



## **Home Learning Booklet**

**11<sup>th</sup> - 15<sup>th</sup> May**

## Home Learning Booklet

Thank you for your feedback on last week's booklets. It seems the majority of you prefer this way of learning, but we have made some tweaks based on your feedback.

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.

As of last week, 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.

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 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](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.

#### 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 11 May	Tuesday 12 May	Wednesday 13 May	Thursday 14 May	Friday 15 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 11 May	Tuesday 12 May	Wednesday 13 May	Thursday 14 May	Friday 15 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)	PDP task
4	Performing Arts (2)	PE (2)	BIM (2)	Humanities (2)	Art and Design (2)
5	English (2)	Maths (2)	Free Choice	Free Choice	Free Choice

## **English Faculty**

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

### **Choice of 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) 'The World of Walliams'**

Listen to one of David Walliams' stories that he has recorded the audio for himself. You will find a whole array of his stories at this website address online:

<https://www.worldofdavidwalliams.com/elevenses-catch-up/>

Either pick one of the characters you've read/heard about or be inspired by his story to write your own short story! Write no more than 2 sides of A4. Could you then record yourself reading your own story to send round to entertain your family?

CHALLENGE: Consider Walliams' written style. Can you write your story in the style that he writes in? Consider the sort of language he uses as well as the sentence structures he uses and try to imitate his written form. Perhaps you've got a copy of one of his books at home – you could refer to it as a guide.

#### **2) 'Gothic Puppetry'**

Create puppets (sock, stringed, shadow etc) and use them to create/film a brief puppet show of a Gothic story. This could be an existing story inspired by the Gothic eg Frankenstein or Dracula or one made up by yourself inspired by this genre.

CHALLENGE: Write the monologue of your main character. Consider how you can use language and stage directions to effectively communicate what the character is feeling.

#### **3) 'Lockdown Anthology'**

Create an anthology that is made up of poetry that relates to different aspects of the lockdown (e.g. rainbows, isolation, exercise). 2-3 poems should be self-written, 2-3 poems by others that are found and could be annotated.

CHALLENGE: Try and write in the form of a dramatic monologue for one of your poems and use rhyming couplets for your other poem.

## 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:

There are 4 activities for you to choose from this week. The theme this week is problem solving. You don't need to complete all of them, but choose those that interest you the most. All of the tasks will require you to think outside the box and try different ideas to solve them. They have varying degrees of difficulty so if you think one is too easy move on to the next one to complete.

Why is this so important? Other than for the satisfaction of solving something tough, why do we problem solve?

Check out this video for a bit of inspiration <https://youtu.be/uAfEVtYGfkM>

If you are in **Year 7 or 8** and **Mrs Strudwick** is your teacher, I would recommend **Tasks 1 or 2**. For those of you who find maths easier then try the **more difficult puzzles** in **Task 2** and some of the Brian teasers in **Task 3**. If you are doing tasks together then you could compete on **Task 4** to see who gets there first!

Task 1: BBC Bitesize Weekly Challenges

Task 2: Puzzle of the Week Competition

Task 3: Brain Teasers

Task 4: Maths Murder Mystery Code Breaker

These activities are put together in one booklet and will be sent to you, or can be [accessed here](#). (Remember to log into your home learning account first before clicking the link).

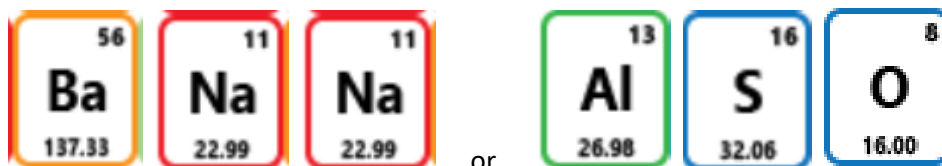
## Science Faculty

### Choice of tasks:

Please choose from the following list of 4 tasks. These tasks have been chosen to give you a choice of learning activities. If you are in Year 9, **you should do TASK 3.**

**Task 1:** Using the atomic symbols on the periodic table, try to spell the longest word/most unique word/the most words. You can challenge the people at home to compete against you.

An example of how to play:



Rules: You must keep the symbols as they appear, you cannot rearrange the letters on a symbol. You can use a symbol more than once.

You can challenge the people at home to compete against you. Prizes might include: picking lunch for the day, choosing what family film to watch, decide where you will take your daily exercise.

**Task 2:** This game is based on snap. Make two sets of cards from paper. The first set has the names of the first 20 elements. The second set should have the atomic symbols for the first 20 elements. Spend some time decorating the cards with pictures of the elements.

You can now challenge yourself or someone else to a game. The more you play the easier it will get to identify the symbols.

Try the light box challenge to increase your knowledge about the elements.

**Task 3:** First of all, click on the 3 websites below and have a look at them to see which you find easier to understand/navigate. Then, using the resources below, investigate 6-10 of the elements and make a fact file on each of them. You should include: when it was discovered, what properties it has, where it is found, what does it look like etc.

<https://www.rsc.org/periodic-table>

<http://www.periodicvideos.com/>

<https://www.youtube.com/channel/UCtESv1e7ntJaLJKIO1FoYw>

**Task 4:** Learn the periodic table song!!! This is a tough one but see how much of the song you can get right!!!

<https://www.rsc.org/periodic-table>

Periodic table song-

[https://www.youtube.com/watch?v=rz4Dd1I\\_fX0](https://www.youtube.com/watch?v=rz4Dd1I_fX0)

<https://www.youtube.com/watch?v=U2cfju6GTNs>

Daniel Radcliffe singing the periodic table song-

<https://www.youtube.com/watch?v=rSAaiYKF0cs>

### **Light box challenge:**

Complete Task 2 and add in an extra set of cards. These cards could include:

- Uses of the elements.
- The mass numbers for each element.
- Show the different numbers of subatomic particles (Protons, Neutrons, Electrons) for each element.
- Show the electron structure for the elements.

### **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.

#### **Investigating different types of memory**

**Task 1: Episodic, Procedural and Semantic memory.** Can you investigate episodic, semantic and procedural memory within your family? Firstly make 3 cards, one to explain what episodic memory is, one to explain what semantic memory is and one for procedural memory. Use your cards to explain to your family what each type of memory is. Then ask them to give you an example of each type of memory they have. People might choose things like “cleaning my teeth” for procedural memory. Try to explain to someone how to clean their teeth (a procedural memory) - did you miss things out? This shows it is definitely a procedural or “muscle memory” you aren’t conscious that you need to “remember” how to do it.

**Task 2: Memory test – pairs game.** Can you make your own set of “pairs” cards? You will need around 15 different pairs or 30 cards in total to make this an effective test of memory. You could make them psychology themed if you like! Play a game of pairs with someone in your house. Think about the strategies you both used to remember where the matching pair was.

Is this game a test of long term or short term memory?

**Task 3: Testing episodic memory.** Does episodic memory get worse as you get older? Can you test the episodic memory of people in your family? They could write down for you some of their memories about an event in their life e.g. a holiday, birthday or wedding day. You could try to ask a wide range of ages, they could respond to your question via email or messenger. Can you give the detail of their memory a score? E.g. 1= no detail at all 10 = very detailed memories. Then can you see if there is a correlation between age and detail of episodic memory. Does episodic memory get better or worse with age?

#### **Light box challenge:**

Can you investigate people’s episodic memories further? People in your family may enjoy telling you about their earliest memories or their childhood. What patterns can you see in the types of events people can recall?

## 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.

#### Art Task 1: Dear Photograph

##### **Description:**

Look at the website of the Dear Photograph project and create some photos of your own, using old photos at home held up in line with the same location - or take some new photos that you could use for this in the future!

##### **Light box challenge:**

If you are in Year 9 or want to challenge yourself then produce a sheet of coursework based on this task, titled 'Dear Photograph' Include information about the *Dear Photograph* concept, some examples from the internet, and your own work. Annotate your work so we know who the people are, where the locations are and the dates between the different images used.

#### Art Task 2: Happy Hearts

##### **Description:**

Be inspired by the people that have made knitted heart decorations for families to share during the lockdown and make some recycled cardboard or material love heart decorations, hang them somewhere in your home to promote positive feelings!

##### **Light box challenge:**

If you are in Year 9 or want to challenge yourself then learn how to knit using the beginners guide on YouTube, you can use pencils as knitting needles and any form of wool or yarn. Use your skills to knit hearts for local hospitals and families affected by coronavirus.

<https://www.youtube.com/watch?v=XsiqGeFG6dc>

#### Art Task 3: A Room with a View

##### **Description:**

Draw the most accurate and detailed pencil sketch that you can of the view from your bedroom window, drawing the window frame at the very edge of the paper.

##### **Light box challenge:**

If you are in Year 9 or want to challenge yourself then add colour to this piece, using some unusual media from around the house – coffee, food colouring, beetroot, make-up - even mud can be used to add little hints of colour to a drawing!

