

TRANSITION ACTIVITY PACK 2020



Our Vision is to ensure all students are equipped with the **skills, abilities and qualifications** to pursue a **fulfilling career** and become responsible, respectful **global citizen's.**

PROGRESS PASSPORT

Primary School:

PERSONAL TARGET FOR HIGH SCHOOL

Target 1

Target 2

Target 3

Who can help you to achieve these targets?



SURNAME:
 FORENAME:
 PREFERRED NAME:
 DATE OF BIRTH:
 AGE:
 FAVOURITE SPORT
 FAVOURITE FOOD:

Draw your schools logo

How are you feeling?

What are you most excited about this year?



1
2
3

Best friends name(s)

What are you most nervous about?

1
2
3

ACADEMIC PROFILE

Favourite Subjects

1
2
3

Strongest subject

Subjects you would like to improve

1
2
3

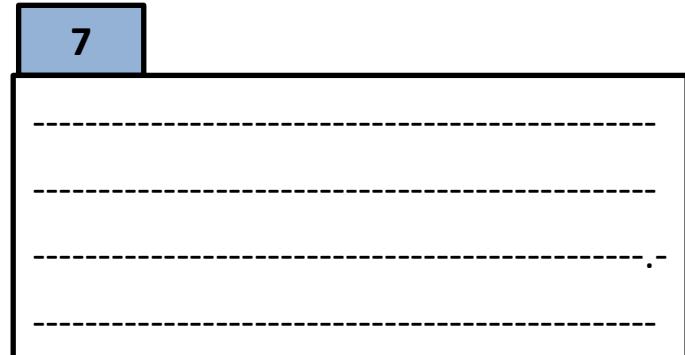
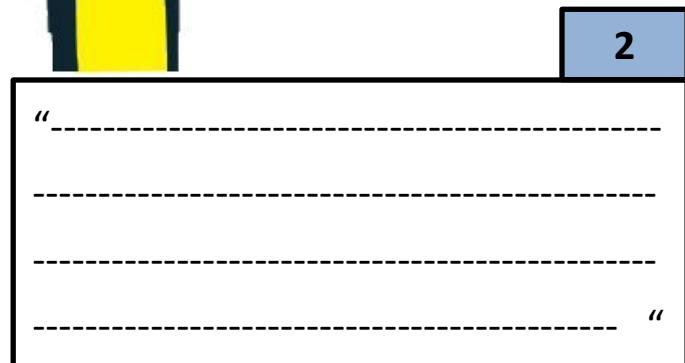
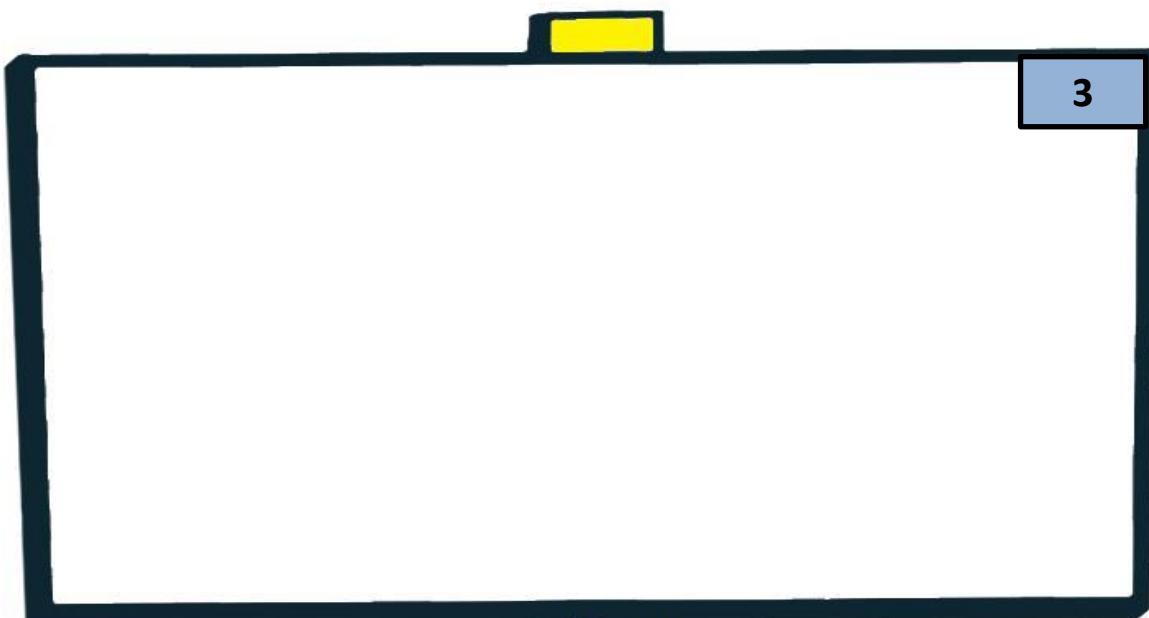
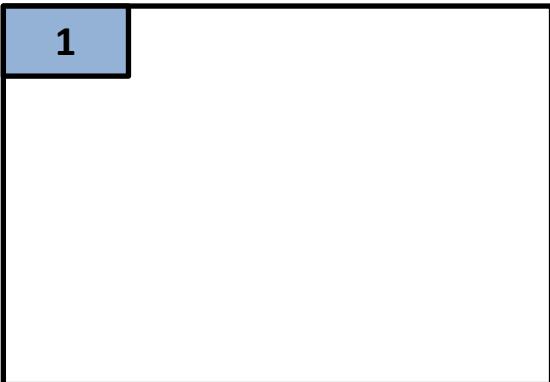


Tell me all about you!

