



Crawshaw Academy Transition Programme

KS2 – KS3
2024

Welcome

Crawshaw Community Expectations

In classrooms we...

- Arrive on time, fully equipped and ready to work for each lesson.
- Silently prepare for work (30 second protocol).
- Do as we are asked by all staff – first time, every time.
- Listen carefully when the teacher or another person is talking.
- Put our hand up and wait for permission to speak.
- Always try our best without disturbing others.
- Stand in silence at the end of lessons until dismissed.
- Always do our homework properly and hand it in on time.

Around school we...

- Are polite and show respect for other people.
- Do as we are asked by all staff – first time, every time.
- Always wear our school uniform correctly.
- Look after property and put all litter in bins. This is our school, look after it.
- Eat and drink in the right place at the right time.
- Walk around the school sensibly and quietly and keep to the left.
- Do not wear coats in the building.
- Keep phones switched off and in bags whilst in the building.
- Move promptly to our next lesson

Excellence ● Purpose ● Ambition

The Transition Experience



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Expectations

**We are delighted that you will be starting with us in
September 2024**

This Booklet

Please do not worry about any work in this booklet. We are giving you a taste of what you might expect and some tasks that can help you be prepared for September. Some of you will be busy over the summer holidays but we want you to have some tasks to keep you in touch with school. You will need to bring this book with you on your first day.

All tasks are designed to build curiosity for learning and the subjects you will encounter at Key Stage 3.

Work should be completed to the highest standard you can, on a computer or neatly on paper. If the task requires more elaborate presentation, the expectation is that it is of the highest quality possible.

Some tasks provide the Lead teacher's email address, if clarification is needed, please send an email, and ask. If you wish to submit work via email – photos, videos – please do so using the emails provided.

Each task will take some time. We appreciate that it's the summer break, but we hope that each student is able to incorporate some element of the tasks we've provided into their break from school. For example, reading some of "Fuzzy Mud" each night before bed. Working with friends on the stage make-up for the film version of the book, or working together as a family to navigate a map whilst out walking, or while on holiday.

Reading At Home

At Crawshaw we ask that all students read every day. This continuation from primary school is so important to the growing demand in reading at KS3 and KS4.

Students will be regularly tested for the reading comprehension, and it is vital that they read regularly at an appropriate level of challenge to ensure progress in their reading skills.

It is proven that 20 minutes of reading, every day, improves grades and improves life chances for all.

House Points

Every student is allocated a House – Air (Yellow), Fire (Red), Water (Blue) or Earth (Green)

Every completed task will earn House Points and be totalled once all work has been handed in.

The House Competition is important in school – each student contributes to their House in every choice they make.

English

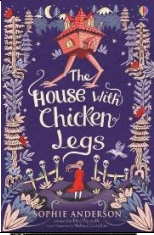
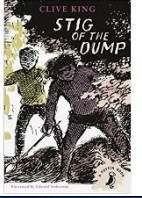

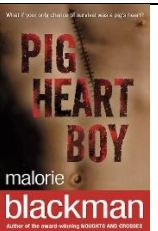
English Summer Reading Challenge

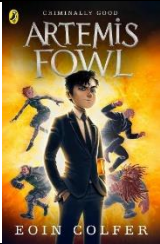



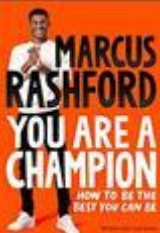
Choose one text from the list below and prepare a double sided A4 fact sheet about it.

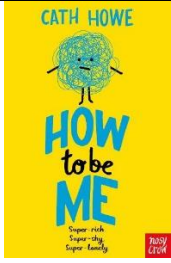
Your fact sheet may cover:

- a plot summary
- an overview of the characters in the novel
- an in depth profile of your favourite character
- a review
- exploration of the key themes in the story
- some research on the author.

Do not feel limited by these ideas; they are suggestions only. Be creative and have fun!
Good luck!

	<p>The House with Chicken Legs – Sophie Anderson - Fantasy Marinka dreams of a normal life, but her house has chicken legs and moves on without warning. Her grandmother is Baba Yaga, who guides spirits between this world and the next. Marinka longs to change her destiny but her house has other ideas...</p>
	<p>Stig of the Dump – Clive King – Modern Classic Nobody believes Barney when he says he's discovered a boy living wild in the dump. But for Barney, Stig is totally real. They become great friends, learn each other's ways and embark on a series of exciting adventures.</p>
	<p>Time Travelling with a Hamster – Ross Welford – Adventure On Al Chaudhury's twelfth birthday his beloved Grandpa Byron gives him a letter from Al's late father. In it Al receives a mission: travel back to 1984 in a secret time machine and save his father's life. Al soon discovers that time travel requires daring and imagination. It also requires lies, theft, setting his school on fire and ignoring philosophical advice from Grandpa Byron. All without losing his pet hamster, Alan Shearer...</p>
	<p>Pig Heart Boy – Malorie Blackman – Thought provoking Cameron is thirteen and desperately in need of a heart transplant when a pioneering doctor approaches his family with a startling proposal. He can give Cameron a new heart - but not one from a human, one from a pig.</p>

