

# St Cuthbert Mayne School

## Year 9 Summer 2026



“If you’re not willing to learn no one can help you. If you’re determined to learn no one can stop you.”

Name

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Tutor

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**Should you require support with your home learning, please attend one of the subject specialist lead Home Learning Support Sessions in W7-W9**

	Week A	Week B
Monday	Maths	Maths
Tuesday	English	English
Wednesday	Science	RE
Thursday	Learning Mentor support for all other subjects	

Subjects in this booklet are in alphabetical order

**Need to Know Booklet**



## Important information

You need to use this booklet **together** with Classcharts Homework screen to ensure **all** work is being completed on time.

Many subjects use online platforms for home learning tasks and these subjects will communicate this to students, along with expectations. Should you have any issues with online access please speak to your subject teacher in the first instance. For further information on online systems, please see the **subject page** in this booklet.

The **minimum requirement** from you in each subject is detailed below, along with the online system used by that subject:

Subject	Platform	Time
English	Sparx Reader	1 hour per week - checked weekly
French	Seneca, Google forms and tasks in booklet	30 minutes a fortnight - checked week B
Geography	Tasks in booklet	30 minutes a fortnight - checked week A
History	Tasks in booklet	30 minutes a fortnight - checked week A
Maths	Sparx Maths	1 hour per week - checked weekly
RE	Google forms, extension tasks in booklet	30 minutes a fortnight - checked week A
Science	Sparx Science	40 minutes a fortnight - checked week B

Your home learning will be checked by your subject teachers see table above. Any student who receives a “**home learning not completed**” subject mark on Classcharts **must** attend a catch up session the following week, see table on front cover. Students should check the registers displayed every Monday morning on the yellow notice board in Westminster block for details of any support sessions you need to attend..





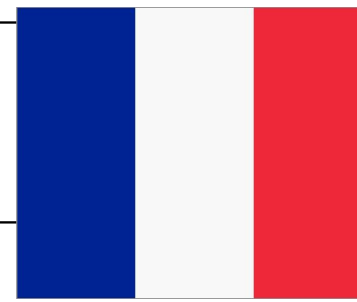
# English - Sparx Reader

## What to do:

- Go to **sparxreader.com**
- Log into Sparx Reader using your details - speak to your teacher if you have any issues.
- Read your text and answer the questions
- Achieve a minimum of **300 SRP**
- Homework is due every **week**.
- Catch-up Tuesday after school in W7/W8
- Need support? Attend catch-up or speak with your teacher

# Year 9 French - Need To Know - Spring Term 2026

## Dynamo 3, Module 2 - Mes projets d'avenir (My future plans)



- The vocabulary in this French section covers the basics of *all of the words and phrases that you will need to succeed in French lessons and in French homework tasks*.
- Your home learning for French is set fortnightly. It is set **every two weeks on a Friday and is due in on the Thursday 2 weeks later, at 8am.**
- Each page has words, phrases and sentences in French and English, and will also be the vocabulary that is tested in assessments. The home learning tasks are to help embed it in your memory.
- Learning a language is only successful if you do it '*little but often*'.
- Home learning will be a mixture of Seneca tasks, vocabulary learning from your Need to Know booklet, and other assignments your teacher will set you on Google Classroom and Class Charts.
- You must learn the vocabulary, there are ideas to help you do this on the next page.

If you are stuck with French homework then you can attend the support club - posters are displayed with the day and classroom.

You must achieve either...

A high level of accuracy (75% or more correct answers)

or...

spend 30 minutes effort

Ask Ms Rowbury, Ms Dowler Cross or Ms Cooper if you have any questions.

To learn a foreign language is to have one more window from which to look at the world

**A new language is a new life.**

Quelle est la date aujourd'hui? What is the date today?

1	2	3	4
		premier <i>first</i>	
		deux <i>second</i>	
		trois <i>third</i>	
		quatre <i>fourth</i>	
	lundi <i>Monday</i>	cinq <i>fifth</i>	
		six <i>sixth</i>	vingt-et-un <i>twenty first</i>
	mardi <i>Tuesday</i>	sept <i>seventh</i>	février <i>February</i>
		huit <i>eighth</i>	mars <i>March</i>
	mercredi <i>Wednesday</i>	neuf <i>ninth</i>	avril <i>April</i>
		dix <i>Tenth</i>	mai <i>May</i>
	vendredi <i>Friday</i>	onze <i>eleventh</i>	juin <i>June</i>
		douze <i>twelveth</i>	juillet <i>July</i>
	samedi <i>Saturday</i>	treize <i>thirteenth</i>	août <i>August</i>
		quatorze <i>fourteenth</i>	septembre <i>September</i>
	dimanche <i>Sunday</i>	quinze <i>fifteenth</i>	octobre <i>October</i>
		seize <i>sixteenth</i>	novembre <i>November</i>
		dix-sept <i>seventeenth</i>	décembre <i>December</i>
		dix-huit <i>eighteenth</i>	
		dix-neuf <i>nineteenth</i>	
		vingt <i>twentieth</i>	

Aujourd'hui  
c'est...  
Today is...

Les Instructions

Fermez les cahiers = close the books  
Ouvrez les cahiers = open the books  
Écoutez la prof = listen to the teacher  
Regardez le tableau = look at the board  
Fermez la porte = close the door  
Levez la main = put up your hand  
Levez-vous = stand up  
Asseyez-vous = sit down  
Écrivez 1-10 = write 1 to 10  
Parlez avec votre partenaire = talk with your partner  
Silence = silence  
Calmez-vous = be quiet

Les Questions

C'est quoi en anglais? What is it in English?  
Comment ça s'écrit? How do you spell it?  
Comment dit-on \_\_\_ en français? How do you say \_\_\_ in French?  
Je peux aller à ma leçon de musique? Can I go to my music lesson?  
Je peux ouvrir la fenêtre? Can I open the window?  
Je peux fermer la fenêtre? Can I close the window?  
Je peux aller au toilette? Can I go to the toilet?

Connectives

et and  
mais but  
parce que because  
car because  
pourtant however  
  
aussi also  
ou or  
donc so/therefore  
si if  
même si even if

Pronunciation

-D, P, S, T, X, Z are silent when found at the end of a word  
  
-H is silent when found at the beginning of a word  
  
The letter c with an accent underneath – ç – sounds like the letter s in English  
  
In French, the letter e can cause lots of problems. At the end of a word, it isn't sounded out.  
-If it as an acute accent – é – then it sounds like **ay**. - *café*  
-If it has a grave accent – è – or a circumflex - ê - then it sounds like **eh** – e.g *père, tête*  
-The rest of the time, it sounds like **uh** – menu (*muhnoo*)



Cool phrases

À plus dans le bus See you later alligator  
Prends ça cool Take it easy  
Je kiffe ça I love that (French-Arab slang)  
Très bien! Very good!  
Trop bien! Too good!

