



Home Learning Booklet

1st – 5th June

Home Learning Booklet

We hope you all had a nice break from “school” and are ready to learn this week.

For **year 9** this is your **last booklet** and next week your work will go back to being on Show My Homework. However, we will still send you this booklet to supplement your other school work if you wish.

We need to remind you **please not to worry about school work**. We will ensure that you catch up on anything that you need to once you return to school.

Remember, the aim of these activities is to develop your skills, as well as your knowledge.

The activities are slightly different from “normal” school lessons: some of them can be worked on when you are completing your daily exercise; some of them can be done with family and friends.

All of them are designed to help you think about learning and develop skills, rather than specific knowledge.

You should use this booklet as **a menu** of activities that you **choose to complete**.

We are suggesting you **complete up to 5 individual activities a day**.

Spend **no more** than an hour on each!

If you have brothers and sisters in Years 7, 8 or 9 you might want to work on them together to complete them.

What activities do you need to complete?

English

English has provided you with a choice of activities to complete. However, as well as completing these, you **should be reading as much as possible**.

Research has proven that a key indicator of **future success** is the **extent of vocabulary** that a student has. We want you to use this time at home to read regularly and increase that vocabulary.

If you are in Year 7 and 8 and have a book that is linked to Accelerated Reader and can continue to quiz, then that is even better! We will ensure you are rewarded for your efforts. You can find out if your book (even if it is not from the LRC) has an AR quiz by entering some simple details here: www.arbookfind.co.uk

Alternatively, both Kindle and Audible are currently giving free trials of their sites – please speak to your parents and carers before signing up to these.

Maths

Maths have provided you with a range of activities to complete. One of these is to complete Corbett 5 A Day which should be done each day to help improve basic numeracy skills.

Personal Development (PDP)

You will have one PDP activity per week which will be set via SMHW at the start of the week.

Department Activities

If you are Year 7 and 8: You should try and complete **at least** one task from **each area**, (English, Maths, Science, Art & Design, BIM, Humanities, MFL, Performing Arts, PE), although you might want to do more. Some of the activities have a challenge element, which you might also want to do.

If you are in Year 9: You need to complete an activity from each of the Faculty pages you are studying e.g. if you are doing History and RS you should try and do one task from each. There are also challenge activities linked to the activities which you should complete.

How to access additional resources

If you need any additional documents this will be indicated on the department pages. If you **log into your school account** and then click the links they should take you to the documents.

To access College files at home and to share resources that teachers have created, students can use the Home Access Plus website <https://hap.latimer.org.uk/HAP/myfiles/>

Alternatively, any documents you need are saved in the W drive in the folder "Year 7-9 home learning".

Planning your time

Below is a blank timetable again. Your first job is to plan out your week and pick the activities that you want to do. You will then create your own personal timetable! However, some of you requested a little more guidance so there is also a guidance timetable for you if you are in Year 7 and 8. If you are in Year 9 you should look at your option subjects.

Remember to put in time for reading and one Corbett 5 A Day.

	Monday 1 st June	Tuesday 2 nd June	Wednesday 3 rd June	Thursday 4 th June	Friday 5 th June
1	Plan your week				
2					
3					
4					
5					

However, some of you did not like having to plan your own time so a suggested timetable is below. This is a suggestion only.

	Monday 1 st June	Tuesday 2 nd June	Wednesday 3 rd June	Thursday 4 th June	Friday 5 th June
1	Corbett Maths and Reading	Corbett Maths and Reading	Corbett Maths and Reading	Corbett Maths and Reading	Corbett Maths and Reading
2	Humanities (1)	BIM (1)	Art and Design (1)	PE (1)	Performing Arts (1)
3	Science (1)	English (1)	Maths (1)	MFL/Ignite (1)	PSHE task
4	Performing Arts (2)	PE (2)	BIM (2)	Humanities (2)	Art and Design (2)
5	English (2)	Maths (2)	Free Choice	Free Choice	Free Choice

English Faculty

Remember to keep reading regularly as well as completing the activities below!

Choice of tasks:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

'How to train your dragon'

Watch this clip from the film 'How to train your Dragon' where the boy Hiccup is first learning how to fly the dragon Toothless. Write either from the perspective of the rider or the dragon and imagine what it would be like to soar amongst the clouds. Write one page of A4 and use short sentences to build tension in your work for your reader.

