



Year 8

# Home Learning Guidance

Bluecoat Wollaton Academy



Dear Students, Parents and Carers,

I hope this message finds you well, even if in very unusual circumstances. This document is intended to set out some guidance on the home learning to be completed by students in Year 8 at Bluecoat Wollaton Academy, and our approach to this.

## Our approach

As you know, we are a school with very high standards because we want every member of our academy 'family' to have access to the best quality education, and the best possible future opportunities. All the while, we are also very mindful of supporting each member of our community and valuing their personal and social development and wellbeing.

In the current context of a period of extended home-learning, we want to ensure we strike the appropriate **balance** between providing the standard of education you have come to expect, but also be mindful of the totally altered context we now find ourselves in.

We have taken on board the **feedback** you have provided so far, via Year Leaders and the ParentMail survey, and will continue to adapt our approach in line with this where appropriate.

We are aware that the home-learning environment is new for everyone to acclimatise to, and lots of families have a variety of issues which makes this complicated.

The work in this booklet is designed to be completed by **ALL students** in Year 8 on the basis that we want to ensure no student falls behind their peers academically, and their brains are challenged appropriately.

However, we know that in **some circumstances**, completing the academic work is not the priority for a household. We trust the judgement of you as families, that you will take your personal context in consideration. We are not looking to add pressure to hardworking, conscientious students who aren't able to keep up with work due to home circumstances. Where this is the case, all that we would ask is you discuss your context with your Year leader(s).

## How much work should I/my child be doing?

During the school closure we would like you to strike a healthy **balance** between keeping minds active through learning activities and being a good citizen.

**Spending between 3 and 5 hours a day** on some school work will help to continue developing independent learning skills and ensure that no-one falls behind with their education. It will also help with mental wellbeing by giving a focus.

Some of you will welcome more **structure** in your day. If this is the case you could try and follow your school **timetable**; this means that when you have Maths for example, you would access the resources provided by your teachers on Maths and spend time during that hour doing Maths activities. We understand that you may not have access to a computer all the time or might need to share it with others. Some of you might want more variety in your day, which is fine too. **Find a method that works for you and your family.**

## What type of work should I/my child be doing?

Although the staff here at Bluecoat Wollaton Academy are an incredible bunch, the circumstances mean that it is not possible to work in the exact same manner we would normally do in the classroom environment, so it is important we all **adjust our expectations** to what is best and possible.






Each subject has now created a **menu of activities** for students to complete over the next half term. (See pages 13-28). This work is linked to the content or skills that students would be undertaking within the curriculum, but in a way that lends itself more to independent work.

Each box on these pages contains an activity that should last for **one hour**. We do not expect students to spend longer than an hour on an activity unless they are doing this for enjoyment.

Students **should choose an activity** to complete for each subject that they are completing that day (in line with the 3-5 hours recommended per day). They could cross the activities off that they have completed – like a noughts and crosses board. Please remember we have given more tasks for choice, students **do not have to complete all activities**.

At the top of the page, you should find any relevant **context/instructions** for the tasks set, including the approach of activity that is being set, and recommended materials.

Each optional task in the **menu** in the grid will represent one of these approaches/types of tasks:

Approach	What is it?	Approach	What is it?
<b>Activate</b> 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	<b>Reflect</b> 	Pupils reflecting on what they have learnt after they have completed a piece of work.
<b>Explain</b> 	Explicitly teaching strategies to pupils and helping them decide when to use them.	<b>Review</b> 	Revisiting previous learning after a gap.
<b>Practise</b> 	Pupils practising strategies and skills repeatedly, to develop independence.		



We have taken on board your concerns about **screen time** and access to computers at home, so now at least **50% of the activities** provided do not have to be completed on a screen/digital device.

We encourage students to **cover the full range of their curriculum/timetable**. Students may want to complete slightly more work in Spanish for example, if they have a real passion for this subject, but this should not be at the expense of their other subjects.

We recommend the following weekly hours per subject:

Subject	Hours:
English	3-4
Maths	3-4
Science	2-3
Technology	1-2
Languages	1-2
Humanities (History, Geography, RE)	2-3
PE	1-2
Arts (Art, Music, Drama)	2-3
IT/Computing	1
Totals:	16-24

If you don't think that following your existing timetable is helping, you might want to discuss as a family and use the blank timetable below to help organise the week. It may be better studying core subjects in the morning OR you might want to log in and do a fitness class in the morning, so you can tweak this as you wish.

Day/ Hourly session	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					



## How will work be set and what feedback will I/my child receive?

Prior to this point, work for students has been set *each week* via Google classroom and then a follow-up email to students' school email account with specific instructions. However, we are aware that this has meant a high number of emails for students.

We have enclosed a **physical copy** of the projects in this pack – so that they can be used as a checklist, and should prevent printing costs in your households.

We will also **upload work on Google classroom** and send an **email to all students**, which we will also forward to Parents – but this will be **one message for the whole half term**.

Staff will be **monitoring** those students engaged with the work and **awarding positives points** to those students who submit work. (Details on how to do this below)

Parents/Carers are reminded that they can access Go4Schools Parent portal to see how many positives students are receiving. Details on how to do this can be found [here](#).

Staff at Bluecoat Wollaton are working extremely hard to support students at this time. Many of them have their own families and children to support too, and so they may be working very different hours to allow for their own circumstances. **Teachers and teaching assistants are able to respond to student emails** with requests for help with work, and are working on producing fantastic resources to support students when we return to school. This will minimise the impact of this situation on students' overall education.

Staff will prioritise **feedback for students who are closest to their GCSEs**, and who therefore have much less teaching contact time when we return. It is unlikely that staff will be able to provide written feedback to students in year 7 and 8 right now, but please be assured we are working on the best way to do this.

## Submitting work

Students should submit work **online every two weeks** onto their Google classrooms.

Students will be familiar with this process from IT lessons, but **instructions** on how to do this can be found [here](#) and a video showing this process can be found on the school website under the 'Further guidance' tab.

If students have been completing their **work on paper** rather than on a screen, it is also possible to **submit photographic evidence** of this work following the instructions above.

We would ask that all work is submitted in this method where possible to allow staff to reward pupils appropriately.

If you are having trouble with the above instructions, please contact our dedicated technical **support team** directly: [studentsupport@archwaytrust.co.uk](mailto:studentsupport@archwaytrust.co.uk) Please bear in mind that the team are limited when advising on personal software / devices, but issues accessing our schools resources such as google classroom / mail / remote desktop etc. can be supported.



## What are the expectations of Parents/Carers?

As parents/carers it is important that you **know about the work** that is sent home and are able to support your child(ren) by providing a good working environment, but please do not feel as though you have to become a teacher overnight! We couldn't do your job(s), so there is no expectation for you to do ours. You are not expected to have specialist subject knowledge and do not have to get directly involved in the actual projects students are completing unless you want to. The best scenario is that you can **monitor that your child(ren)/student(s) are actually engaging** with the work and are asking for help from their teachers via email/through their year leaders if they need any.

The EEF (Education Endowment Fund – a teaching advisory group) have made the **checklist on the next page** that you *may* find helpful to follow in your household. There is no expectation to do this, but all of the advice on this checklist is useful and may act as a mediator if your child is not sure why you are asking questions about their work. There are also a few guidance documents on how to support core **literacy and numeracy** skills at home, that may be useful.

## Knowledge Organisers

At this moment in time we are **not** expecting students to complete their normal knowledge organiser homework, unless the tasks set by subjects specifically refer to these pages. However, please be advised that the knowledge organisers for all subjects are still available on the school website, along with guidance on how to best learn/study this information. Please continue to use these if you want to.

Finally, a huge thank you for your ongoing support and feedback as part of this process. We can't wait to see you all again soon. Take care.

Ms S Fox

Assistant Principal for Teaching and Learning

On behalf of the Staff at Bluecoat Wollaton Academy



**Bluecoat Wollaton**  
believe in yourself, in others, in God
















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# Supporting home learning routines

## Planning the day

Consistent routines are important for behaviour and wellbeing in school and our routines at home have changed significantly. Routines support behaviour and you will be finding a new rhythm with your family. You could share this checklist with your child. Talk to them to help them plan their new routines.

The importance of simple approaches as part of a regular routine is key recommendation 4 of the EEF's guidance report [Improving Behaviour in Schools](#)

	M	T	W	T	F
 I woke up at a good time.					
 I did some exercise.					
 I had regular meals and drank water.					
 I enjoyed some reading in a quiet space.					
 I practised a maths skill.					
 I completed some school work at my work space. I chunked it so I had some breaks too.					
 I talked to my family about my day and how I am feeling. I asked them about their day.					
 I helped with a household job and talked to my family while I did it.					
 I contacted my friends.					
 I spent some time on my creative hobby.					
 My parent/carer told me what I did well.					
 My goal:					
 My goal:					





# 7 Top Tips to Support Reading at Home

Shared reading is a great way to develop children's language and communication and to boost their reading skills. Regular reading routines can offer lots of opportunities for learning during school closures.

## 1 Concentrate on reading quality (it isn't all about reading lots!)



Don't worry too much about the 'what' and 'how' of reading each day. Books are great—but leaflets, comics, recipes and instructions on a webpage can all be great too. Following a recipe to make some cupcakes is valuable reading. Be on the lookout for reading, wherever it is!

## 2 Ask your child lots of questions



All reading matters. Shared reading is about 'reading with', not just 'reading to' (even for older children). So, ask lots of 'Wh' questions, such as Who? What? When? Where? Why? Try them when talking about books: for example, 'what do you think Harry is feeling?'

## 3 Ask your child to make predictions about what they have read



If it is a book, look at the front cover—or the last chapter—and talk about what might happen next. Look for clues in the book and be a reading detective! For example, 'can you see the bear on the front cover? Where do you think he will go?'

## 4 Ask your child to summarise what they have read



When you've finished reading, talk about what happened. Acting out the things that happened in the story or describing the big idea of a chapter is really fun and maximises learning. For example, 'can you remember all the things that happened on the bear hunt?'

## 5 Ask your child to write about what they have read



Write, or draw pictures, from anything you've read! Big writing and pictures are even more fun. For example, use an old roll of wallpaper to make a treasure map with clues from the stories you've read together.

## 6 Read and discuss reading with friends or family



Make books a part of the family. Encourage your child to share them with a relative or friend, over a video call. Laugh about them when you are making meals together. For example, 'I hope the tiger doesn't come to tea today!'

