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| Dear Parent/Carer,  Although the school is currently closed due to Coronavirus, we are continuing to provide educational tasks for your children to complete.  In year 10, we suggest that children try to complete;   * 1.5 hours per week of English, Maths and Science (ie 4.5 hours a week in total) * 1.5 hours per week of their 3 option subjects (ie 4.5 hours a week in total) * 30 minutes of PE per day * 30 minutes of reading per day   Home learning tasks can be supplemented with work from a number of websites (see the [school home learning page](https://mayfield.portsmouth.sch.uk/about-us/emergency-closure) on the website for examples of these).  Teachers will set a weekly programme for your child to work through at home. This will be available for you to access on the school website every Monday. Please note that to access the work on a mobile or laptop you may need to install Word (available [here](https://play.google.com/store/apps/details?id=com.microsoft.office.word&hl=en_GB) for Android and [here](https://apps.apple.com/gb/app/microsoft-word/id586447913) for Apple) and Powerpoint (available [here](https://play.google.com/store/apps/details?id=com.microsoft.office.powerpoint&hl=en_GB) for Android and [here](https://apps.apple.com/gb/app/microsoft-powerpoint/id586449534) for Apple). If accessing the work on a laptop then pupils should be able to use Office 365 through their web browser and won't need to install any extra programs. If you have any problems accessing the work then please email: Mr Clark-Lyons (clark-lyons-richard@mayfield.portsmouth.sch.uk).  Whilst it is important for your child to keep up with their learning at home, we appreciate that this can be a stressful time for children and adults. Looking after mental health is vital. Therefore, we suggest that the day is broken up into manageable learning chunks, interspersed with physical exercise, fun activities and time together as a family. Activities such as the 30 day lego challenge and the daily [Joe Wicks PE lessons](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ) could be a good place to start.  As well as educational learning, the children could also begin to learn different life skills – make a meal for the family, sew on a button, write a letter to a distant family member, bake a cake using a recipe book etc.  We hope you are all keeping well and staying positive. |

**Core subject work for all pupils**

## English

**Update 8/6/2020**

Year 10s, this term you all need to work on your knowledge, understanding and development of English Language skills, as part of the GCSE Language course. The [booklet](https://mayfieldschoolpo2.sharepoint.com/:w:/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7BA9835C44-99EF-48F4-84AB-E6C6D2A51B2F%7D&file=Introduction%20to%20English%20Language%20Paper%201%20School%20Closure.docx&action=default&mobileredirect=true) is a guided learning pack, related to each of the sections of *Paper 1: Creative Reading and Writing.* These skills are necessary for the study of unseen fiction texts and for successful creative writing. You can make notes separately, and work through the tasks on paper. This week, all students should read the introduction to Question 2, read the explanation linked to the extract and answer the question on pages 11-14 of the booklet. If you’re looking for an extension, why not make revision cards or flash cards to remind yourself of the key skills for each question, ready for GCSE revision. Be resilient; be resourceful!

In addition, we want you to work on your spelling! This term the focus is on expanding vocabulary, useful for reading and writing. You can find the second week’s spellings enclosed. Remember, use your strategies: look, cover, write and check. Also, if any of the words are unfamiliar, look them up using a dictionary or [online](https://www.dictionary.com/).

Remember, whilst the focus is on Language remember to keep up your revision of Literature using the PiXLit App: <https://englishapp.pixl.org.uk/> you can log-on using the same information as Maths (see below). Try to revise the characters, narrative, themes and quotations for the texts you have read: *An Inspector Calls, A Christmas Carol* and *Romeo and Juliet*. Challenge yourself to the tougher tasks and log in regularly.

Finally, in preparation for your GCSEs, we’d like you to continue testing your reading comprehension. Attempt a minimum of ONE task a day from the 20th Century texts booklet found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/English-Students/EWZB-j4ZA2pJhnvyZZNe-PEBZaXjZsuj8aHZEo3JC0lOyg?e=GaCvez). For our more able, or those hoping to exceed a Grade 5 at GCSE, have a go at a more challenging text from [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7BECC68FA9-F386-4205-AFBA-E37F305AEF60%7D&file=19th%20Century%20Reading%20for%20Meaning%20Activity%20Booklet.docx&action=default&mobileredirect=true) as well. Time yourself, have only 10-15 minutes to read before trying the questions. You will have unseen texts on GCSE English Language Papers 1 and 2.