✓ Fill this page with everything your classmates and teachers should know about you

You must create the following:

1. A picture of you
2. Your favourite saying
3. Tell us what issues you are passionate about
4. Favourite Games and Apps
5. Mind map of your favourite films, TV programmes
6. List of all your favourite books or songs
7. What are the four things you would like to be better at



DESIGN CHALLENGE

Partner up with another student and find out what they would like from a new set of boots.

Make sure you find out at least the following things:

- ✓ Favourite colours
- ✓ Favourite hobbies
- ✓ How they plan to wear the boots
- ✓ Personal style towards fashion
- ✓ Favourite shoe brands

Using the outline below design them some bespoke new boots



- Design a Football Kit
- ✓ -Must represent at least four countries
 - ✓ Promote peace and respect for Human Rights.
 - ✓ Ethical sponsors
 - ✓ Encourage Community togetherness & Diversity
 - ✓ Front & Back design must be similar themes

FIFA's primary objective is "to improve the game of football constantly and promote it globally in the light of its unifying, educational, cultural and humanitarian values, particularly through youth and development programmes".



Year 8 transition English

Your Task: Using descriptive techniques, write about a memorable moment from Primary school.

You might write about:

- A school trip
- A particular lesson
- A memorable assembly



To successfully describe your memorable moment, you will want to apply descriptive methods, such as:

- Adjectives
- Verbs
- Adverbs
- Similes
- Personification
- Onomatopoeia



Good Luck! The English Department at Oasis Media City are really looking forward to meeting you all.

ENGLISH

R. E. A. D.

Reading Enhancement and Development

At Oasis Academy MediaCityUK we pride ourselves in being **active** readers. In order to actively read we must always be asking ourselves questions:

'What does the writer mean here?' 'Where is this character?'
'Will this character survive?' 'What will happen next?'

Task: Read this extract from Roald Dahl's 'The BFG' and aim to answer the 'active reader' questions.

'brain-boggling'. **In other words...**

Predict. Where do the giants spend most of their time?

Question to author. What do you want to know about Sophie and the 'Big Friendly Giant'?

It was a brain-boggling sight. The giants were all naked except for a sort of short skirt around their waists, and their skins were burnt brown by the sun. But it was the sheer size of each one of them that boggled Sophie's brain most of all. They were simply colossal, far taller and wider than the Big Friendly Giant upon whose hand she was now sitting. And oh how ugly they were! Many of them had large bellies. All of them had long arms and big feet. They were too far away for their faces to be seen clearly, and perhaps that was a good thing.

Colossal. **In other words...**

Predict. Do you believe the giants will be kind? Why do you think this?

To actively read, we use three different techniques...

Predict

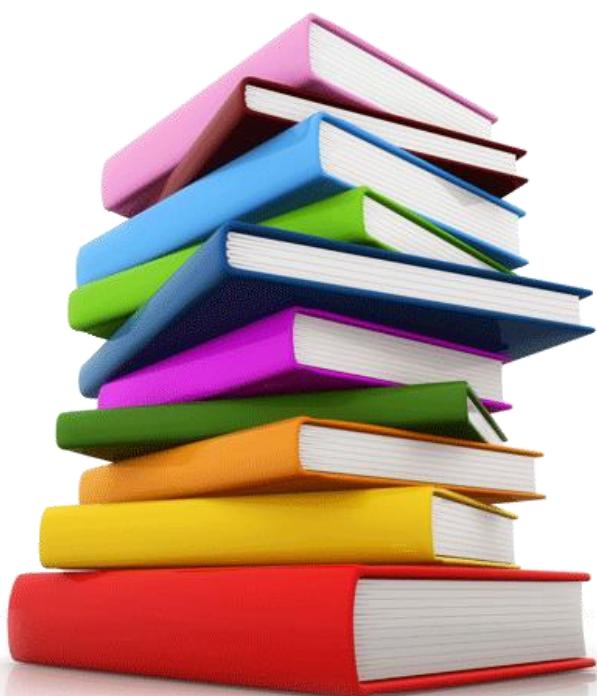
Guess something which will come up in the future of the text.

In other words...

Put the writer's words more simply – what do they mean?