## 7 Maintain the motivation to read



Talk about the joy of reading whenever you can. Your child is on an amazing journey to becoming a reader. Put them in the driving seat and have fun on the way! For example, 'choose your favourite story for bedtime tonight.'

Education Endowment Foundation (2018). *Preparing for Literacy: Improving Communication, Language and Literacy in the Early Years*. Education Endowment Foundation: London. Available online: [pdf.illustracy.com/vsars](http://pdf.illustracy.com/vsars)

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: [pdf.illustracy.com/vsars](http://pdf.illustracy.com/vsars)

Breadmore, H.L., Vardy, E.J., Cunningham, A.J., Kwok, R.K.W., & Carroll, J.M. (2019). *Literacy Development: Evidence Review*. Education Endowment Foundation: London. Available online: [educationendowmentfoundation.org.uk/public/files/Literacy\\_Development\\_Evidence\\_Review.pdf](http://educationendowmentfoundation.org.uk/public/files/Literacy_Development_Evidence_Review.pdf)



## Helping your child with Literacy skills during school closures

Look for reading opportunities (this could be fiction books but also catalogues, recipes, instruction manuals...) and read with TRUST:




**T**ake turns to make predictions

**R**ecap to check ideas & understanding

**U**se encouragement and praise

**S**hare prior knowledge and past experience

**T**une in and listen. Be curious with your child.

Enjoy reading with TRUST	<b>T</b> Take turns to make predictions
	 <p>This looks like a great book, what do you think will happen to the boy?</p> <p>I wonder what he's going to do with the red paint?</p> <p>I think he's going to travel back in time.</p> <p>He's going to make some cave paintings because he's a cave boy.</p>
<b>R</b> Recap to check ideas & understanding	<b>U</b> Use encouragement and praise
 <p>Can you remember what we need first?</p> <p>What's the last thing that we need to do before we are ready?</p> <p>I know! We need to put the flour in a bowl first.</p> <p>We have to stir the mixture and put it in the cases.</p>	 <p>Yes definitely, can you find all of the things that grandma could use in her garden?</p> <p>Well done! Now let's look for the things that we could use in the kitchen.</p> <p>Can we look at the catalogue?</p> <p>I want to show you the things I've found for grandma's garden.</p>
<b>S</b> Share prior knowledge & past experiences	<b>T</b> Tune-in and listen. Be curious with your child.
 <p>Which animal is in this picture?</p> <p>Well done! Do you know anything about penguins?</p> <p>It's a penguin!</p> <p>I know that they live in a cold country. They like to swim and catch fish.</p>	 <p>Can I read a dinosaur story? I love dinosaurs.</p> <p>I think we'll see what they liked to eat.</p> <p>Yes please! I love dinosaurs too. I wonder what we'll find in this book.</p> <p>That would be amazing. Let's get reading and find out!</p>

## Finding reading materials:

Listening to stories with your child is an excellent alternative to reading and lots of research suggests it has equal benefits to reading a book! **Audible** are offering free access for children and young adults to many audiobooks [here](#)

The **BBC** also have many audiobooks available for free [here](#)

**BBC Bitesize Daily Lessons** have some excellent resources covering all sorts of subjects and topics, with plenty of reading material. These daily lessons are regularly updated and can be found [here](#).



## Other ideas for literacy at home:

- Encourage your child to read and help out round the house at the same time by encouraging them to cook using **recipe instructions**. If you don't have many recipe books at home, there are plenty of simple and delicious ideas on [BBC Good Food](#)
- Putting **subtitles** on while watching TV offers another chance for reading opportunities, and can often help many children to focus a bit better on what they are watching too.
- **Crosswords, wordsearches and other word games** are a good way to keep minds active and to think about vocabulary and reading.
- If you have a subscription to a **newspaper, magazine or catalogue** this is another great reading opportunity to share.
- Whenever you get charity appeal **letters or advertisements** through the post, this is another good chance to read together and notice how the writer has used language for a specific purpose and effect.



Helping your child with Numeracy skills during school closures



**READ**

**Read the question.  
What is the important information?**



**Understand**

**Understand the question.  
What do you need to find out?**



**Choose**

**Choose the correct method of calculation  
and operation(s).**



**Solve**

**Solve the problem.  
Make sure you follow the steps.**



**Answer**

**Answer the question.  
What were you meant to find out?**



**Check**

**Use the inverse to check your working  
out.**



## Can't log in to Hegarty Maths?

Let us know, but in the meantime, have a look at some of these alternative websites to keep your child/children engaged with Maths:



*Twinkl have created home learning and school closure packs, but have also introduced an offer for all of them to be completely free. Whether you're a teacher, parent or home educator they've put together a simple, step-by-step guide about this offer of help, for you to use.*

*<https://www.twinkl.com/>*



*During this difficult time, they are providing fun, interactive and practical home learning resources that are designed to be used by children. These include interactive games, video tutorials and downloadable home learning packs.*

*<https://classroomsecrets.co.uk>*



*The White Rose Maths Team has prepared a series of lessons for each year group from Year 1-8. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.*

*<https://whiterosemaths.com/>*



*On a mission to give all families and communities creative, human and social experiences of maths – they want everyone in the UK to feel positive about maths! Creating positive memories of doing maths together as a family is an important step in building a confident, can-do attitude towards maths. Ideas for Fun maths at home can be found here: <https://www.mathsontost.org.uk/fun-maths-at-home/>*



*A non-profit with the mission to provide a free, world-class education for anyone, anywhere.*

*<https://www.khanacademy.org>*



*Fantastic resource for KS4 (GCSE) students.*

*<https://corbettmaths.com/>*



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believe in yourself, in others, in God





National Numeracy  
for everyone, for life

## Family Maths Toolkit

### Free Numeracy at Home Pack

National Numeracy is offering free activities to help families keep up with their maths together during school closures following the Coronavirus COVID-19 outbreak. The activities are aligned to the National Curriculum and support children's learning at school, but do so through a unique emphasis on everyday maths. You don't need to be a numbers expert to enjoy the activities, as they encourage families to have fun together discovering real-life maths.



#### 10-13 year olds

At this age, children are learning to...

- try different approaches when solving problems
- break down problems into smaller, more manageable tasks
- use mathematical language and symbols
- convert between fractions, decimals and percentages
- investigate and explain number patterns by drawing graphs and charts
- calculate probability, for example, of getting a head and a tail when tossing two coins

#### Activities for 10-13 year olds



Around the  
house



Maths and  
money



Games



Out and  
about



Books and  
TV

Visit [www.familymathstoolkit.org.uk/activities-for-children](http://www.familymathstoolkit.org.uk/activities-for-children)  
for more information and to access to the activities above.



Maths is your ally in maths in school



## ENGLISH

Please choose **two ideas** from the next 3 pages for your English lessons each week, together with **one Bedrock box (two lessons)**. You may complete these tasks using ICT or on paper. Tick the box once you have completed the task so that you can see what you have already completed.

Email **your teacher** if you have any questions: [cbruce@bluecoat.uk.com](mailto:cbruce@bluecoat.uk.com) or [rcourtney@bluecoat.uk.com](mailto:rcourtney@bluecoat.uk.com)

<p style="text-align: center;"><b>EXPLAIN</b></p> <p style="text-align: center;"><b>Should they stay or should they go?</b></p> <p>Choose a character from a book you have read recently. Imagine that they are in a hot air balloon that is rapidly descending. Someone has to be thrown out of the balloon to save everyone else.</p> <p><u>Write a list</u> of reasons why your character should be allowed to stay in the balloon.</p> <p style="color: red;">Ready for a challenge? Write your list as a <u>persuasive speech</u>, in the third person. “_____ should definitely be allowed to stay in the balloon because...”</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b>These are the Hands</b></p> <p>Watch one of the videos of Michael Rosen’s poem, which he wrote for the 60<sup>th</sup> birthday of the NHS.</p> <p><a href="https://www.youtube.com/watch?v=bDDGDuJrUCc">https://www.youtube.com/watch?v=bDDGDuJrUCc</a></p> <p><a href="https://www.youtube.com/watch?v=vb3vKDyQ244">https://www.youtube.com/watch?v=vb3vKDyQ244</a></p> <p><u>Write a letter</u> (or a poem) to thank the NHS for all their work during the Coronavirus pandemic. The poem will give you ideas about which people are working for the NHS; not just the doctors and nurses.</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b>2 Bedrock lessons and a challenge!</b></p> <p>Complete 2 Bedrock lessons this week. Remember to write your words in your vocabulary booklet, together with a great sentence to show how to use the word.</p> <p>Eg. <b>Emerge</b>. The young ducklings emerged slowly from the eggs.</p> <p style="color: red;">Ready for a challenge? Choose five of your new words, and draw a picture to show what they mean.</p>
<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b>2 Bedrock lessons and a challenge!</b></p> <p>Complete 2 Bedrock lessons this week. Remember to write your words in your vocabulary booklet, together with a great sentence to show how to use the word.</p> <p>Eg. <b>Thrill (noun)</b> The most exciting thrill I have ever had was going to Goose Fair!</p> <p style="color: red;">Ready for a challenge? Choose five of your new words and write a clue for each one. For example: <b>What T is the feeling of excitement that you might have when you open a birthday present?</b></p>	<p style="text-align: center;"><b>ACTIVATE</b></p> <p style="text-align: center;"><b>Celebrities in Lockdown!</b></p> <p><u>Write the script</u> of an interview between a TV presenter and a famous person. The interview should be about what they are doing during Lockdown, so it could be funny (perhaps they have been doing lots of silly challenges!!) or sad (perhaps they are lonely on their own.) Think about great questions the interviewer might ask. For example, if you are interviewing Harry Kane, you might ask him how he’s keeping fit during lockdown</p> <p>Your ideas should be based on what you already know about the celebrity.</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b>Perfect post-pandemic plans!</b></p> <p>Think about what you are looking forward to doing when life returns to normal. <u>Write a detailed plan</u> for a weekend full of fun, family and friends. You could plan different activities for the mornings, afternoons, evenings. Think about where you would like to go, what you would like to do, who you would like to be with.</p> <p>Money is not a problem!! Fun is your only aim!</p> <p style="color: red;">Ready for a challenge? Use fronted adverbials such as <b>additionally, later, finally, eventually, together</b></p>



