



Home Learning Booklet

4th - 8th May

Home Learning Booklet

Well done on all of the home learning that you have completed over the last few weeks. During this time, we have been listening to your feedback about what is working well and what you are finding more difficult.

The first thing to say is, **please do not worry**. We will ensure that you catch up on anything that you need to once you return to school.

Over the next 3 weeks, we are going to be setting the work at home for you in a different way. This booklet contains a range of activities for you to do from each department area. 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. They range from historical cooking, to bird spotting, to creating your own warm ups and more!

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

We will send you a booklet each week up until the May half term.

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.

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 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. 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!

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

	Monday 4 May	Tuesday 5 May	Wednesday 6 May	Thursday 7 May	Friday 8 May (Bank holiday)
1	Plan your week				
2					
3					
4					
5					

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.

1. 'Have I Got News for You?'

Look on the front page of the BBC Newsround website and find a story - read through the story and pick out the language that is used to influence a reader. Create your own newspaper aimed at teenagers about how life has changed in the past few weeks.

Light box challenge: Look carefully at the font, colour and style of Newsround – can you replicate and make your article look and read like it could be part of Newsround?

2. 'Clearout Monster'

Clear out old clothes / toys / rubbish from your bedroom. Anything that wouldn't be of use to a charity shop etc. you should use to create a monster (linking to the novel *A Monster Calls*). Photograph your creation and make a list of the 'ingredients'. How can you create / change aspects of the Monster's personality by rearranging the items?

Light box challenge: Create the voice of the monster. How would it sound? What powers does it have? Write a monologue from the perspective of the monster or one of its victims.

3. 'House of Cards'

Watch Richard Osman's 'House of Games' on BBC2 at 6.00pm Mon-Fri. Create your own episode! You need five rounds (the last round must be 'Answer Smash'). Create 5 questions per round. Each round also needs a title. You can produce this on paper, PowerPoint, Word... whatever suits you best.

Light box challenge: Host your own show with your family / friends on Facetime / Zoom etc. You could record it too like the television show and dress up like a television host!

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.

Choice of activities:

Please choose from the following list of 2 activities. They have been chosen to give you a choice of learning activities.

1. Numeracy in the News

There are **6 activities** for you to **choose from** this week, plus the option to make and play your own game. You **do not need to complete all of the activities**, but choose the ones that interest you the most. They all involve recent news stories and encourage you to think about the numbers and data that is being presented and the different ways in which they may be interpreted.

If you are in **Year 7** and have **Mrs Strudwick** as your teacher we would recommend that activities 1, 2 and 4 would be the best ones to try with activity 4 as your lightbox activity.

Activity 1 is a good (and quite quick) starting point for all students, top-set students may wish to skip activity 2.

To access the booklet please log in to your home learning account and then click the [link here](#).

2. Play your own game (Mancala)

The Maths staff have put together instructions on how to play a game at home with some simple set up (some paper and buttons/marbles/counters). If you follow the [link here](#) (make sure you are logged in to your school account) it will take you to the basic instructions.

Once you have watched the first video there is a [second video here](#) (make sure you are logged in to your school account) with more complex rules to play.

Science Faculty

Choice of activities:

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

1) Your Ideal Zoo

Design / make your zoo. You could draw out your zoo or build it out of any materials you have at home (could you use your recycling?). Think about what animals you would have and how you might group them. Should there be a restaurant / shops / ice cream stands. It can be as imaginative as you want.

2) Animals in the Zoo

Pick two animals and two types of plants that are found in a zoo. You should create an information sheet to display for the public to learn about the animals and plants you have picked. One of your sections should be on how they are adapted to live in the environments that they would originally be in.

3) What do Zoos do?

Research how zoos are helping biodiversity with the breeding and reintroduction of endangered species to the wild. There will be lots of information on the zoo websites about the conservation work that they do.

4) Visit a Zoo!

