



Year 7

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 7 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 7 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 - 29) 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?
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Review 	Revisiting previous learning after a gap.
Practise 	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 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
















Bluecoat Wollaton
believe in yourself, in others, in God

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.illustration.com/vsars

Education Endowment Foundation (2019). *Improving Literacy in Secondary Schools*. Education Endowment Foundation: London. Available online: pdf.illustration.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

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:





Take turns to make predictions

Recap to check ideas & understanding

Use encouragement and praise

Share prior knowledge and past experience

Tune in and listen. Be curious with your child.

Enjoy reading with TRUST	T 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>
R Recap to check ideas & understanding	U 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>
S Share prior knowledge & past experiences	T Tune-in and listen. Be curious with your child
 <p>Which animal is in this picture?</p> <p>Will do! 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/>



Bluecoat Wollaton
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
for more information and to access to the activities above.



Maths is your ally in maths at 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 or rcourtney@bluecoat.uk.com

<p style="text-align: center;">EXPLAIN</p> <p style="text-align: center;">Should they stay or should they go?</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>Ready for a challenge? Write your list as a persuasive speech, in the third person. “_____ should definitely be allowed to stay in the balloon because...”</p>	<p style="text-align: center;">PRACTISE</p> <p style="text-align: center;">These are the Hands</p> <p>Watch one of the videos of Michael Rosen’s poem, which he wrote for the 60th birthday of the NHS.</p> <p>https://www.youtube.com/watch?v=bDDGDuJrUCc</p> <p>https://www.youtube.com/watch?v=vb3vKDyQ244</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;">PRACTISE</p> <p style="text-align: center;">2 Bedrock lessons and a challenge!</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. Emerge. The young ducklings emerged slowly from the eggs.</p> <p>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;">PRACTISE</p> <p style="text-align: center;">2 Bedrock lessons and a challenge!</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. Thrill (noun) The most exciting thrill I have ever had was going to Goose Fair!</p> <p>Ready for a challenge? Choose five of your new words and write a clue for each one. For example: What T is the feeling of excitement that you might have when you open a birthday present?</p>	<p style="text-align: center;">ACTIVATE</p> <p style="text-align: center;">Celebrities in Lockdown!</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;">PRACTISE</p> <p style="text-align: center;">Perfect post-pandemic plans!</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>Ready for a challenge? Use fronted adverbials such as additionally, later, finally, eventually, together</p>



<p>REFLECT & PRACTISE Put yourself in their shoes</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>PRACTISE 2 Bedrock lessons and a challenge!</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. Decay (verb) 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>ACTIVATE Time travelling emails!</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>PRACTISE & EXPLAIN A Lifetime in Pictures</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>ACTIVATE Captain Tom Moore: A true hero!</p> <p>Read this article and watch the clips with it. https://www.bbc.co.uk/newsround/52277760</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 because, additionally, therefore and Most importantly</p>	<p>PRACTISE 2 Bedrock lessons and a challenge!</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. Locate (verb) 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>ACTIVATE A Tale in a Timeline</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>PRACTISE 2 Bedrock lessons and a challenge!</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. Misery (abstract noun) 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>ACTIVATE Make a song and dance about it</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>PRACTISE 2 Bedrock lessons and a challenge!</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. Attentively (adverb) 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>REFLECT & PRACTISE Go with the Flow (diagram)</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>PRACTISE Story Telling</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>Using your senses</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? Listen carefully. Write down everything that you can hear, whether they are close by or far away. Then look around you carefully. What can you see? Make another list. Do the same for what you can feel (the sun on your cheek, the grass under your feet?)</p>	<p>Writing creatively</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>Clever TV watching!</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>Wollaton Bulletin</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: kduncan@bluecoat.uk.com (or keep it safe to hand in when we are back at school!)</p>	<p>Write a song</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>READ!</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

