

Transition Summer Workbook

Name:



Welcome class of 2028!

We are so excited to have you join us in September and we hope you are too!

When you start in Year 7 at Dean Trust Ardwick, you will do lots of subjects every week and in this booklet, our subject specialist teachers have given you some activities to keep you busy over the summer and to get you excited for what's to come.

We can't wait to hear how you get on!

English

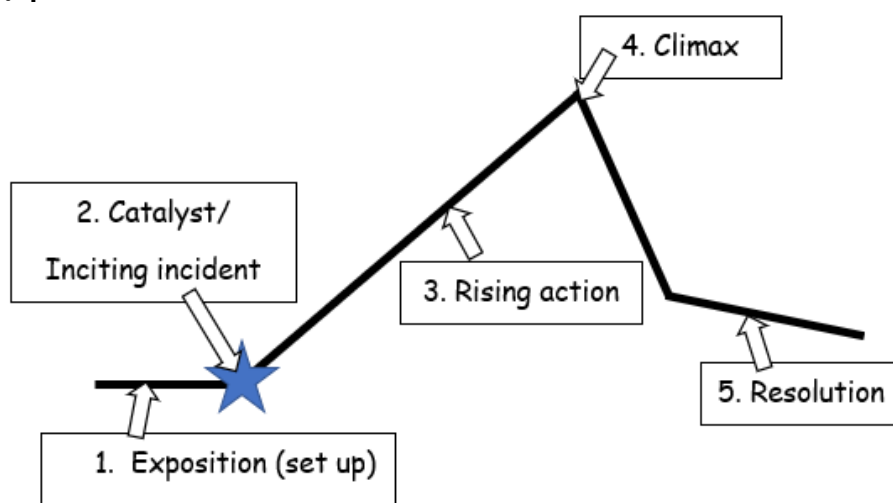
Challenging question: How are the plots of most stories structured?

Do now: Imagine you are baking a cake. Number these steps in order.

	Mix all of the ingredients together.
	Weigh out all of the ingredients.
	Serve and enjoy!
	Crack the eggs.
	Put the cake in the oven to bake.

Well, structuring a story is a lot like baking a cake. You need to have the right ingredients and you need to put them in the right order – otherwise your story will turn out to be a mess!

Freytag, a Germany playwright, came up with a generic plot structure which works for most stories. This is called Freytag's pyramid



How does the Five Act Structure work?

Most stories are divided into these five acts, or parts. Let's take a well-known story, for example Cinderella...

Act	Definition	Example
1. Exposition (set up)	The hero and their everyday world is explored. The hero always has a problem which needs fixing.	Cinderella is forced to cook and clean for her wicked stepmother and ugly stepsisters.

Act	Definition	Example
2. Catalyst/ inciting incident	Something happens to the hero, which sets them off on their journey of discovering. This is the point that gets the story rolling!	Prince Charming announces that he is throwing a ball and inviting all illegible maidens in the kingdom to attend.
3. Rising action	Tension starts to heat up, at the protagonist encounters obstacles along their journey.	The Fairy Godmother puts a spell on Cinderella - but the spell begins to wear off at midnight.
4. Climax	The highest point of action in the story: the hero goes head-to-head with the antagonist or antagonistic force.	Cinderella rushes home from the ball - leaving one of her glass slippers behind!
5. Resolution	The story is resolved. The character and the world are both changed for the better.	The Prince tries the shoe on every maiden in the kingdom, until it fits Cinderella's foot. They live happily ever after.

Protagonist = the main character, or hero, in a story.

Antagonist = the villain, or character who causes conflict for the protagonist.

The Great Mouse Plot, By Roald Dahl.

Task: Read the short story, 'The Great Mouse Plot,' by Roald Dahl.

Her name was Mrs. Pratchett. She was a small, skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never greeted us when we came in. The only times she spoke was when she said things like, "I'm watching you, so keep your thieving fingers off them chocolates," or, "I don't want you here just looking around. Either you forks out you get out."

But by far the most loathsome thing about Mrs. Pratchett was the filth that clung around her. Her apron was gray and greasy. Her blouse had bits of breakfast all over it, toast crumbs and tea stains and splotches of dried egg yolk. It was her hands, however, that disturbed me the most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting black ink into pens all day long.



And it was those very hands and fingers that were putting our lollies into packets or holding our ice cream cones (she never used a tissue). She had never heard of the health laws and, as hers was the only shop around where we lived, we had no choice but to go there when we had a craving for something sweet, like Coke bottles or Jelly Beans or Jet Planes. The mere sight of her grimy right hand with its black fingernails digging into a jar of wine gums would have caused a starving tramp to go running from the shop. But not us.

Sweets were our lifeblood. We would have put up with far worse to get them. We simply stood and watched in sullen silence while this disgusting old woman stirred around inside the jars with her foul fingers.

.....

My four friends and I had come across a loose floorboard at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. 'What shall we do with it?' he cried.

'It stinks!' someone shouted. 'Throw it out of the window quick!'

'Hold on a tick,' I said. 'Don't throw it away.'

Thwaites hesitated. They all looked at me.



When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

'Why don't we', I said, 'slip it into one of Mrs Pratchett's jars of sweets? Then when she puts her dirty hand in to grab a handful, she'll grab a stinky dead mouse instead.'

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started grinning. They slapped me on the back. They cheered me and danced around the classroom.

'We'll do it today!' they cried. 'We'll do it on the way home! You had the idea,' they said to me, 'so you can be the one to put the mouse in the jar.'

Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of desperados setting out to rob a train or blow up the sheriff's office.

'Make sure you put it into a jar which is used often,' somebody said.

'I'm putting it in Gobstoppers,' I said. 'The Gobstopper jar is never behind the counter.'

'I've got a penny,' Thwaites said, 'so I'll ask for one Sherbet Sucker and one Bootlace. And while she turns away to get them, you slip the mouse in quickly with the Gobstoppers.'

Thus everything was arranged. We were strutting a little as we entered the shop. We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.

'One Sherbet Sucker, please,' Thwaites said to her, holding out his penny.

I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.

'And one Bootlace, please,' I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

'I don't want all the lot of you troopin' in 'ere if only one of you is buyin', ' she screamed at us. 'Now beat it! Go on, get out!'

As soon as we were outside, we broke into a run. 'Did you do it?' they shouted at me.

'Of course I did!' I said.

'Well done you!' they cried. 'What a super show!'

I felt like a hero. I was a hero. It was marvellous to be so popular.

Now describe what happens in each act of the story.

Exposition	At the start of the story, the writer describes...
Inciting incident (catalyst)	The inciting incident occurs when the boys find...
Rising action	Tension starts to build when...
Climax	The highest point of action in the story is when...
Resolution	At the end of the story, the boys... The protagonist feels...

Challenge:

1. Who is the protagonist?
2. Who is the antagonist?

How has the protagonist changed by the end of the story?

Can you plot your own story using the Five Act Structure?

Now you are going to be plotting your own story based on your own elaborate prank. However, we need to exaggerate to make it a bit more exciting. When writers exaggerate for dramatic effect (and they do this a lot) it is called **hyperbole!**

Hyperbole = from the Ancient Greek [hyper] meaning beyond and [ballo] meaning to throw.

The Greatest Prank Ever

Now, you need to be able to answer these questions about your story before you begin.

1. Who is the protagonist, the hero? (I presume this is you, but it could be a character from your imagination).
2. Who is the antagonist, the bad guy? (Parent, teacher, annoying sibling?)
3. What made you decide to pull a prank, or “get your own back”?
4. What was the funniest part of the prank?
5. Now write it!

Exposition (set up)	<i>Who is the main character? Where are they at the start of the story? What do they want?</i>
Catalyst/ inciting incident	<i>Why does your character decide to prank someone?</i>
Rising action	<i>What happens in the build-up to the prank?</i>
Climax	<i>What is the most dramatic thing that happened?</i>
Resolution	<i>How does your story end? How does the protagonist feel? Has the “bad guy” learnt their lesson?</i>

Mathematics

- Hello! We are looking forward to welcoming you to our mathematics lessons in September. When you start Dean Trust Ardwick, your maths teacher will set you up on our online learning platform – Sparx Maths! This will be where you do all your homework. In the next few pages there are a range of questions from key topics that you will have seen in year 6 and will be helpful for the start of year 7.

Sparx Maths

- Each topic has three sections:
 - Introduce questions are warm-up questions to practise the basics.
 - Strengthen questions build your knowledge in key concepts.
 - Deepen questions are more challenging reasoning and problem-solving questions.

	I	S	D	Sparx topic codes	Teacher comment
Place value	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	M704 M522	<hr/>
Negative numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	M527	<hr/>
Fractions 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	M158 M939	<hr/>
Fractions 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	M410 M671 M335	<hr/>
Ratio relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	M478	<hr/>



- When you've tried all the questions you can check your answers by following the below QR code and finding the sections you've completed.

Q1

Which one of these numbers has 4 tens?

543, 534, 435, 4563

Answer:

Q2

Write **four hundred and six** in figures.

Answer:

Q3

Write down these numbers in order of size, starting with the smallest:

3.8, 3.6, 3.9, 3.5, 3.4

Answer:

Q4

In which **two** of these numbers does the digit 7 have a value of 0.7?

57.2 23.71 64.17 79.24 17.56 14.78

Answer:

and

Q1 Which of these numbers shows five thousand and eight?

58	500,008	508
5008	50,008	

Answer:

Q2 Arrange these numbers in ascending order (from smallest to largest):

4.46, 9, 8.8, 1.5, 6.06, 4.21

Answer:

Q3 Which of these numbers is closest to 1?

Answer:

Q4 Arrange the number cards in the place value grid to make the **largest** possible number.

3	5
<div style="background-color: #800080; padding: 5px; display: inline-block;">9</div>	

Ones	Tenths	Hundredths
1	$\frac{1}{10}$	$\frac{1}{100}$
Answer: <input style="width: 40px; height: 25px;" type="text"/>	.	<input style="width: 40px; height: 25px;" type="text"/>
		<input style="width: 40px; height: 25px;" type="text"/>

Q1

Work out the number that should go in the box to complete the sum.

$$8000 + \boxed{} + 5 = 8065$$

Q2

Write down the number **two million and thirty** in figures.

Answer:

Q3

Using these cards, what is the **closest number** to 320 that you can make?
You must use **all** the cards and use each card **only** once.



Answer:

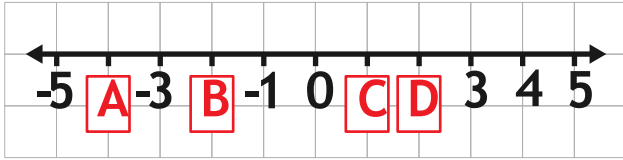
Q4

Arrange all three number cards below to create the largest **even** three-digit number.



Answer:

Q1 What numbers should replace A, B, C and D on the number line?



Answer: A: B: C: D:

Q2 What number is the arrow pointing to on this scale?



Answer:

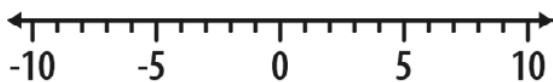
Q3 The weather map shows the temperature recorded one night last winter. Which city had the **lowest** temperature?



Answer:

Q4 Which is higher,

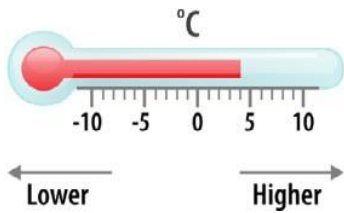
- a) -4 or 1?
- b) -6 or -2?



Answer: a)
b)

Q1

Find the temperature that is 9°C lower than 4°C .



Answer:

 $^{\circ}\text{C}$

Q2

Write these temperatures in order, starting with the coldest:

9°C , -8°C , 3°C , -10°C , 0°C , 7°C

Answer:

Q3

Write these numbers in ascending order (lowest to highest).

77 , -17 , -770 , 700 , 7 , 70

Answer:

Q4

Write $<$ or $>$ in the empty boxes below to make the statements correct.

3 -7

-2 -8

-6 -4

Q5

Write down these numbers in ascending order (lowest to highest).

2.1 , -4.5 , 4.3 , -4.2 , -2.5 , -2

Answer:

Q1

Put the number cards shown below in the gaps to make the **lowest** number possible. Use each card once.



-

Q2

Put the number cards shown below in the gaps to make the lowest number possible. The decimal point should have numbers on both sides, and each card should be used only once.



-

Q3

Using each of the cards below only once, what is the closest number to -64.28 that you can make?



-

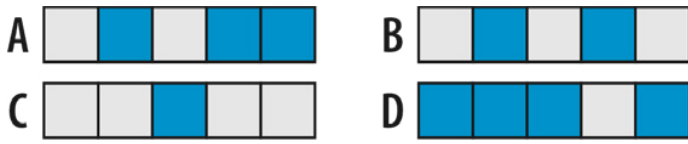
Q4

Ethan is thinking of a negative number that is lower than -4 and higher than -10. His number is odd and a multiple of 3. What number is he thinking of?

Answer:

Q1

Which shape below is $\frac{2}{5}$ shaded?



Answer:

Q2

What fraction of this shape is shaded?



Answer:

Q3

What is two out of eleven written as a fraction?

Answer:

Q4

The number line below is divided into 10 equal parts.

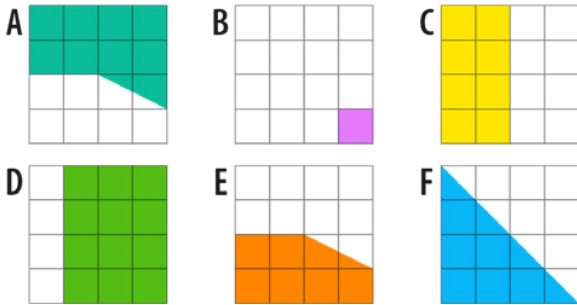
Which letter shows the position of $\frac{3}{10}$?



Answer:

Q1

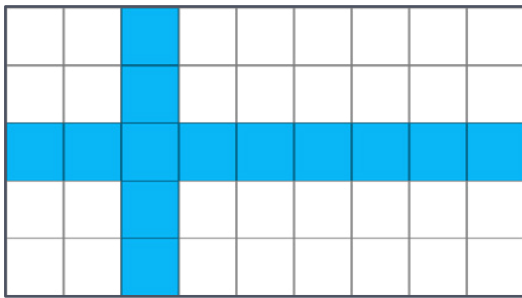
Which **two** of the shapes are **half shaded**?



Answer: and

Q2

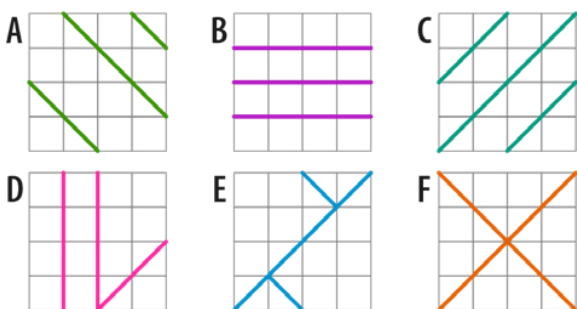
What fraction of the flag shown below is shaded?



Answer:

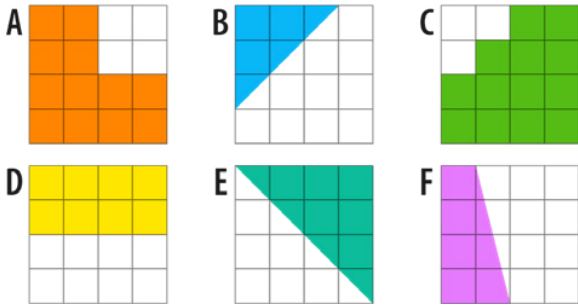
Q3

Write down the **two** shapes that are divided into **quarters**.



Answer: and

Q1 Write down the **two** shapes are **less** than half shaded.



Answer: and

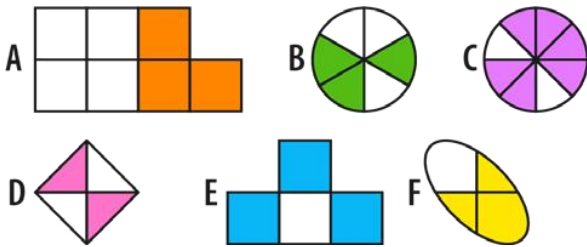
Q2 What fraction of £1 is 17p?

Answer:

Q3 What fraction of an hour is 23 minutes?

Answer:

Q4 Which **two** of the shapes below are $\frac{3}{4}$ shaded?



Answer: and

Q1 What is the missing number in these equivalent fractions?

$$\frac{2}{5} = \frac{\square}{20}$$

Q2 Simplify $\frac{2}{10}$

Answer:

Q3 What fraction of the shape below is shaded?
Give your answer in its simplest form.



Answer:

Q4 Put these fractions into ascending order (smallest to largest):

$$\frac{7}{10}, \frac{2}{10}, \frac{3}{10}$$

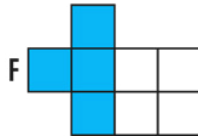
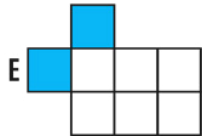
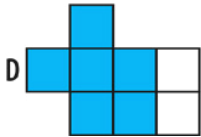
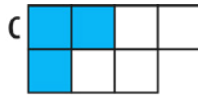
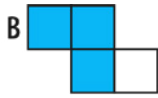
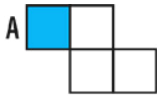
Answer:

Q1 Put these fractions into ascending order (smallest to largest):

$$\frac{3}{4}, \frac{1}{4}, \frac{5}{8}$$

Answer:

Q2 Which **two** shapes are $\frac{3}{4}$ shaded?



Answer: and

Q3 Use two of the cards below to make a fraction that is equivalent to $\frac{16}{20}$



$$\frac{16}{20} = \frac{\square}{\square}$$

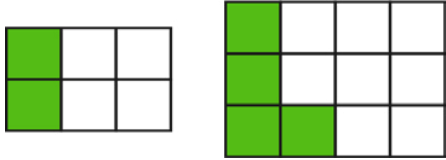
Q4 Complete this equality to find the three equivalent fractions.

$$\frac{1}{4} = \frac{3}{\square} = \frac{\square}{20}$$

Q1 Hamza makes a cake and cuts it into 16 equally sized pieces.
 He gives 12 pieces to Jack.
 What fraction of the cake does Hamza have left?
 Give your answer in its **simplest form**.