	<p>Tiger Wars – Steve Bagshall – Animals / Adventure Saker is on the run from the only life he knows. From India to the Himalayas and China he'll be pursued by hunting dogs, mercenaries, spies, thieves and assassins in his quest to set free the most majestic, lethal and valuable of all the predators - the tiger. With him, on every dangerous step of the adventure, is Sinter, a girl who has her own reasons for running away.</p>
	<p>Artemis Fowl – Eoin Colfer – Fantasy / Adventure Determined to restore his family's fortunes and defeat the terrifying, crafty high-tech fairies with his cunning intelligence, twelve-year-old Artemis Fowl is a brilliant criminal mastermind. But even he doesn't know what he's taken on when he kidnaps a fairy - Captain Holly Short of the LEPrecon Unit. These fairies are armed and they are dangerous</p>
	<p>Child I – Steve Tasane – Thought provoking A group of undocumented children, with letters for names are stuck living in a refugee camp, with stories to tell but no papers to prove them. As they try to forge a new family amongst themselves, they also long to keep memories of their old identities alive. Will they be heard and believed? And what will happen to them if the aren't?</p>
	<p>When the Sky Falls – Phil Earle – Animals / Historical World War II is raging, and Joseph has been sent to the city. There, he lives with Mrs F, a gruff woman with no fondness for children. To Joseph's amazement, she owns the rundown city zoo where Joseph meets Adonis, a huge silverback gorilla. Adonis is ferociously strong and dangerous, but Joseph finds he has an affinity with the lonely beast. But when the bombs begin to fall, it is up to Joseph to guard Adonis's cage should it be damaged by a blast. Will Joseph be ready to pull the trigger if it comes to it?</p>
	<p>The Other Side of Truth – Beverley Naidoo – Thought Provoking When twelve-year-old Sade's mother is killed, she and her little brother Femi are forced to flee from their home in Nigeria to Britain. They're not allowed to tell anyone - not even their best friends - as their whole journey is secret, dangerous - and illegal. Their dad promises to follow when he can, but once the children arrive in London, things go from bad to worse when they're abandoned by the people they had been told would protect them. Sade faces challenge after challenge - but her dad has always taught her to stand up for what is right, and to tell the truth no matter what. And with that strength of spirit in her heart, Sade will find the courage to fight for the new, happy life she, Femi and her dad deserve.</p>
	<p>You are a Champion – Marcus Rashford – Non-Fiction Marcus Rashford shares the advice that helped him become a champion and shows readers how they can apply his strategies to their own lives.</p>



How to be Me – Cath Howe – Self Discovery

Lucas is all alone. Since his mum died, Lucas and his dad don't seem to understand each other at all. And Lucas is dreading the summer drama club that his dad has signed him up for. But the people Lucas meets at the club force him to open up and start talking. Can his new-found friends teach Lucas how to be himself?



Silverfin – Charlie Higson – Adventure

This prequel to the adventures of James Bond, 007, introduces us to the young James when he's just started boarding school in England and is about to become involved in his first adventure.

Drama

One of the most important elements of Drama & Theatre is the costume.

Clothing can tell the audience a great deal about the character.

You are the costume designer for a play set in the future...

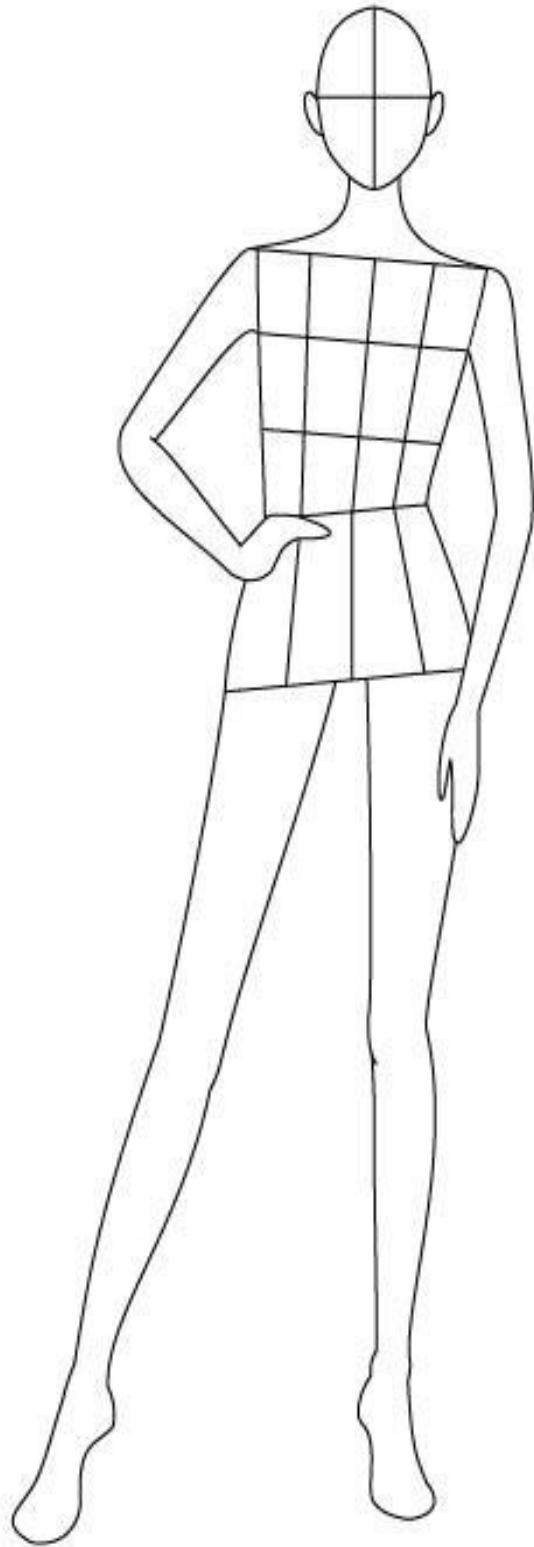
There are 2 groups of people surviving on our planet – *The Earth Keepers* and *The Consumers*.