<p><b>REFLECT &amp; PRACTISE</b> <b>Put yourself in their shoes</b></p> <p>Choose a book, a film or a computer game that you would like to be a character in. Imagine what life as that character would be like. Choose an important event in the character's story. <u>Write their diary</u> focusing on their emotions as well as what happens. Try to create a sense of what kind of person the character is. For example, if they are an angry character, think about the kind of aggressive and impatient vocabulary they might use!</p> <p>Ready for a challenge? Include 5 adjectives, 4 adverbs, 3 fabulous verbs, 2 similes and 1 metaphor.</p>	<p><b>PRACTISE</b> <b>2 Bedrock lessons and a challenge!</b></p> <p>Complete 2 Bedrock lessons this week. Remember to write your words in your vocabulary booklet, together with a great sentence to show how to use the word.</p> <p>Eg. <b>Decay (verb)</b> The leaves fall off the tree and slowly decay into the soil.</p> <p>Ready for a challenge? Choose five of your new words and include them in a word search for a friend to complete.</p>	<p><b>ACTIVATE</b> <b>Time travelling emails!</b></p> <p>Imagine that you can send emails back in time! <u>Write an email</u> to yourself to arrive in time for Christmas 2019. You can write about what has happened in the last few months, and what life is like during lockdown. You might also want to give yourself some advice about what to do before lockdown begins. For example, is there anything you wish you had done before lockdown began? Visited friends or family for example?</p> <p>Ready for a challenge? Include 3 (rhetorical) questions, 2 exclamations and 1 metaphor.</p>
<p><b>PRACTISE &amp; EXPLAIN</b> <b>A Lifetime in Pictures</b></p> <p>Choose a character from a book you have read recently. <u>Draw three pictures</u> from different times in their lives (a young child, middle aged, and elderly). Underneath each picture, <u>explain</u> what the character might be doing at that point in their life, and why.</p> <p>Ready for a challenge? Add two adjectives to each picture to sum up the character's personality at that point in their life. Think carefully about how they change during their life.</p>	<p><b>ACTIVATE</b> <b>Captain Tom Moore: A true hero!</b></p> <p>Read this article and watch the clips with it. <a href="https://www.bbc.co.uk/newsround/52277760">https://www.bbc.co.uk/newsround/52277760</a></p> <p>Captain Moore's grandson says his grandfather inspires him every day.</p> <p><u>Write a mini biography</u> of a person you know (famous or not) who inspires you. Provide information about them and explain how they inspire you.</p> <p>Ready for a challenge? Include five facts; use <b>because, additionally, therefore</b> and <b>Most importantly</b></p>	<p><b>PRACTISE</b> <b>2 Bedrock lessons and a challenge!</b></p> <p>Complete 2 Bedrock lessons this week. Remember to write your words in your vocabulary booklet, together with a great sentence to show how to use the word.</p> <p>Eg. <b>Locate (verb)</b> Ryan couldn't locate the missing keys, even though he had looked everywhere.</p> <p>Ready for a challenge? Choose five of your new words and jumble each one up, ready for a friend to solve.</p> <p>Eg. Tocale = locate</p>



<p><b>ACTIVATE</b> <b>A Tale in a Timeline</b></p> <p>Write a timeline to tell the story of a book you have read recently. Try to include 10 different events in the timeline, and make sure they're in the correct order.</p> <p>If you're artistic, draw pictures to depict the 10 events.</p> <p>Ready for a challenge? Write your ten events as though they are sensational newspaper headlines!</p>	<p><b>PRACTISE</b> <b>2 Bedrock lessons and a challenge!</b></p> <p>Complete 2 Bedrock lessons this week. Remember to write your words in your vocabulary booklet, together with a great sentence to show how to use the word.</p> <p><b>Eg. Misery (abstract noun)</b> Jethro was filled with misery and sadness at the thought of not seeing his teachers for another half term!</p> <p>Ready for a huge challenge?! Choose three of your new words and write each one in a metaphor. Eg. Misery is an empty packet of biscuits!</p>	<p><b>ACTIVATE</b> <b>Make a song and dance about it</b></p> <p>Think of a song that is out at the minute or your all-time favourite song. Use the tune of the song and make up your own lyrics to describe what you're doing during the lockdown period, instead of school e.g. working from home, playing games, baking?</p> <p>Try to have a chorus which is repeated (like the song you've chosen probably does!)</p> <p>Make sure it is all written down so you don't forget it!</p> <p>Ready for a challenge? Write the song from scratch with your own tune and melody...</p>
<p><b>PRACTISE</b> <b>2 Bedrock lessons and a challenge!</b></p> <p>Complete 2 Bedrock lessons this week. Remember to write your words in your vocabulary booklet, together with a great sentence to show how to use the word.</p> <p><b>Eg. Attentively (adverb)</b> Lucy listened attentively to the song; she didn't want to miss any words!</p> <p>Ready for a challenge? Choose five of your words and see if you can find other words in the same family. eg. attentively = attention (noun), attentive (adj)</p>	<p><b>REFLECT &amp; PRACTISE</b> <b>Go with the Flow (diagram)</b></p> <p>Choose a book or film that you have recently read or watched. <u>Plot a flow diagram</u> of all the events that happen to <u>one character</u>. If it is from a book you might even want to include specific quotations (pieces of text) that back up your point!</p> <p>Ready for a challenge? Plot a flow-diagram of <u>two characters</u> and show how they mix together within the story.</p>	<p><b>PRACTISE</b> <b>Story Telling</b></p> <p><u>Write a story</u> about someone who works extremely hard and receives an excellent surprise.</p> <p>This could be based about a key worker who is helping out during the lockdown e.g. supermarket worker, delivery driver or any other key worker!</p> <p>You should focus on how they are feeling before and after the surprise. Be descriptive!!</p> <p>Ready for a challenge? Include 5 adjectives, 4 exciting verbs, 3 fronted adverbs, 2 characters and 1 simile.</p>



**Bedrock Vocabulary** – aim to do at least two lessons each week. Write the date and your score in a box each time you complete a lesson. You can then keep track of how many lessons you have completed, and see what great progress you are making.


**Don't forget to use the Bedrock Vocabulary booklet on Google Classroom to help you practice and embed your fantastic new vocabulary into your long-term memory!**

Extra-curricular		
<p><b>Using your senses</b></p> <p>Find a safe outdoor place to sit with a notebook. This could be your garden or a local park (ideally somewhere green). Close your eyes: what can you hear? <b>Listen</b> carefully. Write down everything that you can hear, whether they are close by or far away. Then look around you carefully. What can you <b>see</b>? Make another list. Do the same for what you can <b>feel</b> (the sun on your cheek, the grass under your feet?)</p>	<p><b>Writing creatively</b></p> <p>Use your senses list to create a piece of writing describing the moment and the place you were in – this could be a poem, a story, a rap – it's up to you! Try to really recreate the specific details of that time and place for your reader.</p>	<p><b>Clever TV watching!</b></p> <p>Pick something from the 'Broadening Minds' document on Google classroom to watch a film or TV programme that is based on a book. Netflix and BBC iplayer are a good place to start (but remember, it has to be based on a book!). Extension: Write a review of what you have watched.</p>
<p><b>Wollaton Bulletin</b></p> <p>Write something for the student newspaper! This could be on any topic of your choice, or it could be a book review or film review, or even just your thoughts on life in lockdown! You can send your work to Ms Duncan: <a href="mailto:kduncan@bluecoat.uk.com">kduncan@bluecoat.uk.com</a> (or keep it safe to hand in when we are back at school!)</p>	<p><b>Write a song</b></p> <p>Try writing lyrics and composing a tune for a song about something in your life, or something you want to speak about. If you are stuck for ideas, go outside and find some inspiration in the outdoor spaces around you. Perhaps a song about the animals in a tree? Or a song about everything you want to do after lockdown?</p>	<p><b>READ!</b></p> <p>Use the opportunity of having a bit more time on your hands to read widely. See what books might be in your home that you could read, or you could use one of the free audiobooks available on the BBC and on Audible (see the 'Broadening Minds' document on Google Classroom for ideas!). Extension: write a book review for each book you complete 😊</p>



## MATHEMATICS

Please complete the Hegarty Maths/Textbook tasks for the week, then choose one additional task to help activate or review your learning. You may complete these tasks using ICT or on paper. Please share what you've done for the **Activate** tasks by uploading work, screenshots, videos, PowerPoints etc. on Google classrooms.













**All websites can be accessed via PC, laptop, tablet or mobile phone.**

**Hegarty Maths: [www.hegartymaths.com](http://www.hegartymaths.com)**

*No access? No problem! Find the topic in your textbook, make some notes and answer the questions.*

**Times Table Rock Stars: [www.ttrockstars.com](http://www.ttrockstars.com)**

*No access? No problem! Make up your own multiplication questions and check your answers with a calculator.*

<b>3D Shapes</b>  Log on to Hegarty Maths and complete <b>tasks 829 &amp; 832 on naming and drawing 3D shapes.</b> Watch the videos, make notes and complete the quizzes – try to get 80%!	<b>Plans and Elevations</b>  Log on to Hegarty Maths and complete <b>tasks 837 &amp; 838 on plans &amp; elevations of 3D shapes.</b> Watch the videos, make notes and complete the quizzes – try to get 80%!	<b>Plans and Elevations</b>  Using a scale of 5cm = 1m draw the floor plan of your dream bedroom and everything you need inside. You have a maximum area of 30m <sup>2</sup>	<b>TTRS</b>  Practice your multiplication skills and compete with others in Mr Mosley's weekly competitions! <b>MemRi</b> Log on to Hegarty Maths and complete a MemRi task to test what you have remembered!
<b>Volume of cubes and cuboids</b>  Log on to Hegarty Maths and complete <b>tasks 554 &amp; 568 on area of a rectangle and volume of a cuboid.</b> Watch the videos, make notes and complete the quizzes – try to get 80%!	<b>Volume of a cuboid</b>  Log on to Hegarty Maths and complete <b>tasks 692 &amp; 569 on converting lengths and finding missing lengths for cuboids.</b> Watch the videos, make notes and complete the quizzes – try to get 80%	<b>Volume of cuboids</b>  Choose 5 different cuboids or objects made from cuboids around your house. Calculate the volume of each of these and create a poster showing the objects, the formulas and your calculations.	<b>TTRS</b>  Practice your multiplication skills and compete with others in Mr Mosley's weekly competitions! <b>MemRi</b> Log on to Hegarty Maths and complete a MemRi task to test what you have remembered!
<b>Nets of 3D Shapes</b>  Log on to Hegarty Maths and complete <b>tasks 833 &amp; 834 on nets of 3D shapes.</b> Watch the videos, make notes and complete the quizzes – try to get 80%!	<b>Surface area</b>  Log on to Hegarty Maths and complete <b>tasks 539 &amp; 835 on area of a circle and surface area of nets.</b> Watch the videos, make notes and complete the quizzes – try to get 80%!	<b>Surface Area</b>  Using an empty cereal box, open it up and measure the sides to calculate its surface area. If we wanted to reduce the total surface area by 20% what possible lengths could the box have?	<b>TTRS</b>  Practice your multiplication skills and compete with others in Mr Mosley's weekly competitions! <b>MemRi</b> Log on to Hegarty Maths and complete a MemRi task to test what you have remembered!