Answer:

Q2 Jan says that the same fraction of each rectangle below has been shaded.
 Is Jan correct?
 Write a sentence to explain your answer.



Answer:

Q3 What fraction is exactly halfway between $\frac{4}{5}$ and $\frac{14}{15}$?

Answer:



Q1 1 minibus can seat 8 passengers.
How many passengers can be seated on 6 identical minibuses?

Number of minibuses	Number of passengers
	8
	<input type="text"/>

Q2 A recipe to serve 4 people uses 200g of flour.
How much flour is needed to make the same recipe to serve 8 people?

Answer: g

Q3 Asher buys 6 identical sweets that cost 18p in total.
How much does 1 of the sweets cost?

Number of sweets	Cost
	18 p
	<input type="text"/> p

Q1

Imran is making fairy cakes using the recipe below. How much flour is needed to make 20 fairy cakes?

Fairy Cakes (makes 10 cakes)	
2	eggs
120 g	flour
100 g	sugar
80 g	butter
$\frac{1}{2}$ tsp	vanilla essence

Answer: g

Q2

Johanna is baking chocolate biscuits. The recipe she is following uses 150g of sugar and makes 30 biscuits.

If Johanna only has 50g of sugar then how many of these biscuits can she make?

Answer:

Q3

Indie makes some strawberry muffins following the recipe provided. If Indie uses 550g of flour, how many grams (g) of strawberries must she use?

Strawberry Muffins	
1	egg
110 g	flour
120 g	sugar
60 g	butter
50 g	strawberries

Answer: g

- Q1** Alice buys 10 identical toy boats and spends £80 in total.
How much would 7 toy boats cost?

Answer: £

- Q2** Finn is stacking identical cube-shaped boxes.
He stacks 7 boxes to make a tower that is 112cm tall.
He adds 1 more box to the tower.
How tall is the tower now?

Answer:

cm

- Q3** Mia wants to predict how many times her heart will beat in an hour.
When she is resting, her heart beats 5 times in 6 seconds.

- a) Use this information to predict the number of times her heart will beat in 1 minute.

Answer: a)

- b) Predict the number of times her heart will beat in 1 hour.

Answer: b)

Science

In year 7 you will have 4 science lessons a week. You will learn about biology, chemistry and physics whilst at DTA to develop and build on what scientific understanding you already have.

One of the first modules you will learn about in science in September is the topic of cells. To get you ready use the website below to learn more about the different types of animal and plant cells and how we can magnify cells so that we can see them!

[What are plant and animal cells? - BBC Bitesize](#)

Using the space below complete the following:

1. Draw an animal and a plant cell in the space provided.
2. Label each cell with the cell parts

Animal cell

Plant cell

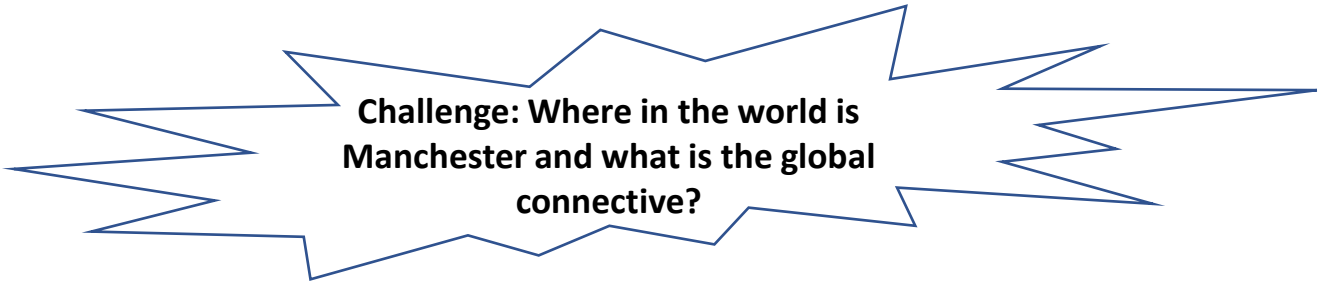
3. Write a letter to a friend/parent/carer to explain to them the differences between animal and plant cells and the functions of each cell part.

Geography

You will have 2 geography lessons a week, in Year 7 we will be looking at map skills, the local urban area, Manchester, India and Sustainability. To get you ready use the website below to practice Map Skills and test your geography knowledge.

<https://www.ordnancesurvey.co.uk/mapzone/>

[Mapzone | Ordnance Survey](#)



Challenge: Where in the world is Manchester and what is the global connective?

At DTA our diversity is our identity, we celebrate everyone's culture and this is discussed in our lessons. It is great that so many of you have family and friends from around the world.

1. Using the alphabet below write a country that begins with every letter and add the continent. Some have been done for you.
2. Highlight the countries you are connected to, for example you may have been there or have friends or family there.

A	N Nigeria, Africa
B Brazil, South America	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

meaningfulmama.com



History

You will have 2 History lessons a week, in Year 7 we will be studying the Norman Conquest, African Kingdoms, Medieval Monarchs and the abolition of the Transatlantic Slave Trade. You will be learning a range of different historical skills such as; change and continuity, significance and similarity and difference. We will also be studying different types of evidence and interpretations.

Challenge: What can you find out about the History of our school?

At DTA we want you to thrive as citizens of the world. Our History curriculum will allow you to learn History which will develop your knowledge, historical and writing skills.

1. Using your own knowledge and the internet, guess the name of each person below.
2. Each person below is an important historical figure, tell me one fact about them as well.



MFL: Spanish

iHola! We are looking forward to welcoming you to our Spanish lessons in September. Here are some activities that you can do over the Summer to get you ready and learn about Spanish culture! We can't wait to hear how you get on!

Linguascope:

Username: dta

Password: megusta1

Select Beginner Spanish and you can get started!



This is a great way to learn your vocabulary across a range of topics – numbers, colours, family members

Challenge: How many words can you find that are similar to English (these are called cognates!)

Why not have a go at this tortilla de patatas recipe (Spanish omelette)?

Ingredients

for 1 serving

1 onion, thinly sliced

3 potatoes, thinly sliced

2 cups olive oil (500 mL)

6 eggs

1 pinch salt

Preparation

- 1 Heat up the olive oil in a really hot pan.
- 2 Thinly slice the onion.
- 3 Slice the potatoes into 3-millimeters thick pieces.
- 4 Fry the vegetables in the olive oil over high heat for 10-15 minutes until they caramelize.
- 5 Drain the vegetables and save the olive oil for later use.
- 6 Add 6 eggs to a bowl and whisk. Add the fried vegetables, stir, and leave to set for 15-20 minutes.
- 7 In a nonstick pan, fry the egg mixture over high heat for 1 minute, then reduce to a low heat for 2-4 minutes.
- 8 Cover the pan with a large plate and carefully turn the omelet out onto the plate.
- 9 Slide the omelet back into the pan and fry for a further 3-5 minutes over low heat. To check the omelet is cooked, gently press on the centre of the omelet. If the surface springs back, it is ready.
- 10 Repeat step 8 to remove omelet from the pan.
- 11 Enjoy!



Drama and Music

You will have one music and one drama lesson per week.

In Drama, you will develop your knowledge and skills in creating characters that are different to yourself and explore exciting ways to communicate stories to an audience, through performance. You will also develop your skills in evaluating other people's performances. Let's practice....

TASK:

Name your favourite Actor (this could be a TV/Film actor, or a stage actor)

Explain what makes them a good actor?

In Music, you will learn all about the different elements in music, which will help you to help you develop your musical skills, using keyboards, drums and your voice.

TASK:

Can you label the instruments below?







What is your favourite style of Music?

Why is it your favourite?

Physical Education

At Dean Trust Ardwick we pride ourselves on the quality and engagement pupils experience within PE. We are looking forward to welcoming you to our PE lessons in September.

PE at Secondary School is quite different from Primary School. Below are some activities that you can do over the Summer to help you learn and get you ready to make a successful start to PE in September. We look forward to meeting you!

The first task is ensuring you are organised your PE Kit. We recommend pupils purchase: 1) T Shirt, 2) Shorts or Pants, 3) ¼ Training Top or Rain Jacket and 4) Socks.



APTUS Performance S/S Training T

Code: DTAA111892

Junior Sizes: 26/28 - 34/36
Senior Sizes: 38/40 - 50/52
Junior Price: £12.50
Senior Price: £14.50

APTUS Essentials Training Short

Code: DTAA112318

Junior Sizes: 9/10 - 11/13
Senior Sizes: 28/30 - 42/44
Junior Price: £9.50
Senior Price: £11.75

APTUS Essentials Training Pant

Code: DTAA112319

Junior Sizes: 9/10 - 11/13
Senior Sizes: 38/40 - 50/52
Junior Price: £16.25
Senior Price: £20.50

APTUS Performance 1/4 Zip Training Top

Code: DTAA111891

Junior Sizes: 26/28 - 34/36
Senior Sizes: 38/40 - 50/52
Junior Price: £19.50
Senior Price: £23.00

355 Elite Showerproof Jacket

Code: DTAA112478

Junior Sizes: 26/28 - 34/36
Senior Sizes: 38/40 - 48
Junior Price: £26.75
Senior Price: £32.00

Shot putter runs 32sec 100m hurdles after injury hits Belgium at Euro Champs

- Team faced disqualification until 29-year-old stepped up
- Teammates had to withdraw because of injury



Jolien Boumkwo takes the hurdles carefully during her surprise track debut on Saturday.
Photograph: Shutterstock

Belgian Athlete Jolien Boumkwo, an Olympic Shotput and Hammer Throw competitor stepped in to help her team and nation avoid disqualification from the European Athletics Championships.

Her teammate injured themselves before the event, as a result, Jolien voluntary stepped in knowing she would finish last to keep her team in the competition!

She finished 19 seconds after the winner, despite this, Jolien has gathered lots of attention and admiration for her efforts.

Task:

Jolien demonstrated fantastic team spirit and selflessness to help her team.

What personal qualities do you think are the most important when competing in sport and why?

How can you demonstrate these qualities within your PE lessons at Dean Trust Ardwick?

Design & Technology faculty:

Technology

Food & Nutrition

Welcome to your Design & Technology. We are very excited to welcome you to study Design & Technology at Dean Trust Ardwick and learn all about our subject. In this faculty you will learn about designing, the world of manufacturing, where materials come from, how to prepare and cook nutritious, healthy meals and how to work safely in the workshops and kitchen rooms.

We want to encourage you to be creative and solve problems that will benefit the real world. Design and Technology is an inspiring and creative subject that needs you to use your problem solving skills and imagination.

Tinkercad - <https://www.tinkercad.com> – If you have a google account already (such as google classroom) you can join for **free** and begin to learn the 3D design software. The software is all free and is cloud based. You can learn how to draw and create in 3D as well as how to join shapes together and code.



AUTODESK®
TINKERCAD®



Food a fact of life - <https://www.foodafactoflife.org.uk/recipes/>

- This is a website to help you to develop your knowledge of food, ingredients, nutrition and cooking skills. We love a lot of the recipes on this website because they are simple ingredients, don't cost lots of money and can be adapted easily. Remember, anytime you work in the kitchen, you must be supported by an adult to make sure you are safe.

What we recommend to you:

By the time you join us at DTA you should have a good understanding of how to design and model as well as make simple, nutritious meals or snacks.

- Design a range of products from your house. Try to draw them in 2D and in 3D.
- Find a problem in your house and design ways to solve the problem.
- If you can, try using some tape and cardboard to model a product or an idea you have. Could you use the Tinkercad website listed above to help you to do this?
- Watch some programmes such as the Great British Bakeoff or Masterchef the Juniors on TV or YouTube.
- Try to develop some ideas for healthy snacks that don't need you to use a cooker. You could even write these down or draw them if you can't make them.

Questions to find the answers to in preparation for starting at DTA:

1. Where does wood/timber come from?
2. How is wood/timber converted into useful material?
3. What is CAD CAM?
4. What are nutrients?
5. What is the Eatwell guide?



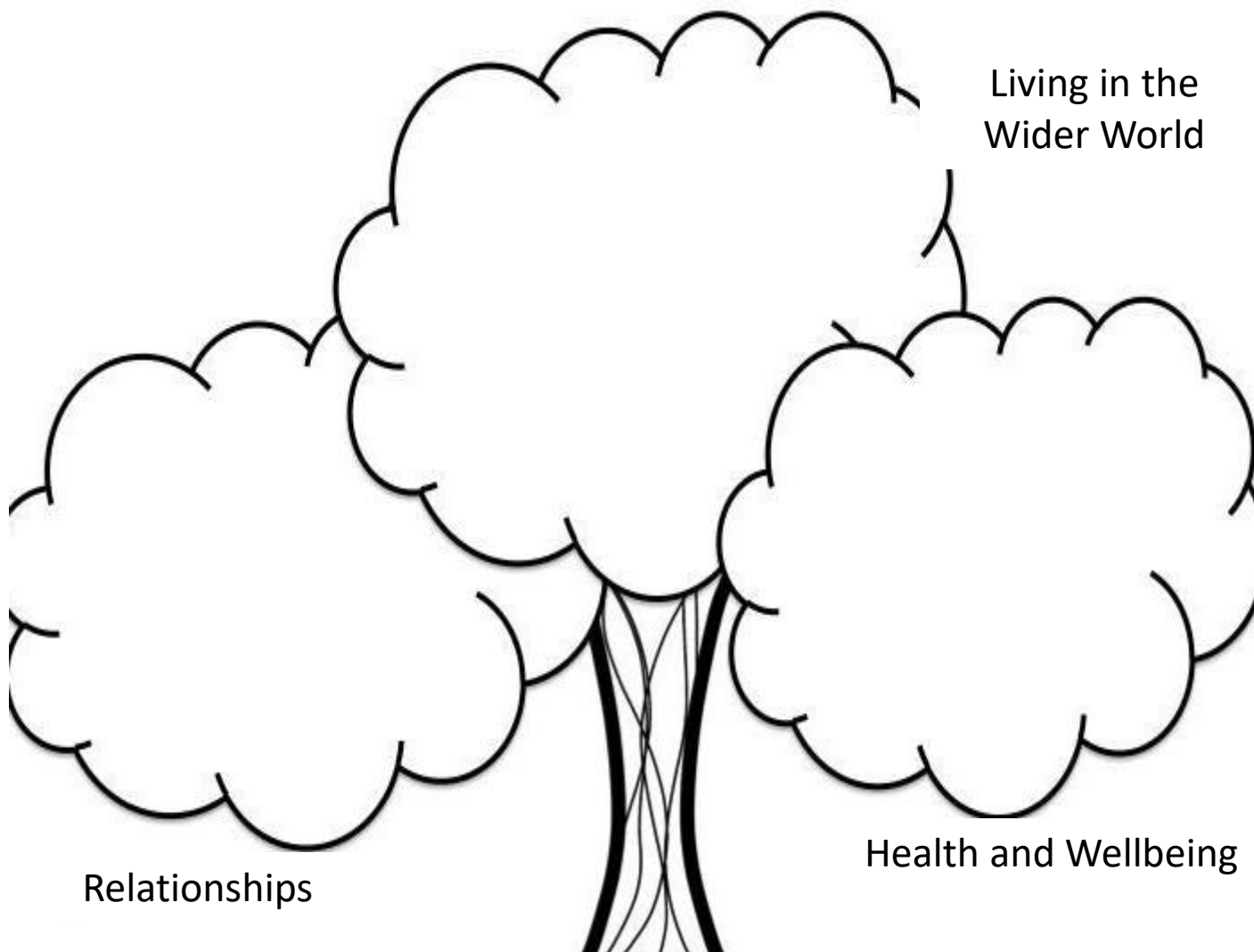
DEAN TRUST Ardwick

Personal Development

You will have 1 Personal Development lesson per week. Personal Development has three different branches:

Health and Wellbeing	Relationships and Sex Education	Living in the Wider World
<ul style="list-style-type: none"> - Mental and emotional health - Self esteem - Physical health - Hygienic habits 	<ul style="list-style-type: none"> - Different kinds of relationships - Mutual respect - Healthy and safe relationships <p>(You will not receive any sex education in Year 7)</p>	<ul style="list-style-type: none"> - Careers - Money and finance - Enterprise and business - Politics

Decorate the three branches of the tree with key words, images and symbols that show your understanding of what all the parts of Personal Development are about.



What is Mindfulness?

Mindfulness is all about living in the moment. It is a state of being fully aware of what is happening now. When we are mindful we focus on our thoughts and feelings as they happen. We take the time to appreciate our surroundings and enjoy each moment. Mindfulness is all about now, and training your brain to reject any fears or worries relating to the past or the future.

Being aware of what is going on around you is important for lots of reasons: it keeps you safe; it keeps you informed; it helps you to decide what you need or want to do. But being aware of what is going on inside your head - your thoughts and feelings - is just as important for your mental health.

Being aware of your environment as well as your own feelings and thoughts is called mindfulness. It helps us to pay attention to things, understand our feelings and enjoy a better life.

Thoughts, feelings and the outside world can change all the time. Part of mindfulness is being aware of the changes that are happening from one moment to the next. A big part of mindfulness is focusing on the present moment - this includes what you can see, smell, hear, taste and touch, as well as what you're thinking about. The goal of mindfulness is to help you reconnect with your body and mind so that you can think about things clearly.

One of the big advantages of mindfulness is that it lets you appreciate things that you would otherwise take for granted or not think about. This could be even the simplest of things like the way it feels to sit in a chair, or the smell of a particular room. It also lets you notice your stream of thoughts and allows you to start seeing patterns in your thinking. For example, after practising mindfulness, a person might start noticing that they are thinking in an unhealthy way and they can then choose to deal with this in a productive way. Stress, anxiety and depression can all be noticed more easily through mindfulness and can therefore be treated more effectively. This doesn't mean that mindfulness can cure stress, anxiety or depression, because these conditions are often complex and severe, but mindfulness is recommended by the National Institute for Clinical Excellence (NICE) as one way of treating some of the symptoms.