Remember, read for pleasure; try heritage fiction, poetry or linked texts to your key studies!

## Maths

8/6/20

**First task -** 1 Hour PIXL Maths APP (<https://mathsapp.pixl.org.uk/PMA2.html>)

Make sure that you click ‘allow Adobe’

**PIXL Login**

School ID - MF2916

User ID - Usual school login (16SbloggsJ)

Password - PASSWORD

Your teacher has set the relevant tasks. Once logged on:

1. Click "Select task"

2. Click "Homework Task" - This brings up the most recent HW set by your teachers.

3. Complete the questions set. If you need support click on "Video" or "Power Point".

If you click "Previous HW task" - brings up previous task questions

If you click "Homework Results" you can see your marks for each of your homeworks you have completed.

If you cannot access PIXL please email Mr Ralph on the following [**ralphs@mayfield.portsmouth.sch.uk**](mailto:ralphs@mayfield.portsmouth.sch.uk) with your: **Name, Year, School Username,** and **Maths Class** and he will help you.

**Second task** - 30 mins on Maths box <https://www.mathsbox.org.uk/2004.html>

Scroll to the bottom on the page and Select W/B **4th May 2020**

**Set 1 -** Answer and mark the **Higher A** questions.

**Set 2 -** Answer and mark the **Higher B** questions

**Set 3&4 -** Answer and mark the **Foundation A** questions**/** If you get lots incorrect try the **Foundation B** questions**.** If you still get lots correct try the **Foundation AA** questions

## Science

## 08/06/20

Please write any answers on paper, you do not need to print out any sheets (although feel free if you want to).

This week you are going to be thinking about three of the required practicals found in the Biology syllabus. Questions on these three practicals have been used in various exam papers and you should be able to describe how to set them up and interpret the results from them.

Click on this link -[>Required practicals](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/ETe3W0auwiBGntDWLSO5LQYBdqcst6IJH6Wq_8sGstGisQ?e=5iELhj)to access and complete the task sheet

Please make sure you give yourself enough time to review your work from last week, check the answers you put down against the mark scheme [found here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/ERMa7Hw6U5tPvvwvmGsXL7cBNPE0qWJ4DNfRUrXMQiT9sg?e=fb6d92), and correcting any mistakes in a different colour pen.

**Extension:**  Now is a great time to start setting up your own revision cards in preparation for mock exams you will have next year, use your time wisely and start preparing now!

If you have any questions, or would like to send some examples of your work to us please email them to Mr Hoad – [Hoad-James@mayfield.portsmouth.sch.uk](mailto:Hoad-James@mayfield.portsmouth.sch.uk).

## PE

The key benefits of doing PE are enjoyment, challenge and improved mental health. Therefore we suggest that you should undertake 30 minutes of physical activity every day. This could include jogging, cycling, or some form of indoor exercise (for example [Joe Wicks daily PE activity on YouTube](https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ)) with other people in your household.

You could also create a training log to record how your fitness progresses. Things you could record are:

* Distances and times achieved
* Heart rates
* How does your body feel?
* Plan for future sessions

## PSHE

8.6.20

Last week you started to revisit work from previous years, by considering communities and what different people understand the term ‘Britishness’ to mean. We are going to continue to build on this this week, by thinking about the British Values and what they mean. We refer to the British Values in all subjects and around school, but before we continue thinking about how Britain is governed, it is important that we revisit and recap this learning.

The British Values are:

* Democracy
* Rule of Law
* Individual Liberty
* Mutual Respect
* Tolerance of those of different faiths and beliefs

The last 2 are often joined to be ‘Mutual respect and tolerance of those of different faiths and beliefs’. You can join them together for this task if you wish.

For each one, make a note of:

* What does it mean?
* Why is it important?
* What examples can you think of?

Keep your work safe – there will be feedback in next week’s work pack.

**Option Subject Based Work**

**(only to be completed by pupils who study these subjects)**

## Art

8/6/20

This week you will need to respond to the artist Graham Smith’s work. You can do this by completing at least one the following or both if you can:

1. **Take your own photographs of images that link to Graham Smith’s work (minimum of 20)**. This could be photographing food you eat, kitchen appliances and/or utensils. Think about your composition as you take a photograph, try to link this to the artist’s work as much as possible. Think about your camera angles and how the artist crops out some objects to get a zoomed in effect. Remember to change the objects and move them around to get a wide variety.
2. **Draw from food/ utensils and objects that are in front of you in the style of Graham Smith.** Remember to choose objects that link to ‘in the kitchen’ theme. Complete at least one A3 page of drawings, this could be lots of small studies or one large outcome. Try to draw in the style of the artist. Looking at his work he produces outline drawings with no shading as he uses pens to create his artwork. You can draw the outcomes in pencil first and then go over it in pen when you are happy with the design.



