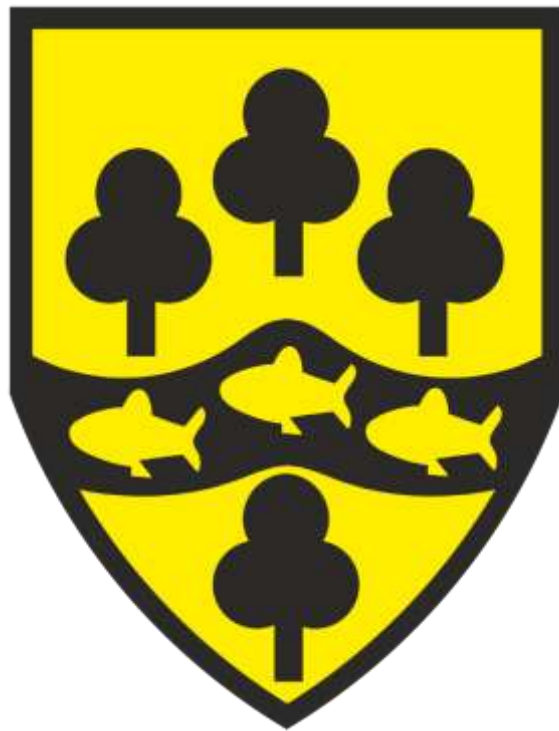


# Testwood School Summer Project



Name: \_\_\_\_\_

Tutor Group: \_\_\_\_\_

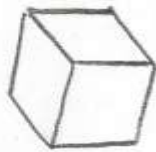


# Art

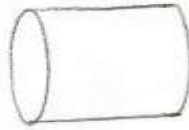


# BASIC FORMS

BASIC FORMS ARE ...



A CUBE



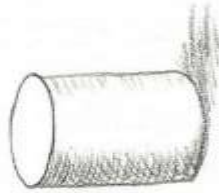
A CYLINDER



A SPHERE

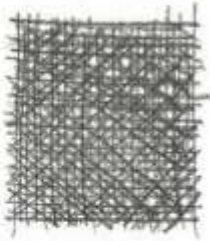
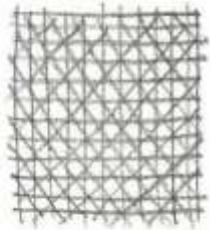
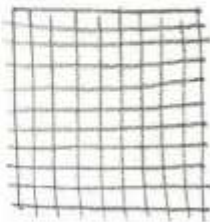
TRY TO DRAW  
THESE. →

IF YOU USE SHADING, THEY BECOME 3D.










TRY TO DRAW  
THESE. →

# DARK TO LIGHT



PENCILS COME IN ALL DIFFERENT LEVELS OF HARDNESS. FROM VERY HARD TO VERY SOFT.

SOME ARE MARKED LIKE THIS:

-  **(2H)** VERY HARD
-  **(H)** MEDIUM HARD
-  **(HB)** WRITING/MEDIUM
-  **(B)** MEDIUM
-  **(2B)** MEDIUM SOFT
-  **(4B)** SOFT
-  **(8B)** VERY SOFT



PRACTICE HATCHING FROM DARK TO LIGHT.  
IMAGINE YOUR HAND IS VERY HEAVY, THEN SLOWLY,  
STROKE BY STROKE, IT GETS LIGHTER.

PRACTICE  
GOING FROM DARK  
TO LIGHT HERE.



# HOW TO DRAW A SIMPLE BIRD.



1



2



3



4



5



6

# DRAW BIRDS HERE. ✓

1

2

3

4

5

6

DRAW BIRDS HERE.



SURPRISED

SLEEPING

LOOKING UP

LOOKING DOWN

ANGRY

DEAD



SURPRISED



SLEEPING



LOOKING UP



LOOKING DOWN



ANGRY



DEAD

# DRAWING WITH AN ERASER

## WHAT YOU WILL NEED.



REGULAR HARD ERASER

OR A



SOFT 'PUTTY' ERASER



CAN BE SQUEEZED INTO DIFFERENT SHAPES



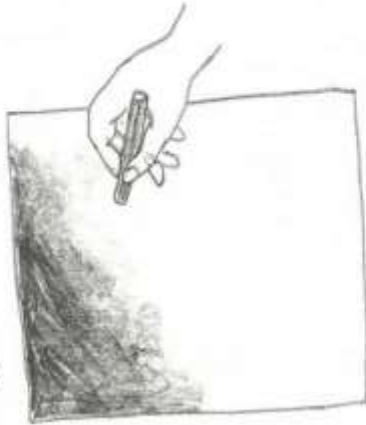
SOFT PENCIL OR



CHARCOAL OR



A GRAPHITE STICK



COVER THE PAGE WITH THE EDGE OF YOUR PENCIL OR GRAPHITE STICK. THEN USE AN ERASER TO DRAW!

START HERE





THE MOST IMPORTANT THING IN DRAWING IS TO LOOK.



CURL YOUR HAND, NOW DRAW IT.  
LOOK AT YOUR HAND MORE THAN THE PAPER.



USE A TIMER.  
DRAW FOR 5 MINUTES.



NOW DRAW ANOTHER HAND FOR 30 SECONDS.

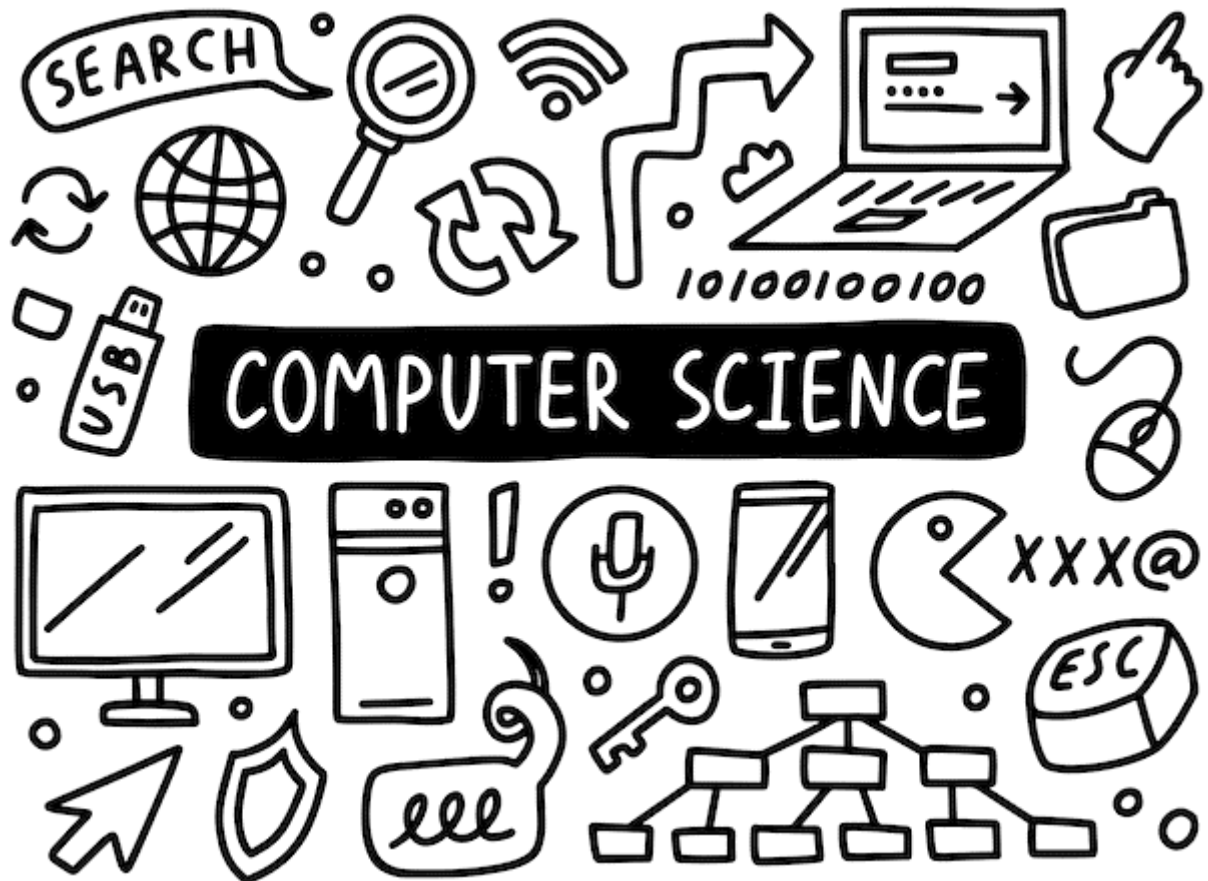


Attempt 1.

Attempt 2.



# Computer Science



## **Activity 1**

There are many risks with using digital communication services. Can you match up each hazard with its definition?

Cyber-Bullying	People logging onto a site pretending to be you (for example, trying to steal or change information).
Spam	A message trying to sell you products or persuade you to visit their website.
Virus	People sending unkind or nasty messages.
Identity Fraud	A dangerous program that can damage your computer and the files on it.

## **Activity 2**

List down as many social media sites as you can:

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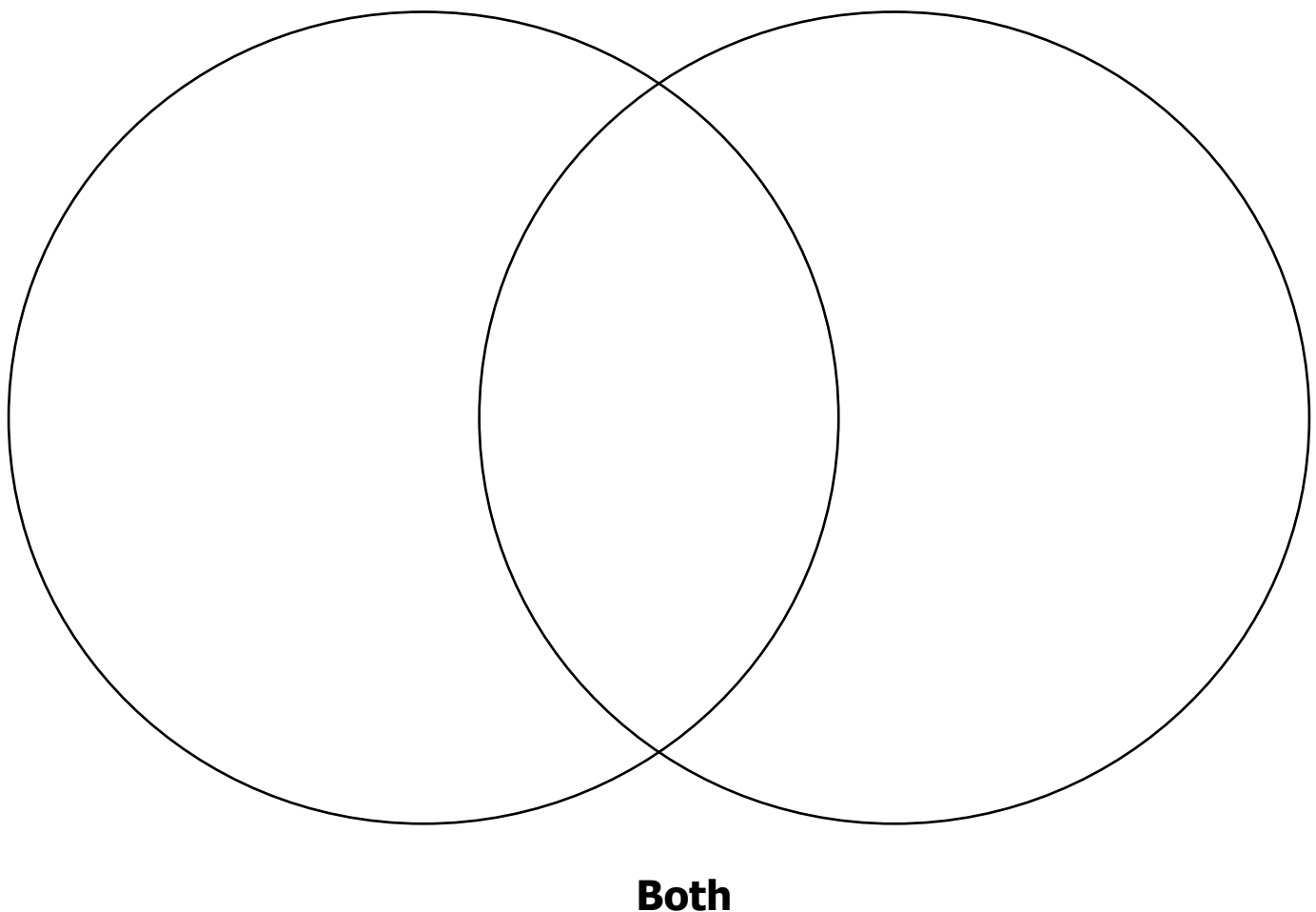
### **Activity 3**

Using the Venn Diagram below, write the statements to compare an **online** and **offline** conversation.

1. You know who you're talking to because you can see them
2. You don't know who you're talking to because you can't see them
3. You can pretend to be a lot older than you are
4. The person you are talking to may not be telling the truth
5. You can't always tell if they are joking or being serious.
6. It is easy to tell what people mean because of the tone in their voice.
7. You can tell what sort of age the person is.

**Face-to-Face  
Conversation**

**Internet  
Conversation**



Which conversation do you think it is safer to trust? Why?

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#### **Activity 4**

Write down 5 ways **you** can stay safe online:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

How old do you need to be to use social media and access social media websites/apps?

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# Design & Technology



## Food Technology

**Task 1** – Find a recipe that you could cook (with supervision) for your family. This could be breakfast, lunch or dinner.

**Task 2** – Write the ingredients required for your recipe.

**Task 3** – Write the method you have used to cook your recipe.

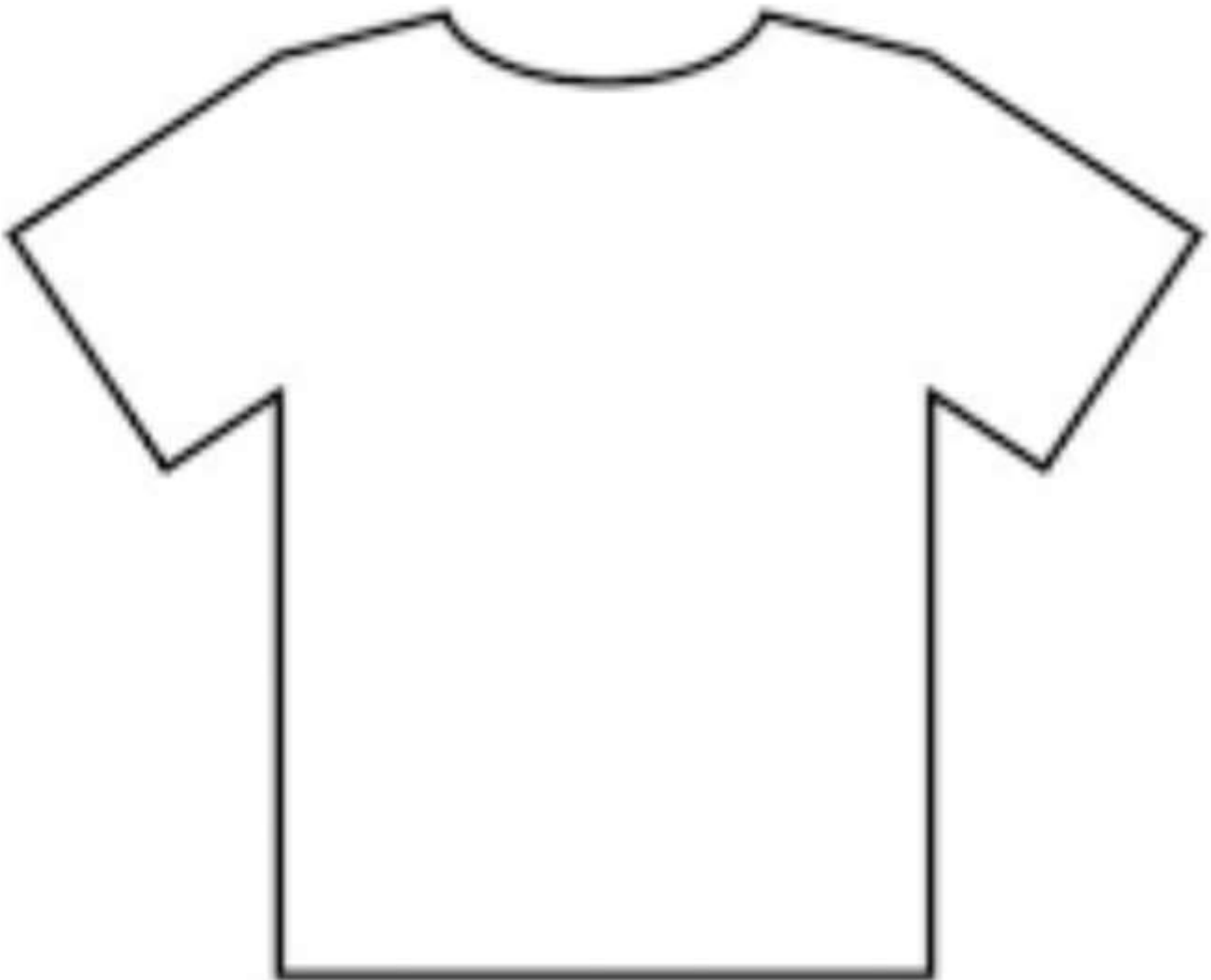
**Task 4** – Evaluate your meal.

How did it look? Describe the colours and the presentation.	
How did it taste? Describe the flavours.	
What was the texture like? Smooth, soft, hard, crisp, etc.	
How did it smell? Did the ingredients complement each other?	

## Textiles

**Task 1** – You have an old t-shirt that you would like to wear, but it needs to be upcycled into a new design.

Using the template of the t-shirt, create a new design. Your design could be a print, have cut outs, or sewn add ons. Be creative.



**Task 2** – Explain what you have done to develop your t-shirt design.

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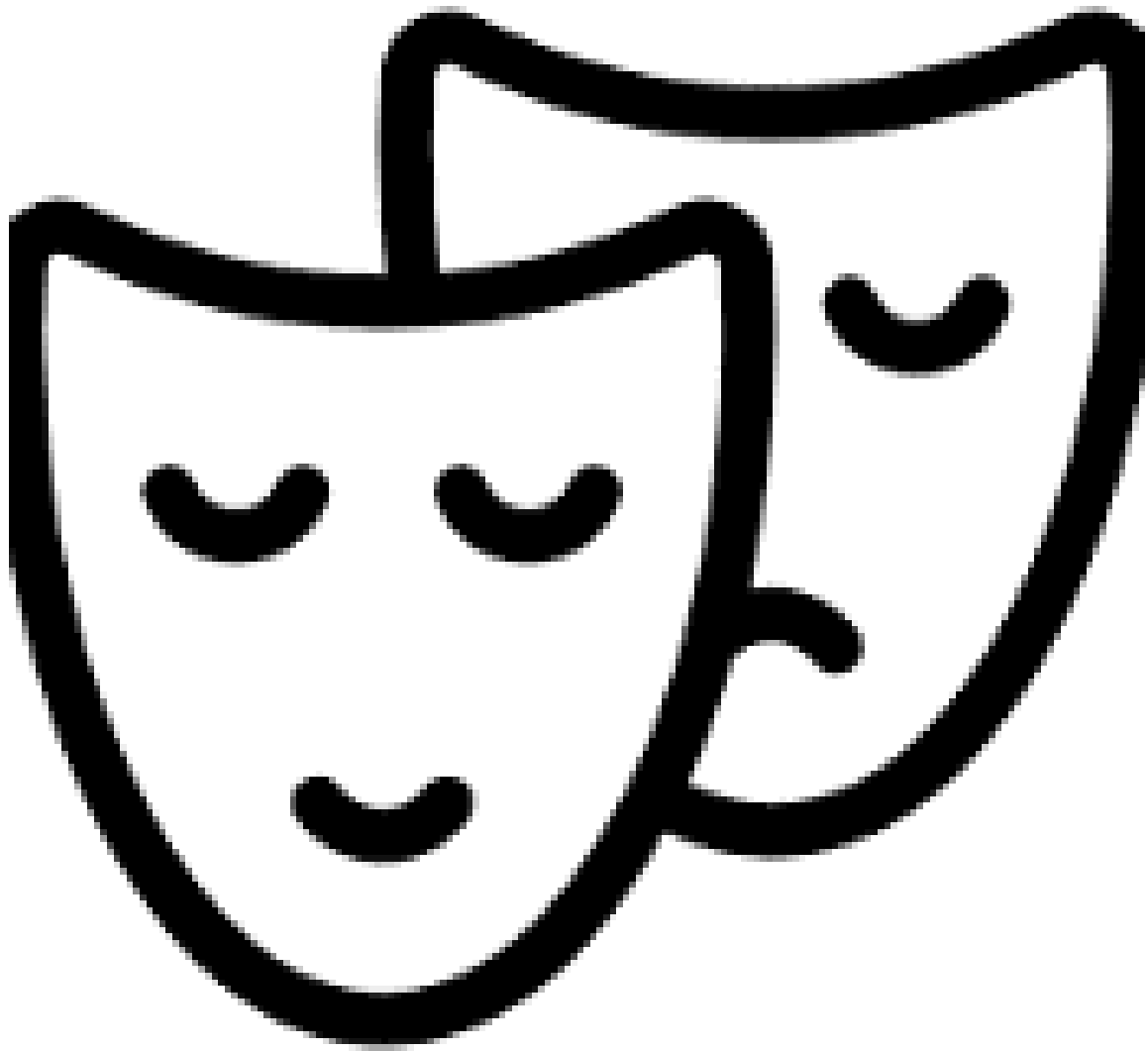
## Product Design

With new rules of social distancing and protective clothing, many companies have altered their logo designs. Some have separated their designs, added a face mask, added wings or rainbow colours. Some have altered their slogans.

**Task 1** – Choose 2 logos from different companies. Draw their original logo and then redesign their logo with the theme of staying safe/social distancing. Explain your choice of re-design.

Original Logo Design	New Redesign	Explanation

# Drama







### **Task 3**

Design a poster for a play you have seen or have performed in using colouring pencils in the space below:



The English Teachers at Testwood School are looking forward to welcoming you in September. To prepare for your time with us, we are giving you the opportunity to complete a 'reading project'. This will give you a chance to use the skills which you will be developing during your time at Testwood.

### **Task 1 - Predictions**

Look at the front cover of your chosen novel and answer the questions:

What genre do you think your novel is?

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Why do you think this?

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Where do you think the novel will be set?

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Why do you think this?

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What do you think will happen in the novel?

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What are the colours on the front cover of your book and what do they suggest about the mood of the book?

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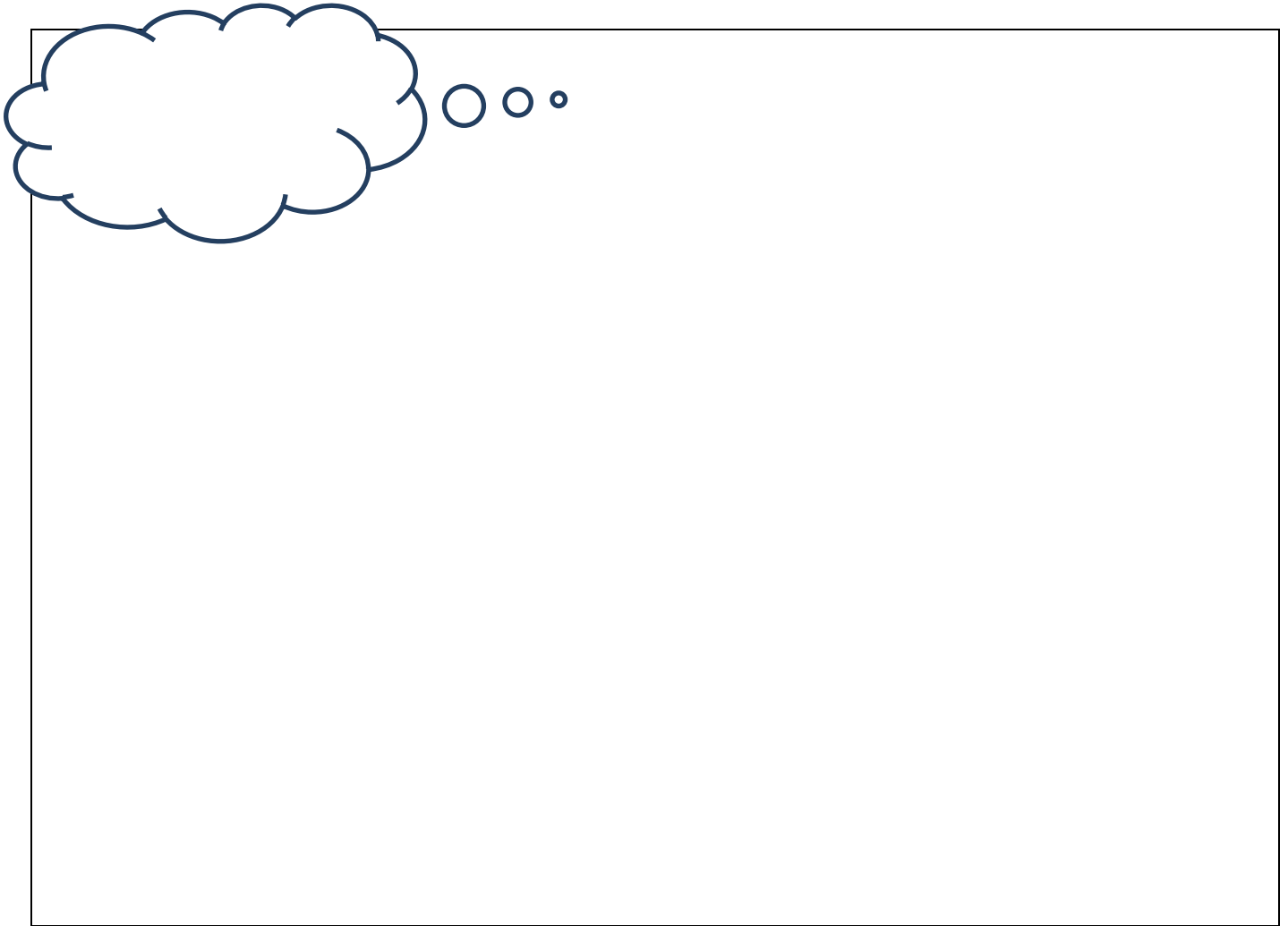
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## **Task 2 - Character Surveillance**

Choose a character from your novel. Draw a picture of what you think they look like **OR BE CREATIVE- MAKE A MODEL/ PAINT A PICTURE/ MAKE THEM OUT OF CLAY!** Label with one quotation from the text to show what your character looks like.

Use your inference skills to fill in the thought bubble with how you think your character feels when you first meet them.



### **Key Words:**


**Quotation:** A short phrase/words copied directly from the text

**Inference:** Reading between the lines



### **Task 3 - Describing your surroundings**

Choose a setting from your novel. Draw a picture of what you think it would look like overleaf **OR BE CREATIVE- MAKE A MODEL OF YOUR SETTING!** Label with two quotations from the text to show what your setting looks like.



### **Task 4 - Investigator's report**

Write a short review of your novel. You must include:

- A summary
- Your personal opinions
- Who you would recommend it to and why

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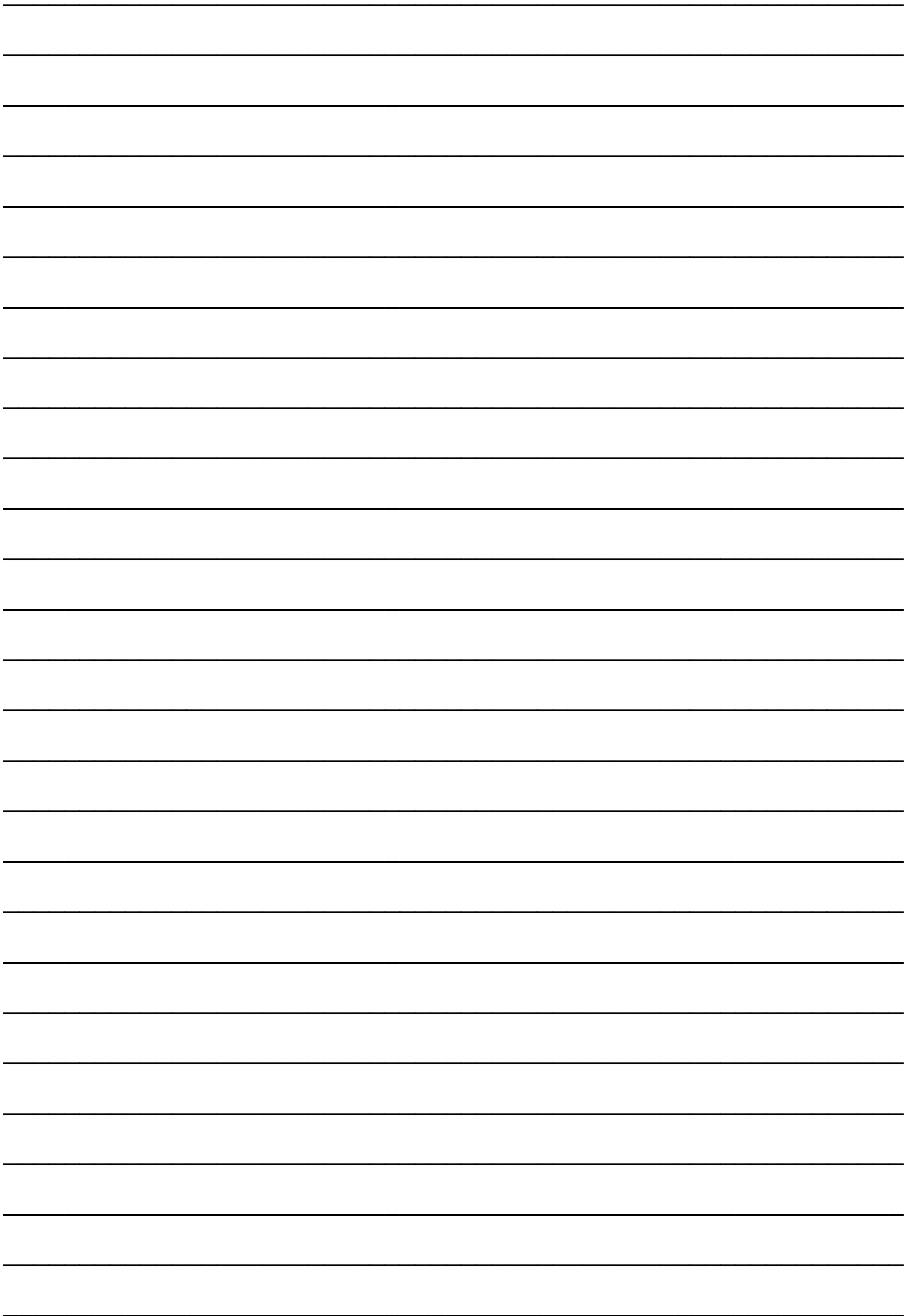
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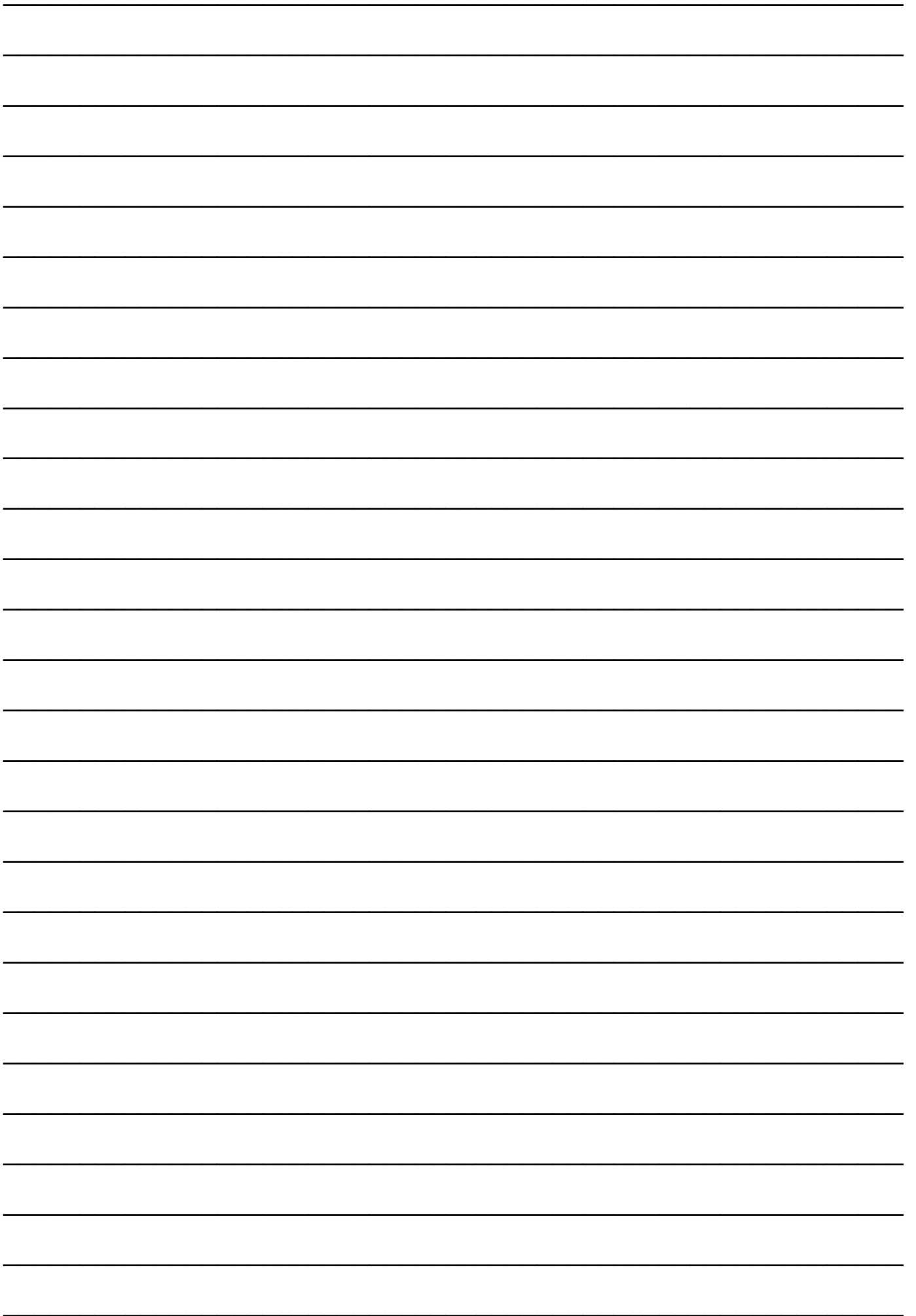
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# Ethics and Beliefs











In Ethics and Beliefs you have the opportunity to explore different religious beliefs from around the world and compare them to your beliefs. There are 6 main religions that we study in English schools.

Christianity    Hinduism    Sikhism    Islam    Buddhism    Judaism

Each of these religions are unique and have their own set of beliefs and practices.

### **Task 1 – Symbols**

Find out which of these symbols goes with each religion.

Symbol	Religion
	
	
	
	
	
	

## **Task 2 – Religion Leaflet**

Pick **one** of the 6 main religions and answer these questions. Your answers should be displayed as an information leaflet that will help someone learn about the religion.

a) How many people follow the religion worldwide?

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b) Who is the founder of the religion?

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c) Do they have any sacred/important texts?

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d) Where is their place of worship (Church etc.)?

---

e) How many gods do they have?

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f) What is one interesting fact about this religion?

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g) Are there any famous people who follow this religion?

---

### **Task 3 – Beliefs**

Find two friends or family members to ask the following five questions and make a note of their answers.

#### **Person 1:**

Relationship to you (e.g. friend, sister, mum, uncle):

Do they believe in God?

Have their views on whether God exists stayed the same throughout their life or have they changed over time?

Do they follow a religion?

Do they think religion is a good thing? Why/why not?

#### **Person 2:**

Relationship to you (e.g. friend, sister, mum, uncle):

Do they believe in God?

Have their views on whether God exists stayed the same throughout their life or have they changed over time?

Do they follow a religion?

Do they think religion is a good thing? Why/why not?



Bonjour! Did you know that there are over 220 million people who speak French as their first language in the world?

People who speak French are called *Francophone* and the group of countries where French is spoken are referred to as *la Francophonie*.

Some research even suggests that French is the fastest growing language and that by 2050, it would be the most commonly spoken language in the world!

## **Task 1**

French is spoken in many countries. Can you research and find **at least 8** countries where people speak French?

Country	Flag	Capital city	Total population
France		Paris	67 million
1			
2			
3			
4			
5			
6			
7			
8			

**Can you try to explain why these countries speak French?**

---

## Task 2

Do you know the French colours? Here is a reminder below:

noir    *black*            blanc    *white*            rouge    *red*

bleu    *blue*            vert    *green*            orange    *orange*

jaune    *yellow*            gris    *grey*            marron    *brown*

Now try to complete the Colour sudoku - colour in the squares in the matching colour for added pizzazz!

orange	blanc		noir		rouge		gris	marron
rouge				vert				jaune
	marron	noir	bleu		gris	rouge	vert	
gris		marron		orange		vert		bleu
	orange		vert	noir	bleu		rouge	
vert		bleu		marron		jaune		noir
	gris	orange	marron		vert	noir	jaune	
marron				gris				rouge
noir	jaune		blanc		orange		marron	vert



## Task 3

Introductions – match up the English and the French phrase and then complete the sentences in French (you might need to look some words up!)

1. I don't like ... Je m'appelle \_\_\_\_\_
2. I love playing ... J'aime manger \_\_\_\_\_
3. I love eating ... J'habite à \_\_\_\_\_
4. I live in ... J'adore jouer à \_\_\_\_\_
5. My name is ... Je n'aime pas \_\_\_\_\_

## Task 4

Google/Youtube the four songs below - listen to them and tick/colour in your opinion!

<b>Chanson</b>	<b>Artiste</b>				
Dommage	Big Flo et Ollie				
Pookie	Aya Nakamura				
Rien de rien	Edith Piaf				
Flou	Angèle				

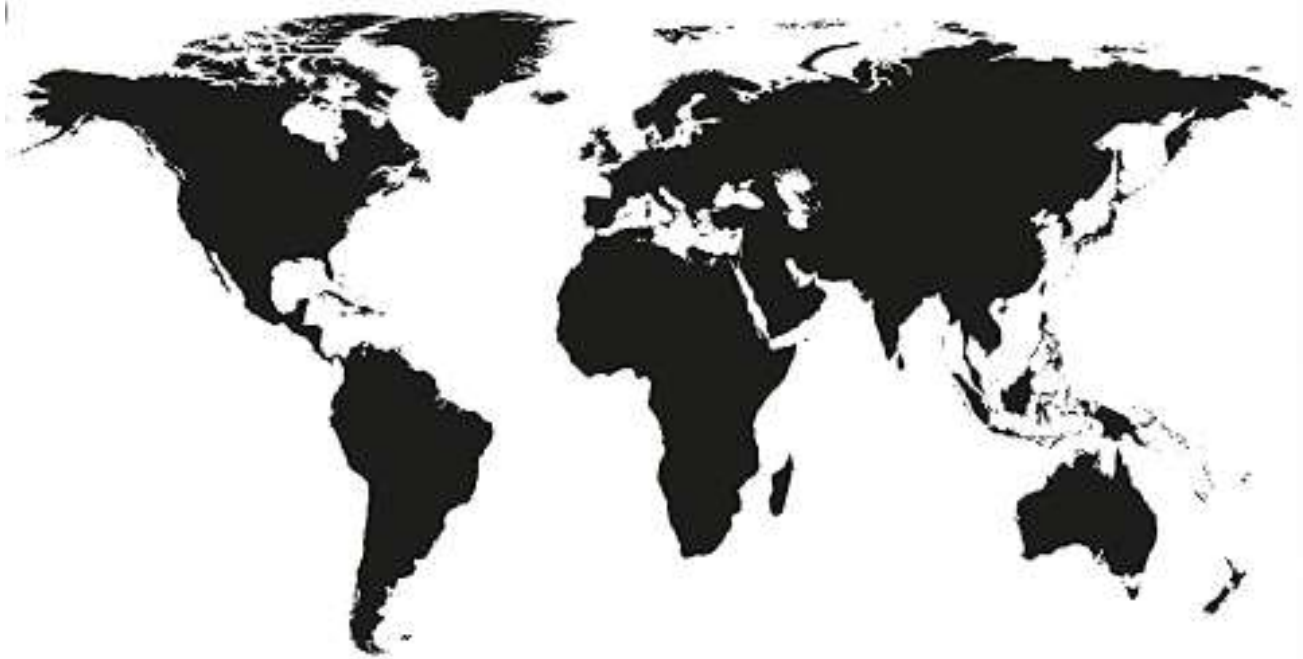
Say which one was your favourite

(did you keep searching and find a better French song?)

Je préfère la chanson ...

(I prefer the song...)

# Geography







## **Task 2 – Geography Fieldwork – Traffic Survey**

Within each year of Geography at Testwood you will get the opportunity to complete some fieldwork. We would like you to have a practice at some fieldwork during the summer holidays. You will be completing a traffic survey of your area and creating a bar graph of your results.

### **Risk assessment**

In order to complete fieldwork, you must complete a risk assessment. Think of 2 risks that you may face when doing your traffic survey and one way to overcome this risk.

<b>Risk</b>	<b>How I will overcome this risk</b>
Getting run over	I will ensure that I stay on the pavement a safe distance from the road.

### **Conducting the traffic survey**

You need to pick an area local to you where you can safely go and count traffic. You don't even need to leave your home as you could do the traffic count from your front door or window. You need to stand there for 10 minutes and count each type of vehicle that passes. Add a mark onto the tally chart each time each vehicle passes. If you see a different type of vehicle put it into the other category.

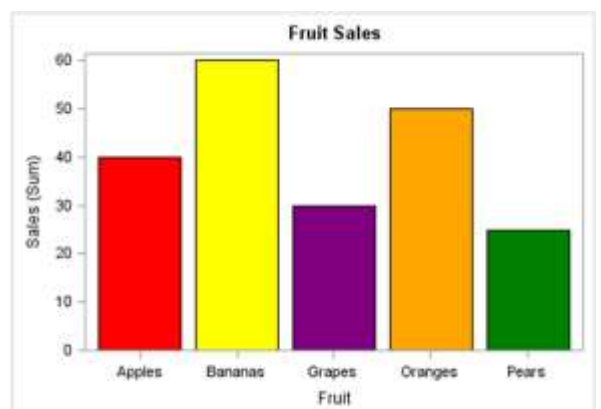
<b>Type of vehicle</b>	<b>Number Counted</b>
Car	
Bus	
Van	

Lorry/truck	
Motorbike/moped	
Bicycle	
Other	

### **Displaying your data**

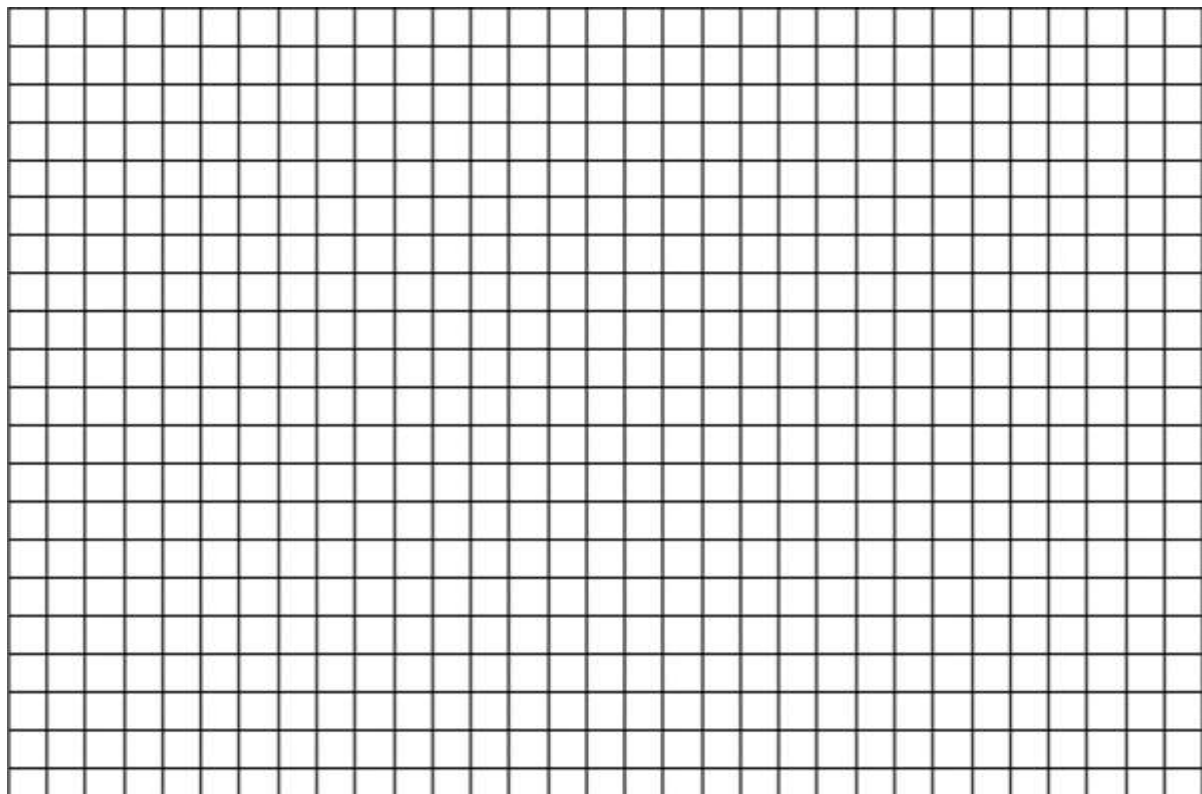
Now you have completed your traffic count you need to display your data onto a bar chart. This will make it easier to compare your results.

Your bar graph should include a title. On the vertical axis you should have number of vehicles and on the horizontal axis you should have type of vehicle. Each axis should have a label.



Title:

Vertical axis label:



Horizontal axis label:

## **Describing your results**

Once you have displayed your results on to a chart/graph you need to describe them. Use the sentence starters to help you describe your results.

The total amount of vehicles I counted was \_\_\_\_\_. The largest category of vehicles was \_\_\_\_\_ I counted \_\_\_\_\_ of this vehicle. The smallest category of vehicles was \_\_\_\_\_ I counted \_\_\_\_\_ of this vehicle.

# History



At Testwood, you will study History from all around the world, from the Aztecs to The British Empire, but also the History on our doorstep, here in Hampshire! We are fortunate to have lots of amazing historic sites in the county and we can learn a lot from studying these places.

Some suggestions of local sites are listed below - but you can research your own. If you are able to visit the site and take some pictures, even better! We would love to see them.

Calshot Castle

Eling Tide Mill

Medieval Merchant's House

Portchester Castle

Fort Nelson

Netley Abbey

Titchfield Abbey

Winchester Cathedral

Burseldon Brickworks

Basing House

Portsmouth Historic Dockyard and Mary Rose

You can create your own fact file about the historic site, using the suggested structure below.

**Place:**

**When was it first built? Who founded it?**

**Why was it an important site?**

**What can we learn about key local, national or international events by studying this site?**



### **Task 3**

We would like you to find out your family story and begin to build your own family tree. Start by yourself and your brothers and sisters. Then, slowly build up your tree, adding as many members of your family as you can. See how far back in history you can go!





## Task 1 – Holiday Spending

On holiday you did some shopping at the beach shack and you received this much change from £20. Work out how much you spent each time.

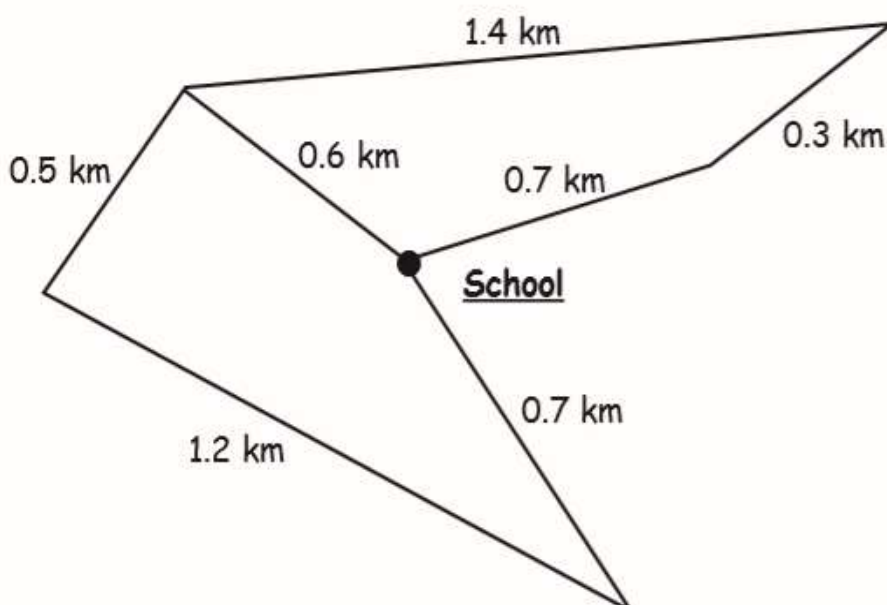


## Task 2 - Summer Fun Run

You need to organise the route for the summer fun run. The route must

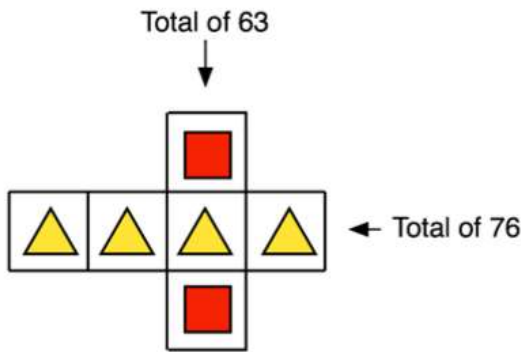
- start at the school
- be 3 km long
- end at the school.


Use this map to help you plan the route for the cross country run. In the space write down or draw the route you will run.




### Task 3 - Work out the value of each

Each shape stands for a number

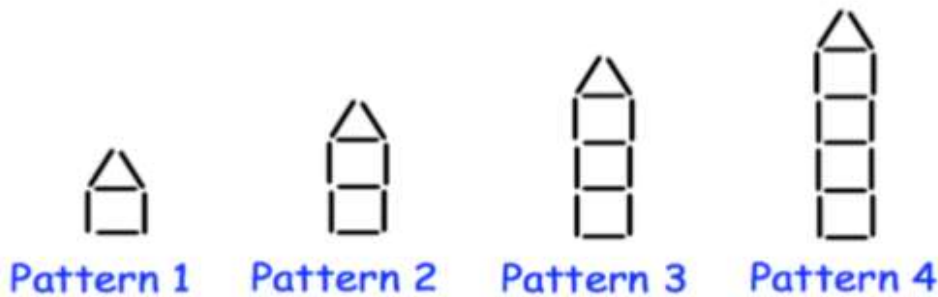


 =

 =

Could you think of another puzzle like this one?

### Task 4 - Rocket Patterns



1) Draw pattern 5

2) Draw pattern 6

3) Without drawing the pattern work out how many sticks would be in pattern 7.

..... sticks would be needed.

4) Explain how you worked out the answer.

.....

5) How many sticks would be in pattern 30?

..... sticks would be needed.

**Task 5 - Core Skills (show all your calculations)**

1) Work out the total of 35, 405, 1205 and 3050

2) List the factors of 36

3) Work out 15% of £5000

4) Work out the difference between 62.95 and 14.78

5) Work out  $534 \times 7$

**Task 6 - Time to think**

Look at the times given on the clock faces and write each time in AM and PM in 24 clock time



1.....



2.....



3.....

# Music

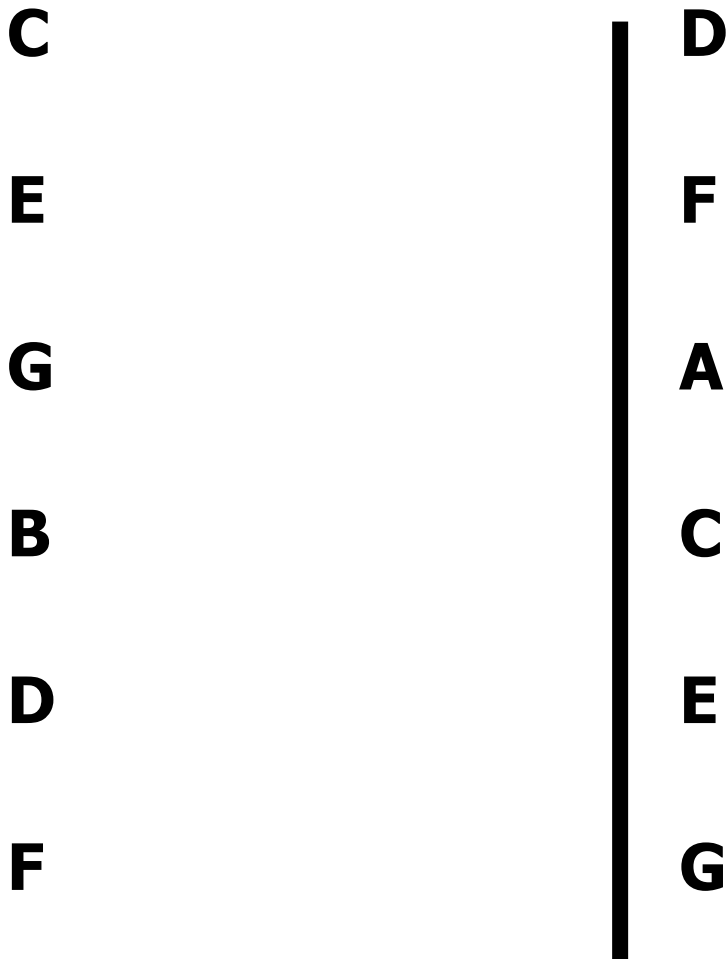


## **Task 1**

Using the following letters make up a funny rhyme or story to help you remember them:

CEGBDF for the first story and DFACEG for the second.

***Example:*** Certainly, Every Good Boy Does Fine

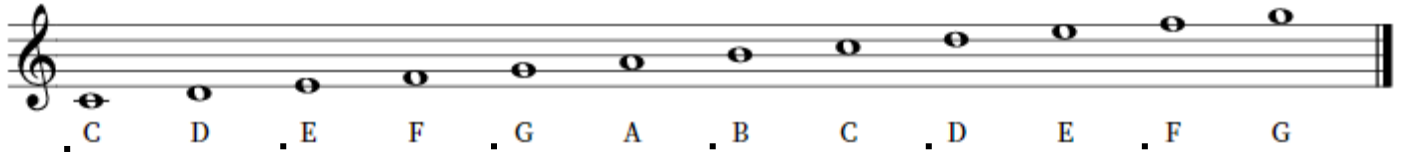


These two patterns help us to remember the notes on the stave.

The first pattern **CEGBDF** is for notes on the Line.

The second pattern **DFACEG** is for notes on the Space.

Colour in each set of notes with a different colour e.g. all the notes on the line colour blue and all the notes on a space colour gold.



## **Task 2**

Think of the best Music performance you have seen. It could have been a gig or concert you attended, a musical, a DJ set or it might be a performance you've seen on YouTube or on T.V.

### **A – Describe the performance.**

*Was it live, where was it, who performed it?*

**Example:** I really liked the live performance of the musical Matilda I saw at The Cambridge Theatre in London.

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### **B - Describe three things that made you like it:**

**Extension task:** Can you explain why for each point.

**Example:** One reason I liked it was because the lyrics were very clever and very funny. I thought Tim Minchin (the person who wrote the lyrics and music) captured Roald Dahl's humour well.

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### **Task 3**

Each week of the Summer Holidays listen to 5-10 minutes of each of the radio stations listed below. Try and find out the name of the song being played, who it was written by, the instruments you can hear, and whether you liked it or not.

**Extension task:** Can you explain why you did or didn't like each song?

<b>Radio Station</b>	<b>Song</b>	<b>Artist</b>	<b>Instruments</b>	<b>Did you like it? Why</b>
<b><i>BBC Radio 1</i></b>				
<b><i>BBC Radio 3</i></b>				
<b><i>BBC Radio 6</i></b>				
<b><i>Heart FM</i></b>				
<b><i>Capital FM</i></b>				



# Physical Education



## **Task 1 – PE at Testwood**

What are you most excited about in PE at Testwood and why?

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## **Task 2 - Design your own Testwood PE kit.**

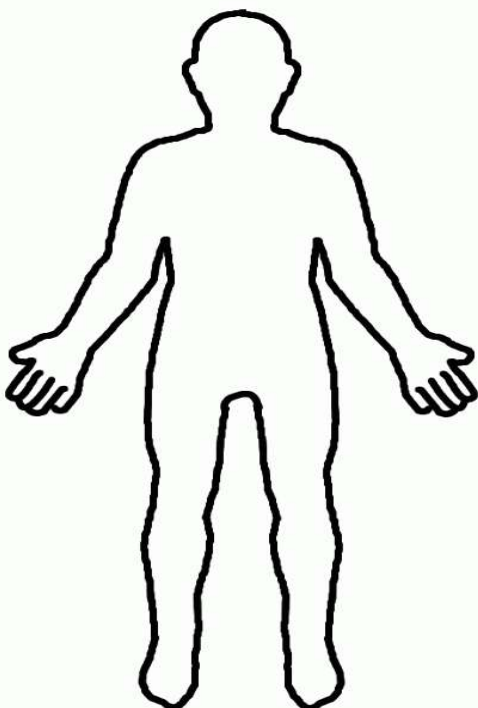
What safety points do we need to think about when organising our PE Kit?

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### **Why Do we wear PE Kit?**

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## Task 4 – Fitness Challenges

Using the table below, record how many steps you can do each day.

Repeat for a second week and see if your overall weekly total has improved.

Try and see if you can increase your steps each day.



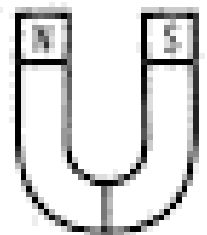
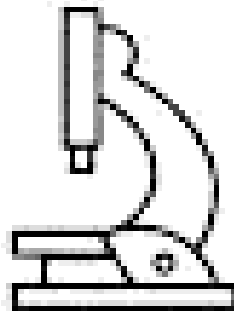
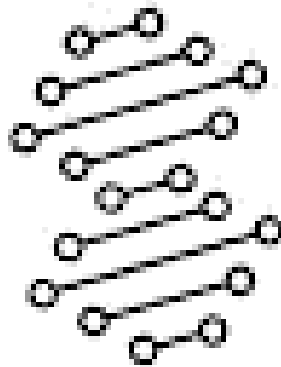
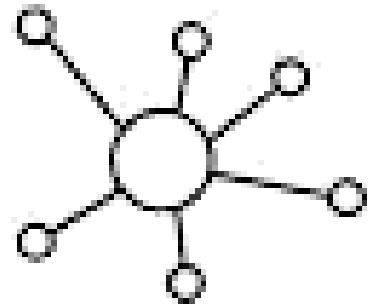
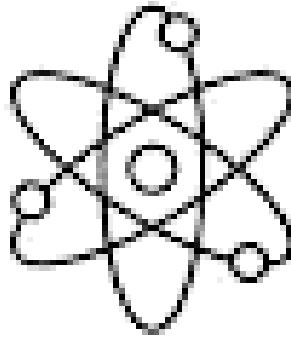
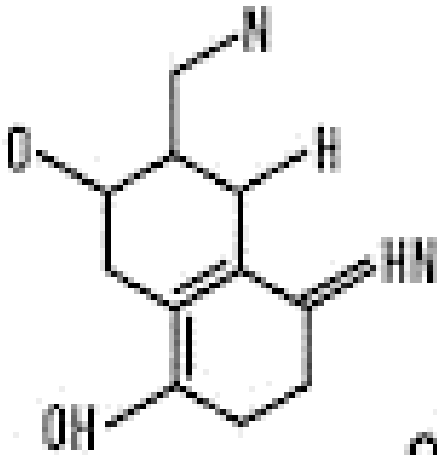
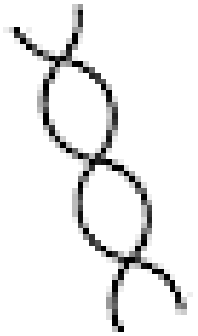
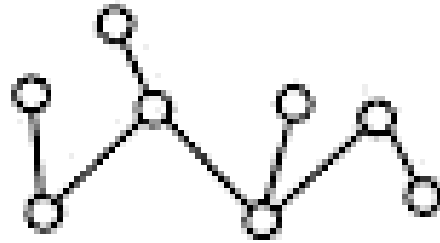
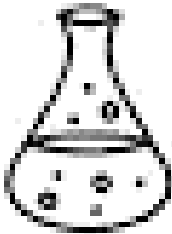
Week	Mon	Tues	Wed	Thu	Fri	Sat	Sun
1							
2							

Week 1 Total = \_\_\_\_\_

Total Difference = \_\_\_\_\_

Week 2 Total = \_\_\_\_\_

# Science

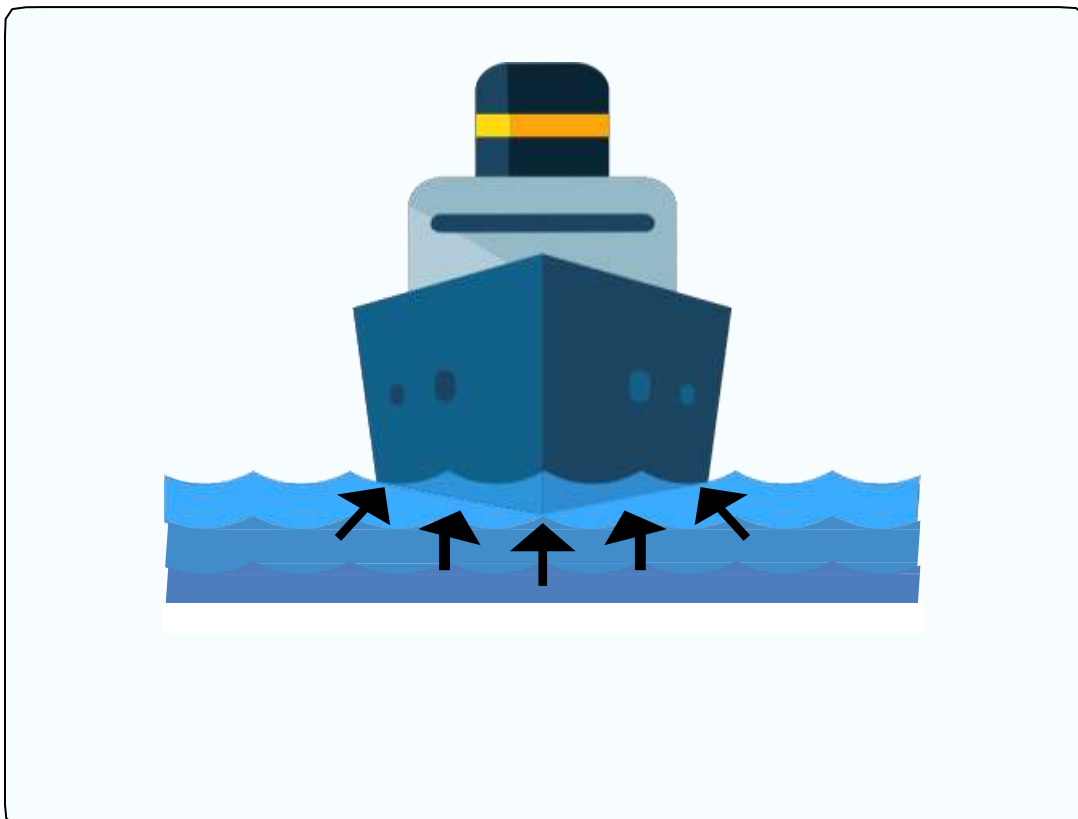


Have you ever wondered what a polar explorer does? What skills they need? Or how they do their work?

We are going to be following the Polar Explorer programme. This follows the research of a group of real Arctic explorers who are trying to safeguard our planet by monitoring conditions in the Arctic Ocean. This is one of the areas of our planet that is changing fastest due to the effects of Climate Change, caused by humans.

### **Polar Explorer Task 1 – Boat Building**

Water pushes upwards with a force called 'upthrust'. (You can feel this if you try to push a light object such as a balloon or aeroboard under water). The shape of a 'boat' affects the weight of passengers or cargo it can hold. The more water that the boat displaces the more it will float and the more weight it can take.



Materials: Bowl 2/3 full of water, Plasticine, modelling clay or blue tack. Peas, dried or frozen. (beads or marbles would do)

### Investigation

Make your plasticine into a ball, now put into a bowl of water.

1. Does it sink or float?

2. Why does this happen?

Make a boat out of the plasticine. Adjust your boat until it floats in a bowl of water.

Use some dried (or frozen) peas as "passengers".

3. How many peas can you carry in your boat before it sinks?

4. Can you modify your boat design to make it carry more passengers without using any more plasticine? What did you do?

Ask your friends if they have managed to carry more "passengers" in their boat than you have.

5. Whose boat design was better and why?



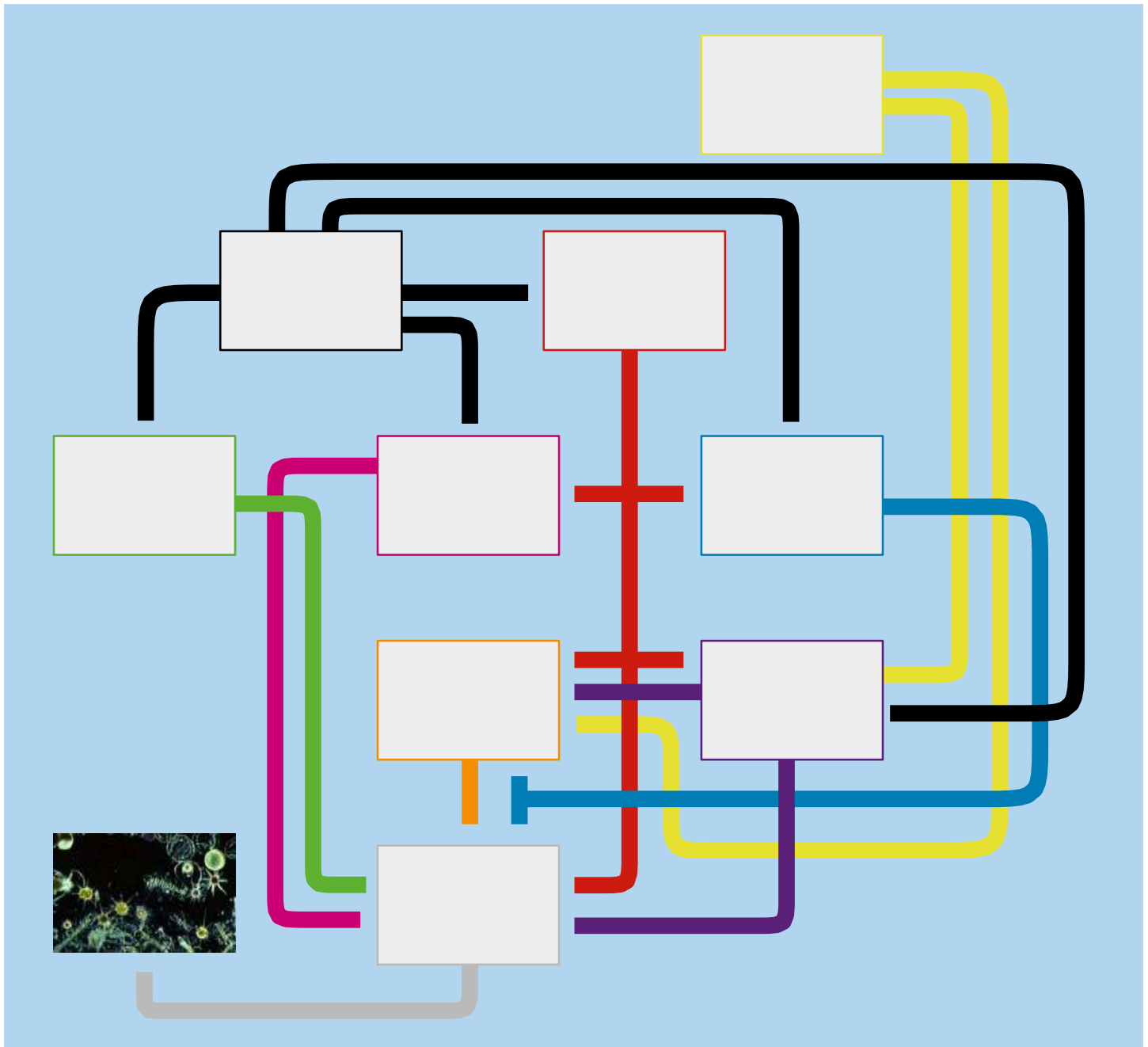
## **Task 2 – Ocean Food Web**

It is very important for Scientists to look at the species in the ocean so that we can check that ocean food webs are healthy. All of these organisms have the right to a healthy life, free from pollution. We also depend on some of them for food. If organisms are removed from a food web because of disease or pollution other organisms may starve or go extinct.

Use the food web sheet (which is an insert into your booklet). Can you place the organisms in the correct place on the food web below?

1. Which organisms are carnivores?
2. Which organisms are herbivores?
3. Which organisms get their energy straight from the sun?

# Ocean Food Web



## Instructions:

Read the descriptions carefully! This will tell you where to put the different animals.

Stick the pictures on the correct places in the food web above.

### Task 3 – Glaciers

The Boat – “The Sir David Attenborough” will be studying melting glaciers and sea ice. Scientists are concerned that global warming caused by pollution is making the ice melt. But does it matter if glaciers or Sea ice melts? Which will make sea levels rise melting glaciers on land or melting sea ice or both? Lets find out!



Glacier at the edge of the sea.



Sea ice, with a Polar Bear!

Materials:

2 x glasses of water, 2 x ice cubes, 1 x **object (e.g a rock or some stones)** to stand one of the ice cubes on. 1 x washing up bowl to put everything in! (Mess alert!)

#### Instructions

- Model Glacier - Place your object(s) in the first glass of water. Fill the glass with water. Put the ice cube on top of the object so that the ice cube is not in the water. Ideally the water level needs to be level with the top of the glass Now mark the level of the water.
- Sea Ice Model - Place the ice cube in the second glass and fill it up with water. Get the water as close to the top as you can.

- Predict which one you think will make the water level increase the most?
- Watch the ice cubes melt and watch what happens to the level of the water.

### Thinking & Explaining

1. Firstly, was your prediction right?
2. Why does this happen?
3. Do you think melting sea ice or melting glaciers on land will make the sea level rise the most?
4. Why do you think this?

**Well done, you have now completed all of the activities!**

We hope that you have enjoyed these activities and have learnt something from them. When you arrive at Testwood you will be asked to bring this booklet with you and show it to your Science Teacher.