Mindfulness has been around for many centuries as part of several Asian traditions, including Buddhism. It is now becoming widely accepted and popular in lots of different parts of the UK.

How Can I Practice Mindfulness?

One way to practice mindfulness is through meditation. Meditation is a way of training the mind to relax and see things clearly and calmly. Here are a few steps to try:

1. Find somewhere comfortable to sit or lie down.
2. Close your eyes.
3. Breathe naturally and listen to your breath. Don't make any effort to breathe in a special way; just let it happen.
4. Focus on how your body moves with each breath in and each breath out. Pay attention to the way your body is moving, especially your chest, shoulders, stomach, and rib cage. If you find yourself starting to think about other things, gently bring your thoughts back to your breathing.

Do this for 1 - 2 minutes every day. After a while, you will find that you can last for longer without getting distracted. Like all skills, it takes time and practice if you want to improve. Also like all skills, you have to make sure you do it regularly if you want to keep it.

Some other mindfulness exercises that you can try include:

- go for a walk in an area of natural beauty, e.g. a park or a wood. Pay attention to what you can see, smell, hear, touch and taste.
- pick an activity that you do every day, e.g. brushing your teeth. Pay attention to every detail, including what you can see, smell, hear, touch and taste.
- eat mindfully! Notice the temperature, texture and smell of your food. Notice how the food feels on your fork or in your hands, and how it feels in your mouth. Notice your mouth chewing and notice the way you are breathing. When you've finished eating, notice your breathing and be aware of the feeling of being full.

When practising mindfulness, you may find that you start to think about other things. This is very common and you should be kind to yourself about this. Mindfulness will teach you not to judge your own thoughts and feelings, but to accept them instead. If you find your thoughts moving away, just accept that your mind is wandering and bring your thoughts back to the present moment by focusing on what you can see, hear, smell, taste and touch.

Now it's your turn!

Answer the questions below in the space provided.

Define mindfulness in your own words.

Name 3 ways that we can practice mindfulness, then add some examples of your own.



S

STOP any busyness temporarily and invite our attention to rest on the **PRESENT MOMENT**



T

TAKE 3 slow, deep and mindful breaths



O

OBSERVE & label 3 sounds around us (e.g. fan, bird, car) or pay curious attention to what we Hear, Touch or C/See (H.T.C.)



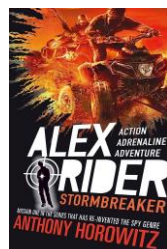
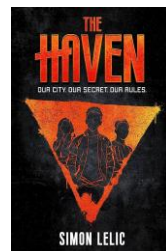
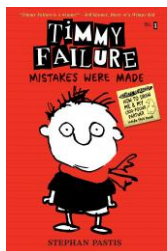
P

PROCEED with whatever we need to do mindfully and with a smile 😊

Summer Reading

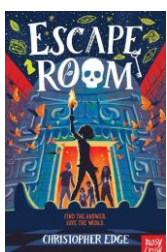
Did you know that reading is one of the best things that you can do for your brain? It helps it to grow in lots of new and interesting ways. Not only that – it can also be loads of fun.

Here are some books that you might want to pick up and read over the summer:



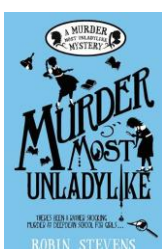
Books full of laughter

- *Timmy Failure* by Stephen Pastis
- *There's a Boy in the Girls' Bathroom* by Louis Sachar
- *Little Badman and the Invasion of the Killer Aunties* by Humza Arshad and Henry White



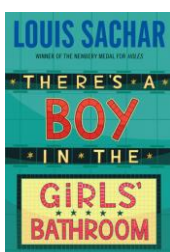
Books full of excitement

- *The Haven* by Simon Lelic
- *Alex Rider: Stormbreaker* by Anthony Horowitz
- *The Girl Who Stole an Elephant* by Nizrana Farook



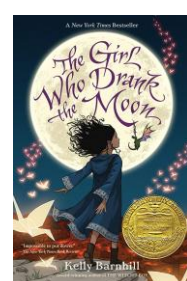
Books full of mystery

- *Murder Most Unladylike* by Robin Stevens
- *Hacker* by Malory Blackman
- *Escape Room* by Christopher Edge



Books full of magic

- *Aru Shah and the End of Time* by Roshani Chokshi
- *The Wizards of Once* by Cressida Cowell
- *The Girl Who Drank the Moon* by Kelly Barnhill



You'll be able to find all of these books and more in your local libraries.

Looking forward to seeing you all in the DTA library and hearing all about your favourite stories.

Book review

Book name:

Author:

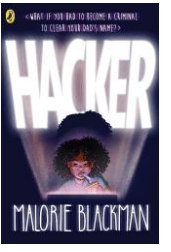
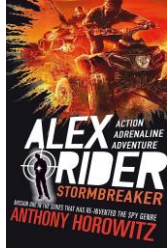
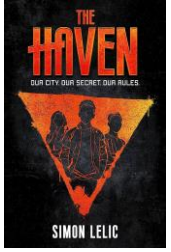
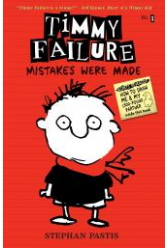
Plot / Storyline

Describe 3 events that happen.

Event 1:

Event 2:

Event 3:



Character



Name: _____

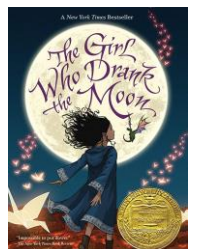
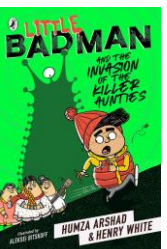
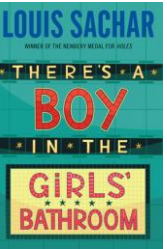
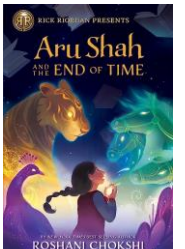
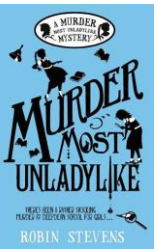
Personality: _____

Physical Appearance:

How I feel about this character and why:

Star Rating ☆☆☆☆☆

Why I rated the book ____ stars.



