

Home working – Year 7

This work is designed to last for weeks commencing Monday 1st June and Monday 8th June

The work now includes videos featuring teacher instruction. These are all in the All Resources folders or available via direct links in this document.

Some ‘videos’ are PowerPoint files. Just start the presentation (press F5) and you should hear your teacher talking. You may also need to press the Play icon. Others are a variety of file formats. We recommend downloading and installing the free VLC player which is compatible with most formats:

<https://www.videolan.org/vlc/index.en-GB.html>

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) |
|---------|---|--|
| 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.</p> <p>If you would be taking sports science in your rotation, please complete the additional work in the PE section.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p><u>Week 4 – 1st June</u></p> <p>Main Task: create your own Zentangle following the steps in the video “Year 7 – Art – 1.6.20” in the folder Art > Y7 > Zentangle 2 week project</p> <p>This website has more examples and instructions on how to make your own Zentangle: https://zentangle.com/pages/get-started</p> <p>Extension Task: use Zentangle patterns as part of a larger art work. Think about which patterns contrast well with each other and which patterns you could use for lighter tones and which you would use for dark tones.</p> <p>The zentangle project word document on the school website has more examples of Zentangle art, follow: Art > Y7 > Zentangle 2 week project</p> | <p><u>Week 1</u></p> <p>Visual Element in Art: https://www.bbc.co.uk/bitesize/topics/z9kmhyc Access the BBC link above and read through the various Visual Elements in Art.</p> <p>Task 1 Create a poster on the Visual Elements Line and Tone. Try to include key vocabulary and images. Also try to practice the technique.</p> <p>Task 2 Create a poster on the Visual Elements Shape and Pattern. Try to include key vocabulary and images. Also try to practice the technique</p> <p><u>Week 2</u></p> <p>Activity - Find an object that is part of your identity (hairbrush, games console, etc) and observe and draw. Follow the steps below when completing the task: 1. Complete the outline - Use a pencil to lightly draw the outline of your object</p> <ul style="list-style-type: none"> • Scale (think about the size of the object. Which part is the biggest) • Proportion (look at the different parts of the object, do they look in scale to one another) <p>2. Add Internal lines - Use your pencil to add any lines you can see inside your outlines</p> |

Week 5 – 8th June

The colour wheel

Watch the video “Year 7 – Art – 8.6.20” in the folder **Art > Year 7 > The colour wheel**
Make sure you understand the different aspects of the colour wheel and the different techniques for colour blending.

Main Task: Create your own colour wheel and evaluate your work. You can use any equipment and techniques for this task. E.g. paints, colouring pencils, collage. There is a template and a colour wheel information sheet in the same folder as the video to help you.

Send a picture of your colour wheel in over Teams or by email.

• Proportion (make sure you put the lines in the right places and double check)
3. Add shading - Use your pencil to add tone to your drawing If you finish your drawing and can take a picture, upload it to Microsoft Teams so we can all see your amazing artwork! 😊

• Tone (add light, middle and dark shading inside you outlines)

• Gradient (make sure you blend your tones from light to dark by thinking

about the pressure of your pencil on the paper)

Weeks 3 and 4 - Zentangle project

Zentagle is a type of art that helps you exercise your creativity while also helping you relax and take care of your mental health. It is based on splitting images into sections and filling these with various repeating patterns. In this project you will be exploring the visual elements **line, shape, tone** and **pattern**.

Week 3

Task 1: *Research the work of the artists Rick Roberts and Maria Thomas*

These artists founded the zentagle movement. Write a short biography of each artist, select your favourite artwork from each artist and describe the art:

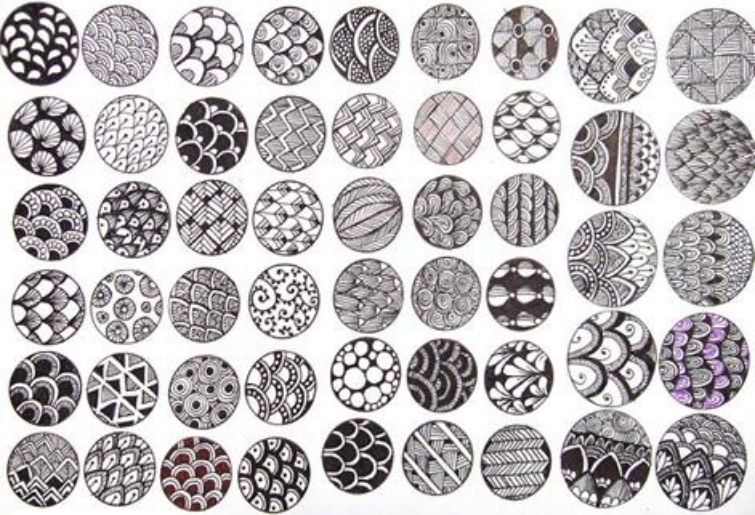
- What materials have been used?
- What can you see in the artwork?
- Which visual elements have been used?
 - What type of lines have they used?
 - Have they used organic or geometric shape or a mixture of both?
- Why do you think the artist made the artwork?
- What do you think about the artwork?
 - What do you like/dislike about it?
 - How does it make you feel?