During lockdown lots of zoos are videoing live viewings around their zoo to give you more information about the animals and how the zoo runs. You can use these to help you look into the activities above.

Cincinnati Zoo – Home safari videos

<https://www.youtube.com/watch?v=IEKhSO4WiX0&list=PLek4nkkPq41obS0YS2V140MJn0rQAYedf>

Zoo web links:

<https://www.chesterzoo.org/>

<https://bristolzoo.org.uk/>

<https://www.edinburghzoo.org.uk/>

<https://www.zsl.org/zsl-london-zoo>

Light box challenge:

The Big Question:

“Zoos are cruel and all the animals should be released into the wild”.

Prepare a speech or presentation to tackle the statement above. Consider the pros and cons and come to a conclusion that you can argue to people at home, or video it and send it to your science teacher. There are help sheets you can [access here](#)

Art & Design Technology Faculty

ART

Choice of tasks:

Please choose from the following list of 9 tasks. They have been chosen to give you a choice of learning activities.

1. Art Task 1: Paint a Pebble

Description:

Paint a pebble with a skilful illustration and positive message - keep a good quality photo then place the pebble somewhere for someone else to find when you next go on a walk or bike ride!

Light box challenge:

If you are in Year 9 or want to challenge yourself then research painted pebbles on Pinterest and try a challenging portrait of a TV or film character – there are some great Chewbacca ones!

2. Art Task 2: Rainbow Positive Collage

Description:

You may have seen rainbow symbols in people's windows to promote positive feeling during this period of crisis. You are to use old magazines, packaging from your recycling bin, papers etc to create a rainbow collage with a positive message that you can display in a window.

Light box challenge:

If you are in Year 9 or want to challenge yourself then consider using a ballpoint pen or sharpie to then illustrate over the top of each colour with items of that colour, in a Zen tangle / doodle style drawing... (Yellow = bananas, lemons, sunshine...)

3. Art Task 3: How to Draw a Hand

Description:

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

Light box challenge:

If you are in Year 9 or want to challenge yourself then look at the examples for "What will you put in your hand?" and add an object to your hand drawing!

FOOD

1. Food Task 1: Food Presentation Skills

Description:

Be inspired by the presentation techniques of Michelin star chefs and make an ordinary meal look like a posh delicacy. From a fish finger sandwich to a bowl of shreddies... Watch this video and be inspired, then make your own creation! <https://www.youtube.com/watch?v=kcbRpLX-mqs>

Light box challenge:

Watch this video and try plating up a meal for your family using some of the techniques! Email photos to your Food teacher... <https://www.youtube.com/watch?v=r2tul8uyzA8>

2. Food Task 2: Design a Menu

Description:

Design a 3 course menu (Starter, Main and Dessert) based upon your favourite book or film.

Light box challenge:

If you are in Year 9 or want to challenge yourself then try to make one of the dishes on your menu – email a good quality photo to your Food teacher!

3. Food Task 3: Best Sandwich Ever

Description:

Draw out and annotate what you would consider to be the **best sandwich ever** – colour it accurately and label all elements. Keep the design safe for your folder.

Light box challenge:

If you are in Year 9 or want to challenge yourself then make (and eat!) the sandwich! Email a good quality photo to your Food teacher!

DESIGN TECHNOLOGY

1. DT Task 1: Race Car Livery

Description:

Research race car liveries and design your own based on some of your favourite brands.

Light box challenge:

If you are in Year 9 or want to challenge yourself then find a toy car or cut a detailed 2D car shape from card and illustrate it with your design using paints or sharpies!

2. DT Task 2: Symbol Design Task

Description:

There have been many symbols for different medical initiatives in the past. The most well recognised being the Medic Alert bracelets. Look at different medical symbols and find out their meanings, then try and design one of your own.

Light box challenge:

If you are in Year 9 or want to challenge yourself, design a product that would feature your symbol, showing how it would be seen and used in society.