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

Times Table Rock Stars: www.ttrockstars.com

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

Degrees of Accuracy  Log on to Hegarty Maths and complete tasks 132 & 137 on appropriate degrees of accuracy and bounds. Watch the videos, make notes and complete the quizzes – try to get 80%!	Upper & Lower Bounds  Log on to Hegarty Maths and complete tasks 138 & 139 on upper and lower bounds. Watch the videos, make notes and complete the quizzes – try to get 80%!	Rounding  Roll 2 dice and combine the numbers to make a number with 1 decimal place. E.g. rolling 2 & 3, you can make 2.3 or 3.2. Round these to the nearest whole number. Keep repeating for other rolls. Do both decimals ever round to the <i>same</i> whole number? Record what you find.	TTRS  Practice your multiplication skills and compete with others in Mr Mosley's weekly competitions! MemRi Log on to Hegarty Maths and complete a MemRi task to test what you have remembered!
Averages  Log on to Hegarty Maths and complete tasks 404 & 405 on Mode and Mean. Watch the videos, make notes and complete the quizzes – try to get 80%!	Working with the Mean  Log on to Hegarty Maths and complete tasks 406 & 407 on using the Mean average. Watch the videos, make notes and complete the quizzes – try to get 80%	Average Durations  Research the length of films you have at home or online. What is the mean length of different types (5 comedy, 5 action, 5 sci-fi, 5 animated). Compare your results. Make a poster for your findings.	TTRS  Practice your multiplication skills and compete with others in Mr Mosley's weekly competitions! MemRi Log on to Hegarty Maths and complete a MemRi task to test what you have remembered!
Median & Range  Log on to Hegarty Maths and complete tasks 409 & 410 on Median and Range. Watch the videos, make notes and complete the quizzes – try to get 80%!	Pie Charts  Log on to Hegarty Maths and complete tasks 427 & 428 on Pie Charts. Watch the videos, make notes and complete the quizzes – try to get 80%!	Piece of Pie?  Think about what you do each day - sleeping, eating, reading, exercise, school work etc. - and write down how much time you spend doing them. Use that data to make a pie-chart of a day in your life!	TTRS  Practice your multiplication skills and compete with others in Mr Mosley's weekly competitions! MemRi 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>Make a model Animal cell (Activate) Watch this video to see how.</p> <ul style="list-style-type: none"> Which structures are found in animal cells? What is the function of these structures? 	<p>Tea Time (Reflect) Make a cup of tea for an adult at home.</p> <ul style="list-style-type: none"> Write a risk assessment for any risks that could have occurred. 	<p>Bacterial Cells (Practise) 1 bacterial cell can divide into 2 new cells every 20 minutes.</p> <ul style="list-style-type: none"> Work out how many bacterial cells you would have after 24 hours if you start with 1 bacterial cell.
<p>Microscopes (Activate) Watch the cartoon.</p> <ul style="list-style-type: none"> Write a letter to your friend explaining what a microscope is and how to use them. Draw a labelled diagram of the microscope. 	<p>Variables (Practise) John was investigating how the amount of sunlight affects the size of the leaves of a tree.</p> <p>Identify:</p> <ul style="list-style-type: none"> The independent variable. The dependent variable. The control variable(s). 	<p>Specialised Cells (Activate) Design your own specialised cell.</p> <ul style="list-style-type: none"> State its function. Which features does the cell have which allows it to be adapted to carry out its role?
<p>Lab Safety (Review) Produce a poster.</p> <p>Include:</p> <ul style="list-style-type: none"> Why is being safe in the labs so important? What rules must we follow when in the lab? What should we not do in the lab? 	<p>Big Cook, Little Cook (Reflect) Help an adult at home prepare breakfast or lunch.</p> <ul style="list-style-type: none"> Write a detailed method of how you prepared the food. 	<p>Organs (Activate) Draw or make a model of an organ.</p> <p>Include:</p> <ul style="list-style-type: none"> The name and function of the organ. Where it is situated in the body?
<p>Stem Cells (Explain) Research what “stem cells” are.</p> <p>Include:</p> <ul style="list-style-type: none"> What is special about stem cells? Where do you find them? How can doctors use stem cells in modern medicine, include what diseases can be treated with stem cells? 	<p>Respiration (Explain) Make a leaflet for the current Year 6's.</p> <p>Include:</p> <ul style="list-style-type: none"> What is aerobic and anaerobic respiration? When do they occur? What is the word and symbol equations for them? 	<p>Make a model Plant cell (Activate) Watch this video to see how.</p> <ul style="list-style-type: none"> Which structures are found in plant cells? What is the function of these structures? Which 3 structures are only found in plant cells and not in animal cells?

