

Hinchingbrooke School



Hard Work High Standards Kindness



CROMWELL



MONTAGU



PEPYS



VESEY



WYLTON

Hinchingbrooke School Transition Project

Summer 2023



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On behalf of the Year 7 team, welcome to Hinchbrook School! We hope you will enjoy your time here and that you are ready to take advantage of all that our school has to offer. The more you put into life at Hinchbrook, the more you will get back from it. We want you to feel ready and prepared for secondary school life and as part of this, we would like you to complete a few tasks between now and September.

These tasks will help you to prepare for some of your new lessons and introduce you to some of the topics you will be studying. Your teachers would like you to complete all the tasks in this booklet to the best of your ability. Then, we would like you to choose the 3 pieces of work you are most proud of and bring these to school with you in September. So please complete all work and keep it safe until September. You can produce work by hand or do it on a computer and print it out. If you have any questions about the tasks, you can email transition@hbk.acemat.uk You will also meet some teachers on our Taster Days so could ask questions then too.

To help us to get to know you better, we would also like you to complete a couple more tasks over the summer holidays, which you will need to bring with you on your first day in September:

“All About Me” capsule

On your first day in September bring a shoebox or equivalent with your name and form group written clearly on it. Inside place a few things that tell people about you. You could also decorate the box if you wish.

Please make sure you do not place anything valuable in the box or anything that you do not wish to risk being lost or damaged.

We will be using these boxes as part of a form time activity and House Recognition Points will be awarded for the best boxes.

“Best of Me” folder

Compile a folder or set of sheets with an example of your best work including a creative subject. This can be work produced for these get Ahead tasks or may be something you produced in Year 6. During your first lessons in each of your new subjects your teacher will ask you to stick this work in your exercise book or portfolio. Your teacher can then look at this work to give them an idea of what you are capable of.

English

These tasks will help to prepare you for your Year 7 English by focusing on reading and writing skills you will use in lessons

Summer Reading Challenge

Read at least 3 books from the following:

A book you own but haven't read

A book that was made into a movie

A book you pick solely for the cover

A book your friend loves

A book with a colour in the title

A book you loved...read it again

A book based on a true story

A book with a Lion, Witch or Wardrobe

A book by an author you have read before

A book published this year

A book of poems

A book that is more than 10 years old

A book "everyone" but you have read

A Diary

A book with a cat on the cover

A book your parents read when they were your age

A book that is first in a series

A book that takes place in another country

A book with someone's name in the title

A book that you think looks boring

Book Review

You might like to use the book review template below or design your own to tell us what you thought of the books you read over the summer. In September, we would love to produce a display of your amazing reviews, so be creative!

Book review by:

Title:

Author

Would you/would you not
recommend the book? Why?

Rating:



What's the book about?

Who would this book be
suitable for? Age/interests?

Book Illustration

Writing

Complete at least one of the following tasks:

Write a **review** of one of the books you have read for the Reading Challenge

Keep a **diary** for a week

Creative writing: Write either:


An **acrostic poem** OR

A **short story** (no more than 1 side of A4)

Your poem or story should be titled either **“Leaving”** or **“New Beginnings”**

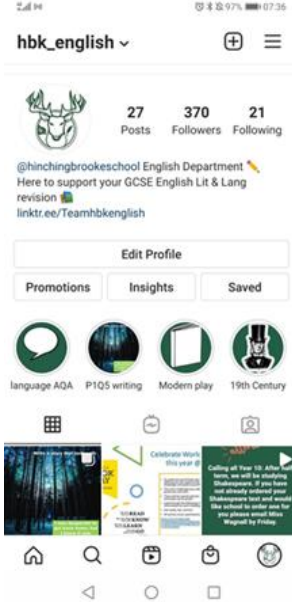
You have been asked to bring completed work from this booklet to Hinchingsbrooke with you in September – but if you complete one of the English pieces of writing you could ask an adult at home to post it on Twitter and/or Instagram and tag us @hbk_english

We can't wait to read your creative writing!



HBKEnglish @HBK_English
Hinchingsbrooke English Department!
England, United Kingdom
linktr.ee/Teamhbkenglish
Joined March 2017
27 Following 441 Followers

Pinned Tweet
HBKEnglish @HBK_Eng... · 07 Oct 20
If you are self-isolating or absent for a period of time from @HBK_School please see the @OakNational links to support your learning in English at KS4: drive.google.com/file/d/118RIG5... Use the RAG rating columns to help you keep track of the videos you have watched!



hbk_english
27 Posts 370 Followers 21 Following
@hinchingsbrookeschool English Department
Here to support your GCSE English Lit & Lang revision
linktr.ee/Teamhbkenglish

Grid Content:
language AQA P1Q5 writing Modern play 19th Century
Celebrating Work this year!
Calling all Year 10: After half term, we will be studying Shakespeare. If you have not already watched your Shakespeare test and would like to watch it again, please email Mrs Morgan for a link.

What will I study in Year 7 English?

	Term 1	Term 2		Term 3	
Year 7	The Big Read Greek Myths: The Odyssey Writing: Baseline Assessment: Constructing a mythological narrative The Odyssey: Reading Assessment: Reading: how does Homer present the journey?  	Shakespearean Comedy (A Midsummer Night's Dream or Much Ado About Nothing) Assessment: Speaking and Listening: Answering Back: Female reactions to patriarchy 	The Romantics Assessment – Writing task: Creating a poem in the sublime tradition; Writing your own Songs of Innocence and Experience 	Gothic literature: Frankenstein by Mary Shelley Assessment: Reading How does Shelley create sympathy for a monster? 	Sherlock Holmes; the birth of detective fiction Assessment – Writing: a short crime story 

Food & Nutrition

When you join Hinchingsbrook School in Year 7, you will be cooking in school every other week. Here is a recipe you may like to try over the Summer Holiday. Please also practice washing up, as we do not have dishwashers in class. Please bring in a picture of your scones to your first Food and Nutrition lesson. It can be a paper copy or a picture on your phone to show your teacher.

Savoury or Sweet Scones

Ingredients:

200g Self Raising Flour
50g Block Margarine or Butter
100ml Milk

1 filling from the following list:

50g Cheese
40g cheese and ½ onion
2 rashers of **cooked** bacon
2 slices of ham
50g caster sugar for sweet scones

Equipment:

Mixing bowl
Palette knife
Measuring jug
Baking tray
Flour dredger
Medium cutter
Weighing scales
Cooling rack

Method:

Please remember to use oven gloves when putting the baking tray in the oven

1. Preheat the oven to 220°C
2. Place the flour in a mixing bowl, cut the margarine or butter into cubes and rub into the flour
3. Add the flavouring e.g. the grated cheese or the caster sugar
4. Slowly add enough milk to form a soft dough (use a palette knife)
5. Bring together on a floured surface and using the heel of your hand lightly flatten the dough to about 2.5cm thickness
6. Using a small or medium size cutter cut into rounds. Gather together any left-over dough and repeat process
7. Place the scones on a greased baking sheet, brush the tops with a little beaten egg and milk (egg wash) and bake in the oven for 10 minutes or until golden on top
8. Remove from the baking sheet and place the scones on a cooling rack to cool



History

What is History? What stories should we remember?

Task One:

History is the study of the past. In History, we will sometimes use words that many of you may not have heard in other subjects. Your first “Get Ahead” Task is to find the answer to these questions:

1. How many years is a decade?
2. How many years is a century?
3. How many years is a millennium?
4. What does A.D. stand for? (As in 2000 A.D.)
5. What does B.C. (As in 500 B.C.)
6. What does the word Parliament mean?
7. What does the word Government mean?
8. What does the word Democracy mean?
9. What does the word Monarchy mean?
10. What does the word Peasant mean?

Task Two:

There are so many stories that we could teach you in History. They are so many stories that matter to us all today. As your main “Get Ahead” task for History, we would like you to tell us about a story/event you are excited about. A story or event that you think matters! This story could be about something that happened in Britain or from somewhere else in the world. It could be something that happened 50 years ago, or 500 years ago.

On one piece of A4 Paper, create a poster to tell us all about the event you have chosen:

- What happened?
- When did it happen?
- Why does it matter?
- Did it cause any changes?
- Why should we all know about it?







Your poster can be done on a computer or by hand. It can have drawings and words to help you explain why the event matters. You will submit these posters to your History teacher in your first week at HBK. Every student who submits a poster will earn a Recognition point, and the best posters will earn extra prizes.

Stuck for ideas? Try looking here:

<https://www.bbc.co.uk/bitesize/subjects/zk26n39>

<http://www.primaryhomeworkhelp.co.uk/timeline.html>

What will I study in Year 7 History?

Year 7	Term 1 <i>Age of Kingship</i>		Term 2 <i>Age of Revolution</i>		Term 3 <i>Age of Progress</i>	
	Norman Conquest 	Medieval Kings 	The Tudors 	Civil War & Revolutions 	Eighteenth Century 	Industrial Revolution 

If you would like to find out more about History at Hinchingsbrooke, please use the link below to access our department website.

<http://www.hinchingsbrookeschool.co.uk/history/year7and8%20history.htm>

And follow us on YouTube:

<https://www.youtube.com/c/HBKHistory>

Geography

These tasks will help to prepare you for your Year 7 Geography lessons by focusing on knowledge and skills you will use in lessons.

Task: Mapping the location of volcanoes.

You should complete this task on one piece of A4 plain paper. You could complete this work on the computer, but it is not essential! To see an example of this work, use the link at the bottom of this page.







1. Add a title to your work: Mapping the location of volcanoes
2. Add a world map to your work
3. Find out where the following volcanoes are located and put a dot to show their location on your world map: Mount St Helens, Mount Vesuvius, Mount Etna, Mount Pinatubo, Eyjafjallajökull, Nevado del Ruiz, Soufrière Hills, Popocatépetl, Cotopaxi and Mount Nyiragongo
4. Around the edge of your map, add a 'fact file' box for each volcano. Each box should include;
 - The **name** of the volcano
 - Which **continent** it is in
 - Which **country** it is in
 - The last time it **erupted**
5. Add an arrow to connect the dot on the map to the volcano's fact file box

Taking it further...

For an extra level of challenge, you **could** complete research about the Yellowstone super volcano and answer the questions below.

1. Where is the Yellowstone super volcano located?
2. How does a super volcano look different to a normal volcano?
3. How often do super volcanoes (e.g. Yellowstone super volcano) erupt?
4. What would be the likely effects if a super volcano erupted?

What will I study in Year 7 Geography?

Year 7	Term 1		Term 2		Term 3	
	Development	Tectonic hazards	Energy and Sustainability	Geopolitics	Ecosystems	Coasts
						

If you need any help with this work or would like to find out more about Geography at Hinchingsbrooke, please use the link below to access our department website. There is a specific page for Year 6 Transition Work.

<http://www.hinchingsbrookeschool.co.uk/geography/geography.html>

Science



If you wanted to build a Lego house, you would use lots of different pieces: roof tiles, doors, window, and plain bricks. When you put them together you can make something amazing!

Living animals and plants are just like Lego houses; they are made of lots of smaller pieces which, when put together, make something amazing. But what are living things made of?

They are made of cells!



These are human cheek cells – you will get to see these under the microscope when you come to Hinchbrook in Year 7



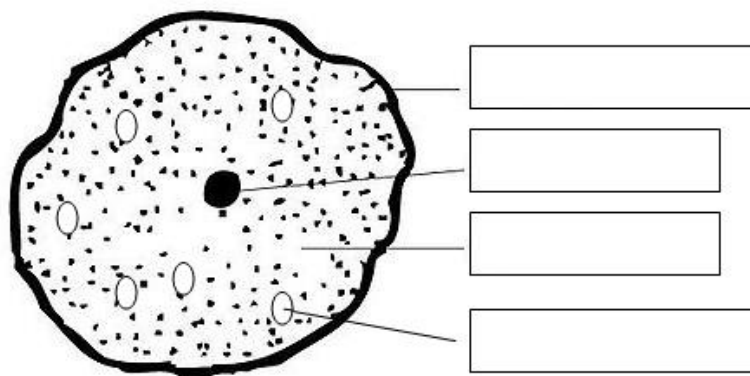
Find out more about animal cells

You are made of cells, so you are going to find out why they are so important. Below are three tasks: bronze, silver, and gold. Everyone needs to do the bronze task. You can then choose to move onto silver, or to complete all three tasks. If you complete the gold task, take a picture of your work, and e-mail it to me: eco@hinchbk.cambs.sch.uk. The best will win a small prize when you start in Year 7.

Bronze task:

Label the diagram of the animal cell.

Animal cell



Nucleus

cell membrane

cytoplasm

mitochondria

Silver task:

Research what each of these four things do. Be careful not to make your answer too complicated; use KS2 or KS3 websites.

Part of the cell	What it does
Nucleus	
Cell membrane	
Cytoplasm	
Mitochondria	

Gold task:

Make a 3-D model of an animal cell and label the four parts you have investigated above.

Maths

We know how hard you have worked in KS2 with numeracy. We want to make sure you come to us in year 7 having remember everything you have learnt! So firstly visit 2 websites to practice your numeracy skills by playing games.

Some suggestions would be:

<https://mathsframe.co.uk/en/resources/resource/37>

<https://mathsframe.co.uk/en/resources/resource/328/Simplify-Fractions>

<https://mathsframe.co.uk/en/resources/resource/225/ratio-and-scaling-numbers-word-problems>

The following tasks have been chosen to help you develop your problem-solving skills and resilience. We want our students at Hinchbrook to not only be able to 'do the maths' but to start building on deeper thinking responses by learning to explain the reasoning behind their thinking. In other words, it can be easy to get the right answer, but can you explain why and continue to experiment and form systems and patterns within your working?

Task 1:

I have fifteen cards numbers 1 – 15. I put down seven of them in a row



The numbers in the first two cards add to 15

The numbers on the second and third cards add to 20

The numbers on the third and fourth cards add to 23

The numbers on the fourth and fifth cards add to 16

The numbers on the fifth and sixth cards add to 18

The numbers on the sixth and seventh cards add to 21

What are my cards?

Can you find any other solutions?

How do you know you have found all the different solutions?

Task 2:

An interactive version of this task can be found at: <https://nrich.maths.org/32>



Aunt Jane has been to a jumble sale and brought a whole lot of cups and saucers – she is having many visitors these days and felt that she needed some more. You are staying with her and when she arrives home you help her to unpack the cups and saucers.

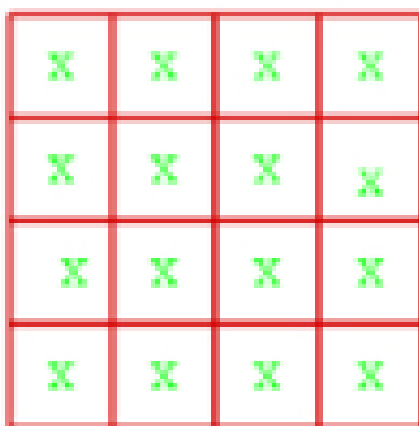
There are four sets: a set of white, a set of red, a set of blue and a set of green. In each set there are four cups and four saucers. So, there are sixteen cups and sixteen saucers altogether.

Just for the fun of it, you decide to mix them around a bit so that there are sixteen different looking cup/saucer combinations laid out on the table in a very long line.

So, for example:

- a) There is a red cup on a green saucer but not another the same, although there is a green cup on a red saucer
- b) There is a red cup on a red saucer but that is the only one like it

There are sixteen different cup/saucer combinations on the table, and you think about arranging them in a big square. Because there are sixteen, you realise that there are going to be four rows with four in each row (or if you like, four rows and four columns).



So here is the challenge to start off this investigation...

Place these sixteen different combinations of cup/saucer in this four-by-four arrangement with the following rules:

- 1) In any row there must only be one cup of each colour
- 2) In any row there must only be one saucer of each colour
- 3) In any column there must only be one cup of each colour
- 4) In any column there must be only one saucer of each colour.

Remember that these sixteen cup/saucer s are all different so, for example you CANNOT have a red cup on a green saucer somewhere and another red cup on a green saucer somewhere else.

There are a lot of different ways of approaching this challenge.

When you think you have completed it, check it through very carefully. It is even a good idea to get a friend who has seen the rules to check it also.

What will I study in Year 7 Maths?

Year 7	Term 1		Term 2		Term 3	
	Algebra introduction Numeracy intervention as needed	Powers and roots and index laws	Geometry: lines and angles	More numberwork especially fractions	Statistics	Probability

Design Technology

This project will help to prepare you for your Year 7 Design Technology lessons by focusing on designers, drawing, experimenting, and making.

And it is meant to be fun too 😊

As designers and makers, we always look at the work of previous designers to help us come up with ideas and to learn about different styles, shapes, and colours.

Your challenge is to make or design a room in the style of a particular designer/ design movement.

Please be as adventurous and creative as you can be.

Task 1:

Choose one of these designer's work/ design movements to inspire you.

1. Phillipe Stark



2. Memphis



3. Bauhaus – Walter Gropius



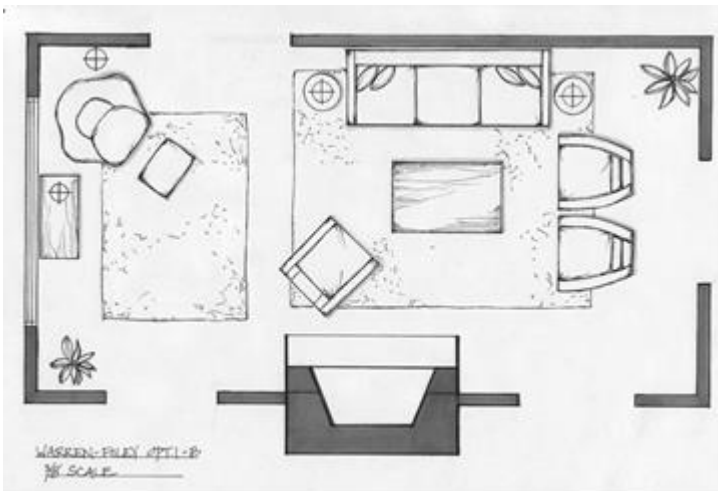
4. Zaha Hadid



**Find some of your own images and information about your chosen designer.
Present these however you like.**

Task 2:

- Sketch out some designs/ ideas for your 'designer' room.
- Find some old magazine images, wallpaper or paper samples, fabric swatches to add to them perhaps.
- The sketches can be in pen, pencil, anything you have at home.



Task 3/ Extension Task:

Find a cardboard box that you can turn into a room design inspired by your designer.

A shoe box is ideal, but any cardboard box will work 😊



Use coloured paper, paint, cardboard, other found materials (plastic pots/ fabric/ recycling) to create you 'designer' room.

Here's some examples of rooms in a box of different styles and designers.



Modern Foreign Languages

Get Ahead in Modern Foreign Languages

These tasks will help to prepare you for your Year 7 French or Spanish lessons by getting you to think about languages and how important they are.



Listen to a song in the language you have studied at primary school.

Name of song:

My Opinion:

Find out which language would be most helpful for your dream job.

Dream Job:

Language:

Find out which different languages are spoken by your friends, family, and classmates.

Language	Spoken by

France and Spain are famous for their food. Find out about typical dishes you would try if you went there. Which would you most like to try and why?

I would like to try:

Because:

It contains:



Learn how to write a phrase in a language that has a different script/alphabet.

Phrase:

It means:

Language:



Learn the Happy Birthday Song in French and Spanish.

List ten countries where French is spoken and ten countries where Spanish is spoken.
Which ones would you like to visit and why?

10 Spanish speaking countries	10 French speaking countries



I would like to visit:
Because:

Find out the nationalities of three players in your favourite sports team.



Team Name:			
Players Name:		Nationality:	
Players Name:		Nationality:	
Players Name:		Nationality:	

Teach an adult a phrase in Spanish and French.

French phrase:

Spanish phrase:













Print out or draw a blank map of France and Spain and label them with cities, regions, mountains, rivers, seas, forests, and landmarks. Bring them to your first French or Spanish lesson in September.

Find out how to say the following in French or Spanish:

	French	Spanish
Excuse me		
Could you repeat that?		
Thank you		
Please		

What will I study in Year 7 French and Spanish?

Topics

	Term 1		Term 2		Term 3	
French	The Basics! 	C'est Perso! Talking about myself and others 	Mon Collège Talking about school 	Mes passetemps Talking about free time 	Ma zone Talking about where I live 	3...2...1.. Partez! Talking about holidays 
	The Basics! 	Mi vida Talking about myself and others 	Mi tiempo libre Talking about free time 	Mi insti Talking about school 	Mi familia y mis amigos Talking about family and friends 	Mi ciudad Talking about where I live 

Skills

LISTENING	You will listen to different forms of spoken language (conversations, interviews, surveys, reports, songs...), find out information and respond
SPEAKING	You will learn how to start and develop conversations, give ideas and opinions, and speak confidently with clear pronunciation
READING	You will read different forms of written language, including literary texts (stories, songs, poems and letters), find out information and respond
WRITING	You will learn how to write words, sentences and paragraphs accurately, and express your ideas and opinions in writing
TRANSLATION	You will learn how to translate texts both into English and into French or Spanish
GRAMMAR	You will learn how to identify and use different tenses (past, present and future), as well as other grammatical structures and patterns

If you would like any more information, please contact Mrs Roberts, Head of MFL:

amr@hinchbk.cambs.sch.uk

Religion, Philosophy and Ethics

Hello all! Below you will find a game which you can make and play. The instructions are on this page. This activity will help broaden your knowledge of the six major world religions which we will study in more depth in Year 7.

You will need:

A pen and some coloured pencils, access to the Internet to do some research, a dice (if you don't have one, google 'online dice'), paper to record some of your longer answers on the board and if possible, a printer as this will work better if printed out.

How to play:

Your job is to complete the Monopoly board below by researching the six major world religions as you play. You will need to use a variety of sites on the Internet to find your information. The following is a good starting point: <https://www.bbc.co.uk/religion/religions/>

It gives links to additional websites on each religions page.

Start on the square that says 'go' – you earn £50. Roll the dice. When you land on a square, complete the information in it. Once completed, you earn the amount of money it is worth. Keep a note as you play. The different coloured squares are worth different amounts – see them opposite. When you have finished, add up your total score. Play several times until all squares on the board are complete. Which round of play earned you the highest score?

	£10
	£20
	£30
	£40
	£60
	£100

Extension Tasks:

Enjoyed this? Find out more!

- Watch this clip and draw a floor plan for a mosque labelling and describing what happens in each part <https://www.truetube.co.uk/film/holy-cribs-mosque>
- Watch this episode of Sacred Wonders and create a travel guide about one of the places of worship in the programme <https://www.bbc.co.uk/iplayer/episode/m0007fhj/sacred-wonders-series-1-episode-1>
- Got further questions that you would like to ask about anything you have researched? Email a believer from that religion! <http://pof.reonline.org.uk/>

Draw the symbol of Islam	Who is St Paul in Christianity?	Describe a Hindu festival	List 3 similarities between Judaism and Christianity	Name 5 Buddhist countries	Draw the 5 K's in Sikhism
Draw the founder of Sikhism	<div> <div>RPE MONOPOLY</div> <div>Primary school:</div> <div>Name: _____</div> <div>The religions I have studied in primary school are: _____</div> </div>				What language is the Qu'ran written in?
Summarise the story of the Four Sights in Buddhism					Describe a story from Jesus' life
The Founder of Judaism					The place of worship in Hinduism
Draw the largest Hindu temple in the UK					Draw some traditional Jewish dress
Country with the most Christians					Who is the Dalai Lama?
Number of followers of Islam					Draw the Golden Temple in Amritsar
Draw the symbol of Sikhism					Name the 5 pillars of Islam
Buddha's Birthplace					Name 3 things you do that originated from Christianity
Collect £50	What happened on the Night of Power in Islam?	What is the langar?	Describe 3 things a Buddhist monk does	How many Jews died in the Holocaust?	Draw the sacred animal to Hindus

What will I be studying in RPE in Year 7?

Term 1		Term 2		Term 3	
What is religion?	What is a worldview?	Jesus' Life and Teachings	Islam	Non-religious Worldviews	Religion and Equality

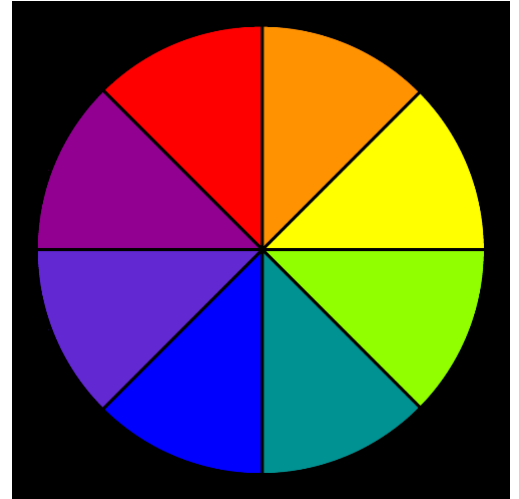
Art

Formal Element: Colour

The Formal Elements are the parts used to make a piece of artwork. The colour of something is the appearance that it has as a result of the way in which it reflects light.

There are different categories of colour, these are Primary colours, secondary colours, and tertiary colours.

Within art we can also sort out colours into groups that work well together, we call this colour theory, an example of this is complementary colours.



Can you give the definition of a primary colour?

Can you name the three primary colours?

1

2

3

Can you give the definition of a secondary colour?

Can you name three secondary colours?

1

2

3

Colour theory is both the science and art of using **colour**. It explains how humans perceive **colour**; and the visual effects of how **colours** mix, match or contrast with each other.

Can you give the definition of complementary colours?

Give an example of two complementary colours:

Can you give the definition of a harmonious colour?

Give an example of three harmonious colours:

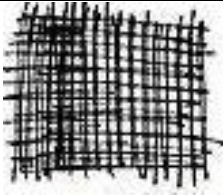



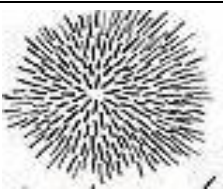
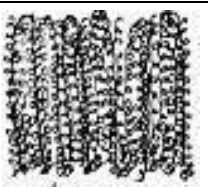
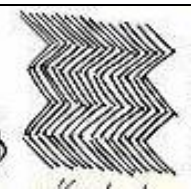

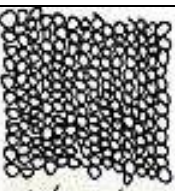

Formal Element: Line

The formal elements Line, is the path left by a moving point e.g. a pencil or a paint brush. It came make many different forms e.g. curved, straight, horizontal, thick, thin.

Extension Task:

Can you think of any of your own type of line? How many different types of line can you come up with?

Can you have ago at creating a range of different lines?

			
Cross Hatching		Broken Cross Hatching	
			
Horizontal Lines		Loose Waves	
			
Danielion Effect		Looping Lines	
			
Alternating Lines		Varying Widths	
			
Circles in Lines		Swirls	

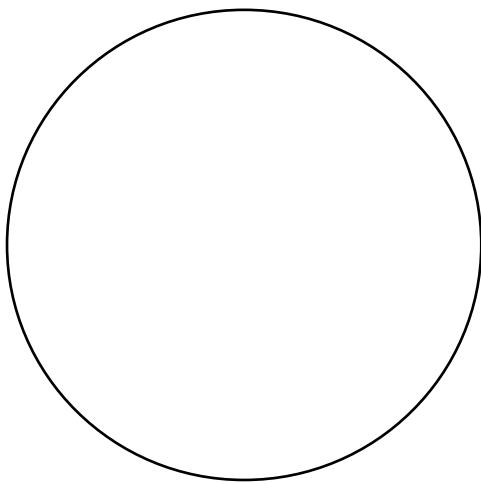
Can you tell write down the different between a tone, a shade, and a tint?

Tone refers to the lightness or darkness of an object. This could be a shade or how dark or light a colour appears.

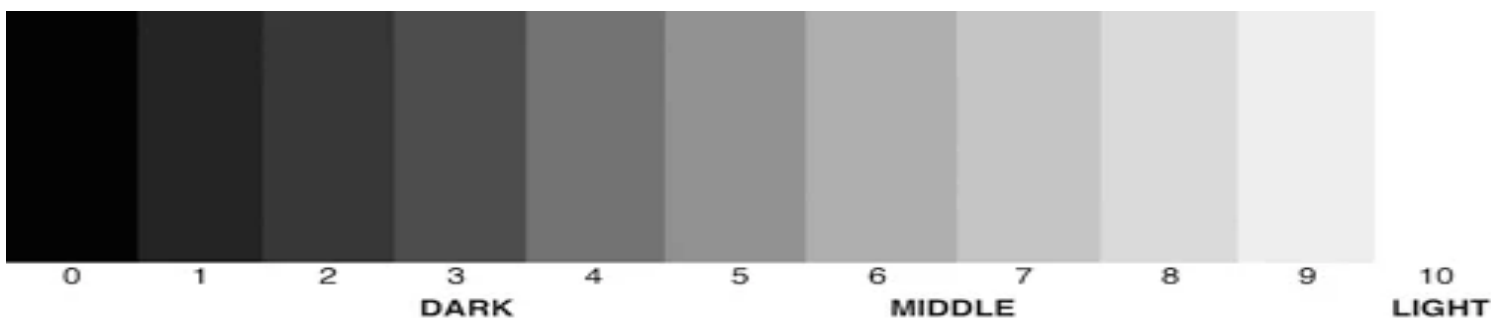
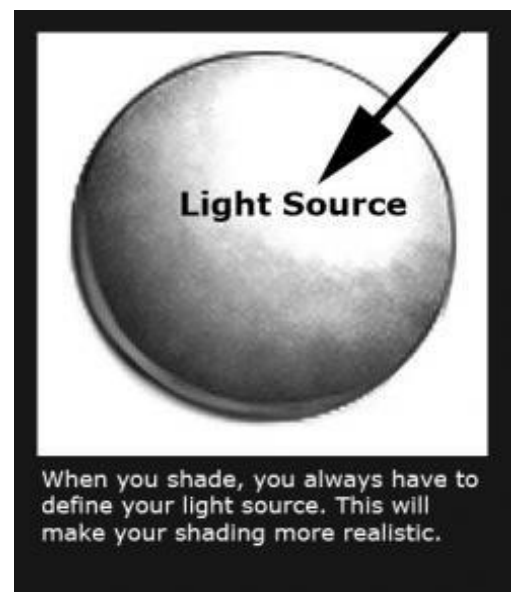
Tones are created by the way light falls on a 3D object. The parts of the object on which the light is strongest are called **highlights** and the darker areas are called **shadows**. There will be a range of **tones** in between the highlights and shadows.

Pattern is a design that is created by repeating lines, shapes, tones, or colours.

The design used to create a pattern is often referred to as a **motif**. Motifs can be simple shapes or complex arrangements.



Can you add a range of tone to this circle to make it 3D? Like the example on the right?

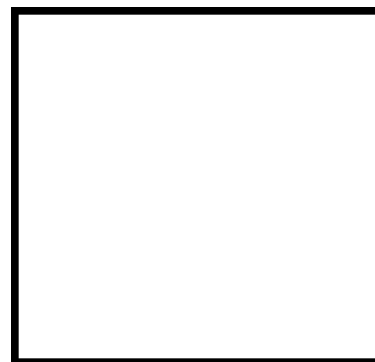
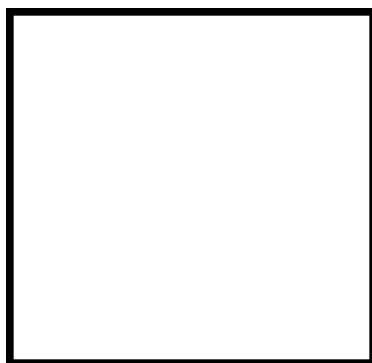
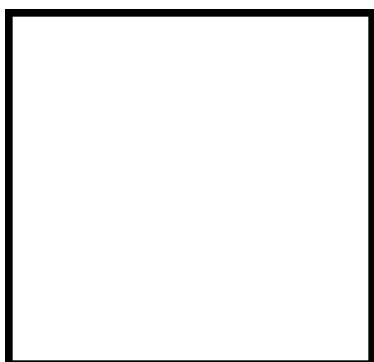
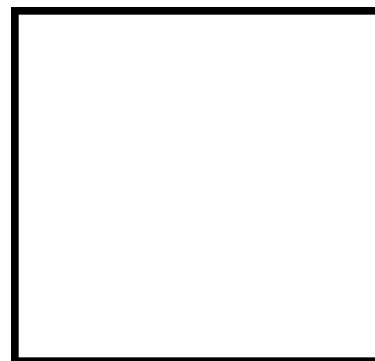
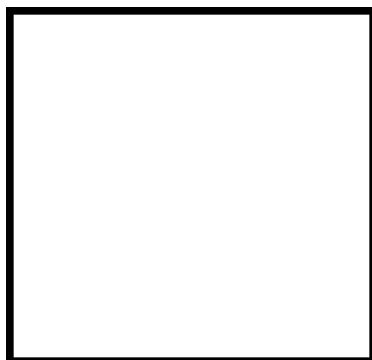
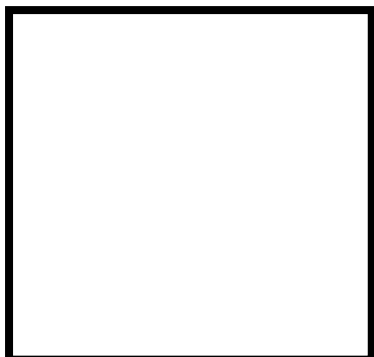


This is a Tonal scale; can you recreate this tonal scale using a pencil in the box below?

In the boxes below use different types of lines and simple shapes to draw different creative patterns. Use your knowledge of colour, line, and tone to create these patterns.

Fill the whole box.

Challenge yourself, can you create a pattern within your pattern.



Extension Task: Can you find out how to create a tessellating pattern? What makes them different to a regular pattern?

Can you create a tessellating pattern based around objects in nature?

Computer Science

Task 1

The computers we use today are based on the mathematical model created by Alan Turing. He had an interesting life, try, and find out the information below:

1. What was Alan Turing most famous for?
2. What was the mathematical model he created called?
3. What was the test he created and what is it used for?

Have a go at cracking your own codes:

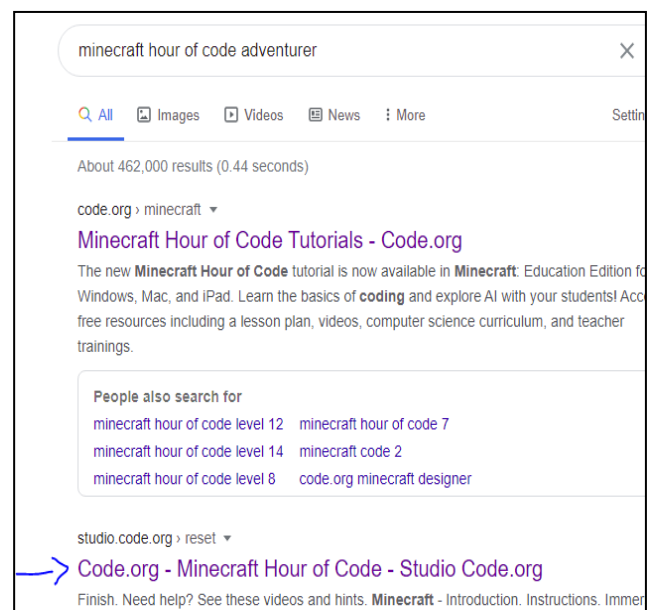
<https://kids.nationalgeographic.com/games/action-adventure/article/crack-the-code-1>



Task 2

Attempt the Minecraft Adventurer Hour of Code challenge:

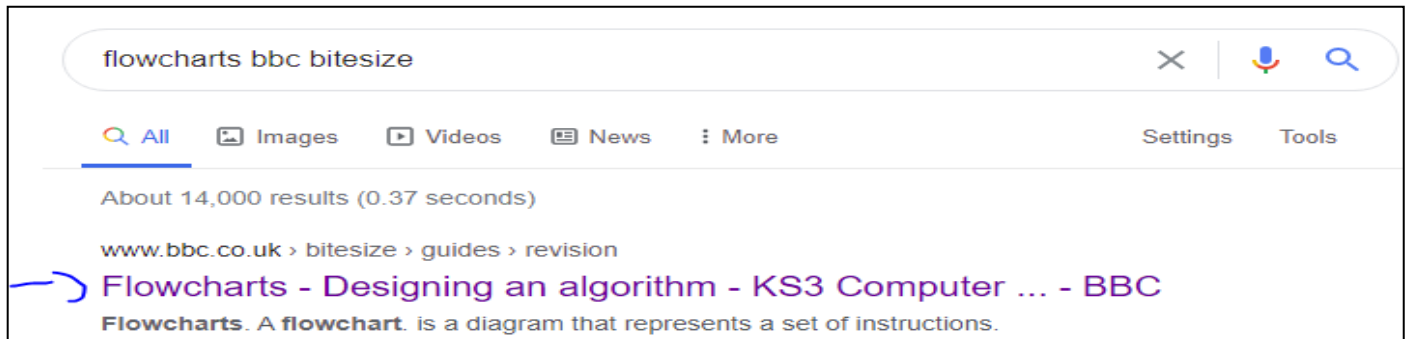
<https://studio.code.org/s/mc/stage/1/puzzle/1>