## SCIENCE

Please choose **one idea** from below for your Science lesson each week. You can post evidence to Google Classrooms. You may complete these tasks using ICT or on paper.

<p><b>Make a magnet (ACTIVATE)</b> Watch the <a href="#">video</a> to see how.</p> <p>Does your magnet work?</p> <p>Try it out by placing it next to paperclips or staples or any small metal objects – if the paperclips are attracted to your nail, you have turned it into a magnet!!</p>	<p><b>Classification (EXPLAIN)</b> Make a leaflet on vertebrates and invertebrates for the Year 6s for when they visit the school. <b>You may want to include:</b> how they reproduce, how they regulate their body temperature, how they get oxygen into their body, their body covering e.g., fur, scales, etc.</p>	<p><b>Dolly the Sheep (EXPLAIN)</b> Research Dolly the Sheep.</p> <ul style="list-style-type: none"> <li>• What was special about Dolly the Sheep?</li> <li>• When and where was she born?</li> <li>• How long did she live for?</li> <li>• How was she “made”?</li> </ul>
<p><b>Family Tree (PRACTISE)</b> Create a family tree for your family looking at one inherited characteristic (for example noting down the eye colours of each member next to their name).</p>	<p><b>DNA model using sweets (ACTIVATE)</b> Click <a href="#">here</a> to see how.</p> <p>You can eat it afterwards!</p>	<p><b>Variation (PRACTISE)</b> Choose two closely related species that live in two very different environments. Compare and contrast the variations between these species.</p>
<p><b>Electrical Circuits (ACTIVATE)</b></p> <ul style="list-style-type: none"> <li>• What does a series circuit look like? What happens to bulb brightness if you add more cells, add more bulbs and unscrew 1 bulb?</li> <li>• What does a parallel circuit look like? What happens if you unscrew 1 bulb?</li> </ul>	<p><b>Electrical Safety (EXPLAIN)</b> Design a poster on electrical safety in the home.</p> <ul style="list-style-type: none"> <li>• You must include a slogan and at least 5 different ways to stay electrically safe!</li> </ul>	<p><b>Data Time (REFLECT)</b> Collect some data! Use the information or “rating” plate sticker on an electrical device (warning! Make sure it’s off at the socket!). Find out what all the numbers and symbols mean and then find out which devices at home use the most current or power. Make a data table of the information. Is there a pattern in the power and the type of energy transfer the device produces?</p>
<p><b>Which materials are magnetic? (REFLECT)</b> Find a magnet – you might have one on your fridge! Go around your house and place the magnet on lots of different types of objects. Make a list of those materials that are magnetic (attracted to the magnet) and those materials that are not magnetic (not attracted to the magnet) What do all of the magnetic materials have in common?</p>	<p><b>Electrical Devices (REFLECT)</b></p> <ul style="list-style-type: none"> <li>• Find an old electrical device and ask your parents to take the back off it and make a sketch of what you find inside.</li> <li>• Do you know what the different coloured wires are used for?</li> </ul>	<p><b>Inheritance (EXPLAIN)</b> Do some research on DNA. Include – What does DNA stand for? What does DNA look like? Who discovered DNA? (Try to find 4 names!) What decade was DNA discovered in? Who made 2D pictures of DNA? Who made a 3D model of DNA?</p>

For any of these activities, you can share what you’ve done with your teacher by uploading work, screenshots, videos, PowerPoints, etc.



## DESIGN TECHNOLOGY and FOOD

Please choose **one idea** from below for your DT or Food lesson each week. You can post evidence to Google Classrooms. You may complete these tasks using ICT or on paper.

<p style="text-align: center;"><b>ACTIVATE</b></p> <p><b>Nutrition</b></p> <p>Create a poster or leaflet which shows macro and micro nutrients that shows what are rich sources and functions of the nutrients.</p>	<p style="text-align: center;"><b>ACTIVATE</b></p> <p><b>Get in the kitchen!</b></p> <p>Make cakes using the rubbing in method (scones, rock cakes etc.) take photos of the process and final product and explain how the process leads to the texture.</p>	<p style="text-align: center;"><b>PRACTISE &amp; EXPLAIN</b></p> <p><b>Food Packaging</b></p> <p>Create a page of the symbols that are found on food packaging and explain under each one how they help consumers to make food choices.</p>
<p style="text-align: center;"><b>PRACTISE</b></p> <p><b>Seasonality</b></p> <p>Create a calendar that shows the times in the year when British fruits and vegetables are in season. Make this appealing and attractive to look at.</p>	<p style="text-align: center;"><b>EXPLAIN</b></p> <p><b>Food Science</b></p> <p>Investigate what is the best liquid to stop apples from going brown. Write up the method and results to show your understanding of the results. Conclude how this information will help food producers develop successful high quality products.</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p><b>Environmental Impact</b></p> <p>Write a newspaper report that explores the environmental impact of our food choices.</p>
<p style="text-align: center;"><b>ACTIVATE &amp; REFLECT</b></p> <p><b>Choose any object of furniture from your bedroom.</b></p> <p>Then using two of the 6Rs opposite <b>evaluate</b> the piece of furniture. For example could the furniture be re used for something different? Or could it be recycled?</p> <p>Repair, reuse, rethink, recycle, reduce, re-design</p>	<p style="text-align: center;"><b>ACTIVATE</b></p> <p><b>Imagine you are looking down from the ceiling of a room in your house.</b></p> <p><b>Draw a Birds Eye view of the room.</b></p> <p>Try to be accurate with the scale. If you have access to a tape measure or a large ruler measure the room, furniture etc.</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p><b>Using the internet, newspapers, magazines etc.</b></p> <p>What is flat pack furniture? Can you buy chairs that are Flat packed?</p> <p>What materials are they made from and how do they fix together?</p>
<p style="text-align: center;"><b>PRACTISE</b></p> <p><b><u>Designing</u></b></p> <p>Design your own flat pack chair. Sketch a range of ideas and remember to annotate (label) your ideas discussing what materials, sizes and textiles you would use. Remember your chair must be assembled, so it could slot together or use Knock down fittings (research what they are). Add colour and detail.</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p><b><u>Making</u></b></p> <p>Using old cardboard packaging, plastic etc. Try to make a model of your chair. Drinking straws, cereal packets, plastic bottles, any leftover Easter egg packaging, all could be used. Take some photos.</p>	<p style="text-align: center;"><b>REFLECT</b></p> <p><b><u>Evaluate</u></b></p> <p>Evaluate you designs. Does the model look like you intended it to look? How could you improve your design? Get some feedback from family members, what do they think?</p>

For any of these activities, you can share what you've done with your teacher by uploading work, screenshots, videos, PowerPoints etc. to this assignment on Google classrooms



## HISTORY: Rebellions and Revolutions

Please choose **one idea** from below for your History lesson each week. You should post evidence to Google Classrooms. All tasks are on the theme of Rebellion or Revolution. You may complete these tasks using ICT or on paper. Some activities you can use ICT to research, others you will have learnt at school already (try links in multiple browsers if they don't work e.g. Explorer, Safari, Chrome etc.)

<p style="text-align: center;"><b><u>Luddite Sword</u></b></p> <p>a) Watch the video about 'John Blackburn's Sabre'. <a href="https://bit.ly/Ludditesword">https://bit.ly/Ludditesword</a></p> <p>b) Now design a fact-file that would be placed alongside the Luddite Sword in the Museum of Nottingham Life.</p> <p><b>EXPLAIN;</b></p> <ul style="list-style-type: none"> <li>• Who did it belong to</li> <li>• Why is it important to Nottingham?</li> <li>• Who are the Luddites</li> </ul>	<p style="text-align: center;"><b><u>The Restoration</u></b></p> <p>Listen to the podcast about the Restoration. You can listen to it on any device, so go for a walk or sit outside to listen.</p> <p>There is a quiz at the end, <b>REFLECT</b> on what you have heard and write down your answers and see how you get on – you could even listen to it with someone else and see who can get the most questions correct.</p> <p><a href="https://www.bbc.co.uk/sounds/play/m000hh0b">https://www.bbc.co.uk/sounds/play/m000hh0b</a></p>	<p style="text-align: center;"><b><u>Peasants Revolt Propaganda</u></b></p> <p>In 1381 the Peasants revolted against their King, but they would have needed support from lots of people to make an impression.</p> <p>To <b>ACTIVATE</b> your previous learning design a piece of propaganda Wat Tyler could have used to gain support for his rebellion against the King. You could; write a speech, create a flag or banner, write a newspaper article etc.</p> <p>Use this link to refresh your memory on the peasants revolt if you need it: <a href="https://bit.ly/peasantsrevoltrecap">https://bit.ly/peasantsrevoltrecap</a></p>
<p style="text-align: center;"><b><u>The Chartists</u></b></p> <p>a. Watch the video on the Great Reform Act. <a href="https://bit.ly/chartistsandreform">https://bit.ly/chartistsandreform</a></p> <p>b. <b>REFLECT</b> and decide who you support, Parliament or the Chartist's. Now write a letter to parliament showing your support. Make sure you use specific examples!</p>	<p style="text-align: center;"><b><u>Become a Historian</u></b></p> <p><b>PRACTICE</b> being a historian and discover a rebellion, protest, revolution or uprising by asking someone in your household for an interview, FaceTime a relative, research in books or online. Ask them about protests or rebellions they know about, have seen, or remember from their lifetime.</p> <p>Here is a link which gives some tips, ideas and advice: <a href="https://bit.ly/becomeahistorian">https://bit.ly/becomeahistorian</a></p>	<p style="text-align: center;"><b><u>Revolution and Rebellion Now</u></b></p> <p>What do you think makes a good revolution or rebellion?</p> <p>Write down 10 things that make a good rebellion. You could <b>REVIEW</b> examples you have learnt about in school to give you examples.</p> <p>Now, why might your rebellion fail? Think about what might stop the rebellion and why?</p>
<p style="text-align: center;"><b><u>Russian Revolution</u></b></p> <p>Watch the video about the Russian Revolution: <a href="https://bit.ly/russianrev1917">https://bit.ly/russianrev1917</a></p> <p><b>PRACTICE</b> your chronology and create a timeline. You could include:</p> <ol style="list-style-type: none"> <li>1. Images to support your events</li> <li>2. Research what happened next</li> <li>3. Why were peasants treated harshly before?</li> <li>4. Create questions to quiz you friends and family</li> </ol>	<p style="text-align: center;"><b><u>Poll Tax Riots (1990)</u></b></p> <p>Some say these riots only 30 years ago are similar to the Peasants Revolt over 700 years ago, why?</p> <p><b>EXPLAIN:</b></p> <ol style="list-style-type: none"> <li>a. What were the Poll Tax Riots?</li> <li>b. Why did people riot?</li> <li>c. How were they resolved (ended).</li> </ol> <p>Research however you like but you can start with using a search engine and putting in "what were the poll tax riots in 1990"</p>	<p style="text-align: center;"><b><u>Become a Historian: Part II</u></b></p> <p>Now you have interviewed or spoken to someone about a rebellion, protest or uprising they remember you need to present it.</p> <p><b>PRACTICE</b> using historical research: plan a documentary OR write an article OR create a biography OR act out the interview etc.</p> <p>Be creative – think about how you like to learn about the past.</p>