Question to author

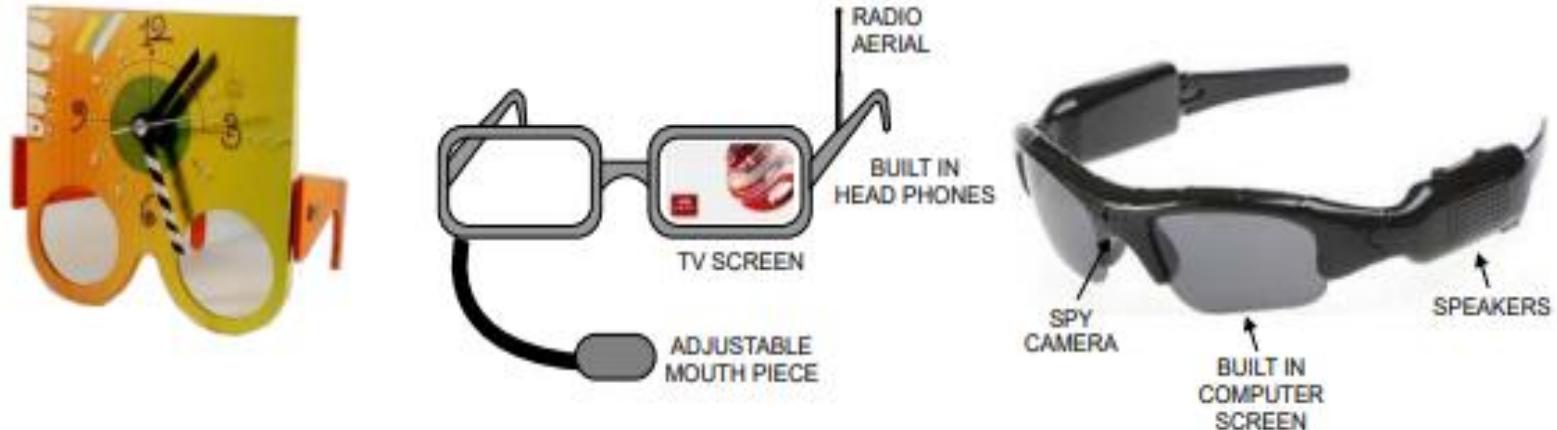
If the writer was in the room, what would we ask them?::



Transition: Product Design

MULTI-FUNCTIONAL SPECTACLES

V.Flynn © 2010 World Association of Technology Teachers



Most people take the spectacles they wear and use for granted. We use spectacles to help us read and to see distances.

However, they could have additional features. For instance, it could be useful to have built in head phones through which music could be played. The spectacles could have built in memory so that the owner could save MP3 tracks and play them back later.

One or both of the lenses could become a TV screen, allowing the wearer to watch and listen to the TV.

Spectacles could do so much more, there is a gap in the market and designers around the world are developing features and functions that could be built into ordinary spectacles.

You are to design a pair of spectacles, for a special customer, yourself.

1. List all the features and functions you would like to add to a pair of spectacles / sunglasses, to be used by you.
2. Draw a rough version of the spectacles. Remember, people like well designed / styled spectacles and are often willing to spend a lot of money to purchase 'designer' glasses.
3. Draw a final colour rendered version of your spectacles.
4. Add notes and labels that clearly explain the additional features and functions.



Design your own musical instrument

Name:

Size:

Shape:

Made from:

How you play it: (strum, pat, tap etc.)

What it sounds like:

Description:



Picture

Extension:

Could you make your instrument out of items in your house? *E.g. string, cardboard, pots and pans*

Picture

Welcome to St Mary's

P	A	S	T	O	R	A	L	E	T	L	H	V	C
N	C	Y	P	P	A	H	L	Q	S	U	U	H	O
S	Q	T	P	S	T	T	D	U	U	F	M	B	M
A	A	E	V	T	N	U	U	A	E	E	B	E	P
E	E	V	M	N	E	E	N	L	U	P	L	L	A
T	E	O	R	E	I	J	E	I	H	O	E	I	S
C	J	L	E	D	T	S	O	T	F	H	F	E	S
E	T	U	W	U	A	N	R	Y	U	O	E	V	I
P	S	E	A	T	P	C	E	O	F	H	R	E	O
S	E	L	R	S	O	U	A	S	T	U	P	M	N
E	N	N	D	V	I	S	I	O	N	I	L	N	A
R	O	J	S	H	A	F	A	E	O	B	S	S	T
R	H	O	A	S	I	S	C	A	L	M	O	I	E
U	S	A	F	E	G	U	A	R	D	I	N	G	V

EQUALITY
 SAFEGUARDING
 REWARDS
 LOVE
 CALM
 VISITORS
 PATIENT
 COMPASSIONATE
 RESPECT
 UNIFORM
 PASTORAL
 HONEST
 BELIEVE
 VISION
 HUMBLE
 HOPEFUL
 STUDENTS
 HAPPY
 JOYFUL

Play this puzzle online at : <https://thewordsearch.com/puzzle/1100409/>

Maths

This is an imaginary timetable for a school called Hill School.

Like you, the pupils in Year 8 will have to go to lots of different lessons and move between rooms.

Like you, Hill View School have a timetable of different classes, and they need your help to design a new timetable.

Using the facts given below, can you complete the timetable?

Y7 pupils at Hill View School have 7 periods per day in their timetables.

Monday			B			L			
Tuesday			R			U			
Wednesday			E			N			
Thursday			A			C			
Friday			K			H			

You are asked to allocate lessons using the information below:

- 20% of lessons should be Science
- There should be twice as many Technology lessons as Art lessons
- $\frac{1}{7}$ of the lessons must be either History or Geography
- The ratio of Art lessons to RS lessons is 1:1
- There should be more History lessons than Geography lessons
- There should be two RS lessons
- Science lessons should be split into Physics, Chemistry and Biology. There should be more Chemistry lessons than Biology or Physics lessons
- There should be 5 Maths lessons
- The number of Maths and English lessons in the same
- The rest of the lessons should be either French or German lessons

Fitness Testing

In PE you will learn how to test different fitness levels using **fitness testing**. These two tests measure your muscular endurance. Attempt the tests and compare yourself to **normative data**.

Muscular endurance: the ability of a muscle or muscle group to sustain repetitive contractions over a period of time.

Sit up Test

Test For = Muscular Endurance (Abdominals)

Procedure:

This is a general description of a sit-up test to measure abdominal muscle endurance.

