Year 8

Home Learning (Summer 2)

Bluecoat Wollaton Academy

Message to Students and Parents/Carers

Bluecoat Wollaton
believe in yourself, in others, in God

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 13-36) 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, thank you for 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

Supporting home learning routines
Planning the day

Education Endowment Foundation

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: eef.l/literacy-early-years

Education Endowment Foundation (2019).
Improving Literacy in Secondary Schools. Education Endowment Foundation: London.
Available online: eef.l/literacy-ks3-ks4

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

Education Endowment Foundation

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:

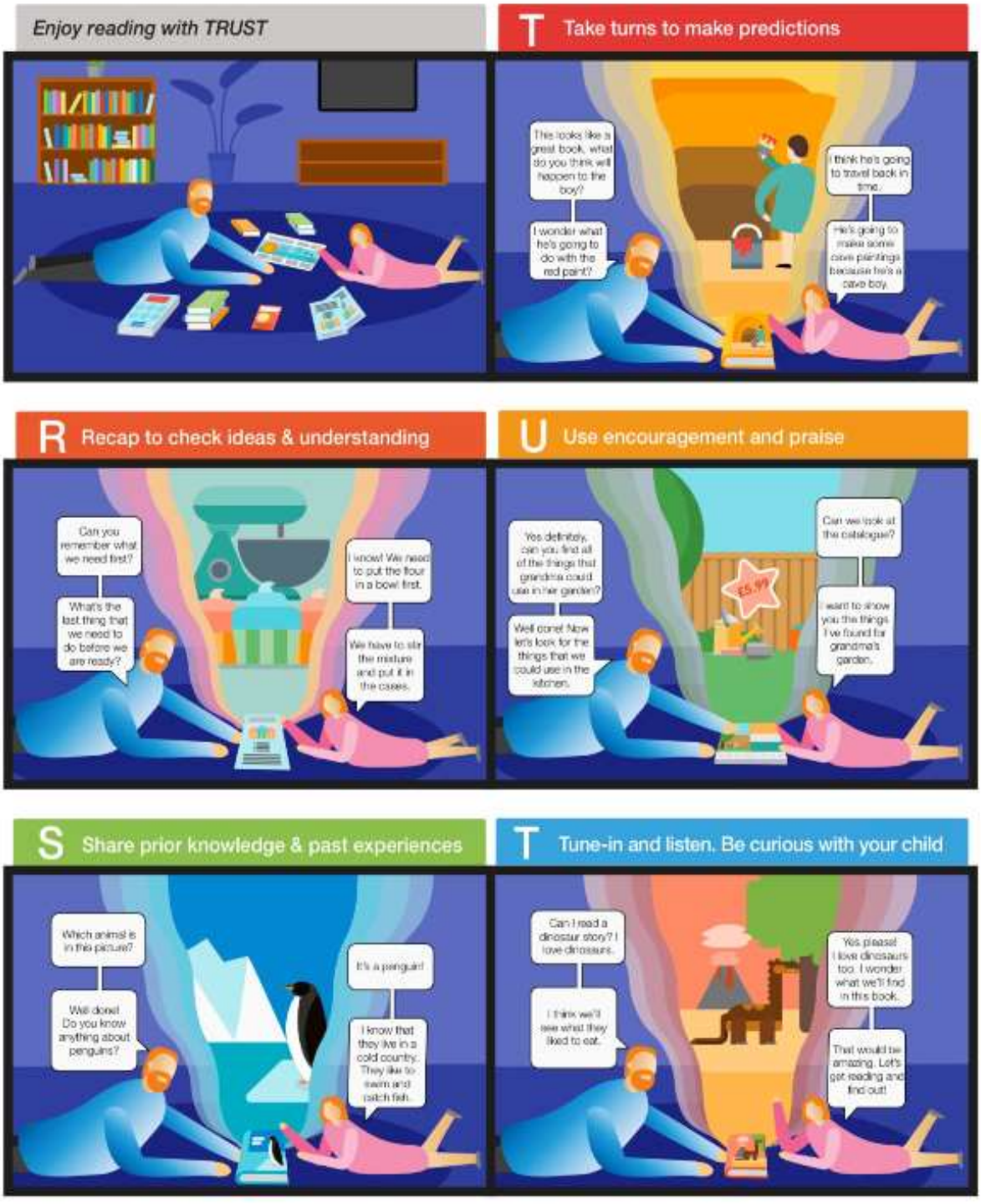
Take turns to make predictions

Recap to check ideas & understanding

Use encouragement and praise

Share prior knowledge and past experience

Tune in and listen. Be curious with your child.



Finding reading materials:

Listening to stories with your chid 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 updated reading material. These daily lessons are regularly 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.



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.

https://www.twinkl.co.uk/

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.mathsontoast.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/

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.



Visit www.familymathstoolkit.org.uk/activities-for-children for more information and to access to the activities above.

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: kduncan@bluecoat.uk.com sfox@bluecoat.uk.com or rcourtney@bluecoat.uk.com

Writing a Recipe	**Thank you!**	**2 Bedrock lessons and a challenge!**
Create an instructional guide on how to make the most disgusting dish you can think of. It could be a dessert, dinner or snack. You could even go from sourcing the food right up to the point where it is *deliciously* put on the table. You could include the method (instructions on how to make it), list of ingredients (with the amounts e.g. 300g) and tips on how to make it extra disgusting!! Ready for a challenge? Include 3 ambitious verbs and 4 spectacular adjectives.	Recently it was 'World Teacher Day'! Write a letter to one of your teachers. They could be a teacher from another subject or someone who has really helped you during the time we haven't been in school! You should thank them for all they have done for you and be really specific. Give a specific example to make it really thoughtful. You may even want to email it to them? They would really appreciate it. Ready for a challenge? Use five of your bedrock vocabulary words in your letter!	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. Eg. **Unpredictable (adjective)** – the boy was so unpredictable; he would just never listen. Ready for a challenge? Choose five of your new words, and draw a picture to show what they mean.
2 Bedrock lessons and a challenge!	**Drama Queens (and Kings)**	**Comic Book Strip**
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. **Eg. Opponent (noun) –** she was ready to fight her opponent in the arena. Ready for a challenge? Choose five of your new words and write a clue for each one. For example: **What O is the person who you are against or you disagree with?**	You are going to write a short play-script! Around a page long. You should have two characters (three maximum). You are going to need stage directions, props, dialogue and names for the characters. Your characters are going to be arguing about something really silly…you might want to think about some silly arguments you may have had with siblings, friends or family for some ideas? Ready for a challenge? You should include a range of punctuation which shows off their emotions!	Have you ever read a comic book before? Wonder woman or maybe Spiderman? If not, have a look online at some examples. https://www.bing.com/images/search?q=Funny+Avengers+Comic+Strip&FORM=RESTAB Your task is to create your own 'Lockdown Superhero'. Consider what you want them to look like and sound like? You should create a comic book strip for your character doing something heroic. Are they saving an old lady? Buying her shopping? Saving someone from an accident? Make it as colourful and exciting as you can…be creative!

Adverbs to explain and persuade:

firstly, secondly, additionally, furthermore, finally, nevertheless, definitely, importantly, absolutely, incredibly, immediately, possibly, significantly, frequently, regularly, certainly, confidently, suddenly, gradually, inevitably.