Question words

comment- how  
qui- who  
quel- which/what  
quoi- what  
quand- when  
où- where  
pourquoi- why

un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente-et-un	31
trente-deux	32
quarante	40
cinquante	50
soixante	60
soixante-dix	70
quatre-vingts	80
quatre-vingts-dix	90
cent	100

## How do I learn new words?

Try a different technique each time you have to learn new vocabulary. Enter the date you tried it and then provide feedback.



<i>I used it on ...</i>	<i>My opinion</i> <small>(e.g. useful, did not help me, boring, easy, difficult)</small>	<i>Will I use this technique again?</i>
<i>I read and repeat the words in my head.</i>		
<i>I read and repeat the words aloud.</i>		
<i>I repeat the words with a rhythm / song tune.</i>		
<i>I record myself saying/singing the words and then listen to the recording.</i>		
<i>I do mind-maps or spider diagrams.</i>		
<i>I create and use my own flashcards / memory cards.</i>		
<i>I write the words in the target language and English (several times).</i>		
<i>I test myself by looking at, saying, covering, writing, checking the word.</i>		
<i>Someone in my family tests me.</i>		
<i>I study with my friend/s and we ask each other.</i>		

## Language Learning Skills

### Learning vocabulary

- 1 Look, say, cover, write, check.** Use this strategy when trying to memorise vocabulary.
- 2 Sticky notes.** Write new words on sticky notes and stick them around your bedroom or in places where you will see them regularly. When learning vocabulary, 'a little and often' is better than 'a lot only once'.
- 3 Language links.** Make links in your mind when you are learning a new word. Is it like English? Does it remind you of another word? If so, make a little link. For example, *poisson* looks like poison, so imagine a poisonous fish.
- 4 Vocabulary ranking.** List new vocabulary from the easy ones to the most difficult. Don't spend too much time on the easy words. Start with the difficult ones and spend more time learning those!

### Listening strategies

- 1 Know the task.** Before you hear the recording, make sure you know exactly what you are listening out for. Read the instructions for the listening exercise very carefully.
- 2 Guess the answers in advance.** Always think about the range of possible answers beforehand. What could the answer be?
- 3 Relax.** Sometimes, when you concentrate too hard, you panic and it stops you hearing properly. Focus on key words and do not panic, if you don't understand absolutely everything.
- 4 Note taking.** Try different ways of taking notes. Do you find it better to make notes in English or French? Are symbols or images better for you than words?

### Reading strategies

- 1 Cognates.** Look for words that are closely related to the French words. Look out for similarities that will help you work out what individual words mean.
- 2 Context.** Use the context to help you work out the meaning of new words. If all of the texts are about the pets people have, and you have already spotted *chien*, *chat* and *lapin*, when someone else says that they have a *tortue*, you could make an educated guess at tortoise.
- 3 References.** Where can you look if you don't know the meaning of a word? Make sure that you know where vocabulary lists are and how to use a simple dictionary!
- 4 Structure of text.** The answers to an exercise are usually in the same order as the text. If you have found the answers to number one and number three, the answer to number two will probably be in between.

### Study Skills

- 1 Stay organised.** Keep all of your French work together in a folder. Stick to a system - know where you keep vocabulary, grammar notes and exercises.
- 2 Check and redraft.** Always check cover your work. Focus on checking particular elements in the test, e.g. spelling and accents, verb endings etc.
- 3 Work with others.** Working with others can be more effective, since you can help each other when you are stuck, and it is more motivating. Get someone at home to help test you!
- 4 Review targets.** Don't just set targets and ignore them. Review them regularly. Read your teacher's marking and respond to it. It really will help you improve!

### Days of the Week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche

### Months of the year

janvier	
février	
mars	
avril	
mai	
juin	
juillet	
août	
septembre	
octobre	
novembre	
décembre	

### Pronouns

I	Je, J'
You	tu
He	il
She	elle
One	on
We	nous
You	vous
They	ils, elles

If you call someone by their first name, use 'tu'. 'Vous' has 2 uses - talking to lots of people + also to someone older.

### Numbers 1-30

1	un
2	deux
3	trois
4	quatre
5	cinq
6	six
7	sept
8	huit
9	neuf
10	dix
11	onze
12	douze
13	treize
14	quatorze
15	quinze
16	seize
17	dix-sept
18	dix-huit
19	dix-neuf
20	vingt
21	vingt-et-un
22	vingt-deux
30	trente

### Articles that can go before the noun

	Masculine	Feminine	Plural	Before a vowel (singular)
a	un	une	des	un/une
the	le	la	les	l'
my	mon	ma	mes	mon
your	ton	ta	tes	ton
his/her	son	sa	ses	son
our	notre	notre	nos	notre



### Numbers 40-100

40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingt-dix
100	cent



### 6 SERIOUSLY USEFUL VERBS

TO HAVE	AVOIR	TO BE	ÊTRE	TO GO	ALLER
I have	J'ai	I am	Je suis	I go	Je vais
You have	tu as	You are	Tu es	You go	Tu vas
He has	il a	He is	Il est	He goes	Il va
She has	elle a	She is	Elle est	She goes	Elle va
We have	nous avons	We are	Nous sommes	We go	Nous allons
You have	vous avez	You are	Vous êtes	You go	Vous allez
They have	ils ont	They are	ils sont	They go	ils vont

TO DO / MAKE	FAIRE	TO WANT	VOULOIR	CAN	POUVOIR
I do	Je fais	I want	Je veux	I can	Je peux
You do	tu fais	You want	tu veux	You can	tu peux
He does	il fait	He wants	il veut	He can	il peut
She does	elle fait	She wants	elle veut	She can	elle peut
We do	nous faisons	We want	nous voulons	We can	nous pouvons
You do	vous faites	You want	vous voulez	You can	vous pouvez
They do	ils font	They want	ils veulent	They can	ils peuvent

# 1

## Summer Term 1: Dynamo 3, Module 5 - Le monde francophone (The French-speaking world)

### Unité 1 (pages 102–103) *Quel pays voudrais-tu visiter?*

Je voudrais visiter ...	<i>I would like to visit ...</i>	au lac de Genève.	<i>to Lake Geneva.</i>
la Belgique.	<i>Belgium.</i>	au parc national.	<i>to the national park.</i>
le Laos.	<i>Laos.</i>	à la plage.	<i>to the beach.</i>
le Canada.	<i>Canada.</i>	aux temples bouddhistes.	<i>to the Buddhist temples.</i>
le Vietnam.	<i>Vietnam.</i>	Je voudrais manger ...	<i>I would like to eat ...</i>
le Gabon.	<i>Gabon.</i>	du poulet fumé.	<i>(some) smoked chicken.</i>
le Sénégal.	<i>Senegal.</i>	du chocolat.	<i>(some) chocolate.</i>
la Martinique.	<i>Martinique.</i>	de la soupe.	<i>(some) soup.</i>
la Tunisie.	<i>Tunisia.</i>	des fruits de mer.	<i>(some) seafood.</i>
la Suisse.	<i>Switzerland.</i>	des moules-frites.	<i>mussels and chips.</i>
les Seychelles.	<i>the Seychelles.</i>	J'adore / J'aime ...	<i>I love / I like ...</i>
car il y a ...	<i>because there is/are ...</i>	le surf.	<i>surfing.</i>
un festival de jazz.	<i>a jazz festival.</i>	la musique.	<i>music.</i>
une mosquée.	<i>a mosque.</i>	l'histoire.	<i>history.</i>
des plages.	<i>beaches.</i>	les animaux.	<i>animals.</i>
des éléphants.	<i>elephants.</i>	les frites.	<i>chips.</i>
Je voudrais aller ...	<i>I would like to go ...</i>		