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



FOOD TECHNOLOGY

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

<p style="text-align: center;">ACTIVATE & EXPLAIN</p> <p>Design a presentation to explain to students what health, safety and hygiene rules they should follow during a practical lesson and why</p> <p style="text-align: center;">OR</p> <p>Produce a step by step guide to explain how you should prepare for, and finish a practical. Include evidence of you working through stages with photos or videos.</p>	<p style="text-align: center;">PRACTISE</p> <p>Design a powerpoint, video, poem or song to encourage people to eat more fruit and vegetables.</p> <p>You might even be inspired by Matt Lucas' Baked Potato song. https://youtu.be/yYOkgCkxj9I</p>	<p style="text-align: center;">ACTIVATE</p> <p>Imagine you are working for a TV shopping channel. Promote 5 pieces of kitchen equipment explaining what you would use them for and why they are good to have. Include photos/videos.</p>
<p style="text-align: center;">EXPLAIN</p> <p>Choose 5 pieces of basic kitchen equipment and explain why and when each one would be used. Use images to illustrate your work.</p> <p style="text-align: center;">OR</p> <p>Produce a guide to explain how to use 10 key pieces of kitchen equipment. Include images.</p>	<p style="text-align: center;">ACTIVATE</p> <p>Thinking about 5-a-day, conduct a survey with 5 people to assess how many fruit and vegetables they eat. Present your results in graphs, analyse your findings, and recommend ways that people could include more fruit and vegetables in their diet.</p>	<p style="text-align: center;">REVIEW</p> <p>For one of the products you have made in school, suggest five ways it could be modified to make it healthier, considering the five nutrients.</p>
<p style="text-align: center;">REVIEW</p> <p>For one of the products you have made, develop a storyboard to show the step-by-step method.</p> <p style="text-align: center;">OR</p> <p>Re-make one of the products we have made in school, and take photos of the various stages to develop a step-by-step photographic method.</p>	<p style="text-align: center;">REFLECT</p> <p>Keep a food diary to record what you eat in one day. Compare it against the Eatwell Plate, and then write a one day eating plan with food and drink you could enjoy to make your diet healthier.</p> <p>BONUS CHALLENGE: Do this for a family member, then write a short, persuasive letter to advise them how they could improve their diet. Include at least 3 suggestions and explain them in full.</p>	<p style="text-align: center;">PRACTISE</p> <p>Design a poster to promote the NHS Eight Tips for Healthy Eating. Google "NHS eight tips for healthy eating" to help you.</p> <p>ADDED CHALLENGE: Write your own tips for healthy eating and explain each one in detail.</p>
<p style="text-align: center;">ACTIVATE</p> <p>Watch a cooking show on TV, and record all of the good and bad health, safety and hygiene points that you see.</p>	<p style="text-align: center;">PRACTISE</p> <p>Research how one of the products you have made in class would be mass manufactured for a supermarket.</p>	<p style="text-align: center;">ACTIVATE</p> <p>Develop a Glossary of 20 key words used in Food Technology. Use images where possible to illustrate your work.</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



DESIGN TECHNOLOGY: Levers and Linkages

Please complete **one idea** at a time from below for your lesson(s) each week. You should post evidence to Google Classrooms. You may complete these tasks using ICT or on paper.

