



Dear Year 8 Student

Here is your work for each of your subjects for this half term if you are having to work remotely. Try to follow your timetable as if you were in school.

Start each day by doing the following

- Go to **Microsoft Teams**
- **Class Team**
- On the '**posts**' under '**general**' you will see instructions about the work and resources or an invite to the live lesson
- Check **Assignments** in the class for work to be done that week and any assignments that should be handed in.

Your teacher will communicate with you in the 'post' feed under 'general' about the work that needs to be done each week. **You must read the information and instructions carefully and complete the set work first before you need to hand in any Assignment.**

If you are not sure about the work set, remember **Brain. Book. Buddy. Boss.** Use the post feed to check with your peers or teacher about work set. If you need to email your teacher, make sure you are specific with your enquiry so they can help you first time rather than needing more details.

Make sure you find time for **enrichment activities** as well as reading and activities to support your well-being, especially to get some exercise, if it is safe to do so. <https://www.parkfieldschool.org/remote-learning>

Do one more thing: remember you are more likely to get knowledge into your long-term memory if you go back and revisit it after you have learnt it. Remember to ask someone at home to ask you questions about your work for each subject to make you think about and recall what you learnt.

Good luck!



7 Steps to Successful Online Learning

Get up! Get dressed! Be ready!

1. Treat the VIRTUAL classroom exactly the same way you would treat the REAL classroom.
2. Use Microsoft Teams and the online learning tools to complete the work set by your teacher. This is a new environment and we are all learning together. Be helpful, respectful and supportive to your teacher and each other.
3. When joining a video call with your teacher, ensure you blur your background using the 3 dots on the call toolbar.
4. Address your teacher and peers politely and when communicating, use correct grammar and appropriate writing style. Don't confuse the online learning with social media; remember you are in a working environment and contributing to a learning discussion.
5. Use the message board for questions related to the topic so your teacher can help you. Off task behaviour and conversations will be treated the same as low level disruption in the classroom.
6. Do not do anything that would compromise the online safety of anyone in the class, including the teacher. The use of someone's image without their permission and posting inappropriate material go against our anti-bullying and e-safety policy.
7. Online safety of students and staff at Parkfield School is taken very seriously and will be dealt with if compromised.

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Art

I can revise and review my prior learning by:

- Practicing skills and techniques used.
- Exploring a range of artist and art work.
- Asking someone at home to question me about what I have learnt.
- Make flashcards of vocabulary and definitions.

Week commencing	Learning objective- what I will know by the end of this half term	Go to Teams
22/2/21 or 1/3/21	<p>The work of Jasper Johns: Expressive mark making. To create a piece of art work inspired by the work of Jasper Johns.</p> <p>https://classroom.thenational.academy/lessons/jasper-johns-part-1-70u3ad?activity=video&step=1</p> <p>https://classroom.thenational.academy/lessons/jasper-johns-part-2-ccw3cc?activity=video&step=2&view=1</p> <p>Resources: paper; paint; card; scissors; (optional) your name initials printed big and bold.</p>	<p>All resources can be found in Microsoft Teams.</p> <p>Class Teams 8P Art; 8K Art; 8F Art</p> <p>In the 'posts' tab you will see instructions about the work and resources.</p> <p>In the 'files' tab you will find a PwPt with the links to each Art lesson.</p>
8/3/21 or 15/3/21	<p>The work of Peter Blake. To create a piece of art work inspired by the work of Peter Blake.</p> <p>https://classroom.thenational.academy/lessons/peter-blake-part-1-ccuk0r?activity=video&step=2&view=1</p> <p>https://classroom.thenational.academy/lessons/peter-blake-part-2-6ngkjc?activity=video&step=1</p> <p>Resources: paper; glue; images to collage (from old magazines/newspaperes/ leaflets); pens or pencils or paint.</p>	<p>Check assignments in the class team for work that needs to be handed in.</p>
22/3/21 or 29/3/21	<p>The work of Dain. To create a piece of art work inspired by the work of Dain.</p> <p>https://classroom.thenational.academy/lessons/dain-part-1-6ww30r?activity=video&step=1</p> <p>https://classroom.thenational.academy/lessons/dain-part-2-c8t3cc?activity=video&step=2&view=1</p> <p>Resources: paper; glue; old magazines/ leaflets/ catalogues; an image of yourself or someone you admire; pens; paints</p>	
<p>Completed all you work for the week? Why not have a go at one of these extension tasks?</p>		
<ul style="list-style-type: none"> • Explore the National Gallery in London by taking a virtual tour https://www.nationalgallery.org.uk/visiting/virtual-tours 		