**Recap of work that should have been completed last week:**

**Artist research page: You will need to complete the following on at least two A3 pages in the style of the artist’s work:**

* Title – Graham Smith.
* Artist study from at least one of the artist images in a media that matches the artists style.
* Writing information about the artist – what does he do? How does he do it? What is the work about? How does it link to your theme? How can you recreate and develop this artists style in your own work? Think about how the artist uses composition. The artwork overlaps whilst also takes up the whole page as he playfully inserts bubble writing/ notes to express thoughts and diary entries. Line is the focus of his work, as he uses pen to create his work. (Analyse his work in your own words)
* Stick in/ attach images of the artist’s work into your book.

## Business Studies

08/06/20

A full guide is available in the [Student SharePoint](https://mayfieldschoolpo2.sharepoint.com/Business-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=8e0ff8ed%2D6e40%2D4d51%2D9aae%2D90751c4cc8a6&id=%2FBusiness%2DStudents%2FShared%20Documents%2FStudents%20Working%20From%20Home%2FYear%2010), select “WFH Year 10”.

Your main task is to complete the weekly deadlines seen on the document above, this is on Seneca Learning. I will be able to track your progress. If you’re in class [10A click here](https://mayfieldschoolpo2.sharepoint.com/Business-Students/Shared%20Documents/Forms/AllItems.aspx?viewid=8e0ff8ed%2D6e40%2D4d51%2D9aae%2D90751c4cc8a6&id=%2FBusiness%2DStudents%2FShared%20Documents%2FStudents%20Working%20From%20Home%2FYear%2010), if you are in class [10C click here](https://app.senecalearning.com/dashboard/join-class/1q19spnt2k). You will need to create an account, please use your school email.

Additional tasks, including a movie/documentary list will also be found in the SharePoint section linked above. However, remember those are optional, additional materials and not a replacement to the Seneca learning tasks.

Please do read through the document first, but any questions feel free to email me on [batchelort@mayfield.portsmouth.sch.uk](mailto:batchelort@mayfield.portsmouth.sch.uk).

Stay safe. I look forward to seeing your progress on Seneca Learning.

## Computing

08/06/20

Using the workbook and revision guide that you were given at the start of year 10:

* Answering the questions in a quiz
* Marking the answers
* Looking up any information you didn't understand in the revision guide (don't do this before you answer the questions as this won't be good retrieval practice)

Repeat this process until you reach the end of your hour.

## Dance

08/6/20

Hello year 10’s happy summer term 2 hope you are all well and safe 😊 the focus for the next 8 weeks is to make sure you do not forget what you have learnt about the set works you have studied.

**Practical: 30 minutes**

Complete a full warm up consisting of the following stages:

* Pulse raiser: eg. Jogging
* Stretching: this should work on all areas of the body from head to toe. Remember to stretch both sides equally.
* Mobility: eg. Arm swings/hip circles
* Dynamic movements: practice sharp changes in speed and direction eg: shuttle runs
* Skill rehearsal- practice specific skills.

This warm up should take you around 10- 15 minutes if completed to a high standard

You must now complete a HIIT workout.

This can focus on any of the following areas (focus on a different area each week to mix it up)

* Abdominals and core
* Legs and Glutes
* Arms, back and shoulders
* Cardiovascular.

You can either create your own HIIT workout or research an existing one, there are loads online for example Joe Wicks.

Ensure that you stretch and cool down once you have completed the workout to lower your heart rate

Section A/B: 30 minutes

Thinking about the set phrases (Scoop and Breathe) describe one movement example from each phrases of the following Physical skills:

* Posture
* Flexibility
* Alignment
* Control
* Strength

Explain how each of these skills help when performing the set phrases.

What Physical skills do you need to work on regarding the set phrases and why?

**Section C: (30 minutes)**

*(All set works are also on Vimeo)*

This week's Focus: Exam Questions

**Alinha Curva:** <https://www.youtube.com/watch?list=PLBhgvcteMlthpNdpVUZjOMSoJxwSXSk6l&time_continue=93&v=z_yqDn_20PQ&feature=emb_logo>

**E of E:**  <https://www.youtube.com/watch?v=p1thJqQrxYk&feature=emb_logo>

**Shadows:** <https://www.youtube.com/watch?time_continue=4&v=bHmICKqjzQU&feature=emb_logo>

Using the notes and retrieval practice you completed last term, attempt/complete the following exam questions.

Using the notes and retrieval practice you completed last term, attempt/complete the following exam questions.

Practice Questions: AURAL SETTING

6 MARK QUESTIONS

Essay Questions - Use a timer for each question (you should get quicker by question 3)

2 minutes to plan your answer

6-8 minutes to answer the question

Remember: DESCRIBE/INTERPRET/LINK your answers, use a different colour for each area if that helps. Remember: Plan your answers, make notes before you attempt to write your answers. Remember: Choose 3 points that you are going to talk about.

1) How does the aural setting contribute to the choreographic intention in Alinha Curva (6 Marks)

2)How does the aural setting contribute to the choreographic intention in E of E (6 Marks)

3) How does the aural setting contribute to the choreographic intention in Shadows (6 Marks)

## Drama

8/6/20

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| Project 1  Task 1; This week I would like you to create a role on the wall for your character so that you learn as much about them as possible, this will help you to perform them to the best of your ability. A role on the wall is an outline of a person like a ginger bread man with the characters thoughts and feelings inside and the gingerbread man and other people’s opinions of them outside. See the example below.    Task 2; I would like you to continue to work on your character for your monologue, this time focusing on costume, design a costume for your character and label it to give details on why you have chosen the items of costume. Here is a very detailed example of a design by someone who is good at art (mine would not be this beautiful and you should not worry of drawing is your thing!) You could even cut out pictures from magazines or catalogues if you like. Try to use things you have access to at home so that you can wear them for your performance.    Each week I would like you to practice the monologue and learn it so that by the end of the term you know it off by heart. |

## French

Week beginning: 8th June 2020

* Task 1 – <https://forms.gle/NcF1W4Dhv3nnJQz56>

You are to follow the link to a Google Form retrieval quiz

Please complete the relevant information with your name and your teacher.

There are 10 questions and each question is worth 3 marks. You will be completing one of these retrieval quizzes every week so keep a track of your scores and see where your strengths are and where you need a bit more work on.

* Task 2 – **Linguascope Revision**

Email your teacher to ask for the login details for linguascope.com. Choose Intermediate ‘Mon Argent’. Watch the ‘scenette de presentation’ then choose any follow-on activites/games on this topic.

* Task 3 – **Reading and Listening**

Log on to Active Learn and complete the reading and listening activities set to you.

## Geography

08/06/20

**NIGERIA**

You are going to complete a research project about Nigeria. This will be a crucial case study for the main topic of Year 11. This will take you 3 weeks to complete as it requires an in depth look at the country, and this is now week 2.

Nigeria is our example of a Low Income Country and for your GCSE you need to know the following aspects.

• the location and importance of the country, regionally and globally

• the wider political, social, cultural and environmental context within which the country is placed

• the changing industrial structure. The balance between different sectors of the economy. How manufacturing industry can stimulate economic development

• the role of transnational corporations (TNCs) in relation to industrial development. Advantages and disadvantages of TNC(s) to the host country

• the changing political and trading relationships with the wider world

• international aid: types of aid, impacts of aid on the receiving country

• the environmental impacts of economic development

• the effects of economic development on quality of life for the population.

The link to the task sheet is here – [TASK SHEET](https://mayfieldschoolpo2.sharepoint.com/:w:/r/Geography-Students/_layouts/15/Doc.aspx?sourcedoc=%7B704536D1-01DE-413E-9397-78843BA31900%7D&file=Case%20study%20Nigeria.docx&action=default&mobileredirect=true)

The task has been broken down into sections and you should look to complete 3 sections each week. Each section has a couple of sub questions to research. You should use the textbook pages that have been scanned and uploaded to sharepoint and teams folders linked below. You can use wider research from the internet too but I recommend using the textbook first.