- A partner may assist by anchoring the feet to the ground.
- The **hand** may be placed by the **side of the head**, or the arms **crossed over the chest**, reaching out in front.
- The subject raises the trunk in a **smooth motion**, keeping the arms in position, curling up the desired amount.



©topendsports.com

Equipment:

- Stopwatch

- The trunk is lowered back to the floor so that the shoulder blades or **upper back touch the floor**.
- Partner counts how many sit ups that can be done in 1 minute.

	Poor	Below Avg	Average	Above Avg	Good	Excellent
Male	< 25	31 - 34	35 - 38	39 - 43	44 - 49	> 49
Female	< 18	25 - 28	29 - 32	33 - 36	37 - 43	> 43

What factors must you consider to increase the Validity and Reliability?

Recording Results

- In Pairs;
- The completion of one complete curl up (up and back) counts as one.
- The sit-up must be performed correctly for it to be counted

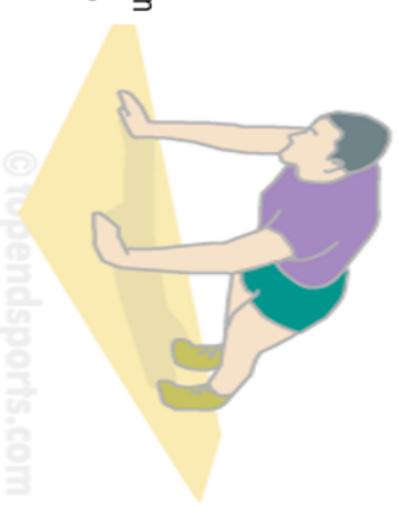
Press up Test

Test For = Muscular Endurance (Upper Body)

Procedure:

This is a general description of a press-up test to measure abdominal muscle endurance.

- The athlete lowers the body until the **elbows reach 90° and then extends the arms** to return to the start position
- The athlete continuous this press-up action, with no rest, until they are unable to continue
- The assistant counts and records the **number of correctly completed press-ups**
- Partner counts how many press ups that can be done in 30 seconds



©topendsports.com

Equipment:

- Mat

	Poor	Below Avg	Average	Good	Excellent
Male	< 20	31 - 34	35 - 44	45 - 54	> 54
Female	< 6	6 - 16	17 - 33	34 - 38	> 48

What factors must you consider to increase the Validity and Reliability?

Recording Results

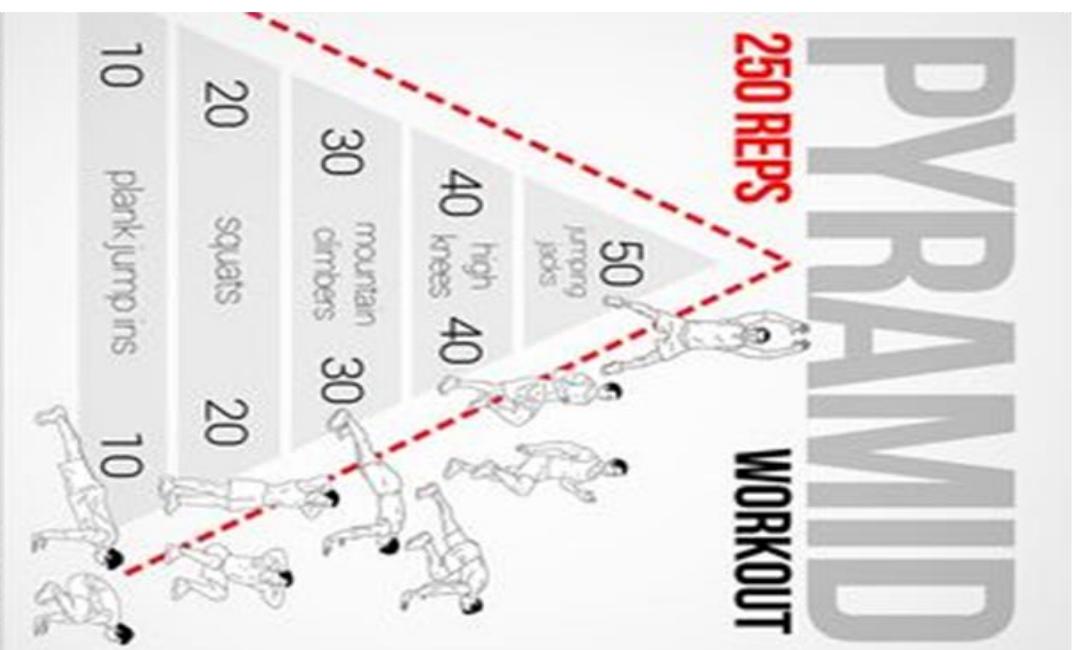
- In Pairs;
- The completion of one complete press up (up and back) counts as one.
- The sit-up must be performed correctly for it to be counted

Result 1	Result 2	Result 3	Compared to normative data

Result 1	Result 2	Result 3	Compared to normative data

Fitness Challenges

PE and sport is really important for our physical health and mental wellbeing. Try these fun fitness challenges at home. Tag us in your tweets with the times!



SPELL YOUR NAME

& DO THE WORKOUT!