3. DT Task 3: Stem Challenge 01: Balloon Car Race

Description:

Make and race a balloon-powered car using just a balloon, a plastic cup, straws, thread and rubber bands. Watch the video to see Dyson engineers supersizing their balloon cars to see if they can win the race. <https://www.youtube.com/watch?v=2x-ixR7E3xA>

Light box challenge:

If you are in Year 9 or want to challenge yourself then draw out and annotate your design, showing how it could be made to scale and built to accommodate human passengers! Keep the work safe for your coursework folder.

Business, ICT and Media Faculty

Choice of activities:

Please choose from the following list of activities. Over the next 3 weeks we are going to work on the following skills needed in this subject area:

- Create
- Review
- Plan

This week it is **create**, there are 3 tasks. You only need to do 1 task if you are in year 7 and 8, but feel free to do more.

1) Create in Business a Social Enterprise

Description:

Recycling project – you need to design a Social Enterprise creating a product that could be manufactured using recycled home waste. Use [this link](#) to look at some of the ideas people had using plastic bottles. Take a photo of your design in action.

Light box challenge:

Try to work out how many of your products you could produce per month and come up with a price for it, then try to calculate how much money you think you might be able to raise for a good cause!

2) Create in IT - Scratch

Description:

Use Scratch to create a game of any type, send your game to your friends to see what they think of it. <https://scratch.mit.edu/projects/31876/studios/>

Use the internet to research some of the different skills that can be included within your game.

Light box challenge:

Add into your game some sort of scoring system that means that your performance can be reviewed – you may need to look for a tutorial on how to do this.

3) Create in Media

Description:

Create a DVD cover for a new film idea, this could be taking an existing idea and changing the audience or simply updating it! You can produce your design in any way you would like, with or without a computer.

Light box challenge:

Take your design and change the target customer for your film, either re-create it or annotate your original design and explain some of the ways that you would have to change it, for your design to appeal to a new audience.

Humanities Faculty

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 two learning activities per subject designed to give you variety. You should do at least 1 task from the list of 6 and feel free to do more.

1. Spirited Arts Competition

Description:

A national competition designed for RS / PSHE. Join hundreds of schools from around the world taking part in this year's Spirited Arts Competition! We welcome entries in (almost!) any art form you can think of, including:

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

Winning entries will provide a good response to one of the 5 themes, and judges will be asking is it original? Is it well-crafted? And (most importantly!) is it excellent RS?

Students can enter individually, in pairs or groups, so work with your brothers/sisters.

All entries must be received before 31 July 2020, so share pictures with Mrs Murdoch via email and she will be able to enter you. **There are National Prizes, so well worth entering!** A student from Latimer did win previously and received a voucher for £100

This link will take you to the Spirited Arts Competition page with a full list of the 6 themes to choose from with resources to give you inspiration:

<https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/>

Light box challenge:

Try to include scripture into your project to show reflection and evaluation of spiritual beliefs and practices. If you need support in finding the perfect quotation, here is an online Bible that you can search: www.biblegateway.com

2. Who Inspires You?

Description:

Think about a person who inspires you (they can be religious, but they DO NOT HAVE to be). This is a great opportunity for your RS teacher to get to know YOU a little bit more. Create a project explaining your inspirational person explaining who they are, what they have done and why you find them inspirational. You could produce this in a ppt, on paper, or you could get creative.

An example from one sent in is below:

“Mrs Murdoch asked us to either draw or actually make a statue of a person who inspired us and explain why we chose that particular person. I chose Mother Teresa as I personally look up to her and want to do the work she has done such as helping the sick. Other students did people such as Mo Farah and Stevie Wonder as they want to be athletes or pop stars. I really enjoyed the project as it challenged me but it was also lots of fun to actually make a real statue. It was also very enjoyable to see the other projects because it was interesting to see who other people chose and why those people were inspiring.”



Light box challenge:

At GCSE we study people who have changed the world and completed incredible acts. Research one or more of these people - they may inspire you!