## GEOGRAPHY: Energy and Sustainability

Please choose **one idea** from below for your Geography lesson each week. You may complete these tasks on a computer, tablet, or on paper. For any of these activities, you should share your work with your teacher via Google classroom. *Key word – ‘sustainability’ (particularly environmental sustainability): long lasting, without damaging the environment.*

<p><b>PRACTICE calculating your carbon footprint.</b></p> <p>How much carbon dioxide do you produce in your everyday life? Use the following link:  <a href="https://footprint.wwf.org.uk/#/">https://footprint.wwf.org.uk/#/</a> to calculate your carbon footprint. You could see how this compares to other members of your household.</p>	<p><b>REFLECTING on your energy use.</b></p> <p>Keep a diary for one day, logging every time you use energy. Remember, this won't just be plugging something into an electrical socket, but is any hot water use, transport, cooking as well.</p>	<p><b>Reduce, reuse, recycle</b></p> <p>Have a look at what food packaging your household is throwing away. How could one item be reused or made into something new. Create a poster to <b>EXPLAIN</b> to primary school students how they could reduce and reuse their own food packaging.</p>
<p><b>PRACTICE your map skills</b></p> <p>For this task, you can be ambitious and map your entire home, or you could map one or two rooms (a good example is the kitchen because it has a lot of electrical products). Draw a map of your room/home and mark on all the different types of electricity use you can see. Challenge: are there any other types of energy, e.g. a gas hob?</p>	<p><b>Design a sustainable vehicle</b></p> <p>Your task is to design a form of transport (your choice but could be a bike, car, bus, train). What features can you add to ensure your vehicle isn't harming the environment and is as eco-friendly as possible? Label and <b>EXPLAIN</b> its features.</p>	<p><b>Personal sustainability pledge</b></p> <p>This activity is best done once you've done a few other activities and have a good understanding of reducing carbon footprints and why it is important to be more environmentally sustainable. <b>REFLECT</b> on 5 to 10 things you could do to be more environmentally sustainable and write them down as a pledge.</p>
<p><b>Watch a documentary</b></p> <p>The following video 'Frozen Planet: on thin ice' is on BBC iPlayer.  <a href="https://bbc.in/355Mn9O">https://bbc.in/355Mn9O</a>          Watch the documentary and <b>EXPLAIN</b> how the earth is at risk from climate change.</p>	<p><b>How is electricity produced?</b></p> <p>Watch the following video:  <a href="https://www.youtube.com/watch?v=20Vb6hILQsg">https://www.youtube.com/watch?v=20Vb6hILQsg</a>          Produce a storyboard to <b>EXPLAIN</b> how electricity is made.</p>	<p><b>Learn about the greenhouse effect</b></p> <p>Use the NASA website  <a href="https://go.nasa.gov/3aAqWOZ">https://go.nasa.gov/3aAqWOZ</a>          to read about the greenhouse effect. Draw a diagram to <b>EXPLAIN</b> how this works.</p>
<p><b>Creative writing</b></p> <p>What will the world be like in 100 years time? Consider that the world will become warmer, ice caps will melt, sea levels will rise. How will this affect people's lives, where they live, their jobs, transport? Use your imagination to <b>REFLECT</b> and write about what life will be like. You could do this as a diary entry, story, poem.</p>	<p><b>Nuclear Power</b></p> <p>Lots of countries are moving towards using nuclear power. This type of energy is very efficient (produced huge amounts) and do not produce greenhouse gases. Research nuclear energy using the links below and create a list of to <b>REVIEW</b> the advantages and disadvantages. <a href="https://bbc.in/2Vwcf1G">https://bbc.in/2Vwcf1G</a></p>	<p><b>Research a sustainable country</b></p> <p>Challenge yourself! Some cities are 'sustainable cities'. Read about sustainable cities here: <a href="https://bbc.in/3bw2EqZ">https://bbc.in/3bw2EqZ</a> How can Nottingham be more sustainable? Read about the council's plan to become a more sustainable city (below) and then write a letter to the city council to <b>EXPLAIN</b> your suggestions.  <a href="https://www.nottinghamcity.gov.uk/cn2028">https://www.nottinghamcity.gov.uk/cn2028</a></p>



## RE: Spirited Arts project

### What is it?

Spirited arts is a **NATRE project** which aims to link creativity and RS in schools. They hold competitions where school children can enter their pictures in different categories.

You have the PowerPoints already to support you. They were sent home in your home learning packs

Join hundreds of schools from around the world taking part in this year's Spirited Arts competition! We welcome entries in (almost!) any artform your pupils can think of, including:

-Art (painting, drawing, sketching etc) –Poetry –Photography –Dance –Music –Drama –Sculpture

**For more information you can look at the website:** <http://www.natre.org.uk/about-natre/projects/spirited-arts/introduction/>

Your tasks week by week		
Week starting:	Task: (remember you should spend 1 hour on RS each week)	Helpful tips
27 <sup>th</sup> April	Plan your art work pick your topic and think of ideas that you can do Create a mind map or list of things you could and what you would need to do to create them (make sure you have the resources available at home home)  Select your idea	Take your time and come up with two or three ideas really think about what you could do  Make sure you pick a topic your find interesting  Make sure you can actually do what you want to do for example do you have all the resources you need?
4 <sup>th</sup> May	Make a start on your spirited arts work Take your time do not rush (if you need more than two hours that's fine) Be creative and thoughtful this is time to express your self  <b>Artwork:</b> look for originality, interesting ideas (it doesn't have to be perfectly drawn)	You should spend 2/3 hours on your art work over the next 2 OR 3 weeks  Remember your art work can be any of the below (if you think of anything else email me and let me know) <ul style="list-style-type: none"> <li>• Art (painting, drawing, sketching)</li> <li>• Poetry</li> <li>• Photography</li> <li>• Dance</li> <li>• Music</li> <li>• Drama</li> <li>• Sculpture</li> </ul>
11 <sup>th</sup> May	<b>Continue</b> on your spirited arts work	Need more time- don't worry you can continue next week and do your write up after half term
18 <sup>th</sup> May	<b>Evaluation of your art work: you may want to plan this first with some ideas answering the questions below</b> <b>This needs to typed up if you can if not written neatly is OK (no more than 400 words)</b> Your evaluation should include: <ul style="list-style-type: none"> <li>✓ <b>Which theme</b> you chose and why you chose it</li> <li>✓ <b>What</b> you decided to draw/create and why</li> <li>✓ <b>How</b> you have drawn/shown your ideas Explain your use of colours/symbols etc</li> <li>✓ <b>Why</b> it is a spiritual piece of art (i.e. how does the piece of art reflect something about you... your emotions/feelings/attitudes/beliefs.</li> </ul> The best pieces of work will link the artwork to spiritual ideas	Some sentence starters to help: <ul style="list-style-type: none"> <li>• <b>My 'Spirited Arts' work is about...</b></li> <li>• <b>I choose the theme "..."</b> because...</li> <li>• <b>I want you to notice...</b></li> <li>• <b>My title is...</b> because...</li> <li>• <b>I like the theme I have been working on because...</b></li> <li>• <b>This picture is all about...</b></li> <li>• <b>Doing this work has made me think...</b></li> <li>• <b>My main feeling about this Spirited Arts work is...</b></li> <li>• <b>My art work is spiritual because...</b></li> <li>• <b>I've tried to show my thoughts / ideas / vision / feelings by...</b></li> <li>• <b>To make the image, I used...</b></li> </ul>





Themes you can pick from:

Theme:	Some information on the theme:
<b>God's good earth?</b>	Are we spoiling God's good earth? Should we be thankful for it? Can we save it in time from the threats of climate change? The beauty of the earth is celebrated in many religions, but the human spoiling of the earth is a danger and a coming crisis. In this theme, learners are invited to explore ideas and beliefs about the natural world, human responsibility for the earth and ways of praying about climate justice. Great work will show some originality: the globe in God's hands won't win!
<b>Inspiring</b>	What inspired you? A song? A quote? Another person's life? A place? Religion offers people inspiration to live. Sometimes an inspirational life, a person's example, a text or a piece of music crystallizes our inspiration. In this theme, you are invited to identify what inspired you from a religion – it doesn't have to be your own faith, as inspiration tends to spill over the edges of religions. Explain through your art and text what connects your inspiration to spiritual or religious life.
<b>Holy Words!</b>	What words are holy for you? Select a saying or story you really love about peace, faith, unity, prayer or some other religious theme. Incorporate your holy words into your design or art and express the value and meaning of the words you have chosen in the images and art that you make. This theme has a close connection to the study of holy books and teaching from 2 or more different scriptures can be used, so get reading from the Torah and the Gospel, the Qur'an and the Gita, the Dhammapada or the Guru Granth Sahib. And add some words from a non-religious source of wisdom too if you like.
<b>Where is God?</b>	<p>Atheists, agnostics and believers in God might all respond to this by expressing their sense of the search for God or finding God. Where's God? In your heart, in prayer, in the temple or the universe? Or is she hiding? Is he not there at all? Looking for God, searching for him or her, matters: but how are we doing in finding God? Would you search with google or a 'God detector'? Is God on Instagram or WhatsApp? Can God be found by prayer or by looking among the world's suffering people?</p> <p>This popular Spirited Arts &amp; Poetry theme produces great work where pupils use ideas from religions clearly: The Jewish Psalms 42 and 43 are where it starts.</p>
<b>Picturing Faith (BRAND NEW Photography section)</b>	<p>This is an innovation for our Spirited Arts competition. Pupils are invited to select up to 4 photographs from a visit to a place of worship (or another trip connected to RE) – preferably those taken by themselves, and give a brief commentary on the pictures to say what was great and what they learned from their visits. Comments about the emotions and the purpose of the place, not just 'labels and captions' are best. Pupils may like to provide their commentary in the form of a poem.</p> <p>We suggest they are sent in a PPT presentation (or similar). If you have another way of responding to the theme 'Picturing Faith' then that is fine, please do send it in!</p>
<p>When you have completed your art work and write up:</p> <p>Please keep it safe and bring into school when school is open or take a picture of your work and upload to Google classroom along with your write up!</p>	



## CORE PE

Please choose **one idea** from below for your Core PE lesson each week. You can post evidence to your PE Teacher. You may complete these tasks using ICT or on paper.