Project Brief: You need to design a product that has levers and linkages within it. For instance, a pop up story book, greetings card, poster class display, or information book. The tasks below will help you to achieve this.		
Intended users: younger children, older children, teenagers, parents, grandparents, visitor to school, friends		
Purpose of products: celebration, provide event information, pleasure, interests, hobbies, campaign, educational		
<p style="text-align: center;">ACTIVATE & EXPLAIN</p> <p style="text-align: center;">Design brief</p> <p>Write a small paragraph that explains the project.</p> <p>I am going to design, make and evaluate a _____ (product) for _____ (user) for _____ (purpose).</p>	<p style="text-align: center;">PRACTISE</p> <p style="text-align: center;">Key vocabulary</p> <p>Make a dictionary of the keywords below – give their definitions and use each one in a sentence.</p> <p style="text-align: center;">mechanism, lever, linkage, pivot, effort, load, system, input, process, output, linear, rotary, oscillating, reciprocating</p>	<p style="text-align: center;">ACTIVATE</p> <p style="text-align: center;">Investigative and Evaluative Activities</p> <p>Investigate, analyse and evaluate (using ACCESS FM) three products which have a range of lever and linkage mechanisms (if you can photograph and analyse an actual book you have even better!).</p> <p style="text-align: center;">Reminder: ACCESS FM</p> <p>Aesthetics (Does it look good? Why?) Cost (How much? Is this a good cost?) Customer (Who is it designed for? Why?) Ergonomics (How is it easy to use?) Sustainability (Environmental impact) Safety (Is it safe for the target market?) Function (How does it work? Does it work well?) Material (What is it made from? Why?)</p>
<p>Model and Evaluate (PRACTISE)</p> <p>Make a model of at least 3 different linkages about A5 size (half of an A4 sheet). Stick them onto a piece of paper and complete the following:-</p> <ul style="list-style-type: none"> - Use the name of the linkage as the title - Include step-by-step with notes and sketches of how you made each one - How successful you think it is - Any problems you came across - Any changes you had to make/ would make if you were to do it again - Try to use keywords! <p>Challenge – get feedback from someone in your target market and propose developments using the feedback.</p>	<p style="text-align: center;">Specification</p> <p>The product must:-</p> <ol style="list-style-type: none"> 1. Have a planned design for each lever/ linkage 2. Be suitable for the target market 3. Include appealing colours 4. Use at least 3 different linkages 5. Be educational 6. Made from paper and card 7. Have no sharp edges 8. Cost no more than £2 to make 	
<p style="text-align: center;">Design and Plan (PRACTISE)</p> <p>Create 3 annotated designs using sketches and prototypes. Develop, model and communicate their ideas.</p> <p>Make a plan and consider the main stages in making before assembling high quality products.</p> <p>Make a step by step plan using notes and sketches.</p> <p>Challenge – research and include a pop up mechanism as a fourth design</p>	<p style="text-align: center;">Make (PRACTISE)</p> <p>Make your final product using your designs and your plan.</p> <p>Challenge - Take photos and put them in order in a design log that explains what you did.</p>	<p style="text-align: center;">Test and Evaluate (REFLECT)</p> <p>Evaluate the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p> <p>Things to include:-</p> <ul style="list-style-type: none"> <input type="checkbox"/> Feedback from the target market <input type="checkbox"/> What went well <input type="checkbox"/> What you found difficult <input type="checkbox"/> Any problems you had <input type="checkbox"/> Improvements you would make <input type="checkbox"/> If it meets each of the specification points.