## Unité 2 (pages 104–105) On va voir des choses extraordinaires!

Le Mont-Saint-Michel est ...	<i>Mont-Saint-Michel is ...</i>	célèbre	<i>famous</i>
La dune du Pilat est ...	<i>The Dune of Pilat is ...</i>	historique	<i>historical</i>
grand/grande	<i>big</i>	unique	<i>unique</i>
beau/belle	<i>beautiful</i>	un château	<i>a castle</i>
vieux/vieille	<i>old</i>	un monument	<i>a monument</i>
impressionnant/ impressionnante	<i>impressive</i>	un pont	<i>a bridge</i>
intéressant/intéressante	<i>interesting</i>	une montagne	<i>a mountain</i>
fabuleux/fabuleuse	<i>fabulous</i>	une mosquée	<i>a mosque</i>
mystérieux/mystérieuse	<i>mysterious</i>	une ville	<i>a town</i>

# 2

## Unité 3 (pages 106–107) Réserver de excursions

Est-ce que tu aimes ...?	<i>Do you like ...?</i>	On peut ...	<i>You can ...</i>
J'adore ...	<i>I love ...</i>	Je veux ...	<i>I want to ...</i>
J'aime ...	<i>I like ...</i>	Je ne veux pas ...	<i>I don't want to ...</i>
Je n'aime pas ...	<i>I don't like ...</i>	jouer ...	<i>play ...</i>
Je déteste ...	<i>I hate ...</i>	au minigolf.	<i>mini-golf.</i>
manger au resto.	<i>eating out.</i>	au tennis.	<i>tennis.</i>
visiter des musées.	<i>visiting museums.</i>	au volleyball.	<i>volleyball.</i>
visiter des monuments historiques.	<i>visiting historical monuments.</i>	visiter ...	<i>visit ...</i>
aller à la piscine.	<i>going to the pool.</i>	le château.	<i>the castle.</i>
aller à la plage.	<i>going to the beach.</i>	des maisons historiques.	<i>historic houses.</i>
faire du surf.	<i>going surfing.</i>	faire du sport.	<i>do sport.</i>
faire du vélo.	<i>going cycling.</i>	faire un pique-nique.	<i>have a picnic.</i>
faire des promenades.	<i>going for walks.</i>	porter un costume médiéval.	<i>wear a medieval costume.</i>
Qu'est-ce qu'on peut faire ici?	<i>What can you do here?</i>		

# 3

## Unité 4 (pages 108–109) Visite à un pays francophone!

Le pays est sur quel continent?	<i>Which continent is the country in?</i>	le circuit de formule 1.	<i>the Formula 1 track.</i>
en Afrique	<i>in Africa</i>	le parc national.	<i>the national park.</i>
en Europe	<i>in Europe</i>	le port.	<i>the port.</i>
en Océanie	<i>in Australasia</i>	l'église.	<i>the church.</i>
Il est comment, le paysage?	<i>What is the landscape like?</i>	J'adore ...	<i>I love ...</i>
Il y a ...	<i>There are ...</i>	le surf.	<i>surfing.</i>
des forêts (tropicales).	<i>(tropical) forests.</i>	la nature.	<i>nature.</i>
des montagnes.	<i>mountains.</i>	la formule 1.	<i>Formula 1.</i>
des plages.	<i>beaches.</i>	À mon avis, ...	<i>In my opinion, ...</i>
des rivières.	<i>rivers.</i>	Je pense que ...	<i>I think that ...</i>
des volcans.	<i>volcanoes.</i>	Monaco est plus célèbre que le Laos.	<i>Monaco is more famous than Laos.</i>
Qu'est-ce qu'on peut visiter ici?	<i>What can you visit here?</i>	le Gabon est plus intéressant que Monaco.	<i>Gabon is more interesting than Monaco.</i>
On peut visiter ...	<i>You can visit ...</i>		
Je veux visiter ...	<i>I want to visit ...</i>		

## 4

Unité 5 (pages 110–111) *Rencontrer des jeunes francophones*

Je suis ...	<i>I am ...</i>	J'habite en ... / au ...	<i>I live in ...</i>
Il/Elle est ...	<i>He/She is ...</i>	Je chante.	<i>I sing / am singing.</i>
acteur/actrice.	<i>an actor/actress.</i>	Je dessine.	<i>I draw / am drawing.</i>
artiste.	<i>an artist.</i>	Je fais des albums.	<i>I make / am making albums.</i>
athlète (paralympique).	<i>a(n) (paralympic) athlete.</i>	Nous faisons du karaté.	<i>We do / are doing karate.</i>
blogueur/blogueuse.	<i>a blogger.</i>	Je joue à des jeux vidéo.	<i>I play / am playing video games.</i>
chanteur/chanteuse.	<i>a singer.</i>	Je présente (des émissions à la radio).	<i>I present / am presenting (programmes on the radio).</i>
cuisinier/cuisinière.	<i>a cook.</i>	Nous jouons au tennis.	<i>We play / are playing tennis.</i>
footballeur.	<i>a footballer.</i>	Je marque des buts.	<i>I score / am scoring goals.</i>
Je porte ...	<i>I wear / am wearing ...</i>	Je poste des vidéos.	<i>I post / am posting videos.</i>
Il/Elle porte ...	<i>He/She wears / is wearing ...</i>	Je prépare de la soupe.	<i>I prepare / am preparing soup.</i>
Ils/Elles portent ...	<i>They wear / are wearing ...</i>	Je regarde la télé.	<i>I watch / am watching the TV.</i>
un tee-shirt blanc.	<i>a white tee-shirt.</i>	Je représente la France.	<i>I represent / am representing France.</i>
des lunettes.	<i>glasses.</i>	Où habites-tu?	<i>Where do you live?</i>
J'ai ...	<i>I have ...</i>	Qu'est-ce que tu fais comme métier?	<i>What job do you do?</i>
Il/Elle a ...	<i>He/She has ...</i>	Qu'est-ce que tu fais pendant ton temps libre?	<i>What do you do during your free time?</i>
Ils/Elles ont ...	<i>They have ...</i>		
les cheveux ...			
longs / courts.	<i>long / short ...</i>		
noirs / bruns.	<i>black / brown hair.</i>		
Il/Elle est grand(e).	<i>He/She is tall.</i>		

## 5

Unité 6 (pages 112–113) *On va jouer au foot!*

Qu'est-ce que tu vas faire? *What are you going to do?*  
 Je vais ... *I am going ...*  
 manger beaucoup de  
 pizza. *to eat lots of pizza.*

passer du temps avec ma  
 famille. *to spend time with my  
 family.*  
 poster des photos. *to post photos.*  
 jouer au foot. *to play football.*  
 faire les magasins. *to go shopping.*