- | | |
|--------------------------------|--------------------------------|
| A: 15 PUSHUPS | N: 10 PUSHUPS |
| B: 50 JUMPING JACKS | O: 20 LUNGES |
| C: 20 CRUNCHES | P: 10 TRICEP DIPS |
| D: 10 BURPEES | Q: 20 JUMPING JACKS |
| E: 60-SECOND WALL SIT | R: 60-SECOND PLANK |
| F: 20 ARM CIRCLES | S: 30 BICYCLE CRUNCHES |
| G: 20 SQUATS | T: 60-SECOND WALL SIT |
| H: 30 JUMPING JACKS | U: 40 HIGH KNEES |
| I: 60-SECOND PLANK | V: 30 SQUATS |
| J: 20 MOUNTAIN CLIMBERS | W: 15 TRICEP DIPS |
| K: 40 CRUNCHES | X: 10 MOUNTAIN CLIMBERS |
| L: 12 BURPEES | Y: 12 JUMPING LUNGES |
| M: 15 SQUAT JUMPS | Z: 30 CRUNCHES |

UNO Workout

Yellow: Jumping Jacks

Green: Squats

Red: 30 second Planks

Blue: push ups

Action cards: 10 of your choice



Follow us on Social Media:- @OasisMediaCity



@OAMC_PE



@OAMC_PE



Science Transition activities

Name: _____

Date completed: _____

Hello there!

We are delighted to welcome you to the Science department at Oasis MediaCityUK!

We study a range of topics in Science from years 7 through to year 11, including organ systems and cells, acids and alkalis, electricity and energy, the Solar System, and many more fascinating topics.

Just to give you a head start to what is on offer in science, we will be looking at 2 topics, building on what you may have already learnt in primary school, to build the gap to secondary school.

The topics we will look into are:

- **Animal and plant adaptations**
- **Electricity safety in the home**

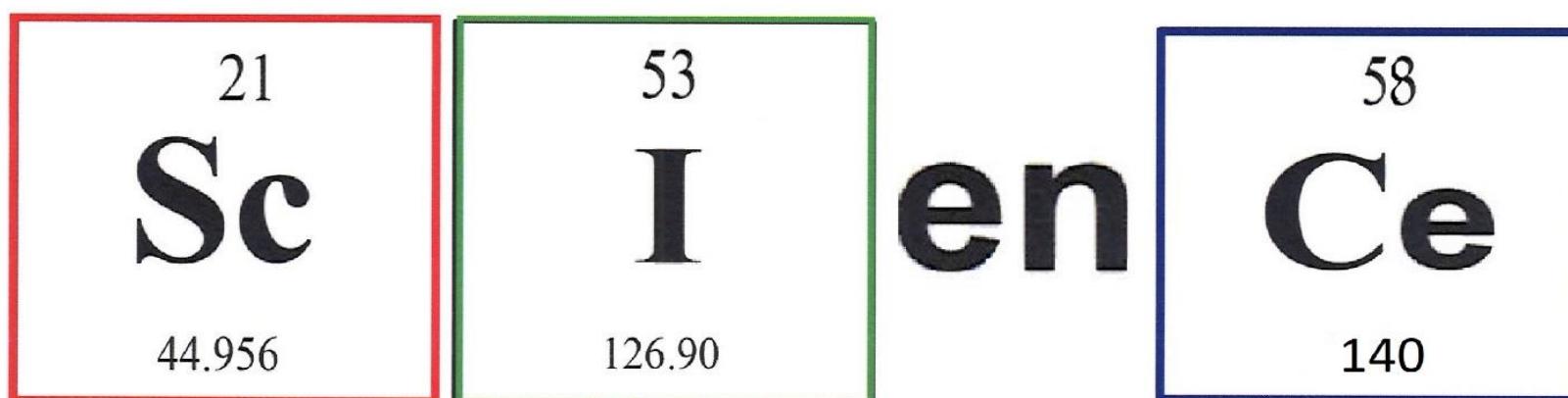
Useful websites to help you with the activities are below:

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<https://www.thenational.academy/online-classroom>

The activities can be completed on word or PowerPoint, or simply on a piece of paper!

Please find the activities below. Good luck and enjoy!



is

FUN

E = MC²

Section 1: Animal and plant adaptations.

One of the topics you will be learning about in Key Stage 3 is animal and plant adaptations, in greater depth to what you may have already covered in primary school.

Living things have special internal and external adaptations that enable them to survive in their habitats, such as large claws to tear into prey.

- 1) Do you know what the term 'adaptations' means? Write the meaning of 'adaptations' below:

- 2) Give the name of 2 species that live in cold environments.

- 3) Give the meaning of the term 'habitat'.

- 4) Give the name of 2 species that can live in urban environments

1) Below are 3 different species, each of which have different adaptations.

Your task is to research the following information for each of the species and write your answers on each page below the picture of the species.

- i. **At least 3 adaptations** for each species e.g. Sharp teeth
- ii. **A brief description** of that adaptation e.g. to tear flesh
- iii. **An explanation** on how that adaptation helps it to survive e.g. so that it can kill its prey, so that it can defend itself from competition.

Remember: this must be your own work and must not be copied from the internet! If you do use an internet site, remember to *change the words* to make it your own and to include the website/s at the end of this document.

a) **Polar bear**



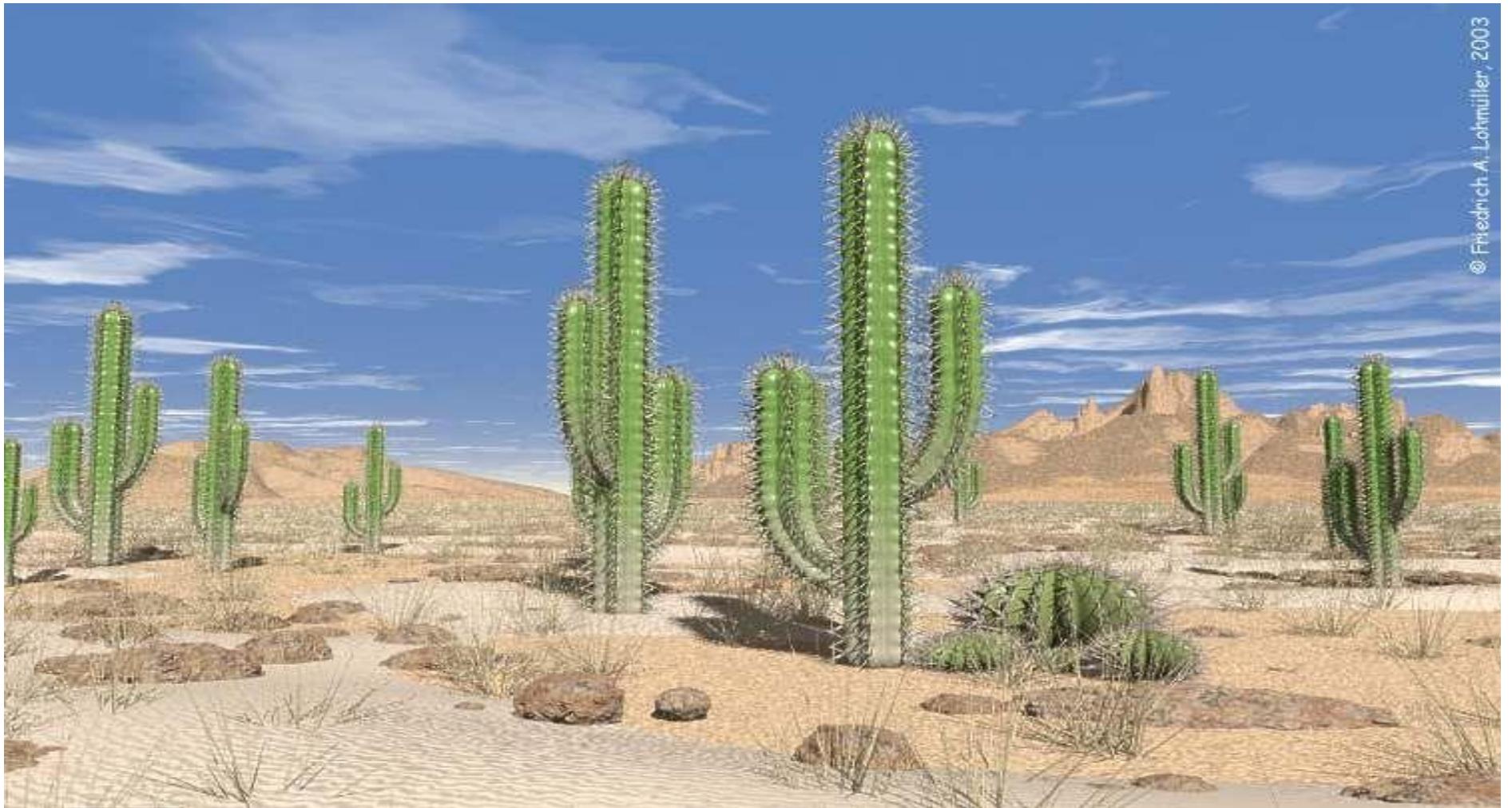
- i. **At least 3 adaptations** for each species e.g. Sharp teeth
- ii. **A brief description** of that adaptation e.g. to tear flesh
- iii. **An explanation** on how that adaptation helps it to survive e.g. so that it can kill its prey, so that it can defend itself from competition.

a) Camel



- i. **At least 3 adaptations** for each species e.g. Sharp teeth
- ii. **A brief description** of that adaptation e.g. to tear flesh
- iii. **An explanation** on how that adaptation helps it to survive e.g. so that it can kill its prey, so that it can defend itself from competition.

a) Cactus



- i. **At least 3 adaptations** for each species e.g. Sharp teeth
- ii. **A brief description** of that adaptation e.g. to tear flesh
- iii. **An explanation** on how that adaptation helps it to survive e.g. so that it can kill its prey, so that it can defend itself from competition.

Section 2: Electricity safety in the home

There are many devices that we can find at home that use electricity. We can plug them into a socket or we can put batteries in them.

It is important that we use electricity and electrical devices in a safe manner to protect ourselves and those around us.

Task:

Design a poster (on paper, Word, Powerpoint) informing others of using electrical devices at home in a safe manner.

Your poster must include the following information:

- 1) 10 electricity safety rules. e.g. never handle plug sockets with wet hands!
- 2) Images of any electrical devices found at home e.g. kettle, laptop.
- 3) Prevention measures: how can we protect ourselves further to prevent hazards
- 4) Reasonable explanations: e.g. water is a good conductor of electricity.

Poster:

Websites I have used to help me:

Art

As you progress through KS3, you'll quickly realise Art and Design is there to teach you about being creative and all about the mind-blowingly impressive work that came before you. You will learn about and practise drawing, painting and sculpture primarily!