<https://www.youtube.com/watch?v=ZDyEERuK31Y>

CHALLENGE: Write a creative piece of writing where your narrator has a positive encounter with a wild mythical creature either well known from mythology (eg a Unicorn, Dragon, Minotaur, Hydra, Loch Ness monster etc) or one of your own design.

'Destination: The Future'

You step off a bus in the year 2933. Describe what you see. Choose what format you'd like to write in, either a short story, diary entry or poem. Try and depict a multi-layered approach using all the senses and experimenting with similes and metaphors in your work.

CHALLENGE: See if you can weave the following ideas seamlessly in your work; Heinz baked beans, Boris Johnson, the smell of MacDonald's and Big Ben.

'Look who's talking'

Pick any two items in a room of your choice and write the script of the conversation they have. Has there been a recent drama between the two and they are making up? Are they arguing about something? Are they two unlikely items that get along well? Are they gossiping about the family they live with? Write no more than 2 pages of dialogue and consider carefully the language you chose for each item to add and develop their personalities.

CHALLENGE: Use stage directions carefully and as an extension of the items' behaviour to develop a 'realistic' feel to your scene.

Maths Faculty

To keep your mathematical minds working well over the next few weeks, we recommend that you complete the 5 a day activity that can be found on the CorbettMaths website **each day**:

<https://corbettmaths.com/5-a-day/gcse/>

There are several different levels of difficulty – feel free to look through them to find the level that is most appropriate, but as a starting point I would recommend that if you are **Year 7 and 8 students** you should try the “Numeracy” activity whilst **Year 9 students** go for the “Foundation” or “Foundation Plus” tiers.

All of the answers can be found by scrolling down to the “May Answers Click Here” link which even includes a video explanation for the numeracy section together with some suggested videos for further learning.

Tasks to be completed:

This week you will receive a financial planning booklet. It is all about how much money you might have and need to survive in the real world. It is based on the average income of this country (therefore you might earn more, or less).

It is broken down into 5 tasks for you to work through – all aimed at thinking about how you spend your money!

It involves research and decision making! The tasks are linked so it makes sense to work through them in order – but only spend the time you have allotted on them and if you do not complete them all it is not a problem.

Lightbox

There are some extension activities in this, but you could do a full monthly planning income sheet looking at everything that you need to spend and then match that up to the income you would want. Then find what jobs you need to do and the qualifications needed for these jobs!

Science Faculty

Choice of tasks:

Task 1: Plight of the Bees

This is a comprehension task. You have some information on the plight of bees and why bees are so important to the world we live in.

Please read through the information and highlight the key points. Use this to help you answer the questions in the comprehension task **OR** design your own leaflet to give to members of the public informing them about the plight of the bees. The videos will help you

<https://www.youtube.com/watch?v=sAKkjD3nEv0>

<https://www.youtube.com/watch?v=ta154f5Rp5Y>

<https://www.youtube.com/watch?v=f6mJ7e5YmnE>

<https://www.youtube.com/watch?v=GqA42M4RtxE>

Sheets for the task:

[Plight of bees info.doc](#)

[Plight of bees comp qus.doc](#)

Task 2: Build a bee house or a bug hotel

Get creative and help boost our ecosystem with your choice of these tasks. Use the information in the documents and youtube videos to help you.

https://www.youtube.com/watch?v=QGEpJ7F_ZuU

<https://www.youtube.com/watch?v=m0re9o1ZqX8>

[beehouse_tcm9-403531.pdf](#)

[bug_hotel_tcm9-403334.pdf](#)

Task 3: Flight

It is important for bees to be able to fly from one flower to another. In this task you will experiment with the designs of paper airplanes. The aim is to find the fastest aeroplane to see if you could be a bee.

Using the following website <https://www.origamiway.com/paper-airplane-designs.shtml>, choose and make 3 of the paper aeroplanes.

Think about how you going to test your planes, record your results and the conclusion you will make about the planes that you have chosen.

Task 4: Importance of bees

Description:

On the 20th of May it was national Bee day. During these tasks you will discover the importance of Bees in the world, how they fly and how we can help them.

Light box challenge:

Take a look at the wider impact of humans on the environment. Follow the instructions on the sheet below. Remember to not just copy and paste the information.