These websites are a good place to start your research:

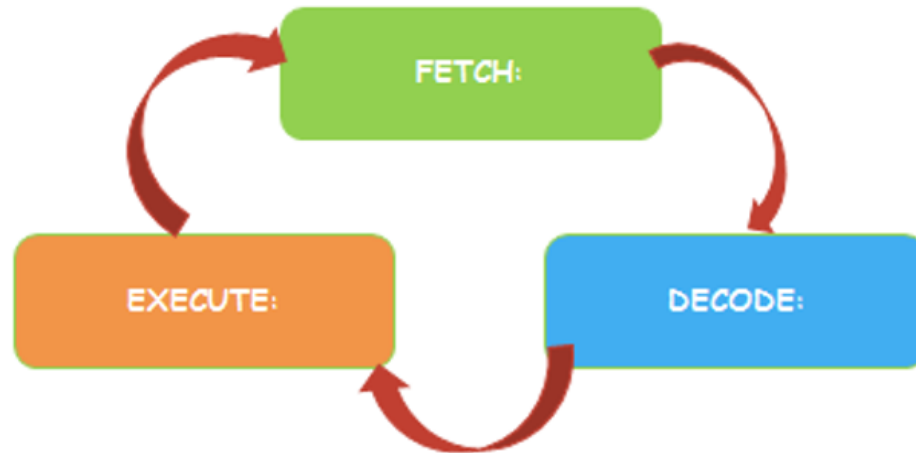
<https://mymodernmet.com/zentangle-art/>

<https://zentangle.com/pages/how-did-zentangle-begin>

Task 2: *Creating zentagle patterns*

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| | | <p>Practice different zentangle patterns. Below are some ideas for inspiration:</p>  <p>Evaluate the work you produce:</p> <ul style="list-style-type: none"> - Which techniques do you think look best? - Which would you like to improve? - What could your next steps be? |
| Computing | <p>Lesson CPU June 1st</p> <p>Find the PowerPoint for today's lesson at: Home learning resources- Computer Science> Year 7> 01.06.20</p> <p>Answer the following questions: What do you think CPU Stands for? What do you think the role of the CPU is?</p> <p>Watch this video and make notes: https://www.youtube.com/watch?v=5BpgAHBZgec</p> <p>Answer the following questions:</p> <ol style="list-style-type: none"> 1.What are the 3 units (include the acronyms) 2.Describe the 3 units jobs within the CPU 3.Draw a diagram to show the Von Neumann Architecture 4.Describe what the Von Neumann Architecture is | <p>Extension: make a list of all key terms for each unit we have looked at this year in Computer Science.</p> |

Copy and add additional detail to this image:



Lesson: Inside the PC June 8th

Find the PowerPoint for today's lesson at:

Home learning resources- Computer Science> Year 7> 08/06/20

Answer the following questions:

What is the role of a CPU?

What cycle does it follow?