## **FOOD**

### **Food Task 1: Write a Latimer Recipe Sheet**

#### **Description:**

Use a Cook Book or website to find a delicious recipe from another cuisine (the style of cooking from a particular country) then type/write the recipe out using the format we use in school - SCALING the ingredients so the recipe serves 2. We will choose one for our students to cook in school! The format document you need is in the shared area titled RECIPE.

#### **Light box challenge:**

If you are in Year 9 or want to challenge yourself, have a go at making the recipe yourself and add a photo of your dish to the recipe sheet!

### **Food Task 2: Inside the Factory**

#### **Description:**

Select and watch an episode of Inside the Factory on BBC iPlayer and create a detailed mind map of the amazing pieces of information revealed in the show!

#### **Light box challenge:**

If you are in Year 9 or want to challenge yourself, choose an episode where you could make your own version of the product and have a go!

### **Food Task 3: Prepare Breakfast**

#### **Description:**

Prepare breakfast for you and your household - lay the table and try to accessorize and photograph it as if it were for a fancy magazine shoot!

#### **Light box challenge:**

If you are in Year 9 or want to challenge yourself then make some items for the breakfast photoshoot yourself! Croissants? Jam? Poached eggs?

## **DESIGN TECHNOLOGY**

### **DT Task 1: Typography Name**

#### **Description:**

Use Google search to find out what is meant by Typography. Then find a 'blocky' and a 'swirly' type of typography and try to recreate your name in both styles using a sharp pencil.

#### **Light box challenge:**

If you are in Year 9 or want to challenge yourself then add colours trying to create a 'gradient' blend from one colour to another.

## **DT Task 2: Environmental Printed Textile Task**

### **Description:**

On your daily walk collect items to use such as leaves, sticks, wood or stones. Can you create printed patterns on different surfaces using your finds? What media can you use to make the patterns?

### **Light box challenge:**

If you are in Year 9 or want to challenge yourself, then create a range of patterns that are SYMMETRICAL, ASYMMETRICAL and RADIAL.

## **DT Task 3: STEM Challenge 02: Spaghetti Bridges**

### **Description:**

Can you build a spaghetti bridge that is strong enough to hold a bag of sugar? Watch the video to see Dyson engineers attempt the challenge with their spaghetti replica of the Golden Gate Bridge!

<https://www.bing.com/videos/search?q=youtube+spaghetti+bridge&qpv=detail&mid=BEA470943968EB809513BEA470943968EB809513&&FORM=VRD&ru=%2Fvideos%2Fsearch%3Fq%3Dyoutube%2Bspaghetti%2Bbridge%26qpv%3Dyoutube%2Bspaghetti%2Bbridge%26FORM%3DVDRE>

### **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 with real materials. Keep the work safe for your coursework folder.

## **Business, ICT and Media Faculty**

### **Choice of activities:**

Please choose from the following list of activities. Last week you should have looked at the “create” skills needed to do well in these subjects. This week we are focussing on the Review skill needed in all of the subjects.

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

### **Business**

#### **1) Review a Social Enterprise**

##### **Description:**

Write a review of a Social Enterprise that takes place locally, this can be anything provided it is not for profit but for the good of others, for example a food bank or NHS volunteers. Try to explain what the Enterprise does, who it benefits and how it benefits them!

##### **Light box challenge:**

Make recommendations as to how the Enterprise could be improved in order to have a bigger impact.

### **IT/Computing**

#### **2) Review Scratch**

##### **Description:**

Review 3 of the best Scratch games you can find, write a short blog describing what happens in the game and rating the game play. <https://scratch.mit.edu/projects/31876/studios/>

##### **Light box challenge:**

Try to explain 5 specific things that limit the games that can be created in Scratch; you will need to explain how each factor impacts on the quality of the game.

### **Media:**

#### **3) Review Media**

##### **Description:**

Describe your 3 favourite album covers explaining for each one what makes them so good in your opinion.

##### **Light box challenge:**

Write an argument to explain your reasons for choosing the best album cover of all time; this should include some key factors that make your selection better than any other.

## Humanities Faculty

### Choice of tasks:

Please choose from the following list of tasks. They have been chosen to give you a choice of learning activities. There are two learning tasks per subject, designed to give you variety. You should **do at least 1 task** from the list of 6 but feel free to do more.