Here are some key words which will be used in all of your art lessons.
Top tip to help you remember these: Look, say, cover, write, check

Art – The Basic Elements

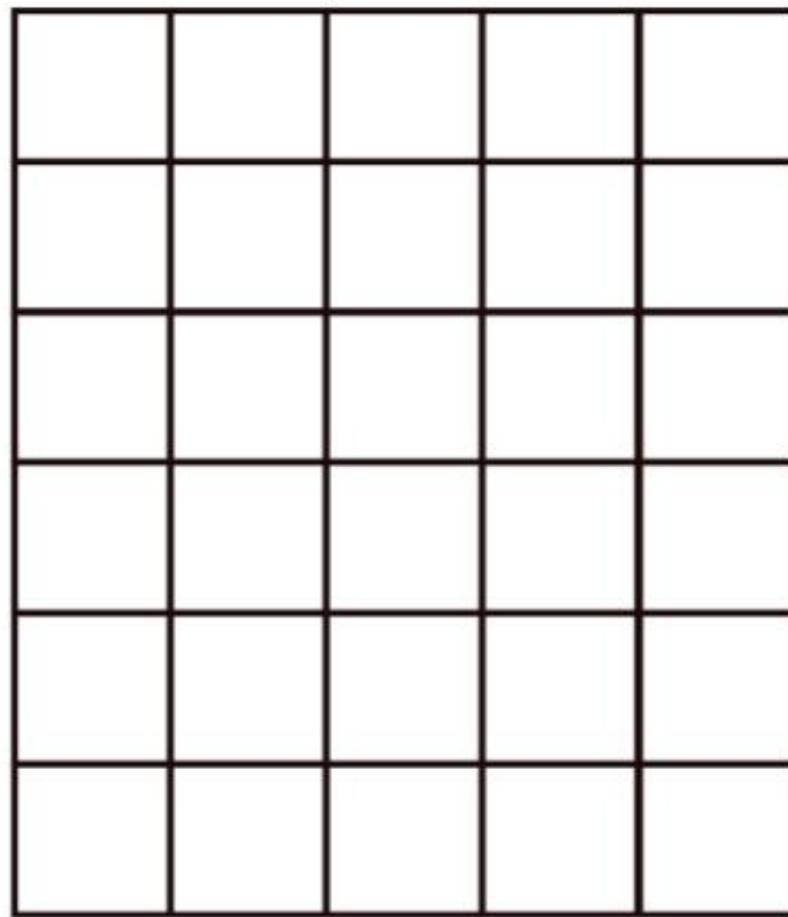
<i>Line</i>	A path created by a moving point, mark or object. It is a dot that takes a walk. Line can be straight, wavy, dotted, dashed thick, thin, zig zag, diagonal, vertical, horizontal, curved, bold, parallel or perpendicular.
<i>Shape</i>	A two-dimensional (2D), flat enclosed area. When a line crosses over itself it creates a shape. A shape can be geometric (triangle, rectangle, circle, etc.), or organic (leaf, feather, etc.).
<i>Colour</i>	Colour is a way that we describe what we can see based on the way it reflects or emits light. Colour adds interest and mood to a work of art. The primary colours are red, yellow, and blue. The secondary colours are created by mixing the primary colours. They are purple, orange and green.
<i>Tone</i>	Tone is the lightness to darkness of an objects. The effect of light and shade in a picture (2D). Tint, shade, shadow, highlight and light source are also key words that are connected with this basic element.
<i>Form</i>	Objects which have three dimensions (3D), or have height, width and depth. You are walk around a form. Examples include cubes, cylinders and spheres.
<i>Pattern</i>	A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is referred to as a motif. Motifs can be simple shapes or complex arrangements. Patterns can be man-made such as on fabrics, or natural, such as the markings on animal fur.
<i>Texture</i>	How something feels or looks like it would feel if you could touch it. There are two kinds of texture: implied (when an artist paints or draws a texture) and actual (how something actually feels in life).

Drawing Challenge

Using the grid method, draw the image in the box opposite to get a more accurate image. Draw what you can see in each square as lightly as possible, then add a wide range of tonal shading.



Artist: Karl Blossfeldt



Geography Transition Task Country Factfile

Finding out about the world around us is an amazing thing to do and having knowledge about other countries is really important in Geography lessons and also to help us become global citizens. So your task is to create a fun factfile of any country that you don't know a lot about!

Be creative and design your own layout, or use the one included. The more information, maps, photos, images, drawings and colour the better! You can complete this on computer or by drawing and writing on paper, either way is absolutely fine. If you are finding it hard to research using the internet, you could choose a country you know a little bit about already and see if anyone at home can help you to find out more.

Checklist of things you could include:

- ✓ Name of the country?
- ✓ Which continent is it on?
 - ✓ Capital city?
- ✓ Map of the country and where it is in the world
 - ✓ What is the population (number of people)?
- ✓ What currency do they use (money) and is it a wealthy country?
 - ✓ What does the flag look like?
 - ✓ What are the main religions?
 - ✓ What are the main traditions?
 - ✓ What are the main languages?
 - ✓ Does it border any other country?
- ✓ Which seas or ocean are along it's coastline (if any!)
- ✓ What natural features does the country have eg. Volcanoes, mountains, rivers etc?
 - ✓ What is it's climate like?
- ✓ What are the main cities? What are they like?
- ✓ Do they have any famous landmarks or buildings?
 - ✓ What is the brief history of the country?
 - ✓ What is the main sport in this country?
- ✓ Are there any famous people from this country?
- ✓ What kind of music comes from this country?
 - ✓ What interesting facts can you find out?
 - ✓ Is there a national animal and plant?
 - ✓ Any other interesting information!

Happy virtual travels!