Can I have your attention, please? You should write a list of questions that you would want to ask someone famous e.g. Boris Johnson, David Beckham or Malala Yousafzai? You should have at least one question beginning with each of these words: who, what, where, when and how. You should then write what you think their answers would be if you were to ask them in an interview. Ready for a challenge? **Create a drama performance of your interview.** You may want to play both parts or get someone to help you out.	**2 Bedrock lessons and a challenge!** 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. Eg. **Eager (adjective)** Jamal was eager to get home so that he could relax in front of the TV. Ready for a challenge? Choose five of your new words and include them in a **word search for a friend to complete.**	**Dear Diary** (Complete the *Comic Book Strip* task before you choose this task) Write a diary entry as your 'Lockdown Superhero'. The diary entry should match the events that you have drawn in your comic book strip. You should write what they saw, felt and heard. Try and create a sense of what type of hero they are? Are they selfless or do they want all of the praise? Ready for a challenge? Include 3 (rhetorical) questions, 2 exclamations and 1 metaphor.
Newspaper Article Have a look at the Newsround website. https://www.bbc.co.uk/newsround They have tonnes of amazing articles about what teenagers just like you are doing during these crazy times! They also have loads of information about the world and everything happening in it. Look at some of the examples and then write your own newspaper article about the work that secondary school children are doing at home at the moment. Draw a picture alongside your article. Ready for a challenge? Include 5 adjectives, 4 adverbs, 3 fabulous verbs, 2 similes and 1 metaphor.	**Mental Health Awareness Week** https://www.bbc.co.uk/newsround/52557800 Have a look at this news article. Watch the video and read the article. Mental health awareness week (18-24th May) highlights all of the things young people may be going through at this time. This year's theme is kindness. Send an email to someone (or multiple people) in your class to say something super kind and supportive! If you don't want to do that, write an email to your future self to encourage them. Ready for a challenge? Include four of the adjectives below.	**2 Bedrock lessons and a challenge!** 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. Eg. **Indicate (verb)** Oliver couldn't indicate where his shoes were because he was asleep. Ready for a challenge? Choose five of your new words and jumble each one up, ready for a friend to solve. Eg. eicatnid = indicate

Adjectives to describe:

inspirational, determined, heroic, resilient, resourceful, compassionate, thoughtful, selfless, mischievous, brave, vulnerable, nervous, worried, independent, optimistic, enthusiastic, adventurous, ambitious, confident, generous, trustworthy, respectful

Post-it	2 Bedrock lessons and a challenge!	A Whole New World
Create a poster which advertises your favourite book. You should include a short summary of what the book is about; a drawing of the book (characters/scene or front cover); reviews from others who have read it; the amount of stars you would give it out of 5 and anything else fabulous that you can think of to include! Ready for a challenge? Include a persuasive slogan for the book using an imperative verb e.g. read the most extravagant book of the year	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. **Eg. Joy (abstract noun)** Laila was filled with joy when she found out she was the Bedrock star of the week. Ready for a huge challenge?! Choose three of your new words and write each one in a metaphor. Eg. Joy is a flower which has just bloomed.	Create your own fantasy world. Will it be like Narnia, Star Wars or Hogwarts? 1) You should draw a map of your fantasy world, labelling and annotating all of the important features and why you have included them. What creatures will it have? What will the weather be like? Are you on space, earth or somewhere else entirely? 2) Once you've done that, write a paragraph describing one part of the fantasy world in detail. Use your brilliant imaginations and be creative!
2 Bedrock lessons and a challenge!	**Self-Praise is no Praise?**	**Does it have to end that way?**
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. **Eg. Suspiciously (adverb)** Iqra watched Denae as she snuck suspiciously out of the classroom! Ready for a challenge? Choose five of your words and see if you can find other words in the same family. eg. suspiciously = suspicion (noun), suspicious (adj)	Choose a character from a book you have read recently. Take on their persona and write down all of the reasons why the character thinks you should read the book. Are they a funny, caring or serious character? Try and reflect their personality while they try to persuade as many people to read the book as possible. Think about…storyline/what is interesting about it/ funny/ the character's favourite part? Ready for a challenge? Write your list as a persuasive speech, in first person, "_____ should definitely read the book I'm in because…"	Choose a book or film that you have watched or read in the past couple of weeks. Your job is to change the ending. Whether you liked it or not, you need to change it so it ends in a different way. Will it be a cliff-hanger or will it be happily ever after? Ready for a challenge? Include 5 adjectives, 4 exciting verbs, 3 fronted adverbs, 2 characters and 1 simile.

Verbs to clarify:

said: argued, demanded, whispered, screamed, mouthed, asked, begged, suggested

went to: scuttled, tip-toed, crawled, ran, strolled, wandered, rushed, dashed, stumbled

thought: imagined, wondered, envisaged, considered, sensed, realised, understood

bedrock learning

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.				

Extra-curricular		
Using your senses 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?)	**Writing creatively** 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.	**Clever TV watching!** 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.
Wollaton Bulletin 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!)	**Write a song** 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?	**READ!** 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 ☺

MATHEMATICS

Year 8 – Summer 2

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

Week Commencing 1st June 2020

Hegarty Maths: www.hegartymaths.com

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

Topic: Understanding probability

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point** • To understand how to calculate theoretical probability.	You will need to become familiar with a deck of cards for this lesson, spend some time playing card games, either with yourself or with your family (try chase the ace, cheat, go fish etc). If you don't have a pack of cards, try playing solitaire on your computer.	Watch the Hegarty video number 351. Ensure you write down the definitions of the key words "event", "outcome", "sample space" and the definition/formula of "theoretical probability" in your Maths book with the examples.	Complete the Hegarty task 351 in your Maths book. Show all your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Go to https://www.bbc.co.uk/bitesize/guides/zt6p34j/test and see how many marks you can get out of 10.
Lesson 2 **Key Learning Point** • To understand how to use theoretical probability to determine the number of possible outcomes.	To fully engage with understanding probabilities, you need to make sure your fraction knowledge is at the top of its game. Complete Hegarty Quiz 59 to revise equivalent fractions, as you learnt in Year 7.	Watch the Hegarty video number 352. Ensure you pause the video and attempt the final example about chocolate in your Maths book before playing the explanation.	Complete the Hegarty task 352 in your Maths book. Show all your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong. Can you think of a real world situation where this might be useful? Write your example in your Maths book at the end of the quiz.	Complete a MemRi task to test what you have remembered from last half term.