### Task Heading: 1. Go Exploring (RS)

#### **Description:**

You may be stuck at home but that doesn't mean you can't explore some of the world's most interesting religious sites and places of worship thanks to a number of virtual tour websites.

Choose a tour from the list below and get exploring:

- **Canterbury Cathedral** - UK (Christianity): <https://www.canterbury-cathedral.org/visit/information/tour/>
- **Golden Temple** – Amritsar, India (Sikhism): <http://sgpc.net/sri-harmandir-sahib-3d-view/>
- **Virtual Hajj** – Mecca, Saudi Arabia (Islam): <https://www.channel4.com/programmes/the-hajj-the-greatest-trip-on-earth>
- **The Wailing Wall** – Jerusalem, Israel (Judaism): <https://www.aish.com/w/>
- **Virtual Pilgrimage** (Multi Faith): <https://www.bbc.co.uk/programmes/m000gpbk>

#### **Light box challenge:**

Take a tour of more than one place of interest.

Each of these locations are religious places of pilgrimage. Millions of people from all around the globe visit these locations every year. Take notes and explain what items of religious importance / interest you can see as you take each tour and evaluate by writing a paragraph to explain why a religious person may wish to visit these places of pilgrimage. At GCSE you will be expected to know about the Muslim pilgrimage to Mecca and the Christian pilgrimage to Canterbury Cathedral. You will need to know their significance and what practices people do when they visit there.

### Task Heading: 2. Create your own Mandalas (RS)

#### **Description:**

Mandalas have their roots in Hinduism and Buddhism. As symbols, Mandalas represent harmony, wholeness, and the infinite nature of the universe.

Interestingly the Mandala helps facilitate meditation. The creation of Mandalas requires intense focus, stillness, and attention to the present moment – key components of mindfulness meditation. Mandalas always begin from the epicentre (middle), and grow outwardly. Mandalas commonly include many concentric circles, and are often symmetrical. In Buddhism, different layers of the mandala represent different aspects of the universe and the cycle of life. This form of art therapy is a relaxing exercise that can take your mind off of other things.

There are lots of ways that you can be creative with Mandalas. See below for suggestions. If you create/colour a Mandala please email your teacher with a photo!



There are lots of free pre-drawn Mandalas that you can print off and colour in; links are below:

- <https://www.art-is-fun.com/coloring-pages/mandala-coloring-pages>
- <http://www.supercoloring.com/coloring-pages/arts-culture/mandala>
- <https://www.free-mandalas.net/>



### Light box challenge:

Creating your own Mandala can be an incredibly personal experience and you can use colours, shapes and images that represent you. See the links below for guides on how to create your own Mandala:

- <https://www.art-is-fun.com/how-to-draw-a-mandala>
- <https://www.artiststrong.com/how-to-make-your-own-mandala/>

You can use pavement chalk to create your own Mandala on pavements. You could dedicate your Mandala to the NHS or anybody who you think deserves some recognition!

### **Task Heading: 3. Go on an archaeological dig in your back garden** (History)

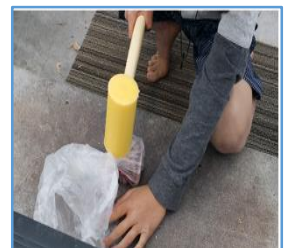
#### **Description:**

A lot of what we know about History comes from the work of archaeologists, or people who study human activity through the recovery and analysis of material culture...in other words, from what people have dug up!



#### **Instructions:**

1. The first step is to make pots (for example from clay or paper mache) and decorate. Alternatively, you could use old flower pots or cups etc from around the house. ASK your parents first, and then decorate them.
2. The second step is to wrap the pots or old cups/plates from your house in a plastic bag and smash them gently into small pieces.
3. Ask a parent to hide your pieces of pottery in an area of your garden – for example the flower bed. Then put together an archeologists equipment tray.



For example:

- An old toothbrush or nail brush
- A spoon
- Scissors
- Lollipop sticks or something similar
- String or wire

4. Use the sticks and place them into the ground to set up your work area and wrap the string around the area you will investigate. Real archaeologists use string to divide their work areas into sections so they can carefully record exactly where each item they find comes from.
5. Then use your tools to start digging. Use your spoon to dig pieces of dirt gently and toothbrushes to gently scrap dirt off potential pieces of pottery.
6. Attempt to find all of the pieces and try to jigsaw them back together again. This is exactly what real historians and archeologists try to do. This is how we learn REAL HISTORY!



### **Light box challenge:**

Research some of the greatest archaeological discoveries the world has ever seen. What did they discover and how?

### **Task Heading: 4. Why did the world go to war in 1939? (History)**

#### **Description:**

The BBC have created some great daily lessons. Learn about the causes of World War Two. This lesson includes: three videos about long term and short term causes of war and two revision activities.

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

Complete the daily lesson by watching the video clip and reading through the information.

Complete the activities at the bottom of the daily lesson:

**Task 1** - Create a flashcard for as many causes as you can remember.

**Task 2** - Split these causes into long term and short term causes.

**Task 3** - Try to explain how each of these causes contributed to the outbreak of WW2. You could try ranking them in a list with the most important at the top and the ones you feel least important at the bottom.

### **Light box challenge:**

Historian and presenter Dan Snow introduces some of his favourite clips from the BBC archive, perfect for exploring World War Two.

Select and watch from the large number of clips Dan Snow has chosen to watch and enhance your learning. These clips cover a range of topics including the causes of WW2 which you will study in Year 11 as part of your GCSE. There are also a number of other clips and topics such as the Holocaust, which we do not study – but will really enhance your historical knowledge:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-world-war-two-with-dan-snow/z4m28xs>

### **Task Heading: 5. Indian Food Recipes to feed the family (Geography)**

#### **Description:**

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

At GCSE, the main country that you will investigate as a case study is India, and so below is a link to the BBC good food website with a whole range of Indian cuisine. Some are more authentic than others as you would expect, but all look delicious. Have a look through the recipes and choose one that you have ingredients for and give your parents/carers a night off, and cook dinner for the family.

<https://www.bbcgoodfood.com/recipes/collection/indian>

### **Light box challenge:**

Research which foods are most commonly eaten in a number of countries including India and the UK eg find out why these foods are popular and where their food comes from.

For example does the country need to import lots of food into the country, and why? Is their climate not suitable for growing certain crops? Or has the physical Geography of the country made it difficult to farm the land.

Use this information to create a case study on the quality of life for people in the countries you investigate. To help you investigate India use the link below:

<https://www.bbc.co.uk/bitesize/guides/zc72frd/revision/1>

### **Task Heading: 6. Around the World in Seven Cameras (Geography)**

#### **Description:**

The world looks like a very different place at the moment. Investigate what is happening across the globe in the seven continents. You should pick 2-3 to investigate and write down or sketch a map/outline drawing of what you see:

- **North America:** Wondering what's happening across the pond? Check out the unusually quiet Times Square in New York  
<https://www.earthcam.com/cams/newyork/timessquare/?cam=tsstreet>
- **South America:** Off for some sun, sea and sand! Check out the surf at Copacabana Beach in Rio de Janeiro, Brazil <https://www.skylinewebcams.com/en/webcam/brasil/rio-de-janeiro/rio-de-janeiro/copacabana.html>
- **Europe:** Spanish children are now allowed outside of their homes for an hour a day. Maybe you'll spot some out in Benidorm! <https://myearthcam.com/tietpep>
- **Asia:** Love pandas? Surely everyone does? Check out the many panda cams at the Chengdu Research Base in China <http://en.ipanda.com/live/>
- **Africa:** Another week, another watering hole! Scroll down the page for the Tembe Elephant Park, South Africa and check out which animals you can see <http://tembe.co.za/>
- **Oceania** Early bird or night owl? Up in time to see the southern hemisphere in daylight? What can you see in Queenstown, New Zealand?  
<https://www.earthcam.com/world/newzealand/queenstown/?cam=queenstown>
- **Antarctica:** Although not a live stream, this penguin cam refreshes every 15 minutes  
<https://www.geocam.ru/en/online/pinguincam1/>

#### **Light box challenge:**

Keep a note of different Geography based articles in the news (could be radio, TV, online or newspapers - don't go and buy them specially though!).

## **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. Make a model of a famous French landmark, monument or work of art:**

##### **Description:**

Using objects that you find around the house (eg. you could use things from the recycling), create a model of the Eiffel Tower, the Louvre or another French landmark/monument of your choosing. You could even try to recreate a painting by a French artist, eg. Monet, or produce your own version of the famous Mona Lisa painting which currently hangs in the Louvre gallery in Paris. Take a photo of it – we'd love to see your creations!

##### **Light box challenge:**

Give a brief description of your landmark/monument/painting in French and why you chose it. Remember to include opinions! You could say or write your description.