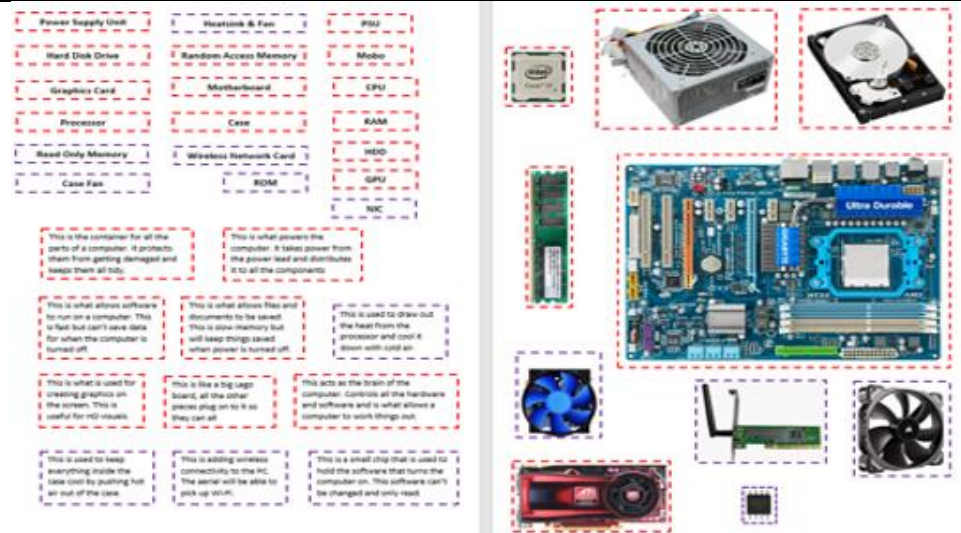
Name the different parts of the CPU

Watch the following videos and making notes

<https://www.youtube.com/watch?v=ExxFxD4OSZ0>

Name the different components inside a PC and give a brief definition of their job.

Label an image of inside a PC (You can use this one below to help you.



Dance

MUSICALS!

Watch the video 01.06 KS3 Dance in home learning resources. This will show you how the access this week's work on YouTube from your phone along with how to use the app.

Last week, you learnt the first section of High School Musical's 'Get your head in the game'. This week, you are going to continue by learning 'we're all in this together'.

Follow this YouTube link and fast forward to 5 minutes 30 seconds. The cast will go through the movements step by step and then show you at half speed and full speed. You must complete the video tutorial to the end this week.

https://www.youtube.com/watch?v=H_LQeYUHm4M

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! 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.

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| Drama | <p>Update: If you have not already completed your model set for Romeo and Juliet, created a 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.</p> <p>Scroll down to follow the instructions.</p> <p>Project 3 Lesson focus: To create an interview with an expert- USING PUPPETRY!</p> <p>BOTH TASKS TO BE COMPLETED (AN EXTRA EXTENSION IS AVAILABLE FOR PART 2 OF THE TASK WHICH HAS BEEN ADDED THIS WEEK.)</p> <p>I HAVE ALSO COMPLETED A POWERPOINT AND VIDEO FOR YOU TO FOLLOW IN THE YEAR 7 AREA.</p> <p>Please click on the following link and look for Drama. https://matrixacademytrust-my.sharepoint.com/:f/g/personal/revision_matrixacademytrust_co_uk/EqB0lrBgN7BjnBn6k5W0Wr8BUUzE82ukzyo2_gt9MRsiKg?e=L1dd8v</p> <p>The video is called KS3 vid part 1 and then watch KS3 vid part 2.</p> <p>Scroll down to follow the instructions.</p> | <p>PROJECT 4 LESSON FOCUS: TO CREATE A PUPPET WITH A PURPOSE</p> <p>Task 1 – Making a puppet from a play.</p> <p>Once you have completed your puppet expert interview, have a go at thinking of the characters in the play Romeo and Juliet.</p> <p>Create a puppet based on one of these characters.</p> <ol style="list-style-type: none"> 1- Romeo 2- Juliet 3- Mercutio 4- Tybalt 5- Friar Lawrence <p>Take a look at this link to recap on the play. https://www.bbc.co.uk/bitesize/topics/zfdj6sg</p> <p>You can also watch clips from the play here. https://www.youtube.com/watch?v=YY85VwSHFmA</p> <p>Task 2: Hot- seating your puppet character.</p> <p>With your Romeo and Juliet puppet completed. Create an interview using HOT SEATING technique.</p> <p>Use these tips to help you.</p> <ol style="list-style-type: none"> 1- Make sure you know a bit about your character first- RESEARCH THE PLAY. 2-Prepare and write open questions- This will allow a character to explain their answers. 3-Remember with Hot Seating, it is the characters REACTIONS that will give information. 4-Remember a character might not want to tell the truth and may explain things from their perspective. |

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

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

5-HAVE FUN and enjoy learning about the play through the backstories of the characters.

Extension task.

Remember if you would like to watch live theatre live musicals are still being shown on #TheShowsMustGoOn

<https://www.youtube.com/channel/UCdmPjhKMaXNNeCr1FjuMvag>

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

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| | <p>How to make a smelly cheese. How to juggle making Jelly How to create the perfect flea circus</p> <p>Realistic Topics How to make a fruit salad Creating the perfect pizza Knitting for beginners</p> <p>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!</p> | |
| English | <p>Choose one or more of these books: <i>New Boy by Tracy Chevalier</i> <i>Vinegar Girl by Anne Taylor</i> <i>Looking For Alaska by John Green</i> <i>Uglies by Scott Westerfeld</i> <i>Stone Cold by Robert Swindells</i> <i>Northern Lights by Philip Pullman</i> <i>The Hunger Games trilogy by Suzanne Collins</i> <i>Pig Heart Boy by Malorie Blackman</i> <i>Noughts and Crosses by Malorie Blackman</i> <i>Oliver Twist by Charles Dickens</i> <i>Alice in Wonderland by Lewis Carroll</i></p> <p>Week Commencing 1st June - You will be using the following booklets 4. Creative Writing Booklet 5. Skellig Full Text 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"> 1. Skellig Text and Workbook: Complete page 9 'Chapter 6-10 Comprehension questions' in full sentences. In your workbook, you have an outline of Skellig. On the inside, write down how you would describe her personality with quotes to support and on the outside, write down quotes on how he is described. Feel free to add some artistic flair and include drawings of what you think he looks like in your head! Complete the quiz on page 11 and use the text to mark your answers! <p>Lesson 2:</p> | <ol style="list-style-type: none"> 1. 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 2. Work your way through the educational quizzes, found here: https://www.educationquizzes.com/ks3/english/ 3. Complete the autobiography booklet. This is meant to be completed over a six-week period but feel free to complete the tasks sooner. 4. Complete the story writing booklet – be as imaginative as possible to write what or however many stories you want! <p>If you need any help or would like your teacher to check your work – feel free to email them!</p> <p>Additional: 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) • The Perks of Being a Wallflower (adapted from the novel by Stephen Chomsky) • Mary Shelley (a biopic of the author of 'Frankenstein') |

1. Watch the English lesson on 'Descriptive Writing - use of imagery' to help you within your diary task within the Skellig booklet.
2. BBC Bitesize: Writing Skills - <https://www.bbc.co.uk/bitesize/topics/zywfbk7-> Complete guides for 'Sentences', 'Structure and paragraphs' and 'tone and style'.
3. **Skellig Text and Workbook:** Write down all the features of a diary entry.
4. Your task is to write a diary entry about Michael's meeting with the creature for the first time. You need to consider:
 - How would Michael feel?
 - What does he look like to Michael? (You can use your work from last lesson to help you).
 - What atmosphere is created in this moment?
 - What are you going to do about him moving forward?
5. Self- assess your work, have you included:
 - Writing in first person (using 'I')
 - Dear Diary,
 - Included your thoughts and feelings about the creature?
 - A range of punctuation to help show your emotions such as an exclamation mark (!) to show you are shocked or scared.
 - Sign off
 - Write down what you feel you have done well in your paragraphs, and write down what you need to improve next time - which of these bullet points above aren'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>
 - 'Writing to describe' - <https://www.bbc.co.uk/bitesize/guides/zpp4kqt/revision/1>
 - 'Planning - Preparing and Drafting' - <https://www.bbc.co.uk/bitesize/guides/z96r4wx/revision/1>
2. **4. Creative Writing Booklet:** Watch the English lesson on 'Descriptive Writing - use of imagery' to help you within your diary task within the Skellig booklet.
3. Select **one** of the 19 images that shown in the booklet (select one you have not done before). This lesson you will **plan** a 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?

- 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 (contains some strong language): [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))

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/>
- National Theatre Home - Twelfth Night Full Show <https://www.youtube.com/watch?v=aig5ObghHS4>

- 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?
4. 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.

Lesson 4:

1. BBC Bitesize: 'Planning - Preparing and Drafting' - <https://www.bbc.co.uk/bitesize/guides/z96r4wx/revision/1>
2. Complete your plan of your story - what are you going to write in each paragraph
3. Once you have a clear plan completed, start writing your piece of descriptive writing inspired by the image in the booklet.

Week Commencing 8th June - You will be using the following booklets

5. Skellig Full Text

5. Skellig Workbook

Lesson 1:

1. **Skellig Text and Workbook:** Read through Chapters 10 - 16 of Skellig and write a summary of what has happened from what you have read.
2. Complete the comprehension questions on page 13 of your workbook. Make sure these are written in full sentences with enough detail.

Lesson 2:

1. **Skellig Text and Workbook: 'Which school system is better?':** Revise over the list of devices on page 14. Quiz yourself on the information you have read to make sure you can remember it (there is a video on the school website to help you: <http://barrbeaconschool.co.uk/how-to-self-quiz/>)
2. Go over the chapters and complete the pros and cons for state school and pros and cons for home school. Have a look on the news websites to see if you can find any information that shows the advantages and disadvantages of both. Here are some examples:
 - <https://www.theguardian.com/education/2018/nov/03/get-to-be-free-rise-in-home-schooling>
 - <http://www.ahomeeducation.co.uk/home-school-vs-school-education.html>
 - <https://www.independent.co.uk/voices/home-schooling-children-disabilities-government-state-education-a8858041.html>
 - <https://www.bbc.co.uk/news/education-52151411>

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| | <p>Lesson 3:</p> <ol style="list-style-type: none"> 1. Watch the English lesson on 'Writing to argue' to help you with this writing task. 2. BBC Bitesize: Writing Skills - https://www.bbc.co.uk/bitesize/topics/zywfbk7 - Complete guides for 'Sentences', 'Structure and paragraphs' and 'formal and informal'. 3. Using the work from your previous lessons, you are to write a persuasive argument stating which you think is a better school system and why. Make sure you use the information from your table in your argument. Include: <ul style="list-style-type: none"> • A range of different language devices (which you should have quizzed yourself on) • Include several different reasons as to why you believe state or home school is better. Ensure you explain why this is the case. • Include punctuation throughout. 4. Self-assess using the criteria above ^. Highlight them in different colours. 5. Write down what you feel you have done well in your paragraphs, and write down what you need to improve next time - which of these bullet points above aren't highlighted very much? That will help you see which skill you need to improve on. <p>Lesson 4:</p> <ol style="list-style-type: none"> 1. Skellig Text and Workbook: Complete the questions on page 17. These questions are from the most recent chapters you have read. 2. Learn and test yourself on the spelling and definition of Charactornym using the say, cover, write method. 3. Complete the table - what do these character's names suggest about them? 4. Read the extract from 'The Secret Place' on page 19 of your workbook. Answer the questions below. | |
| 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>If you would be taking sports science in your rotation, please complete the additional work in the PE section.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>To access the resources go to http://barrbeaconschool.co.uk/working-at-home/ scroll to the bottom of the page, find where it says "home learning resources for all", click on Design and Technology, then click Year 7 Food to access the PowerPoints - Right click this link, then select open link to access Year 7 Food - 1st and 8th June</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/EniLDHW7c1pNtfvZnWGwhCQBOF9mIQR97M_7w1z5fVgl0A?e=8Yhk2m</p> |

The PowerPoint has audio instructions to help you

Week 1 – 1st June

Task 1: Look at the image of the messy kitchen. On a blank piece of paper write down at **least** 8 hazards that you can see and how they can be prevented. There are more than 8, see if you can spot them all!

Task 2: Watch this video <https://www.bbc.co.uk/bitesize/clips/zxfqxnbn>

Create a 2-page leaflet for people who want to work at Domino's about Dominos Food Safety and hygiene

Your leaflet must include

1. What personal hygiene rules Dominos follows
2. What food safety and hygiene rules Dominos follow
3. Where in the company these rules are enforced (e.g. production, delivery)
4. What a risk assessment is designed to do

Week 2: 8th June

Task 1: **Task 1:**

If you have the ingredients at home try the "No Bake Crunch Bar" recipe – recipe and instructional video is on slides 18

If you don't have access to the ingredients complete the task below:

Find out the function of the following pieces of equipment.

blender, whisk, weighing scales, Chopping Board, cooling rack, rolling pin, measuring jug

Extension:

Find the definition for the word 'utensil'

For each piece of equipment above, list at least 2 dishes that it can be used in or for

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.

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/>

Where necessary use the PowerPoint to help you complete the worksheets

Complete the Eco systems worksheet in number order

The other worksheets can be completed in any order

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| French | <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 8 + 9 (w/b 01/06 AND w/b 01/06)</u></p> <ol style="list-style-type: none"> 1. Complete Year 7 Module 3 PUPIL VERSION PowerPoint to complete skills from this Module. Please use the date in French and the title Module 2 Revision in your exercise books. 2. Use Year 7 Module 3 TEACHER VERSION PowerPoint to self-assess your work or ask someone else in your house to peer-assess it on your behalf. 3. Use Quizlet to revise the vocabulary from this Module via Miss McGoldrick's Account: https://quizlet.com/MissMcGoldrick/folders/77050322?x=1xqt&i=1spamx 4. Complete Active Teach Module 2 Activities on Pearson Active Learn at www.pearsonactivelearn.com | Year 7 Learning pack French to complete (in All Resources folder on Working At Home website) |
| Geography | <p><u>Week commencing 1st June.</u></p> <p>Create a mood board for your dream holiday. Imagine you can go wherever you want once lockdown ends.</p> | <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.</p> <p>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 • Expedition Volcano |