Unité 6 (pages 112–113) *On va jouer au foot!*

faire du sport. *to do sport.*  
 aller à la plage. *to go to the beach.*  
 lire des romans. *to read novels.*  
 regarder des vidéos. *to watch videos.*  
 dormir. *to sleep.*  
 à l'avenir *in the future*  
 un jour *one day*  
 l'année prochaine *next year*  
 Quel est ton sport préféré? *What is your favourite sport?*  
 Mon sport préféré, c'est ... *My favourite sport is ...*  
 Ma passion, c'est ... *My passion is ...*  
 le cyclisme. *cycling.*  
 le ping-pong. *table tennis.*  
 le rugby. *rugby.*

le ski acrobatique. *acrobatic skiing.*  
 Qu'est-ce que tu vas faire  
 un jour? *What are you going to do  
 one day?*  
 Je vais habiter ... *I am going to live ...*  
 en Angleterre. *in England.*  
 en Australie. *in Australia.*  
 en Belgique. *in Belgium.*  
 au Canada. *in Canada.*  
 Je vais ... *I am going ...*  
 gagner une compétition  
 importante. *to win an important  
 competition.*  
 représenter mon pays. *to represent my country.*  
 faire une formation. *to do a training course.*  
 être joueur/joueuse  
 professionnel(le). *to be a professional  
 player.*

# 5

## Unité 7 (pages 114–115) *On a fait le tour du monde!*

Comment est-ce que tu as fait le tour du monde?	<i>How did you do the world tour?</i>	J'ai vu beaucoup de sites extraordinaires.	<i>I saw lots of extraordinary places.</i>
J'ai fait le tour du monde ... en bus / en train. à vélo / à pied. en avion.	<i>I did the world tour ... by bus / by train. by bike / on foot. by plane.</i>	J'ai logé (dans une tente / dans un hôtel).	<i>I stayed (in a tent / in a hotel).</i>
Je n'ai pas voyagé en / à ...	<i>I didn't travel by / on ...</i>	J'ai commencé mon tour du monde en (2018).	<i>I started my world tour in (2018).</i>
Où est-ce que tu es allé(e)?	<i>Where did you go?</i>	J'ai travaillé dans un camp de réfugiés.	<i>I worked in a refugee camp.</i>
Je suis allé(e) dans (trente) pays différents.	<i>I went to (thirty) different countries.</i>	Il y avait ...	<i>There was/were ...</i>
Qu'est-ce que tu as fait?	<i>What did you do?</i>	un lac / un volcan.	<i>a lake / a volcano.</i>
J'ai blogué.	<i>I blogged.</i>	une forêt tropicale.	<i>a tropical forest.</i>
J'ai fait des vidéos.	<i>I made videos.</i>	des animaux sauvages.	<i>wild animals.</i>
J'ai pris beaucoup de photos.	<i>I took lots of photos.</i>	beaucoup de problèmes.	<i>lots of problems.</i>
J'ai mangé dans des restos traditionnels.	<i>I ate in traditional restaurants.</i>	C'était ...	<i>It was ...</i>
		vraiment intéressant.	<i>really interesting.</i>
		absolument fabuleux.	<i>absolutely fabulous.</i>
		très difficile.	<i>very difficult.</i>

# 1

## Summer Term 2: Dynamo 3, Module 4 - Le meilleur des mondes (A better world)

Qu'est-ce qu'on mange à la cantine scolaire?	<i>What do you eat at the school canteen?</i>	délicieux / savoureux.	<i>delicious / tasty.</i>
Dans le repas, il y a ...	<i>In the meal, there is ...</i>	sain / simple.	<i>healthy / simple.</i>
du fromage / du lait	<i>cheese / milk</i>	Mon repas préféré, c'est ...	<i>My favourite meal is ...</i>
du pain / du riz	<i>bread / rice</i>	Sur la photo, il y a ...	<i>In the photo, there is ...</i>
de la soupe	<i>soup</i>	un homme / une femme.	<i>a man / a woman.</i>
de la viande	<i>meat</i>	un garçon / une fille.	<i>a boy / a girl.</i>
de l'eau	<i>water</i>	Il/Elle est ...	<i>He/She is ...</i>
des frites / des haricots	<i>chips / beans</i>	au collège.	<i>at school.</i>
des légumes	<i>vegetables</i>	à la plage.	<i>at the beach.</i>
des pommes de terre	<i>potatoes</i>	à la campagne.	<i>in the country(side).</i>
des sandwichs	<i>sandwiches</i>	Il/Elle porte ...	<i>He/She is wearing ...</i>
un fruit	<i>a piece of fruit</i>	un tee-shirt.	<i>a tee-shirt.</i>
un jus de fruits	<i>a fruit juice</i>	un gilet vert.	<i>a green hi-vis/waistcoat.</i>
C'est ...	<i>It is ...</i>	Il/Elle ramasse des déchets.	<i>He/She is picking up litter.</i>
Ce n'est pas ...	<i>It isn't ...</i>	Il fait beau.	<i>The weather is nice/sunny.</i>
		Il fait mauvais.	<i>The weather is bad.</i>
		Il pleut.	<i>It is raining.</i>

Est-ce que tu manges de la viande?	<i>Do you eat meat?</i>	Je suis pour le véganisme.	<i>I am in favour of veganism.</i>
Je mange ...	<i>I eat ...</i>	Je suis contre le véganisme.	<i>I am against veganism.</i>
du poisson.	<i>fish.</i>	C'est sain.	<i>It's healthy.</i>
de la viande.	<i>meat.</i>	La production de viande, c'est mauvais pour l'environnement.	<i>Meat production is bad for the environment.</i>
beaucoup de fruits et de légumes.	<i>lots of fruit and vegetables.</i>	Manger des animaux, c'est cruel.	<i>Eating animals is cruel.</i>
Je bois du lait.	<i>I drink milk.</i>	Il y a beaucoup de vitamines dans la viande, le lait et le poisson.	<i>There are lots of vitamins in meat, milk and fish.</i>
Je ne mange pas ...	<i>I don't eat ...</i>	La viande, c'est très savoureux.	<i>Meat is very tasty.</i>
Je ne mange jamais ...	<i>I never eat ...</i>	Manger des animaux, c'est normal.	<i>It is normal to eat animals.</i>
de viande / de poisson.	<i>meat / fish.</i>		
de produits d'origine animale.	<i>animal products.</i>		
Je ne bois pas de lait.	<i>I don't drink milk.</i>		
Est-ce que tu es pour ou contre le véganisme?	<i>Are you in favour of or against veganism?</i>		

# 3

Le panda géant	<i>The giant panda</i>
Le tigre	<i>The tiger</i>
La tortue marine	<i>The sea turtle</i>
L'ours polaire	<i>The polar bear</i>
Le rhinocéros	<i>The rhinoceros</i>
Le crocodile	<i>The crocodile</i>
habite ...	<i>lives ...</i>
dans la forêt.	<i>in the forest.</i>
dans l'eau.	<i>in the water.</i>
à la campagne.	<i>in the countryside.</i>

est menacé(e) par ...	<i>is threatened by ...</i>
le changement climatique.	<i>climate change.</i>
la chasse.	<i>hunting.</i>
la déforestation.	<i>deforestation.</i>
la pollution.	<i>pollution.</i>
Qu'est-ce qu'il faut faire pour protéger les animaux menacés?	<i>What must you do to protect endangered animals?</i>

Il faut ...	<i>You must ...</i>
ramasser les déchets.	<i>pick up litter.</i>
recycler le papier et les bouteilles.	<i>recycle paper and bottles.</i>
aller au collège à pied ou à vélo.	<i>go to school on foot or by bike.</i>

Il ne faut pas ...	<i>You must not ...</i>
manger trop de viande.	<i>eat too much meat.</i>
utiliser trop d'énergie.	<i>use too much energy.</i>
laisser de sacs en plastique sur la plage.	<i>leave plastic bags on the beach.</i>

# 4

Qu'est-ce qu'on a fait récemment pour aider l'environnement?	<i>What have we done recently to help the environment?</i>	On a utilisé moins d'énergie.	<i>We used less energy.</i>
J'ai ramassé des déchets.	<i>I picked up litter.</i>	On a organisé une campagne anti-plastique.	<i>We organised an anti-plastic campaign.</i>
J'ai recyclé du papier et du plastique.	<i>I recycled paper and plastic.</i>	je recycle	<i>I recycle</i>
J'ai acheté des produits bio.	<i>I bought organic products.</i>	j'ai recyclé	<i>I recycled</i>
Je suis allé(e) au collège à pied.	<i>I went to school on foot.</i>	j'utilise	<i>I use</i>
		j'ai utilisé	<i>I used</i>
		je ramasse	<i>I collect/pick up</i>
		j'ai ramassé	<i>I collected/picked up</i>
Qu'est-ce que tu voudrais faire pour changer le monde?	<i>What would you like to do to change the world?</i>	faire du travail bénévole.	<i>to do voluntary work.</i>
Je voudrais ...	<i>I would like ...</i>	être membre d'un groupe écolo.	<i>to be a member of a green group.</i>
utiliser moins de plastique.	<i>to use less plastic.</i>	Il faut aider les animaux menacés.	<i>You/We must help endangered animals.</i>
acheter moins de vêtements.	<i>to buy fewer clothes.</i>	Il faut protéger la planète.	<i>You/We must protect the planet.</i>
manger moins de viande.	<i>to eat less meat.</i>	Il faut combattre le changement climatique.	<i>You/We must fight climate change.</i>
organiser une campagne anti-déchets.	<i>to organise an anti-litter campaign.</i>	Il faut aider les autres.	<i>You/We must help others.</i>

# 5

## Les mots essentiels *High-frequency words*

### For giving opinions

Je suis pour / contre ... ..... *I am for / against ...*

À mon avis, ... ..... *In my opinion, ...*

Pour moi, ... ..... *For me, ...*

Je pense que ... ..... *I think that ...*

Tu es d'accord? ..... *Do you agree?*

Je suis d'accord. .... *I agree.*

Je ne suis pas d'accord. .... *I disagree.*

Tu rigoles! ..... *You must be joking!*

### Time phrases

hier ..... *yesterday*

lundi dernier ..... *last Monday*

le weekend dernier ..... *last weekend*

la semaine dernière ..... *last week*

l'année dernière ..... *last year*

## Stratégie

When you are learning new vocabulary, grouping words together can help you remember them.

You can group by **meaning**:

e.g. *du pain / du fromage / de la viande* are all **foods**.

You can group by **word type**:

e.g. *faire / manger / être* are all verb **infinitives**.

You can group by **word family**:

e.g. *du plastique / en plastique / anti-plastique* all contain the word **plastique**.



This Home Learning will be checked by your teacher in a lesson during the

Week A beginning **Monday 27th April 2026.**

It will be checked on \_\_\_\_\_ period \_\_\_\_\_.

**The Global Distribution of Food** - your health is affected by how much you eat and the food's nutritional value. The World Health Organisation (WHO) suggests that we need 2000-2400 calories per day to be healthy. Over 1 billion people in the world fall below this level and are described as malnourished.

A further 2 billion people suffer from undernutrition – a poorly-balanced diet lacking in minerals and vitamins. This can result in a range of illnesses and diseases. It can have economic effects. People need to be well fed to be productive at work and contribute to the economic development of the country. Obesity (being overweight) is an increasing problem.

**The Global Distribution of Energy** – energy is required for economic development. It powers factories and machinery and provides fuel for transport. In the past many countries could depend on their own energy resources. Today the situation is much more complex, with energy being traded around the world.

Energy consumption is increasing as the world becomes more developed and demand increases. The world's richest countries use far more than the poorer countries in Africa and the Middle East. The Middle East supplies much of the world's oil yet its own consumption is relatively small. As NEEs become more industrialised, the demand for energy will increase and patterns of energy trading will change.

**The Global Distribution of Water** – the quantity and quality of water are important for our well-being and for economic development. Water is not only essential for people and animals to drink, but it is vital for crops and food supply. It is also an important source of power for producing energy. As the world's population grows, more people are faced with a shortage of water. The imbalance in water supply is mainly due to variations in climate and rainfall. Rainwater needs to be captured and stored in reservoirs or taken from rivers or aquifers deep underground. All of these are very expensive and require high levels of investment.

Many of the world's poorest countries, particularly in Africa, have a shortage of water. They become trapped in a cycle of poverty. The UN estimates that by 2025 there will be 50 countries facing water scarcity. There are significant differences in water use between low/middle and high-income countries. Low/middle income countries use a higher proportion of water for agriculture (farming) compared to high-income countries which use most for industry.



**ACTIVITIES** – Choose **one** of the following activities (you can do more if you like!)

1. Explain why water, food and energy are vital to our survival
2. Choose one of the resources (water/food/energy) and explain why some people don't have enough
3. Find some real-life examples of places in the world that don't have enough water, food or energy



This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 11th May 2026**.

Mine will be checked on \_\_\_\_\_ period \_\_\_\_\_.