Computing

Prior Learning:		I can revise and review my prior learning by:
Week commencing	Learning objective- what I will	Go to Teams first not to email All resources can be found:
22/2/2021	LO: Trace an algorithm and predict the outcome using a trace table	Resources will be available on Teams
1/3/2021	LO: Trace an algorithm and predict the outcome using a trace table	Resources will be available on Teams
8/3/2021	LO: Familiarise with the Python coding environment and write some simple print and input statements	Resources will be available on Teams
15/3/2021	LO: Familiarise with the Python coding environment and write some simple print and input statements	Resources will be available on Teams
22/3/2021	LO: Write a simple program in Python using simple arithmetic functions	Resources will be available on Teams
29/3/2021	LO: Write a simple program in Python using simple arithmetic functions	Resources will be available on Teams
<p>Completed all you work for the week? Why not have a go at one of these extension tasks?</p> <p>Take a look at these BBC Bitesize pages and try the test:</p> <p>Algorithms: https://www.bbc.co.uk/bitesize/guides/zpp49j6/revision/1</p> <p>Programming Basics: https://www.bbc.co.uk/bitesize/guides/zwmbgk7/revision/1</p> <p>There is also a selection of programming games available at: https://www.codingame.com/home</p>		

English

<ul style="list-style-type: none"> ✓ Prior Learning: ✓ Recap previous learning – Rhetorical devices ✓ Understand Ethos, Logos and Pathos – check notes 		<p>I can revise and review my prior learning by:</p> <ul style="list-style-type: none"> • identifying anything that needs revisiting because I cannot easily recall it • making flashcards of devices, vocabulary and definitions • creating a one-page document / mind map of key vocab and knowledge to help me remember it later
Week commencing	Learning objective-	<p>Go to Teams first not to email</p> <p>All resources can be found:</p> <ul style="list-style-type: none"> • in Microsoft Teams • Class Team • On the 'posts' under general you will see instructions about the work & resources <p>Check Assignments in the class team for work that needs to be handed in</p> <p>Or</p> <p>https://classroom.thenational.academy/</p>
22/02/2021	Using Rhetoric to emphasise change (Michelle Obama and Lennie James)	
01/03/2021	Using Rhetoric to emphasise change (Michelle Obama and Lennie James)	
08/03/2021	Using Rhetoric to emphasise motivation (Churchill and Ghandi)	
15/03/2021	Using Rhetoric to emphasise motivation (Churchill and Ghandi)	
22/03/2021	Using a rhetoric framework for writing	
29/03/2021	Assessment Writing an effective speech using rhetoric	
	<p>Completed all you work for the week? Why not have a go at these extension tasks?</p>	<ul style="list-style-type: none"> • Research advertisements from the TV/billboards/magazines: – How do they use rhetorical devices? • Are they successful? • Create a booklet of several adverts with a short analysis containing your opinion of what is successful and why? • Which one is your favourite and why?

French

The key points I should know from last half-term:

- Use the perfect tense (past tense) to describe a holiday
- Talk about modes of transport
- Give an opinion in the past tense

I can revise and review my prior learning by:

- by self-quizzing using my knowledge organiser (a copy can be found on Teams)
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later
- Use Memrise (Parkfield Studio 2 Module 1&2) to learn new vocabulary

If your teacher is unavailable because they are ill or isolating:

Complete the translation for Module 1 in your knowledge organiser (p. 14)

Go on Memrise and complete the following for your Year group:

<https://app.memrise.com/course/5785067/parkfield-essential-adjectives/>

<https://app.memrise.com/course/5785208/parkfield-essential-time-expressions/> (present & past)

<https://app.memrise.com/course/5810778/parkfield-essentials-fantastic-4/>

<https://app.memrise.com/course/5593530/parkfield-essentials-year-8/> (Module 1,2, 3 and 4)

<https://app.memrise.com/course/1838596/parkfield-studio-2-module-3/>

<https://quizlet.com/gb/568801099/studio-2-module-3-mon-caractere-flash-cards/> (my personality)

<https://quizlet.com/gb/356134134/studio-2-module-3-on-se-dit-tout-flash-cards/> (On se dit tout)

<https://quizlet.com/gb/568804387/studio-2-module-3-mon-style-flash-cards/> (my style)

Week commencing	Learning objective – what I will know by the end of this half term (link to your knowledge organiser)	For students isolating
22/02/21	Unit 1 Mon caractère – use adjectives to describe ourselves and others (knowledge organiser p.6-7)	<p>Read page 1 about remote learning to understand what you have to do (this is also emailed home). You need to be present on Teams 9:00am – 3:15pm with a book, pen and your knowledge organiser ready to complete the work.</p> <p>Communicate with your teacher in Teams posts or private chat to find out if your lessons will be live streamed or an Assignment set in Teams.</p> <p>All Assignments can be found:</p> <ul style="list-style-type: none"> • in Microsoft Teams • Class Team (On the ‘posts’ under general you will see instructions about the work & resources) • Check Assignments in the class team for work that needs to be handed in • Remember to click ‘hand-in’ when you have done your work <p>For live lessons wait for your teacher to call you in your usual lesson time (do not call them!)</p>
01/03/21	Unit 1 Mon caractère – use adjectives to describe ourselves and others (knowledge organiser p.6-7)	
08/03/21	Unit 2 On se dit tout- Describe our relationship with friends and family (knowledge organiser p.6-7)	
15/03/21	Unit 2 On se dit tout- Describe our relationship with friends and family (knowledge organiser p.6-7)	
22/03/21	Unit 4 Mon style – describe what we wear (knowledge organiser p.6-7)	
29/03/21	Unit 4 Mon style – use the near future to describe what we are going to wear (knowledge organiser p.6-7)	
22/02/21	<p>End of term Assessment: Your assessment will be posted on Teams – this could be in the form of a quiz or a writing task (write a paragraph or translate a text). Use your knowledge organiser p.1-4 (all sections) to help you prepare.</p>	

Extension tasks (for if you have completed all of your work). Some worksheets will be posted in the ‘files’ sections on teams for you to complete at home. Print and keep them until your return.

Create a family tree and explain your relationship with the family member. You can create a fictional family or use the Simpsons!

Geography

<p>Prior Learning: Moving forward we will consolidate the Power unit of work and move to Human Geography, linking to Urban Issues.</p>		<p>I can revise and review my prior learning by: Re-reading my work Address any knowledge gaps using recorded past lessons Look at my test feedback and improvements Make keyword flash cards/mind map</p>
<p>Week commencing</p>	<p>Learning objective- what I will know</p> <p>Please be aware lessons may move at a different pace. Please use the following for sequence and as a guide. All lessons are uploaded ahead of time into the Files area on Teams</p>	<p>Go to Teams first not to email</p> <p>All resources can be found: In Teams, all lessons and knowledge organisers are in the Files tab, in the Class Materials folder. NB Geography Extra lessons do not have knowledge organisers, lessons will be upload in place.</p> <p>All key concepts of each lesson can be found on the relevant knowledge organiser. For Power https://www.youtube.com/watch?v=1kUE0BZtTRc</p>
<p>22/02/21</p>	<p>What is fracking and why is it controversial?</p> <p>What are the likely impacts of fracking in Lancashire?</p>	<p>https://classroom.thenational.academy/lessons/what-is-fracking-and-why-is-it-controversial-65gk8c</p> <p>https://classroom.thenational.academy/lessons/what-are-the-likely-impacts-of-fracking-in-lancashire-75hpc</p>
<p>01/03/21</p>	<p>What are the advantages and disadvantages of nuclear energy?</p> <p>Assessment</p>	<p>https://classroom.thenational.academy/lessons/what-are-the-advantages-and-disadvantages-of-nuclear-energy-6ru6at</p>
<p>08/03/21</p>	<p>Issues of urbanisation Where do people live within the UK?</p>	
<p>15/03/21</p>	<p>What can OS maps and GIS maps tell us about cities.</p>	<p>https://classroom.thenational.academy/lessons/where-do-people-live-within-the-uk-6dk3jd</p> <p>https://classroom.thenational.academy/lessons/what-can-os-maps-and-gis-maps-tell-us-about-cities-65hker</p>
<p>22/03/21</p>	<p>Do cities in the UK have a common structure?</p>	
<p>29/03/21</p>	<p>What is deindustrialisation and how has it had an impact on cities in the UK? Example: Manchester</p>	<p>https://classroom.thenational.academy/lessons/do-cities-in-the-uk-have-a-common-structure-cmtpcr</p> <p>https://classroom.thenational.academy/lessons/what-is-deindustrialisation-and-how-has-it-had-an-impact-on-cities-in-the-uk-6xgkad</p>
<p>Completed all you work for the week? Why not have a go at one of these extension tasks:</p> <ul style="list-style-type: none"> • Find a map of your area in three different scales • Draw and label the UK, then try Europe! 		

History: THE CAUSES OF WWI

The key points I should know from last half-term:

- Key features of the Industrial Revolution including population grow, new technology, and living conditions.
- Key reasons why some people supported child labour in factories, and others wanted it abolished.
- The causes and consequences of poor living conditions.

I can revise and review my prior learning by:

- by re-reading work
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later

If your teacher is unavailable because they are ill or isolating:

Complete some of the work in this box in your usual lesson time (choose something and spend 50 minutes on it)

- Lesson resources will be in class materials.
- Complete the lessons from your relevant topic from the Oak Academy:
<https://classroom.thenational.academy/units/how-far-did-the-assassination-cause-the-first-world-war-f270>
- Or complete the review (top right box) or extension tasks (bottom box) on this sheet.

Week commencing	Learning objective – what I will know by the end of this half term	For students isolating
22/2/21	How did one bullet cause World War I? LO: To analyse and explain the causes and consequences of the assassination of Archduke Franz Ferdinand.	<p>You need to be present on Teams 9:00am – 3:15pm.</p> <p>Communicate with your teacher in Teams posts or private chat to find out if your lessons will be live streamed or an Assignment set in Teams.</p> <p>All Assignments can be found:</p> <ul style="list-style-type: none"> • in Microsoft Teams • Class Team (On the ‘posts’ under general you will see instructions about the work & resources) • Check Assignments in the class team for work that needs to be handed in • Remember to click ‘hand-in’ when you have done your work <p>For live lessons wait for your teacher to call you in your usual lesson time (do not call them!)</p>
1/3/21	What were the long term causes of World War I? LO: To explain and analyse the long term causes and consequences of WWI- alliances, militarism, nationalism, and imperialism.	
8/3/21	What was the most significant cause of World War I? Assessment LO: To evaluate the impact of the long- and short-term causes of WWI and make a supported judgement.	
15/3/21	Why did men join the army? LO: to analyse sources to explain how the Government recruited soldiers, and why young men were keen to join-up.	
22/3/21	What were conditions like in the trenches? LO: to describe trench warfare and explain the trench system. LO: to analyse sources to explain and evaluate living conditions in the trenches.	
29/3/21	How did life change for women in World War I? LO: to explain the aims and actions of the suffrage movement before WWI. LO: to explain how the role of women changed during WWI.	

Extension tasks (for if you have completed all of your work).

- Watch an episode of Horrible Histories and fact check it for accuracy.
- Read Private Peaceful or War Horse.
- Create a timeline of the topics learnt

Maths

Prior Learning: <ul style="list-style-type: none"> ✓ Use mental & written methods to calculate ✓ Find the LCM of a pair of numbers ✓ Use divisibility rules ✓ Know inverse operations 		I can revise and review my prior learning by: <ul style="list-style-type: none"> • By re-reading work • Making flashcards of vocabulary and definitions • Hegarty Maths Memri tasks, building blocks and fix up 5 tasks
Week commencing	Learning objective- what I will know by the end of this half term – calculating with fractions	Go to Teams first not to email All resources can be found: <ul style="list-style-type: none"> • in Microsoft Teams • Class Team (On the 'posts' under general you will see instructions about the work & resources) • Check Assignments in the class team for work that needs to be handed in • Remember to click 'hand-in' when you have done your work
22/02/21	<ul style="list-style-type: none"> • Add and subtract fractions 	
01/03/21	<ul style="list-style-type: none"> • Multiply integers and fractions by a fraction • Use appropriate methods for multiplying fractions 	
08/03/21	<ul style="list-style-type: none"> • Convert fractions to decimals • Write one amount as a fraction of another 	
15/03/21	<ul style="list-style-type: none"> • Find the reciprocal of a number • Divide integers and fractions by a fraction 	
22/03/21	<ul style="list-style-type: none"> • Use strategies for dividing fractions 	
29/03/21	<ul style="list-style-type: none"> • Use all four operations with mixed numbers 	
Completed all you work for the week? Why not have a go at one of these extension tasks? <ul style="list-style-type: none"> • Students can find a variety of topics related to their current learning through Hegarty maths. Other useful links: <ul style="list-style-type: none"> • Positive and Negative numbers: https://www.bbc.co.uk/bitesize/guides/z77xsbk/revision/1 • Fractions: https://www.bbc.co.uk/bitesize/topics/zsxhfg8 • Mixed number and Improper fractions: https://www.bbc.co.uk/bitesize/guides/zt6p34j/revision/5 		

Performing Arts (Drama & Music)

Please follow the link to the Oak Academy resources for each lesson.

Week commencing	Learning objectives:	For students isolating
22/2/21	<p>To understanding how and why fusion music is created. https://classroom.thenational.academy/lessons/understanding-how-and-why-fusion-music-is-created-6cu64d?activity=video&step=1</p>	<p>Go to Teams</p> <p>All resources can be found in Microsoft Teams.</p>
1/3/21	<p>To be able to perform harmonic and melodic ideas influenced by 'Water No Get Enemy'. https://classroom.thenational.academy/lessons/to-be-able-to-perform-harmonic-and-melodic-ideas-influenced-by-water-no-get-enemy-70rk0r?activity=video&step=2&view=1</p>	<p>Class Teams 8P Performing Arts; 8K Performing Arts; 8F Performing Arts</p>
8/3/21	<p>To explore the musical ideas in tango and neotango. https://classroom.thenational.academy/lessons/to-explore-the-musical-ideas-in-tango-and-neotango-c8u3jd</p>	<p>In the 'posts' tab you will see instructions about the work and resources.</p>
15/3/21	<p>To understand the role of musical layers in tango, and the function of chromatic passing notes. https://classroom.thenational.academy/lessons/to-understand-the-role-of-the-musical-layers-in-tango-and-the-function-of-chromatic-passing-notes-6dj62t</p>	<p>In the 'files' tab you will find a PwPt with the links to each Drama/ Music lesson.</p>
22/3/21	<p>To be able to improvise an alap on a rag above a drone. https://classroom.thenational.academy/lessons/to-be-able-to-improvise-an-alap-on-a-rag-above-a-drone-ccwpce?activity=video&step=2&view=1</p>	<p>Check assignments in the class team for work that needs to be handed in.</p>
29/3/21	<p>To be able to perform and improvise around a chaal. https://classroom.thenational.academy/lessons/to-be-able-to-perform-and-improvise-around-a-chaal-c4w36r?activity=intro_quiz&step=1</p>	

Extension tasks (for if you have completed all of your work).

- Listen to a genre of music that you are not familiar with, e.g. classical, reggae, jazz.

Physical Education

PE Remote Learning

It is vital that you continue to be physically active whilst you are quarantined/self-isolating, it will be hugely beneficial to both your physical and mental well-being.

There are a list of activities below that you can access and complete at home.

During your PE lesson please select activities and write what you have completed on the [Core PE Remote Learning Activity Log](#).

Please do let your PE teacher know what activities you have completed and how you found them. Any pictures or videos would also be great to see!

Core PE Remote Learning Activity Log

Date	Activities

KS3 Core PE Remote Learning Activities

- 1) The **Youth Sport Trust** website has a range of PE at home learning activities which incorporates athletics, dance, gymnastics and outdoor adventure activities.
 - a. There is also a fun compete against yourself approach to physical activity with a focus on resilience and perseverance and the chance to earn Bronze, Silver and Gold awards (<https://www.youthsporttrust.org/free-home-learning-resources-secondary>)
- 2) **Skill drills**; sport specific drills to complete at home are readily on the internet such as;
 - a. Rugby (<https://www.rugbycoachweekly.net/rugby-drills-and-skills/10-rugby-pass-catch-skills-to-practise-at-home/>)
 - b. Football (<https://www.bbc.co.uk/cbbc/watch/kickabout-home-skills-football-to-do-in-home-and-garden>)
 - c. Netball (<https://australiansportscamps.com.au/blog/simple-netball-drills-kids-home/>)
 - d. Tennis <https://www.lta.org.uk/play-compete/lta-youth/tennis-at-home/>
- 3) **PE with Joe Wicks** – A 30 minute High Intensity Interval Training session every day at 9am
Follow this link – <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>
- 4) Just **Dance** – Fun dance routines to popular songs. Can be found on Youtube
Examples here: https://www.youtube.com/results?search_query=just+dance
- 5) Try **Yoga** – Flexibility is very important for blood flow and growth so why not have a go!?
Link: <https://www.youtube.com/watch?v=7kgZnJqzNaU>
- 6) **Tabata Work out**. This is doing 20s of activity with 10s of rest 8 times. Pick two of the moves from number 7 and try to alternate them for a tabata song. Then do it with two different moves to the song then maybe try and hit three songs or even 4! It's harder than you would think. <https://www.youtube.com/watch?v=cXX6CvpKsa4>
Coach tells you when to go and stop.
- 7) Download the app "**Daily Workouts- Exercise Fitness Workout Trainer**", Select 'Full' Select '30 minutes'; Begin.
- 8) Do a **bodyweight circuit**. There are lots of moves you can do without equipment. Try linking some of these together. Working for 30 seconds then resting for thirty seconds.. - Push Ups, Sit ups, squats, tricep dips on a chair, burpees, skipping, star jumps, high knees, heel flicks, run on the spot, leg raises... you can find lots more online. Make sure you take your time doing each movement and focus on technique rather than speed.
- 9) **Plyometric Circuit** or **Metabolic Conditioning** (see below)

Plyometrics Circuit

Home Physical Education

Complete a steady state warm up to gently raise heart rate and perform dynamic stretches. Search on YouTube any exercise you do not understand!

Have a water bottle to hand and complete outside in a garden (if possible) or in a large area on a yoga mat or soft ground

Complete 1 set of each exercise, then have a 2 minute rest period- then repeat until all sets are complete

1	 <p>Squat Jump (Can add weight on shoulders with barbell or weighted vest) 6 Reps x 4 Sets</p>	2	 <p>Single Leg RDL into Single Leg Jump (Complete Body Weight or with weighted vest) 6 Reps (Each Leg) x 4 Sets</p>
3	 <p>Jumping Lunge (Complete body weight or with weighted vest) 6 Reps (Each Leg) x 4 Sets</p>	4	 <p>Vertical Drop Jump (Complete Body Weight) 6 Reps x 4 Sets</p> <p>Perform on bottom step of stairs if no access to blocks- or just perform standing vertical jump</p>
5	 <p>Horizontal Double Leg Jump 8 Reps x 3 Sets</p>	6	 <p>Lateral Bounds 12 Reps (6 Each Side) x 3 Sets</p>

Complete a cool down to return heart rate back to resting- drink plenty of fluids!

Metabolic Conditioning

Home Physical Education

Complete a steady state warm up to gently raise heart rate and perform dynamic stretches. Search on YouTube any exercise you do not understand!

Have a water bottle to hand and complete outside in a garden (if possible) or in a large area on a yoga mat or soft ground

Complete 1 set of each exercise with no rest---rest for 2 minutes--- completing 4 sets in total

 <p>1 - Bodyweight Squat 60 seconds none stop</p>	 <p>2 - Push Up 60 seconds none stop</p>
 <p>3 - Jumping Lunge 60 seconds none stop</p>	 <p>4 - Dips off Seat 60 seconds none stop</p>
 <p>5 - Glute Bridge 60 seconds none stop</p>	 <p>6 - Mountain Climbers 60 seconds none stop</p>

Complete a cool down to return heart rate back to resting- drink plenty of fluids!

PSHE

Not all PSHE education topics are appropriate to deliver remotely due to many being complex and sometimes sensitive. Students should engage with such topics in discussions and activities facilitated by their teacher within a safe classroom environment. Therefore, we have used the PSHE Association's guidance on suitable activities or lessons that students could complete during their regular PSHE session to help boost either their physical, mental, emotional or financial well being.

Week commencing	Learning objective: What I will be able to understand...	Where to find the resources
22/02/21	How do I identify my values and align my actions?	<p>All the resources that you need for each lesson will be posted onto your Teams page either in the Files tab, in the Class Materials folder or as an assignment.</p> <p>Check Assignments on Teams</p> <p>Some lessons will require work to be submitted through the Assignments option on Teams.</p>
01/03/21	How can I make a difference in the career choices I make?	
08/03/21	What are my personal strengths for employment?	
15/03/21	How can I overcome challenges?	
22/03/21	How can I manage my online reputation?	
29/02/21	How do I share my information safely online?	
<p>Completed all you work for the week? Why not have a go at one of these extension tasks?</p> <ul style="list-style-type: none"> • Research potential careers or jobs that you may be interested in (https://nationalcareers.service.gov.uk/explore-careers) • Create a fact file or information poster about a job that you are interested in doing later on. • Look at https://www.apprenticeships.gov.uk/# and discover more about apprenticeships. Create a poster to show a younger student what apprenticeships are available to them. 		

General activities you might like to do to boost your mood.

1. Do 1 hour of an exercise of your choice.
2. Read your favourite book for an hour.
3. Make a healthy snack or meal of your choice that you could share with your family.
4. Complete the yoga for teens session <https://www.youtube.com/watch?v=7kgZnJqzNaU>

Religious Education: IS LIFE FAIR?

The key points I should know from last half-term:

- ✓ Recall knowledge of religious and non-religious beliefs about the environment.
- ✓ Recall spellings and definitions of omni- concepts.
- ✓ Recall spellings and definitions of the concepts of dominion and stewardship.
- ✓ Be able to explain and evaluate examples of actions to protect the environment, such as the Chipko Movement.

I can revise and review my prior learning by:

- by re-reading work
- identifying anything that needs revisiting because I cannot easily recall it
- asking someone at home to question me about what I have learnt
- making flashcards of vocabulary and definitions
- creating a one-page document / mind map of key vocab and knowledge to help me remember it later

If your teacher is unavailable because they are ill or isolating:

Complete some of the work in this box in your usual lesson time (choose something and spend 50 minutes on it)

Or complete the review (top right box) or extension tasks (bottom box) on this sheet.

Week commencing	Learning objective – what I will know by the end of this half term	For students isolating
22/2/21	Learning Objectives: To describe the concept of injustice and evaluate the impact it can have on society.	<p>You need to be present on Teams 9:00am – 3:15pm.</p> <p>Communicate with your teacher in Teams posts or private chat to find out if your lessons will be live streamed or an Assignment set in Teams.</p> <p>All Assignments can be found:</p> <ul style="list-style-type: none"> • in Microsoft Teams • Class Team (On the 'posts' under general you will see instructions about the work & resources) • Check Assignments in the class team for work that needs to be handed in • Remember to click 'hand-in' when you have done your work <p>For live lessons wait for your teacher to call you in your usual lesson time (do not call them!)</p>
1/3/21	Learning Objective: To describe the concept of equality and explain how religious believers may respond to equality.	
8/3/21	Learning Objectives: To describe the concept of authority and explain the impact of a range of different authorities on individuals.	
15/3/21	Learning Objectives: To describe the concept of identity and explain how people show their identity.	
22/3/21	Learning Objectives: To describe the concept of prejudice and explain and evaluate Christian teachings about prejudice.	
29/3/21	Learning Objectives: To describe the concept of prejudice and explain and evaluate Hindu teachings about prejudice	

Extension tasks for if you have completed all of your work:

- Read the story of Malala Yousafzai <https://malala.org/malalas-story>

Science - 8P and 8F

Prior Learning: Recap states of matter Conductors and insulators Heat transfer – radiation/ insulation Earth, solar system and space Observing space - satellites		I can revise and review my prior learning by: Online research BBC bitesize Knowledge organisers	
Week commencing	Learning objective- what I will	Go to Teams first not to email All resources can be found:	
22/02/21	<u>Diseases</u> What 3 microbes give diseases with examples? Impacts and effects on the body <u>Spreading disease</u> How and why they spread? How to prevent. Explore Covid as a case study.	Resources available on teams. Teacher will be available throughout day for pupils to email for any assistance Live sessions and lessons if required. Pupils can email assignments in through teams or email when required. Test and quizzes available through FORMS app in teams.	
01/03/21	<u>Body defences</u> How diseases enter the body and how the body deals with them. <u>White blood cells</u> Looking at white blood cells. How they combat diseases.		
08/03/21	<u>Vaccinations</u> What it is and how it works? Wider scale immunisation of populations due to vaccines and their importance. Why there isn't a cure for everything? <u>How has COVID impacted on our understanding of diseases?</u> A discussion and research project look at what scientists have learned from Covid and the pandemic		
15/03/21	<u>Photosynthesis</u> What is photosynthesis? The word equation <u>How is a plant adapted for photosynthesis</u> A look at the structure of the leaf and roots		
22/03/21	<u>Photosynthesis investigation</u> What are the factors which effect photosynthesis Plan and carry out a practical Analyse results		
29/03/21	<u>Respiration</u> What is respiration? The word equation The difference between aerobic and anaerobic respiration		
Completed all you work for the week? Why not have a go at one of these extension tasks? <ul style="list-style-type: none"> • Compare respiration between two different animals • Profile of a chosen plant • Why do some people not get ill as often as others? • Research another disease and build a case study. 			

Science 8P Mr Hotson

Prior Learning: Microscopes- Planet Earth and Space Earth cycles Planets in the solar system Gravity and impacts Observing space and satellites		I can revise and review my prior learning using: Online research BBC bitesize Knowledge organisers All work available in Team's files
Week commencing	Learning objective- what I will be able to explain and apply:	Go to Teams first not to email
22/02/21	<u>Photosynthesis</u> Why in plants? Process and word equations Basic structures required	Resources available on Teams. Teacher will be available throughout the school day for pupils to email for assistance. Students will be invited to live sessions and lessons, as required. Pupils can email assignments in through Teams or email. Test and quizzes available through FORMS app in Teams.
1/03/21	<u>Respiration</u> Why in animals? Process and word equations Similarities and differences to photosynthesis Basic structures required	
8/03/21	<u>Key features in plants</u> Leaves, stems and roots. Structures, roles and adaptation in photosynthesis	
15/03/21	<u>Key features in animals</u> Lungs, blood and vessels Structures, roles and adaptations in respiration. Compare to photosynthesis	
22/03/21 and 29/03/21	<u>Impacts of photosynthesis and respiration.</u> Different organisms Process used in survival and development through life. Consolidation of knowledge	
Completed all you work for the week? Why not have a go at one of these extension tasks? <ul style="list-style-type: none"> • Compare respiration between two different animals • Profile of a chosen plant • Write a little about the importance of plants and trees to humans. 		

Science 8K and 8F

Prior Learning: Recap states of matter Conductors and insulators Heat transfer – radiation/ insulation Earth, solar system and space Observing space - satellites		I can revise and review my prior learning using: Online research BBC bitesize Knowledge organisers
Week commencing	Learning objective- what I will be able to explain and apply:	Go to Teams first not to email
22/02/21	<u>Diseases</u> What 3 microbes give diseases with examples? Impacts and effects on the body. <u>Spreading disease</u> How and why diseases spread? How to prevent disease. Explore Covid as a case study.	Resources available on Teams. Teacher will be available throughout the school day for pupils to email for assistance Students will be invited to live sessions and lessons, as required. Pupils can email assignments in through Teams or email. Test and quizzes available through FORMS app in teams.
01/03/21	<u>Body defences</u> How diseases enter the body and how the body deals with them. Looking at white blood cells. How they combat diseases.	
08/03/21	<u>Vaccinations</u> What it is and how it works? Wider scale immunisation of populations due to vaccines and their importance. Why there isn't a cure for everything?	
15/03/21	<u>Photosynthesis vs Respiration</u> Similarities and differences Word equations General structures required for the processes. Variations across organisms	
22/03/21	<u>Key features of photosynthesis and respiration.</u> Leaves/ stems and roots for photosynthesis – structures, roles and adaptations Lungs, blood and vessels for respiration – structures, roles and adaptations	
29/03/21	<u>Impacts of photosynthesis and respiration.</u> Examples of different organisms. How these processes are used in survival and develop through life.	
Completed all you work for the week? Why not have a go at one of these extension tasks? <ul style="list-style-type: none"> • Compare respiration between two different animals. • Profile of a chosen plant • Why do some people not get ill as often as others? • Research another disease and build a case study. 		

Technology

Prior Learning: <ul style="list-style-type: none"> • Theory into Hardwoods and Softwoods • The difference between Man made and natural woods. • Theory into man made woods linked to their practical tasks when back in school. • Thermoplastics and Acrylic linked to their practical tasks when back in school again. • Understanding safety in the workshop. 		I can revise and review my prior learning by: <ul style="list-style-type: none"> • Re reading the work • Identifying anything that needs revisiting. • Asking someone at home to question me about what I have learnt. • Making flash cards of vocabulary and definitions. • Creating a mind map of key vocabulary.
Week commencing	Learning objective- what I will know by the end of this half term	Go to Teams first not to email All resources can be found: In Microsoft teams for 8F, 8K and 8P
22/02/21	<ul style="list-style-type: none"> • Understand the damaging effects of Plastic damage in the oceans. • Understand the benefits of recycling to the planet and how we can all do our bit to help. • Identify different types of plastic around your home, or those in school to use the internet. • Understand what resin identification codes are. • What is the most common plastic in your home? Create a pie/bar chart of the information you have found out. 	
01/03/21	<ul style="list-style-type: none"> • Choose one of the piece of packaging to draw and create a Product Analysis, using and understanding these words: • Function – what it does/how it operates? • Materials – what is it made from? • Manufacturing – how is it made? • Aesthetics - how does it look? 	
08/03/21	To understand the properties of plastics and what they are used for. To reflect on prior learning on Thermoforming and Thermosetting plastics.	
15/03/21	To understand the process of how plastic bottles are made using blow moulding.	
22/03/21	<ul style="list-style-type: none"> • To understand what upcycling is, using different materials and be able to give existing examples. • To understand the task: • To be able to create an upcycled product using plastic bags, or bottles or any other plastic product. Start design ideas. 	
	<ul style="list-style-type: none"> • To evaluate the final product and suggest improvements. To get another person to evaluate the final product too.	
Completed all you work for the week? Why not have a go at one of these extension tasks? <ul style="list-style-type: none"> • Make another upcycled product using a different material, such as fabric at home. • Download a trial copy of Adobe Illustrator at home and trial the pen tool and anchor tool. Experiment with the different effects in order to create your own designs. 		