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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 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, it’s Lesson 5, ‘Frogs’ by Norman MacCaig. Remember, to be resourceful and challenge yourself to complete all the tasks and work on deeper thinking skills! You could even move on to the following lesson if you’re feeling like a bigger challenge this week or catch up with the previous lessons if you missed them.

In addition, we want you to work on your spelling! You can find the fifth week’s spellings [here](https://mayfieldschoolpo2.sharepoint.com/%3Aw%3A/r/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7BA27FF5B6-6E11-4CA4-9601-1C946EFD311C%7D&file=KS3%20Spellings%20Week%205.docx&action=default&mobileredirect=true). 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](http://www.dictionary.com).

Also, in preparation for your GCSEs, we’d like you to look at reading comprehension. Attempt a minimum of ONE task a day from the modern texts booklet you can find [here](https://mayfieldschoolpo2.sharepoint.com/English-Students/_layouts/15/Doc.aspx?sourcedoc=%7B51230BDB-1AC9-40C8-98EB-9665F6361858%7D&file=21st%20Century%20Reading%20for%20Meaning%20Activity%20Booklet.docx&action=default&mobileredirect=true&CT=1585840872280&OR=ItemsView). 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/%3Aw%3A/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.

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** 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 20**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.

This week you are looking at plant transport systems. Did you know that the tallest living organism a Giant sequoia can grow up to 85 metres tall, but how do they get water from the ground all the way to the top?

 Click on [**this link**](https://mayfieldschoolpo2.sharepoint.com/%3Aw%3A/g/Science-Students/ERIv4mjGq69DtSXaFwcDSqUBkcnVdLjj0PQvHJDawAoHmA?e=ISEg2e)to access the revision sheet questions:

You can also find answers for last week’s work by [**clicking here**.](https://mayfieldschoolpo2.sharepoint.com/%3Aw%3A/g/Science-Students/EW5RxJaJcxBBtrOgP9MHmykBMRk-OeKPKM4WGwptx8JQDA?e=srehih) 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

## 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 past few weeks, you have been thinking about the environment and having a positive impact on the environment. This week, you are going to think about Fairtrade and the role that Fairtrade has in different communities.

1. What do you already know about Fairtrade? Make a mind map of what you already know
2. Read the information sheet on Fairtrade [here](https://mayfieldschoolpo2.sharepoint.com/%3Ab%3A/g/Student-Prep/EY0GL-G39AZMnmYxtyFC4PQBBr94eoXSxsCE8h9Lpq3oKA?e=khbVVd) and choose a question set from the last page of the document. Try to ensure that you are challenging yourself – if you can, go for green/challenge level 3!
3. In your own words, summarise why Fairtrade is important to communities and the role that Fairtrade plays.

Keep your answers safe – there will be feedback in next week’s home learning pack for you to use to check your work.

**Option Subject Based Work**

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

## Art

Tasks

* Research your own artist/designer or architect that explores the theme architecture. Look on Google Images and Pinterest to help you find inspiration. Try typing in ‘artists inspired by architecture’ or ‘architectural artists’ to help you. Select one that you find inspiring.
* Create the title of the artist/ designer.
* Write information about their work.
* Create an artist study of one of your favorite images you have found.

## Business Studies

Please note that this task is week one of a two week task.

*Task)* – come up with an idea for a new cereal that is aimed at one of the following target markets:

* Children aged 2 to 10
* Children aged 11+
* Vegans
* People who like to stay healthy
* People with a high income

You need to create a design for your box. You can do this on paper, on the computer or you could even make your own box.

Carry out some research and set an appropriate price for your cereal product. Explain why you have set the price as it is.

Evaluate your cereal design. What do you like/dislike about it? How successful do you think your product would be? Write a script for a presentation to be given to the buyers of major supermarkets. What would you say to make them buy your product for their stores?

## 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/%3Aw%3A/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/%3Ab%3A/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: (15 minutes)**

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

<https://www.youtube.com/watch?v=KRTrWc1MsXg>

**Theory: (45 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.

Firstly, re-watch the following performance.

**Matilda:** [Click here](https://www.youtube.com/watch?v=BZmdawBkK6k)

Focus: Costumes

Task 1: Pick a specific character from the performance.

Draw out the costume your chosen character is wearing. Once you have done this label your picture using the following questions.

1. What age do you think your character is?
2. Label all the costume items.
3. Describe all the colours within the costume.
4. How does the costume help you understand who the character is?

Focus: **Set**

Task 2: Pick a moment in the dance, press pause and draw and label in detail the **set** that is used on stage. Once you have done this label your picture using the following questions.

1. How does the set help set the scene?
2. Does the set move around the stage?
3. Do the performers use the set as they move around?
4. Is the set affective?
5. Does the detail in the set help you understand what is going on?

## Drama

Write a theatre review of a production you have seen. Discuss set design, costume, props, lights, sound and performance. There is some great guidance [here](https://www.bbc.co.uk/bitesize/guides/zrjsxyc/revision/1):

If you haven’t seen a live theatre production you can find one to watch [here](https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html);

## French

**Task 1**

You are to follow the link to a Google Form retrieval quiz <https://forms.gle/m8xmLu1Bv91bQrFGA>

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/z6n4t39/revision/1>

Follow the link to BBC Bitesize and complete the activities regarding **Adjectives** 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**

You are to research a festival that takes place in France or any French-speaking country. Try to find some facts, pictures and any other interesting details about this festival. Would you like to attend it yourself? Why/Why not? You can do this on the computer or create a poster- get creative! Email your work to painter-emily@mayfield.portsmouth.sch.uk

## Geography

**UK weather Hazards**

1. Research and create a list of weather hazards that can or have affected the UK in the past. Can you include a specific event with dates?
2. Complete some research about Storm Desmond in 2015. [This YouTube clip](https://www.youtube.com/watch?v=xUBgiGSz0j4&list=PLF5IzCURa6GL-JafOU_8yEwYUedR0g8kS&index=1) show news reports of the effects and causes.
3. Create a detailed factfile or set of flash cards about the:
* causes of the flooding
* the effects of the storm (include social, economic and environmental impacts)
* The responses to the flood (short term/Immediate and long term)

Useful websites

<https://www.metoffice.gov.uk/weather/warnings-and-advice/uk-storm-centre/storm-desmond>

<https://www.bbc.co.uk/news/uk-35038617>

<https://www.alevelgeography.com/storm-desmond-case-study/>

## History

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| **Topic** | **Resource** | **Activities** |
| Medieval Medicine revision (Public Health) | Information and worksheet – [click here](https://mayfieldschoolpo2.sharepoint.com/%3Ab%3A/g/Student-Prep/EU5hQNhobURFmm3T8yU3afgBKn2CsWECF1febTtAG9dY8g?e=CHhPIF)  | 1)Read all the information on the conditions in both the country and towns.2) Complete both tasks. For task 2 there are 2 options, only complete 1.Save your work for your revision folder if continuing with History next year. |

## 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/%3Aw%3A/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/%3Ap%3A/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/%3Aw%3A/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

**Test Paper** – Create your own exam paper to test student’s knowledge of Electronic Dance Music. You must have 20 questions (and the answers). You should include multiple choice questions, short answer questions, essay style questions and, if possible, listening questions.

## 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:

**5.1.1**Quantitative Data

**5.1.2**Qualitative Data

**5.2.1**Data Presentation & Analysis

## Sports Studies

Review of Learning – Access your Learning Outcome 1 in Unit 3 on SharePoint and reflect on Task 5 Leadership comparison

You should compare and contrast two sports leaders highlighting their characteristics and how they compare and contrast to each other.

Add additional examples, description and pictures to justify your suggestions and opinion.

## Photography

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| --- |
| Research the role of a ‘Unit Still Photographer’ and create a poster (this can be handmade or a digital version) advertising the role and what skills and equipment it requires. Gareth Gatrell, who some of you met in a talk during MOLIMA week, is a unit still photographer from Portsmouth and has worked on some big film sets- take a look at his photography <https://www.garethgatrell.com/> |

## Spanish

Topic: Facilities: primary school VS secondary school

**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/1FAIpQLSdewKf_WHSKQuGflaFUe8PSMAFhl8FZ7qSaOPSjsHCG_BDxjw/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/456706851/las-instalaciones-flash-cards/>

Follow the link to Quizlet and complete the activities regarding facilities in your primary and secondary school. 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 Josué’s podcast and answer the questions below in English. Either handwrite or type this and send to me. Please, rather than relying on Google Translate, use <https://www.wordreference.com/> instead as an online dictionary.



## Travel and Tourism

Transport facilities, providers, gateways and terminals

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

* Short haul flight
* Long Haul Flight
* A transport terminal
* A transport gateway
	1. Research and then explain the difference between full service airlines and low cost airlines. Include an example of each.
	2. What facilities are often found at large transport terminals for travelers?
	3. Identify 2 more types of transport provider and add them to the table below:

|  |  |  |
| --- | --- | --- |
| **Transport Type** | **Example provider** | **Key Gateway and Terminal** |
| Air | British Airways | London Heathrow Airport |
| Rail | Virgin West Coast | Glasgow Central Station |
| Sea | P&O Ferries | Hull Ferry Terminal |
| Road | National Express | Birmingham Coach Station |
|  |  |  |
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Extension – find a blank map of the UK and locate your chosen stations, ports and terminals.

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