Created by Daria Moskva from the Open Project

### Provision of Water in the UK – What are the demands for water in the UK?

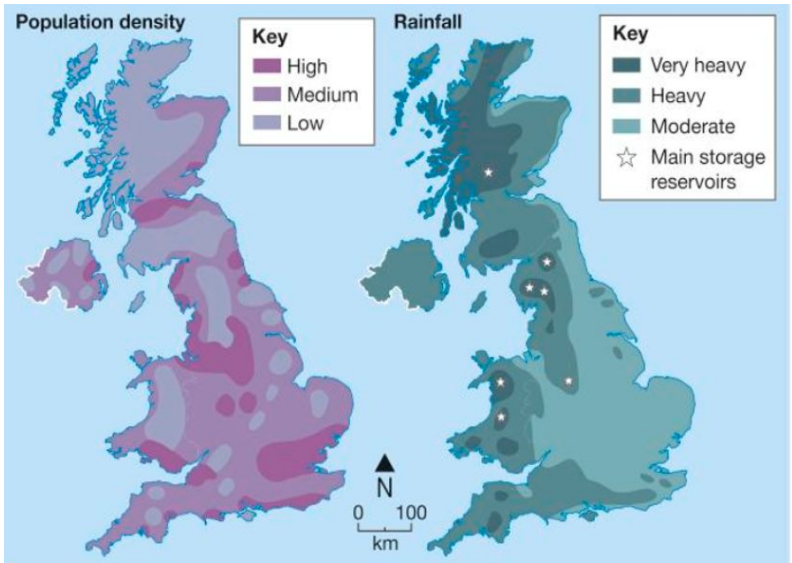
The Environmental Agency estimates that the demand for water in the UK will rise by 5% by next year because:

- The growing population
- More houses being built
- An increase in the number of water-intensive domestic appliances

**How far does the UK'S water supply meet demand?** The main sources of water in the UK are rivers, reservoirs and groundwater aquifers. The UK currently receives enough rain to supply the demand but the rain doesn't always fall where it's most needed. The **north and west** of the UK has a **water surplus** where supply exceeds demand. There is high rainfall, lower evaporation rates and plenty of potential reservoir sites. These areas have low population densities. The **south and east** of the country has a **water deficit** where demand exceeds supply. This is the most densely populated part of the country and has the lowest annual rainfall.

**Water Stress** (where demand exceeds supply) is experienced in more than half of England. The SE of England ranks very low in the world in terms of water availability. The situation is made worse in times of drought.

**Water Transfer** – in 2006 the government proposed to establish a water grid to transfer water from areas of water surplus to areas of water deficit. The enormous cost put a stop to this project. Water is only transferred via the Rivers Tyne, Derwent, Wear and Tees to as far south as Yorkshire. There is a growing need to transfer water in order to meet demand, but there is opposition to such projects because of environmental concerns



### ACTIVITIES – Choose one of the following activities (you can do both if you like!)

1. Explain in your own words the problem with the water supply in the UK
2. Draw a diagram (that's fully labelled) to show where the most water is (supply) and the least water, and the greatest demand and the least demand – use the maps opposite to help

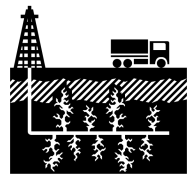


This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 1st June 2026**.

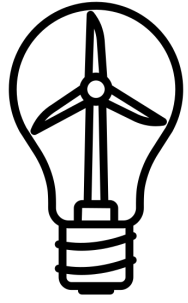
Mine will be checked on \_\_\_\_\_ period \_\_\_\_\_.

**The Provision of Energy in the UK – How is the UK’s demand for energy changing?** Despite increasing demand for electricity in the UK, energy consumption has fallen in recent years. This is due mainly to the decline of heavy industry and improved energy conservation. Low-energy appliances, better building insulation and more fuel-efficient cars have resulted in a 60% fall in energy use by industry and a 12% fall in domestic use.

**How has the UK’s energy mix changed?** The UK’s energy mix (this is the range and proportions of different energy sources) has changed in the last 25 years. By 2020 the UK aims to meet 15% of its energy requirement from renewable sources.



Created by Tom Vanantwerp from the Noun Project



**How and why has the UK’s energy mix changed?** The UK is no longer self-sufficient in energy. About 75% of the UK’s known oil and gas reserves have been exhausted. By 2020 the UK is likely to be importing 75% of its energy. Two-thirds of UK gas reserves remain with oil remaining in less accessible oilfields. The major change in the UK’s energy mix has been the decline of coal. Between 1990-2007 there was a steady decline because of concerns about greenhouse gas emissions and ageing coal-fired power stations. However, fossil fuels are likely to remain important in the future because:

- The UK’s remaining reserves of fossil fuels will provide energy for many years
- Coal imports are cheap – over ¾ of the UK’s coal now comes from overseas (Russia, China)
- Existing UK power stations use fossil fuels

**What is the Fracking Issue?** The UK has rich reserves of natural gas trapped deep underground in shale rocks. To extract the gas, high pressure liquids (water, sand and chemicals) are introduced to fracture the shale and release the gas. This process is fracking. Fracking has become a very controversial issue. People are concerned about::

- The possibility of earthquakes
- Pollution of underground water sources
- The high costs of extraction

- ACTIVITIES** – Choose **one** of the following activities (you can do more if you like!)
1. Think about your typical day – what have you done that uses electricity?
  2. Have a look around your home and write a list of all the low-energy products you have
  3. Find out some more about fracking – what it is and do people support or oppose this as a method of accessing energy?
  4. In your own words explain why the UK’s energy mix will include both renewable and non-renewable sources of energy in the future

This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 15th June 2026**.  
Mine will be checked on \_\_\_\_\_ period \_\_\_\_\_.

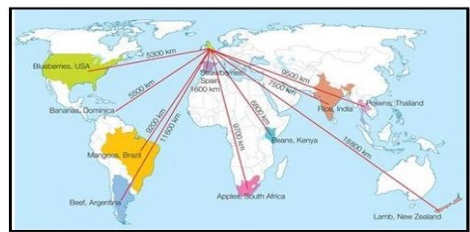
### Provision of Food in the UK – How is the demand for food changing in the UK?

By 2037 the population of the UK is expected to rise to 73 million. This will increase the future demand for food. Despite the UK's efficient and productive farming sector the UK is not self-sufficient for food supplies. In fact, the UK imports about 40% of food consumed and this is increasing.

### Why does the UK import so much food?

- UK climate unsuitable for the production for some foods, e.g., bananas, cocoa
- Demand for seasonal produce all year around, e.g., strawberries
- Demand for greater choice and more exotic foods
- Availability for cheaper food imported from abroad
- UK produced food can be expensive because of poor harvests and price of animal feed.

### What is the Impact of Importing Food?



The distances travelled by foods imported to the UK are known as air miles. Transporting food by air is very expensive. Importing food also adds to our carbon footprint – the emission of carbon dioxide into the atmosphere. This comes from producing the energy for commercial cultivation, and from transport by planes and lorries.



### Importing High-Value foods from Kenya

The growing of vegetables such as mangetout is Kenya's biggest source of income. The cost of air travel to keep the produce fresh is very high, but UK customers are prepared to pay higher prices for such vegetables when they are not in season. Kenyan farmers only earn a fraction of the price of the vegetables in the UK supermarket.

**How is the UK responding to these challenges?** There is concern about the UK's dependency on foreign food imports and the need for greater food security. This has led to a growing interest in sourcing food locally to reduce carbon emissions. People are being encouraged to eat seasonal foods produced in the UK.

There are two major recent trends:

- **Agribusiness** – intensive farming aimed at maximising the amount of food produced. Farms are run as commercial businesses. They have high levels of investment and use modern technology and chemicals.
- **Organic Produce** – grown without the use of chemicals. Organic food has become increasingly popular, although higher labour costs often make it more expensive. Organic food production is often associated with buying local produce and producing seasonal foods

### ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)

1. Explain in your own words why the UK exports so much food
2. Find out the food miles for some of your favourite foods – where have they come from? How far have they travelled?
3. What are the benefits of organic food? Can you give some examples of food that is grown or reared organically?