- Martin Luther King Jr
- Malala
- Rosa Parks

3. Medieval Medicine

Description:

The BBC have created some great daily lessons. Learn about medicine in the Middle Ages. This lesson includes:

Two videos about the techniques and issues of medicine in the Middle Ages and two activities to build knowledge. Log on here: <https://www.bbc.co.uk/bitesize/articles/zrgmxyc>

Advances in medical procedures and medicines mean that today you are likely to be healthier and live longer than at any other time in human history. Watch the short animation to learn about medicine in the medieval times and learn about how they treated illness and disease.

Read the BBC Bitesize information and complete the activity on the daily lesson:

Activity 1: The Four Humours

Make a poster to represent The Four Humours. You can use the video and text to help you.

Light box challenge:

At the end of the daily lesson on the web page is a medieval medicine quiz. This is aimed at GCSE students and is a great opportunity to review your Medicine learning and revise any areas that you get incorrect. Produce a revision resource such as a mind map or cue cards to help your memory.

4. Historical Recipes

Description:

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



Quite a few recipes are labelled “puffs” in seventeenth and eighteenth-century recipe books. Many of the recipes for puffs look very similar to modern recipes for meringues. The instructions describe whipping egg whites and sugar until “light and stiff” and baking the puffs on sheets of paper.

To access the recipes [please click here](#)

5. David Attenborough does Geography

Description:

Watch David Attenborough's TV episode exploring Climate Change. You do not need to write anything – simply watch and learn.

Climate Change – The Facts <https://www.bbc.co.uk/iplayer/episode/m00049b1/climate-change-the-facts>

Light box challenge:

The BBC have created some great daily lessons. Learn about climate change including the causes of global warming. This lesson includes: two videos explaining and providing evidence for climate change and two activities.

Log on here: <https://www.bbc.co.uk/bitesize/articles/zhvwjvhv>

Read the BBC Bitesize information and complete the activity on the daily lesson:

Activity 1: Rank the evidence

After watching the above video, rank the reliability of each data source and decide which is the strongest evidence for climate change in the UK.

Activity 2: Complete the Quiz

Test your knowledge of climate change with this 10 question multiple choice quiz.

6. What's that Bird?













Description:











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

Try to capture a photo of one and correctly identify which bird you have seen and send your photo to Miss Landy

What did you see?

Can you find a way to make it easier for you to note down the highest number of each species that you see together at the same time? There is room below each bird's name for you to add your idea for doing this.

	Black-headed gull		Woodpigeon
	Collared dove		Feral pigeon
	Robin		Blackbird
	Great tit		Song thrush
	Coal tit		Blue tit
	Magpie		Jackdaw

	Carrion crow		Hooded crow
	Starling		House sparrow
	Greenfinch		Chaffinch
	Pied wagtail		Wren
	Dunnock		Long-tailed tit

Light box challenge:

Did you notice anything in particular about the birds you saw? Differences in how they moved or what they were doing? Or perhaps you managed to see and identify a bird 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.rspb.org.uk/birds-and-wildlife/wildlife-guides/identify-a-bird/>

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.

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?

2. Label a Room

Description:

Using post-it notes or sellotape and paper, label as many things as you can in a room / rooms of your choice, e.g. *la télé (the TV)*. Ideally, also try to add the colour or another adjective to describe the item. e.g. *la grande télé (the big TV)*. You should label at least 10 items.

Light box challenge:

Write sentences to describe what is in the room and how you use it. You could even choose a theme for your writing, e.g. the past tense – *Le weekend dernier j'ai utilisé mon ordinateur pour faire mes devoirs.*

3. Research a Francophone Country

Description:

French isn't only spoken in France – there are many countries around the world where French is widely spoken. Research which other countries are French-speaking (francophone), then pick one and create an information booklet or presentation about that country.

You could include the following information: population, capital, currency, flag, leader, cuisine, climate, other points of interest. You can complete this in English – this task is aimed at increasing your cultural understanding.