[Geography Sharepoint](https://mayfieldschoolpo2.sharepoint.com/Geography-Students/SitePages/Home.aspx)

[10A – HUG/ROY](https://teams.microsoft.com/l/file/63D6D6A1-184E-4BDE-8819-A914C09C61BB?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10A2019-20%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10A2019-20&serviceName=teams&threadId=19:1b371fe551d3426fa6f3985f606a767e@thread.tacv2&groupId=c7606046-2cc6-4d88-9b72-ac820e145a11)

[10B1 - RAN](https://teams.microsoft.com/l/file/DBCDF35A-80EF-4B35-AD04-AE2C21F7D7F2?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B12019-2020%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B12019-2020&serviceName=teams&threadId=19:5e506b3288c74defa44cdc2d8ec5127f@thread.tacv2&groupId=096480bc-c8a6-4527-839d-f99a41925ab1)

[10B2 - HUG](https://teams.microsoft.com/l/file/EDA978FB-A205-407E-A73A-C75B62BE6E73?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B22019-2020%2FClass%20Materials%2FUrban%20issues%20Revision%20Week%20beginning%2020th%20April.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10B22019-2020&serviceName=teams&threadId=19:0ffd72e53e53449694fb008cf82b36d5@thread.tacv2&groupId=ac919304-080d-47e6-ae18-f4741e293d1f)

[10C1 – ROY](https://teams.microsoft.com/l/file/67C21084-13A3-4D98-BD10-97A56196C4B7?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C12019-20%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C12019-20&serviceName=teams&threadId=19:1ac2ae27b4a54b81b4776a99d973ab24@thread.tacv2&groupId=8ae60f98-6083-4953-91cb-a83e90f8ddba)

[10C2 - RAN](https://teams.microsoft.com/l/file/FB758036-922F-4EE3-831D-B80719008916?tenantId=c68cb7d7-a661-461a-ab08-7a3094d6e411&fileType=docx&objectUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C2%2FClass%20Materials%2FUrban%20Issues%20Revsion%20-%20week%20beginning%2020th%20April1.docx&baseUrl=https%3A%2F%2Fmayfieldschoolpo2.sharepoint.com%2Fsites%2F10C2&serviceName=teams&threadId=19:30cf6294df384bd58ed893e6b82a639f@thread.tacv2&groupId=89b73164-ee3c-4abc-a3e1-51420e4925af)

## History

08.06

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| Elizabethan England | **Monkey Monkey revision site** | Revise key people, dates and events for **unit 3 Troubles home and abroad** | <http://www.monkeymonkeyrevision.co.uk/index.php>  It will ask you to log in, just sign in as **a guest**. Click on Elizabethan England (red box)  This week you will focus on Religion.  **Task 1:** Select **revision cards**. Read through all 9 topics under the heading Religion (from Religious settlement to Armada-overview of defeat) Select the first topic (Religious settlement) and read through carefully. Once read click on the grey ‘switch to gap fill’ at the bottom. Read through and fill in the gaps. You can set difficulty rating in the purple box. It will automatically set at core but you can change to essential (basic) or challenge (difficult). If you need help, press ‘hint’. Once done press ‘check’ to reveal the answers.     * After checking your answers click the grey button again ‘switch to info’ and it will take you back to the revision card you have just read. At the bottom press ‘next’ and you will move onto the next topic. Repeat this process until you have completed all 9 topics for unit 3 * Once done press the back arrow in the top left of your screen and it will show you your progress on each topic. If you are able, screen shot it and send it in an email to your History teacher so they can see your progress too.     **Task 2**:  Go back to the home page (press back arrow again) and select ‘**factbuster**’. In the left hand purple box change ‘All topics’ to ‘Religion’. You can choose to take the multiple choice quiz or for a harder option select ‘text box’ and you will need to insert your own answer without choices (make sure spelling is correct otherwise it will be considered the wrong answer) Again it will show you how well you know the facts, once all green you can press ‘ignore’ and just keep repeating the test with facts you are not sure of, until they are all green- then send a pic to your teacher! |

## IT ( BTEC)

8th June 2020

Lesson 7 – Data protection

What does the Data Protection Act cover?

The Data Protection Act was developed to give protection and lay down rules about how data about people can be used. The 1998 Act covers information or data stored on a computer or an organised paper filing system about living people. The basic way it works is by: setting up rules that people have to follow.

Task 1 - What are the 8 principles of the Data Protection Act?

Task 2 - Does Data Protection Act apply to individuals?

Task 3 -How does this linked with GDPR and what does it mean for individuals?

Task 4- As you are reading around this subject, as there is a lot on the internet out here, make notes, ask question ready for when we return?

## Music

## 8th June 2020

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| This week you need to practise the next section of your piece or work at being able to play what you have learnt fluently and accurately. If you have learnt the whole piece you need to select a new one to begin learning. You should set yourself a target for this week and be aware of what you are trying to achieve this week. **You should practise your piece for at least 20 minutes a day, which should also include any technical exercises (scales, arpeggios etc) and, on Fridays, video yourself playing the part(s) you have learnt.** On Friday you should complete a diary entry which includes: -   * How much you have completed * What were the difficult aspects of what you were trying to learn? * How did you break the section down into manageable sections or overcome the problems? * Who did you perform the section or whole piece to and how effective was the performance? * What are you going to work on next week?   **The video and diary entries are an important part of your coursework.** |

## Sports Studies

08/6/20

All students to research a sporting event from over the last two years. This can be a fixture, tournament or event.

Task 1 – Why was it memorable to you? Why did you choose this specific event?

Students should write an introduction to their event, outlining the key details about it including headlines, key data and results.

Eg – Wimbledon 2019 – The semi-final match between Federer and Nadal – Why is this of interest to you?

Continue from Last Week

Task 2 – Reflect on your event – How was it covered by the media?

Which types were used and what impact or angle did the media take?

Did the media have an influence on the players or the public?

Write a report on your findings and opinions. Email Mr Browning or Mr Reid if you have any questions.

## Photography

08/06/20

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| |  | | --- | | ***Photoshoot plans are a useful document to make before doing a photoshoot. They encourage you to be more reflective about what you are taking photographs of and how. A photoshoot plan gives you direction when taking your photographs and in turn will help you to create more successful outcomes***  ***-Answer the questions below in order to plan a photoshoot for next week with the theme Architecture. The questions below are useful prompts for things to think about before taking photographs.***     1. ***What*** *are you going to take photographs of? (****consider what locations are available given the current circumstances in order to take photographs of architecture. The photographs could be taken of your house if you are unable to access anywhere else****)*            1. ***How*** *are you going to take these photographs? What type of rules of composition are you going to use? What camera angles/ viewpoints will you use?* 2. ***Why*** *are you taking photographs in this way and how does this shoot link with your theme? What type of shots and photographs are you hoping to capture. What are you aiming to achieve from this shoot?*          1. ***Where*** *are you going to take your photographs?*                1. ***Who*** *is inspiring this shoot? Which photographer are you working in the style of? How will the way you are going to take your photographs show this influence?* | |

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## Spanish

Week beginning: 8th June 2020

* Task 1 – Retrieval quiz <https://forms.gle/Mg3Cy3aeWDoEB4776>

You are to follow the link to a Google Form retrieval quiz. The questions this work are key words that always come up in the speaking exam and people just forget, so write them down if you are not sure.

Please complete the relevant information with your name and your teacher.

There are 10 questions and each question is worth 3 marks. You will be completing one of these retrieval quizzes every week so keep a track of your scores and see where your strengths are and where you need a bit more work on.

* Task 2 – A choice of two tasks, at least complete one of them.

**EITHER one**

Before school closed, you collected a folder full of worksheets and exercises. Complete any of those activities and share with me your work that has been completed. Take a photo of the work and email it to me.

**OR two**

Follow the link <https://mayfieldschoolpo2.sharepoint.com/:b:/g/admin-staff/EYITNv7WRtdEvcuYNxOuMqABreS0XPk215EsYz0ZLSmMEQ> to the writing about what have you done during quarantine. Use the sentence builder to write a mini paragraph in Spanish explaining some of the activities you have done. All instructions are explained in the task.

Once you have used the sentence builder to write your own mini paragraph, have a look at the follow-on activities and complete one of them.

Share your writing with [currierb@mayfield.portsmouth.sch.uk](mailto:currierb@mayfield.portsmouth.sch.uk) and get your work shared on social media and gain achievement points.

* Task 3

Have a look at <http://linguacuisine.com:7000/> You can find it as an app as well <https://linguacuisine.com/>

Here you can follow a recipe for traditional dishes from Spain and Spanish speaking countries. The instructions can be heard and/or read in both Spanish and English. Have a go at one of the recipes, the *tortilla de patatas con cebolla* is one of my favourites and an easy recipe to follow.

Once you have watched a video, write a recipe up yourself with instructions in Spanish. Use the recipes on Linguacuisine to help you.

Share your creations by emailing [currierb@mayfield.portsmouth.sch.uk](mailto:currierb@mayfield.portsmouth.sch.uk)