Using the information below, **create a costume design (including hair and make-up)** for a character belonging to one of the groups, imagining you are designing for a large theatre space. You can use any medium you like – cut out newspapers, drawing, collage, paint, recycled items. **Design** your character's **costume**, thinking carefully about what they wear, if they carry anything around with them and how the **costume** reflects their personality ... you can use the template below (trace it so you can rub it out!) or create the costume.

Earth Keepers – an earth loving non-polluting group who recycle everything. Their clothes are recycled and their homes are made from recycled materials. They travel only by bike or by walking – anything that doesn't use fuels. They are so earth friendly they live in small wooden homes.

Consumers – a group that still believe in using all of Earth's resources without helping the planet. The constructors drive around in vintage diesel heavy cars with big exhausts. They continue to build factories that kick out lots of smoke and pollute the air. They live in huge houses with one person usually. They throw lots away without a care. They often have house parties and drink and eat plenty of food but also waste a lot of it.

Take a photo of your completed work (or you in your costume!) and sent it to Mrs Lord lordr@ca.rklt.co.uk * Please be aware that I may not respond to emails during August.



Mathematics

All the Mathematics teachers at Crawshaw Academy has a favourite Mathematician.

We would like you to choose one of the 7 listed on this page to research. Create a presentation, poster or fact file about the mathematician you have chosen to share with your class in September.

EUCLID

The Greek mathematician who lived in Alexandria in Egypt around 300 BC. Euclid is often referred to as the 'Father of Geometry', and he wrote perhaps the most important and successful mathematical textbook of all time: The Elements.

FIBONACCI

An Italian man who studied math and theories back in the 11th century. He discovered a pattern called the Fibonacci sequence. It is a series of numbers that starts with 0 and 1, and each number after is found by adding the two previous numbers (0, 1, 1, 2, 3, 5...) The sequence can be seen in nature, and the ratio of consecutive numbers produces the golden ratio.

LEONHARD EULER

A Swiss mathematician and physicist. Euler discovered one of the most beautiful formulae in maths:
 $e^{ix} + 1 = 0$ He also made many of the words used in mathematics today.

PYTHAGORAS

A famous Greek mathematician and philosopher. You will meet his famous theorem in Year 9. Pythagoras was a controversial figure in ancient Greece. He believed that everything in the world could be explained by numbers.

KATHERINE JOHNSON

An American mathematician who worked for NASA. Her calculations were critical to the flights into space. She worked on the trajectories for the first man in space and subsequent flights into orbit.