Light box challenge:

Create all or some of the information booklet in French.

Ignite

(For those students in Years 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.

1) 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.

2) Current Affairs

First News (online newspaper)

Description:

Access this week's online edition of 'First News' ([click 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 minutes 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 activities:

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

- Create a dance warm-up
- Watch a piece of live theatre
- Musical performance challenge using pots and pans

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

1. Create a dance warm-up

Description:

Create a dance warm up including:

- Cardio – increase heart rate; star jumps, jogging, high knees etc
- Stretches – start at the top of your body; neck, shoulders, arms, hips, legs, ankles, feet
 - Circling of the head
 - Rolling shoulders forwards and back
 - Arm across body, pulling the other

The warm up song needs to be a song from the year that you were born:

Example: 2008 - Sam Sparro – Black and Gold

Light box challenge:

Add in technique work, thinking about body alignment, pointed toes, straight/strong arms. You could create a couple of corner work exercises or a short motif that could be repeated on left and right side.

2. Watch a piece of live theatre

Description:

Watch a live recorded play or musical by streaming YouTube to your TV. National Theatre – full productions weekly. (Check with parents / carers which ones are suitable for you and / or younger siblings before watching!).

Light box challenge:

Pick one key moment from the show. How did each actor create a convincing character at this point on stage? Write a paragraph for each actor that explains how they used physical and vocal skills to present an effective performance. (*Physical skills: facial expressions, body language, facial expressions, eye contact, posture. Vocal skills: volume, pace, pitch, tone, pause*).

3. Musical performance challenge using pots and pans

Description:

Using different pots and pans, put them in pitch order, lowest to highest and then experiment how to play the best version of Happy Birthday on them. (Record and send to your Music teacher if you'd like).

Light box challenge:

Using an instrument (or piano app) find pitches from different pots and pans that match the notes GABCDEF G and learn to play Happy Birthday.

Even bigger challenge – find a piece of music, look at the scale (what key it's in), find pitches that match that scale and learn to play your chosen piece.

Both of these activities will improve your musical ear and your listening skills (to help with GCSE Music).

Physical Education Faculty

Choice of activities:

Please choose 1 task from the following 3 activities. They have been chosen to give you a choice of learning activities.

- Create an exercise session
- Watch and take part in a Joe Wicks exercise session at least 3 times this week
- Learn and label the skeletal system

1. Create an exercise session

Description:

Create an exercise session:

Using ideas that you already know or from family members, or research on the internet; create an exercise session that someone could do at home. You could:

- Write down the names of the exercises and draw a picture of the exercise
- Decide how many (REPS) of each exercise you will do or decide how long you do each exercise for? (TIME)

There is an 'exercise template' you could fill out or you could create your own! [Click here](#) for the document.

Light box challenge:

- Take photos of yourself performing each exercise; or
- Create a video of yourself performing the exercises; or
- Carry out the exercise programme with your family! Get them to evaluate the session and give you feedback (or take a video of them doing it!)

2. Joe Wicks exercise

Watch and take part in a Joe Wicks exercise session.

Description:

Watch a Joe Wicks exercise programme on YOUTUBE and join in with the session trying to do as much as you can!

The link to his YOUTUBE site can be found here: [Joe Wicks exercise session](#)

You could do it with your family!

Light box challenge:

Write a review of how the session went. What did you find easy? Which exercises were difficult? Can you remember the names of any of the exercises? How did Joe Wicks make the session easier / harder? Was there a warm-up / cool down?

3. The Skeletal System

Learn and label the skeletal system. The link for the [system is here](#).

Description:

We need our bones for when we play sport. It is important to know what they are called. Using the internet or knowledge of others in your house; label the bones in the body using the templates provided.

Light box challenge:

Learn the names of all the bones without looking at the sheets.

Get someone in your family to test you by pointing to the different parts of their body and you have to tell them what the bones are called.