Maths Year 8 – Summer 2

Week Commencing 8th June 2020

Topic: Understanding probability

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To understand that the probabilities of all outcomes from an event add to 1 and how to use this.	Time to brush up on your skills at subtracting decimals and fractions from 1. Complete the Hegarty quizzes 47 and 66.	Watch the Hegarty video number 353 up until 08:16 minutes in. Ensure you write down the definitions of "complementary events" and make a note of the different ways this could be written in a text book in your Maths book.	Complete the first 6 questions in Hegarty task 353 in your Maths book. Show all your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Can you solve this problem using a bar model like we learnt at the start of Y8? **42** cakes are sold between **3** different people. Each person buys a different amount of cakes. Maya buys he **least** amount Ali buys **twice** as many as Maya, Sam buys **four** times more than Maya. How many cakes does each person buy?
Lesson 2 **Key Learning Point:** • To understand what it meant by mutually exclusive	You will need to remind yourself on how to solve linear equations. Complete the Hegarty quiz 179. You might also want to check your ability to work with decimals, use your latest receipt from food shopping and pick 3 items. In your Maths book, work out how many pennies each item is off the next pound.	Watch the Hegarty video number 354. Ensure you write down the definition of "mutually exclusive" events, your own example of mutually exclusive events and the rule for mutually exclusive events in your Maths book.	Complete the Hegarty task 354 in your Maths book. Show all of your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Complete a MemRi task to test what you have remembered from last half term.

Maths Year 8 – Summer 2

Week Commencing 15th June 2020

Topic: Understanding probability

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To understand the difference between theoretical and experimental probability.	The theoretical probability of rolling each number on a normal dice is $\frac{1}{6}$. Roll a dice six times, did you roll each number once? Watch the Hegarty video number 355 to find and write down the formula for expected number of successes in your Maths book.	Watch the Hegarty video number 356. Ensure you write down the definitions of the key words "Experimental probability" and "biased" (you will need to google this) in your Maths book.	Complete the Hegarty task 356 in your Maths book.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong. Can you answer the following question "What makes experimental probability more reliable?"	Create at least 5 revision flash cards from the topics you learnt in year 8 Autumn 1 and/or 2 (Percentages, Ratios and solving equations). Test yourself on each one.
Lesson 2 **Key Learning Point:** • To understand how to use relative frequency to test for bias	Run your own experiment in your house. This might be rolling a dice, flipping a coin, kicking a ball into a net or anything else you can think of. Record your results in your maths book and work out the relative frequency of each outcome.	Watch the Hegarty video number 357. Ensure you write down the two key factors to consider when test in bias and sketch an example of a relative frequency graph/diagram (make sure you include the labels on the axes) in your Maths book.	Complete the Hegarty task 357 in your Maths book.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong. Think about a time where it might be useful to know if an event is bias or not and write it down in your Maths book.	Complete a MemRi task to test what you have remembered.

Maths Year 8 – Summer 2

Week Commencing 22th June 2020

Topic: Understanding probability

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To learn how to calculate the probability when more than a single event is involved using sample space diagrams.	Time to check you can remember your learning from last week. Create your own spinner with the numbers 1 to 6 on it and then test the spinner to see if it is fair. Write a brief explanation about if your spinner was fair, clearly showing all your experimental data.	Watch the Hegarty video number 358. Ensure you write down the definitions of the key words "sample space diagram" (you might need to google this) and draw a clear example of a sample space diagram in your Maths book.	Complete the Hegarty task 358 in your Maths book.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Test your sequences ability. Can you create your own "dots" sequence that fits the nth term of 5n – 2. Be as creative as you can with your sequence using items around your house. 
Lesson 2 **Key Learning Point:** • Using sample space diagrams and number facts.	You will need to make sure that you remember what **factors, multiples** and **prime** numbers are. Create a flash card or revision poster for each type of number.	Watch the Hegarty video number 359. Ensure you have made full notes from this video in your Maths book.	Complete the Hegarty task 359 in your Maths book.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Complete a MemRi task to test what you have remembered.

Maths Year 8 – Summer 2

Week Commencing 29th June 2020

Topic: Understanding probability

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To understand what independent events are and how to calculate probabilities of two independent events.	Make sure you can multiply fractions together. Complete the Hegarty quizzes 68.	Watch the Hegarty video number 360. Ensure you write down the definitions of the key words "Independent events", "dependent" and "the multiplication rule" (make sure you include the notation for 'and') in your Maths book.	Complete the Hegarty task 360 in your Maths book.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Complete a MemRi task to test what you have remembered.
Lesson 2 **Key Learning Point:** • To understand how to represent independent events on a probability tree.	Think to start thinking about outcomes. How many different ice cream cones can be made by choosing two scoops from six flavours? Feel free to make up the flavours and try to draw each outcome or go to this website: Ice Cream Maker	Watch the Hegarty video number 361. Ensure you have copied down clearly an example of a probability tree with all the working out needed in your Maths book. Make a note about what the question means by "at least 1" of something.	Complete the Hegarty task 361 in your Maths book. You will find it really helpful to draw your own probability tree for each example.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong. Why is it important for the question to state something 'is replaced'?	Copy and complete the rhyme in your exercise book that you learnt in year 7. *Hey Diddle Diddle* *The median is the _____* *Add then ____ for the ____* *The _____ is the one that appears the ____* *And the range is the _____ between.*

Maths Year 8 – Summer 2

Week Commencing 6th July 2020

Topic: Understanding probability

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To learn how to use a probability tree with 3 independent events.	Make sure you can multiply decimals together. Complete the Hegarty quizzes 48.	Watch Hegarty Maths video 362. Ensure you copy down all of the examples from the video in your Maths exercise book.	Complete Hegarty Maths video 362 in your exercise book. You will need to draw each probability tree in your book, taking care to make sure they are all neat and easy to read. Try not to use a calculator unless you are really struggling.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Complete a MemRi task to test what you have remembered.
Lesson 2 **Key Learning Point:** • To learn how to simplify probability trees for events that have more than 2 outcomes.	Pick two different events that each have two outcomes (eg: cat or dog, blue or yellow etc) and ask 10 friends/family members for their answers. Can you put this information on a tree diagram? Send us your tree diagrams! ☺	Watch Hegarty Maths video 363. Clearly copy down the last probability tree about rolling two standard fair dice into your Maths exercise book.	Complete Hegarty Maths video 363 in your exercise book. You will need to draw each probability tree in your book, taking care to make sure they are all neat and easy to read. Try not to use a calculator unless you are really struggling.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	You have been learning all about probability so far this half term. Complete the online assessment. Your score will be communicated with parents and carers to let them know how you have been getting on.

Maths Year 8 – Summer 2

Week Commencing 13th July 2020

Topic: Representing Data

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To learn how to draw a time series chart.	To draw a time series graph you need to remember how to plot coordinates. Complete Hegarty Quiz 199 to revise how to plot coordinates, as you learnt in Year 7.	Watch Hegarty Maths video 450. Write how to calculate a percentage increase as Mr Hegarty explains towards the end of the video.	Complete Hegarty Maths video 450 in your exercise book. You do not need to copy out the time series graphs – just ensure that you show all of your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	In Year 7 you looked at a number of different angle facts and how to calculate missing angles. Create flash cards or a poster of as many angle facts that you can remember. Bonus if you can come up with your own examples and show how to solve them!
Lesson 2 **Key Learning Point:** • To learn how to calculate a moving average from a time series chart.	To calculate a moving average you need to remember how to calculate the mean of a list of numbers. Complete Hegarty Quiz 405 to revise how to do this.	Watch Hegarty Maths video 451. Write down why using moving averages can be useful.	Complete Hegarty Maths video 451 in your exercise book. You do not need to copy out the time series graphs – just ensure that you show all of your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong. You are likely to have seen some time series graphs on the TV recently – give an example of a time series graph you have seen recently.	Complete a MemRi task to test what you have remembered.

Year 8 – Summer 2

Week Commencing 20th July 2020

Topic: Representing Data

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.*

	Activate	Explain	Practice	Reflect	Review
Lesson 1 **Key Learning Point:** • To learn how to draw and interpret a scatter diagram.	This week we are going to learn about another type of graph. List the as many different types of graphs you have learnt about at school already.	Watch the Hegarty video number 453. Ensure you write down the definitions of the key words "correlation", "outlier" and sketch the three different types of correlation in your Maths book.	Complete Hegarty Maths video 453 in your exercise book.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Complete a MemRi task to test what you have remembered.
Lesson 2 **Key Learning Point:** • To learn how to estimate from a scatter diagram using a line of best fit.	Google "Examples of Negative Correlation" and write an interesting example in your Maths book to recap the meaning of correlation from last lesson.	Watch the Hegarty video number 454. Ensure you write down the definitions of the key words "line of best fit", "interpolation" and "extrapolation" in your Maths book.	Complete Hegarty Maths video 454 in your exercise book. You do not need to copy out the time series graphs – just ensure that you show all of your working out.	Mark your quiz with the answers and ensure you score your work with the percentage correct you achieved. Correct any questions you got wrong.	Please complete the end of Year 8 online Maths quiz. We are really looking forward to teaching you all in Year 9 ☺

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.

Soluble and Insoluble (Activate) Write a definition for soluble and insoluble substances. • Give two examples of each.	**Trick Time (Explain)** Research and perform a trick to an audience using static electricity. Try to explain it to your audience and record it or produce a set of instructions with diagrams.	**Collapsing Can (Explain)** Watch this video. Write a paragraph explaining the Science behind this experiment.
Chemical and Physical Changes (Activate) Create a table stating the differences between chemical and physical changes.	**Distillation (Practise)** Watch this video. Write a story to explain how to use distillation to separate a mixture of ink and water. • Include a diagram and label it.	**Metals and Non-Metals (Review)** Create a game for 10 metal and non-metal elements with their chemical symbols. You may need a periodic table to help you.
Forces (Reflect) List all the forces you have used in one day. Explain when/where you used them.	**Fire Safety (Activate)** Produce a leaflet on fire safety. • Why is it important to follow rules?	**Chromatography (Practise)** Watch this video. How does this process work?
Celery Science (Activate) Half-fill a cup with water. Place 5-10 drops of food colouring in the cup and stir it with a spoon. Get a piece of celery and ask an adult to cut off the bottom stalk. Place the celery in the coloured water and see what happens the next day. • Why did this happen?	**What liquids help seeds to grow? (Activate)** Start with 4 plastic cups each filled with about 1/3 full with soil. Add 1-3 seeds to all the cups. Label each cup with one of the following: salt water, sugar water, tap water and vinegar. Add some salt water* to the cup labelled salt water, sugar water* to the cup labelled sugar water, etc. *To make the salt water (add x2 teaspoons of salt and water). *To make the sugar water (add x2 teaspoons of sugar and water). Place all 4 cups on the same windowsill to see how the seeds grow. Over the next several days keep adding the liquids to the cups to keep them moist. • After 1-2 weeks, what do you notice?	**Electrical Circuits and Symbols (Reflect)** Draw and label 10 components (symbols) of an electrical circuit.

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 two lesson each week. You should post evidence to Google Classrooms. You may complete these tasks using ICT or on paper.

ACTIVATE & EXPLAIN Food labels provide a range information that is legally required or just consumer information. Find at least five different packaged fresh, dried or frozen food where the country of origin has been stated on the label. Draw or print a world map and identify the country of origin for each food. Draw the food on the map to build a picture of where in the world your food has come from.	**PRACTISE** What's on your seasonal menu? Make a list of your favourite seasonal recipes and use these to create a menu to share with your family. For inspiration, you can filter the recipes on www.foodafactoflife.org.uk by food commodity and look at the fruit and vegetable recipes to choose seasonal options.	**ACTIVATE** All of our food has to be grown, reared or caught. Do you know how? Do you know who does it? Let's find out! For the following items, create a series of 'food' cards showing how each is grown, reared or caught for our food. Apple juice, cheddar cheese, wholemeal bread, lettuce, cucumber and tomato salad, fish fingers, peas and potato wedges.
EXPLAIN Make a list of the food in your house that is currently in season in the UK. What could you make with the food you find? Make a seasonal dish this week.	**ACTIVATE** The Red Tractor logo guarantees that food has been produced to a high standard and that animals have been well cared for. Find out more about Red Tractor www.redtractor.org.uk Produce a fact sheet explaining the Red Tractor organisation and what it does. **BONUS CHALLENGE:** What products do you have at home with the Red Tractor logo?	**REVIEW** What do your eggs tell you? Use the website www.countrysideclassroom.org.uk to find out more about your eggs. Use the internet to research either egg nutrition or egg safety. Show your results in a creative way – why not design a poster, cartoon or a storyboard? **BONUS CHALLENGE:** Draw a cross section of an egg, label and add colour.
REVIEW Create a frieze (a long poster) of how our food is produced and processed. The frieze should show the farm, the farmer, the crops or animals, and the food that is produced. **BONUS CHALLENGE:** add the method of transport and the impact this may have on the environment.	**REFLECT** Bread is a popular food around the world – with most of it being made from wheat, which is milled into flour. Find more about its history, production and uses. What different types of bread can you name from around the world? **CHALLENGE**: is to 'be a baker' or create a 'super sandwich' - the choice is yours	**PRACTISE** Research the way food is prepared and made, along with customs, and the use of local and seasonal ingredients often combine to create dishes unique to a particular region. Research ingredients and dishes that are traditional to your local region or a region of your choice.
ACTIVATE Making sure to eat at least five portions of fruit and vegetables a day is really important and choosing seasonal options adds variety. Draw a fruit or vegetable basket to show what is available during the spring, summer, autumn and winter	**PRACTISE** Produce a recipe for your lunch or evening meal with top tips suggesting how to include food certification and assurance scheme ingredients.	**ACTIVATE** Traceability from farm to fork is important when considering the safe production of our food. Food labels on packaged raw meat provide information to support traceability. Look at the label on some packaged raw meat and identify what is required by law and what is consumer information.

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

ACTIVATE & EXPLAIN

Design brief

Write a small paragraph that explains the project.

I am going to design, make and evaluate a_____

(product) for _____ (user) for _____(purpose).

PRACTISE

Key vocabulary

Make a dictionary of the keywords below – give their definitions and use each one in a sentence.

mechanism, lever, linkage, pivot, effort, load, system, input, process, output, linear, rotary, oscillating, reciprocating

ACTIVATE

Investigative and Evaluative Activities

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!).

Reminder: ACCESS FM

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?

Model and Evaluate (PRACTISE)

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:-

- 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!

Challenge – get feedback from someone in your target market and propose developments using the feedback.

Specification

The product must:-

1. Have a planned design for each leaver/ 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

Design and Plan (PRACTISE)

Create 3 annotated designs using sketches and prototypes. Develop, model and communicate their ideas.

Make a plan and consider the main stages in making before assembling high quality products.

Make a step by step plan using notes and sketches.

Challenge – research and nclude a pop up mechanism as a fourth design

Make (PRACTISE)

Make your final product using your designs and your plan.

Challenge - Take photos and put them in order in a design log that explains what you did**.**

Test and Evaluate (REFLECT)

Evaluate the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.

Things to include:-

- Feedback from the target market
- What went well
- What you found difficult
- Any problems you had
- Improvements you would make
- 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

Please choose **one idea** from below for your History lesson each week. You should post evidence to Google Classrooms. All tasks are about **the 20th century**. 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 URL links in multiple browsers if they don't work e.g. Explorer, Safari, Chrome etc.)

The NHS We've heard so much recently about why the NHS is so important - but it might interest you to know that the NHS is only 72 years old! https://www.youtube.com/watch?v=0pnEMBgEG24 Watch the following video. **EXPLAIN** why the introduction of the NHS was significant. **Ideas**: Tell the story of an individual e.g. Eileen.	**The Space Race** Listen to the podcast about the Space Race. You can listen to it on any device. 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. https://www.bbc.co.uk/programmes/m000hmmd	**Crown Vs Church** **ACTIVATE** your prior knowledge from when we studied the Middle Ages. We thought about whether the crown (king) had the most power or whether it was the church (archbishop etc.) Think about who has the most power **NOW**. Is it the crown, the church OR someone or something else? Explain your work in your own words.
The Right to Vote **REFLECT** on what you think are important rights and make a list of them e.g. 'The right to have access to education'. Now use the link below to research the Suffragettes. You could either A) make a fact file on one individual OR B) explain how the First World War gave women more rights. https://www.bbc.co.uk/teach/did-the-suffragettes-win-women-the-vote/z7736v4	**Become a Historian: Part III** **PRACTICE** being a historian and discover what school was like in the past. Interview family, friends, neighbours in person, on FaceTime/Zoom , through letters etc. and find out what school was like for them. To start, why not think about what school is like for you and think of questions you can ask. Here is a link which gives some tips, ideas and advice: https://bit.ly/becomeahistorian	**Fashion in the 1960s** **REVIEW** how different your fashion and style might be to your parents or grandparents. Why might that be? Fashion, just like lots of things, changes over time. WATCH this video on fashion during the 1960s https://www.bbc.co.uk/bitesize/clips/z93msbk **REVIEW** what you have just seen and explain what factors (reasons) led to fashion changing. (Alternative without computer: interview a family member on what was fashionable when they were younger – how did their life/money/ education influence this?)
Parliament You have probably seen a lot of news recently, and one place which has been on the TV more so is Parliament. Watch this short clip explaining what parliament is. Now **PRACTICE** this knowledge by writing a description of parliament and drawing a diagram – your audience is someone who has never heard of it before, so you need to be very clear and detailed. https://www.bbc.co.uk/teach/class-clips-video/history-ks3-parliament/zjy3bdm	**Apartheid** Watch the following video on Nelson Mandela, who was a freedom fighter who spent 27 years in prison before becoming South Africa's first black president. **EXPLAIN** why Nelson Mandela is so significant to many and why you think the BBC decided to include him in their series about icons. https://www.bbc.co.uk/teach/class-clips-video/history-ks3-nelson-mandela-south-africas-first-black-president/zd2nmfr	**Become a Historian: Part IV** Now you have interviewed or spoken to someone **PRACTICE** using historical research to create a poster/mind map diagram showing the differences between their experiences of school vs your own. You could draw images, print them off, use interactive media – the more creative the better. **Challenge:** What was the biggest difference? Why do you think it has changed?

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

GEOGRAPHY: Tropical rainforests

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 are welcome to share any of your work with your teacher via email.

Key word – deforestation: cutting down large areas of trees.

Researching adaptations Use the website below (and any other information you can find) to research ways that animals and plants have adapted. What features have they got that help it live in a tropical rainforest? **Explain** what adaptations they have and why they have them https://www.bbc.co.uk/bitesize/guides/zpmnb9q/revision/3 (Need help? Try researching a stinky corpse flower or a poison dart frog)	**Adaptations** **Reflect** on what you learned when researching adaptations. Draw a tropical rainforest plant and animal (try to use different ones to the last task!) and label their adaptations. (Need help? Try an orang-utan or tiger for an animal and a liana (vine) or buttress roots for plants).	**Design the perfect animal** **Activate** your learning on adaptations and consider what the perfect tropical rainforest animal would look like. Use your imagination to design a new animal that could survive in the tropical rainforest. Draw the animal, label its features, and then write a paragraph to explain why it is the perfect animal. Want to challenge yourself? Try making a model of your animal from recycled materials!
What is an extreme environment? Consider what it is about a tropical rainforest that makes it an extreme environment. How is it different to where we live? Why would it be difficult to live there? **Reflect** and write a diary entry imagining you are in the rainforest. What is it like? Why is it difficult to live there?	**Layers of rainforest** Use the following link to learn about the layers of the rainforest: https://www.bbc.co.uk/bitesize/guides/zpmnb9q/revision/1 **Activate** this learning by making a model or drawing a diagram showing the different layers of the rainforest.	**Watch a documentary** Watch Planet Earth – Jungles on BBC iPlayer. https://www.bbc.co.uk/iplayer/episode/b0074tgb/planet-earth-8-jungles **Reflect** on the documentary. Describe the tropical rainforest. What adaptations do you learn about?
Where are tropical rainforests found? Study the map below*. **Practise** your map skills and describe the distribution (pattern/spread) of tropical rainforests. Where are they located? (Use continents, countries, directions, lines of latitude). 	**Why are rainforests important?** Learn about the importance of rainforests: https://www.bbc.co.uk/bitesize/guides/zpmnb9q/revision/2 Create a poster **explaining** the importance of rainforests**.**	**Describing the rainforest climate** Study the climate graph below**. The line shows the temperature and the bars show rainfall (make sure you read each from the correct axis!) Months along the bottom. **Practise** your graph skills by describing the climate. (Patterns, numbers, highest, lowest). 
Why are rainforests being cut down? Read about the causes of deforestation: https://www.bbc.co.uk/bitesize/guides/zpmnb9q/revision/4 **Practise** an exam style question: **Explain** the causes of deforestation (4 marks) For this question, you need to explain two different causes. Point: One cause of deforestation is… Develop/explain: this causes parts of the rainforest to be cut down because…	**How can we reduce deforestation?** **Reflect** on some of the causes in the previous task – can you come up with any ideas of how we could reduce the amount of trees being cut down? Write down your ideas and explain how they would help.	 **Practise fieldwork at home** This will require getting outside, so be careful where you go and how close you are to others if you aren't in your garden. Find a selection of different leaves (3 is enough!). For each leaf, draw a picture and annotate any features can see. How does it compare to the rainforest leaf pictured? What are the similarities and differences between leaves? Why do you think they're different?

RELIGIOUS STUDIES: Religion in Society

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

Buddhism: Mandala **Activate and Explain** a. Colour in a mandala online or on paper (you can create your own or use a template) b. Research why Buddhist create mandalas and what they so with them once they are complete **EXPLAIN**; • What they represent • Why they do the activity at the end and why it is important	**Religion in your area** **Practice** **PRACTICE** your research skill: Ask your family or research online: three religions in your local area. Make notes on what they are. You might want to include- • where they worship • Festivals • How many people are member of that religion	**Church School** **Activate and Reflect** Bluecoat Wollaton is a church school there are lots of things that make us stand out for other schools. To **ACTIVATE** your previous learning write a speech explaining what makes Bluecoat Wollaton a Church school and why are these things important. Try to use real school examples.
Religious festivals **Activate** Research a religious festival that happens in May/June/July. Create an informative poster about that festival. Include how and why they celebrate it. You can present your research in your preferred way. For example, this could be as a poster, a PowerPoint, a word document.	**Show you know** **Reflect** Select a topic that you have looked at this school year and create quiz (10 questions minimum) This can be on google forms/ a PowerPoint or on paper. You can do this with multiple choices or just one correct answer.	**Random act of kindness** **Practice and Reflect** Complete a (safe) random act of kindness (eg washing the dishes, complimenting someone, calling a loved one) Make a note of what you have done and **REFLECT** on how it made you feel and how it made the other person feel and why.
The Parable of the Sheep and the Goats (Matthew 25:31-46) Reflect a. Read the full version of the parable in the Bible or online here: https://www.biblegateway.com/passage/?search=matthew+25%3A3146&version=NIV b. Make notes on what the parable tells you about the following issues: -Helping others -forgiveness -human rights **Challenge**: how could someone use this teaching in their everyday life	**Non-religious viewpoints-** **Practice** your research skills. June the 21st 2020 is World Humanist Day. Using the link below can you find out the following:- https://humanism.org.uk/ 1)What Humanists are 2) What they believe and why 3)Record as many similarities and differences as you can between what Christians believe and what Humanists believe. **Challenge** - Is Humanism a religion? Give reasons for your answer.	**Inspirational people** **Activate** Research Malala Yousafzai online here: https://www.bbc.co.uk/newsround/46865195 Find out:- 1. What did Malala fight for? 2. What is the Malala fund? 3. When did Malala win the Nobel Peace Prize? **Challenge**- record at least 3 questions you would like to ask Malala if you were lucky enough to meet her.
Contribution of religion to society **Activate and Reflect** How have religious people contributed to society? 1. Find out about the work of • William Wilberforce • Florence Nightingale • William Booth 2. How did their faith have an impact on their work?	**Judaism - Mezuzuah** **Reflect** All Jewish houses have a small box by the front door which they touch as they enter. It contains a Jewish prayer called the Shema - "*Hear o Israel, the Lord your God, the Lord is one, Love the Lord your God with all your heart, and mind and soul*". Deuteronomy 6:4 https://www.myjewishlearning.com/article/mezuzah/ Write a prayer or blessing for your home. What would you wish for yourself and your family at this time?	**Wealth and Religion** **Activate** Watch this clip: https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks3-a-z-of-religion-and-beliefs-w-is-for-wealth/zhkcwty 1. How does having faith have an impact on how you treat money and possessions? 2. Find out how local faith communities have responded to the problems caused by the pandemic

CORE PE

Please choose **one idea** from below for your Core PE lesson each week. Please post evidence to your PE Teacher. We want to see your work. 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

PRACTISE **Challenge** You have to try and create a STREAK! How many days can you do 20 burpees in a day for? You can do 10 in the morning and 10 in the afternoon or all at once! How many days can you keep it going?	**REFLECT** Think back to your Year in PE. Can you write a report saying what you did this year in your PE lessons? You should really reflect on what it is you have learnt and highlight some of the key skills that you have developed and may want to improve when you come back to school.	**ACTIVATE** **Rules of Sport** Choose 3 different Sports. Create a set of cue cards that has the rules of each sport on them. You should find a minimum of 15 rules per sport. You can include diagrams of pitches and equipment also.
ACTIVATE & PRACTISE **Design a Training Programme** It's time to improve some of your personal fitness! Choose one Component of fitness and create a training programme for 4 weeks. You should plan something for everyday, even if it's rest. Try and complete your programme .	**REVIEW** **Mental Wellness** Our Mental Wellness could have been really affected during your period away from school and 'normal' life. Can you review some of the ways you have dealt with your mental wellbeing by writing a letter or creating an audio file (you can use your own phone voice recorder). After completing it read it back and review whether or not this has worked for you or not.	**PRACTISE** STEP CHALLENGE! At walking pace it is estimated it takes 100K steps to complete a Marathon. See how long would it take you to do 100K steps. Send us your results!
PRACTISE Now that Lockdown restrictions have been relaxed, you can push yourself a little bit more! Set yourself a route near home. Complete your route EVERYDAY but you have to get faster every time. What tactic will you adopt to achieve this?	**PRACTISE** **Work out of the Week.** Complete this once every week. Record how fast you complete it: • 25 Press Ups • 25 Situps • 25 Burpees • 25 Squats	**REFLECT** **Reflection Time** It's important to take time out. Just give yourself 5 mins to sit quietly and appreciate your surroundings everyday.

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. For these activities, share what you've done with your teacher by uploading work, photos, etc. to this assignment on Google classrooms.

Art meets Science

This is great experiment that you can do with ingredients from your kitchen. Spread 2 teaspoons of bicarbonate of soda on to a plate. Add a few drops of food colouring. Add a few drops of vinegar and watch what happens. Take some photographs of your experiments and share!



Frozen Art

Collect natural objects in a range of rainbow colours. You could use grass, whole flowers or petals, leaves, seeds, spices, herbs etc.

Put them in an ice cube tray or a plastic tub and fill with water. Leave it in the freezer. When it is fully frozen take it out and take photos. Try zooming in with your camera. You could smash it and take more photos or leave to melt on some white paper and take photos of the different stages.

Continuous Line Portraits

Draw portraits of your family and friends without taking your pencil off the page. Try using pen so that you won't be tempted to rub it out. Try drawing the whole body as well as just the face. It doesn't matter if it is out of proportion.



Still Life Drawing



Set up a still life on a table. Think about how you arrange the objects. Try to draw a minimum of 3 objects that are different heights. You could Draw a Vase with flowers, fruit or arrange Jars and cans from the kitchen. Spend 30 minutes drawing from observation (looking). Remember to use construction lines to help with proportion.

Poster Design

Create an inspiring poster to thank our NHS and Key workers. Think about how you can use some of the skills you have learnt this year in art. Think carefully about the composition. If you add text, use construction lines to make the letters even sized. Make it big, eye catching and bold. What kind of image could you use? How will you use colour?

Shadow Characters

Choose an object and place it on a piece of white paper. Shine a light around it until you see a fun and interesting shadow shape.

Use a pen to turn it into a character. Let your imagination run wild! Take a photo.



Design your own Trainer



Make a line drawing of a trainer- you can draw the basic shape of your own. Add design features. You could make up your own logo or use your favourite. What colours would you choose? Could it be inspired by a famous art work?

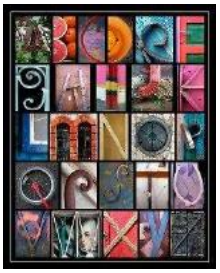
Artist in a Box



Find a famous artist that you like. You may want to try looking on www.tate.org.uk for some inspiration. Use a box to fill to make a scene based on your chosen artist.

Create your own Alphabet

Using your phone, take photos of objects and areas around your house. Crop them, then assemble in order.



Choose a word from the following list and create a piece of art inspired by it. You choose the medium, size and style.



Hope	**Joy**
Community	**Animal**
Dream	**Faith**

Tea/Coffee Stain Art





Splash some cold tea or coffee on a page or leave some cup rings behind. When they dry, see what shapes they make and work into them with pen. They could become tiny characters, doodles or full works of art.

Food packaging drawing



Find a food item with colourful packaging (eg packet of sweets/crisps). Complete a large drawing of the item, add colour carefully using pencil crayon / paint if you have it. Look carefully for the light and dark areas.

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

Devising	**Review**	**Puppet Show**
Choose 3 images related to the current pandemic. Answer the following questions for each image. • Why were you drawn to this image? • What does it state about the current pandemic? • How could this be used as the basis for a piece of drama? • Briefly explain the plot line for your devised piece of drama. **Challenge- Make comparison and contrasts between each of the 3 images**.	Choose a piece of theatre to watch- (this could be a you tube clip of a performance) Answer the following questions: • What is happening during the scene? • What is the atmosphere during this scene? • How do the actors show this? Identify theatrical skills the actors use well and explain how they could improve. **Challenge- Use key terminology when responding (gesture/facial expressions/pitch/pace/pause/movement)**	Use recycling from around the house to make your own characters, set and puppets for your own play. Could you use a shoe box/ range of pizza boxes to create the stage to perform your puppet show? Record/upload pictures of your puppet show. **Challenge- Evaluate your puppet show.** **What would you change next time AND why?** **Was your story line and characters clear? If not how could you change and improve for next time?**
Design a set Choose your favourite play/book/film. Use a shoe box, or anything you can find around the house to create the set and props needed for your favourite scene. 1st watch back the film/book/play and make a list of the different scenes and props used and from this create a list of different objects you need to create for the set and props. **Challenge- design the set for the entire play, paying close attention to colour (how it relates to the theme of the show and the relationships between the characters.)**	**Learn and perform a Shakespearean monologue.** Find a monologue from any Shakespeare book/play or by searching the internet. I will post some on the classroom. Learn it and perform it. Record this and upload it to Google classroom. **Top Tip-** Read through the monologue, and underneath each line written in Shakespearean language, translate into modern day English, this will help with your understanding) **Challenge- Self-evaluation.** • What emotion was your character feeling? • How did you use physical and vocal skills to show this? • Was your intentions clear? • Identify 2 theatrical skills you applied well and explain why. • Identify 2 theatrical skills you could improve and explain why.	**Write and perform a monologue- Coronavirus** Focus on the current pandemic, consider how it has affected you and your family, how has it changed your normal life? Then write a monologue for them, make sure to include stage directions. Who they are? Where they are? What they are doing? Why are they doing this? What do they want? **Challenge- Create a 2nd monologue from the perspective of someone else.** **Can you now create a short script by linking the two monologues?**

Keep a Lockdown journal	**Music stimulus**	**News reader- Coronavirus**
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. **Challenge- From this start to write your own play.** **Consider- What other characters?** **Where could you set it?** **What is the aim of your performance?** **Which key parts from your journal do you want to portray and why?**	Choose your favourite song. Shut your eyes and listen to that song once. Shut your eyes and listen to that song once more, but this time writing down any ideas at all that pop into your mind as you listen to the song. From this create a mind map of ideas as a starting point for a piece of drama. You can include drawings/magazine parts/pictures/words/writing. **Challenge: Write the opening scene for this play.**	1st research a range of facts/statistics/ news article and true stories related to the recent pandemic. Write a short dialogue suitable for a news reporter using the above information you have found. Consider how you could create tension throughout this performance. Film/audio record yourself in the role of newsreader reading an appropriate news story you have found. Upload the video to your google classroom assignment **Challenge- Consider set/costume and props. What could you use to make your performance more believable?**

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$

watch one of the plays in column a and then do **one** of the **two** activities column

• Wonder.land • Treasure Island • Peter Pan • Dara • One Man, Two Guvnors • King Lear • Romeo and Juliette • Othello	**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	Create a **Role-on-the-wall** for each of the main characters. Draw a gingerbread man outline for each character - inside the outline describe what he or she is thinking / feeling, how they see themselves. Outside the outline, jot down what other think of them and facts you know about them.

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

5 day song challenge Find a song a day that: • Features a colour • Is from somewhere specific in the World • Makes you dance • Brings back a happy memory • Is a folk song Construct a table to show your findings with details of artist, title and an explanation as to how it fits each category.	**DIY instrument challenge** **GLASS XYLOPHONE** You will need: glass jars, food colouring (optional), water, beater/stick Pour varying amounts of water in each jar before adding colour if using. Beat each jar to see what note is produced. Try to arrange the pitches in order to play a simple melody. **CARDBOARD GUITAR** You will need: tissue box, kitchen roll tube, rubber bands, tape. Place bands around the tissue box so they lay over the opening. On the end of the box, draw round the end of the cardboard roll, cut out, insert roll and tape. Strum away!!!!	**A-Z of Songs** Each day, find a song whose title begins with the next letter of the alphabet. 1. Describe the elements 2. Note down 2 things you like about the song and 1 thing that could be better. Display your findings in any way you prefer – table, spider diagram, poster. Try to listen to music you've not heard before, be adventurous and broaden your listening spectrum.
Let's Discuss **Choose one of the following controversial statements.** 1. **Talent shows such as X factor and Britain's Got Talent show a lack of talent!!** 2. **Classical music has nothing to do with 21st Century Life.** Write an essay answer, create a poster, have a family debate or discuss with friends over Facetime.	**Film Music** **Complete a fact file for each of these composers:** John Williams Hans Zimmer Danny Elfman James Horner For each one include: Date of Birth, Nationality, Picture. 5 films they've written for, 5 facts about them or the music. Listen and write about it – Genre, mood, instruments and your opinion of it.	**Soundtrack Challenge** The music in a film can change the way we think about a scene or a character. Use your DVD collection or get someone to suggest a scene for you or browse Youtube • Watch the scene with the Sound OFF • Write about what you think is going on • Write about the music that would go with that scene if you were the composer • If you have an instrument or software, have a go at creating music for that scene. • Watch the scene with the sound back on – did your ideas match?
Design a new musical instrument Using what you know about the different families: String, Woodwind, Brass and Percussion, invent and design a new instrument. Draw and label to include the following information. • What is it's name • What is it made from • How is the sound produced • Any specific features of the instrument	**Research Project** To research and learn about music from a different Genre or period. Using either a PPT, essay, Video, Podcast, Poster or collage, find out the following information on your chosen topic. • Where did it originate? • When did it originate? • Who started it, culture, people, religion? • What is it for?	**Research Project continued…….** • What instruments are commonly used? • How has this music evolved over time? • What are the common features or elements of this music? Genres/Periods to consider: Rap, Blues, Reggae, Renaissance, Serialism, Jazz, Minimalism, Scat.

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.

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EXPLAIN

Rubix Cube

Can you solve a Rubix cube? Did you know there is a method to solving one of these? Do some research into the algorithms involved, watch some tutorials. **Produce a set of instructions**- what are the main steps involved?