ALAN TURING

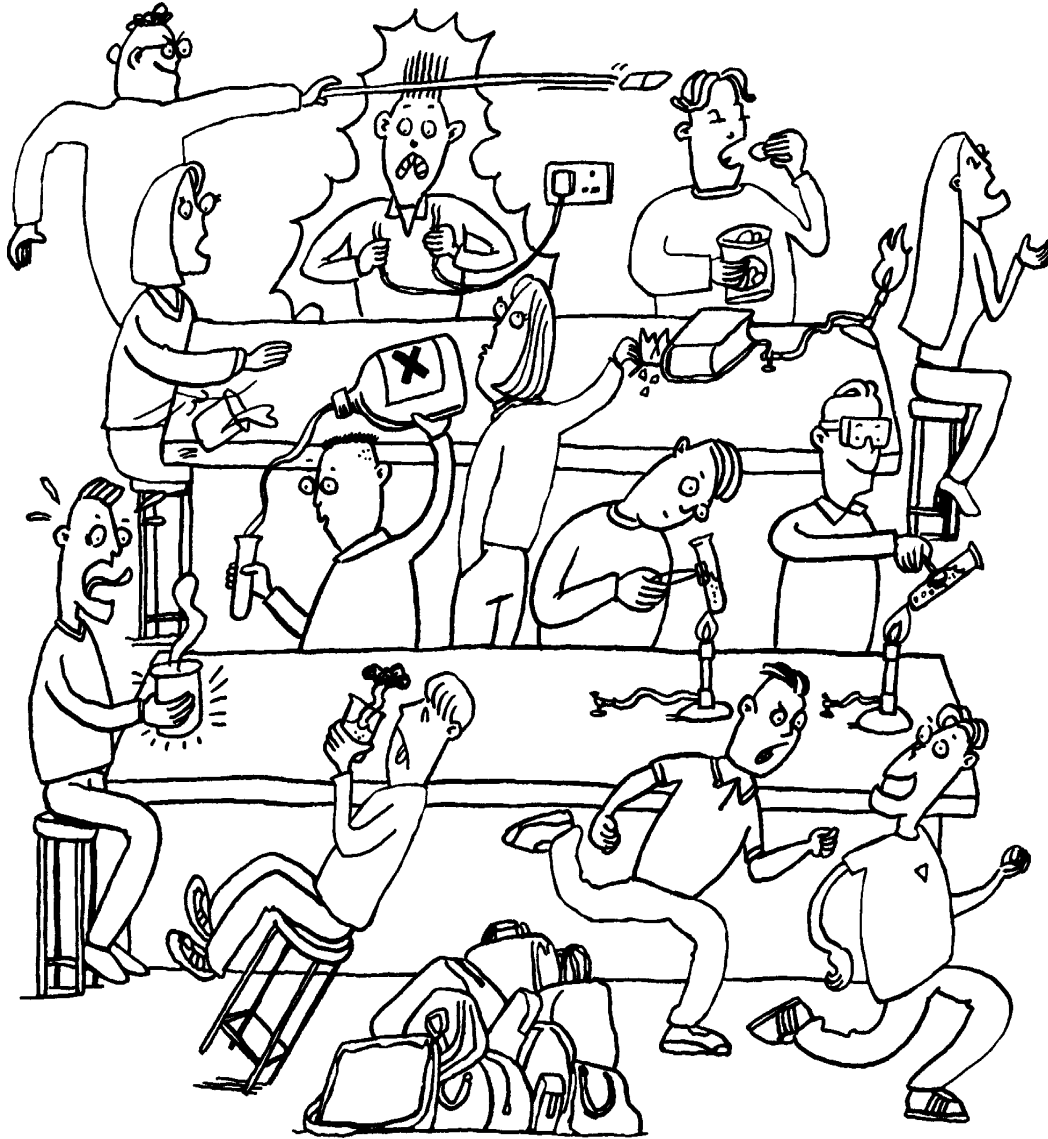
A British mathematician. He made major contributions to the fields of mathematics, computer science, and artificial intelligence. He worked for the British government during World War II, when he succeeded in breaking the secret code Germany used to communicate.

ADA LOVELACE

An English mathematician and writer, known for her work on Charles Babbage's proposed mechanical general-purpose computer.

Science

A Guide to Basic Investigation Skills in Science

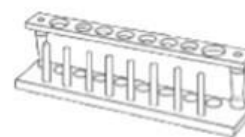
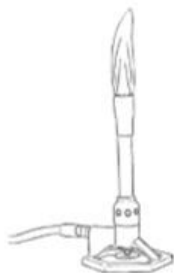


1. Circle the hazards (things that are going wrong in this lab.)
2. Write the hazards in the table overleaf (or draw your own)
3. Explain why each one is a hazard.
4. Explain what can be done to prevent it.

Hazard	Why is it dangerous?	What can be done to prevent it?

Equipment

Label the equipment correctly



Key Terminology:

Word	Definition
Independent variable	
Dependent variable	
Controlled variable	

Example:

Experiment	What could we change? <u>Independent</u>	What could we measure? <u>Dependent</u>	What should we keep the same? <u>Controlled</u>
Do plants grow faster in the light?	Light Intensity is the variable to change . One plant should be in light and one plant in the dark.	We could measure the height of the plant or its mass.	To make sure light is having the effect, we should keep the carbon dioxide levels, the water we give it, the nutrients we give it and the time we grow it for, the same .

Experiment	What could we change? <u>Independent</u>	What could we measure? <u>Dependent</u>	What should we keep the same? <u>Controlled</u>
Does adding salt to water affect the temperature it boils at?			
Does adding light affect the number of woodlice found?			
Does the amount of air affect the length of time the candle burns for?			
Does the number of batteries affect the brightness of a bulb?			
Do plants grow faster with more fertiliser?			
Are there more prickles on longer holly leaves?			

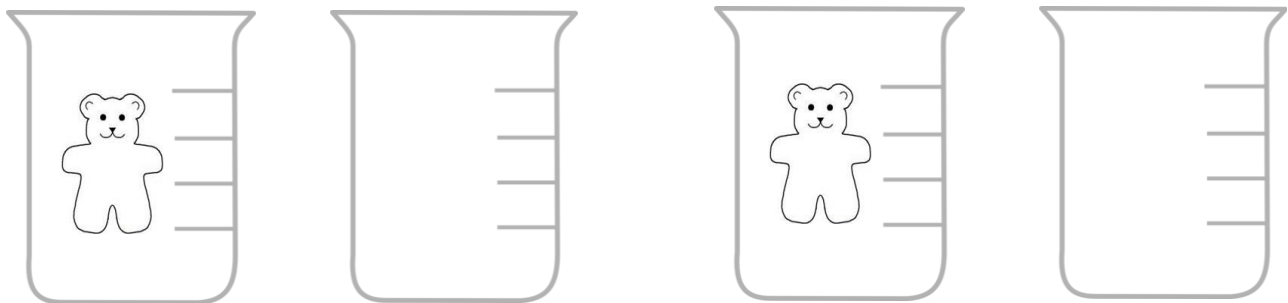
Experiments

When there is a lot of water in one place (a high concentration), it moves to where there is not a lot of water (low concentration). It moves until there is an equal amount in both places. This movement is called osmosis. This is how water is transported from cell to cell but you can observe it in Haribo's!

You can decrease the concentration of water by adding salt to it.

Method:

1. Set up two containers (paper cups would be ideal!) with the same volume of water (half fill), add two teaspoons of salt to one of them. Make sure you label the containers.
 2. Add a Haribo to each one (it must be the **same type** of haribo) and you need to add them at the **same time**.
 3. Leave them for 20 minutes and take them out at the **same time**.
 4. You should be able to see a visible difference but if you want to be really precise, you could weigh their mass before and after.
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1. Draw the bear after it has been in water. Try and explain what happened.
 2. Draw the bear after it has been in salt water. Try and explain what happened.



History

WHAT ARE BC, BCE, AD & CE?

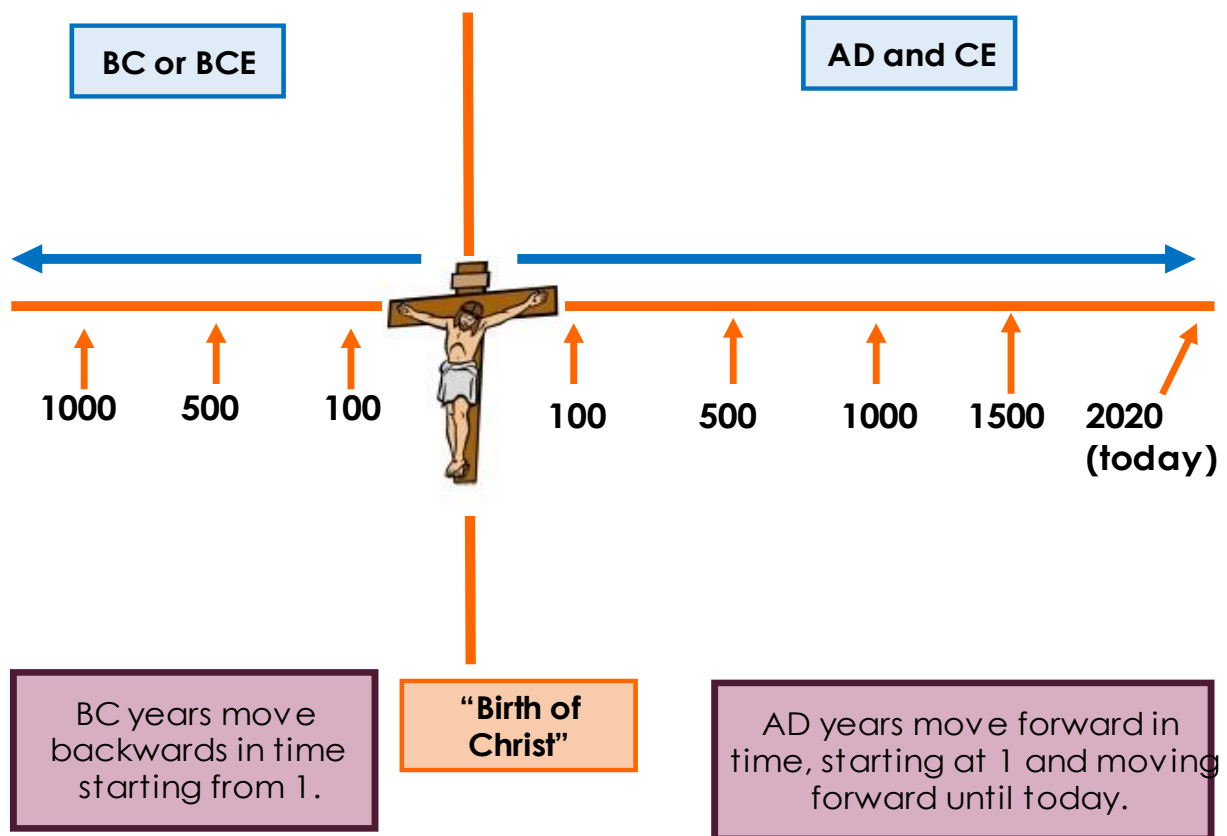
Historians often talk about years as being BC or BCE and AD or CE. This is another way of dividing time. It makes it easier when talking about large areas of time.

BC and BCE

BC means Before Christ and refers to the time BEFORE Jesus was alive. Many historians now use BCE which means Before Common Era as not everyone believes in Jesus. The Common Era is the years 1 —2020 so BEFORE Common Era is earlier than the year 1.

AD and CE

AD stands for Anno Domini and refers to the time after Christ (It is Latin for the year of our Lord'. CE means Common Era which is the time after the year 1.



WHAT ARE BC, BCE, AD & CE?

Using the information from the previous page, add in the missing words.

BC and BCE

BC means B_____ C_____ and refers to the time BEFORE J_____ was alive. Many historians now use BCE that means B_____ C_____ E_____ as not everyone believes in Jesus. The Common Era is the y_____→2020 so BEFORE common era is earlier than the year 1.

AD and CE

AD stands for A_____ D_____ and refers to the time after C_____. CE means Common Era which is any t_____ from the year 1.

Put this list of years in the correct order - starting with the EARLIEST and ending with the most recent.

- 2008 AD
- 54 BC
- 33 AD
- 2008 BC
- 1008 AD
- 10,000 BC
- 1
- 410 BC



Put this list of years in the correct order - starting with the MOST RECENT and ending with the earliest.

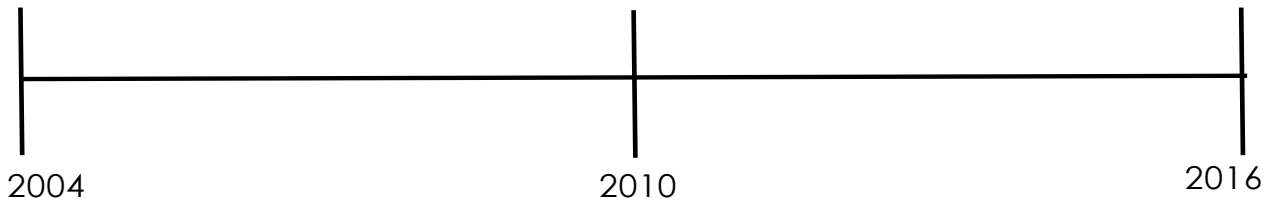
- 2000 CE
- 1
- 123 BCE
- 2010 BCE
- 2001 CE
- 22 BCE
- 72 CE
- 1599CE



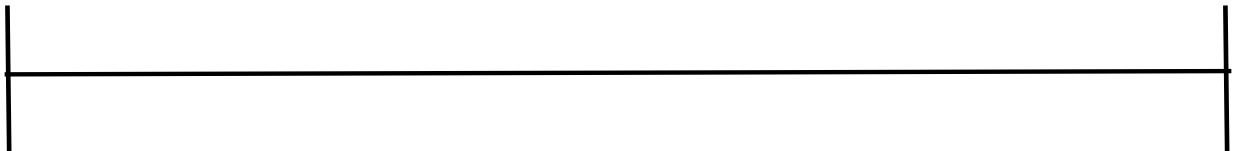
TIMELINES

A timeline is a way to put information in chronological order. It makes it ve clear when an event happened in time. Add the information to the following timeline about Bob.

Bob was born in 2004	His Sister, Brenda was born in 2010.	He started secondary school in 2015.	He went on holiday to Florida in 2013
He broke his leg in 2011.	His Nan died on 2009.	He went to his first football match in 2010.	He won his first football championship in 2016.



Draw your own timeline with 8 events:



TYPES OF EVIDENCE



Historians are like detectives because they use SOURCES and clues left by people of the past. Evidence can be discovered in one of 3 different ways.

VISUAL
(Written or Images)

PHYSICAL

VERBAL

Label the following images with which of these three categories it fits in:



--	--	--



--	--	--

Historians use different terms for different types of evidence.

These is v_____ evidence for things like _____, p_____ evidence for things such as _____ and v_____ evidence for things like _____.

New Info

Continents and Oceans

Continent

A **continent** is a very large area of land that consists of several countries. There are **seven continents**.

Ocean

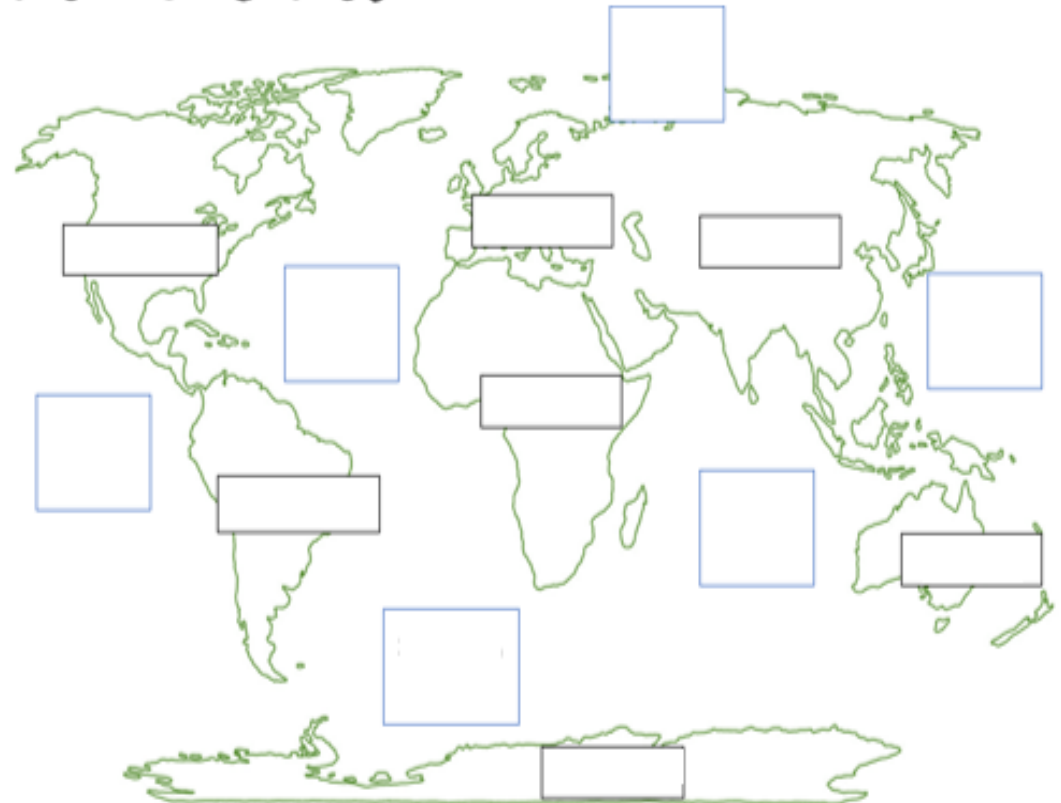
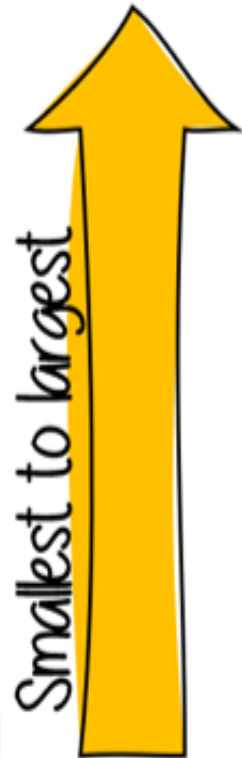
An **ocean** is a very large area of salty water. There are **five major oceans**.

Did you know?

- 70% of the Earth's surface is water and 30% is land.
- There are 196 countries in the world.

Construct

Continents and Oceans



Task 1: Write the correct number or letter for each continent and ocean into the correct boxes on the map. Blue boxes are for oceans, black boxes are for continents.

Oceans:

- Arctic
- Atlantic
- Indian
- Pacific
- Southern

Continents:

- Africa
- Antarctica
- Asia
- Europe
- North America
- Oceania
- South America

Task 2: Using the yellow arrow, list the continents in order of size from smallest to largest. Include the actual size of the continent in sq. km.

Task 3 – Research ten interesting facts about the physical or human geography of one of the continents

Food & Nutrition

In your Food & Nutrition lessons, you will build on the basic skills needed to prepare meals and work with different ingredients. Having these skills already in place before you begin KS3 is important.

Can you do the following?

Ask an adult to sign against each skill when you have successfully completed it.

Bring the completed sheet to school in September for your Food and Nutrition teacher.

If you want to take photos of you completing the skills, please do so and send to rosej@ca.rkt.co.uk