This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 29th June 2026**.  
Mine will be checked on \_\_\_\_\_ period \_\_\_\_\_.

### FOOD MANAGEMENT

The Global Patterns of Food Consumption – the level of food consumption varies across the world. Canada, the USA and Europe consume the most with an average daily intake of over 3400 per day. Most countries consume close to 2000-2400 recommended daily allowance. However, in some parts of the world, such as Sub-Saharan Africa daily calorie intake per person is below this level.

Global food consumption is increasing for several reasons:

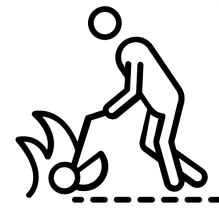
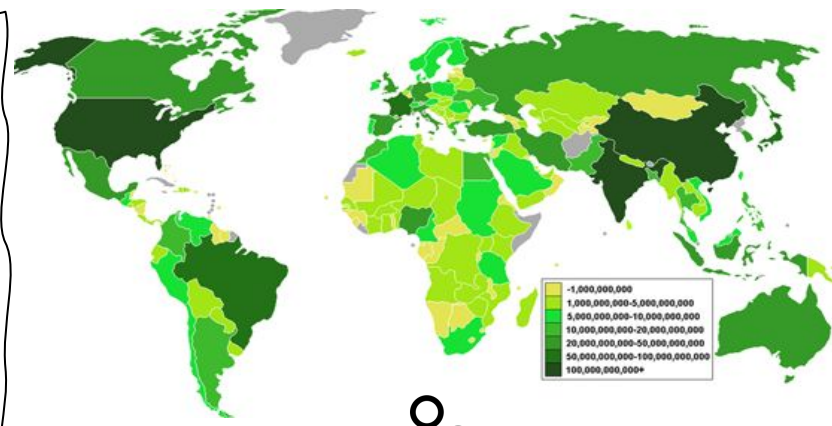
- Increasing levels of development and higher standards of living mean that people can afford to buy more food.
- There are growing populations, particularly in India, Indonesia, China and much of Africa
- There is greater availability of food due to improved transport and storage

### The Global Patterns of Food Supply – the global supply of food is also uneven.

Countries with vast human resources like China and India have high agricultural outputs. The USA, Brazil and UK also achieve high outputs due to intensive farming methods and high capital investment. But countries in Sub-Saharan Africa produce less food because they have unreliable rainfall, drought, low investment and a lack of education and training.

### What Factors Affect Food Supply?

- Climate affects productivity and the types of food that can be grown
- Climate change affects global farming as weeds and pests will thrive in warmer conditions
- In HICs mechanisation and agribusiness give high levels of productivity
- Lack of water affects many areas that suffer food scarcity
- Conflicts can lead to the destruction of crops and livestock
- Poverty – the poorest people cannot afford any form of technology, irrigation or fertilisers



Created by ProSymbols

**ACTIVITIES** – Choose **one** of the following activities (you can do both if you like!)

1. In your own words and using the map above, describe the global distribution of food.
2. Create an information poster that displays what the food problem is and the factors that affect the food supply – add some extra information of your own if you can.

## **History Home Learning:**

All History Home Learning is completed through Google Forms.

This will be posted once a fortnight on your History Google Classroom.

You will have been invited by your class teacher at the beginning of term / when you joined the group.

**Please ensure that you have accepted the invitation and can access the Google Classroom.**

Google Forms mark instantly, and will provide you with your score.

If, for any reason, you can not access the Google Classroom, **please speak to your teacher.** We can then provide either:

- A paper copy of the quiz.
- An opportunity to complete the Home Learning in the department.

If you would like to stretch and challenge yourself, please look through the Weekly Challenges.

Any questions, please contact Mr Hammond ([ahammond@stcm.torbay.sch.uk](mailto:ahammond@stcm.torbay.sch.uk)) for advice.

The History Department

Challenges:

**w/c 27/4/26:** Jack the Ripper is one of most infamous figures in British history. Create a fact file of 'Jack' containing at least 10 pieces of information on this individual.

**w/c 4/5/26:** The 'Whitechapel Murders' took place in 1888. Research this year, finding out the other major events that took place. Aim to find 5 national events and 5 global events.

**w/c 11/5/26:** Most historians believe that Jack the Ripper killed five victims. Complete research into his first victim, Mary Ann Nichols. Consider the following:

- When were they born?
- What were their early lives like?
- Why were they in Whitechapel?
- What was their private life like?
- When were they murdered?

**w/c 18/5/26:** Most historians believe that Jack the Ripper killed five victims. Complete research into his second victim, Annie Chapman. Consider the following:

- When were they born?
- What were their early lives like?
- Why were they in Whitechapel?
- What was their private life like?
- When were they murdered?

## **Challenges:**

**w/c 25/5/26:** Most historians believe that Jack the Ripper killed five victims. Complete research into his third victim, Lizzie Stride. Consider the following:

- When were they born?
- What were their early lives like?
- Why were they in Whitechapel?
- What was their private life like?
- When were they murdered?

**w/c 1/6/26:** Most historians believe that Jack the Ripper killed five victims. Complete research into his fourth victim, Catherine Eddowes. Consider the following:

- When were they born?
- What were their early lives like?
- Why were they in Whitechapel?
- What was their private life like?
- When were they murdered?

**w/c 8/6/26:** . Most historians believe that Jack the Ripper killed five victims. Complete research into his last victim, Mary Jane Kelly. Consider the following:

- When were they born?
- What were their early lives like?
- Why were they in Whitechapel?
- What was their private life like?
- When were they murdered?

Challenges:

**w/c 15/6/26:** The MET Police force were widely criticised in 1888 for their failure to catch the Ripper. During lessons, we have analysed several 'Punch' cartoons.

Create your own cartoon, mocking the MET, showing the attitudes of Victorian society in 1888.

**w/c 22/6/26:** An entire industry has built up around the crimes of Jack the Ripper. However, there is one question that has still been unanswered - who was the Ripper?

Research at least three potential suspect and evaluate the likelihood of them being the Ripper.

**w/c 29/6/26:** We are about to start our investigation into Crime and Punishment from c1000 -c present day. This study is broken down into three elements:

Crime

Punishments

Law Enforcement.

Your first challenge is to investigate how crime has been punished in Britain for over a millennia. As you research, consider using the following key terms:

- Anglo Saxon
- Norman
- Middle Ages
- Tudor
- Georgian
- Victorian

Create a fact file, showing how punishment has changed. If you want to present your ideas using images, that would be excellent.

Challenges:

**w/c 13/7/26:** British History is full of infamous crimes. Research at least two of the following:

- The Gunpowder Plot
- The Great Train Robbery
- The Mystery of Lord Lucan
- Colonel Blood and the theft of the Crown Jewels
- The Case of Derek Bentley
- The case of Burke and Hare

Create a police report, summarising the case into 10 points. Also, consider the impact the case had on both society and the way policing changed as a result.

