

Home working – Year 8

This work is designed to last for week commencing Monday 18th May 2020

Art, food, textiles and media have 4 weeks' worth because some pupils will be at different stages of a rotation.

| Subject | We recommend starting here... | Additional work (for some subjects) |
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| Art | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk. Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>FESTIVAL ART PROJECT</p> <p>Festivals are celebrated all over the world by all different kinds of people. Over the next few weeks you will be exploring cultural festivals through research and design tasks. This is to help develop your cultural understanding and appreciation.</p> <p>Visit Barr Beacon website > working from home > All Resources (scroll down) > Art > Y8 > Art PowerPoint 18_May – Festival – Mexican</p> <p>WEEK 1 – 18/05</p> <p>You will be exploring the Mexican Day of the Dead festival.</p> <p>Day of the Dead is a Mexican holiday celebrated throughout Mexico. Is is also acknowledged internationally in many other cultures. The multi-day holiday focuses on gatherings of family and friends to pray and remember loved ones. The festival includes building private altars called ofrendas, honouring family and friends with sugar skulls, marigolds and favourite foods.</p> <p>This week you are to research sugar skulls from the Mexican festival, gathering inspiration from the designs. Answer the following questions in full sentences and gather as many images as possible:</p> <ol style="list-style-type: none">1)What is the overall shape of a Mexican Sugar Skull?2)Describe what you can see inside the designs (Don't worry if it seems obvious!)3)What Visual Elements have been used and how? (line, shape, colour and pattern)4)Can you see a main feature in the designs? (if so, what and where?)5)How do the designs make you feel? | |

Sugar Skull Designs



Computing

Unit 6: Spreadsheet

<https://www.bbc.co.uk/bitesize/guides/zswnb9q/revision/1>

<https://www.bbc.co.uk/bitesize/guides/zdydmp3/revision/2>

Topics to look at:

- How spreadsheets work
- Making a spreadsheet
- Formatting
- Formulas and functions

Revise and complete Tests

Lesson 3: Electronic and Paper Databases

Make a list of all terms that relate to a database, write down which each of the terms mean next to them.

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| | <p>Define what an electronic database is, define what a paper database is.</p> <p>Write a list of advantages and disadvantages of an electronic databases.</p> <p>Write a list of advantages and disadvantages of an electronic databases.</p> <p>Additional:</p> <ul style="list-style-type: none"> • Look and make notes on the following: • Storing data in tables • Creating a table • What is a primary key? | |
| Dance | <p>MUSICALS!</p> <p>If you were in school, dance and drama would have now rotated. However, I know that some of you have been completing the dance work when you were originally on drama. So let's take a look at how to perform musical theatre dances.</p> <p>*Only use a basketball if it is safe to do so and you have permission from your parent/carer*</p> <p>Using the first section of the video only (up to 5:23), learn the steps and gestures of the first chorus.</p> <p>Aim to match the dancers' bodies and leg positions as accurately as you can. It's a mirrored tutorial to help master the directional changes whilst learning!</p> <p>Listen to the counts to help you to understand that timing of the music. Practise it slowly then build up the speed for each part to gain confidence in your performance.</p> <p>https://www.youtube.com/watch?v=H_LQeYUHm4M</p> | <p>Try singing along once you know the dance. This will help to improve your stamina.</p> <p>I gotta Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game I gotta Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game Come on Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game I gotta Get my, get my head in the game You gotta Get'cha, get'cha, get'cha, get'cha head in the game</p> |
| Drama | If you were in school, you would have by now rotated to Dance or back to Drama. | Task 1 instructions: This task is focusing on improving interview skills and uses a bit of art and craft to develop a |

As many of you have been completing both subjects at the same time, Drama will continue to plan and deliver new creative tasks fortnightly. So far projects have been brilliant, and I love seeing your creative ideas!

Previous projects have been.

1- To create a set for Romeo and Juliet

2- To develop a Radio commercial for a new invention/ Romeo and Juliet advert

Update: If you have not already completed your model set for Romeo and Juliet or completed your radio commercial please see the previous weeks lessons (at the bottom of the Working From Home page <http://barrbeaconschool.co.uk/working-at-home/>) or look at Teams for further information.