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;"><u>Luddite Sword</u></p> <p>a) Watch the video about 'John Blackburn's Sabre'. https://bit.ly/Ludditesword</p> <p>b) Now design a fact-file that would be placed alongside the Luddite Sword in the Museum of Nottingham Life.</p> <p>EXPLAIN;</p> <ul style="list-style-type: none"> Who did it belong to Why is it important to Nottingham? Who are the Luddites 	<p style="text-align: center;"><u>The Restoration</u></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, REFLECT 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>https://www.bbc.co.uk/sounds/play/m000hh0b</p>	<p style="text-align: center;"><u>Peasants Revolt Propaganda</u></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 ACTIVATE 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: https://bit.ly/peasantsrevoltrecap</p>
<p style="text-align: center;"><u>The Chartists</u></p> <p>a. Watch the video on the Great Reform Act. https://bit.ly/chartistsandreform</p> <p>b. REFLECT 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;"><u>Become a Historian</u></p> <p>PRACTICE 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: https://bit.ly/becomeahistorian</p>	<p style="text-align: center;"><u>Revolution and Rebellion Now</u></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 REVIEW 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;"><u>Russian Revolution</u></p> <p>Watch the video about the Russian Revolution: https://bit.ly/russianrev1917</p> <p>PRACTICE your chronology and create a timeline. You could include:</p> <ol style="list-style-type: none"> Images to support your events Research what happened next Why were peasants treated harshly before? Create questions to quiz you friends and family 	<p style="text-align: center;"><u>Poll Tax Riots (1990)</u></p> <p>Some say these riots only 30 years ago are similar to the Peasants Revolt over 700 years ago, why?</p> <p>EXPLAIN:</p> <ol style="list-style-type: none"> What were the Poll Tax Riots? Why did people riot? How were they resolved (ended). <p>Research however you like but you can start with using a search engine and putting in <i>"what were the poll tax riots in 1990"</i></p>	<p style="text-align: center;"><u>Become a Historian: Part II</u></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>PRACTICE 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>PRACTICE calculating your carbon footprint.</p> <p>How much carbon dioxide do you produce in your everyday life? Use the following link: https://footprint.wwf.org.uk/#/ to calculate your carbon footprint. You could see how this compares to other members of your household.</p>	<p>REFLECTING on your energy use.</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>Reduce, reuse, recycle</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 EXPLAIN to primary school students how they could reduce and reuse their own food packaging.</p>
<p>PRACTICE your map skills</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>Design a sustainable vehicle</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 EXPLAIN its features.</p>	<p>Personal sustainability pledge</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. REFLECT on 5 to 10 things you could do to be more environmentally sustainable and write them down as a pledge.</p>
<p>Watch a documentary</p> <p>The following video 'Frozen Planet: on thin ice' is on BBC iPlayer. https://bbc.in/355Mn9O Watch the documentary and EXPLAIN how the earth is at risk from climate change.</p>	<p>How is electricity produced?</p> <p>Watch the following video: https://www.youtube.com/watch?v=20Vb6hILQsg Produce a storyboard to EXPLAIN how electricity is made.</p>	<p>Learn about the greenhouse effect</p> <p>Use the NASA website https://go.nasa.gov/3aAqWOZ to read about the greenhouse effect. Draw a diagram to EXPLAIN how this works.</p>
<p>Creative writing</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 REFLECT and write about what life will be like. You could do this as a diary entry, story, poem.</p>	<p>Nuclear Power</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 REVIEW the advantages and disadvantages. https://bbc.in/2Vwcf1G</p>	<p>Research a sustainable country</p> <p>Challenge yourself! Some cities are 'sustainable cities'. Read about sustainable cities here: https://bbc.in/3bw2EqZ 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 EXPLAIN your suggestions. https://www.nottinghamcity.gov.uk/cn2028</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 th 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 th 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 Artwork: 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"> • Art (painting, drawing, sketching) • Poetry • Photography • Dance • Music • Drama • Sculpture
11 th May	Continue 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 th May	Evaluation of your art work: you may want to plan this first with some ideas answering the questions below This needs to typed up if you can if not written neatly is OK (no more than 400 words) Your evaluation should include: <ul style="list-style-type: none"> ✓ Which theme you chose and why you chose it ✓ What you decided to draw/create and why ✓ How you have drawn/shown your ideas Explain your use of colours/symbols etc ✓ Why it is a spiritual piece of art (i.e. how does the piece of art reflect something about you... your emotions/feelings/attitudes/beliefs. The best pieces of work will link the artwork to spiritual ideas	Some sentence starters to help: <ul style="list-style-type: none"> • My 'Spirited Arts' work is about... • I choose the theme "..." because... • I want you to notice... • My title is... because... • I like the theme I have been working on because... • This picture is all about... • Doing this work has made me think... • My main feeling about this Spirited Arts work is... • My art work is spiritual because... • I've tried to show my thoughts / ideas / vision / feelings by... • To make the image, I used...



Themes you can pick from:

Theme:	Some information on the theme:
God's good earth?	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!
Inspiring	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.
Holy Words!	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.
Where is God?	<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 & Poetry theme produces great work where pupils use ideas from religions clearly: The Jewish Psalms 42 and 43 are where it starts.</p>
Picturing Faith (BRAND NEW Photography section)	<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;">PRACTISE</p> <p style="text-align: center;">Try this Workout of the Week!</p> <p>Look at the link below: https://drive.google.com/open?id=125Ewf9Ncu8mBLHxP_9dFJ5PZxpskHUXLIx6ywr-maHs</p> <p style="text-align: center;">How did you get on?</p>	<p style="text-align: center;">REFLECT & ACTIVATE</p> <p>Take a look at the change4life page https://www.nhs.uk/change4life/food-facts Do you think about how to eat healthy? Do you think about the nutritional value of the food & drink you consume? Do you know what portion sizes make up your 5-a-day? Now have a look at the recipe page https://www.nhs.uk/change4life/recipes 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;">ACTIVATE</p> <p style="text-align: center;"><u>Muscles and Bones</u></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;">ACTIVATE</p> <p style="text-align: center;"><u>Design a whole body circuit workout</u></p> <p>Using your body weight Must include...</p> <ul style="list-style-type: none"> • 2 Lower body exercises • 2 upper body exercises • Core exercises <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 use videos/photos of you demonstrating the exercises.</p>	<p style="text-align: center;">REVIEW</p> <p style="text-align: center;"><u>Mental Wellness</u></p> <p>On google forms, can you design a quiz to test other people's knowledge. 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 style="text-align: center;">Extra points for creativity !</p>	<p style="text-align: center;">REFLECT</p> <p style="text-align: center;"><u>Write a Blog/Vlog/ Diary</u></p> <ul style="list-style-type: none"> • Tell us about your Physical condition • What do you like, not like? • Do you know the importance of your health? • What Physical Activity are you doing in lockdown? Record it.
<p style="text-align: center;">PRACTISE</p> <p style="text-align: center;"><u>Joe Wicks Challenge!</u></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>	<p style="text-align: center;">PRACTISE</p> <p style="text-align: center;"><u>Go for an Explorative walk!</u></p> <p>How well do you know the area you live in? 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;">REFLECT</p> <p style="text-align: center;"><u>Reflection Time</u></p> <p>It's important to take time out. Just give yourself 5 mins to sit quietly and appreciate your surroundings everyday.</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 style="text-align: center;">REFLECT & PRACTISE</p> <p>Create ART with Natural Materials</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 style="text-align: center;">PRACTISE</p> <p>Paint with kitchen ingredients</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 style="text-align: center;">PRACTISE</p> <p>Make window art</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 style="text-align: center;">REFLECT</p> <p>Keep a Lockdown journal</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 style="text-align: center;">ACTIVATE & PRACTISE</p> <p>Toilet Roll Art</p> <p>Can you recreate a famous painting on a toilet roll? Try:</p> <ul style="list-style-type: none"> • Van Gogh's Starry Night • Monet's water lilies • Mondrian • Hokusai • Hundertwasser • Georgia O'Keeffe 	<p style="text-align: center;">PRACTISE</p> <p>Magazine Monster Collage</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 style="text-align: center;">ACTIVATE & PRACTISE</p> <p>Observational Drawing</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 style="text-align: center;">PRACTISE</p> <p>View from your window</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 style="text-align: center;">PRACTISE</p> <p>Recycled Sculpture</p> <p>Create a sculpture from found objects in your home or garden. You could use recycled materials</p> 
<p style="text-align: center;">PRACTISE</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> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Home</p> <p>Happiness</p> </div> <div style="text-align: center;"> <p>Isolation</p> <p>Family</p> </div> <div style="text-align: center;"> <p>Lock</p> <p>Friends</p> </div> </div> 	<p style="text-align: center;">PRACTISE</p> <p>Circle Challenge</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 style="text-align: center;">PRACTISE</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>PRACTISE <u>Alphabet Script</u> 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"> Who you are Where you are What you are doing Why you are doing it How you are doing it <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>ACTIVATE & PRACTISE Write a scene Write a scene:</p> <ul style="list-style-type: none"> Adapted from your favourite book. Based on a news headline. Based on a problem you've had with social media. Based on a challenge you've faced. About two very different strangers trapped in an elevator. In which a boss must fire an employee, but has trouble doing it. <p>Challenge -Have a go Shakespeare Write a short scene that could be included in a Shakespeare play of your choice. Ensure you consider your layout and language!</p>	<p>PRACTISE Still Image Theatre 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>PRACTISE Design a costume Choose a character from a fairy tale or play and design a costume for that character. Extension 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>REVIEW & PRACTISE Learn and perform a monologue 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>ACTIVATE & PRACTISE Write a monologue Choose a character from your favourite book or TV series and write a monologue for them, make sure to include stage directions. Who are they? What are they doing? What do they want? Where are they? Why are they doing this?</p>
