



# **Home Learning Booklet**

**22<sup>nd</sup>-26<sup>th</sup> June**

## Home Learning Booklet

We are half way through the term and again we need to praise you for the way you are working and thank you to those who are sending us copies of your work in it is appreciated.

This is the third week working on your overall project.

Again, 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. Everyone in the country is in the same position as you – and at the moment the most important thing is looking after your mental well-being.

That is why 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.

### **NEW THIS WEEK!**

We would like to check in with you about your engagement and understanding by asking you to take a few short Show My Homework quizzes in **English, Maths and Science**. The first thing to say is PLEASE **do not worry** if you struggle with these. They are there to help us plan and understand for the future so just have a go!

Thank you for the work on Tassomai – lots of you have signed up – keep it going, and if you did not get a chance to sign up last week the instructions are included again for this week.

And remember that for those of you who want a different style of work than the booklet we are suggesting that you could use the following website for different subjects

<https://www.thenational.academy/online-classroom/subjects/#subjects>

Simply click on the link and select your year group. Then select your subject and follow the lesson plan.

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 or 8 you might want to work on them together to complete them.

## What activities do you need to complete?

### REMEMBER THIS WEEK TO LOOK AT SHOW MY HOMEWORK FOR SOME QUIZZES IN ENGLISH MATHS AND SCIENCE

#### 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 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](http://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. This week we have also **included different work books for different year groups to work on**.

#### Science

From this week as well as the Science project if you can please do 10 minutes of Tassomai a day.

#### 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

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.

#### 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 22 <sup>nd</sup> June	Tuesday 23 <sup>rd</sup> June	Wednesday 24 <sup>th</sup> June	Thursday 25 <sup>h</sup> June	Friday 26 <sup>th</sup> 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 22 <sup>nd</sup> June	Tuesday 23 <sup>rd</sup> June	Wednesday 24 <sup>th</sup> June	Thursday 25 <sup>th</sup> June	Friday 26 <sup>th</sup> June
1	Corbett Maths and Reading Tassomai	Corbett Maths and Reading and Tassomai	Corbett Maths and Reading and Tassomai	Corbett Maths and Reading and Tassomai	Corbett Maths and Reading and Tassomai
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*

**The article referred to is also sent as an attachment with this work to the students.**

### Show my Homework Quiz

We also would like you to take a **Show My Homework Quiz** as part of your work for us to see how you are doing. Please do not worry if you struggle with it, it is to help us understand where students are up to. It should not take you very long!

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

#### **'Tokyo 2020 – Facts and Opinions – Option One'**

Read the article 'Tokyo Olympics postponed to 2021 due to coronavirus pandemic' (<https://www.theguardian.com/sport/2020/mar/24/tokyo-olympics-to-be-postponed-to-2021-due-to-coronavirus-pandemic>).

- 1) What is the difference between a fact and opinion? Write down a definition for each.
- 2) Now create a table with the headings 'Facts' and 'Opinions'. How many examples of each can you find? Aim for at least five.
- 3) Are there more facts or opinions in this article? Why is this? What are the writers. McCurry and Ingle, aiming to do? Write a response to explain your thoughts.

#### **'Tokyo 2020 – Facts and Opinions – Option Two'**

Read the article 'Tokyo Olympics postponed to 2021 due to coronavirus pandemic' (<https://www.theguardian.com/sport/2020/mar/24/tokyo-olympics-to-be-postponed-to-2021-due-to-coronavirus-pandemic>).

- 1) According to the article, make a list of the effects of postponing Tokyo 2020 to 2021.
- 2) Label your list with an F for facts and an O for opinions. What do you notice? Why do writers use a mix of fact and opinion?
- 3) In your opinion, who has been affected the most by postponing the Olympics? Write your response and make sure that you explain your response fully.

#### **"Tokyo 2020 – Facts and Opinions – Option Three"**

Use the internet to try and find out some facts about the sports that are due to take place at Tokyo 2020. There are some – like athletics and swimming – that have been at the Olympics for over a hundred years and others – like skateboarding and surfing – that will be there for the first time. Create either a quiz, board game or card game using the facts you have discovered.

#### **CREATIVE CHALLENGE:**

Create a new Olympic sport. You should think about the rules, what equipment you will need, and what someone needs to do to become successful. Either create a presentation or rule book for your sport or, if you are feeling really creative, record a video or take some photos of you and your family playing your new sport!

## 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.

### Show My Homework Quiz.

We also would like you to take a **Show My Homework Quiz** as part of your work for us to see how you are doing. Please do not worry if you struggle with it, it is to help us understand where students are up to. It should not take you very long!

### White Rose Learning Tasks:



Go to [whiterosemaths.com](https://whiterosemaths.com)

You can find the website here <https://whiterosemaths.com/>.

1. Click on the HOME LEARNING box.
2. Click on your year group.
3. Click on the video for lesson 1, watch the video for lesson 1.
4. Download the worksheet for lesson 1, you can either print out the sheet or complete answers on paper.
5. Download the answer sheet for that lesson and mark your work.
6. There are 4 lessons a week that you could try

The later lessons and questions are harder Maths so do those which challenge you!

There is a weekly family quiz added on a Friday which can be used as an extension activity or as a family activity should you wish.

[Year 7 worksheet link](#) is here and we will send you the booklet. The answer booklet [is here](#).

[Year 8 worksheet link](#) is here and we will send you the booklet. The answer booklet [is here](#).

If you have any issues with the website, please contact the school using the usual methods by emailing [mail@latimer.org.uk](mailto:mail@latimer.org.uk).

### Maths newsletter – Secondary Ready students [click here](#)

For those of you who are struggling with the Maths please keep trying your hardest – but we also include a newsletter with some Maths tasks, jokes and useful tips for you to look at and complete if you have difficulty with the White Rose maths – if you are in **the secondary ready classes** please try this first and then look at the other booklets.

Answers to the Maths newsletter [are here](#)

## **Science Faculty**

### **Task 1 – Tassomai**

Last week you should have set up your Tassomai account – please remember to do little and often to help you.

The instructions for how to set it up can be [accessed here](#).

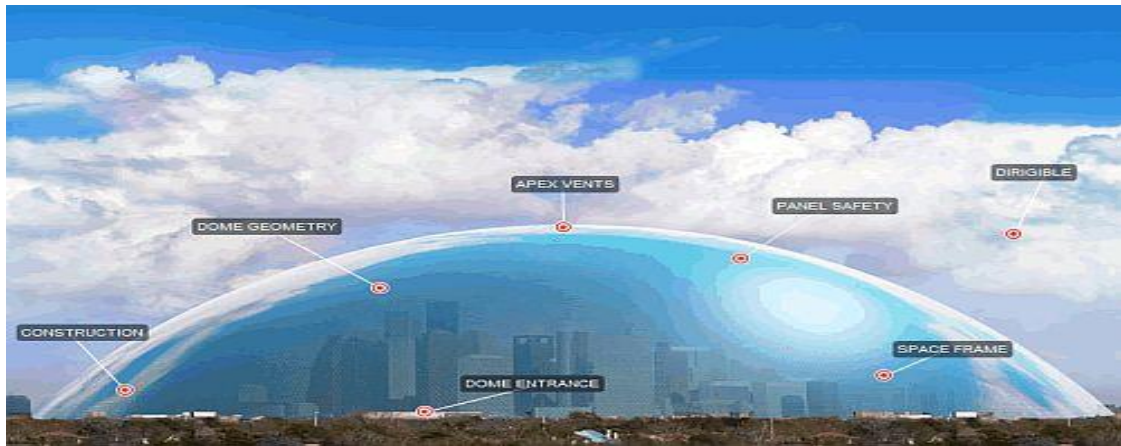
### **Task 2: Quiz**

We also would like you to take a **Show My Homework Quiz** as part of your work for us to see how you are doing. Please do not worry if you struggle with it, it is to help us understand where students are up to. It should not take you very long!

### **Task 3: Continue with your moon project**

Remember you are continuing with you BIG 6 week project – with this week's specific tasks to complete below.

## Project Moon landing



**You have been specially chosen to be part of the first colonisation of the moon.**

**The only way to survive is in a dome.**

**YOU are in charge...**

**HOW WILL YOU SURVIVE IN A DOME FOR TWO YEARS?**

### **Big Question**

***“What do we need to put into the Dome and why?”***

**Details:**

1. The Dome needs to exclude all material from outside except sunlight.
2. The Dome will be 2Km in diameter.
3. Only healthy people will be allowed to live there. You will decide who and how many will be allowed in the dome. Think about what jobs they would be able to do.

### **Presentation**

You will be presenting your dome idea to the Latimer Space Programme. The presentation will need to include:

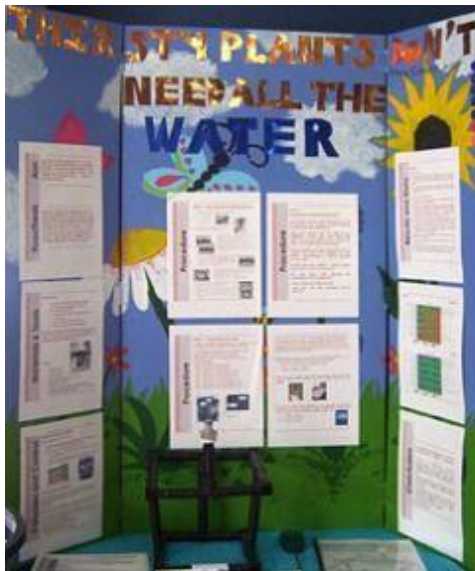
1. A model of the dome and what is inside.
2. A presentation board with all the information that you will have collected over the length of this project.
3. A speech to give to the Latimer Space Programme team, explaining your decisions, the different features of your dome.

**Time:**

You have 6 weeks to gather the knowledge you need to be able to decide what goes into your dome and why.

After you have completed the task for the week, please make sure you add your findings to the presentation board.





**Week 3:** Water is vital for all living things so how do we make sure they all get enough in the Dome?

Task 1: Draw or find a labelled picture of the water cycle.

What are your water sources in the dome?

.....

.....

.....

How will you ensure you have enough water?

.....  
.....  
.....

Task 2: What happens when we become dehydrated? Draw a cartoon strip that shows what happens when you begin to become dehydrated. Use the following links to help you.

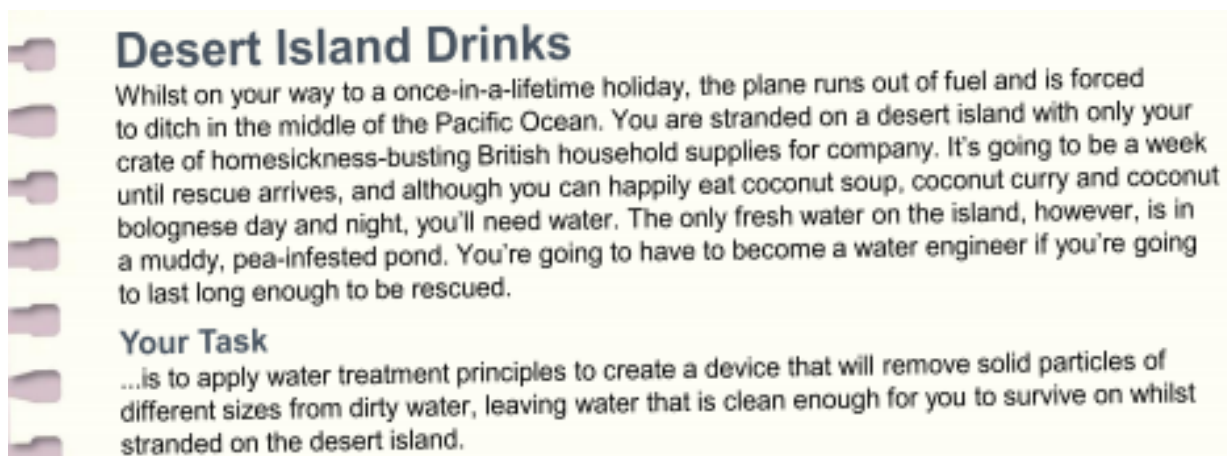
<https://www.nhs.uk/conditions/dehydration/>

<https://kidshealth.org/en/teens/dehydration.html>

<https://www.youtube.com/watch?v=zCheAcpFkL8>

<https://www.youtube.com/watch?v=9iMGFqMmUFs>

Task 3: Try the practical experiment on the next few pages.

The image shows a worksheet titled "Desert Island Drinks". On the left side, there are five small, empty rectangular boxes stacked vertically, intended for drawing a cartoon strip. The main text describes a scenario where a plane is stranded on a desert island with only a crate of British household supplies. It mentions that while there is food like coconut soup and bolognese, there is no fresh water except for a muddy pond. The task is to apply water treatment principles to create a device to filter the water.

**Desert Island Drinks**

Whilst on your way to a once-in-a-lifetime holiday, the plane runs out of fuel and is forced to ditch in the middle of the Pacific Ocean. You are stranded on a desert island with only your crate of homesickness-busting British household supplies for company. It's going to be a week until rescue arrives, and although you can happily eat coconut soup, coconut curry and coconut bolognese day and night, you'll need water. The only fresh water on the island, however, is in a muddy, pea-infested pond. You're going to have to become a water engineer if you're going to last long enough to be rescued.

**Your Task**

...is to apply water treatment principles to create a device that will remove solid particles of different sizes from dirty water, leaving water that is clean enough for you to survive on whilst stranded on the desert island.

Equipment:

- An empty plastic bottle (1L or 2L)
- Scissors
- High sided tray/dish
- Water in a container
- Contaminants (sand, mud, stones, glitter, leaves, or anything else you'd like to try)
- Cardboard
- Glue
- Pint glass
- A Selection of filtration materials (satsuma bags, tissue paper, cotton wool, cloth (can use old clothes), sponge or anything else you'd like to try.

Collect the materials that you are going to use. Remember to recycle where you can.



So that you can compare you might want to take pictures of the water after each filter to see the difference.

You could use this to answer the questions in the next task.

The most successful filtration system would give the cleanest water.

1. Which was the best order of filters?
2. Why do you think this cleaned the dirty water better than any other order?
3. Which was the worst order of filters?
4. Why do you think this didn't remove the particles as effectively?
5. What happens if you filter the water again?

**The Lightbox activity** is all about how astronauts get their water in space. You may get some ideas about how to improve your filtration system. Read how astronauts filter their urine into drinking water.

[https://science.nasa.gov/science-news/science-at-nasa/2000/ast02nov\\_1](https://science.nasa.gov/science-news/science-at-nasa/2000/ast02nov_1)

<https://www.youtube.com/watch?v=e3za6ITfWk>

<https://www.youtube.com/watch?v=kOlj7AgonHM>

Could you incorporate any of these ideas into your plan to get drinking water in the Dome?

MAKE SURE TO ADD YOUR WORK/INFORMATION TO YOUR PRESENTATION BOARD.

## 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.

### DT Task 1: FASHION DESIGN

**Description:** Design a new PUNK outfit inspired by the Fashion designer *Vivienne Westwood*. Use a figure or model to help you draw the body. Think about pattern, colour, embroidery and embellishment. Label your design.

**Light Box Challenge:** Have a go at making a mini garment or accessory in Vivienne Westwood's style – Maybe A hair scrunchie, A Dog coat or mobile phone holder....



### DT Task 2: HOW ARE TRAINERS MADE?

**Description:** Watch the brilliant BBC documentary of the science behind how trainers are made!!

**Light Box Challenge:** Design a pair of trainers for a specific sportsperson – what qualities would they need to have and how do you think they would like them to look?



### DT Task 3: PAPER AEROPLANE DESIGN

**Description:** Start by watching this youtube video on how to make 5 different paper aeroplanes and select which one you would like to make:

<https://www.youtube.com/watch?v=54noZe-0B1c>

Next, think of designs that you could add to the wings and visible surfaces, you could make it look like a spitfire from the world war or be completely creative and unique.

**Light box challenge:** Consider what decorative elements you could stick to your plane without affecting its ability to fly!



### ART Task 1: T-SHIRT OCTOPUS!

**Description:** Create a T-Shirt Octopus! Watch the video to make your Octopus using recycled materials

[https://www.youtube.com/watch?v=lu3CEK4QZJg&feature=youtu.be&fbclid=IwAR3CQON4CeOqlfDwdCJWJdCdkCq5A\\_PqyV9sfcCBi5i7GslcKz35PfIKAlq](https://www.youtube.com/watch?v=lu3CEK4QZJg&feature=youtu.be&fbclid=IwAR3CQON4CeOqlfDwdCJWJdCdkCq5A_PqyV9sfcCBi5i7GslcKz35PfIKAlq)

**Light Box Challenge:** Maybe you could paint or colour the material in first? Think about the formal elements such as pattern and colour!







### **FOOD Task 3: TV REVIEW**

**Description:** Watch a cooking show on TV and write a detailed review of one of the dishes made. Identify equipment, ingredients and techniques used and talk about how you think it look and would taste!

**Light Box Challenge:** Have a go at making the dish you have reviewed, add photos and further notes to your review now you have tasted it too!





### **Lesson 3 New York Research Task:**

#### **Search for and store information from the internet**

As part of your task organising the trip, you need to find out information about New York. You will use some of this information to create the different documents later in the project.

From the research you find you are going to store the information in a sources table (use the example below and create your own table in word)

**Task 1** Use a search engine and suitable search criteria to find information about the costs of at least 4 different flights. Find out what the costs of different airlines are.

When you have found websites containing relevant information, you should:

- keep a record of the website addresses (URLs) **Emerging**
- store the information found for use in later tasks **Developing**
- use favourites/bookmarks to store useful links **Secure**
- organise your favourites/bookmarks into folders **Excellence**

**Task 2** Research the top 10 sights/activities for tourists in New York and find out when the places are open and how much the tickets / entry fees are. (Use official websites only.)

**Secure level**, you must use effective search criteria (e.g. keywords) to find suitable information.

**Excellence level**, you must make effective use of advanced search criteria appropriate to the search engine being used (e.g. advanced search pages, quotes, wildcards) to find suitable information.

**Light box activity** - Explain the copyright issues relating to the use of source material from the internet for business use.

Comment on the trustworthiness and validity of each source you used by considering the trustworthiness of the source and how up-to-date the information is on each site you have used.



### Example sources table

[illegible]



## Humanities Faculty

### Task Heading:

This half term you will complete a Humanities challenge:

- 'Around the world in 30 days'

You have 20 school days left of this year, and so each week we will set you a continent to research and learn about.

### Description:

Your task is simple; you will be given a continent each week and you must produce a postcard fact file or a flapbook on each. – you may choose to focus on a particular country or groups of countries – it is up to you

- This week you will research ASIA
- **Front page:** images of key landmarks from the continent – these can be natural or manmade
- **Second Page:** The History of the continent
- **Third Page:** The Geography of the continent
- **Forth Page:** The Culture and Beliefs of the continent

### **WAGOLL:**



### **Ideas on what to include:**

- Population Size and details about the population
- Maps of the continent and countries
- Climate
- National Landmarks – e.g. longest river, tallest mountains
- Animals who are native
- Religions
- Places of pilgrimage (religious journey's)
- Religious and traditional customs/festivals/ clothing
- Languages
- Key moments in History
- Explorers
- Ancient civilisations
- Major empires who have inhabited the continent
- Conflicts

**Remember you can see an example created by a pupil to help guide [you here](#)**

## 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?

**Date:** w/c 22/06/2020

### Around the world:

In 1872 Jules Verne published this famous novel in which Phileas Fogg and his valet Passepartout attempted to circumnavigate the world in 80 days. Times have moved on and we reckon that the students at Latimer can do this in fewer than 30!

This half term you will complete a MFL challenge where you will need to tackle tasks from a variety of topic areas in order to earn enough miles to travel around the world, just like the characters in the novel.



### The Rules

1. Each week, we expect you to earn a minimum of 2000 Miles – This should take about 1 hr. There is no maximum and there is more than enough here to keep you busy!
2. All miles totals are halved if you choose a country whose main language is English.
3. You need to collect evidence to earn miles!
4. Choose something that interests you. Get your family and friends involved and get stuck in!
5. ePraise points for anyone who manages to travel a total of 25,000 miles – enough to travel the circumference of the Earth – between now and the end of term.



### How to submit your evidence

1. Complete a challenge from the list– making sure that you keep some evidence. For different challenges, this could be different things. A video, a photo, a write up, an audio recording, or a screenshot – you can decide.
2. Scan the QR code to upload your evidence. Only students in Y7-8 have been sent this and I have to approve new posts. The password is **Latimer1**. Without the QR code or link below, people are unable to access this area. You can also use this link from your computer or device.  
<https://padlet.com/awest76/MFL80dayschallenge>
3. Press the little plus sign that appears. The title of your work should be the challenge number and your surname, initial and form group – ie for me: Q1 – WestA W1
4. You can then attach your evidence easily.



5. If you would rather keep your work private, and don't want to see what others are adding, you can simply email your evidence to your teacher, but copy me in too ([awest@latimer.org.uk](mailto:awest@latimer.org.uk)). If you are sending a large video file use [wetransfer](https://www.wetransfer.com/).

**Task: To earn your miles you should complete at least 1 task from the weekly themed challenge lists (this week it's Literature), but you can also complete up to 3 Quick Wins each week. The Quick Wins will remain the same throughout the term so choose wisely!**



### **Literature Challenges**

**L1 - Read a nursery rhyme/poem from another country (ideally France/a French-speaking country). Create a poster illustrating it in English and the original language.**

2000 Miles + bonus for presentation/illustration quality.

**L2 - Write your own *Around the world in 80 days* story in English in fewer than 500 words – where would they go? What would they see?**

2000 Miles + bonus for obscure locations/quality of English/visiting every continent/adding the country names and activities in French.

**L3 - Write a travel guide for a country you have never been to. What are the key things to see/do/eat there? A French-speaking country is ideal (there are some quite exotic ones!), but you could ultimately research any country that takes your fancy!**

2000 Miles + bonus for obscure locations/quality of English.

**L4 – Make a bookmark which features your favourite word or phrase in another language.**

1000 Miles + bonus for presentation



### **Quick Wins**

**Q1 - Secure a time under 20 seconds on 'Match' on Quizlet for vocabulary. Click the links to be taken to the relevant Quizlet pages.**

Y7 Module 1: <https://quizlet.com/366223666/match>

Y7 Module 2 : <https://quizlet.com/511819874/match>

Y8 Module 1: <https://quizlet.com/216246230/match>

Y8 Module 2: <https://quizlet.com/216246273/match>

500 Miles.

**Q2A – Take part in a Quizlet Live game - follow @LatimerMFL on Twitter or check your school email at the start of the week for times. The link to join the game will be emailed to you on the day.**

500 Miles

**Q2B – Win a Quizlet Live game.**

1000 Miles

**Q3 – Learn some vocab on Vocab Express on 5 different days in a week for at least 10 minutes each time.**

1000 Miles

**Q4 – Learn to count to ten in a different language - NOT French.**

1000 Miles

**Q5 – Complete 1 song on [www.lyricstraining.com](https://www.lyricstraining.com) in French.**

500 Miles

**Q6 – Learn how to write a phrase in a language that uses a different script, like Arabic or Mandarin.**

1000 Miles

**Q7 – Change your phone into French for 24 hours.**

500 Miles

**Q8 – Find out which language other than English would be most useful for your dream job.**

500 Miles

**Q9 – Use the Duolingo app to practise French for a 3 day streak.**

1000 Miles

**Q10 – Find 10 brand names from France that we buy here – for example Chanel is from France.**

1000 Miles

***Bon courage!***

## **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:**

Practice your touch typing. Open a blank Word document and write a paragraph about your week so far. You could time how long it takes you to write a certain amount of words and then see if you can beat this challenge next week! The more familiar you get with where the keys are on the keyboard, the faster you will be at typing responses, which helps you in an assessment.

### **Spelling: Look, Cover, Write, Check**

#### **Description:**

Look, Cover, Write, Check is a spelling strategy used to help you learn to spell tricky words. This online spelling game: <http://www.ictgames.com/mobilePage/lcwc/index.html> allows you to select some tricky words (although these are categorised into Primary year groups, the tricky words are very tricky and definitely appropriate for you to revisit, particularly the tricky lists in Years 3,4 and 5 and 6!).

- You look at the word
- The game covers it over
- You type the spelling
- The game uncovers the spelling to check if you have got it right

### **Light box challenge:**

If you have words which you know you frequently spell incorrectly, you can enter them here in Spelling City and focus on getting these right in a variety of ways: <https://www.spellingcity.com/> Enter four words of your choice and select which activity you would like to do to focus on the spelling strategies for that particular word.

## Performing Arts Faculty

### Dance: Asia - Week 3

During this half term, you will be exploring dance styles from around the world. This week we are in Asia. This will tie in with your Geography work.

- Watch this YouTube Clip of people performing 'Thousand Hand Dance'  
<https://www.youtube.com/watch?v=ID7SBgLvjqY&t=96s>
- Watch this YouTube clip of people performing 'Saman dance'  
<https://www.youtube.com/watch?v=CWABKngrXM>
- Watch this YouTube Clip of people performing 'Bhangra dance'  
<https://www.youtube.com/watch?v=y-PxZecGSIA>
- Learn 3 or TIF – 5 Bhangra dance moves using this YouTube playlist  
<https://www.youtube.com/watch?v=6hgleb4Ae1A&list=PLJWbEzNf2ZUSYm6-z6L3IEZzojvYbTqW0&index=1>
- Answer the questions

Questions:

- 1) In what country was the 'Thousand Hand dance' originated? (research needed) (1 mark)
- 2) In what country was the 'Saman' dance originated? (research needed) (1 mark)
- 3) In what country was 'Bhangra' originated? (research needed) (1 mark)
- 4) What 3 or LB– 5 Bhangra dance moves did you learn from the YouTube playlist? (5 marks)

### Drama – Week 3

*What can you remember from last lesson?*

#### Take a minute to think

- ▶ How can we change a piece of text and create different interpretations?
- ▶ Why do we try to find different interpretations?

1. How many different ways can you interpret the stage directions below?
  - He/She gets up and slowly walked towards the door
  - They stare at each other as if their life depends on it
  - He/She reaches for the knife

Think and experiment with the directions above. It may be helpful to use a mirror for the 'other' person if you need to-or ask a willing family member if possible.

Think about things such as the **pace of movement**, **eye contact**, **posture**.

2. Using the script below: **develop the script, fill in the blanks with your own stage directions and interpret the meaning**

[A enters and \_\_\_\_\_. Enter B, silently he \_\_\_\_\_]  
**B:** Move  
[A jumps up and \_\_\_\_\_]  
**B:** Not there.  
**A:** Why not?  
**B:** Because that's not your seat.  
[Reluctantly, A \_\_\_\_\_]  
**B:** No!!  
[A decides to \_\_\_\_\_]  
**A:** Is this better?  
**B:** What?  
**A:** Nothing.  
**B:** Did you just talk to me?  
[B stands \_\_\_\_\_]  
**B:** Well?  
**A:** I...errr...  
**B:** (smiling) I'm just kidding!  
[B laughs, A looks \_\_\_\_\_]  
**A:** Right!  
**B:** I was just messing with you.  
[PAUSE. Eventually A \_\_\_\_\_. As soon as he does, B \_\_\_\_\_]  
**B:** Are you laughing at me?  
**A:** What? No!  
**B:** Well what were you laughing at then?

**Consider the following.....**

- Personality and mood of the characters
- Place and atmosphere
- Relationships between characters
- Use of stage directions



Develop the script by adding in a 3<sup>rd</sup> character after the final line. Continue the script for another 20-30 lines including stage directions.

## Music – Week 3

During this half term, you will be exploring descriptive music – music that helps to describe things. These things could be mood, time, story, place, character, anything! Descriptive music has been composed across musical periods and styles, and we are going to look most at FILM music.

### Lesson 3



<https://www.dropbox.com/s/degnqbmmuw3dfdf/Leitmotif%201.mp3?dl=0>

<https://www.dropbox.com/s/hm09qwtlfh5op9o/Leitmotif%202.mp3?dl=0>

If you can, listen to the start of the leitmotif [examples here](#). One represents Darth Vader (bad guy from Star Wars) and you can hear how the choice of dynamics, instruments, pitches, tempos, rhythms/durations help get across the militaristic evil of the character.

The other represents Rue (good character in the Hunger Games) and represents childhood, innocence, kindness and also sadness.

Task 1: Research meanings and definitions of the following key words. We looked at 'Leitmotifs' last week too. Write out the meanings in your own words after making sure you fully understand them.

Cue Sheet:

Leitmotif:

Clichés:

Soundtrack:

Dissonant:

LIGHTBOX - Diegetic:

LIGHTBOX - Chromatic:



Task 2: Using last lessons plan of your chosen character's Leitmotif, find a method of CREATING and COMPOSING your musical ideas. Remember this is YOUR OWN pre-planned musical idea that represents them! Some choices for creating the music:

- Install a 'virtual piano' app on your phone, to play notes using many instrument timbres.
- Use household objects like pans and elastic bands
- Use software to help compose – *on iphone/mac* Garageband. *PCs* LMMS, Ableton Live
- Use online resources to make music – Google Chrome Music Lab, Bandlab, Audiotool, Soundation etc.

This part of the process is all about EXPERIMENTING and being CREATIVE. Try out ideas, and be resilient when things sound terrible, use your initiative to improve or try something else!

If you are having difficulties making your music suit your character, consider some of these changes, known as musical Clichés! You may need to research some of the terms below if you are in year 7.

**Slow Tempo** – large or slow moving

**Fast tempo** – fast-moving

**High pitches** – small, light or delicate

**Low pitches** – mysterious, large or powerful

**Wide tessiture (pitch range)** – grand or powerful

**Single instrument** – lonely, detached

**Use of brass fanfare** – important, regal, stately, military, heroic

**Marching rhythm, moderate tempo** – military, heroic, evil, ...

**Major tonality** – happy or good

**Minor tonality** – sad, lonely, unhappy

**Consonant** – goodness, makes sense, conventional

**Dissonant (clashing notes)** – awkward, uncomfortable, evil

**Ascending movement** – travelling upwards, getting better/more positive

**Descending movement** – travelling downwards, getting worse, negative

Task 3 (LIGHTBOX) : Record your music, and send (with your character and film info) to Mr Freestone and Miss Eyley for epraise points!

## Physical Education Faculty

### Task Heading:

This half term you will complete a P.E challenge that involves planning, promoting and running an event:

### **'The backyard sports day'**

### Description:

Promote your sports day! It's time to let everyone know all about your sports day event.



**Task:** Design a poster to display in your house with all the details of your sports day event on. Think also how else you might advertise your event. Could you do a promotional video that could be used on t.v? Or maybe create a song that could be played on the radio? Or could you create some flyers (mini leaflets) to hand out? You may wish to do one of these **as well as** your poster.

Some things you might include in your poster:

- When is the sports day? Day? Date? Times?
- Where is it?
- Who is it for?
- Why are you doing it?
- What will it involve?



Create a promotional package for your event which includes all 4 included above (Radio, T.V, Poster and flyers) Can you create a 'slogan' and logo for your event that can be used on all 4 media outlets to promote your event.

