

Home working – Year 8

This work is designed to last for week commencing 13th July and over the summer.

We recognise that many of you have been working very hard in the lockdown period and you deserve a break. However, we also know that some of you could have been doing more. However much work you have (or have not) done, the more you do over the next seven weeks, the more you will be prepared for our return in September. Make sure you have a break but also make sure you keep your brains ticking over!

Please note that where teachers have asked you to send them work, please do this, although note that teachers may not reply until we restart school in September.

Subject	We recommend starting here...	Additional work (for some subjects)
Art	<p><u>SUMMER PROJECT</u> <u>TIME TO GET CREATIVE YEAR 8</u></p> <p>This summer I would like you to explore the Pop-Art movement and challenge yourself to complete the 4 tasks below (1 task a week is recommended).</p> <p>On the school website you will find a link for Art > Y8 > Summer Project. This is where you will find all the resources that you need to complete your Summer project.</p> <p><u>TASK 1</u> <u>Exploring the Pop-Art movement</u> It is time to learn about the Pop-Art movement and its influences. Print out the question sheet on slide 3 and watch the video on slide 4 of the PowerPoint. Illustrate your answers with Pop-Art drawings in the gaps.</p> <p><u>TASK 2</u> <u>Experimenting with drawing</u> Now you have developed your knowledge of Pop-Art it is time to get creative. On slide 5 you are to take inspiration from the images. Print off slide 6 and draw items (food/drink containers) from around your home using the Pop-Art movement for inspiration. Try and follow the key principles on slide 6!</p> <p><u>TASK 3</u> <u>Designing a cupcake</u> It is now time to design your own Pop-Art 3-dimensional piece for task 4. Use slide 7 for inspiration. Print off the template on slide 8 to help you design.</p>	

TASK 4

Making a cupcake

Well done on completing all your tasks! Look at slide 9 for examples of what you are about to create. Follow the remaining slides to help you construct your 3-dimensional cupcake.

ONCE YOU HAVE COMPLETED YOUR CUPCAKE **TAKE A PICTURE AND UPLOAD IT TO THE LAST SLIDE. ANSWER THE QUESTIONS** AND SEND IT TO **edutton@barrbeaconschool** TO ENTER YOURSELF INTO THE PRIZE DRAW. THE WINNING 3 STUDENTS WILL BE ANNOUNCED ON THE FIRST WEEK BACK OF SCHOOL.

Have a lovely summer Y8 and get creative! :)

Computing

Lesson: Python

Find the PowerPoint for today's lesson at:

Home learning resources- Computer Science> Year 8> 13.07.20

What does this piece of code?

```
trainer = "Ash"
pokeball1 = "Pikachu"
attack = 34
opponent = "Gary"
enemy = "Squirtle"

print ("The hero", trainer, "sends out", pokeball1, ".")
print ("The opponent", opponent, "sends out his super powered", enemy, "!")
```

EXT: write the code out but use the `input` function instead of having set variables.

E.G. `trainer = input("which trainer have you chosen?: ")`

Watch the following video and answer the questions:

<http://www.bbc.co.uk/education/clips/zxf487h>

What do you think selection is?

Why do you think selection is needed?

Summer Project:

Find the documents needed to complete the summer project in- Computer Science> Year 7> Project



Scartch racing game Tutorial.docx



Scratch racing game code to help .docx



Scratch-Car Racing game- Project- Instructi...



YEAR 7 AND 8- COMPUTER SCIENCE- PROJ...

The aim of this project is for to make your own racing game online.

On the website: <http://scratch.mit.edu>

You will:

- Create your own track
- Create the cars that will be used to race
- Add in your own rules/ variables
- Code the game
- And much more

Complete the following tasks:

a) Copy this code into book and run it to check it works

```
age = int(input("what is your age? "))  
  
if age > 18:  
    print ("you are old enough to get in")
```

b) Write a piece of code to check there are less than 6 people so they can all fit in a car

c) Write a piece of code to check the mark for a test is over 90 to get an grade 9

d) Comment the coding # to explain what is going on

e) Come up with your own ifs

CHALLENGE: what of the comparisons are different data types?



Within this folder you have the following 4 documents:

- The first document is a video on how to use Scratch and help to begin building your racing game.
- The second document will give some examples of code that you might want to use.
- The third document will give you all the instructions to follow to build your game.
- The fourth document breaks down each part of the instructions into more detail.

BEST OF LUCK! Once you have finished your game remember to save it and maybe send a link to your class teacher so they can have a go at playing it!

a) Copy these 2 **ifs** into your book.

```
name = input("what is your name?")

if name == "jim":
    print ("welcome jim")

colour = input("what is your favourite colour? ")

if colour != "red":
    print ("you should change it to red")
```

b) Create an **if** for someone not guessing the number 3

c) Create an **if** for the best football team in England

d) Comment the coding **#** to explain what is going on

Challenge: create an if that will allow or a further input if true

Plenary: True or False, are the following true or false write down the statement and the answer next to it.

1) $40 > 10$

2) $50 < 100$

3) $40 > 50$

4) $70 > 70$

5) $12 >= 12$

6) $3 != 50$

Dance

Week commencing 13th July.

Research Project!

As your time studying Street Dance was cut short, your summer project will be to study 'Into the Hoods' by ZooNation.

In the shared resources area of the school website, you will find a PowerPoint document named 'Into the Hoods research'.

You must follow the PowerPoint and complete the ten tasks that have been set for you.

Once these have been completed, you must send your completed work through to Miss Salmon on Microsoft Teams or e-mail her directly on lsalmon@barrbeaconschool.co.uk.

The best three projects will receive a prize on our return to school in September.

If you need any support following the tasks, please watch the video on the home learning resources area titled 'Y8 Dance video wc. 13.6'.

Drama

[KS3 Summer Project- Shrek The Musical!](#)

For this summer we will be completing a project based on musicals, focusing on the play Shrek. All you need to do is follow the ppt in the home learning folder labelled KS3 Summer project. In this folder I have also included a video with instructions. The tasks are as follows...

Task 1- What is a musical? Read through the information on the history of musicals and how they are put together in theatre.

Task 2- Shrek The Musical. Click on the link and watch the full streamed version of the show. As you are watching use the worksheet in the area to make notes on the following key areas.

Audience Reaction

Character Skills (Physical and Voice)

Costume

Hair and Make-up

Key Moments

Lighting

Setting

Staging

Task 3- Use the worksheet and the powerpoint to create a theatre programme on the show.

	<p>Task 4- Learn how to write a theatre review using the powerpoint and include a theatre review in your theatre programme.</p> <p>Send through your theatre programmes through teams or by email on lwibberley@barrbeaconschool.co.uk</p> <p>Hope you have a wonderful summer!</p>	
English	<p>Books to read:</p> <p><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 13th July - You will be using the following booklet: Year 8 - 4. Imaginative story writing booklet</p> <p>Lesson 1:</p> <ol style="list-style-type: none"> 1. Watch the teacher video on 'How to write creatively - plot and characterisation'. This will help you understand what you need to include to write a story. 2. Start completing your plan using S.P.I.T.E and add as much detail as possible. <p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Read through the extract from the opening of a crime novel. What 'S.P.I.T.E.' features can you identify? Why are they effective? Annotate the extract with your ideas. 2. Draft the opening of your story. Make sure you have a powerful and engaging opening. Use what you have learnt from the video last lesson to help you. 	<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 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! 4. 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)

Lesson 3:

1. Find an exciting new adjective to use in your work. Write the word and its definition down so you can use it into your work.
2. Edit your story opening using a different colour pen. Use these EBIs to help you:
 - Check your basic punctuation. Have you used capitals, full stops and commas?
 - Now consider where you might punctuate for effect. Can you use punctuation to change the pace or add emphasis? Have you used a range of sentence structure for clarity and effect?
 - Challenge your vocabulary. Look at your description – can you make it more powerful and effective?
 - Check the FLOW of your work. Read it out loud – does it make sense? Are there ‘clunky’ phrases that you can improve?

Lesson 4:

1. Use this lesson to write your whole story, use all the notes and planning you have made throughout this week.

OVER THE SUMMER:

In the English resources folder, there will be a folder labelled ‘Summer Holidays’. You will find a document labelled ‘Year 8 into Year 9 English Transition Tasks’.

This will outline all the tasks you can complete over the summer. These are beneficial tasks that will allow you to be prepared for when we come back in September. You will need to hand in all your tasks to your new teacher during the first week back. These will be judged, and the winner will receive a prize.

- 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’)
- 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)

BBC iPlayer Watchlist:

- A Christmas Carol:
<https://www.bbc.co.uk/iplayer/episodes/m000cspd/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

		<ul style="list-style-type: none"> • 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/ 				
Food	<p>Summer project</p> <p>Please click here to access the resources</p> <p>PIZZA! PIZZA! PIZZA!</p> <p>There are 2 parts to your project. You will need to design and make a pizza and advertising materials.</p> <table border="1" data-bbox="297 743 1471 1262"> <thead> <tr> <th data-bbox="297 743 887 786"><u>Design</u></th> <th data-bbox="887 743 1471 786"><u>Make</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="297 786 887 1262"> <ul style="list-style-type: none"> • Decide specifics of who you want your pizza to be for and where you want it to be enjoyed. Plan the pizza you are going to make by doing a detailed annotated drawing. • Design a promotional poster for your pizza and decide where it will be displayed depending on the target audience and purpose you have chosen </td> <td data-bbox="887 786 1471 1262"> <ul style="list-style-type: none"> • If you have the ingredients, make the pizza using the ingredients in your annotated drawing. • Write a 30 second radio advert promoting your pizza (don't forget to say where it will be available to buy) • Create a package for your pizza using empty food packages (this does not have to be to scale, but must include plenty of colour and all the information required by law on a food package – BBC video) </td> </tr> </tbody> </table> <p style="text-align: center;"><u>Points to consider when designing your pizza:</u></p> <p><u>Target audience</u></p>	<u>Design</u>	<u>Make</u>	<ul style="list-style-type: none"> • Decide specifics of who you want your pizza to be for and where you want it to be enjoyed. Plan the pizza you are going to make by doing a detailed annotated drawing. • Design a promotional poster for your pizza and decide where it will be displayed depending on the target audience and purpose you have chosen 	<ul style="list-style-type: none"> • If you have the ingredients, make the pizza using the ingredients in your annotated drawing. • Write a 30 second radio advert promoting your pizza (don't forget to say where it will be available to buy) • Create a package for your pizza using empty food packages (this does not have to be to scale, but must include plenty of colour and all the information required by law on a food package – BBC video) 	<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><u>Staple Foods</u></p> <p><u>Task 1:</u> Based on the information you found on the different types of staple foods for the countries, write a speech that you will give to year 6 children based on what you have found out. Your speech must:</p> <ol style="list-style-type: none"> 1. Be between 1 minute 30 and 2 minutes 2. Include an explanation of what a staple food is 3. Explain why staple foods are different around the world 4. Give specific country examples of staple foods and examples of some dishes that use staple foods <p>Don't forget to practice your speech! When you are confident give your speech to a friend or family member, see what they think!</p>
<u>Design</u>	<u>Make</u>					
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Decide who your target group is. A target audience is a particular group at which a product or advertisements are aimed at.

Examples are:

- Primary school children, Secondary School children (you can be more specific here – children aged 11-13, children aged 13-16)
- Adults
- Sporty teenagers
- University students
- Families with children

Purpose

Decide what event or the ideal time to eat your pizza would be Examples of these are:

- Breakfast pizza
- Lunch time pizza
- Dinner time pizza
- Snack
- Birthday parties

Design

- Now you can begin to design your pizza. You will need to create an annotated drawing with as much detail as possible.

Things to consider:


Base – you can make a pizza base out of almost anything! For example – pitta bread, bagel, sliced bread, traditional pizza dough, cauliflower dough, flatbreads, naan breads, Potato rosti

Sauce – Pesto, Tomato sauce, BBQ sauce, White sauce, Ranch sauce, Buffalo sauce

Cheese – Mozzarella, Gruyere, Cheddar, Feta, Emmental, Gouda, Monetary Jack, Blue cheese, Parmesan, Halloumi

	<p>Toppings – Cheese, Tomato sauce, BBQ sauce, Mushrooms, Onions, Sweet peppers, Sweetcorn, Chicken, Olives, Anchovies, Tuna, Bacon, Ground beef, Egg, Ham, Pepperoni, Chili, Pineapple</p> <ul style="list-style-type: none"> • Create a promotional poster for your pizza. Remember you have picked a target audience and purpose, so your poster must match your product. For example, if your pizza is for children aged 11-13 you would want it to be colourful with only important information. <p>Make</p> <ul style="list-style-type: none"> • Optional: If you have the ingredients for the pizza you designed, have a go at making it. You can find methods on the internet to help you. • Write a 30 second radio advert to promote your pizza <p>Create a package for your pizza. Remember there is much information that has to be on a package by LAW. Look at pizza packages online or in supermarkets to give you an idea. Think about how you can make sure your pizza will sell! Could you do a Buy One Get One Free) deal? Special prices for children? Chance to win prizes if you buy the pizza?</p>	
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 beginning 13th July</u></p> <p>Complete the 2 PowerPoints in the French folder under “week 14”.</p> <p>The first PowerPoint is an Escape Rooms with various challenges and quizzes along the way. Once you have completed it and discovered the hidden message then please email it to your French teacher.</p> <p>The second PowerPoint is a virtual tour around Paris which will give you lots of information about the capital city of France.</p> <p>Extension: If you want to, you could copy our PPT and take us on another Virtual trip but this time let's go somewhere different – could you make us a virtual trip to Switzerland or Belgium (where they also speak French too!)</p>	<p>Practise vocab covered this year via Quizlet! Search “missmcgoldrick” in the search bar and select Module 1-4 to practise vocabulary covered.</p>

	<p>Extension: if you want to do some extra work, you could copy our Escape room PPT and this time make your own. Why not find some other French speaking places we could escape from. You could make your own challenges and provide your own code for us to break!</p> <p><u>Summer Work</u></p> <p>We have prepared for you a series of videos that we would like you to watch over the Summer. There are two lists:</p> <p>Summer work 1 – is a list of language related videos to help you improve your German/French so you are ready for your next Year in school. You should take the quiz to see how confident you feel on the different aspects of grammar/skills we have learnt this year to help you decide, which videos to follow up on and watch.</p> <p>Summer work 2 – is a list of cultural videos to help you improve your knowledge of France (and French speaking countries) and Germany (and German-speaking countries). You should look through the list and pick some of the videos that you think address areas of French/German culture that you might be interested in or always want to learn about.</p> <p>Language Video Log – as you watch a video, whether it be for improving your language skills or to learn about an aspect of culture, we would like you to fill it in on the log. You need to say why you picked that video and also what you learnt from watching it.</p> <p>Competition – back at school in September, we will ask you to hand in your log that you have completed over the Summer and those logs with 5 or more entries will receive a prize. The log with the most entries will receive an extra prize againso get watching!</p> <p>Extension Summer Work: Have you taken the challenge to complete your own Escape Room or Virtual Trip? Take this challenge this Summer and</p>	
Geography	Complete your audio lesson for this week.	There are loads of brilliant Geographical documentaries on Netflix. You can also find lots of brilliant programs on BBC iPlayer and other catch up channels.

	<p>Summer Project</p> <p>Project: Create a river model. This might be a model to show different landforms along a river or you could do a model of flood management strategies. The key is that the model is annotated. It can be 3D or you can do it as a poster. Entries will be due in September when we will need a picture of the model. We will then judge them and a winner for each house and overall winner will be announced.</p> <p>Getting ahead: Make sure that you are recapping content from topics you have studied in Y7 and Y8. Remember to keep self-quizzing over the summer.</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
<p>German</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>Week 14 (13.07.20)</u></p> <p>We would love nothing more than to be in our classroom right now doing some fun activities with you guys or even on a school trip with you to Germany.</p> <p>However we can't do that, so this week we have set you the next best thing.</p> <p>In the home learning around, there are two PowerPoints, you will need to work through both of them.</p> <p>Powerpoint 1: Virtual Trip You need to display the PPT in presentation mode and follow the instructions on the screen. You are taking a Virtual Trip to Germany for the week. You need to follow each of the instructions and note down the key information – on some slides there will be info to read, on other slides it will take you to website or give you videos to watch. You should move through and watch them all! At the end there is a quiz to take to see how much you learnt during your Virtual Trip to Germany. You should take a screen shot of your score and send it to your MFL teacher so they can see how much you learnt on your Virtual visit to Germany.</p>	

Extension: If you want to, you could copy our PPT and take us on another Virtual trip but this time let's go somewhere different – could you make us a virtual trip to Austria or Switzerland (where they still speak German too)

Powerpoint 2: Virtual Escape Room

You need to display the PPT in presentation mode and follow the instructions on the screen.

On each slide, there will be a challenge or a code to crack.

As you manage to crack the codes, there will be a letter for you to collect.

Make sure you write this down – at the end of the PPT you will need to email your teacher the word that the letters spelt.

Extension: if you want to do some extra work, you could copy our Escape room PPT and this time make your own. Why not find some other German speaking places we could escape from. You could make your own challenges and provide your own code for us to break!

Summer Work

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Summer work 1 – is a list of language related videos to help you improve your German/French so you are ready for your next Year in school. You should take the quiz to see how confident you feel on the different aspects of grammar/skills we have learnt this year to help you decide, which videos to follow up on and watch.

Summer work 2 – is a list of cultural videos to help you improve your knowledge of France (and French speaking countries) and Germany (and German-speaking countries). You should look through the list and pick some of the videos that you think address areas of French/German culture that you might be interested in or always want to learn about.

Language Video Log – as you watch a video, whether it be for improving your language skills or to learn about an aspect of culture, we would like you to fill it in on the log. You need to say why you picked that video and also what you learnt from watching it.


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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>CALLING ALL BUDDING FILM WRITERS, PRODUCERS AND DIRECTORS!</p> <p>Produce a script for a Horrible histories style drama: Choose a time period, key event or historical figure and create a Horrible Histories script. It needs to include a storyboard of each scene including relevant dialog.</p> <p>You need to show the event in detail and add images to show what would happen in each scene. Use horrible histories clips on Youtube to help give you some ideas. (Remember they can sing, rap, tell a poem- whatever you choose!)</p> <p>This script once submitted to your teacher will be given to the History Club and performed and filmed within school.</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>
Maths	<p>For previous weeks' work (which leads into these activities) scroll to the bottom of http://barrbeaconschool.co.uk/working-at-home/</p> <p>There is a selection of projects and problem solving tasks to complete on the home learning, these include crossnumbers, calculator puzzles and problems. There is also a selection of projects to attempt, including planning a family holiday and designing a theme park. Instructions for all problems, puzzles and projects can be found on the home learning section of the website.</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> 1. Go on www.thenational.academy</p>

	<p>Over the summer there will be a revision pack on mathswatch to complete which will include a selection of questions from topics which have been completed over the year. Each of these topics will be built on from September and are designed to ensure that each topic can be built upon in the future.</p>	<ol style="list-style-type: none"> 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><u>Week commencing 13/07/2020 & Summer Project</u></p> <p>Resources & video instructions for the summer project can be found in the downloads/resources folder accessed via the school website.</p> <p>You will explore what it takes to become a film director and to have a unique style. You will explore the history and style of a successful film director and produce a fact-file based project on your findings.</p> <p>This task is designed to help you transition to the next academic year and prepare you for what tasks lay ahead.</p> <p>Once you've completed your fact-file within the set PowerPoint, email this to yourself ready to share your first lesson back in September.</p>	<p>You could use your phones/cameras to take some shots that are a similar style to your chosen director. What key techniques do they use and can you have a go at copying these techniques?</p>
PE	<p><u>Week commencing 13/07/2020 & Summer Project</u></p> <p>Training diary. We want you to keep active as much as you can. We also want you to enjoy how you keep active.</p> <p>We have put together 6 training plans for you to choose from and follow. Follow this plan and keep the training diary.</p>	<p><u>Get geeky about sport.</u></p> <p>We really want you to love sport the way your teachers do. Throughout the summer we want you to watch sports films and documentaries.</p> <p>We have put watchlists in the downloads/resources folder.</p>

	<p>The training plans and diary in here (select your year group) https://matrixacademytrust-my.sharepoint.com/personal/revision_matrixacademytrust_co_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Frevision%5Fmatrixacademytrust%5Fco%5Fuk%2FDocuments%2FBarr%20Beacon%20School%2FPE&originalPath=aHR0cHM6Ly9tYXRyaXhhY2FkZW15dHJ1c3QtbXkuc2hhcmVw b2ludC5jb20vOmY6L2cvcGVyc29uYWwvcV2aXNpb25fbWF0cmI4YWVhZGVteXRydXN0X2NvX3V rL0VzWHIDUXctV1JsTnF5UEI0aWk2M1o4Qks5WFIYSkVHeW1oOHJqQnRwY2pia2c_cnRpbWU9R3 NhdVQ2OGsyRWc</p>	
PSHE	<p><u>Week Commencing 13th July:</u></p> <p>Healthy Lifestyles – Health Risks – Alcohol</p> <p>Using BBC Bitesize: https://www.bbc.co.uk/bitesize/clips/zyjgkqt and information from https://www.nhs.uk/conditions/alcohol-misuse/</p> <p>Watch the video clip, visit the NHS website above and consider the following questions:</p> <p>What is alcohol misuse? What are the laws regarding the purchase and consumption of alcohol? What is classed as moderate drinking? What is the recommended maximum safe limits for men and women? What is a unit – including examples? What are the short- and long-term implications to health of alcohol misuse? What mental health issues can result from alcohol misuse? What is a hangover – what makes it happen and what are the physical effects? Resisting peer pressure – how can young people do this? If someone has alcohol misuse issues where can they go for support?</p> <p>Using the answers from the questions and research from the NHS website produce a poster / webpage with information on the consequences of alcohol misuse, including signposting to services that can help.</p>	
RE- Philosophy and Ethics	<p>Complete any previous work that has been set then you need to do the following:</p> <p>Week commencing 13th July: ‘RE SUMMER PROJECT’:</p> <p>Over the summer your task for RE is to complete a summer project on the topic ‘Religion and Science’. This is a topic you will have done in school with your teacher and completed some work on in lock down. To complete this topic you will need to create a piece of artwork A3 size or bigger titled ‘How was the universe created?’. As the artist you will create a piece of artwork in response to this big question, you may like to incorporate an idea from any religion, a scientific theory or</p>	<p>The National Oak Academy has produced some excellent resources for RE:</p> <p>If you are looking for more RE over the summer you can find them at: https://classroom.thenational.academy/subjects-by-year/year-8/subjects/religion</p>

	<p>your own personal idea. You can do this task any way you choose and use any art materials you have at home. Be as creative as you can.</p> <p>Take a picture of your entry and send them to AClayton@barrbeaconschool.co.uk by 31/08/20.</p>	
Science	<p>Complete any previous work that has been set by accessing the old documents on: https://rebrand.ly/ScienceSUM1</p> <p><u>New work here:</u> 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>Week beginning 13.7.20: Famous Scientist Project – building on some of the amazing scientists learnt about in the live lesson.</p> <p>If you missed the live lesson or you wanted to look through the bits we missed out to save time, you can take part at your own pace by going to: https://app.peardeck.com/student/thvvpjpuf</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-8/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>

SCIENCE SUMMER WORK

We have prepared a summer of science activities for you – all free and you can do them from the comfort of your house. Explore the wild on a safari, visit an aquarium or science museum, train to be an astronaut, build machines, or many more – 27 different sites you can explore.

You can read the information sheet here:

<https://rebrand.ly/SummerScience>

Or we have turned them into a Padlet broken down into sections:

<https://padlet.com/BBScience/SummerScience>



If you do any, please write about your experience and draw/take a picture or video – Print and fill in the postcard (<https://rebrand.ly/PrintPostcard>) and bring it back in September

(bring it to D217 when safe to do so) or fill in the virtual postcard (<https://rebrand.ly/VirtualPostcard>).

Remember the school would love you to tweet [@BarrBeaconSch](#) with what you're up to too.

We'll be doing a prize draw for everyone who fills in a postcard, virtual or printed. You can enter a new postcard for each experience you complete and increase your chance of winning!

Have a great, safe summer!

Textiles

DT SUMMER PROJECT

Please click the link below to access the Powerpoint for this work. If you have issues accessing this, please email me at csmith@barrbeaconschool.co.uk

https://matrixacademytrust-my.sharepoint.com/:f:/g/personal/revision_matrixacademytrust_co_uk/Em14fsEBa6dCicggKxgFiBcBy5Wag73TAYfqSYeh390nQQ?e=Alp6gy

THE COMPETITION BRIEF: WHAT DO I HAVE TO DO?

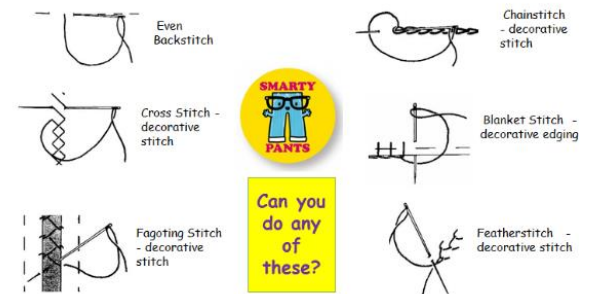
Create a 'Product in a Tin' made using materials from at least two of the main materials categories used in Design & Technology e.g. wood, metal, plastic, textiles and paper/board.

WHO MIGHT THE USER BE FOR THE PRODUCT?

The competition brief says your product must have user and you have to write about this person on the application form (slide 19).

A user is the person who will use the product you have made. When designing you will have to think about the things they like as well as what their needs are. You will have to think about how these things will influence the design of the product, the materials used, and things like colour choices.

Try out new stitches.
There are helpful videos on YouTube as well.



Examples of users might be:

- A person from a particular age group e.g. child, grandparent
- An animal or its owner
- Sports person e.g. swimmer, runner, footballer
- Someone at work e.g. bus driver, fire fighter, paramedic, policeman, shop assistant
- Someone doing their hobby e.g. musician, photographer
- Someone going to an event e.g. traveller, holiday maker, festival goer
- Think of a more unusual user e.g. an alien, a circus act, a zoo keeper, a superhero

WHAT MIGHT THE PURPOSE/FUNCTION OF MY PRODUCT BE?

The competition brief says that your product must have a function/purpose and you have to write about this on the application form.

The product function and purpose refers to what the product does and when it might be used. Some examples might be:

- To protect something
- To aid communication
- To carry something
- To display something
- To improve someone's quality of life
- To help someone relax
- To help stop someone from losing something
- To help someone learn something
- To promote something e.g. a charity
- Any other purpose/function you can think of!

WHAT MATERIALS SHOULD I USE?

THE COMPETITION BRIEF SAYS YOUR PRODUCT MUST BE MADE USING MATERIALS FROM AT LEAST TWO OF THE MAIN MATERIALS CATEGORIES USED IN DESIGN & TECHNOLOGY E.G. WOOD, METAL, PLASTIC, TEXTILES AND PAPER/BOARD.

Categories of D&T materials are:

- Wood

- Metal
- Plastic
- Textiles
- Paper and board

Your product must use materials from at least 2 of the above categories e.g. wood and metal, paper and plastic, textiles and metal. You can use any combination of 2 materials as long as each one is from a different category.

WHAT TYPE OF PRODUCT MIGHT I MAKE?

The competition brief allows you to choose the product you want to make. Try to make your idea stand out from the crowd in some way.

What you make is completely up to you! Think about different users and what their needs are - why not do some research and ask a range of users about products they use or would like to help you make your decision?

The following list are ideas of example products that might fit into the tin size given:

- Keyring
- Torch
- Notebook
- Ear phone holder
- Fidget spinner
- Jewellery
- Clothing
- Bag
- Toy or game
- Hat
- Anything else that will fit into the tin!

I'VE FINISHED MY PRODUCT - WHERE DO I SEND IT TO?

- Fill out application form on slide 19.
- Take photos of your product in a tin and copy and paste onto slide number 20.
- Send **only slides 19 and 20** back to csmith@barrbeaconschool.co.uk

APPLICATION FORM

Name:

Form:

What is your product?

Tick the materials you have combined in your product (you have to use one from at least 2 categories):
Wood Plastic Metal Textiles Paper/Board Other types of materials (please name them)

Why are they the best ones to use?

Who is the typical user of your product?

Did you buy any of your materials as ready made components or parts or did you cut and shape things yourself?

Why is the product suitable for the user you have designed it for? E.g. What needs does it meet? When will they use it? What is the product's function/purpose?

Is there anything else the judges need to know about your design that will help them understand how you were inspired and how it works (carry on on a separate sheet if necessary).



SLIDE 20

PHOTO OF PRODUCT IN A TIN

Name:

Form:

Copy and paste your photos here. Add labels is necessary.