#### **3. French music – [www.lyricstraining.com](http://www.lyricstraining.com)**

##### **Description:**

Listening practice using French songs – go onto the website [www.lyricstraining.com](http://www.lyricstraining.com) and make sure the language is set to French. Choose a genre of music that you like and find a song. Choose your level of difficulty. The song will start playing and you need to listen and fill in the missing lyrics for the song to continue. How many points can you score?! Can you find other songs by that artist on YouTube? Listening to French on a regular basis really helps to improve your own French skills, and music is a fun way to do this!

##### **Light box challenge:**

Choose one of the higher levels on the Game Mode screen.

## **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 activities:**

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

- Take part in a warm up dance class
- Bill's New Frock Play
- Create a vocal warm up

### **Task -Take part in a YouTube warm up dance class**

#### **Description:**

Take part in the Zumba/dance warm up class. It is 20 minutes long and will get that heart rate up, your body moving and leave you feeling good afterwards.

<https://www.youtube.com/watch?v=bm4WZyH5p2I>

#### **Light box challenge:**

Now that a warm has been completed we need to stretch. As dancers we need to make sure that we stretch after warming up to avoid injury but to also increase our flexibility. Follow the video clip in order to stretch out the muscles.

[https://www.youtube.com/watch?v=nJ\\_uNf7Nkes&t=25s](https://www.youtube.com/watch?v=nJ_uNf7Nkes&t=25s)

### **Task – Bill's New Frock Play**

#### **Description:**

Read the play 'Bill's New Frock'. You can [access it here](#). (Remember to be logged in to your school account via Home learning first). You can bring it to life with your siblings/family or if completing the task alone, draw set and costume designs for each scene/character.

#### **Light box challenge:**

Write a monologue for one of the characters at any point in the play. For example, as 'Bill' when he realises he has woken up as a girl. This monologue should be written in first person, be between 10-20 lines long and tell the audience something extra about how the character is feeling at this point in the play. Once written, plan out how you would perform this. Consider staging and props, as well as specific physical and vocal skills you would use to communicate your feelings to an audience.

### **Task - Create a vocal warm up**

#### **Description:**

Create a fun and engaging vocal warm-up to get you and other musicians ready to sing. Do some research on what your voice needs to do before singing (and remember what we've done in class), and be creative making and choosing things to include. The weirder and more useful, the better! If you're feeling brave, video your warm-up and send it to your Music teacher.

#### **Light box challenge:**

Use your vocal warm up and then learn to sing a song that you like. Think about what makes a good performance and what is good to listen to.

Or

Create a warm up for whatever instrument you play. What is it that needs warming up on that instrument (fingers, lips, lungs, etc.). Use your warm up before you practise a piece.

## **Physical Education Faculty**

### **Choice of tasks:**

Please choose 1 activity from the following list of tasks. They have been chosen to give you a choice of learning activities. You can do more if you wish:

- Create a mini P.E. session
- Sport Review
- Learn and label the muscular system

### **Task - Create a mini P.E. session**

#### **Description:**

Plan a mini P.E. session that can be carried out in your garden:

Using ideas that you know already or from family members or research on the internet, create a mini-P.E. session that someone could do at home. Write down the following ideas on a piece of paper or use the template provided. You should:

- Include a warm-up: must be something that raises their pulse rate to start with, followed by some stretches.
- Introduce a skill: choose and write down what the skill that you are going to improve is, eg football passing or netball passing (choose something that can be done at home).
- Design an activity to improve this skill eg cones to dribble round or a wall to practise throwing a ball and catching it again.
- Write down a way to make the activity easier or harder.
- Come up with a game/competition to make it challenging, eg how many kickups can you do? How long does it take to dribble in and out of the cones?
- Finish with a cool down: something to bring the pulse rate back down and some more stretches.

There is a 'session plan template' which you could fill out or you could create your own! You can access [the document here](#).

#### **Light box challenge:**

Create a video of yourself carrying out the mini P.E. session.

Carry out the Mini P.E. session with your family!

### **Task - Sports review**

#### **Description:**

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

Write a review of the match to go into the Sports section of the Newspaper. Try and include as much information as you can. Who was playing? What was the score? What happened in the game? Who were the star players? Was it a good or bad game?

#### **Light box challenge:**

Include a rating system for the players involved so you can see who played well and who didn't.  
Or

Make the article look like a newspaper page with other articles also on the same page.

## **Task - Learn and label the circulatory system**

### **Description:**

Our muscular 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 muscular system using the [templates provided here](#).

### **Light box challenge:**

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

Get someone in your family to test you by pointing the muscles on their body and you naming them.

Can you get them all right?