In History we study the past and one of the first things you will do in Year 8 is to look at your personal History. This activity is designed for you to start to think about what makes you unique and to look at your history

Use the template to design your coat of arms. Draw pictures for each of the four sections of your coat of arms. You should make your coat of arms as imaginative, colourful and attractive as possible but remember you must not use any words!

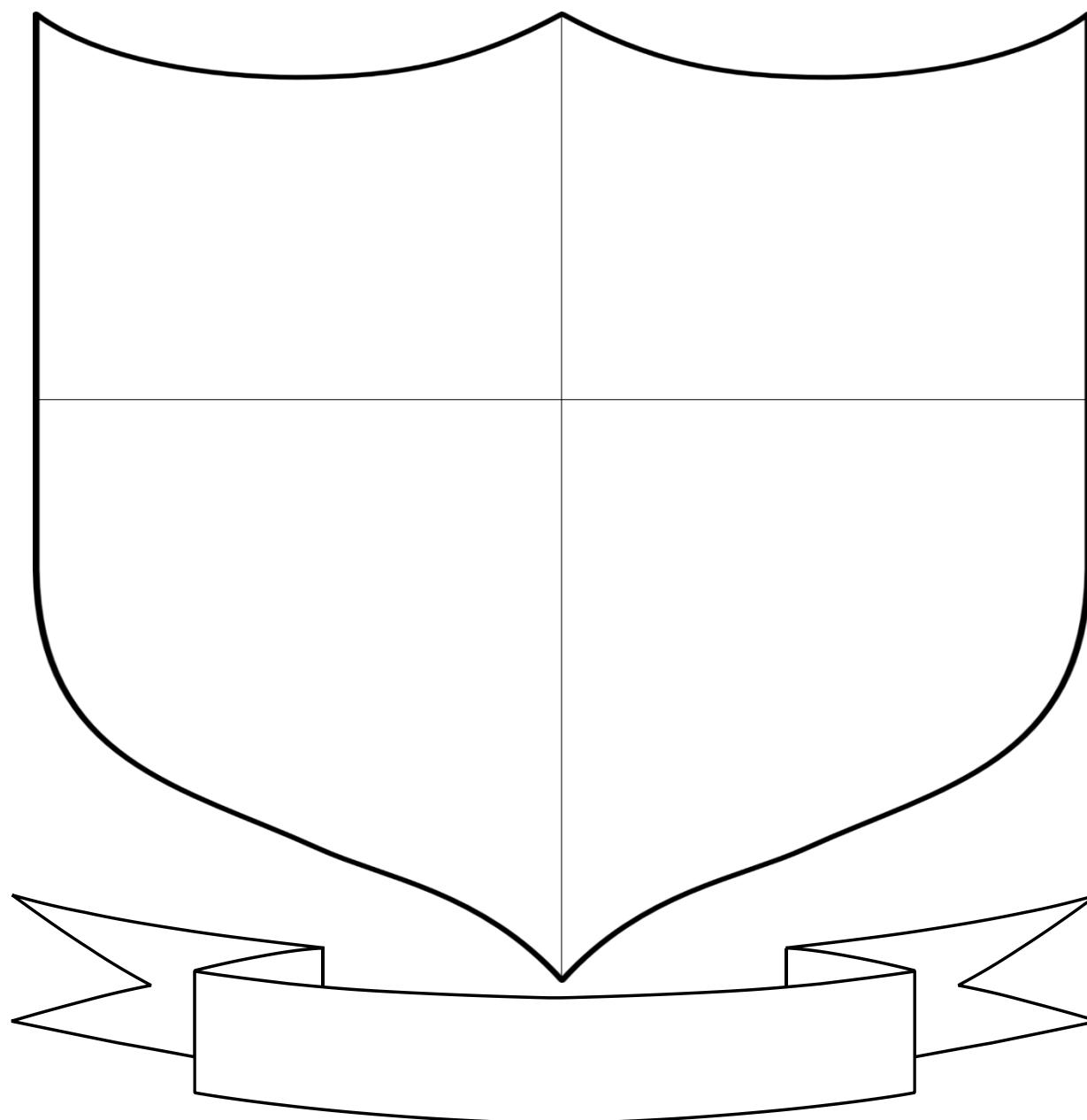
In each of the four sections draw something to represent your personal history. You can choose from the list below, or come up with your own ideas.

your **family origin**: something to signify the county or country which you identify.

your **family name**: something to represent either your first or last name.

your **local origin**: something which you associate with where you live now (e.g. school, local area, home).

your **interests**: something that represents you as an individual (e.g. hobby, pet, sport, favourite team).



Home Economics

Room 4

Things you will learn:

- Healthy Eating
- Independent Living
- Family Life

Give this a go



Fairy Cakes

Ingredients:

- 100g Self Raising Flour
- 100g Caster Sugar
- 100g Butter or Margarine
- 2 Eggs

For the icing

- 250g icing sugar
- 3 tbsp fresh lemon juice or water
- few drops food colouring, optional



What Counts As My 5 A Day ?



BE HEALTHY...



BE HAPPY!

Method:

1. Pre-heat the oven to Gas 5 or 190°C.
2. Sift the self raising flour into a bowl.
3. Into the same bowl as the self raising flour, add the caster sugar, butter and eggs.
4. Add any additional ingredients.
5. Use the electric whisk to whisk the mixture until light and creamy.
6. Divide the mixture carefully between the paper cases using the two metal spoons to help you.
8. Place in oven and bake for 15 minutes until well risen and golden brown.



Checkout the [St Mary's Facebook page](#) for more cooking demo's