For more ideas please go to - <https://sites.google.com/bluecoat.uk.com/althealthwellbeing/home>







<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b>Try this Workout of the Week!</b></p> <p>Look at the link below:  <a href="https://drive.google.com/open?id=125Ewf9Ncu8mBLHxP_9dFJ5PZ_xpskHUXLIX6ywr-maHs">https://drive.google.com/open?id=125Ewf9Ncu8mBLHxP_9dFJ5PZ_xpskHUXLIX6ywr-maHs</a>  <b>How did you get on?</b></p>	<p style="text-align: center;"><b>ACTIVATE</b></p> <p>Using the bbc bite size page <a href="https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1">https://www.bbc.co.uk/bitesize/guides/zct2hv4/revision/1</a> create a poster of the muscular system. It must identify all the major muscles of the body, what their functions are &amp; examples of where they are used in sport.</p>	<p style="text-align: center;"><b>ACTIVATE</b></p> <p style="text-align: center;"><b><u>Muscles and Bones</u></b></p> <p>Create cue cards based on the 2 topics. Test yourself with someone at home E.g spell the word, locate the muscles/ bone, What exercise would make this muscle stronger etc.</p>
<p style="text-align: center;"><b>REFLECT &amp; ACTIVATE</b></p> <p>Take a look at the change4life page <a href="https://www.nhs.uk/change4life/food-facts">https://www.nhs.uk/change4life/food-facts</a> Do you think about how to eat healthy? Do you think about the nutritional value of the food &amp; drink you consume? Do you know what portion sizes make up your 5-a-day? Now look at the recipe page <a href="https://www.nhs.uk/change4life/recipes">https://www.nhs.uk/change4life/recipes</a> Using the Recipes from here create a 3 day, 5 day or 7 day weekly meal menu for a healthy balanced diet. Include breakfast, lunch, dinner (snacks are optional).</p>		<p style="text-align: center;"><b>PRACTISE &amp; REFLECT - <u>Pizza Night</u></b></p> <p>Get your chef hat on and create a pizza masterpiece.</p> <ul style="list-style-type: none"> <li>The base: max points for making it from scratch or using creative alternatives (pitta bread, tortillas). You may buy a plain base but will not be awarded as many points.</li> <li>Fruit/Veg Toppings: must include 2 or more different coloured fruit or veg toppings (excluding tomato/passata/paste)</li> <li>Protein toppings: must include a protein source (plant or animal)</li> <li>Evidence: share photos or video of your pizza creation</li> <li>Points: pizza from scratch, alternative bases/crusts, presentation, household participation, <b>explanation of what Carbohydrates/Fats/Proteins are and give examples.</b></li> </ul> <p><a href="#">Pizza dough recipe</a>      <a href="#">Tortilla wrap stuffed crust pizza</a>  <a href="#">Pitta pizzas</a>      <a href="#">2 way pizza</a></p>
<p style="text-align: center;"><b>ACTIVATE</b></p> <p style="text-align: center;"><b><u>Design a whole body circuit workout</u></b></p> <p>Using your body weight. Must include...</p> <ul style="list-style-type: none"> <li>2 Lower body exercises</li> <li>2 upper body exercises</li> <li>1 explosive exercise</li> <li>Core exercises</li> </ul> <p>How long will you work for? How long will you rest for? How many rounds will you complete?  Present in PowerPoint, extra points if you include videos/photos of you demonstrating.</p>	<p style="text-align: center;"><b>REFLECT</b></p> <p style="text-align: center;"><b><u>Write a Blog/Vlog/ Diary</u></b></p> <p>Tell us about:</p> <ul style="list-style-type: none"> <li>your Physical condition</li> <li>what you like or do not like</li> <li>what you know about the importance of your health</li> <li>what Physical Activity you are doing in lockdown</li> </ul> <p>Record it.</p>	<p style="text-align: center;"><b>REVIEW</b></p> <p style="text-align: center;"><b><u>Mental Wellness</u></b></p> <p>On google forms, design a quiz to test other people's knowledge of their mental wellness. 10 questions maximum.</p> <p>Or design an information booklet on your 5 top tips on how to ensure you look after your mental well-being.</p> <p>Extra points for creativity !</p>
<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b><u>Go for an Explorative walk!</u></b></p> <p>How well do you know your area? Go explore your local area and find out about what's near you. Try and increase the time you walk by 5 mins every time! Remember to follow the Government guidelines.</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b><u>Go for a Run/ bike ride!</u></b></p> <p>Try to challenge yourself by going on a bike ride or run! Set an amount of time and try to improve it!</p>	<p style="text-align: center;"><b>PRACTISE</b></p> <p style="text-align: center;"><b><u>Joe Wicks Challenge!</u></b></p> <p>You've all heard about Joe Wicks morning PE Sessions! Have you tried one yet? See how many sessions you can complete in a week!</p>

For any of these activities, you can share what you've done with your teacher by uploading work, screenshots, videos, PowerPoints etc. to this assignment.



# ART

Please choose **one idea** from below for your Art lesson each week. You may complete these tasks using ICT or on paper.


<p><b>REFLECT &amp; PRACTISE</b></p> <p><b>Create ART with Natural Materials</b></p> <p>What patterns colours and shapes can you see in nature? Could you collect twigs, interesting leaves or petals?</p>  <p>Try creating patterns arranging by shape, size or colour. Take a photograph of your creation.</p> <p>If you have access to the internet you could look at Andy Goldsworthy and Nils Udo for inspiration.</p>	<p><b>PRACTISE</b></p> <p><b>Paint with kitchen ingredients</b></p> <p>You can create paint by mixing tea, coffee or spices such as turmeric and chilli powder with water.</p> <p>You could also use beetroot or juices from berries.</p> <p>Did you know you can make glue from flour and water?</p> <p>If you do not have any paper, try the backs of cereal boxes or envelopes.</p>	<p><b>PRACTISE</b></p> <p><b>Make window art</b></p> <p>Collect different types of papers transparent and translucent papers. Tissue papers, sweet wrappers, cellophane tissue paper and silver foil work really well.</p> <p>Cut your papers into shapes of different sizes.</p> <p>Spray your window with water and 'stick' the shapes on. The shapes will eventually fall off when dry.</p>
<p><b>REFLECT</b></p> <p><b>Keep a Lockdown journal</b></p> <p>Try to create a page a day to record how you are feeling during lockdown. You could layer drawings, patterns, images from magazines, words, write a poem, diary entry.</p>	<p><b>ACTIVATE &amp; PRACTISE</b></p> <p><b>Toilet Roll Art</b></p> <p>Can you recreate a famous painting on a toilet roll? Try:</p> <ul style="list-style-type: none"> <li>• Van Gogh's Starry Night</li> <li>• Monet's water lilies</li> <li>• Mondrian</li> <li>• Hokusai</li> <li>• Hundertwasser</li> <li>• Georgia O'Keeffe</li> </ul> 	<p><b>PRACTISE</b></p> <p><b>Magazine Monster Collage</b></p> <p>Using images from magazines, newspapers and junk-mail, design a monster. Try cutting out different sized eyes, adding several arms or many heads.</p> <p>Remember if you do not have glue you can use flour mixed with water.</p>
<p><b>ACTIVATE &amp; PRACTISE</b></p> <p><b>Observational Drawing</b></p> <p>Spend 30 minutes drawing an object in your house from observation (drawing from looking).</p> <p>Choose an object with an interesting shape and surface. Remember to draw guidelines to help with proportion.</p>	<p><b>PRACTISE</b></p> <p><b>View from your window</b></p> <p>Sit back and draw a window from inside your house with an imaginary view.</p> <p>Draw the curtains, window frame and anything on the window sill from observation and use your imagination to draw the view. You can use any media to do this.</p>	<p><b>PRACTISE</b></p> <p><b>Recycled Sculpture</b></p> <p>Create a sculpture from found objects in your home or garden. You could use recycled materials</p> 
<p><b>PRACTISE</b></p> <p>Choose a word from the following list and create a piece of art inspired by it.</p> <p>You choose the medium, size and style.</p> <p><b>Home      Isolation      Lock</b> <b>Happiness      Family      Friends</b></p> 	<p><b>PRACTISE</b></p> <p><b>Circle Challenge</b></p> <p>Take a circle- draw a series of 9 free hand circles on one page and turn them into creative cartoon characters</p> 	<p><b>PRACTISE</b></p> <p>Make some googly eyes (or use some if you already have some) to create a series of photographs of googly creatures around your house. Try to take your photographs in an artistic fashion (consider the background, composition and focus).</p> 

For any of these activities, you can share what you've done with your teacher by uploading work, screenshots, videos, PowerPoints etc. to this assignment on Google classrooms



# DRAMA

Please choose **one idea** from below for your Drama lesson each week. You can post evidence to Google Classrooms. You may complete these tasks using ICT or on paper, where possible upload your work to Google classroom

<p><b>PRACTISE</b> <b><u>Alphabet Script</u></b> Write a scene for two actors using the <u>Alphabet as a stimulus</u>. Write the full Alphabet in the left hand margin. Think carefully about your given circumstances:</p> <ul style="list-style-type: none"> <li>Who you are</li> <li>Where you are</li> <li>What you are doing</li> <li>Why you are doing it</li> <li>How you are doing it</li> </ul> <p>Then fill in the line for <u>each letter</u> e.g.</p> <p>A. Are you going to walk the dogs? B. But it is raining I will get soaked. C. Can't you wear a coat?</p> <p>Don't forget to add in stage directions.</p>	<p><b>ACTIVATE &amp; PRACTISE</b> <b>Write a scene</b> Write a scene:</p> <ul style="list-style-type: none"> <li>Adapted from your favourite book.</li> <li>Based on a news headline.</li> <li>Based on a problem you've had with social media.</li> <li>Based on a challenge you've faced.</li> <li>About two very different strangers trapped in an elevator.</li> <li>In which a boss must fire an employee, but has trouble doing it.</li> </ul> <p><b>Challenge -Have a go Shakespeare</b> Write a short scene that could be included in a Shakespeare play of your choice. Ensure you consider your layout and language!</p>	<p><b>PRACTISE</b> <b>Still Image Theatre</b> Using toy figures and an ornament I have created four still images, photographed them and put them together to make a short piece of drama.</p>  <p>Use figures and objects from around the house to make your own Still Images that link to create a piece of drama. Can you find a way of adding Speech Bubbles or Thoughts out Loud?</p>
<p><b>PRACTISE</b> <b>Design a costume</b> Choose a character from a fairy tale or play and design a costume for that character. <b>Extension</b> design costumes for the entire cast, paying close attention to colour (how it relates to the theme of the show and the relationships between the characters.)</p>	<p><b>REVIEW &amp; PRACTISE</b> <b>Learn and perform a monologue</b> Find a monologue from a play, book or by searching the internet (or use the one you wrote). I will post some on the classroom. Learn it and perform it. Record this and upload it to Google classroom.</p>	<p><b>ACTIVATE &amp; PRACTISE</b> <b>Write a monologue</b> Choose a character from your favourite book or TV series and write a monologue for them, make sure to include stage directions. <b>Who</b> are they? <b>What</b> are they doing? <b>What</b> do they want? <b>Where</b> are they? <b>Why</b> are they doing this?</p>
<p><b>PRACTISE</b> <b>Make a shadow puppet theatre</b> Design and make some shadow puppets (out of any found card or paper) and then recreate a short scene. Record and upload it if you can.</p>	<p><b>REVIEW</b> Explain in detail why you enjoy watching a particular film/TV show/live theatre performance. Consider the actors, costumes, genre, setting, and effect on the audience.</p>	<p><b>ACTIVATE</b> <b>News reader</b> Film/audio record yourself in the role of newsreader reading an appropriate news story you have found. Upload the video to google classroom.</p>
<p><b>National Theatre Collection</b> – these projects are each worth <b>two weeks</b> work and can be repeated for the different plays. Log on to <a href="https://www.dramaonlinelibrary.com/series/national-theatre-collection-iid-190464">https://www.dramaonlinelibrary.com/series/national-theatre-collection-iid-190464</a> <b>Username:</b> 1Gy,6Fk) <b>Password:</b> 2Ln%9Nb\$</p>		
<p><b>ACTIVATE</b> Watch one of the plays in column a and then do <b>one</b> of the <b>two</b> activities below</p> <ul style="list-style-type: none"> <li>Wonderland</li> <li>Treasure Island</li> <li>Peter Pan</li> <li>Dara</li> <li>One Man, Two Guvnors</li> <li>King Lear</li> <li>Romeo and Juliette</li> <li>Othello</li> </ul>	<p><b>Write a REVIEW</b> for the play you have just watched. What happened, what was good and bad about: The set / staging The performances The costume</p>	<p><b>PRACTISE</b> Create a <b>Role-on-the-wall</b> for each of the main characters. <u>Draw a gingerbread man outline</u> for each character - <u>inside</u> the outline describe what he or she is thinking / feeling, how they see themselves. <u>Outside</u> the outline, jot down what other think of them and facts you know about them.</p>



# MUSIC

Please choose **one idea** from below for your Music lesson each week. You can post evidence to Google Classrooms. You may complete these tasks using ICT or on paper, where possible upload your work to Google classroom

<p><b>ACTIVATE &amp; PRACTISE</b> <b><u>Graphic Score Suite</u></b></p> <p>Choose a scene from the following:</p> <p>Seasons                      Town Sounds Natural Beauty              Seaside</p> <ul style="list-style-type: none"> <li>Think of 6 sounds you would expect to hear</li> <li>You will need to recreate the sound with your mouth or items in the home</li> <li>Design a sign/symbol for each sound.</li> </ul> <p>Construct a 8x6 square grid and plot the sounds in the squares as you see effective.</p> <p>Don't forget to include the key to show what sounds the signs represent.</p> <p>Try to perform with family members keeping a steady pulse!</p>	<p><b>ACTIVATE</b> <b><u>Music through the Decades</u></b></p> <p>Choose one song and listen:</p> <ul style="list-style-type: none"> <li>One from the 1970s</li> <li>One from the 1980s</li> <li>One from the 1990s</li> </ul> <ul style="list-style-type: none"> <li>Identify differences between them: Style, instruments, lyrics/topics.</li> <li>Maybe ask family members for information on a specific decade</li> <li>Learn to sing one</li> </ul> <p><b>Challenge –Do more research on the band or artist from the decade you liked the most</b></p>	<p><b>PRACTISE</b> <b><u>Original Vs Cover</u></b></p> <p>Listen to an Original song and then a Cover version.</p> <p>(Use Youtube or BBC Live Lounge for ideas)</p> <p>Write or produce a podcast using FACE analysis.</p> <p><b>F – Facts</b> <b>A – Appraisal</b> ( your opinion and viewpoint) <b>C – Context</b> – Style and genre, background <b>E – Elements</b> (you should know these well enough by now)</p>
<p><b>ACTIVATE &amp; REFLECT</b> <b><u>Let's Discuss</u></b></p> <p>Choose one of the following controversial statements.</p> <ol style="list-style-type: none"> <li><b>Elton John vs Eminem. Who is best/most talented?</b></li> <li><b>Music is better and more useful than Geography</b></li> <li><b>Everyone should be made to learn an instrument</b></li> </ol> <p>Write an answer, create a poster, have a family debate or discuss over Facetime.</p>	<p><b>ACTIVATE &amp; PRACTISE</b> <b><u>Music Festival</u></b></p> <p>Plan a Summer Music Festival at BWA</p> <p><b>Write out a plan to include:</b></p> <ul style="list-style-type: none"> <li><b>Who will perform</b></li> <li><b>How will you advertise</b></li> <li><b>Cost</b></li> <li><b>Refreshments</b></li> <li><b>Equipment needed</b></li> </ul>	<p><b>PRACTISE</b> <b><u>Create a Band</u></b></p> <p>Purely Fictional</p> <ul style="list-style-type: none"> <li>Give your band a name</li> <li>Design a logo for their name, or an album cover, or merchandise</li> <li>Cost out a tour or simply plan to another country or World tour if feeling adventurous</li> <li>Plan the itinerary for a tour</li> </ul>
<p><b>PRACTISE</b> <b><u>Household Material Challenge</u></b></p> <ul style="list-style-type: none"> <li>Make and combine sounds</li> <li>Use patterns and rhythms</li> </ul> <p>Have a :    Metal day      Recycling day                  Plastic day.</p> <p>Items from one room – Kitchen and Bathroom always produce interesting compositions</p>	<p><b>ACTIVATE</b> <b><u>A-Z</u></b></p> <p>Use each letter of the alphabet to start a sentence ( or maybe just the word ) about any topic related to music.</p> <p><b>Ideas</b> : Artist research, song research, Film Music, Musical Instruments</p>	<p><b>PRACTISE</b> <b><u>Body Percussion</u></b></p> <ul style="list-style-type: none"> <li>Make and combine sounds</li> <li>Use patterns and rhythms.</li> </ul> <p>Simple sounds to start include clapping, stamping. Be creative</p> <p>Try to fit with a silent scene from your favourite film. Use as a backing to your favourite song</p>
<p><b>Performance:</b> 20 minutes practise a day ( Do this 3 times for the equivalent of one lesson ). Write a rehearsal diary. What did you do. What do you need to target next time. Have a go on another instrument if one in the house. Challenge others in your household. Children teaches Parent/Adult. Adult/Parent teaches Child!</p>		
<p><b>ACTIVATE</b> <b><u>COMPOSITION – Free Apps</u></b></p> <p>If able, explore sound using one of the following Apps.</p> <p><b>What can you create in 15 minutes once you've navigated around the site.</b></p>	<ul style="list-style-type: none"> <li>Garageband</li> <li>Groove Pad</li> <li>Remix Live</li> <li>Drum Pad</li> <li>Beat Maker</li> <li>Djay</li> </ul>	<p><b>Remember:</b> There is no right or wrong. This is about having a go and perhaps exploring or thinking about something you wouldn't normally pay attention to. I look forward to seeing, hearing, reading about all your efforts and creations.</p>





## COMPUTING

Please choose **one idea** from below for your Computing lesson each week. You can post evidence to Google Classrooms. You may complete these tasks using ICT or on paper.