# Maths

## The power of Sparx for students, parents and carers.

Be empowered to become a pivotal part of your child's education.

### The challenge

Engaging young people with any homework can be tough, let alone tackling maths. At Sparx, we know that parents and carers can be very influential when it comes to homework, and that is why we are so keen for you to be involved in their maths learning journey.

### What is Sparx?

In schools, Sparx Maths Homework automatically sets one hour of personalised learning for every student, every week.

Unique content, covering the KS3 and GCSE maths curriculum, is devised and written by our in-house teams. Over 33,000 hand-written questions are supported by more than 7,800 tutorial videos, which help explain concepts and encourage independent learning.

Home Learning is set weekly and the platform will email you with deadlines, reminders and updates during the week.

If you do not have access to a computer at home, please speak to your Maths teacher in the first instance who will be able to provide alternative work.

If you forget your password: Click on the 'Forgot login details' button on SPARX login page.

SPARX support, supervised by the Maths Department, is available every Monday lunchtime and Wednesday lunchtime and after school in W2IT. This is open to anyone who may have issues logging in or would like help on any aspect of their home learning.



### Receive reassurance

You will receive a weekly email keeping you up-to-date with your child's homework hand-in dates and what they are studying in the coming week.



### Helpful videos

Your weekly emails contain a link to a topic-based video that can help you to understand the topic your child will be covering.



### Personalised learning for every student

Our technology learns where students' strengths and weaknesses lie, and how long they take to complete different types of questions. It then determines which homework questions would help improve and consolidate their learning. Question difficulty is gradually increased to suit the learner and topics are repeated during the year to help them fully understand the skill for the long term.



### Improves attainment

Additional teacher time and a bespoke learning experience drive both progress and attainment in maths.



### Supports mental health

Progress in core subjects such as maths has a recognised effect on overall attainment. Tackling issues such as 'maths anxiety' and rewarding progress for all students creates confidence that is evidenced at a school-wide level.



### Keeps your child motivated

Students collect XP (experience points) and are rewarded with mini-games.

" I used to hate maths, now I want to do maths every day "

Student from All Saints Academy

# RE Home Learning

Your RE home learning will be completed on Google Forms.

This will be posted every week into your Google Classroom.  
*(you should be invited to join your Google Classroom at the beginning of the term)*

The Google Form will be posted on Monday week B and will be due in the following Wednesday week A.

If you are unable to access the Google Form then you must tell your teacher so they can give you a paper copy or an alternative piece of home learning.

If you wish to stretch and challenge yourself then please see the following pages where further RE home learning tasks can be found.

**Extension tasks Instructions:**

Read the RE page numbered 1 (Buddha's early life and the four sights) and do the tasks on it.

Read the RE page numbered 2 (the four noble truths) and do the tasks on it.

Read the RE page numbered 3 (the noble eightfold path) and do the tasks on it.

- The Buddha lived in **northern India** about 2500 years ago (most think: **563-483 BCE**).
- Buddha's mother was **Queen Mahamaya**, wife of **King Suddhodana** who was leader of the clan of the Shakyas.
- A sage called **Asita predicted that he would be special** and could become either a great king or a spiritual leader.
- Since King Suddhodana hoped his son would be heir to the throne, he deliberately **kept Siddhartha from seeing any suffering or pain**.
- So, all possible luxuries and comforts were provided to Siddhartha to ensure he would be satisfied with his life as a prince.
- He married Yasodhara, and she gave birth to a boy named Rahula.



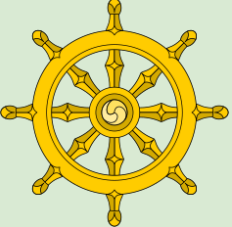
## TASK

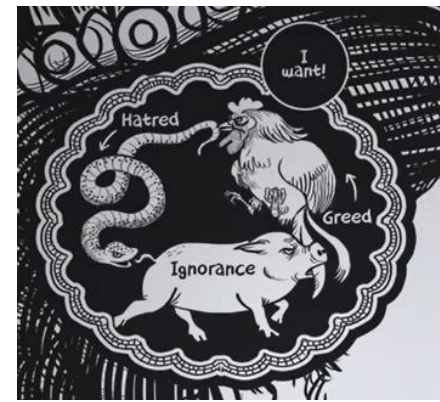
Create a cartoon storyboard of The Buddha's early life and the four sights

### The Four Sights

- Siddhartha grew bored and restless, and **wanted to see what was beyond the palace walls**.
- With his chariot driver, Channa, he left the palace **on a trip to the city** and saw what have become known as the Four Sights. He saw:
  1. **An old man**
  2. **A sick person**
  3. **A dead man**
  4. **A holy man (religious life)**
- Channa explained to him that everybody ages, gets sick, and eventually dies.
- Siddhartha had never seen this before and saw the reality of life - there is pain and suffering!

# TASK - Copy this table and add a picture for each truth

<b>FIRST NOBLE TRUTH</b>	All of life is unsatisfactory because there is so much suffering (DUKKHA)	
<b>SECOND NOBLE TRUTH</b>	Suffering (DUKKHA) is caused by wanting things to stay the way they are and by craving.	
<b>THIRD NOBLE TRUTH</b>	Suffering (DUKKHA) can be ended by overcoming craving and becoming detached.	
<b>FOURTH NOBLE TRUTH</b>	Follow the Noble Eightfold Path in order to achieve true happiness and end suffering.	



**PAGE 2**

Finished? Copy and complete this sentence starter:

"I agree/disagree with these four noble truths because..."

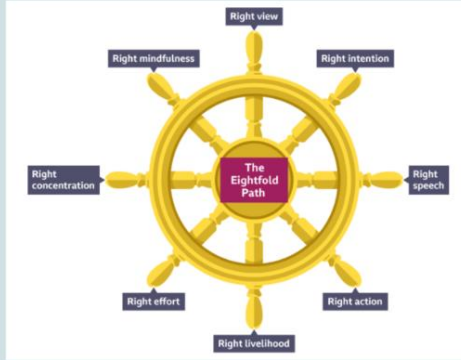
# The Noble Eightfold Path

1. **right view:** understanding the Four Noble Truths, understanding how things actually are

8. **right mindfulness:** continual awareness of one's body, one's speech, and the content of one's mind

7. **right concentration:** concentration developed through meditation, an antidote to distraction

6. **right effort:** enthusiasm and diligence to prevent unwholesome states of mind and actions and to cultivate wholesome ones



5. **right livelihood:** abstaining from work that involves harming others

2. **right intention (attitude):** includes thoughts such as selfless renunciation, detachment, love and compassion for others, non-violence

3. **right speech:** refraining from lying, idle gossip, and harsh words

4. **right action:** honest actions that do not harm others

## TASKS

Copy out the noble eightfold path.

The create your own eightfold path with 8 principles you feel people should live their live by!

Home learning will be set on Sparx on a Friday at 15.30 and should be completed by the following Friday morning at 07.30

Come along to home learning support on a Wednesday after school or Sparx support sessions in W2IT on a Wednesday lunchtime to access help with completing the task.

Stuck with logging in? See your Science teacher for support