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| | <p>Write a 500 word “blurb” for your holiday. Why do you want to travel there? Tell us some fun facts about the place. Explain how this place might compare to other places you have visited.</p> <p>Use the video called Year 7 week 1_mood board and blurb to quiz your knowledge and to guide you through the process of writing your blurb.</p> <p>Week commencing 8th June</p> <p>Watch the audio video called Year 7 week 2 Intro to coasts .</p> <p>Complete all activities set by the teacher.</p> | |
| German | <p>Week 8 – (w/c 1.6) Year 7 (3 hours)</p> <p>Watch the video. Mr Eszrenyi has completed a walk through of all of the activities that you will be completing this week. How to use the video:</p> <ul style="list-style-type: none"> - Watch the video before attempting the first task. - When Mr Eszrenyi asks you to pause the video, pause and complete the activities - Carry on playing the video to check your answers and move on to the next activity <ol style="list-style-type: none"> 1. Complete self-checking on the Knowledge Organiser for Kapitel 4 (Unit 4) <ol style="list-style-type: none"> a. Learn all of the vocabulary off by heart. Complete Look, Say, Cover, Write and Check for each of the boxes on the Knowledge Organiser until you are getting 100% and can do it from both English to German and German to English. 2. Listen to Mr Eszrenyi reading through the model text (WAGOLL) <ol style="list-style-type: none"> a. Highlight any words that you don’t know as you read. | <p>Once you have finished all of these activities: Research a town in Germany, for example Köln, Berlin, Stuttgart or Hamburg. Create a brochure on what you find in German.</p> |

| | | |
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| | <ul style="list-style-type: none"> b. Look up the words that you are unsure of in your book, on the knowledge organiser or on an online dictionary: https://en.langenscheidt.com/ c. Translate the Model Text (WAGOLL) into English. d. Check your translation with Mr Eszrenyi’s walk through explanation. e. Write your own version of the text personalised to you and opinions on school <p>3. Revisit Kapitel 4 Reading and Translation activities</p> <ul style="list-style-type: none"> a. Complete the reading and translation activities. Some of these you may have completed before – see if you can find out all of the answers. If you get stuck, use your book or your knowledge organise to help you. <p>Week 9 – (w/c 8.6) Year 7 (3 hours)</p> <p>Watch the video and complete the activities as instructed. The answers will always be displayed on the video after the activity has been introduced, so pause the video to complete the activity and check your answers with the ones on the video.</p> <p>This week, we are practising personal descriptions.</p> <ul style="list-style-type: none"> 1. Open the PowerPoint called Personal Descriptions Activity 1. <ul style="list-style-type: none"> a. Listen to Mr Eszrenyi reading all of the descriptions b. Fill in the table and then check your answers c. Find the words in the texts and check your answers 2. Translate the sentences into German and check your answers. <ul style="list-style-type: none"> a. Write a description about yourself and check your answers. 3. Open the document called Gesucht! <ul style="list-style-type: none"> a. Listen to Mr Eszrenyi read the text b. Complete the true-false activity. c. Complete the drawing activity d. Create your own wanted poster for a made up person. | |
| 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>1st June onwards- You will be looking at the changing use of historical buildings in the next 7 weeks and will begin with looking at castles.</p> <p>1st June-Week 1: Why did Normans build castles? Watch this audio lesson and complete all activities set by the teacher.</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.</p> |

| | | |
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| | <p>8th June- Week 2: How have castles changed over time? Watch this audio lesson and complete all activities set by the teacher.</p> | <p>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>Maths</p> | <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>1st June onwards</u> There will be a daily lesson which can be accessed through the home learning section every day from Monday to Friday.</p> <p>On a Monday to a Thursday this will consist of a topic to complete, for each of these topics there will be links to videos, questions, textbook exercises as well as exercise and worksheets in the home learning for that topic. On a Friday there will be a quiz day with instructions on the home learning area.</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 the website.</p> <p><u>Oak Learning Instructions – Online Lessons</u></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> |
| <p>Media Studies</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>If you would be taking sports science in your rotation, please complete the additional work in the PE section.</p> <p>Please also check your Microsoft Teams files as there are resources that have been uploaded.</p> <p>Make sure you watch the PowerPoint video to help you with the tasks below – it is found on the main school website under home access.</p> | <p>If you would like you experiment more with storyboards, you can use this website to create your own online: https://www.storyboardthat.com/</p> |

Week 1 - 01/06/2020

Watch PowerPoint first - Complete research to find different types of camera angles (here is a youtube video that might help <https://www.youtube.com/watch?v=lrB7Ce0J0UM&t=2s>). Find out why filmmakers use specific shots or angles and decide what you think they might use them for and how this affects the audience.

Then, watch the Bruce vs. Cake scene on youtube (linked here https://www.youtube.com/watch?v=EOQeU_6vbeg) and identify the different camera angles used and why the filmmaker has chosen to use the different angles in that shot, if you want a challenge decide how using that specific shot has had an affect on the audience.

Week 2: 08/06/2020

Choose your own film clip (this can be a film you have on dvd or online or it could just be a clip that you have found on youtube). Write down the camera angles that have been used in the scene and the effect that using these angles has had on the audience. **See PowerPoint video for ideas.**

Week 3: 17/06/2020

A film production company have approached you and asked you to produce your own horror film. Use your knowledge of camera angles to create your own storyboard for your horror film.

Your storyboard should look something like this and should have at least 6 boxes and a description of what is happening in the scene under each box

| | | |
|--------|--------|--------|
| Scene: | Scene: | Scene: |
| | | |
| | | |
| Scene: | Scene: | Scene: |
| | | |
| | | |

Create your own at Storyboard That

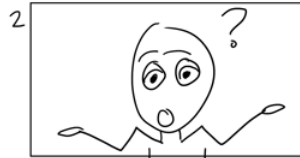
Here is an example of how it should look, although you should include colour in yours to make it interesting!



"CS2C: Fun with Storyboards" by Kenneth Chan



Establishing shot of classroom. One student snoring. One sits up in alarm over assignment.



Student feels overwhelmed. Voiceover: "I've never done this!" Camera pans slowly to make space.



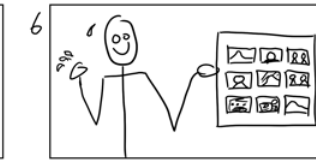
Ideas surrounded by blurry thought bubble. Brainstorm may also be video montage surrounded by blurry frame.



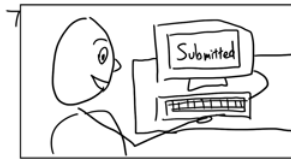
Moment of clarity. "Aha!" Ding or chimes; lightbulb moment.



Working in a dark dorm room. Sounds of clock ticking and pencil scratching on paper.



Proudly shows off finished storyboard. Wipes sweat off brow. Victory music. Zoom in on storyboard.



Submitting via Coursework. Fade out as if ending.



Back to the classroom. Keep as similar as possible to original. "Elaborate on your storyboards!"



Back to the drawing board. Looking haggard but determined. Fade out.

"CS2C: Fun with Storyboards" by Kenneth Chan



1 Establishing shot of classroom. One student snoring. One sits up in alarm over assignment.



2 Student feels overwhelmed. Voiceover: "I've never done this!" Camera pans slowly to make space.



3 Ideas surrounded by blurry thought bubble. Brainstorm may also be video montage surrounded by blurry frame.



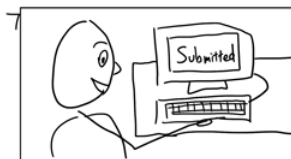
4 Moment of clarity. "Aha!" Ding or chimes: lightbulb moment.



5 Working in a dark dorm room. Sounds of clock ticking and pencil scratching on paper.



6 Proudly shows off finished storyboard. Wipes sweat off brow. Victory music. Zoom in on storyboard.



7 Submitting via Coursework. Fade out as if ending.



8 Back to the classroom. Keep as similar as possible to original. "Elaborate on your storyboards!"



9 Back to the drawing board. Looking haggard but determined. Fade out.

Week 4: 22/06/2020

Finish off your storyboard, ensuring you have filled all boxes, included descriptions and images and included lots of colour!

Evaluate how effectively you have used camera angles and appealed to your audience.

PE

Home workouts:

Joe Wicks YouTube Channel: <https://www.youtube.com/user/thebodycoach1>
(Daily workouts on this YouTube channel)

Just Dance workouts: Visit youtube.com and complete 5 just dance songs of your choice. (We recommend 'Waka Waka')

1. <https://www.youtube.com/watch?v=pWLEkOOMIXs> (Boxing Workout)
2. <https://www.youtube.com/watch?v=XleCMhNWFQQ> (Tabata Workout)
3. Jog, brisk walk, cycle 20-40minutes (Try to do x3 a week)
4. <https://www.youtube.com/watch?v=0NivRAaOdIQ>

Netflix watch List:

Losers; Sir Alex Ferguson Secrets of Success; Stop at Nothing; Becoming Champions; Katie; The Game Changers; The Last Dance

Moneyball; Coach Carter; The Blind Side; Stop at Nothing; The short game; Iverson;

Prime Watch List:

Eat Race Win; Breaking 60: Challenging the Impossible; Invictus

5. Make a workout plan tailored to your specific needs and favourite activities.
EXTENSION- Can you justify why you have picked each exercise and how it is suitable for you chosen sport.

Things to think about when exercising:

- 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?
- What is a HIIT workout?
- What is the difference between a HIIT workout and a normal circuit?