<p style="text-align: center;"><b>ACTIVATE</b> <b>Design a house of the future.</b></p> <p>What will it be like? What input and output devices will there be and what used for? How will it be connected?</p>	<p style="text-align: center;"><b>PRACTISE</b> <b>Logo Time</b></p> <p>Design a logo for an online music company 'Downloadable Tunes' Include:</p> <ul style="list-style-type: none"> <li>• Name of company or abbreviation.</li> <li>• Music related imagery.</li> <li>• Effective font style and clear text size.</li> </ul>	<p style="text-align: center;"><b>ACTIVATE</b> <b>Design Your Own Computer Game</b></p> <p>Imagine that you were going to develop a new game and sell it as an app so that people could play it on their phones and tablets.</p> <p>What type of game app would you like to develop? You could create a PowerPoint to include an introduction to your game</p>
<p style="text-align: center;"><b>PRACTISE</b> <b>Design a Mobile Phone</b></p> <p>Imagine, the features which might be offered on mobile phones in the next 5-10 years' time. Draw a detailed picture of how you think your new mobile phone will look.</p>	<p style="text-align: center;"><b>REFLECT</b> <b>BBC Click!</b></p> <p>Watch an episode of <a href="#">BBC Click</a> What was it about? What is the new technology? What does it do? How does it work? Who does it affect? What are the benefits and drawbacks?</p>	<p style="text-align: center;"><b>EXPLAIN</b> <b>Write a Blog/Vlog</b></p> <p>What are you interested in? What does it involve? What is it about? Write a blog about an activity of your choice. <i>If you fancy do a vlog – a video post about your activity</i></p>
<p style="text-align: center;"><b>ACTIVATE</b> <b>House Branding</b></p> <p>We have 6 houses in school – Braithwaite, Fenton, Inglis, Mellors, Rippon &amp; Thorpe Design a logo for each house using the house and school colours. Consider imagery linked to your chosen person.</p>	<p style="text-align: center;"><b>PRACTISE</b> <b>Recipe App</b></p> <p>Design the screens for an app that suggests recipes for the limited food items you may have at home. Design the style, navigation, content and imagery for around 6-10 pages.</p>	<p style="text-align: center;"><b>PRACTISE</b> <b>Make Space</b></p> <p>Design the floor plan for a new youth club. Consider the activities and the areas needed. Plan out a room plan for this new centre.</p>
<p style="text-align: center;"><b>PRACTISE</b> <b>Newspaper</b></p> <p>Create the front page for a newspaper with a fake news story. Include surreal images, key headlines and structure it like a real front page. Consider – content, columns, images, captions, colour.</p>	<p style="text-align: center;"><b>ACTIVATE</b> <b>SMART technology</b></p> <p>Watch this <a href="#">video</a> Design a new piece of technology that can be used in the future. Try to think of something new that doesn't exist already. What thing would you like technology to do for you?</p>	<p style="text-align: center;"><b>ACTIVATE</b> <b>Code Combat</b></p> <p>Go to this <a href="#">website</a> Spend your lesson working through the online coding challenges. You can sign in for free using Google.</p>

For any of these activities, you can share what you've done with your teacher by uploading work, screenshots, videos, PowerPoints etc. to this assignment on Google classrooms



# Optional Home Learning Activities with Start



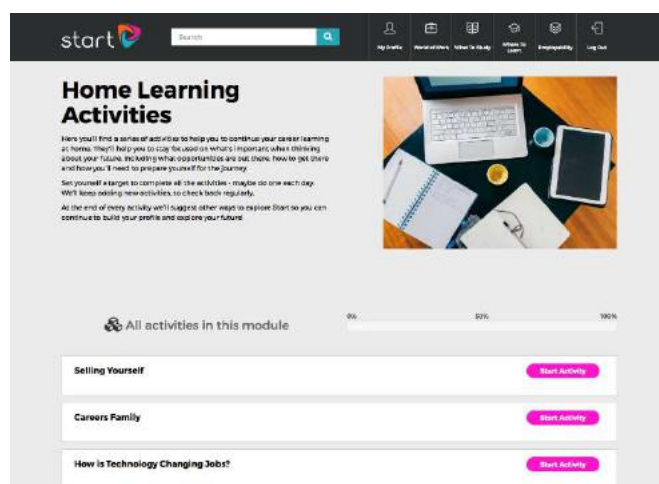
During the school closure, we'd like to remind all students that there is a brilliant resource to help you continue your career learning at home. This is an optional extra that you could do at home.

## Careers – Home Learning Activities for Students

Go to: [www.startprofile.com/homelearning](http://www.startprofile.com/homelearning)

These activities will help you to focus on what's important when thinking about your future and they include online and offline activities covering topics such as:

- Selling yourself - the importance of a personal brand
- Learning from the jobs people in your family have done
- Understanding the importance of technology and how it's changing the workplace



## Another possible activity:

This website has information about a vast amount of study and career options. You can make these more specific to you individually by updating your interests, strengths, skills etc.



On the left of your profile homepage you'll see some red/green circles.

Click on each one and you'll see several options. You can rate each one.

If you've already done this before, check whether you still agree. It's quite common for you to have changed your mind for some options, and this will open up some new ideas for you as you explore the website.

You'll need to login with your **Start** account to do the activities. If you have any trouble logging in or remembering your username or password, please contact:

**Mr N Wilson (Assistant Principal)**  
[nwilson@bluecoat.uk.com](mailto:nwilson@bluecoat.uk.com)



# Which jobs match my interests?

www.startprofile.com

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

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

You should already have registered on this website during a tutor time.

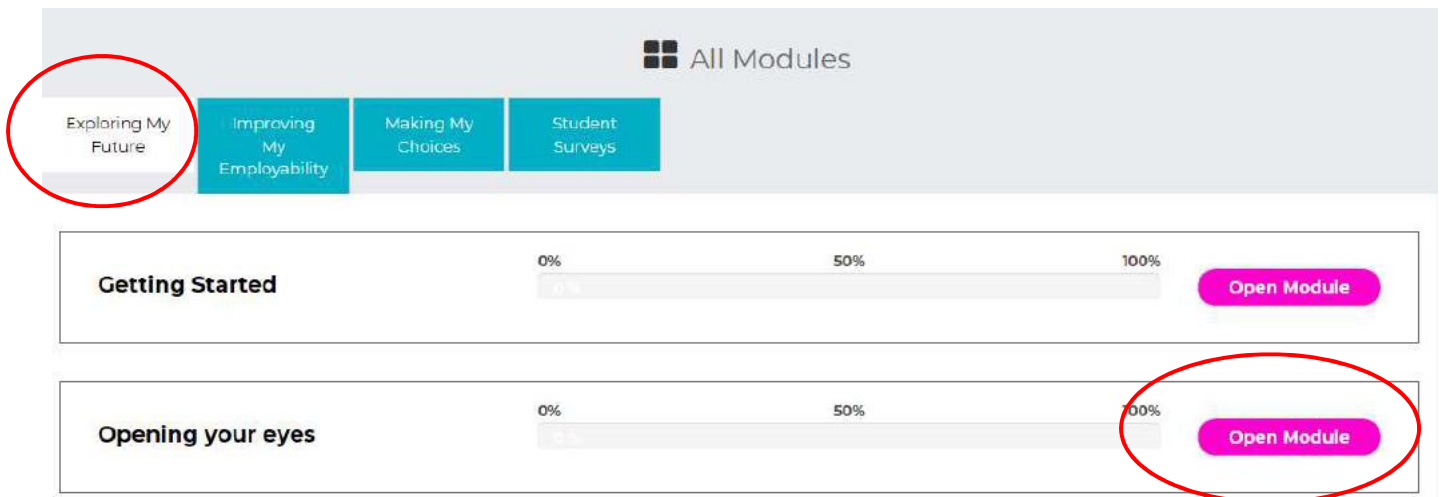
If not, your teacher will tell you how to register.

When you have logged in, there will be a box near the top of the screen. Click “see all modules and activities”

## My Activities



Click ‘Exploring My Future’ and then click ‘Open Module’ on the Opening your eyes section.



Then click the pink box that says Start Activity.

Follow the instructions to select your interests and work preferences.

**Once you have completed this. Select two jobs to explore in detail, and fill in the information on the next two pages.**



Job title: \_\_\_\_\_

Look at the 'Overview' and 'What Would I Do?' tabs. Summarise the information in your own words.

Look at the 'Qualifications & Routes In' tab. Write down what course, qualification or work experience you would need to be able to do this job.

What is the starting salary? \_\_\_\_\_

What is the UK average salary for this job? \_\_\_\_\_

Typical weekly estimate of hours worked: \_\_\_\_\_

Click the 'Availability' tab. Then answer these questions.

What are the top two regions of the country for this job? (hover over the bars with your mouse.)

Are the job numbers expected to fall or rise?

What percentage of people are

Full-time:

Part-time:

Self-employed:

What are the Top Tips for getting this job?



Job title: \_\_\_\_\_

Look at the 'Overview' and 'What Would I Do?' tabs. Summarise the information in your own words.

Look at the 'Qualifications & Routes In' tab. Write down what course, qualification or work experience you would need to be able to do this job.

What is the starting salary? \_\_\_\_\_

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What are the top two regions of the country for this job? (hover over the bars with your mouse.)

Are the job numbers expected to fall or rise?

What percentage of people are

Full-time:

Part-time:

Self-employed:

What are the Top Tips for getting this job?





Once you have explored two jobs in detail, complete Step 5 to evaluate what you have just done.


In this section you have updated your

Interests and Work Preferences

On this website you can also update your

Skills and Qualities

This will help the website to match you more accurately to jobs.

 <b>About Me</b> Tell us about yourself and we can suggest jobs that might interest you.	
My Interests	12
My Work Preferences	15
My Skills	3
My Qualities	0

You can go back on the website and complete more of the modules.

This will really help you make informed choices about what you would like to do when you leave Bluecoat Wollaton Academy.

My next steps are:



## Final thoughts from Our Christian Distinctiveness Lead

### Everyday Heroes

There is lots of talk about heroes at the moment. From our claps for the NHS heroes who are saving lives and doing battle with the virus up close. To the supermarket staff and other keyworkers who are ensuring we still have food to eat and electricity to power all our technology. There are also heroes like Captain Tom Moore. Who challenged himself to walk 100 laps before his 100<sup>th</sup> birthday and has raised over £23million for the NHS. It is great to see our nation finding ways to honour everyday heroes.

You may not be an NHS worker, or able to raise £23million for the NHS, you may not feel like a hero but you can be and you are a hero to someone.



I am reminded this week that our small acts of kindness and our everyday tasks can have a big impact and are making a difference. Things like: offering to buy someone shopping, sending someone a gift through the post to cheer them up. To the everyday tasks of helping a student continue their education from home by providing great resources for them, to keeping our own families fed. We are all heroes as we each play our part during this time.

In Matthew 25:40 Jesus says “Whatever you do to the least of these you do to me”



Jesus was teaching his disciples about serving one another and highlighting to them that as we serve one another we in turn serve God. No matter how big or how small you feel your contribution is, your act of service to another is significant.

In this time when there are needs all around us, remember you can't do everything but you can do something. You may not feature in a newspaper, or get a clap for it, but if it has impacted someone's world in a good way, it's worth it.

Remind yourself of the things you are doing already that are helping someone else. Acknowledge you are playing your part.

### Prayer

Thank you God that you have given us all the ability to do something to contribute during these unprecedented times. May you encourage us today to see how we are playing our part in the everyday things we are doing. May our kindness, our serving, our doing our job bless those in and around our worlds and may you help us to find more opportunities to be a blessing to one another.

**Amen**



For daily inspiration and a bit of fun we make sure you check out the archway worship blog and Instagram.

Archway worship blog <https://archwayworship.blogspot.com/>  
If you subscribe you get the blog straight to your inbox everyday.

Archway Instagram @archwayfaith.  
Free to follow us as long as your personal account is set to **private**.