Project 3

Lesson focus: To create an interview with an expert- USING PUPPETRY!

BOTH TASKS TO BE COMPLETED IN TWO WEEKS

Scroll down to follow the instructions.

puppet of your own. By completing this lesson, you will also be improving your speaking and listening skills. If you are brave enough, have a go at doing ventriloquism.

As you are developing your puppet think about characterisation. What accents would you use? Does your puppet have any phrases that they like to say or mannerisms that they like to do? Research on the internet what ventriloquism is and see how the performer distracts the audience by keeping the focus on the puppet. You can use your mirror to practise and perform to family or friends via Teams.

Your character should be an expert on a topic of your choice.

Great topics for your interview could be...

Wacky Topics

How to make a smelly cheese.

How to juggle making Jelly

How to create the perfect flea circus

Realistic Topics

How to make a fruit salad

Creating the perfect pizza

Knitting for beginners

This can be a comedy or serious, and you can make up your own topics so how you create this is totally up to you!

Task 2 Instructions: Once you have completed your puppet expert interview, have a go at thinking of the characters in the play Romeo and Juliet.

Create a puppet based on one of these characters.

1- Romeo

2- Juliet

3- Mercutio

DRAMA *at home*
with @rotherswaindrama

INTERVIEW WITH AN EXPERT

Find a "lonely" sock and create a puppet using items you can find in your home.

TIP Use felt tip markers, bits of wool, buttons, bits of ribbon or material - be **CREATIVE!**

1 Start making a "Wacky Character" who is going to be an Expert on a subject.

2 Make a list of topics your character can be an expert on.
They can be **REALISTIC** or completely **WACKY!**

For example:
"How to bake bread" **REALISTIC**
"How to train ants to dance in formation" **WACKY!**

3 Make a list of questions that you as the interviewer will ask your character.
Will you be yourself? Or are you going to be a different character?

4 Rehearse your interview.

5 Film your interview and share it with your teacher and friends.

TIP When filming, you may only want to film one character in the frame at a time, or both. If you put both in the frame, you may want to try some ventriloquist skills as you become the voice of your puppet.

You can do loads of these! Create a host of interesting characters and practise your accent skills too.

USE YOUR IMAGINATION AND HAVE FUN!
@rotherswaindrama

For a clearer copy of this image please click on [https://mcusercontent.com/d50523db557804e4d5e3f83ce/files/24282b90-602b-49b7-b7c5-067af998bc44/Interview with an Expert Lesson.pdf](https://mcusercontent.com/d50523db557804e4d5e3f83ce/files/24282b90-602b-49b7-b7c5-067af998bc44/Interview_with_an_Expert_Lesson.pdf)

- 4- Tybalt
- 5- Friar Lawrence

Basing your ideas on what you have learned about the play, see if you could create an interview **hot seating** one of these characters about their characters' involvement in the story.

Research a little about past productions of the play and include some of this information if you can. Watch how the professional actors portray the characters and look at what their characters wear.

Clips of the RSC version of the play can be found here.

<https://www.youtube.com/watch?v=YY85VwSHFmA>

Extension: If you are unable to complete a puppet on Romeo and Juliet watch a live performance of any Drama on You Tube and use a character from that instead.

To help please look at the link below for some of Andrew Lloyd Webbers' musicals on #TheShowsMustGoOn

<https://www.youtube.com/channel/UCdmPjhKMaXNNcR1FjuMvag>

Or watch live stream Shakespeare from the Globe! This week it's Macbeth.

<https://www.youtube.com/channel/UCwN-iwNNNQN-8sfKG-qg8uA>

Remember your work can be shared to Mrs Wibberley through Teams or by email.

Have fun!