<p>PRACTISE Make a shadow puppet theatre 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>REVIEW 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>ACTIVATE News reader 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>National Theatre Collection – these projects are each worth two weeks work and can be repeated for the different plays. Log on to https://www.dramaonlinelibrary.com/series/national-theatre-collection-iid-190464 Username: 1Gy,6Fk Password: 2Ln%9Nb\$</p>		
<p>ACTIVATE Watch one of the plays in column a and then do one of the two activities below</p> <ul style="list-style-type: none"> Wonderland Treasure Island Peter Pan Dara One Man, Two Guvnors King Lear Romeo and Juliette Othello 	<p>Write a REVIEW for the play you have just watched. What happened, what was good and bad about: The set / staging The performances The costume</p>	<p>PRACTISE Create a Role-on-the-wall 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>ACTIVATE & PRACTISE <u>Graphic Score Suite</u></p> <p>Choose a scene from the following:</p> <p>Seasons Town Sounds Natural Beauty Seaside</p> <ul style="list-style-type: none"> Think of 6 sounds you would expect to hear You will need to recreate the sound with your mouth or items in the home Design a sign/symbol for each sound. <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>ACTIVATE <u>Music through the Decades</u></p> <p>Choose one song and listen:</p> <ul style="list-style-type: none"> One from the 1970s One from the 1980s One from the 1990s <ul style="list-style-type: none"> Identify differences between them: Style, instruments, lyrics/topics. Maybe ask family members for information on a specific decade Learn to sing one <p>Challenge –Do more research on the band or artist from the decade you liked the most</p>	<p>PRACTISE <u>Original Vs Cover</u></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>F – Facts A – Appraisal (your opinion and viewpoint) C – Context – Style and genre, background E – Elements (you should know these well enough by now)</p>
<p>ACTIVATE & REFLECT <u>Let's Discuss</u></p> <p>Choose one of the following controversial statements.</p> <ol style="list-style-type: none"> Elton John vs Eminem. Who is best/most talented? Music is better and more useful than Geography Everyone should be made to learn an instrument <p>Write an answer, create a poster, have a family debate or discuss over Facetime.</p>	<p>ACTIVATE & PRACTISE <u>Music Festival</u></p> <p>Plan a Summer Music Festival at BWA</p> <p>Write out a plan to include:</p> <ul style="list-style-type: none"> Who will perform How will you advertise Cost Refreshments Equipment needed 	<p>PRACTISE <u>Create a Band</u></p> <p>Purely Fictional</p> <ul style="list-style-type: none"> Give your band a name Design a logo for their name, or an album cover, or merchandise Cost out a tour or simply plan to another country or World tour if feeling adventurous Plan the itinerary for a tour
<p>PRACTISE <u>Household Material Challenge</u></p> <ul style="list-style-type: none"> Make and combine sounds Use patterns and rhythms <p>Have a : Metal day Recycling day Plastic day.</p> <p>Items from one room – Kitchen and Bathroom always produce interesting compositions</p>	<p>ACTIVATE <u>A-Z</u></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>Ideas : Artist research, song research, Film Music, Musical Instruments</p>	<p>PRACTISE <u>Body Percussion</u></p> <ul style="list-style-type: none"> Make and combine sounds Use patterns and rhythms. <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>Performance: 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>ACTIVATE <u>COMPOSITION – Free Apps</u></p> <p>If able, explore sound using one of the following Apps.</p> <p>What can you create in 15 minutes once you've navigated around the site.</p>	<ul style="list-style-type: none"> Garageband Groove Pad Remix Live Drum Pad Beat Maker Djay 	<p>Remember: 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;">ACTIVATE Design a house of the future.</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;">PRACTISE Logo Time</p> <p>Design a logo for an online music company 'Downloadable Tunes' Include:</p> <ul style="list-style-type: none"> • Name of company or abbreviation. • Music related imagery. • Effective font style and clear text size. 	<p style="text-align: center;">ACTIVATE Design Your Own Computer Game</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;">PRACTISE Design a Mobile Phone</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;">REFLECT BBC Click!</p> <p>Watch an episode of BBC Click 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;">EXPLAIN Write a Blog/Vlog</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;">ACTIVATE House Branding</p> <p>We have 6 houses in school – Braithwaite, Fenton, Inglis, Mellors, Rippon & 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;">PRACTISE Recipe App</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;">PRACTISE Make Space</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;">PRACTISE Newspaper</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;">ACTIVATE SMART technology</p> <p>Watch this video 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;">ACTIVATE Code Combat</p> <p>Go to this website 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