Book review

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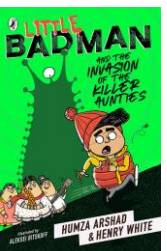
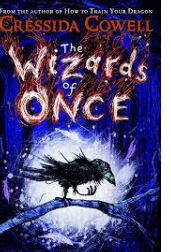
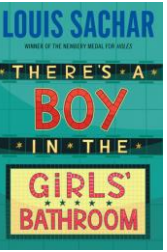
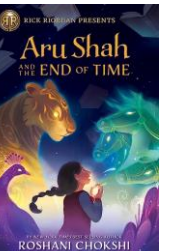
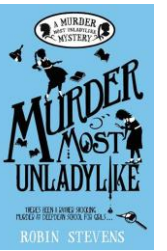
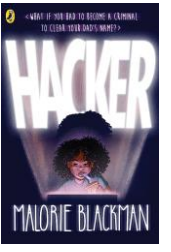
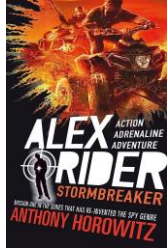
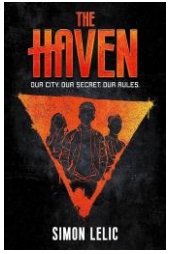
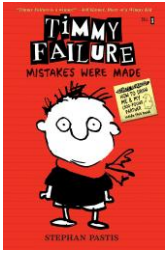
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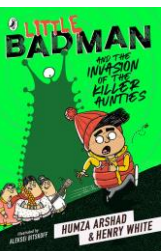
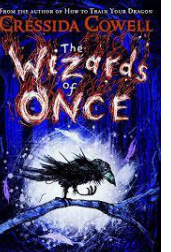
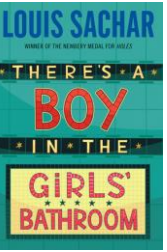
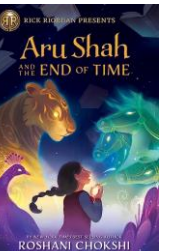
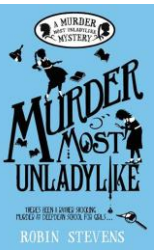
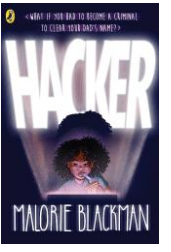
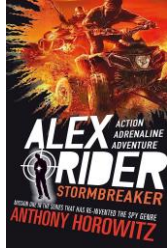
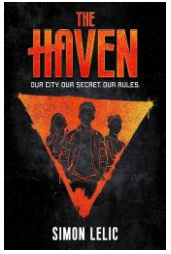
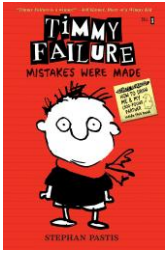
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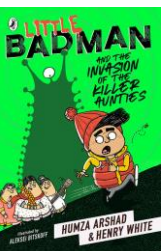
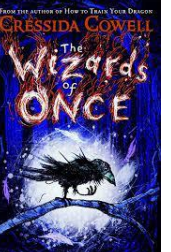
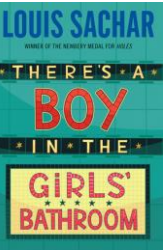
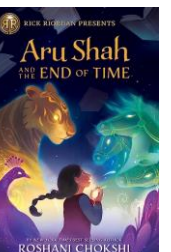
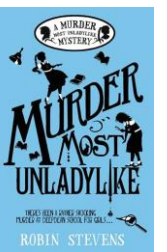
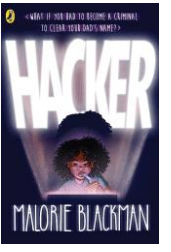
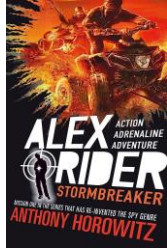
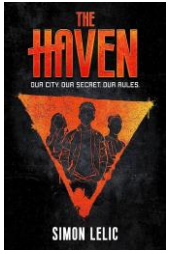
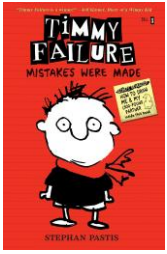
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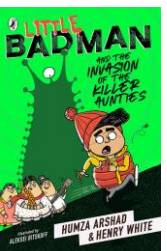
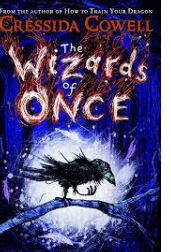
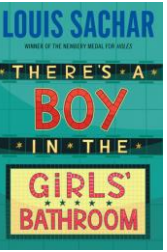
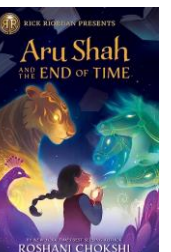
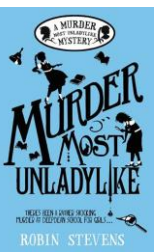
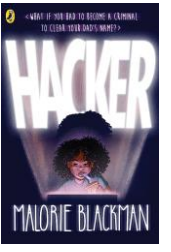
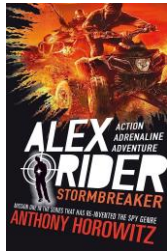
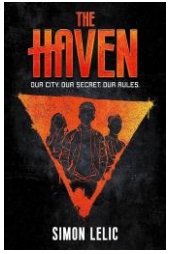
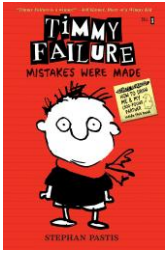
Personality: _____

Physical Appearance:

How I feel about this character and why:

Star Rating ☆☆☆☆☆

Why I rated the book ____ stars.



Book review

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Name: _____

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Physical Appearance:

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Star Rating ☆ ☆ ☆ ☆ ☆

Why I rated the book ____ stars.