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| English | <p>Books to read: <i>The Help</i> by Kathryn Stockett <i>The Selection</i> by Kiera Cass <i>Oliver Twist</i> by Charles Dickens <i>Ready Player One</i> by Ernest Clint <i>Northern Lights</i> by Philip Pullman <i>Pig Heart Boy</i> by Malorie Blackman <i>Journey to the River Sea</i> by Eva Ibbotson <i>I Am Malala</i> by Malala Yousafzai</p> <p>Week commencing 18th May - You will be using the following booklets</p> <p>4. Creative Writing Booklet</p> <p>5. Skellig Full Text</p> <p>5. Skellig Workbook</p> <p>Any tasks that you have not completed in previous weeks, please complete them first and then continue with the work outlined below.</p> <p>Lesson 1:</p> <ol style="list-style-type: none"> Skellig Text and Workbook: Complete page 5 'Chapter 1-6 Comprehension questions' in full sentences. Go through Chapters 1 and find quotations that engage the reader. Find a minimum of 3 quotations, if you find more, feel free to write them down. Explode the quotations - Which key words engage the reader? Why do they engage the reader? How does it make the reader feel? Make sure that your quotes are annotated in detail as this will help you with the next task! Use the BBC Bitesize: 'How to investigate language in fiction texts' to help you - https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/z6w4xyc <p>Lesson 2:</p> | <ol style="list-style-type: none"> Complete lessons on Exploring Fiction and Non-Fiction Writing: Crime and Mystery in Victorian Literature: https://www.thenational.academy/online-classroom/year-8/english#subjects Work your way through the educational quizzes, found here: https://www.educationquizzes.com/ks3/english/ Complete the Advertising Booklet. This is written as a six-week project so you may want to be selective about which activities you choose to complete – try to challenge yourself! Complete the Imaginative Writing booklet. This is written as a six-week project but at the end you will have written your own story and become an author! Feel free to send it to your English teacher for feedback. <p>If you need any help or would like your teacher to check your work – feel free to email them!</p> <p>Netflix watchlist:</p> <ul style="list-style-type: none"> Dickensian (adaptations of Dickens's writings) Anne with an E (adaptation of L.M. Montgomery's 'Anne of Green Gables' (Book Adaptation) Emma (adaptation of 'Emma' by Jane Austen) Pride and Prejudice (adaption of 'Pride and Prejudice' by Jane Austen) Sense and Sensibility (adaption of 'Sense and Sensibility' by Jane Austen) Arrietty (anime adaption of 'The Borrowers' by Mary Norton) The Hobbit (adaptation of 'The Hobbit' by J.R.R. Tolkien) |

1. Watch BBC Bitesize:
 - 'How to use evidence from a text' - <https://www.bbc.co.uk/bitesize/topics/zfdh8xs/articles/zdq8hbk>
2. Write 3 paragraphs answer the following question: How does David Almond engage the reader in Chapter 1 of Skellig?
3. Make sure you follow the structure provided. All the questions need to be included in **one** paragraph.
4. Read through your own work and self-assess by doing the following:
 - Highlight and annotate where you have included a point that links to the question.
 - Highlight and annotate where you have included a quote (evidence) that links to the question.
 - Highlight and annotate where you have included a technique and included what it is called.
 - Highlight and annotate where you have included your explanation on how your quotation engages the reader? Have you linked back to the question?
 - Highlight and annotate where you have included the effect on the reader.
 - Write down what you feel you have done well in your paragraphs, and write down what you need to improve next time - which colour isn't highlighted very much? That will help you see which skill you need to improve on.

Lesson 3:

1. Watch BBC Bitesize: 'Creative and narrative writing' - <https://www.bbc.co.uk/bitesize/guides/zwjsyrd/revision/1>
2. **4. Creative Writing Booklet:** Select **one** of the 19 images that shown in the booklet (select one you have not done before). This lesson you will **plana** piece of creative writing using the image as inspiration. You can build a story around the image, just making sure your story links in some way. Annotate around the image provided in the booklet. Use the questions below to help you:
 - What do you see? (Use your better words to help you describe)
 - What do you think you could hear if you were there?
 - What could you smell?
 - What could you touch?
 - What devices (in the box labelled 'Toolkit') could you use to help describe the image?
 - Think about a story behind the image - What is going to happen? Who is involved? Why has this happened?
3. Plan your story - what are you going to write in each paragraph? An example is below: Paragraph 1 - Describing the weather - the moon shone brightly through the devilish clouds.

- The Perks of Being a Wallflower (adapted from the novel by Stephen Chomsky)
- Mary Shelley (a biopic of the author of 'Frankenstein')
- The Great Gatsby* (adapted from the novel by F. Scott Fitzgerald)
- The Circle (Adaption of 'The Circle' by Dave Eggers)
- The Sun is also a Star (Adaptation by Nicola Yoon)
- To All the Boys I've Loved Before (Adaptation of book by Jenny Han)

BBC iPlayer Watchlist:

- A Christmas Carol: <https://www.bbc.co.uk/iplayer/episodes/m000csdp/a-christmas-carol>
- Novels That Shaped Our World: [https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place\(contains some strong language\)](https://www.bbc.co.uk/iplayer/episode/m000b8mf/novels-that-shaped-our-world-series-1-1-a-womans-place(contains%20some%20strong%20language))
- Noughts and Crosses (Adaptation of 'Noughts and Crosses by Malorie Blackman): [https://www.bbc.co.uk/iplayer/episodes/p082w992/noughts-crosses\(contains some strong language\)](https://www.bbc.co.uk/iplayer/episodes/p082w992/noughts-crosses(contains%20some%20strong%20language))

Other:

- Watch theatre productions online: https://www.whatsonstage.com/london-theatre/news/stage-shows-musicals-opera-free-stream-online_51198.html
- Project Gutenberg offers free Ebooks of classic literature
- <https://www.gutenberg.org/browse/scores/top>
- Free audiobooks available here <http://www.openculture.com/freeaudiobooks>
- Creative writing prompts available here <http://www.pobble365.com/>

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| | <p>Lesson 4:</p> <ol style="list-style-type: none"> 1. Complete your plan of your story - what are you going to write in each paragraph 2. Once you have a clear plan completed, start writing your piece of descriptive writing inspired by the image in the booklet. <p>If you need any help or would like your teacher to check your work – feel free to email them!</p> | <ul style="list-style-type: none"> • National Theatre Home - Twelfth Night Full Show https://www.youtube.com/watch?v=aig5ObghHS4 • https://www.rsc.org.uk/education/live-lessons - Live Lessons by the Royal Shakespeare Company <p>Homework over half term:</p> <ul style="list-style-type: none"> • Choose another literature monster/creature that you have read before. - How does the author describe the creature/monster? How does this creature’s description differ to the creature in the garage? Write your answer into analytical paragraphs. • Read Chapters 6 - 10 of Skellig. If you finished these chapters, feel free to read on! |
| Food | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>Week 1 Health and Safety in food production: Watch the video and identify key safety points when undertaking food practical work https://www.bbc.co.uk/bitesize/clips/zxfqxb</p> <p>Week 2 How cola is produced: Watch the video and make detailed notes on the process involved in making cola https://www.bbc.co.uk/bitesize/clips/z8sjmp3</p> | <p>Watch: Food on the brain https://www.youtube.com/watch?v=f78L_quecfM</p> <p>Netflix: Theatre of Life (2016) - This documentary follows chef Massimo Bottura as he opens a soup kitchen to cook gourmet meals for the needy from food waste at the 2015 Milan Expo.</p> <p>Additional worksheets: https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EniLDHW7c1pNtfvZnWGwhCQBO_f9mIQR97M_7w1z5fVgl0A?e=8Yhk2m</p> <p>Where necessary use the PowerPoint to help you complete the worksheets</p> |

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| | <p>Week 3 Video: Watch an episode of MasterChef and identify 3 foods they use that you are unfamiliar with. Use the internet or books to research what these foods are and their origins.</p> <p>Week 4 Restaurant review: Use the following website as a guide to help you in writing a review of a restaurant you once visited. https://www.grammarly.com/blog/how-to-write-a-restaurant-review/</p> | <p>Complete the Eco systems worksheet in number order The other worksheets can be completed in any order</p> |
| French | <p>Week 7: w/c 18th May This week Year 8 we want you to take a break from the normal MFL activities and have a bit of fun. We also want you to learn about the culture of the language you are studying. We have come up with 9 challenges for you to complete during this week and over half term if you want to. You should download the challenges and instructions from the resources part of the school website. Your teachers might have also uploaded them on Teams. As there is a competition element to this week's work, you will need to send proof to your MFL teachers via their email (aholmes@barrbeaconschool.co.uk, hmcgoldrick@barrbeaconschool.co.uk, sbey@barrbeaconschool.co.uk)</p> <p>*Important* - You should not post any of your work to Teams but email it directly to your teachers. Any photos posted to Teams will be deleted. Good Luck!</p> | <p>Year 8 Learning pack French to complete</p> |
| Geography | <p>Over the last 2 weeks you have researched globalisation. Specifically, as part of your learning last week you looked at describing global trade and how it varies across the world. One of the most traded items globally are clothes and the materials that make them. Last week's activities are shown here still because they lead directly into this week's. Make sure you complete the tasks in this order.</p> <p><u>What is fast fashion?</u></p> <ol style="list-style-type: none"> 1. Define the term fast fashion. <p><u>What is the life of a T Shirt?</u></p> <ol style="list-style-type: none"> 2. Create a story board to show the creation of a T Shirt using this link https://www.youtube.com/watch?v=BiSYoeqb_VY. | <p>There are loads of brilliant Geographical programs on Netflix. You can also find lots of brilliant programs on BBC iPlayer and other catch up channels. BBC iPlayer has a whole section on Science and Nature. Here are my top picks.</p> <ul style="list-style-type: none"> • Seven Worlds One Planet (looks at the different continents) • Climate Change – The Facts • Coast • Equator |

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| | <p>You need to show where the T Shirt Starts its life and how it changes over time. At each stage of the production, consider the environmental impacts of creating a T Shirt</p> <p><u>What are the positives and negatives of the trade in clothing/ fast fashion?</u></p> <p>In Bangladesh one of their main sources of income is the garment industry. Many large retailers (Primark, H and M, Zara) in the UK buy their clothing from factories in Bangladesh. Although most of these retailers do not own the factories in Bangladesh, they buy the clothing from them and sell it onto us.</p> <ol style="list-style-type: none"> 3. Watch the H and M Bangladesh factory video. https://www.youtube.com/watch?v=WY4FeUYMFzM 4. Create a mind map of the key information. Specifically focus on the key facts about why the garment industry is important to Bangladesh, the positive impacts of the industry in Bangladesh, how H and M ensure that people who work in factories in Bangladesh are safe and well treated. <p>This video is created by a huge clothing shop so they will only show the positives of their industry. However, there are also negatives of this industry in Bangladesh.</p> <ol style="list-style-type: none"> 5. Read from page 12 the section called "The impacts of rapid growth" https://www.hoddereducation.co.uk/media/Documents/Geography/WJEC-GCSE-Geography_Sample-Material.pdf. 6. Now write a letter to me to explain your views on the garment industry. There will be a video produced after half term to help you with this. <p>You should include;</p> <ul style="list-style-type: none"> • A definition of fast fashion • The environmental impacts of fast fashion and the global trade in clothes. • The social impacts of fast fashion and the global trade in clothes. | <ul style="list-style-type: none"> • Expedition Volcano |
| German | <p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>Week 7: w/c 18th May</p> <p>This week Year 7 we want you to take a break from the normal MFL activities and have a bit of fun. We also want you to learn about the culture of the language you are studying. We have come up with 9 challenges for you to complete during this week and over half term if you want to.</p> <p>You should download the challenges and instructions from the resources part of the school website. Your teachers might have also uploaded them on Teams.</p> <p>As there is a competition element to this week's work, you will need to send proof to your MFL teachers via their email (avryaparj@barrbeaconschool.co.uk, jbrazier@barrbeaconschool.co.uk,)</p> | <p>Week 5 + 6 Extension work:</p> <p>These tasks are optional, and you do not need to complete them all. Please choose the tasks you would find most useful. Write a letter/email/paragraph to a friend about what you will do when lockdown is over, using the future tense. End your paragraph by asking your friend what he/she will do when lockdown ends. Here are some sentence starters:Wenn die Ausgangssperre endet werde ich.... (When lockdown ends I will...)Wenn ich ausgehen kann, werde ich.... (When I can go out I will...)Ich möchte... (I would like</p> |



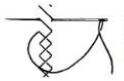





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| | <p>*Important* - You should not post any of your work to Teams but email it directly to your teachers. Any photos posted to Teams will be deleted. Good Luck!</p> | <p>to)Was wirst du machen? (What will you do?) Watch this video on the future tense: https://www.youtube.com/watch?v=AfuPxqM1jHU complete the tasks which show up at the end of the video (pause the video so you can take your time). Watch this video on the past tense: https://www.youtube.com/watch?v=2RVuGDIGyt4 complete the tasks which show up at the end of the video (pause the video so you can take your time).</p> |
| History | <p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p><u>Week beginning 18/05/2020</u></p> <p>To commemorate the anniversary of VE Day on 8th May there is a pack of work on the History resources area for you to work through including videos, tasks and lots of interesting information on this topic. Please have a go at the activities and then send any work to your teacher. In addition if you would like to create some artwork, a poem or another piece of work commemorating this anniversary please do so and send a picture to your History teacher.</p> | <p>All additional resources are in the All Resources folder. http://barrbeaconschool.co.uk/working-at-home/ Scroll down to the middle of this page.</p> <p>If this is completed then please choose additional topics to research from the extended learning document.</p> <p>Watch Boy in The Striped Pyjamas. Write a film review on any of the following things;</p> <p>Dunkirk. Netflix Boy in the Striped Pyjamas. The Horrible History Movie. Amazon Prime. War horse. The Darkest Hour. Netflix. The Book Thief.</p> <p>List of Documentaries on BBC I-player. Suffragettes by Lucy Worsley Back in time for the Corner shop. England's forgotten queens.</p> <p>Extension Tasks</p> |

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| | | <p>(30 minutes, per person)</p> <p>Research and Create a fact files for each of the following people, before 1939. What had they done up to that point; what are like; what is their leadership style. Winston Churchill (before he was prime minster) Neville Chamberlain Adolf Hitler Woodrow Wilson Benito Mussolini Josef Stalin (before the Second World War) Édouard Daladier</p> <p>For each profile you must write up half a page on each (in your own words)</p> <p>(30 Minutes)</p> <p>Listen to the Podcast about ‘The Rise of Hitler’ https://www.historyextra.com/period/second-world-war/rise-hitler-power-nazi-germany-world-war-two-how-did-he-podcast/</p> <p>How and why has the story of the rise of Hitler changed? Why does the historian believe the story has changed? How did some people describe Hitler?</p> |
| <p>Maths</p> | <p>There will be a mathswatch test each week to complete based on work completed this year – these are timed so make sure you have gone through the topics prior to completing the test. Complete the follow up intervention work, these include videos and helpful hints for the topics from each of the previous tests set on mathswatch.</p> <p>There is a selection of new investigations on the website to attempt.</p> <p>Every Monday, there will be a BBC bitesize document which will detail what topics are being covered in the Daily lessons of BBC bitesize. These are recap topics from topics we have completed this year.</p> | <p>Use websites such as https://corbettmaths.com/ https://www.mathsgenie.co.uk/gcse.html to work through topics with GCSE style questions</p> <p>Complete challenge puzzles and UKMT maths challenge material found on website.</p> <p><u>Oak Learning Instructions – Online Lessons</u></p> |

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| | <p>Ongoing</p> <p>Use mathswatch to review topics which have been covered this year, you may find it useful to use the curriculum map on the website to see what has been covered this year.</p> <p>New material and tests will be added onto the website and mathswatch each Wednesday after the Easter break.</p> | <ol style="list-style-type: none"> 1. Go on www.thenational.academy 2. Click on online classroom 3. Press subject and pick the appropriate year group 4. Pick maths (there are also loads of different subjects on this website) 5. Start the lesson you would like to do - then follow the on screen instructions. <p>Please note - more lessons will be added each week.</p> |
| Media Studies | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><u>Week 1</u></p> <p>Planning to create an advert. Your task is to produce a 400 word document outlining ideas for a new mobile phone advert. You will need to outline the following:</p> <ul style="list-style-type: none"> - Phone name/brand - USP (unique selling point) what makes your new phone stand out and better than the rest - What X3 advertising techniques would you apply and <u>explain why</u>. - Who would you have star in your advert? Friends, celebrities etc... Explain why you would use these people. -How long would your advert be and why/ - How would you make sure your advert doesn't contain false advertising? <p><u>Week 2</u></p> <p>Produce a script for your advert following the correct script layout. You could research the font style, positioning of text and overall layout of a professional script to help you with this. Week 4 - Produce a script for your advert following the correct script layout. You could research the font style, positioning of text and overall layout of a professional script to help you with this. Visit the website: https://www.writersstore.com/how-to-write-a-screenplay-a-guide-to-scriptwriting/ for a script layout.</p> <p><u>Week 3</u></p> <p>Produce a storyboard/cartoon strip as a visual for your advert ideas. Aim to draw actual people instead of stick-men. Consider writing the shot-type next to the cell/box/illustration. Visit the website storyboardthat.com to create an online version or hand draw one on paper. Aim to produce</p> | <p>EXTENSION: Record your own advert using your mobile phones. Consider using a variety of advertising techniques learnt in lesson 1. Use varied camera angles and use only bright areas to film. Use free software to edit this such as iMovie and Splice. You can do this on your mobiles.</p> <p>SKY COMPETITION:</p> <p>School have been contacted by Sky with an opportunity for you to create your own short film/vlog where you are able to “share your lockdown story”. This can be fictional, factual or emotional and should be filmed and edited by yourself, although can include the people that you live with if you wish. If yours is picked it may feature on Sky news and you may also win new equipment for school which obviously benefits you guys too! This would also look great on college applications (especially arts colleges such as BoA). I've added the link below if you would like to read more about it. Email me at cwinters@barrbeaconschool.co.uk if you'd like to take part.</p> <p>https://www.skyacademystudios.com/documents/-keepconnected-student-handout-age-12-16-3-.pdf</p> |

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| | <p>at least 6 cells (storyboard boxes) per page. Google/research professional exiting storyboards to see how they should look and what they include.</p> <p>Week 4 Design a magazine front page advertising your new mobile phone. Think about where the text goes, where the images are places, what persuasive or eye-catching words are used to capture the reader’s attention. Research magazine front covers for layout and general inspiration. Consider creating this on an A4 piece of paper or electronically using a word programme. Think about using colour as colour has a huge impact on the magazines overall tone and impression.</p> | |
| PE | <p>Home workouts:</p> <p>https://www.youtube.com/user/popsugartvfit/videos Regular uploads on this channel</p> <p>Just Dance workouts: Visit youtube.com and complete 5 just dance songs of your choice. (We recommend ‘Waka Waka’)</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=pWLEkO0MIXs (Boxing Workout) 2. https://www.youtube.com/watch?v=XIeCMhNWFQQ (Tabata Workout) 3. Jog, brisk walk, cycle 20-40minutes (Try to do x3 a week) 4. https://www.youtube.com/watch?v=0NlvRAaOdIQ 5. Make a workout plan tailored to your specific needs and favourite activities. <p>EXTENSION- Can you justify why you have picked each exercise and how it is suitable for you chosen sport.</p> <p><u>Things to think about when exercising:</u> How can I make these exercises easier/harder? What changes are happening to my body before I exercise? What changes are happening to my body during exercise? What is happening to my body after exercise? What muscles have I used by doing this exercise? Why is it important to warm-up, cool-down and stretch?</p> | <p>Netflix watch List: Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance</p> <p>Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;</p> <p>Prime Watch List: Eat Race Win; Breaking 60: Challenging the Impossible; Invictus</p> <p>The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Take Us Home: Leeds United; Class of 92</p> <p>https://www.youtube.com/watch?v=A73HQwEct-o</p> <p>Podcast List: Families in Sport</p> <p>The Real Science of Sport Podcast 30 for 30</p> |

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| | <p>What is a HIIT workout? What is the difference between a HIIT workout and a normal circuit?</p> <p>Extension: Pick a skill or exercise that you want to develop, this could be skipping, burpees or any other skill you wish to master. Dedicate some time to improve your technique and efficiency of the exercise (think about some easier and advanced versions you could do)</p> | |
| PSHE | <p>Using BBC Bitesize – Secondary, KS3, PSHE and Citizenship, Risk, ESafety https://www.bbc.co.uk/bitesize/topics/zrr4jxs/resources/1</p> <p>Week Commencing 18th May</p> <p>Using BBC Bitesize, Secondary, KS3, PSHE & Citizenship, Healthy Lifestyles, Mental and Emotional Health</p> <p>Watch the class clips on: Anorexia - then research the extent anorexia can affect sufferers lives, early indicators of the condition and the consequences of anorexia for sufferers and their families. What support is available both locally and nationally? How could we help support someone who we believe may be at risk? Pupils could present this in the form of a leaflet / presentation / web page.</p> | <p>Watch the class clips on:</p> <p>Anxiety disorder - then research what are the symptoms of anxiety disorders? What advice could be given to sufferers to help them cope / overcome the condition? Where could they go to obtain support with their condition? What would be the be the best way to obtain medical help? Pupils could present this in the form of a leaflet.</p> |
| RE- Philosophy and Ethics | <p>18th May (2hours)-Complete the worksheets on the festivals of light. You will need to write the answers on a separate piece of paper. You then need to research at least 1 festival to do with light from any of the main world religions and produce an information sheet on it.</p> <p>Using the knowledge organisers do self-quizzing of key topics. Test and develop your knowledge and play these online quizzes https://www.educationquizzes.com/ks3/religious-education/</p> | <p>Watch the clips and use the interactive pages on this link: https://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j</p> <p>Then choose one of the clips or pages that you found interesting to do further research on. Write a magazine article outlining what you researched and learnt about this aspect of religious studies.</p> <p>Complete the 'Spirited Arts/Poetry' task. This is a real competition run by NATRE. Complete the tasks first to give you some ideas, then go back on choose one of the 3 themes to base your art or poetry on - 'God's good Earth', 'Holy Words' or 'Where is God'. Once you have created your art or poem you need to write</p> |

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| | | <p>a detailed paragraph explaining what you have created. Use the sentence starters on the sheet to help you. Even if you don't enter your work for the competition this is a good task to complete. If you choose to enter your work follow the instructions on the sheet.</p> |
| <p>Science</p> | <p>Resources are available on https://drive.google.com/open?id=1QKFfGLbbjkfkJC-qIa4AZR8uVRYyF9uo There is an instruction document with further instructions. Your main focus is reviewing past content and looking at summer term content through use of knowledge organisers, self-quizzing and other resources.</p> | |
| <p>Textiles</p> | <p>If we were in school right now and you would have rotated to another one of these subjects: Food, textiles, art, media, please can you now pick one or more of these subjects you have not completed work for and find the subject on this document. If you are unclear about any of this, please email csmith@barrbeaconschool.co.uk.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><u>Week 1</u> Watch this video: https://www.youtube.com/watch?v=WfLep31Icz0</p> <p>Create a sewing machine manual on how to thread a sewing machine. You can also use other videos on Youtube.</p> <p>Create a safety poster for the textiles classroom.</p> <p><u>Week 2</u> If you have materials at home: Attempt an applique sample! https://www.youtube.com/watch?v=mFAFobPR3CQ You can do this without bondaweb</p> <p>If you have dyes at home: Attempt tie dye https://www.youtube.com/watch?v=abjpy72Sf6U</p> <p><u>Week 3</u></p> | <p>Try out new stitches. There are helpful videos on YouTube as well.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>Even Backstitch</p> </div> <div style="text-align: center;">  <p>Chainstitch - decorative stitch</p> </div> <div style="text-align: center;">  <p>Cross Stitch - decorative stitch</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>Blanket Stitch - decorative edging</p> </div> <div style="text-align: center;">  <p>Fagoting Stitch - decorative stitch</p> </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>Featherstitch - decorative stitch</p> </div> </div> |

Attempt the spellings:

Sewing

Thread

Environment

Stitch

Scissors

Machine

Measuring

Tacking

Safety

Ironing

Needle

Pinking shears

Tailors chalk

Printing

Pinning

Applique

Molar

Batik

If you would like to attempt to make your cushion please see this video. There are many different YouTube videos on cushion covers so please watch them.

<https://www.youtube.com/watch?v=kRzGh7rX1P0>

Create a moodboard for your cushion cover theme

Use the moodboard to help you design 4 design ideas for your cushion

Week 4

Create a final design idea for your cushion

Create a range of accessories to go with your cushion cover