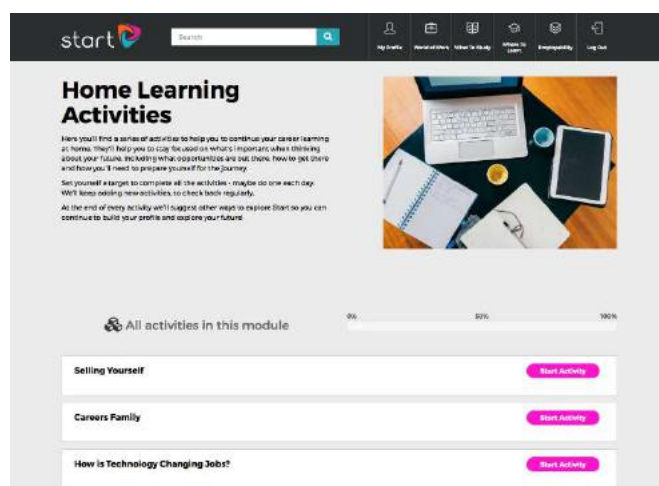
During the school closure, we'd like to remind all students that there is a brilliant resource to help you continue your career learning at home. This is an optional extra that you could do at home.

Careers – Home Learning Activities for Students

Go to: www.startprofile.com/homelearning

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



Which jobs match my interests?

www.startprofile.com

Name: _____

Tutor Group: _____

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

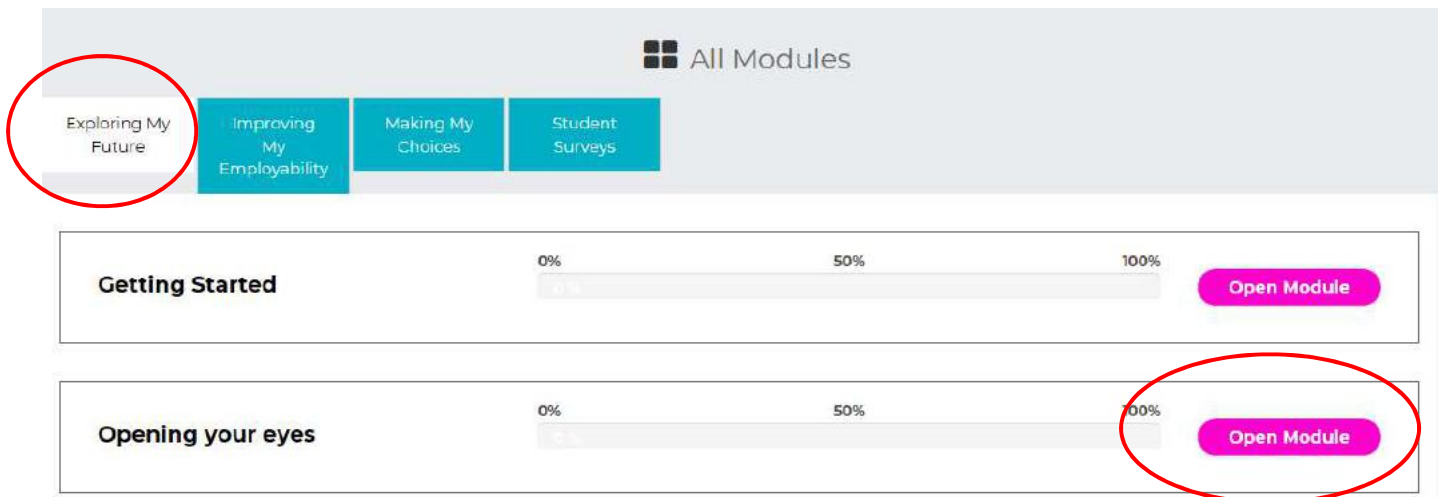
If not, your teacher will tell you how to register.

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?



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

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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.

 About Me 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:

