|  |
| --- |
| 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 9, 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 hour per week of their 5 option subjects (ie 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 Gibson (gibsonr@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

In order to expand your understanding of figurative language, poetry and descriptive writing, we would like you to work on a minimum of ONE (or for our most able students TWO) of the tasks from the English Mastery Student Workbook you can find [here](https://mayfieldschoolpo2.sharepoint.com/English-Students/Shared%20Documents/Forms/AllItems.aspx?id=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning%2FStudent%5FEnglish%5FKey%2DStage%2D3%2DPoetry%2DWorkbook%201%2Epdf&parent=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning). We have included an answer book to help you review your work and check you haven’t made any mistakes. You can find this [here](https://mayfieldschoolpo2.sharepoint.com/English-Students/Shared%20Documents/Forms/AllItems.aspx?id=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning%2FPoetry%2DWorkbook%2D1%2DAnswers%2Dand%2DQuizzes%2Epdf&parent=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning).

If your parents are trying to help you, there’s a [guide](https://mayfieldschoolpo2.sharepoint.com/English-Students/Shared%20Documents/Forms/AllItems.aspx?id=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning%2FTeacher%5FEnglish%5FKey%2DStage%2D3%2DPoetry%2DTeacher%2DGuide%2Epdf&parent=%2FEnglish%2DStudents%2FShared%20Documents%2FHome%20Learning) for them too – but why not be resilient and explain it to them!

So, this week, attempt Lesson 4 ‘Sally’ by Phoebe Hesketh. Remember, to be resourceful and challenge yourself to complete all the tasks!

In addition, we want you to work on your spelling! You can find the fourth week’s spellings [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/English-Students/Shared%20Documents/Home%20Learning/KS3%20Spellings%20Week%204.docx?d=w25fc55d59faa4b4b9396f223233e6f30&csf=1&web=1&e=GKw5b7). 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/).

Finally, a reminder to be reading privately and completing Accelerated Reader quizzes for the books you read. Try to make time for 15 minutes reading MINIMUM a day. How about before bed?

## Maths

**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 - Surname and initial (eg Joe Bloggs = BloogsJ)

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/1304.html>

Scroll to the bottom on the page and Select W/B 13**th April 2020**

**Set 1 -** Answer and mark the **Year 9** questions

**Set 2 -** Answer and mark the **Year 9** questions

**Set 3** - Answer and mark the **Foundation A** questions. If you get lots incorrect try the **Foundation B** questions.

**Set 4** - Answer and mark the **Foundation B** questions

## Science

Please write any answers on paper, you do not need to print out any sheets**.**  (although feel free if you want to) - keep these well-ordered so you can show them to you class teacher when we return.

Non communicable diseases are something we all need to be aware of, and there are a certain diseases that are important to know as part of your GCSE

Click on [**this link**](https://mayfieldschoolpo2.sharepoint.com/:w:/r/Science-Students/Shared%20Documents/School%20closure%20work/Year%209/Week%206%20-%2011th%20May/WB%2011.5.20%20Organisation%20(Non-communicable%20disease).docx?d=w9106ea71cc95440ea8ee8b539d8ecb0c&csf=1&web=1&e=dpTfBV)to access the revision sheet questions:

You can also find answers for last week’s work by [**clicking here**.](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Science-Students/ESARFXUcMdRJnjzxH8n6KX4BGXQccE2Nov4CuT87dcQxBA?e=tANiaN) You should use some of the time you have allocated to science to check through the answers you’ve put, reflect on any mistakes and correct them.

If you have any questions, or would like to send some examples of your work to us please email them to Mrs Stedman – [Stedmank@Mayfield.portsmouth.sch.uk](mailto:Stedmank@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

Over the last few weeks, you have been learning about the impact that the lockdowns implemented because of coronavirus have had on the environment.

Task:

Create a poster or write a letter, which could be shared with others in the community to show your ideas of how we can look after the environment better after the lockdown has ended. Remember to keep yourself safe and do not include any personal details on this if you plan to display it somewhere.

**Option Subject Based Work**

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

## Art

Continue with your Ian Murphy artist research page by completing the following:

1. Second artist study of his work in a different media (pen, ink, coloured pencil, paint, or chalk)
2. Write your opinion on his work. (This does not necessarily mean you’re right if you like it or not). Be descriptive about his work. Do you think he works quickly? What would you find challenging? Is it similar to your drawing style? Is his work neat, expressive, organised or messy? What makes you think these things?

Use this link to support your research

<http://www.ianmurphyartist.com/about/>

## Business Studies

*Task one (2 minutes)*– write down what the acronym SMART stands for.  You will need this later!

*Task two (10 minutes)*– Write down a definition of a social enterprise.  Explain what the purpose of a social enterprise is using as many connectives as possible.  Connectives you could use include:

* Because
* Therefore
* In addition
* As a result of
* This means that
* I think this because

*Task three (48 minutes)* – come up with an idea for a social enterprise that could benefit as many people locally as possible.  Think about what is happening in the news at the moment.  Could your idea support the working being done to combat the Covid-19 virus?

Write a mission statement for your social enterprise.  What are you going to set out to achieve?  Remember to make any aims or objectives “SMART”.

Design a logo for your social enterprise that will be a clear visual for all of your customers.

## Computing

During your computing time this week we would like you to work on your programming skills. If you are a confident programmer then you can do any of the following tasks:

1. Carry on working through the homework tasks you have been using all year ([click here](https://mayfieldschoolpo2.sharepoint.com/:w:/g/Computing-Staff/EQg7bOHvYDhPhtWFv_v4z9UBALfxoTTx4cZAA9r8PUnDVA?e=idqAzi))
2. Start work on these advanced challenges (this is a new booklet many of you won’t have seen before – [click here](https://mayfieldschoolpo2.sharepoint.com/:b:/g/Computing-Staff/ERmuBSMjUvZCoM4KmLlNP_QBFCr-EmWhBjOfFRS8TZg1MQ?e=lQjWDv))
3. Continue working on any program you have begun this year (for example your text based adventure game)

If you are not feeling so confident with your programming skills then you may want to use the Codecademy Python course – although it is set up for Python 2 there are only a few small differences to what you have been taught ([click here](https://www.codecademy.com/learn/learn-python)).

## Dance

**Practical: (25 minutes)**

This link teaches you a routine - you must be warmed up first, so warm yourselves up for 5-10 minutes depending on how your body is feeling.

<https://www.youtube.com/watch?v=x4K_sNxCmEE&t=80s>

**Theory: (35 minutes)**

When you transfer to year 10 and 11 you will start to dissect and analyse dances. These following tasks are designed to get you thinking about more than just the movement you see.

**Task 1:** Watch the following performance (**Something I think you will enjoy watching** 😊)

Matilda the musical crammed in to a 10-minute dance performance. <https://www.youtube.com/watch?v=BZmdawBkK6k>

**Task 2:** Answer the following questions in detail. *If you are unfamiliar with Matilda, you can research it.*

1. What is the basic story line/plot of Matilda?
2. How many dancers roughly do you think take part in the performance?
3. What age range do you think the performance is aimed at?
4. What kind of atmosphere do you think the audience would get from watching this?
5. Does the set move around the space?
6. How many props are used? Make a list of props used throughout the performance.

If you are not able to watch the clip please answer the questions on a show that you have seen before.

## Drama

Research and write a report on the following job roles stage manager / producer / playwright - <https://www.bbc.co.uk/bitesize/guides/zhf8gwx/revision/1>.

If you don’t have access to BBC Bitesize use your knowledge of these roles to make a start.

## French

**Task 1**

You are to follow the link to a Google Form retrieval quiz <https://forms.gle/c4WEyQw1DVDUZJMZ8>

Please complete the relevant information with your name, class (if you know it) 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**

<https://www.bbc.co.uk/bitesize/guides/zrw2bdm/revision/1>

Follow the link to BBC Bitesize and complete the activities regarding **Sports** in French. Once you have completed the activities, make some flashcards with key phrases in French to help you remember them.

**Task 3 – Optional extra**

Imagine you are opening a healthy café in France. Design your own menu for the food and drink you will serve. You can do this on the computer or create a poster- get creative! Email your work to

[painter-emily@mayfield.portsmouth.sch.uk](mailto:painter-emily@mayfield.portsmouth.sch.uk)

## Geography

**Typhoon Haiyan Case Study.**

This week I would like you to watch a documentary about Typhoon Haiyan. It is on youtube if you search for Typhoon Haiyan Eye of the Storm or use this link <https://www.youtube.com/watch?v=-BnahLG_DmQ>

As you watch it you need to answer the following questions.

1. Where did the Typhoon develop?
2. When did it reach land in the Philippines?
3. What were the wind speeds recorded?
4. List some primary effects of the storm –what did the wind and rain do? Tacloban was the
5. Where is the storm most intense.
6. One short term response in the hospital was to move the patients – where did they move them?
   1. Why was this not the best strategy?
   2. What did they have to do later?
7. As well as the wind and rain what was the other hazard caused by the Typhoon? How high was it?
8. What happened to many pregnant women during the storm?
9. What was the secondary effect of the Typhoon on the lady’s grocery shop business?
10. How did the Royal Air Force help?
11. How did the Royal Navy help?
    1. What was the name of the ship?
    2. What sort of aid did it bring?
12. What were Save the Children’s big concern for the future?
13. Why does the poverty in the Philippines make the situation worse?
14. What problem will result from the rebuilding that took straight after the storm?

**Extension** – turn your notes into a set of flash revision cards about the Typhoon. You could make one for the effects (primary and secondary) and one for responses (short term and long term)

## History

|  |  |  |  |
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| Medieval Medicine | **Monkey Monkey revision site** | Revise key people, dates and events from Medieval medicine.  Undertake informal quizzing | <http://www.monkeymonkeyrevision.co.uk/index.php>  It will ask you to log in, just sign in as **a guest**. Click on Health and People (blue box)  You will focus on Medieval medicine only.  **Task 1:** Select **revision cards**. Read through all 8 topics under Medieval medicine. Select the first topic (explanations of disease) and once read just click the ‘next’ button at the bottom to take you automatically to the next topic.  **Task 2:** Go back to the home page and select **‘gap fill’.** Start with the first one again and press ‘next’ once done to move onto the next topic & gap fill. Again there are 8. If you need help, press ‘hint’ and to check your answers press ‘check’  **Task 3**: Go back to the home page and select ‘**factbuster**’. In the left hand purple box select ‘Middle Ages’. 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.    You may wish to email your subject teacher to tell them your test results |

## IT ( BTEC)

**Assignment work**

Over the last couple of months, you have been working on an assignment which is all about creating a User Interface for a customer, this assignment can be found [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/ICT-Students/_layouts/15/Doc.aspx?sourcedoc=%7BDFFEB6B2-6027-4FD3-A77F-FB14910C63F9%7D&file=AAB-Component-1-LA-B%20Updated.docx&action=default&mobileredirect=true), the support sheets for this assignment can be found [here](https://mayfieldschoolpo2.sharepoint.com/:p:/r/ICT-Students/_layouts/15/Doc.aspx?sourcedoc=%7BA6A87940-421C-471F-8F41-10770117F8D0%7D&file=Project%20planning.pptx&action=edit&mobileredirect=true). If you are able to complete this, please do so.

**Next Steps**

1. If you are unable to finish that assignment or you have finished it, you will find the next sets of tasks/learning [here](https://mayfieldschoolpo2.sharepoint.com/:w:/r/ICT-Students/_layouts/15/Doc.aspx?sourcedoc=%7BA08DA156-3C86-479B-BA35-3F0C298FB517%7D&file=Year%209%20IT%20BTEC%20work.docx&action=default&mobileredirect=true). They are broken down into lessons, which will take you approx. 30/40 to complete.
2. Keep All the work/notes/answers - you will need them for Y10/11.

## Music

Research the composer Philip Glass. How is his music like Electronic Dance Music and how is it different? What is the name given to the style of music he writes? What are the main musical features of it? If possible, listen to 2 of the pieces he has written. Say what you like about them and what you do not like. Give musical reasons to justify your opinions. (Glassworks album is a good place to start).

## PE GCSE

You are going to be using Seneca for your learning this week – Mr Campbell has emailed you details. You continue with the following online lessons:

**2.2.1**Planes & Axes of Movement

**2.2.2**End of Topic Test - Movement Analysis

## Sports Studies

Sports Studies materials are all saved in the students’ folders on SharePoint. Any resources required are also in the folders for students to use

Review of Learning – Access your Learning Outcome 1 in Unit 3 on SharePoint and reflect on Task 4 Leadership Styles.

These include:

1. Democratic
2. Autocratic
3. Laissez Faire

Add additional examples, description and pictures to each Leadership style.

## Photography

Upload and present the photographs you took last week as a contact sheet (this is just a slide of all the images you took in last week’s photoshoot). Select at least 4 of your best outcomes (the ones which you feel are the most effective). You should then present one image per slide/page and annotate why you have selected them as your best outcomes- discuss where you can see evidence of the use of the formal elements and label which viewpoint you have used in each image; add any other information as to why you like those particular images the most e.g. subject matter, composition etc.

## Spanish

Topic: School exchange

**Task 1**

You are to follow the link to a Google Form retrieval quiz [https://docs.google.com/forms/quiz](https://docs.google.com/forms/d/e/1FAIpQLSepM7LSy5Qn4kp7nmlON70WnwKsvF7y06hB6gMhQhEzb8bsSQ/viewform?usp=pp_url)

Please complete the relevant information with your name, class (if you know it) and your teacher.

There are 15 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**

<https://quizlet.com/gb/303335485/el-intercambio-escolar-flash-cards/>

Follow the link to Quizlet and complete the activities regarding school exchanges. Strengthen your knowledge by reviewing the set of terms provided through the study section (flashcards, learn, write, spell, test), then engage with the play section (match, gravity) to consolidate what you have learnt. Once you have completed the activities, make some flashcards of your own with key phrases in Spanish to help you remember them.

**Task 3 – Optional extra**

Read Víctor’s text. Then write the letter of the pictures below in the correct order. Finally, translate the sentences in bold into English. Email me your answers to find out your marks out of 18.



## Travel and Tourism

1. Write definitions of the following key words and include some examples. Turn them into flash cards to memorise.

* Screen tourism
* Tourist information centre

1. Describe what national and regional tourism agencies do. Can you explain the difference between regional and national agencies?
2. For either England, Scotland, Wales or Northern Ireland carry out the following research
   1. Identify the national tourism agency and its key purpose
   2. Identify any examples of regional tourism agencies and what they provide
   3. Locate at least 3 examples of tourist/visitor information centres and make a list of the service, products and facilities they offer tourists.

Save all your work into your Travel and Tourism folder one and send a copy or share a link to Mr Royle.