[HumanImpactsontheEnvironment-ActivityInstructions.doc](#)

<https://www.youtube.com/watch?v=wXJiHr8jWBS>

<https://www.youtube.com/watch?v=gYNAtw1c7hl>

https://www.youtube.com/watch?v=spTWwqVP_2s

Science - Psychology (Year 9 students of Psychology only)

Choice of tasks:

Please choose from the following list of tasks. These tasks have been chosen to give you a choice of learning activities.

Research Methods

1. **Hypotheses and variables.** You are going to recreate an experiment at home that we did in class in September. You might remember it; throwing balls into a bucket with an audience and without an audience. You will need to ask some members of your household to be your participants. You will ask them to throw 20 balls into a bucket and record how many they get in (you might need to be creative, screwed up paper into a bin or stones into a bowl, anything you can find!) You will need to see how many balls they can get into the bin on their own and how many when you watch them, perhaps you could act very official with a clipboard and try to seem as though you are testing them. Then I would like you to think about these questions: What is the independent variable? So what are you the experimenter changing? What is the dependent variable? What are you measuring. Then can you come up with a suitable hypothesis for your experiment? It could be a directional hypothesis, a non-directional hypothesis or a null hypothesis. Can you think of any extraneous variables that might affect the outcome of your experiment? Look on the online text book page 94-95, and page 96-97 if you need help.
2. **Investigating reliability and validity.** Do you have any lego or duplo or building blocks at home? Or even some old boxes? Build a house or building out of your blocks. Write down step by step instructions (or draw) how to recreate your building. Take some photos so you know exactly what your building looks like. Then take apart your building and ask someone at home to re – create the building using only your instructions. Was their recreation successful? Were your instructions reliable? Do you need to change them so that they can more reliably re-create your building? Does their building actually look like a house? This is validity, they set out to build a house, so does it look like a house?
3. **Ethical issues.** Can you look in a bit more detail at some of the ethical issues in psychology. We want to find out as much as we can about people but we must do it in a way that doesn't harm them. Can you make a set of "cheat sheet" cards for a new psychologist just setting out in research? On one side it should have the ethical guideline and a quick description of what it means and then on the other side what they should actually do to deal with it. You can use page 104-105 of the online text book to help you. The ethical issues you need to consider are: **Informed consent, deception, protection from harm, privacy, confidentiality.**

Light box challenge

Can you research examples of where ethical guidelines in psychology research have been broken? Which guidelines were broken? How did the psychologists justify breaking the guidelines? Do you agree that it was ok to break the guidelines?

Art & Design Technology Faculty

Choice of tasks:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

DESIGN

DT Task 1: STEM CHALLENGE 04: CARDBOARD CHAIR

Description: This challenge focuses on the principles of design and structure. Can you design and build a chair from cardboard, that's strong enough to support your weight? Watch the video to find out more and see how Dyson engineers took on the challenge.

https://www.youtube.com/watch?v=FuAqA_GhVQ0

Light box challenge: If you are in year 9 or want to challenge yourself, design and decorate your chair in the style of a particular design movement or designer...Charles Rennie Mackintosh? Memphis? Cath Kidston? Alessi?

DT Task 2: GREAT BRITISH SEWING BEE

Description: Watch an episode of the great British sewing bee (BBC 1 on Weds) and create your own design for one of the briefs given to the competitors in the episode you watch

Light box challenge:

If you are in year 9 or want to challenge yourself, have a go at making a part of your design, even if it's a mini version for a Barbie, or even the dog!

DT Task 3: RENDERED DRAWING

Description: Find an object at home made *entirely of metal* and create a 3 dimensional drawing of it – rendering it with pencil.

Light box challenge:

If you are in year 9 or want to challenge yourself, annotate your drawing - can you find out what metal it is made from? Why do you think it is made from this metal? What else can you find out about that metal?

ART

Art Task 1: RECREATE A FAMOUS PAINTING

Description: Recreate a famous painting by arranging and photographing objects, people and pets in your home! Find an appropriate location - you can go as simple or as complex as you feel able to - there are lots and lots of great examples on the internet to inspire you – many of which are very, very funny!

https://www.boredpanda.com/art-recreation-getty-museum-challenge/?fbclid=IwAR2SRn8TyO_Ttl-Nq5Omwe84T4F8_k2q6OoY_ivoTeJl7TNwBnteUISOc&utm_source=facebook&utm_medium=social&utm_campaign=organic

Light box challenge: If you are in year 9 or want to challenge yourself, then choose an image with *several* figures involved and direct other members of your household – even pets - to join in your recreation!

Art Task 2: STREET ART DESIGN

Description: Street artists and graffiti artists have been busy incorporating COVID-19 into their work, using their work to express their thoughts about politics, frustration, fear, love, gratitude and family...Design a piece of street art that expresses your thoughts and feelings about the situation.



Light box challenge:

If you are in year 9 or want to challenge yourself, draw your design 'in situ' showing us where you would choose to have the work placed – you could always take a photo of the location and draw your design onto a print out of the photo...

Art Task 3: SHADOW DRAWING

Description: Place some objects on paper and draw around their shadows – toys/shoes/fruit/bottles work well – people too if you have paper big enough! Or pavement chalk!



Light box challenge:

If you are in year 9 or want to challenge yourself, try leaving the object in the same position for a whole day and return to it every hour to re draw the shadow (on the same piece of paper) This will show you the movement of the sun and the shadow's position!

FOOD

Food Task 1: RAINBOW PIZZA

Description: Try creating a pizza based upon the rainbow icon that has become iconic of the positivity and thanks to the NHS at this time. What ingredients can you use to represent a few different colours?



Light box challenge: If you are in year 9 or want to challenge yourself, think about how you can add to your pizza or the presentation on the plate to add a written message, or the Letters N-H-S.

Food Task 2: FOOD DIARY

Description: Write down and photograph everything you eat in one day and add notes – is this typically what you would eat? What affected your choices? Do you consider it a healthy diet?

Light box challenge:

If you are in year 9 or want to challenge yourself, analyse your daily diet in terms of the EATWELL GUIDE – are there any changes you could consider making?

Food Task 3: BBQ challenge!

Description: YOU MUST DO THIS SAFELY AND **ONLY WITH ADULT SUPPORT**

Can you design, create and cook some delicious Barbecued food? It's harder than you might think to cook it perfectly – and safely! Email your food teacher some photos!

Light box challenge:

If you are in year 9 or want to challenge yourself then try to create a dish that is inspired by a particular culture and cuisine – record what you have done for revision purposes.

Business, ICT and Media Faculty

Choice of activities:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

Task 1: Around the world

Description:

You have been given a round the world ticket - this contains 5 internal flights which take place within countries, for example flying from London to Manchester and 5 external flights which are from 1 country to another for example London to New York.

You must decide on your destinations, deciding where you would fly to.

- Mark your trip onto the world map at the end of this document

Use the internet to research 3 key facts about each of your destinations, and also think about why you would like to go to each place.

Light box challenge:

Analyse 1 of your destinations and create an itinerary of things that you could do while you were there. for example, where you could stay, eat or things to go and do.

Task 2: Things to do!

Description:

You have been given a £250 budget to go a day trip to visit any attraction in the UK with your family, you must research where you will go and how you are going to spend your money! This can include eating or alternatively spending money on things to do when you are there.

Light box challenge:

Write a Blog of your day out including what you did, how you felt and any advice for anyone else who might want to visit.

Task 3 My World Animal Safari

Description:

Complete the table below identifying 10 places you would like to go and visit specifically for the wildlife you would want to see when you are there.

Country	Animal	Reason for choice
South Africa	Great White Shark	I would like to see a great white shark because they are the most feared animal on the planet!

- Mark your trip onto the world map at the end of this document

Light box challenge:

Try to work out how much your trip would cost! Research flights and accommodation to find an overall cost for your round the world trip.

Copy and paste this map into a new document and make it bigger to use in your chosen task.



Humanities Faculty

Choice of tasks:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities. There are two learning tasks per subject designed to give you variety.

Task Heading: 1. Story Telling (R.S)

Description:

Storytelling is universal and human beings are unique in having the skills and imagination to create and communicate stories. Oral storytelling is an ancient art form with common themes, which occur worldwide.

Stories can entertain, pass on old knowledge, evoke strong emotions, influence others, answer questions and explain mysteries. Within religious communities, stories can also be used to teach, pass on wisdom, reveal messages or truths and explore rules or codes for living.

Select one of the five concepts below to create, develop, perform and produce an audio recording of a story, which shows an understanding of their chosen concept in a religious context:

- Forgiveness
- Gratitude
- Loving kindness
- Mercy
- Truth

The performance should:

- engage the audience
- make good use of voice
- include use of rhythm and pace.

The story should:

- engage with the theme in a meaningful way
- show a clear understanding of the religious concept
- make the audience think

When you complete your entry, please email to Mrs Wignall

Light box challenge:

Reflect on the religious stories we have studied and the parables of Jesus to inspire your writing

Task Heading: 2. World Leaders of the World's Faiths (R.S)

Description:

Create Facebook Profile Pages for each of the world's major religions:

1. Christianity – Jesus Christ
2. Islam – Muhammad (pbuh) – but make sure you do not draw him
3. Judaism – Abraham
4. Sikhism – Guru Nanak Dev
5. Buddhism – The Buddha (Siddhartha Gautama)

There is not one founder of Hinduism

Light box challenge:

When creating your Christianity and Islam Profile Pages include quotations from the Qur'an and Bible as evidence.

Task Heading: 3. Turn a Toilet Roll into a Historical Person (History)

Description:

Recycle your old toilet rolls by turning them into a person from the past. Research using BBC Bitesize historical people and get creating.

Here are some ideas to inspire you:



Light box challenge:

Create a fact file about the historical person explaining who they were and what they did

Task Heading: 4. Historical recipes (History)

Description:

Whilst you are spending time at home, get baking to enjoy some delicious food.

Choose a time-period from the online cookbook [here](#) and then choose a recipe to cook / bake at home.

Light box challenge:

Research which food was most commonly eaten during different time-periods e.g. The Tudors.

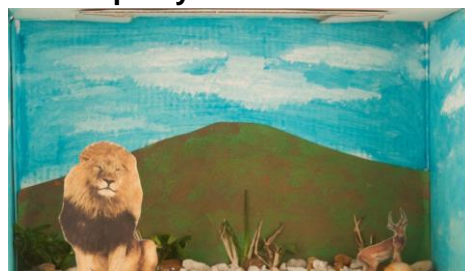
Find out why these foods were popular and how people's diet affected the way they lived.

Task Heading: 5. Biome in a Box (Geography)

Description:

A **biome** is a geographic area that has within it multiple ecosystems. By making a biome in a box project, aka a shoebox model of a biome, you can explore the complex ecosystem of a forest, freshwater, marine, grassland, tundra or a desert. Use artistic and natural materials to build a biome and create realistic scenes of a specific region.

Here are some ideas to inspire you:



Take a photo of your work and wow Mr Tamkin, Miss Landy and Mrs Wignall. Keep them safe, as they will look great on display in our classrooms! Send your photo to Miss Landy

Light box challenge:

Add Geographical labels to your biome in a box using GCSE pod and BBC bitesize diagrams to help

Task Heading: 6. What's that Butterfly? (Geography)

Description:

Sit in the garden or use your daily exercise hour and butterfly watch - can you spot each of these butterflies?

Try to capture a photo of one and correctly identify which butterfly you have seen and



Dingy Skipper
Erynnis tages



Duke of Burgundy
Hamaxia lucina



Essex Skipper
Thymelicus lineola



Gatekeeper
Pyronia tithonus



Adonis Blue
Polyommatus bellargus



Black Hairstreak
Satyrus pruni



Brown Argus
Aricia agestis



Brown Hairstreak
Thecla betulae



Glanville Fritillary
Melitaea cinxia



Green Hairstreak
Callophrys rubi



Grizzled Skipper
Pyrgus malvae



Heath Fritillary
Melitaea athalia



Chalk Hill Blue
Polyommatus coridon



Chequered Skipper
Carterocephalus palaemon



Common Blue
Polyommatus icarus



Cryptic Wood White
Leptidea juvernica



Holly Blue
Celastrina argiolus



Large Blue
Phengaris ation



Large Heath
Coenonympha tullia



Large Skipper
Ochlodes sylvanus



Silver-spotted Skipper
Hesperia comma



Silver-studded Blue
Plebejus argus



Small Blue
Cupido minimus



Small Copper
Lycena phlaeas



Lulworth Skipper
Thymelicus acteon



Northern Brown Argus
Aricia artaxerxes



Pearl-bordered Fritillary
Boloria euphrosyne



Purple Hairstreak
Favonius quercus



Small Heath
Coenonympha pamphilus



Small Pearl-bordered Fritillary
Boloria selene



Small Skipper
Thymelicus sylvestris

Send your photo to Miss Landy (zlandy@latimer.org.uk).

Light box challenge:

Did you notice anything in particular about the butterflies you saw? Differences in how they moved or what they were doing? Alternatively, perhaps you managed to see and identify a butterfly not shown here? If so, note these things in the space below or on a separate sheet. Don't forget you can get help from <https://www.woodlandtrust.org.uk/blog/2019/07/butterfly-identification/>

Modern Foreign Languages Faculty

Choice of tasks:

Please complete the Vocab Express task **AND** choose at least one more from the following list of activities. They have been chosen to give you a choice of learning activities.

Task 1 Vocab Express

Description:

Learn the vocab in the blocks assigned to you this week. You should complete the assignment for at least 10 minutes on 3 different days over the course of the week.

Light box challenge:

Choose at least 5 new words / phrases that you have learnt on the current assignment and write a short paragraph that includes them. Can you also include any Magic 12 structures?

Task 2 Describe a walk

Description:

When on your daily walk/out in the garden, describe as many items as you can in French. When you get home, think of 3 things that you didn't know the word for and look them up. www.wordreference.com is a good online dictionary (beware of Google Translate!!) On your next walk, see if you can add the 3 new items to your description. Repeat at least one more time to see if you can add more items to your description.

Light box challenge:

Write your description down when you get home using full sentences.

Task 3 Cook some French food

Description:

Find a recipe for a popular French food and have a go at making it. A good place to start is:

www.linguacuisine.com

Send us a picture of your food – we'd love to see your creations! Here are some ideas:

- Crêpes - <https://www.bbcgoodfood.com/recipes/collection/crepes>
- Ratatouille - <https://www.jamieoliver.com/recipes/vegetables-recipes/classic-ratatouille/>
- French onion soup - <https://www.bbcgoodfood.com/recipes/ultimate-makeover-french-onion-soup>
- Tarte tatin - <https://www.bbcgoodfood.com/recipes/tarte-tatin>

There are lots of other recipe ideas here: <https://www.bbcgoodfood.com/recipes/collection/french>

Light box challenge:

Find a recipe in French instead of English and follow the instructions on that. Use www.wordreference.com to look up any words you're not sure of.

Ignite

These tasks are for those students in Year 7 and 8 who do not do French

Choice of tasks:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

Reading and Spelling:

IDL Cloud

Description:

Log onto your IDL account (<https://idlsgroup.com/>) remember this is best accessed via Google Chrome and you will need headphones (but not access to a webcam / microphone) using your usual username and password. Remember that this is case sensitive and you need a capital letter for your initials in this format:

Username: **F**irstinitial**S**urname followed by @nn156sw

Password: **S**urname followed by 123

We recommend you spend a minimum of 20 minutes on IDL Cloud three times per week. Don't forget to then read your Accelerated Reader book for 20 minutes per day and quiz where you can on the usual AR site.

Light box challenge:

Referring to the 'dirty thirty' spellings list, aim to write four sentences using as many of these words as possible.

Use the look, cover, write, check method to help with the trickier spellings.

Current Affairs:

First News (online newspaper)

Description:

Access this week's online edition of 'First News' ([here](#)) and read about a range of current affairs. Look out for the image of a rainbow which signals 'Happy News'. Don't try to print this at home!



Can you read aloud a story that interests you to a sibling or family member, or even a pet?

We recommend you spend a minimum of 20 minutes accessing First News per week. This is alongside your daily 20 minute reading of your AR book.

Light box challenge:

Summarise your findings of the happiest news stories in up to five sentences.

Read these aloud to yourself or imagine you are a newsreader and perform this week's broadcast of 'Happy News' to an audience of your choice!

Performing Arts Faculty

Choice of tasks:

Choice of activities:

Please choose from the following list of activities. They have been chosen to give you a choice of learning activities:

- Create a balanced and healthy meal plan
- Character walk/improvisation
- Describe/analyse your favourite piece of music

Please choose at least 1 task from the 3 below to complete.

1. Create a balanced and healthy meal plan

Description:

A successful dancer needs to be fit and healthy, which means we must have a balanced diet and keep our fitness up.

Fill out the '[Meal Plan Template](#)' ([additional sheet](#)). You could have a family discussion about the foods you like to eat and help prepare meals for you and your family. Think about what you need to include in your diet to make it balanced but also healthy. Please see [Successful Dancer](#) additional sheet for more information/help.

Light box:

Complete this meal plan for an entire week & include a workout everyday whether that is; walking, biking, yoga, HIIT, Zumba, dance class.

2. Drama Activity 1 - Character Walk

Description:

Using the [resource provided](#), practise becoming a variety of different characters. If playing with other members of your family, take it in turns to read out the cards and act the character's walk OR if completing alone pick them at random and see how many you can get through in 60 second rounds.

Drama Activity 2 – Improvisation

Description

Using [the resource provided](#), see if you can confidently improvise (make drama up on the spot!) using the scenarios on the cards - 60 seconds per scenario. Playing alongside family members will make this more fun, but you could adapt this with friends/family using Zoom or other video calling software (with parents'/carers permission). The aim of the game is to respond quickly to the scenario and don't break character!

Lightbox

Imagine you have been asked to create a drama activity for a Year 6 class. You can adapt the resources provided with your own scenarios/ideas or make up something completely new. Remember it needs to be adaptable for home-learning and some children might have several family members to play with or none at all. Once you have created it, try it out with your family at home if you can!

Any pictures or videos of your ideas can be sent to Miss Milson - jmilson@latimer.org.uk for EPraise points!

3. Describe/analyse your favourite piece of music

Description:

Pick a piece of music that you love and describe it in a musical way. You can present your findings in an information sheet in **any** way you like (e.g. paragraph, bullet points, mind map, PowerPoint etc.). Describe the instruments and the music of the piece using as many musical key words as you can. The elements are a good place to start (pitch-notes, tempo-speed, dynamics-volume, timbre- instruments/sound, duration-length of notes, texture-layers of sound, structure-sections). Try to describe/analyse the music and not the lyrics.

Send your information to your Music teacher for Epraise

Light box challenge:

Do the main task. Then research the instruments that are in your piece (at least 4) and find instrumental techniques that those instruments are capable of, e.g. one instrumental technique the drum kit is capable of is doing a roll. One instrumental technique that a guitar is capable of is slides. You will be researching into the timbre of the instruments and this knowledge will help improve your marks in GCSE Music. Please email your teacher if you need any help/pointers

Send your findings to your Music teacher for Epraise

Physical Education Faculty

Choice of activities:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities.

- Create a Mini presentation on the Components of Fitness.
- Take part in the Alphabet Challenge
- Learn and label the Respiratory system

Task Heading:

Create a Mini Presentation on the components of fitness.

Description:

There are 12 types of fitness that you need to know:

- Muscular Endurance
- Muscular Strength
- Flexibility
- Aerobic endurance
- Speed
- Body Composition
- Balance
- Co-ordination
- Reaction Time
- Agility
- Power

You need to produce a presentation that gives your own DEFINITION of each of these and EXAMPLES of when you need them in sport

E.g Muscular Endurance *is the ability of your muscles to keep working for a long period of time.*

An example of when you need it in sport is *in rugby you need it to be able to keep your muscles working for the whole of the match*

Light box challenge:

Be creative with your presentation. Can you SHOW examples of each of them in action by DEMONSTRATING each of them, using a different sport for each one?

Can you deliver your presentation to someone else in the family or record it to share with others?

Can you learn all 12 definitions and get someone to test you out on remembering them?

Task Heading:

Take Part in the Alphabet Challenge

Description:

Using the [ALPHABET of exercises provided](#), spell your full name and complete the exercises in order that match your name. e.g Mr Hallett. I would complete the M exercise '20 star Jumps' followed by the R exercise '1 minute jog on the spot' until I complete all letters in my name.

Choose 5 other fitness/sport words to complete- The longer the words the harder you will work!!

Light box challenge:

Create your own alphabet of exercises – use the blank template provided or write them down on a blank piece of paper. Think about being creative and coming up with fun and exciting exercises to do. Have a go at completing the same words you did before using your new alphabet of exercises.

OR

Think about creating a new Alphabet Game. Can you make a game like scrabble or something similar where you use the alphabet of exercises?

Task Heading:

Learn and label the respiratory system

Description:

We need our respiratory system for when we play sport. It is important to know what the various parts of the system are called. Using the internet or knowledge of others in your house; label the respiratory system using the [templates provided](#).

Light box challenge:

Learn the names of all the respiratory system without looking at the sheets.

Get someone in your family to test you.

Research the short term and long term effects of exercise on the respiratory system and prepare a mini power-point presentation about them.