miracles show his love for people; he didn’t want them to suffer. They also think it demonstrates his close relationship with God the Father.</p> <p>An example of a miracle: - Healing a man who had leprosy: “Jesus reached out and touched the man... Be clean” Matthew 8:3.</p>	<p>Jesus became a famous teacher and he gathered followers, known as disciples. Some people thought Jesus was blasphemous, and the authorities wanted to arrest him because they were threatened by his teachings. Jesus was betrayed by one of his disciples, who told the authorities where to find him.</p> <p>Jesus was sentenced to death by crucifixion. He died as a human, showing pain throughout. The day of his death is known as Good Friday.</p> <p>Christians believe Jesus was resurrected two days later, on a day now called Easter Sunday.</p> <p>Christians believe that Jesus is a Saviour because his death put right everything that had broken between God and humans.</p>	<p>The Bible is the Christian holy book, and everything that they know about Jesus and his teachings lives inside it. It is split into two parts: the Old Testament, and the New Testament.</p> <p>The Old Testament was written before the life of Jesus. It starts with the Books of God’s Law, containing rules on how to live a good life that God sent to the Jewish people via Moses. The Old Testament begins with the creation stories.</p> <p>The New Testament starts with the four gospels (Matthew, Mark, Luke & John). Each gospel describes the life, death, resurrection and ascension of Jesus. The New Testament also includes letters written by the first apostles, such as St. Paul.</p>

Key Word	Definition	Example Sentence
Trinity	The Christian God made up of three parts. The Father, the Son and the Holy Spirit.	Christians believe in one God who is made up of three different parts who all serve a different purpose: the Trinity.
Monotheistic	A belief in one God.	Christians are monotheistic. They believe that there is just one God.
Transcendent	The belief that God is above and beyond human understanding.	The Trinity is hard to understand, but Christians think that God is transcendent so they are not meant to understand it.
Incarnate	God in human form.	Christians believe that Jesus is God incarnate – he is fully God and fully human at the same time.
Immaculate	Free from sin.	The immaculate conception means that Mary (Jesus' mother) conceived the child without the sin of sex outside of marriage.
Miracle	An event which goes against the laws of science.	When Jesus healed the man with leprosy, he performed a miracle.
Prayer	A way of communicating with God, through words.	Christians pray to God regularly as they believe that he is with them at all times, through the form of the Holy Spirit.
Disciples	A follower of Jesus during his life time.	When Jesus became a famous teacher, he had many disciples who believed what he was saying.
Blasphemous	The act of saying something offensive about God, a religion or sacred things.	The authorities thought Jesus was blasphemous when he was saying things that went against the teachings of the Torah.
Crucifixion	A death sentence by being publicly nailed to a cross.	The crucifixion of Jesus was the way in which he fixed the broken relationship between God and humanity.
Resurrection	Being brought back to life, in both body and spirit.	Christians believe that Jesus was resurrected two days after his death – he rose from the dead.
Saviour	A person who saves someone.	Jesus is the saviour of humanities as he paid for all sins with his death.
Gospels	Literally means 'good news' and they are the books in the New Testament which teach Christians about the life of Jesus.	The four gospels are called Matthew, Mark, Luke and John and teach Christians about the life, death and resurrection of Jesus.
Apostles	The first Christian preachers and teachers who spread the word of Jesus after his death.	The apostles of Jesus spread the teachings of Christianity.

1: Biology - Variation

variation	differences between organisms
cell	basic unit of all living organisms
tissue	a collection of similar cells working together to perform a specific function
organ	a collection of different tissues working together to perform a specific function
organ system	a group of organs that work together e.g. The digestive system.
organism	any living thing

3: Chemistry - States of Matter

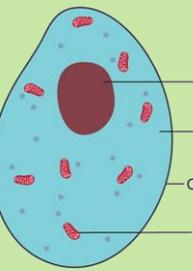
state of matter	the form in which an object is found e.g. solid, liquid or gas
solid	particles are regularly arranged and all touching
liquid	particles are touching and in an irregular arrangement
gas	no particles are touching and in a random arrangement
melting point	the temperature at which a solid turns to a liquid
boiling point	the temperature at which a liquid turns to a gas

5: Physics - Forces

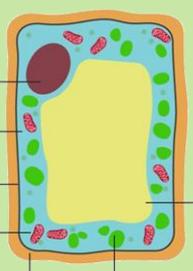
force	a push or a pull effect
newtons	the units in which force is measured
Newton meter	a piece of equipment containing a spring that measures the size of a force
balanced	all the forces in one direction are equal to all the forces acting in the opposite direction
unbalanced	all the forces in one direction are not equal to all the forces acting in the opposite direction

2: Biology - Cell Structure

Animal



Plant



Living things do all of the **MRS GREN** processes. (**M**ovement, **R**espiration, **S**ensitivity, **G**rowth, **R**eproduction, **E**xcretion and **N**utrition.)

4: Chemistry - Elements, Compounds & Mixtures

atom	a single sphere that makes up matter
particle	the single unit of a substance such as an atom or a molecule e.g. H_2O
element	a substance that contains only 1 type of atom e.g. H_2 or N_2
compound	a substance that contains 2 or more different atoms that are chemically joined
mixture	a substance that contains different types of particles that are not chemically joined

6: Physics - Moments

pivot	a point around which an object turns
moment	the turning effect around a pivot caused by a force e.g. a seesaw
clockwise	a motion that is in the same direction the as the hands on a clock
anticlockwise	a motion that is in the opposite direction to the hands on a clock
stationary	not moving
magnitude	the size of something

1: How to Wash Up

To wash up properly you will need

1. A washing up bowl with hot water and one squirt of washing up liquid to kill the bacteria and dissolve grease.
2. A dish cloth to wipe the pots in the soapy water
3. A sponge with a scourer to scrub stubborn stains
4. A tea towel to dry the dishes.

How to wash up:

1. Stack the dirty dishes at the side of the sink NOT ON THE DRAINING BOARD
2. Fill any saucepans or mixing bowls with soapy water and leave to soak.
- 3 Wash the cleanest equipment first so you do not make the water too dirty.
4. Do not put sharp knives and peelers in the bowl as you can't see them.
5. Drain the dishes upside down on the draining board.
6. Dry dishes and put away in units.
7. Wipe all surfaces with a cloth.
8. Place wet cloths and tea towels in the washing basket at the front of the class.

2: Hygiene

Cleaning- clean up work areas as you work. Make sure you use separate utensils for raw and cooked food.

Chilling- make sure you store food correctly. Raw foods at the bottom of the fridge and cooked or ready to eat foods at the top. Keep fridge door shut as much as possible to retain temperature (0-5 degrees C)

Cooking- cook food properly. Make sure internal temperature of food has reached at least 75 degrees C for at least 2 minutes. Use a food probe on high risk foods.

Cross contamination- when bacteria from one food transfer onto another. To avoid this keep hands, utensils and work areas clean and separate for raw and ready to eat foods.

Physical contaminant- when a physical item falls into food e.g. a finger nail, hair or piece of jewellery.

Chemical contaminant- when chemicals find their way into food. This can be during production but often by carelessness when storing foods and using cleaning products. Too much washing up liquid left on the pots can cause chemical contamination!

3: Definitions

Healthy- being physically and mentally fit and well.

Balanced- making sure there is a variety in our diets and the quantities are correct.

Saturated fat - animal fats that clog up our arteries.

Unsaturated fat - 'good fats' that come from plants

Simple carbohydrates – sugary foods that contain fast releasing energy that burns off quickly.

Complex carbohydrates – starchy foods containing slow releasing energy that keeps us going.

Amino acids- essential protein which our body needs for growth and repair

HBV- (high biological value)proteins which contain all the essential amino acids.

LBV- (low biological value) proteins with DO NOT contain all the essential amino acids.

Eat Well Guide– guidance from the Government showing proportionally what a person should eat from each food group