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)

1ST June

Challenges

Baby shark challenge- <https://youtu.be/LurCQ9XGkt0>

Cha cha slide challenge- https://youtu.be/x_YFkVSp34s

Bring Sally up squat challenge- <https://youtu.be/bql6sIU2A7k>

Bring sally up leg raisers- <https://youtu.be/Q9cnrvL4Apc>

Bring sally up lunges- <https://youtu.be/rULLHE41UtM>

5 minute moves

1-<https://youtu.be/d3LPrhIOv-w>

2<https://youtu.be/SbFqQarDM50>

Workouts for this week

10 MINUTE HITT- https://youtu.be/yv2XE_Ut3KU


The Unknown Runner; Eat. Race. Win; Running for Good; Salute; All or Nothing; Take Us Home: Leeds United; Class of 92

Podcast List:

Families in Sport

The Real Science of Sport Podcast
30 for 30

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| | <p>20 MINUTE HITT- https://youtu.be/fHfTCd2q-rg</p> <p>15 MINUTE BOOTCAMP- https://youtu.be/rzoqO3ENKNk</p> <p>8 MINUTE Pilates- https://youtu.be/R13LDVZDIOc</p> <p>Mindfulness moments- https://youtu.be/b5Hw-6HzLPM</p> | |
| PSHE | <p>Week Commencing 1st June</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>Week Commencing 8th June</p> <p>Watch the class clips on: 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> | |
| Religious Studies | Complete any previous work that has been set then you need to do the following: | Ongoing - Complete the 'Spirited Arts/Poetry' task. This is a real competition run by NATRE. Complete the tasks first to |

| | | |
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| | <p>Week commencing 1st June: We are starting a new topic focusing on Judaism. Watch the PPT on an introduction to Judaism. A teacher's voice will guide you through all the tasks. The lesson is about learning the key terms and facts for Jewish belief. The video in the PPT will support you.</p> <p>Week commencing 8th June: You will have had an introduction to Judaism. We will now study key beliefs about G-D in Judaism. You will go into depth on the key beliefs and link them to the beliefs we have previously studied. Watch the PPT and a teacher will guide you through the tasks. You will also need the Judaism belief cards link to support you with this.</p> <p>The PPTs and cards and all be found in the All Resources area.</p> | <p>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 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> |
| Science | <p>Complete any previous work that has been set by accessing the old documents on: https://rebrand.ly/ScienceSUM1</p> <p>All your work for after half term can be found at: https://rebrand.ly/ScienceSUM2 or you can scan this QR code with your device:</p>  <p>Go to your year group and there will be an instruction document in the folder for you which highlights what to do each week.</p> <p>There is at least one video to watch per week along with a variety of other activities.</p> <p>Year 7 science:</p> | <p>The National Oak Academy has produced some excellent resources for science:</p> <p>If you are looking for more science you can find them at: https://www.thenational.academy/online-classroom/year-7/science#subjects</p> <p>Also, if you want to do some practical activities and you're allowed to (ask permission) https://www.science-sparks.com/kitchen-science-round-up/ has some great kitchen science activities.</p> |

Week 1.6.20 - Completing work on interdependence.
Week 8.6.20 - Starting Climate Change Project

Textiles

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.

If you would be taking sports science in your rotation, please complete the additional work in the PE section.

Please also check your Microsoft Teams files as there are resources that have been uploaded.

For audio instructions:

All Resources (scroll down) > Design & Technology> Textiles> Year 7> Y7 - TEXTILES - 01.06.20 and Y7 - TEXTILES - 08.06.20

Week Commencing 1st June

Week 1 of rotation

Watch this video:

<https://www.youtube.com/watch?v=WfLep31lcz0>

Task 1:

Create a sewing machine manual on how to thread a sewing machine. You can also use other videos on Youtube.

Task 2:

Create a safety poster for the textiles classroom.

Week Commencing 8th June

Week 2 of rotation

If you have materials at home:

Attempt an applique sample!

<https://www.youtube.com/watch?v=mFAFobPR3CQ>

You can do this without bondaweb

If you have dyes at home:

Attempt tie dye

Try out new stitches.

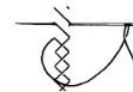
There are helpful videos on YouTube as well.



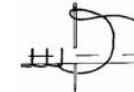
Even Backstitch



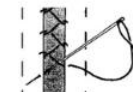
Chainstitch - decorative stitch



Cross Stitch - decorative stitch



Blanket Stitch - decorative edging



Fagoting Stitch - decorative stitch



Featherstitch - decorative stitch

<https://www.youtube.com/watch?v=abjpy72Sf6U>

EXTENSION TASKS: attempt embroidery or some sort of sewing/textiles activity
thanking the NHS and its staff