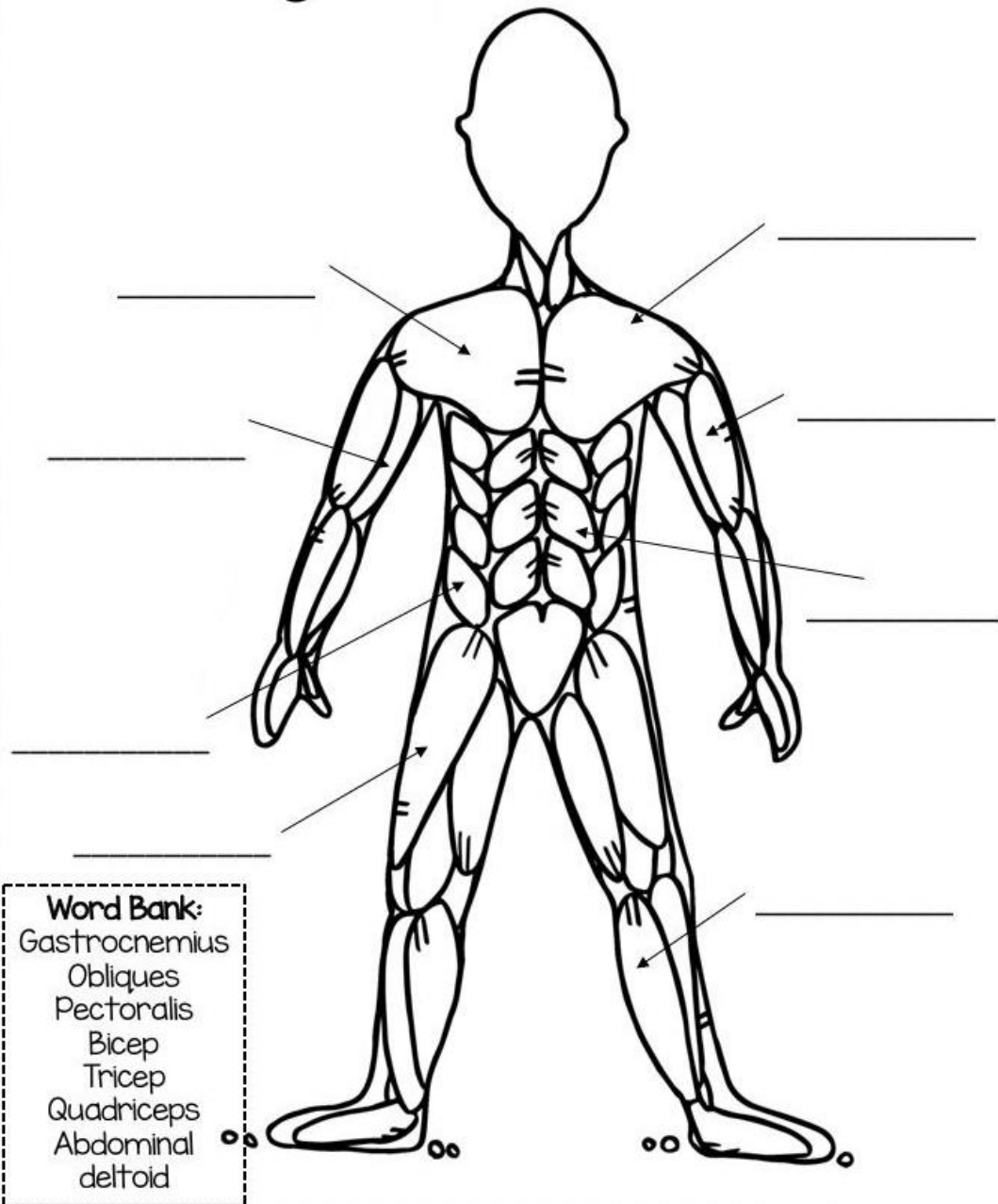
* Please be aware that I may not respond to emails during August, but will get back to you as soon as possible.

Turn on your oven.	
Turn on your hob.	
Turn on your grill.	
Use the microwave.	
Boil the kettle.	
Open a tin with a tin opener.	
Boil water in a pan.	
Peel a potato.	
Slice a piece of fruit.	
Weigh out 100g of a dry food (rice, pasta, cereal)	
Make toast.	
Crack an egg without breaking the yolk.	
Wash up using hot soapy water.	
Wash your hands properly with hot water and soap whilst singing 'Happy Birthday' twice.	

Physical Education

Label the body with the key muscle groups using the correct terminology:

Major Muscles



A – Z of Sports

	Sport	Tried it?
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		
U		
V		
W		
X		
Y		
Z		



Reciprocal Reading Strategies

Good readers do the following 4 things each time they read:

Predict

Look at the title, the chapter title, the headline. What do you think it will be about?
What might happen? What clues do we get from the title?

Predicting helps us to engage with the text before we even start reading. It gets our brain thinking about the story.

Clarify

As you read, identify the words you don't know, and stop.

Re-read the sentence, or paragraph. Can you work it out?

Can you substitute the word for one you do know? Does it make sense?

Does it sound like another word or have part of a word you do know?

Can you look the word up?

Clarifying vocabulary is important in helping with understanding a text. If we don't know what the words mean, we won't understand the story.

Question

Now you've read the chapter or paragraph, what questions do you have?

Ask yourself, questions which get you thinking about what has happened, but also about what might happen next.

Then, you can ask questions about why the writer chose specific words to describe, or why the writer describes things in the way they have.

Questioning helps to engage with the text beyond the moment. It gets us thinking about the writer, and the choices writer's make. It gets us thinking about what we've learnt, and what else we want to know.

Summarise

Now that you have finished reading this section of the text, can you summarise it into just one or two sentences? What happened? Who was involved? What did you learn?

Summarising allows us the chance to show that we have understand what we have read. It helps us to retain the information and use it again when we pick the text next time.