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REVIEW

Binary numbers

Create a poster / page / video which explains:

- Why computers use Binary
- How to count in binary
- How to convert from Binary to denary and back again

Challenge: Can you demonstrate how to do Binary addition?

	1	0	0	1	0
+		1	0	0	1
	1	1	0	1	1

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ACTIVATE

Lego

Create a simple model out of lego, and then write instructions (an algorithm) for someone else to follow. Can they build it correctly using ONLY your verbal instructions? Present your algorithm using a combination of images and written instructions

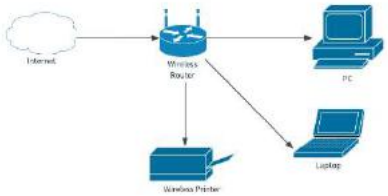


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EXPLAIN

Home Networks- Research

A Home network allows you to share a single internet connection between multiple devices. Draw a diagram of your home network.



Research and explain the purpose of each of these:

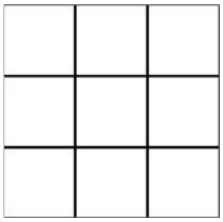
ISP Router IP address

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ACTIVATE

Magic Square- logical thinking

Draw a 3x3 square. Add the digits 1-9 using each digit once so that all the rows, columns and diagonals add up to 15.



Can you describe your thought processes?

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PRACTISE

Stop frame animation

Create your own flip book- you can use pieces of card, or even the corners of an old exercise book. Look on youtube for inspiration. Can you video the result and share it?



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PRACTISE

Code Club

Go to the code club website and choose an activity to try

-Look on the 'Projects' page for plenty of things to do. (Some of these are software dependent- so choose one for the **Web browser**.)

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REFLECT

BBC Click!

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?

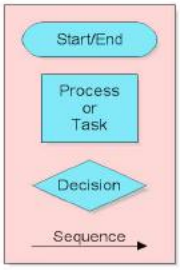
What are the benefits and drawbacks?

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REVIEW

Flowcharts

Use the correct flowchart shapes to create a flowchart for a well known game, such as TAG or Rock, paper,scissors.



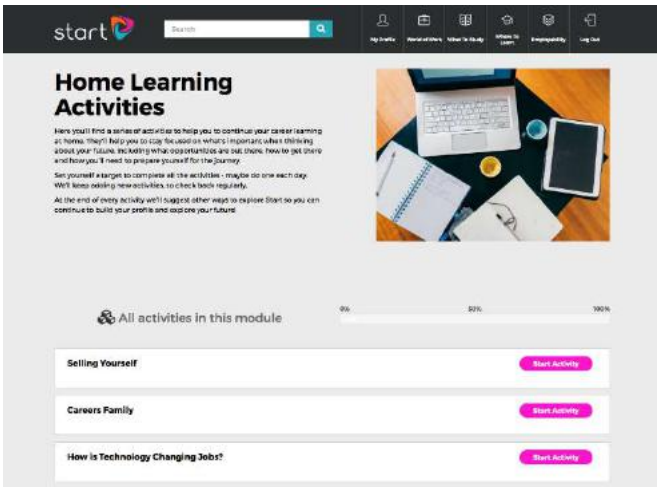
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For any of these activities, you can share what you've done with your teacher by uploading work, screenshots, videos, PowerPoints etc. to this assignment on Google classrooms

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?

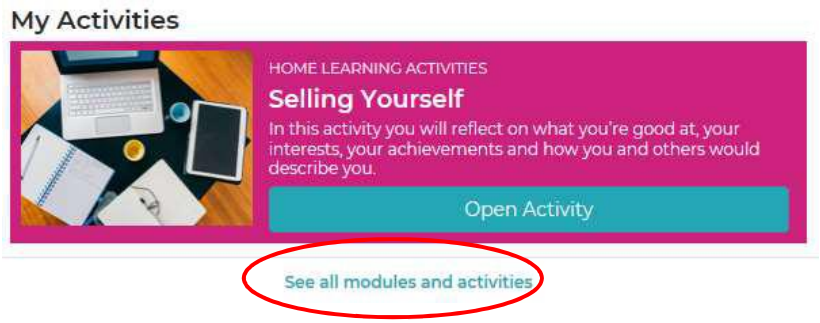
www.startprofile.com

Name: _____ Tutor Group: _____

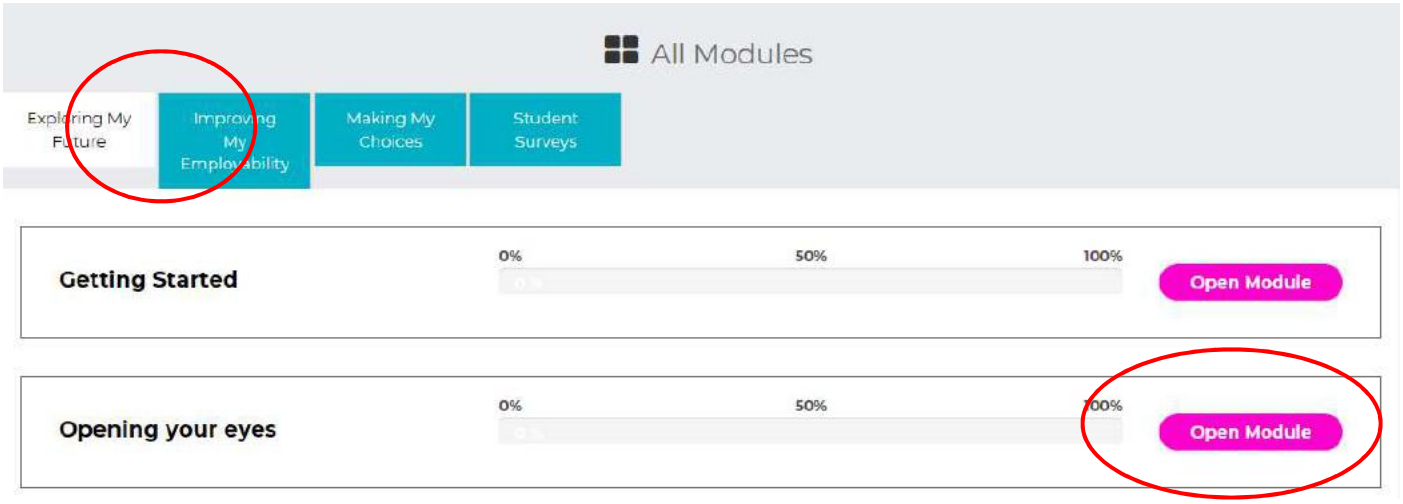
You should already have registered on this website during a tutor time.

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”



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.

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

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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.

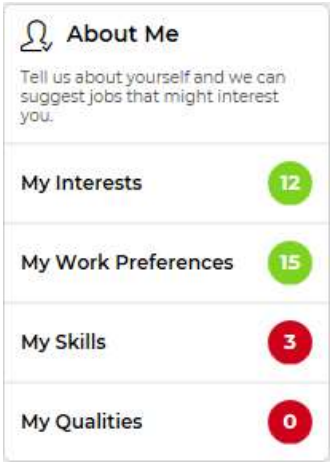
In this section you have updated your

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.



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: