

# Mission: Perseverando



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

**Primary School:** \_\_\_\_\_

**New Tutor Group:** \_\_\_\_\_

**Important missions inside!**



Whole School Photograph 1924

Dear Parent / Carer,

**Welcome to Mission: Perseverando!**

Transferring from a primary school to a large secondary school such as Conyers can be a daunting experience. We like to think we have some experience of this as students have been coming to us for over 420 years! At Conyers, we think that helping your son or daughter make the move with as few worries as possible is of vital importance.

This booklet sets out the themes and topics that your child will be working on in their first few weeks as part of their new school. They may have started some of them already with their year 6 teacher.

Please encourage your child to complete the project in time for September. If your child has a specific learning need, then please encourage them to complete as much as they comfortably can and please contact us if you would like to discuss any issues this identifies.

If you or your child would like any clarification of this project or any other aspect of transition to Conyers, please contact us at any time at [conyers@conyers.org.uk](mailto:conyers@conyers.org.uk) or through the school switchboard (01642 783253). Students are to bring their project to school with them on the first day in September.

Angela O'Boyle

Deputy Head of School

Conyers School



Collins Dictionary:

“If you **persevere** with something, you keep trying to do it and do not give up, even though it is difficult.”



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1	All About Me: Take 4 Words!
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8-10	Geography, PE, RE & Maths Smash!
11-12	Art, Science & Maths Smash!
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15	We are a Rights Respecting School!
16	Crack the Code Mission!



There is at least one letter of the alphabet written in code wherever you see this image. Work out what the letter(s) is/are and write it/them onto the last page of your “Mission: Perseverando” project!

See p16 for full details of the mission!



“A **mission** is an important task that people are given to do.”



## Your mission!

- Write down what these 4 words mean to you.
- Give an example of where these words are (or have been) important to you in your life.

**Community**

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**Pride**

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**Perseverance**

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**Ambition**

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Never give up; stay focussed; stay positive; stay strong!





Dwayne Johnson (American Actor):

“Success isn’t always about greatness. It’s about consistency. Consistent hard work gains success. Greatness will come.”



## Your mission!

- Following a recipe and cooking this French classic!
- Translating the words in **red** into French!
- Recording and saving a video of yourself making French crêpes, including the French words!
- Working out the amount of each ingredient you need for 8 crêpes.

## Classic French Crêpes

INGREDIENTS needed for 4 crêpes (Les ingrédients pour 4 crêpes)

100g plain **flour** \_\_\_\_\_

Pinch of **salt** \_\_\_\_\_

1 **egg** \_\_\_\_\_

300ml **milk** \_\_\_\_\_



MIXTURE (Le mélange) & Method (La méthode)

Mix flour, salt and egg in a bowl.

Gradually add the liquid until all the flour is worked in.

Mix well with a **fork** and add remaining liquid. \_\_\_\_\_

FRYING (Faire frire)

Heat a small amount of **cooking oil** (a teaspoon) in a frying pan.

\_\_\_\_\_ (Clue: it begins with the letter ‘h’.)

When the oil is hot, add 3-4 tablespoons of the mixture to the frying pan.

When the crêpe is golden brown underneath, turn over and **cook**.

\_\_\_\_\_

Serve with toppings of your choice!



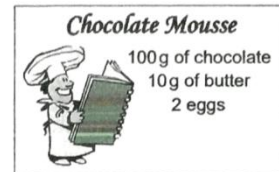
List the amounts of each ingredient you would need to make 8 crêpes:

- Flour = \_\_\_\_\_
- Eggs = \_\_\_\_\_
- Milk = \_\_\_\_\_

How much **flour** and **milk** would you need to be able to make 10 crêpes?

- Flour = \_\_\_\_\_
- Milk = \_\_\_\_\_

Challenge! Here is a recipe for chocolate mousse:



This makes enough chocolate mousse for two people. I have 8 eggs, 45g of butter and 350g of chocolate.

What is the maximum number of people I can make chocolate mousse for?

(This is very tricky – think carefully!)

## Your mission!

Cultural point!

On 2<sup>nd</sup> February it is traditional to eat crêpes in France to celebrate “La Chandeleur”. Have a go at learning and singing the chorus of this song!

<https://www.youtube.com/watch?v=vYD4mdpNqI4>

What if you were to become a...



Travel agent; Flight Steward; Teacher Blogger; Restaurant Staff; Import Specialist; Hotel Manager; Chef; Nutritional Therapist; Social Media Chef; Food Manufacturing; Food Vlogger, Health Scientist; Surveyor...?





Albert Einstein (Theoretical Physicist):

“It’s not that I’m so smart, it’s just that I stay with problems longer.”



## Your mission!

- Developing the ability to infer within English and History;
- Investigating the lengths of words in Source C by making a tally chart.

### What do I already know?

#### Step 1: Understanding of the statement

Vocabulary – Explain what the term ‘capturing’ means within the summary of Source A.

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#### Step 2: Outlining first impressions

Based upon the image alone explain how ‘the Black Death’ affected the population. Highlight any features on Source A that have helped you make your inferences.

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#### Step 3: Making predictions

Focusing on the area of the source highlighted within the red box predict how our society dealt with the black death and explain whether you think the action outlined in Source A would be successful in combating such a disease.

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### What do I already know?

#### Step 1: Understanding of the statement

Vocabulary – Explain what the term ‘Revolt’ means within the summary of Source B.

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#### Step 2: Outlining first impressions

Based upon the image alone explain how ‘the Peasants’ Revolt’ affected society. Highlight any features on Source B that have helped you make your inferences.

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#### Step 3: Making predictions

Focusing on the area of the source highlighted within the red box predict how a ‘revolt’ impacts our society whilst considering how the provisions of differing social classes might have impacted the success of an uprising.

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**Source A:** An image capturing ‘the Black Death’ from 1348.



**Source B:** An image depicting ‘the Peasants’ Revolt’ from 1381.

Winston S. Churchill (Former Prime Minister of the UK):

“Success is not final; failure is not fatal: it is the courage to continue that counts.”



**Source C: ‘The Black Death’**

All the conditions were right for an epidemic. Doctors were powerless against infectious disease. People were weakened by war and harvest failures. Germs, the fleas which carried them, and the rats which carried the fleas, flourished in the dirty towns. Busy trade routes carried the plague from one place to another.

The plague arrived at Melcombe Regis in Dorset in June 1348 and it spread throughout the south of England. In 1349, it reached Wales, Ireland and the north of England. By 1350, it had made it to Scotland. Estimates suggest as much as half the population died.

The Black Death affected the way people thought about life in many different ways. Some lived lives perceived to be wild or immoral, others fell into deep despair, whilst many chose to accept their fate.

Now use Source C to complete this tally chart. The first sentence is already done: ‘All – 3; ‘the’ – 3; ‘conditions’ – 10; ‘were’ – 4 etc.

Number of letters	Tally	Frequency
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		



Next, use your table to find the number of words in the source: \_\_\_\_\_ How could you check this?  
 \_\_\_\_\_  
 \_\_\_\_\_

What is the difference between the longest word and the shortest word? (This is called the ‘range’).  
 \_\_\_\_\_  
 \_\_\_\_\_

**VIPERS Reading**



**Vocabulary:** Define the terms ‘epidemic’ and ‘flourished’. How has language within this article present the spread of ‘the black death’

**Inference:** Explain what is understood by the quotation highlighted in purple.

**Predict:** How do harvest failures and war affect a populations ability to combat a virus?

**Explain:** Why does the busyness of a trade route effect the spread of ‘the black death’?

**Retrieve:** When did the plague arrive in England and how long did it take to spread through a region of our country?

**Summarise:** In your own words, summarise the detrimental impact of ‘the black death’.

Vocabulary  
 \_\_\_\_\_  
 \_\_\_\_\_

Inference  
 \_\_\_\_\_  
 \_\_\_\_\_

Prediction  
 \_\_\_\_\_  
 \_\_\_\_\_

Explain  
 \_\_\_\_\_  
 \_\_\_\_\_

Retrieve  
 \_\_\_\_\_  
 \_\_\_\_\_

Summarise  
 \_\_\_\_\_  
 \_\_\_\_\_

What if you were to go and work in...



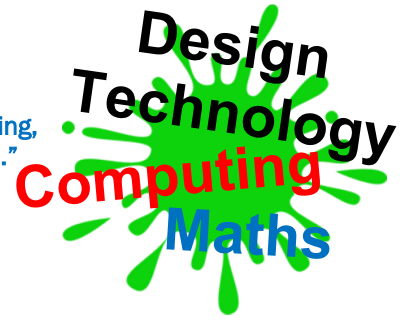
Law; politics; acting; writing; film/TV editing; speech therapy; journalism; classroom support; teaching; events management; genealogy; anthropology; tourism; archaeology; restoration work; publishing; cultural heritage...?





*Pelé (Former Professional Footballer):*

“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing, or learning to do.”



## Your Design Brief!

Apple have asked you to design the packaging for the newest version of Air Pods. Apple want the box to be a cube and include a new logo which will be designed by YOU!

## Mission 1:

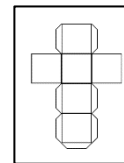
Create a new logo that looks different from what Apple use now.



## Mission 2:

Incorporate your new logo into your packaging design on the template on the next page. You can spend time designing this on a separate piece of paper, before adding it to the NET on the next page.

Have a look around your home at different types of packaging (for food, electronic products etc.) and think about the information the packaging shows. Then, add these things to your box (think about barcodes, recycling information, weight etc.)



## Mission 3:

**(For when you start Conyers)**

When you come to Conyers, you will create your design using our design software and then print it out for construction when you go to your Design Technology lessons.

*What if you were to go and work in...*

Architecture; product design; furniture design; computer aided design; digital design; construction management; computer games programming; cyber security; web development; engineering; industrial design...?



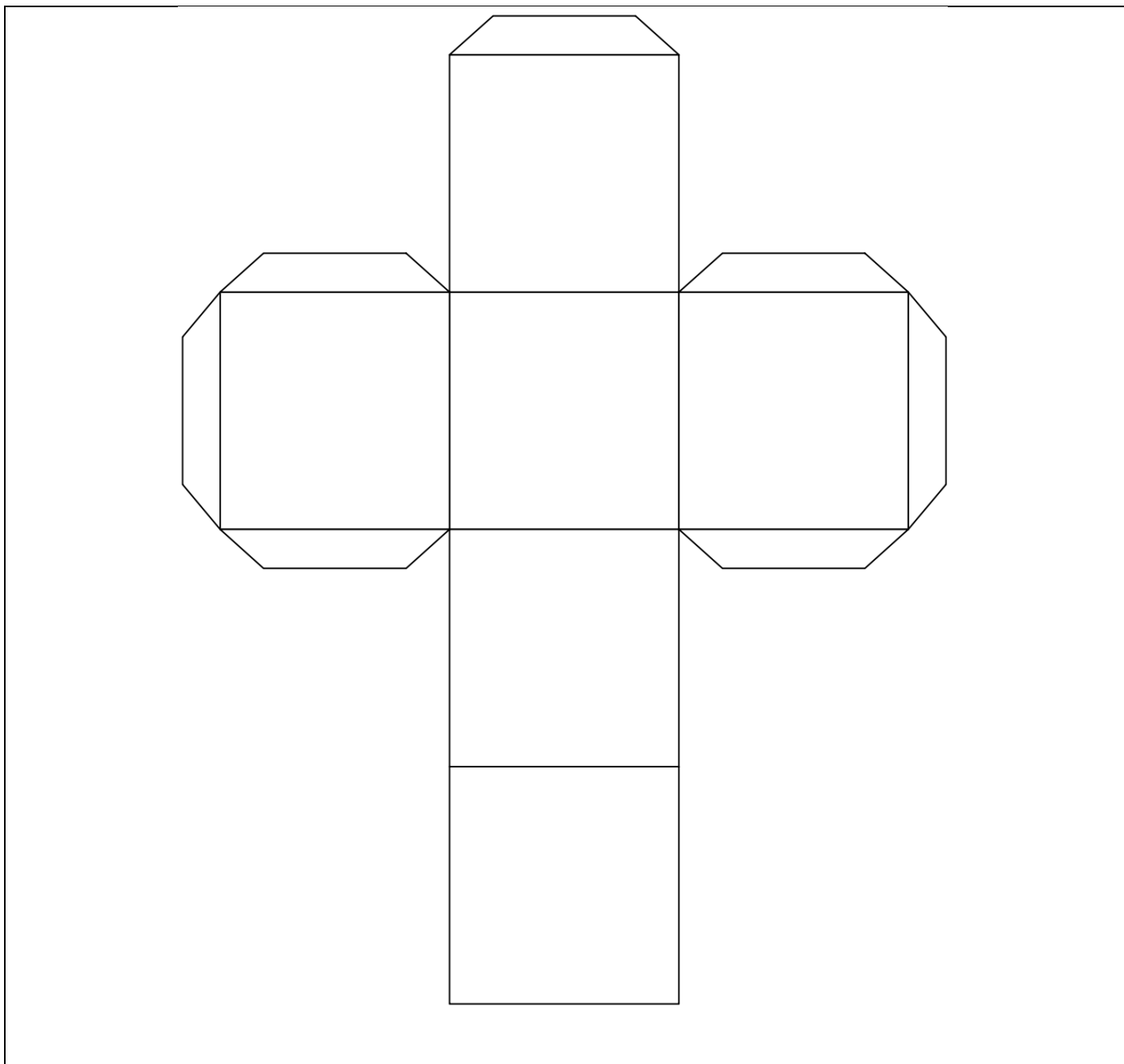


Michelle Obama (Former First Lady of the US)::

“Failure is an important part of your growth and developing resilience.”



## Your Design!



*What if you were to go and work in...*



Architecture; product design; furniture design; computer aided design; digital design; construction management; computer games programming; cyber security; web development; engineering; industrial design...?





Mary Anne Radmacher (Author):

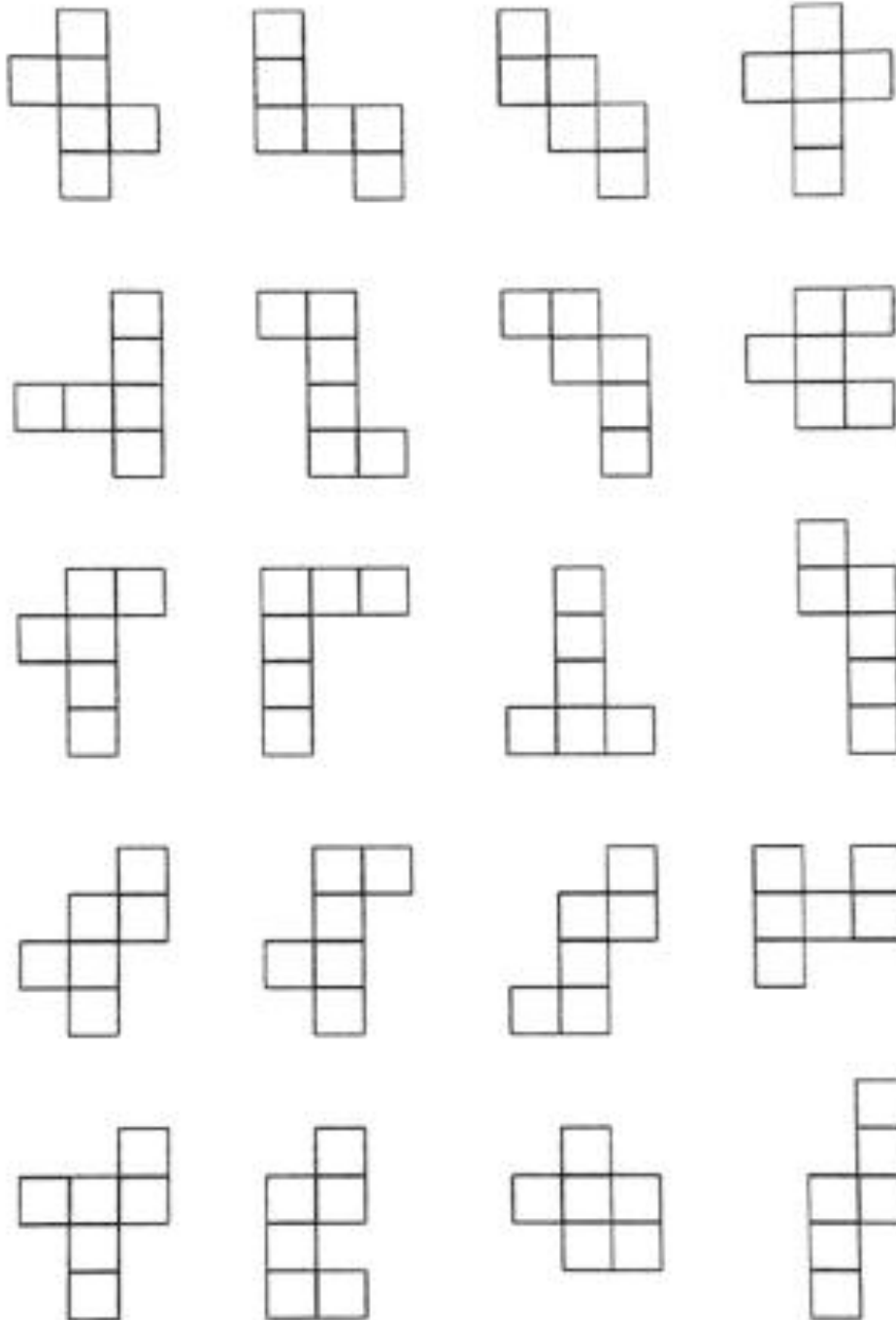
“Courage doesn’t always roar. Sometimes courage is the quiet voice at the end of the day saying, “I will try again tomorrow.”



## Mission 4:

How many of these nets will fold up to make a cube?

Colour in the ones you think will work. If you are not sure, you could copy the net cube onto squared paper and cut it out to see!



*What if you were to go and work in...*

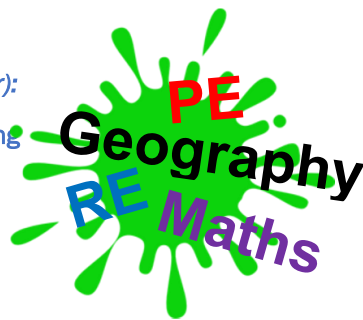
Architecture; product design; furniture design; computer aided design; digital design; construction management; computer games programming; cyber security; web development; engineering; industrial design...?





Gareth Southgate (Professional Football Manager & Former Player):

“If you are not constantly improving and learning, then you are going to be stuck and not progress.”



An unlikely matchup? Maybe, but all of your subjects will tie together at Conyers! What you learn in Geography will link to what you learn in RE and in PE! Where a person is from, what a person believes and what they do are all linked! If you want to understand people, you need to know lots of things about them!

### Your mission!

- **Creating an interview with a famous sporting star.** You need to ask them at **least eight questions** and **give their response** - imagine what their answers will be!
- **Presenting your work as a written interview or as a video.** (If you complete it as a video, make sure you save it and you'll be able to upload it onto your iPad in September to add to your project. If you need help with this, your Tutor will be happy to help!)



### You might choose to look at:

- **Mohammed Salah** (Egyptian Footballer and Muslim)
- **Zainab Alema** (English Rugby Player and Muslim)
- **Mo Farah** (Somali Long Distance Runner and Muslim)
- **Usain Bolt** (Jamaican Runner and Christian)
- **Gabby Douglas** (American Gymnast and Christian)
- **Sachin Tendulkar** (Indian Cricketer and Hindu)

OR, anyone else who is both religious *and* a sports person!

### Choose one question from each subject to ask your celebrity:

#### Geography:

- ‘How many different clubs/competitions around the world have you played/competed in?’ (You could include a map and put a mark on each location!)
- ‘Where did you start your career? What was it like?’

#### RE:

- ‘Did where you grew up influence your religious beliefs? How?’
- ‘Are there any times when your religion has influenced your sport? How?’



#### PE:

- What is your biggest sporting achievement?
- Have you had a positive experience and who has influenced you in the sporting community?

#### Maths:

- Research some statistics for your chosen sports star. How many games have they played? How many goals / tries / runs have they scored? How many records do they hold? How many different medals have they won? Find out as much as you can!

### What if you were to go and work in...

Travel and tourism; energy engineering; town and country planning; environmental management; charities administration; community work; health care; sports coaching; police; armed services; air traffic control; astronomy; pharmacy...?







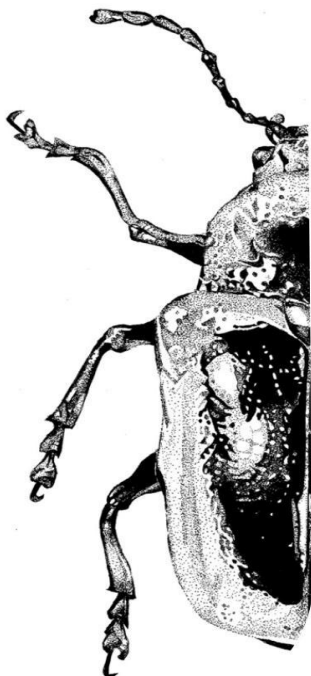


Mary Holloway (Writer & Resilience coach):

“Resilience is knowing that you are the only one who has the power and the responsibility to pick yourself up.”



# Your missions!



USE LINE SYMMETRY TO COMPLETE THE DRAWING!



NAME AND LABEL 10 BODY PARTS ON THIS COLOURFUL JEWEL BEETLE USING SCIENTIFIC VOCABULARY.

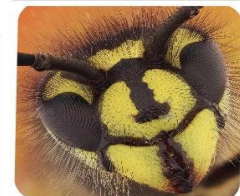
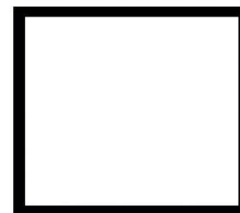
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Z

ADD THE NAME OF AN INSECT FOR EACH LETTER OF THE ALPHABET!

CREATE AN INITIAL DRAWING OF A COLOURFUL JEWEL BEETLE HERE!

What is the name of the smallest insect in the world?  
Draw it in this box!

DRAW IN THE BOXES BELOW:

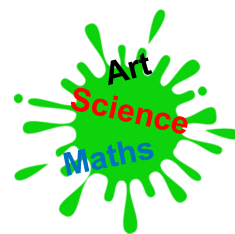


Create a bigger version on the next page!

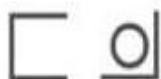
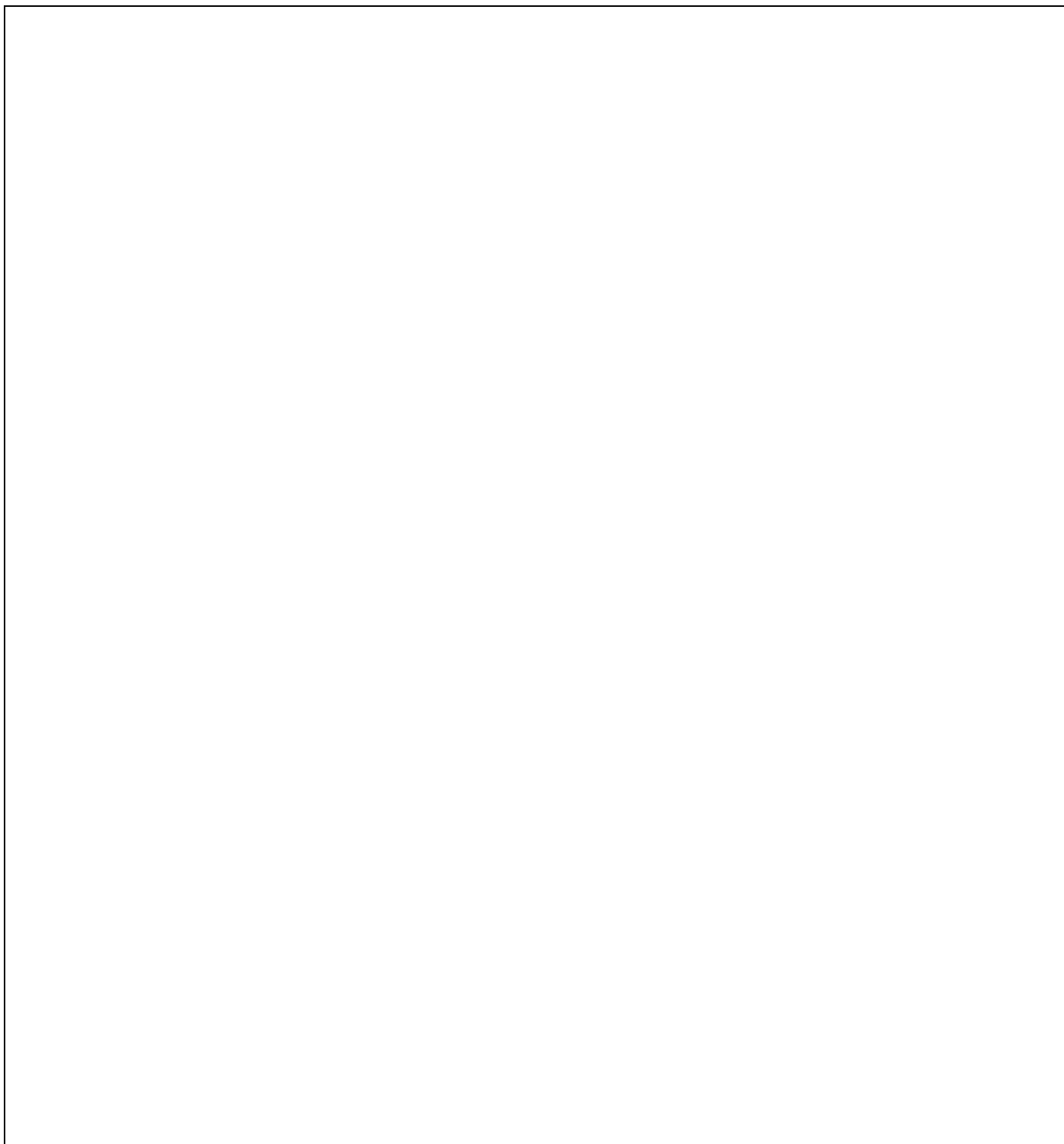


Pablo Picasso (Spanish Painter):

"Action is the foundation to all success."



**Create your own colourful jewel beetle collage or drawing here:**



*What if you were to go and work in...*



Fine art; animation; interior design; make-up artistry; furniture design; web design; photography; marine biology; food science; environmental health; ophthalmics & orthoptics; architecture; software development; sound technology...?







# RIGHTS RESPECTING SCHOOL

At Conyers, we are a Rights Respecting School. Look this up. What does this mean?

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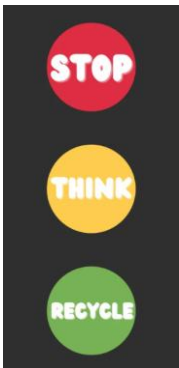
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Who is protected in Article 23? \_\_\_\_\_

What does Article 27 say that children should have? \_\_\_\_\_

**Article 24 says that we should be looking after the Environment.**

**In this box put down your ideas for how we could look after the environment at Conyers. This could be things like RECYCLING or ENERGY CONSERVATION**





**EXTRA PAPER FOR YOUR MISSIONS**  
**(IF NEEDED)**