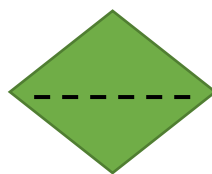
Task 3

Flowcharts allow us to plan out our code and are really important for a lot of businesses:

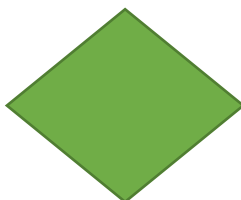
<https://www.bbc.co.uk/bitesize/guides/z3bq7ty/revision/3>



1. Correctly label the following symbols:



2. Match the symbols to their definition:

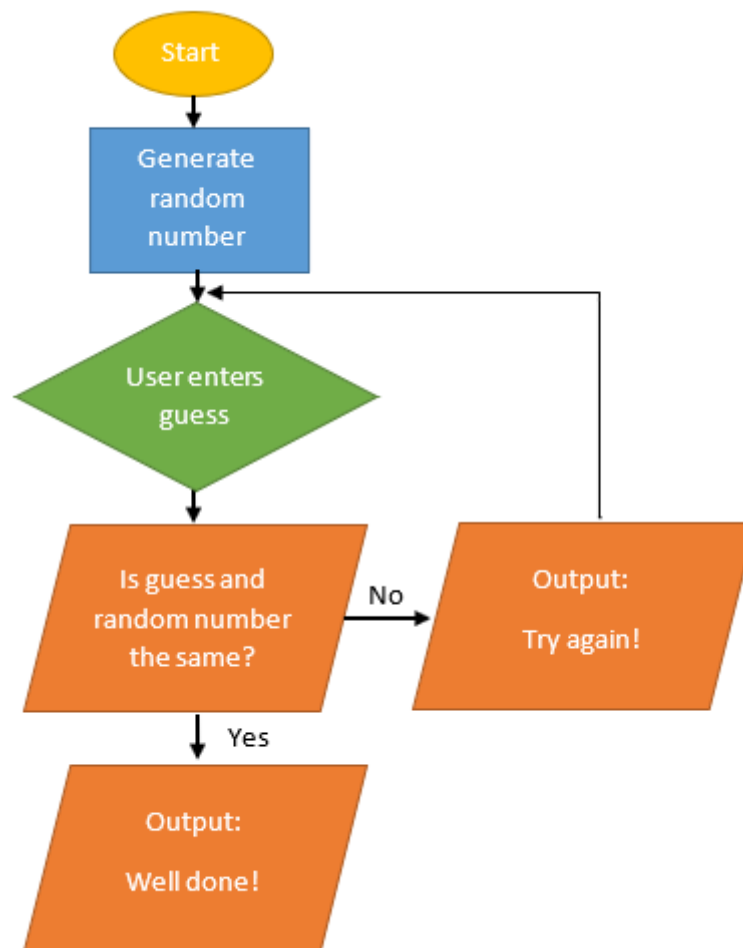


When the user enters information ("enter password:")
Or when the computer tells the user something ("password incorrect!")

A single instruction the computer can perform (calculate the total)

A question that allows the flowchart to go in different directions depending on the answer (total > 5?)

3. We have created an example flowchart for you:



- What is the purpose of this flowchart, what game is it creating?
- Identify the symbols which are incorrect in this flowchart
- Correct the symbols so the flowchart is now correct

We hope you've enjoyed these little tastes of Computer Science at Hinchingsbrooke, and we can't wait to see you in September!

Music

Choose two or three of these tasks for your Music project:

<p><u>Learn to play an instrument</u></p> <p>If you have an instrument at home, try learning a how to play it. There are many books available. If you already play an instrument, keep practicing! We can't wait to hear you in September!</p>	<p><u>Compose music to an image</u></p> <p>Write a piece of music which represents an image of your choice. You could do this on a computer using a site such as soundation.com or on an instrument you own.</p>	<p><u>Body Percussion</u></p> <p>Listen to the music of the percussion group 'Stomp'. Compose a rhythmic piece of music using sounds such as claps, slaps and stamps. Get your family involved!</p>	<p><u>Learn about the Orchestra</u></p> <p>Can you name the four families of the orchestra? Have a look at dsokids.com for some great activities.</p>
<p><u>Sing</u></p> <p>Sing your favorite songs! Find karaoke tracks and perform to others. Or use a family member or friend who plays an instrument and play /sing together.</p>	<p><u>Create an 'acapella'</u></p> <p>This is based on the app where you can video yourself multiple times singing or playing (search 'acapella app'). This way you can form a vocal group or band with yourself. Takes practice but the results can be amazing!</p>	<p><u>Create a Listening Log</u></p> <p>Listen to five pieces of music that are new to you. You could use Classicfm, YouTube or Spotify to find new genres. Create a log which describes each piece.</p>	<p><u>Music Games</u></p> <p>Family game – guess the tune. Use different genres (film music, popular, musicals, heavy metal, hip-hop). Music charades – re-enact a song with only actions (think 'we will rock you' by Queen).</p>

Which tasks did you choose?

1. _____
2. _____
3. _____

Which did you enjoy the most, and why?

If you would like to continue lessons, or learn an instrument at Hinchingsbrooke, please contact Mr Cooke, Head of Music: wcooke@hbk.acesmat.uk