



Home Learning Booklet

18th – 23rd May

Home Learning Booklet

This is the last of these booklets we will send out to you before half term. Our intention is that you will have one more of these after half term and then we will slightly change the work.

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 18 May	Tuesday 19 May	Wednesday 20 May	Thursday 21 May	Friday 22 May
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 18 May	Tuesday 19 May	Wednesday 20 May	Thursday 21 May	Friday 22 May
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

HAVE A NICE HALF TERM BREAK

English Faculty

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

Choice of activities:

Please choose from the following list of activities. They have been chosen to give you a choice of learning activities. There are 3 activities – you only need to do 1.

'Favourite Childhood Book' aimed at Year 9!

Pick or remember your favourite childhood book when you were a lot, lot younger e.g. *The Gruffalo* or *The Very Hungry Caterpillar*. What language techniques does the writer use to make reading fun? (e.g. colour imagery, rhyme, alliteration). How is the book formed? (e.g. sentence lengths, number of a pages, lift the flap). How is the book structured? (e.g. question and answer, dialogue, repetition). You could look at more than one technique but what patterns do you notice? Present your research and findings clearly in a mind map or diagram but no more than an A4 page. Using your research, present your own idea for a children's book or character and write your own children's book (text only).

CHALLENGE: Create a prototype to send to the publishers (use the computer / hand write / draw, whatever suits you!). You could consider using a range of materials to create your book.

'The Animals Takeover'

The animals are taking over! Read the Newsround article using the link below and write from the perspective of the one of the animals. What does it feel to wander round the city or capture the land back that once belonged to you? You can choose to write it as a diary, short story or monologue. <https://www.bbc.co.uk/newsround/51977924>

CHALLENGE: Write a poem with the title 'The Earth Reclaimed'.

'Treasure Island'

Inspired by the likes of *Treasure Island* and of pirates' ships and treasure, create your own map of an island. It could be a fantastical place or it could be somewhere a little more 'realistic', it could even be based on the configuration of your garden / outside space that you go to regularly e.g. a park or a field etc. Choose where the treasure on your island would be buried (you could mark it as X on your map if you'd like) and write some instructions for your treasure to be found.

CHALLENGE: You could write your instructions in a coded way to make it tricky for your treasure to be found. These could be in the form of rhyming clues or using a different language that your finders must de-code before they find the treasure.

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.

Fibonacci Project

Welcome to your Fibonacci project. This week we would like you to explore FIBONACCI.

I am sure most of you will never have heard of Fibonacci before. During this week, we would like to investigate the wonder that is Fibonacci. You will be amazed at where you can find it!

The Fibonacci sequence is 1,1,2,3,5,8,13,21 and so on..... You will be able to find it in nature; flowers, shells, even in space! The human body too: finger facts, the ratio between parts of your body and even the shape of your ear! The golden spiral is used to design famous buildings like the Taj Mahal and many other wonders like the Pyramids. You will also need to recognise this sequence for your GCSE.

Tasks

- 1) Everyone, no matter what year should work through the PowerPoint with the basic guide to Fibonacci. At the end there are additional tasks for Year 8 and 9 to work through. On the PowerPoint there is some guidance to the tasks in the booklet. Included in the PowerPoint is a link to a video – the link is here:
<http://www.youtube.com/watch?v=wTlw7fNcO-0>
- 2) Once you have worked through the PowerPoint you should look at the Fibonacci Challenge booklet which provides you with a range of tasks for you to select to try to further investigate Fibonacci.

Science Faculty

Choice of tasks:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities. To help you with the Science tasks there are a lot of additional worksheets that you need for this week's tasks. The tasks are differentiated so if you are in Year 9 you should try the harder sheets and the light box challenge.

Please log in to the shared area of the school and you can access the sheets in the *W drive - Year 7-9 Home learning - w/c 18th May – science sheets*.

The links should take you to the sheets IF you are logged into the school system first!

Task 1: How do we get our energy

Research the ways that we can get energy.

Using the links and information posters provided, complete the energy resource research. You should look at how we can get the resources needed to get the energy, you should include:

- Are they using renewable or non-renewable energy? What is the difference?
- How does it work?
- Advantages and disadvantages

[Energy Resources Worksheet.pdf included in pack\)](#)

[Energy Sources Information Posters.pdf \(included in pack\)](#)

<https://www.youtube.com/watch?v=AOhQ4gj4Ng8>

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

<https://www.youtube.com/watch?v=OPI-2B29btU>

<https://www.youtube.com/watch?v=DsCCM6JSmaA>

<https://www.youtube.com/watch?v=oRFZvbHI4Ck>

Task 2: Is Fracking good?

One of the main energy sources are oil and gas. Fracking is a process of accessing the gas and oil. You should read the comprehension task on Fracking and then answer the questions.

There are three different levels of question for you to choose from and once completed you can mark your work with the answers at the end of the document.

[Fracking Differentiated Reading Comprehension.pdf](#)

[Fracking Easy Reading Comprehension Questions.pdf](#)

[Fracking Medium Reading Comprehension Questions.pdf](#)

[Fracking Higher Reading Comprehension Questions.pdf](#)

Task 3: Wind Power

Wind power is an amazing source of renewable energy and wind turbines are specifically designed to utilise the wind around them. Have a go at testing different styles of wind blades in this practical challenge.

Write up your experiment using the guide below.

[Wind Power Challenge - Parent and students notes.pdf \(included in pack\)](#)

[Practical-sheet.docx](#)

Task 4: Energy Resources

Description:

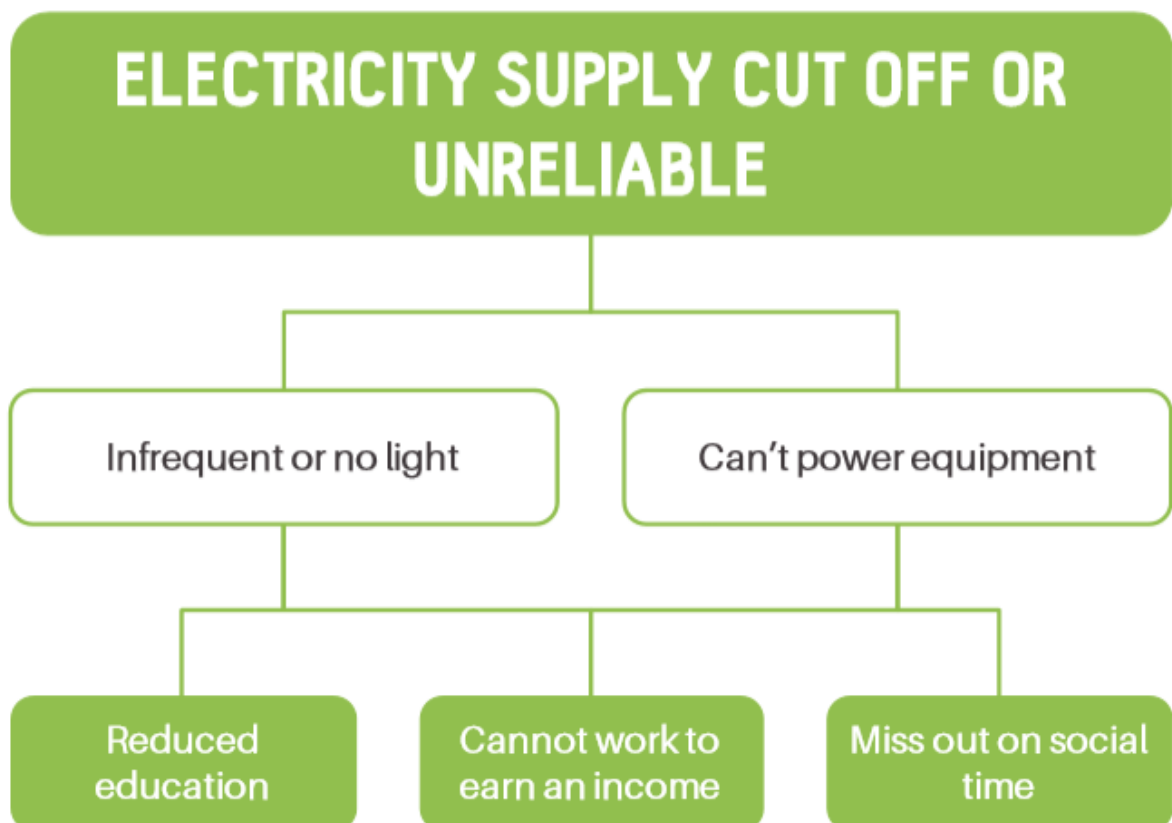
During the lockdown, there have been significant increases in the air quality around the world, with less people using their cars / public transport / planes. In this week's tasks you will explore the types of energy resources that are used to fuel our way of life.

Light box challenge:

REFLECTION ACTIVITY: This activity allows students to consolidate their learning of energy resources and the issues that arise due to lack of access to reliable electricity and explore some of the causes of this. You should try to come up with ideas to fix the issues from one of the scenarios in the attached document.

What affects access to reliable electricity?

- Distance and difficulty to connect
- Available money, materials and skills
- Reliability of electricity distribution system
- Balance of supply and demand
- Concerns about pollution



[Lightbox - Scenarios.docx](#)

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.

Researching Memory

Task 1: The Generation Game

You are too young to remember the programme “The Generation Game” with Bruce Forsyth! Google it or ask people at home! This was one of Mrs Glossop’s favourite Saturday night TV programmes and you are going to recreate it! You need to collect around 20 different items from around your house, put them in a box or bag and try to include a *cuddly toy*! Now you need a willing contestant (participant!) tell them you are going to show them 20 items. Show them each item for a few seconds and name it as you show it to them, then hide it back in the bag and show them the next item. After you have shown them all the items ask them to remember them, it doesn’t have to be in order. Write down the ones they remember. In the real Generation Game, the contestants won all the prizes they could remember. They often remembered the prizes at the start and the end. Was this the same for your contestant? Which items did your contestant remember? Can you explain **why** they remembered the ones that they did? Look up **the primacy and recency effect**.

Task 2: Investigating Short Term Memory and “Chunking”

You are going to investigate the short term memory. You will need a couple of people in your household to help you. Write out some cards / pieces of paper with different numbers of digits on them, for example 5 digits: 4 7 3 2 8 etc. Show your participant different amounts e.g. 4 digits, then 5 digits, then 6 digits etc and ask them to write them down in the correct order. How many can they write down before they start making mistakes? Now investigate how “chunking” can increase the capacity of the short term memory. First give your participant this list:

List A: F Y I B B C F A Q I T V K G U S A A T M How many letters can they remember?

Then this list

List B: FYI BBC FAQ ITV KG USA ATM

How many letters can they remember now? How is the second list organised differently? Does it make a difference to the capacity of the short term memory?

Task 3: The Multi Store Model Jigsaw

Can you make your own jigsaw of the multi store model? Draw out the multi store model on a piece of paper / card and cut it up like a jigsaw. Can you put it back together in the right order?

Light box challenge:

Design your own investigation to test the **primacy and recency effect**. You will need to write a list of at least 20 words, do your participants recall more words from the start or the end of the list? Is there a correlation between the position of the word in the list and how likely people are to remember it? Can you draw a graph to show this?

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.

ART

Art Task 1: Movie on a toilet roll

Description:

Use a cardboard toilet roll as your blank canvas and illustrate, paint, model it to depict your favourite movie. There is a PowerPoint resource to support you in the shared area – W DRIVE called 'Movie on a toilet roll LC' (email Mrs Ashcroft if you want it emailed to you).

Light box challenge:

If you are in Year 9 or want to challenge yourself, you could make several based on a group of characters from the film...

Art Task 2: Masters copy

Description:

Research the sketches of the incredible artists Leonardo Da Vinci, Rembrandt and Caravaggio. Create your own detailed sketched reproduction of one of their sketches, using either pencil or a ballpoint pen.

Light box challenge:

If you are in Year 9 or want to challenge yourself then create an A3 research page on these amazing artists! What do you think makes these Masters so great?

Art Task 3: How to draw a foot!

Description:

Follow the step by step tutorial on *Isolation art school* (an Instagram account) to draw a realistic foot to scale in pencil.

Light box challenge:

If you are in Year 9 or want to challenge yourself then look at the examples for 'Now create a view for your foot' and add a background to your foot drawing!

FOOD

Food Task 1: Business Plan

Description:

What is the local area missing in terms of a Food Establishment? Create a business plan to outline your ideas. A portable fajita bar? A luxury lunchbox drive thru collection service? Take away roast dinners?

Light box challenge:

If you are in Year 9 or want to challenge yourself, design the menu for your business, including the business name, illustrations, products and prices!

Food Task 2: Freedom Party!

Description:

Create an illustrated menu for a celebratory party that you could host at the end of the lockdown with all your friends and family – what sort of food would you serve? BBQ hotdogs? Rainbow Jellies?

Light box challenge:

If you are in Year 9 or want to challenge yourself, have a go at making one of the dishes on your menu!

Food Task 3: Packaging Analysis

Description:

Compare the food packaging of two items that you have at home. What differences are there? What features do both products have? Can you work out what elements must be included on food packaging by law?

Light box challenge:

If you are in Year 9 or want to challenge yourself then have a go at redesigning the packaging for a popular food product – think about the formal elements and sustainability.

DESIGN TECHNOLOGY

DT Task 1: 3D Packaging Design

Description:

Go to the Website *template maker* and select a packaging template. If you can print one out do so and decorate it using the theme 'Celebrating the NHS' – as if it were going to be used for a gift for an NHS worker. If you have no access to a printer, then you can draw out your own simple packaging net to decorate and construct.

Light box challenge:

If you are in Year 9 or want to challenge yourself, consider what product could be made and placed inside the box for the NHS worker? A fabric headband? A healthy snack? A tasty treat? Sketch out some ideas - or even better – make one of them and gift it on in your beautiful packaging!

DT Task 2: Natural Design

Description:

Take a shape found in nature, seen either on a walk or in the garden – or you can use the internet to find imagery. Use this as the starting point to design a piece of furniture, an item of clothing or a piece of sports equipment. Include annotations and overall measurements to show the finished sizes and materials you would use.

Light box challenge:

If you are in Year 9 or want to challenge yourself, extend your ideas to create a range of several products. Give your product range a brand name and logo.

DT Task 3: Marble Run STEM challenge**Description:**

Can you design a marble run that keeps a marble going for at least a minute? Watch the video to see how Dyson engineers have tackled the problem, including an impressive run made from Dyson parts. <https://www.youtube.com/watch?v=IN0Wn0XgPXQ&t=221s>

Light box challenge:

If you are in Year 9 or want to challenge yourself, build your design and video a successful marble run – meeting the rule of over a minute!

Business, ICT and Media Faculty

Choice of activities:

Please choose from the following list of activities. Last week you should have looked at the “**review**” skills needed to do well in these subjects. This week we are focussing on the “**plan**” skill needed in all of the subjects. These tasks tie in with the previous 2 weeks’ tasks set.

There are 3 tasks. You only need to do 1 task, but feel free to do more if you wish

Task Heading: ICT/Computing: Create in Scratch

Description:

Create a plan or a story board for a 1 minute YouTube advert for a game of your choice, this could include any appropriate footage and information.

This can be planned in any appropriate way: this could be on paper or video clips on a mobile phone or alternatively on PowerPoint slides. You should try to include what might happen or be said in each scene and any music you could include within it.

Light box challenge:

Add detailed annotations to your plan that would mean that anyone would be able to use your plan to create your game.

Task Heading: Media: Plan Media

Description:

Create a plan for a music video for a song of your choosing, your plan should include a range of different scenes which are relevant to your choice of song.

This can be planned in any appropriate way: this could be on paper or video clips on a mobile phone or alternatively on PowerPoint slides.

Light box challenge:

Analyse an existing music video, think about why each scene has been included explaining what is happening, its purpose, and any symbolism it may include.

Task Heading: Business: Plan for the promotion of a Social Enterprise

Description:

You will need to create 2 ways the Enterprise can be promoted, this should be a way that you can let your target customers know exactly what it is you are doing, why you are doing it and any other relevant information they may need to know.

Light box challenge:

Analyse the methods of promotion you have suggested, try to think about the benefits and drawbacks of using each method and evaluate how effective you think it would be.

Humanities Faculty

Choice of tasks:

Task Heading: 1. Seven Sacred Wonders of the World (RS)

Description:

Some of the best-known landmarks in the world have been inspired by faith and today they attract more visitors than ever before. For some they are places of quiet contemplation, for others they are sites of astonishing acts of worship, dangerous challenges and extraordinary deeds of devotion.

Watch the episode on BBC iPlayer and learn about these magnificent places and practices:

- <https://www.bbc.co.uk/iplayer/episode/m0007sxp/sacred-wonders-series-1-episode-3>

Light box challenge:

Write an answer to this question: “you do not need to worship in a particular place”. Discuss.

Try to write this like a 15-mark question, writing three paragraphs:

1. Why these places are important and help worship
2. Why these places are not important and are not needed in worship
3. Your own opinion with justifications

Task Heading: 2. The Bible Project National Competition (RS)

Description:

Take part in this national competition, which has been running for over 30 years. Cash prizes are awarded to schools producing entries of an exceptional standard, plus individual book prizes for students. The main prize-winners are also invited to London for a prizewinning ceremony, which includes a TOUR OF PARLIAMENT and TEA at Westminster.

Your entry should be a creative short story reflecting on an incident in the life of Christ or based on your reading of the stories in one of the Gospels (New Testament) such as:

- Angels announce the birth of Christ (Luke 2:420)
- The wedding at Cana (John 2:1-12)
- The raising of Lazarus (John 11:1 – 44)
- Christ calms the storm at sea (Mark 4:35 – 41)
- The Resurrection (Mark 16: 2 – 18)

More information can be found here: <https://www.christianprojectsocu.org.uk/our-projects/the-schools-bible-project/>

When you have completed your entry, please email it to Mrs Murdoch (lmurdoch@latimer.org.uk).

Light box challenge:

Try to incorporate into your short story key concepts that we have been discussing in lessons such as Agape, the Omni's of God, incarnation, The Trinity, eschatological beliefs (beliefs about the afterlife).

Task Heading: 3. The Big Fat History Quiz (History)

Description:

Log onto:

- <https://www.historyextra.com/article-type/quiz/>

There are dozens of different themed History quizzes to test your historical knowledge of time periods and themes. Choose those that interest you and give them a go. Attempt the quizzes, record your best score, and send to your teacher so we can keep a leader board.

Light box challenge:

On the quiz that you scored the lowest mark on, click here: <https://www.historyextra.com/topic/tv-and-radio/>

History Extra has hundreds of articles to read and short clips to watch as well as full episodes and TV series to help your historical knowledge. Read and watch to learn about your weakest area of History from your quizzes.

Task Heading: 4. Museum Piece (History)

Description:

Select your favourite time in history and create a series of images and captions for an exhibition on it. To give you inspiration you could watch the virtual tour of Tutankhamun London, which is currently on display in London.

- https://www.youtube.com/watch?time_continue=9&v=WKxsDuqogsk&feature=emb_logo

The more creative and informative the better!

Examples of how you could produce your museum display:



Light box challenge:

Create your museum piece on one of the units we will / you are studying at GCSE:

- Medicine through time
- The American West
- Anglo Saxon and Normans
- Weimar and Nazi Germany

Task Heading: 5. Geographical Quizzes (Geography)

Description:

Using **JetPunk** attempt the following quizzes, record your best score, and send to your teacher so we can keep a leader board.

- Name the country quiz - <https://www.jetpunk.com/quizzes/how-many-countries-can-you-name>
- Europe Map Quiz - <https://www.jetpunk.com/quizzes/map-quiz-europe>
- Capital City Quiz - <https://www.jetpunk.com/quizzes/name-world-capitals>

Light box challenge:

Where in the world is this?

1. Two thirds of this country is mountainous and mostly 500m above sea level.
2. The official language is German, with 88% of the population speaking it as their first language.
3. This country is bordered by eight other countries.
4. I am home to this picture
5. Europe's second longest river, the Danube.



Play the game:

GeoGuessr is a game that drops users somewhere in the world, and players have to figure out where they are based on clues. Your virtual self can walk around the area that you are dropped in, visit streets and people, and try to guess where you are using Google Maps. It is free to sign up so get guessing!

- <https://www.geoguessr.com/>

Task Heading: 6. Planet Earth 2 (Geography)

Description:

David Attenborough presents a documentary series exploring how animals meet the challenges of surviving in the most iconic habitats on earth. This will help you in all year groups to learn and investigate habitats, biomes and the world around you. In addition, it is an amazing documentary series!

Watch as many of the episodes as you can – each one tells a different and remarkable Geographical story:

- <https://www.bbc.co.uk/iplayer/episodes/p02544td/planet-earth-ii>

Light box challenge:

Create a fact file on each of the locations from the episodes that you watch (all of these are needed at GCSE!).

Consider:

- The human Geography
- The physical Geography
- Placement in the world – site and situation
- Biomes
- Threats
- Climate

Modern Foreign Languages Faculty

Choice of activities:

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.

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 1: Create a revision board game or card game on a topic you have studied this year

Description:

Create a board game to revise vocab and/or grammar you have learnt this year. You could use an existing template that you find online, a board game you already have but write new questions, or make up a totally new game!

Light box challenge:

Base your board game on a grammar point rather than vocab, then create a video explaining that particular grammar point so that any players of the game could use it for revision before playing.

Task 2: Visit a famous French landmark – virtually!

Description:

Complete a virtual visit to a famous French landmark. When you have finished your visit, write or say a short description of what you have seen and give your opinion, ideally in French.

Some useful websites:

The Louvre museum – <https://www.louvre.fr/en/visites-en-ligne>

Palace of Versailles – <https://artsandculture.google.com/project/versailles>

9 other destinations – <https://www.completefrance.com/travel/holiday-ideas/9-virtual-tours-of-france-1-6590936>

Light box challenge:

Research one of the places you have visited further and produce a mini fact file with at least 5 interesting pieces of information.

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:

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

- Online dance class
- Write and perform a monologue
- Have a karaoke party

Dance Task Heading: Online Dance Class

Description:

To follow and learn the online dance sequence as best as you can but making sure that you are making this your own / adding a bit of your own flare/style.

<https://www.youtube.com/watch?v=Ka6EJtQEiVk>

Light box challenge:

For those of you wanting to stretch and challenge yourself, take a look at/follow and learn the contemporary warm ups, into technique and short sequences - To continuing building on this contemporary technique. <https://vimeo.com/401627273>

Drama Task Heading: Write and perform a monologue

Description:

A monologue is like an extended thought-track. It is written in first person, as a character of your choice. Write a monologue (15-20 lines) telling your experience of lockdown from the points of view of: a doctor, a supermarket worker, a postman, a parent or one of your own. Consider showing a range of emotions as you write.

Light box challenge:

Write **three** of these monologues from contrasting points of view – showing the range of ‘lockdown’ experiences that different people might have. *For example, a busy doctor working 12-hour shifts, a bored teenager missing their friends, a parent of a demanding family.* You should aim to show different emotions through the language you choose when writing. Then have a go at bringing these to life, playing all three characters yourself. Consider your choice of vocal and physical skills. How are you going to distinguish between the three roles? (*Accent, pitch, posture, types of language used?*). You could then have a go at putting the three monologues together as a performance. Would you perform them one after the other? Or would you cross-cut between the monologues several times to heighten the contrast between the three? Be as creative as you can!

Music Task Heading: Have a karaoke party!

Description:

Have a karaoke night with your family or a video call karaoke party with your friends. It should provide lots of laughs. Most songs have a karaoke version on YouTube.

Light box challenge:

Prepare and practise a song that you will sing, working on good tuning, a nice vocal tone, accuracy of pitch and rhythm, use of dynamics and style.

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.

- Fitness Testing
- Sport Commentary
- Learn and label the Circulatory system

Task Heading: Fitness Tests

Description:

Create some fitness tests that can be carried out at home.

Using ideas that you know already, or from family members or research on the internet, create some fitness tests that someone could do at home. Write down the tests on a piece of paper or use the template provided.

You can test your fitness in lots of different ways to see how fast you are or how strong you are or how long you can do something for.

Can you think of some tests that you can do SAFELY at home? E.g. How long can you hold a PRESS-UP (PLANK) position for? Or how many sit ups can you do in 30 seconds? Or how far can you jump? The tests must be able to be **carried out safely.**

Can you test any of these types of fitness in your home? Speed? Balance? Muscular endurance (your muscles working for a long time)? Agility (being able to move quickly and change of direction like moving in and out of cones)?

There is a 'Fitness Testing Template' you could fill out or you could create your own! [Click here](#)

Light box challenge:

Create a video of yourself carrying out the fitness tests

Test the fitness of other family members! Who is the fittest in each of your tests?

Task Heading: Sports Commentary

Description:

Watch a sports match of your choice. This could be an old match shown on TV or on the internet. It could be a video of your own match that you have recorded.

Turn the volume down! Now practise commentating on the match! Try and say what you see happening on the screen. Can you name the players? Can you describe what they are doing - e.g. passing the ball, shooting, tackling? Can you make your commentary sound interesting?

Light box challenge:

Find someone in the family to take part in your commentating! Try and include them as you are commentating by asking questions to them about the action on the screen e.g. what did you think of the goal? What are your thoughts on the match so far?

Or video yourself commentating, watch the video back afterwards and write a short review on your commentating skills. Were you good? What could you have done better next time?

Task Heading: Learn and label the circulatory system

Description:

Our circulatory system is really important when we play sport. It is important to know what the parts are called. Using the internet or knowledge of others in your house, label the parts of the circulatory system using the [templates provided \(click here\)](#).

Light box challenge:

Learn the names of all parts without looking at the sheet.

Get someone in your family to test you covering the different parts. Can you get them all right?