



St Edward's  
School

## **Remote Learning Pack**

**Year 7**

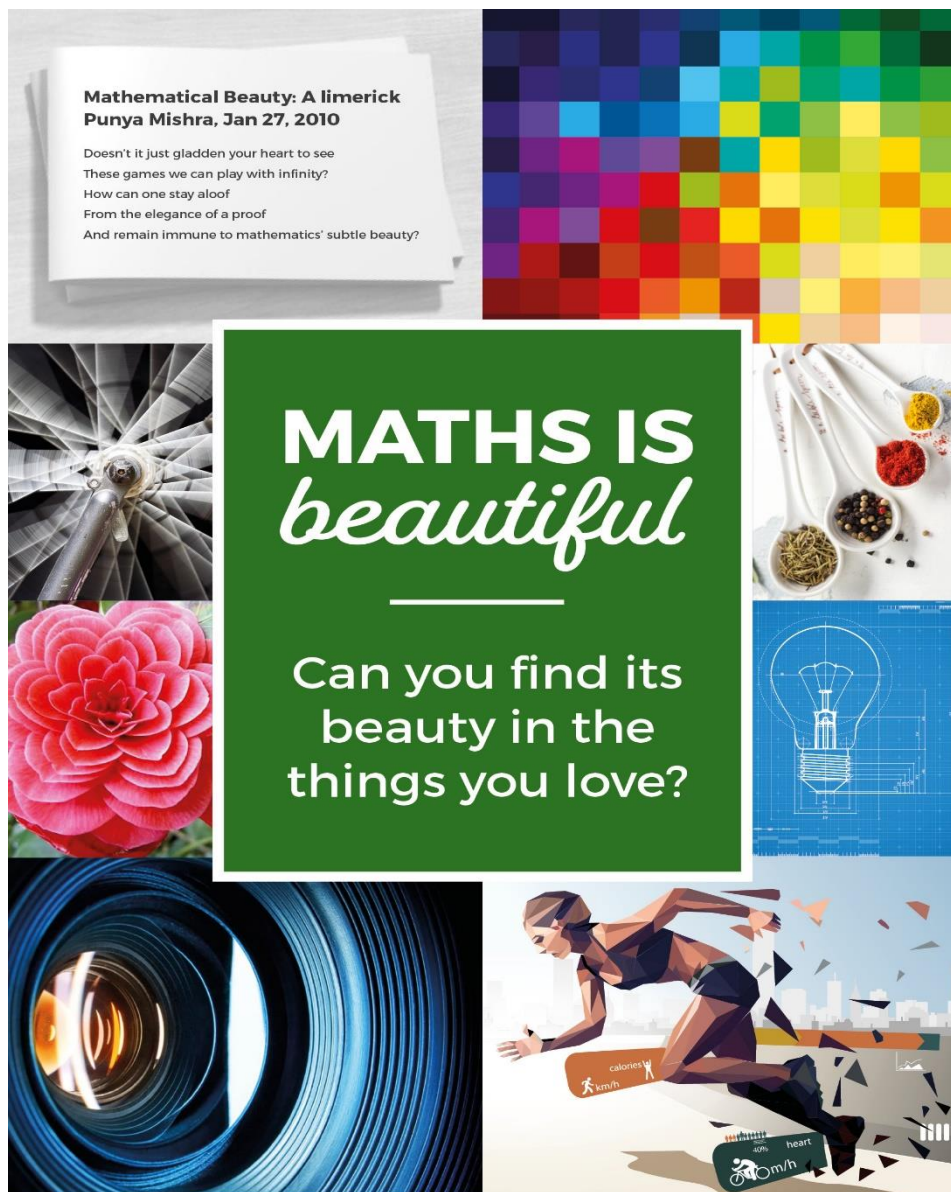
**Week Beginning 8<sup>th</sup> February 2021 – Buffer and Bridge Work**

<b>SUBJECT</b>	<b>ENGLISH</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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<b>Lesson</b>	<b>Catch Up/Consolidation</b>	<b>Extension, Breadth and Depth</b>
<b>1</b>	<p>Make sure that you have completed the assignments set by your teacher to hand in on Teams:</p> <ol style="list-style-type: none"> <li>1. <a href="#">Travel Writing (Lesson 3)</a></li> </ol>	<p><b>Poetry</b></p> <p>Look back to Lesson 1 where you read <a href="#">‘The Sea’ by James Reeves</a>.</p> <p>Finish your own metaphor poem The Sea is.....</p> <p>Type or write out your final poem and illustrate it.</p>
<b>2</b>	<p>Make sure that you have completed the assignments set by your teacher to hand in on Teams:</p> <ol style="list-style-type: none"> <li>2. <a href="#">Island Man Postcard (Lesson 8)</a></li> </ol>	<p><b>Wider Reading</b></p> <p>Find another poem about the sea to read. You might like <a href="#">Storm at Sea</a>.</p> <p>What is the sea like in the poem?</p> <p>Draw some pictures to illustrate the poem.</p> <p>Highlight examples of language devices that the poet uses to describe the sea. You could look for: alliteration, similes, metaphors, onomatopoeia, adjectives, verbs.</p>
<b>3</b>	<p>Make sure that you have completed the assignments set by your teacher to hand in on Teams:</p> <ol style="list-style-type: none"> <li>3. <a href="#">Pirate description (Lesson 14)</a></li> </ol>	<p><b>Pirate Description</b></p> <p>Look back to <a href="#">Lesson 13</a> where you created your own pirate.</p> <p>Draw your pirate and label all of his or her features.</p> <p>Based on your research about pirates, write a paragraph explaining how you have made your pirate realistic.</p>
<b>4</b>	<p><b>GRAFT Task</b></p> <p>This is a Guided Reflection and Feedback Task.</p> <p>You should now have handed in all of your assignments.</p> <p>Complete a <a href="#">GRAFT activity</a> for one of your pieces of writing using the feedback from your teacher to improve it.</p>	<p><b>Treasure Map</b></p> <p>Create a pirates’ treasure map.</p> <p>Draw your map and write a set of instructions to follow in order to find the treasure.</p> <p><a href="#">Treasure Map instructions</a>.</p>

5	<p><b><u>Research pirates</u></b></p> <p>Make sure you have completed the research lesson on pirates here before moving onto the extension task about pirates:</p> <p><a href="#"><u>Lesson 12</u></a></p>	<p><b><u>Film Poster</u></b></p> <p>Watch the film trailer for Pirates of the Caribbean. <a href="https://www.youtube.com/watch?v=naQrOuTrH_s">https://www.youtube.com/watch?v=naQrOuTrH_s</a></p> <p>Make a list of all of the typical features about pirates that you notice.</p> <p>Think back to your research about pirates. Do you think the film shows pirates in a realistic way? Write a paragraph to explain your answer.</p> <p>Based on the trailer, design a poster for the film 'Pirates of the Caribbean'. You could look at other film posters to get some ideas.</p> <p>Include:</p> <ul style="list-style-type: none"><li>• the film's title</li><li>• the names of the main actors</li><li>• a picture or pictures to show what it is about</li><li>• a quotation about how good it is</li></ul>
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<b>SUBJECT</b>	<b>MATHS</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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Lessons	Catch Up/Consolidation	Extension, Breadth and Depth
<b>ALL</b>	All pupils who are behind in their remote learning will be contacted by email to let them know what HegartyMaths tasks they are to complete. Pupils <b>must</b> complete this guided learning before moving on to the creative maths task for this week	<b>Explore maths in activities you love doing.</b> This half term we covered many different topics, across all key stages. Some of these topics will be used in your favourite activities, can you identify them?

#### Maths is Beautiful:

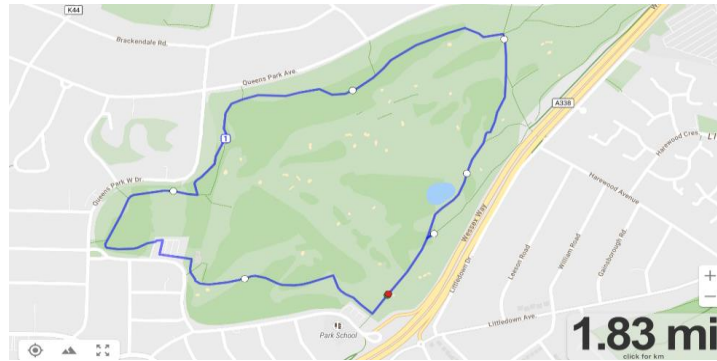
We are very aware that finding the beauty of maths while completing HegartyMaths clips or watching a live lesson will seem almost impossible. Therefore, for the final week of this half term the maths department would like pupils to spend their maths lessons doing activities they love, be that running, playing football, chess, cooking, painting, writing poems, photography, etc. We would love to see this in action by you uploading a short film, a recording of you singing or reading a poem, photos of your baking, etc to your TEAM assignment. The link to the Teams assignment can be found in your TEAM. After you have completed your activity we ask that you sit and reflect on the maths used and write this up as an information sheet, once again to be uploaded to the Teams assignment. Some examples are below:

- walk/run - distance, units, time, speed, elevation, calories
- Baking – geometry, temperature, ratios, weights and measures
- Photography – zoom, focus, exposure time
- Painting – paint ratios, geometric design

Please watch this video (<https://vimeo.com/77330591>) for inspiration.

Teachers will be available via Teams during your lessons if you are stuck for ideas. They are also going to share with you the maths in activities they love !!!

### Example for pupils and Parents - Running



At KS3 – Pupils can look at measures and conversions (Miles to km to m) – for a stretch activity they can look relationships between speed distance and time. They could also look at statistical analysis (Average pace, fasted km etc) and use it in different charts. Pupils encouraged to think about all of the measures that could be taken: Heart rate, steps per minute, stride length etc.

At KS4 – Pupils to complete KS3 tasks as a minimum and build upon them. KS4 students could use their maths skills to look at Speed ,Distance time equations, expand on chart - perhaps creating a distance time or velocity time graph. Pupils in KS4 could also look at links this to other subject areas such as science (calories burnt) and geography (elevation and bearings).

This is by no means an exhaustive list of areas of maths connected to running, but we thought it would be useful to give an example.

### Example for pupils and Parents - Baking



At KS3 – Pupils to look at weights, measures and conversions (kg-g or ml to l). Pupils can also look at the importance of ratios in baking. For a stretch activity KS3 pupils could think about how easy it would be to scale the ingredients they used to make more or less of the bake. Pupils who want a deeper challenge can investigate the conversions of Degrees Centigrade to Degrees Fahrenheit.

At KS4 – Pupils to complete KS3 tasks as a minimum and build upon them. Pupils in KS4 could also look at links this to other subject areas such the linkages to chemistry in baking, and profit and loss if they were to start their own business.

This is by no means an exhaustive list of areas of maths connected to baking, but we thought it would be useful to give an example.

### If you're questioning if what you are doing is right:

At KS3 we are looking for students to develop their mathematical reasoning, being able to say what they know and why. This is an important part of progress to GCSE. If this is what you are doing then keep going.

At KS4 you should be confident in the key skills from KS3 and establishing skills in the analysis of and interpretation of given numerical information using it to draw conclusions, make reasonable evaluations and informed decisions. If this is what you are doing then keep going.

<b>SUBJECT</b>	<b>SCIENCE</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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<b>Lesson</b>	<b>Catch Up/Consolidation</b>	<b>Extension, Breadth and Depth</b>
<b>1</b>	<b>2 x lessons – Completion time.</b> Go through your exercise book and complete any tasks that you didn't have time to finish in your most recent topics. Ensure that answers are written in full sentences, workings shown for numerical problems, graphs and diagrams correctly labelled.	<b>2 x lessons – Expanding time.</b> Use the Royal Institution Christmas Lectures to find out about science beyond biology, chemistry and physics. Take a look at the blurbs in the resources section to see what might interest you. <a href="https://www.rigb.org/christmas-lectures/watch?gclid=EAlalQobChMI--yXgZKu6QIViON3Ch0QSgU-EAAYASAAEgl93fD_BwE">https://www.rigb.org/christmas-lectures/watch?gclid=EAlalQobChMI--yXgZKu6QIViON3Ch0QSgU-EAAYASAAEgl93fD_BwE</a>  The language of life - Sophie Scott takes us on a journey through one of the fundamentals of human and animal life - the unstoppable urge to communicate.  Sparks will fly - Join the revolution. Learn to hack your home and take control of the devices in your life. Anything is possible, watch Danielle George explain how.  Meet you brain - Inside each and every one of us is the most marvellous structure in the known universe – the human brain. Our brains make us who we are, yet how they work has long been a mystery. But in the last few years, science has started to reveal this hidden and complex world.  Size matters - From the very large to the very small, size is an important factor for both living and non-living matter. Discover why hamsters fare better than humans when jumping from the top of a skyscraper and how ants can lift many times their own body weight.
<b>2</b>		
<b>3</b>	<b>Organisation time lesson 1.</b> Use this opportunity to check that work in your exercise book has dates, titles and that these are underlined. Check that any items that need sticking in are glued in flat without folding.	Reading time. Spend some time reading about science or science fiction. BBC focus magazine <a href="https://www.sciencefocus.com/">https://www.sciencefocus.com/</a> and Compound Chemistry <a href="https://www.compoundchem.com/">https://www.compoundchem.com/</a> have some great stories and graphics that will interest you.
<b>4</b>	<b>Question time.</b> Email your science teacher if you have had difficulty with any aspect of the work. Remember to be specific, say what you think you know and ask a question about something you don't know. You could include a photo of your work or copy and paste the specific question you were stuck on.	<b>Minimising screen time:</b> <b>Option 1:</b> Try some experiments at home. Have a look at the James Dyson Foundation activities to see one that you might like to do (check with adults at home first,

		<p>they'll probably want to join in too). Once you know what to do, spend some time away from the screen experimenting with one of the following.</p> <p>Challenges:</p> <ol style="list-style-type: none"> <li>1. Balloon car race,</li> <li>2. Spaghetti bridges,</li> <li>3. Marble run,</li> <li>4. Cardboard chair, periscope, boat... do you have any spare Amazon boxes?</li> </ol> <p><a href="https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html?gclid=EAIaIQobChMIIsOYiKGu6QIVCud3Ch3fEwVdEAAYBCAAEgIFSV_D_BwE">https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html?gclid=EAIaIQobChMIIsOYiKGu6QIVCud3Ch3fEwVdEAAYBCAAEgIFSV_D_BwE</a></p>																												
<p><b>5</b></p>	<p><b>Review time.</b> Spend the time looking back at previous topics and ensure there are no gaps in your knowledge. Ensure that answers are written in full sentences, workings shown for numerical problems, graphs and diagrams correctly labelled.</p> <p>BBC live lessons: <a href="https://www.bbc.co.uk/teach/live-lessons">https://www.bbc.co.uk/teach/live-lessons</a> BBC revision: <a href="https://www.bbc.co.uk/bitesize/subjects/zng4d2p">https://www.bbc.co.uk/bitesize/subjects/zng4d2p</a></p> <p>Topics studied at year 7 and 8 are included below:</p> <table border="1" data-bbox="322 940 1191 1327"> <thead> <tr> <th>Year 7 topics:</th> <th>Year 8 topics so far:</th> </tr> </thead> <tbody> <tr> <td>S1 – Cells and transport</td> <td>S10 – Energy types and transfers</td> </tr> <tr> <td>S2 – Matter</td> <td>S11 – Ecology</td> </tr> <tr> <td>S3 – Heating and cooling</td> <td>S12 – Acids and alkalis</td> </tr> <tr> <td>S4 – Movement of the human body</td> <td>S13 – Waves</td> </tr> <tr> <td>S5 – Simple chemical reactions</td> <td>S14 – Nutrition and digestion</td> </tr> <tr> <td>S6 – Fuels and burning</td> <td>S15 – Periodic table and reactivity</td> </tr> <tr> <td>S7 – Gas exchange in humans</td> <td>S16 – Space and the solar system</td> </tr> <tr> <td>S8 – Pure and impure substances</td> <td></td> </tr> </tbody> </table>	Year 7 topics:	Year 8 topics so far:	S1 – Cells and transport	S10 – Energy types and transfers	S2 – Matter	S11 – Ecology	S3 – Heating and cooling	S12 – Acids and alkalis	S4 – Movement of the human body	S13 – Waves	S5 – Simple chemical reactions	S14 – Nutrition and digestion	S6 – Fuels and burning	S15 – Periodic table and reactivity	S7 – Gas exchange in humans	S16 – Space and the solar system	S8 – Pure and impure substances		<p><b>Minimising screen time:</b> <b>Option 2:</b></p> <p>Think about something you have learnt in your Science lessons and make a model to explain it.</p> <p>With permission, you could use Play-Doh, Lego, cardboard, dried food (for example rice).</p> <table border="1" data-bbox="1218 940 2087 1209"> <thead> <tr> <th>Ideas from year 7 topics:</th> <th>Topics studied at year 8:</th> </tr> </thead> <tbody> <tr> <td><b>Cells</b> – Make a plant or animal cell</td> <td><b>Energy</b> – Make a marble run</td> </tr> <tr> <td><b>Matter</b> – Model solids, liquids and gases</td> <td><b>Ecology</b> – Make a model of a food chain</td> </tr> <tr> <td><b>Heating and cooling</b> – make something to insulate a cup of tea</td> <td><b>Ecology</b> – Make a model garden with trees, grass, bugs etc.</td> </tr> <tr> <td><b>Human body</b> – Make a model skeleton</td> <td><b>Waves</b> – Make a model to explain waves</td> </tr> </tbody> </table>	Ideas from year 7 topics:	Topics studied at year 8:	<b>Cells</b> – Make a plant or animal cell	<b>Energy</b> – Make a marble run	<b>Matter</b> – Model solids, liquids and gases	<b>Ecology</b> – Make a model of a food chain	<b>Heating and cooling</b> – make something to insulate a cup of tea	<b>Ecology</b> – Make a model garden with trees, grass, bugs etc.	<b>Human body</b> – Make a model skeleton	<b>Waves</b> – Make a model to explain waves
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<b>SUBJECT</b>	<b>GEOGRAPHY</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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<b>Lesson</b>	<b>Catch Up/Consolidation</b>	<b>Extension, Breadth and Depth</b>
<b>1</b>	<p>We have had 6 lessons this half term and all of the resources and activities can be found on your TEAMS Page in Files and Class Materials. The live lesson recordings and assignments can be found on the 'Posts' tab and the assignments can also be found on the 'Assignments' tab on your TEAMS page</p> <p>You should ensure that these are all completed before attempting the extension, breadth and depth activities on right-hand side.</p>	<p><b><u>Challenge #1- Become a weather expert and learn about Britain's Wild Weather.</u></b>  <a href="#">BBC iPlayer - Panorama - Britain's Wild Weather</a>            Watch this Panorama Programme and consider the following questions.</p> <ul style="list-style-type: none"> <li>• What extreme weathers are featured in the programme and what is the impact of each?</li> <li>• Why does the UK have such extreme weather?</li> <li>• What does the future hold for the UK and its weather?</li> </ul>
<b>2</b>	<p>w/b 11<sup>th</sup> &amp; 18<sup>th</sup> Jan 2021</p> <ul style="list-style-type: none"> <li>• Flipped Learning Lesson: Weather and Climate of the UK</li> <li>• Live Lesson</li> <li>• Consolidation Lesson: Assignments (Kahoot, Seneca Learning, Teams Assignment)</li> </ul> <p>w/b 25<sup>th</sup> Jan &amp; 1<sup>st</sup> Feb 2021</p> <ul style="list-style-type: none"> <li>• Flipped Learning Lesson: Air Masses and Low Pressure (Depression)</li> <li>• Live Lesson</li> <li>• Consolidation Lesson: Assignments (Kahoot, Forms Quiz, Pop Up Depression Model)</li> </ul>	<p><b><u>Challenge #2- Make a real weather instrument</u></b></p> <p>Do you have a thermometer in your house? What about a barometer? In this activity you'll be finding out what a barometer is and why it is important in observing and forecasting the weather. You'll also be getting a chance to make your own barometer to use at home or at school.</p> <p><a href="#">make-a-barometer-diy-activity.pdf (metoffice.gov.uk)</a></p>
<b>3</b>		<p><b><u>Challenge #3- Learn how to read the sky</u></b></p> <p>What are clouds? How do they form? In this activity you'll learn the answers to these questions and find out how to identify clouds. You'll then get the opportunity to make your own cloud spotting binoculars, and watch the clouds go by, by going outside or looking out of your window.</p> <p><a href="#">cloud-spotting-diy-activity.pdf (metoffice.gov.uk)</a></p>
<b>4</b>		<p><b><u>Challenge #4- Create the weather in your own home!</u></b></p> <p>Why not try out some weather experiments which show you the science behind the weather. Very little equipment is needed and all you need to know is at these Met Office website addresses.</p>



		<p>Replicate weather fronts with this experiment.  <a href="#">Weather front experiment - Met Office</a></p> <p>Make your own water cycle happen in a bowl.  <a href="#">Water cycle in a bowl - Met Office</a></p>
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<b>SUBJECT</b>	<b>HISTORY</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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There are three buffer week activities to choose from. You can do them in any order or combination, based on what interests you.

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p><b><u>How dark were the Dark Ages? The arrival of the Anglo-Saxons</u></b></p> <p>Students will learn about the migration of the Anglo-Saxons to Britain from northern Germany</p> <p><b>Task 1:</b> Complete the lesson via Oak national. Link here:  <a href="https://classroom.thenational.academy/lessons/the-arrival-of-the-anglo-saxons-c5i68c">https://classroom.thenational.academy/lessons/the-arrival-of-the-anglo-saxons-c5i68c</a></p> <p>Please complete all tasks in your books or on a piece of paper.</p> <p><b>Task 2:</b> complete this quiz:  <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUNjBYSTQzWk_tLMIVVM1ZJS1MxRk05WVQ1Mi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUNjBYSTQzWk_tLMIVVM1ZJS1MxRk05WVQ1Mi4u</a></p>	<p>Task 1: <b><u>Podcast Challenge</u></b></p> <p>Listen to the following podcast from a very funny historian, Greg Jenner, talking about the Battle of Hastings. We will be looking at this next, so it is great preparation work for our next unit.  <a href="https://www.bbc.co.uk/programmes/m000jp20">https://www.bbc.co.uk/programmes/m000jp20</a></p> <p>When you are finished, fill in the following google forms to tell your teacher about what you have learnt.</p> <p><a href="https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUNjBYSTQzWk_tLMIVVM1ZJS1MxRk05WVQ1Mi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUNjBYSTQzWk_tLMIVVM1ZJS1MxRk05WVQ1Mi4u</a></p>
2	<b><u>How dark were the Dark Ages? Anglo-Saxon society</u></b>	<b><u>Task 2: Create your own podcast challenge</u></b>

	<p><b>Task 1:</b> Complete the lesson via Oak national. Link here: <a href="https://classroom.thenational.academy/lessons/anglo-saxon-society-75k38c">https://classroom.thenational.academy/lessons/anglo-saxon-society-75k38c</a></p> <p>Please complete all tasks in your books or on a piece of paper.</p> <p><b>Task 2:</b> Upload your paragraph on Anglo Saxon archaeology to your assignment on teams.</p> <p><b>Task 3:</b> complete this quiz: <a href="https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUQ0g4SFBOVkJzNlBMUEMwTjBZM09ZSEY1Vi4u">https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdg5KgLaMp_ChjKdUQ0g4SFBOVkJzNlBMUEMwTjBZM09ZSEY1Vi4u</a></p>	<p>During lockdown, many historians have been creating podcasts to share their interests with a wider audience. As St Edwards’s historians, we want you to join in!</p> <p><b>Task:</b> Design and record a podcast to share with younger students, teaching them about an area of history you have studied or are interested in.</p> <p><b>Topic ideas:</b> The Silk Roads, Anglo Saxon England, the Romans, the History of the Citrus.</p> <p>To record this, you can use any voice recording software. Most mobile phones have a “voice notes” you can use to record your podcast, or you can blank the screen and record a video. It should be around 5 minutes long, and using lots of knowledge to educate your listeners.</p> <p><b>An information sheet can be found on your class “teams” page.</b></p> <p>Please then email it over to your teacher so we can listen too!</p>
3	<p><b><u>How dark were the Dark Ages? The Anglo-Saxon Kingdoms</u></b></p> <p>Students will learn about the different tribes that arrived to form the heptarchy of Anglo-Saxon kingdoms.</p> <p><b>Task 1:</b> Complete the lesson via Oak national. Link here: <a href="https://classroom.thenational.academy/lessons/the-anglo-saxon-kingdoms-c5jkgc">https://classroom.thenational.academy/lessons/the-anglo-saxon-kingdoms-c5jkgc</a></p> <p>Please complete all tasks in your books or on a piece of paper.</p>	<p><b><u>Task 2: Cooking challenge</u></b></p> <p>Throughout year 7, we have been looking at the life of lots of different people across time, geography and classes. One thing we have been looking at is what people have eaten and drunk over time, and how trade and exploration have helped this.</p> <p><b>Your task is to recreate a recipe from a historical period we have studied (or will be studying soon).</b></p> <p>The link to the recipes is here: <a href="https://padlet.com/jelms1/y3l8nzgyrmvwetw0">https://padlet.com/jelms1/y3l8nzgyrmvwetw0</a></p> <p>When you are done, use this form to share what you have created with the History team:</p>

	<a href="https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYdo1e8Mxb9RBIJk3C5U7G-hUNzdaRkYzOUIQNTBOEZXFVMMVlwMDUzRC4u">https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYdo1e8Mxb9RBIJk3C5U7G-hUNzdaRkYzOUIQNTBOEZXFVMMVlwMDUzRC4u</a>
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<b>SUBJECT</b>	<b>FRENCH</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
<b>1</b>	<p><b>Title</b> Mon petit déjeuner: revision of food and drink</p> <p>Students should work through the activities in the PowerPoint presentation: <b>Consolidation Lesson 1: Mon petit déjeuner</b></p> <p>All resources can be found on the class page on Teams</p>	<p><b>Title</b> La nourriture: Extension activities on food and drinks</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: <b>Extension Lesson 1: La nourriture</b></p> <p>All resources can be found on the class page on Teams</p>
<b>2</b>	<p><b>Title</b> Les matières scolaires: review of school subject and opinions about it.</p> <p>Students should work through the activities on the PowerPoint presentation named: <b>Consolidation Lesson 2: Les matières scolaires</b></p> <p>All resources can be found on the class page on Teams</p>	<p><b>Title</b> The difference between English and French Schools</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: <b>Extension Lesson 2: The difference between English and French Schools</b></p> <p>All resources can be found on the class page on Teams</p>
<b>3</b>	<p><b>Title</b> Quelle heure est-il ?</p> <p>Students should work through the activities on the PowerPoint presentation named: <b>Consolidation Lesson 3: Quelle heure est-il?</b></p> <p>All resources can be found on the class page on Teams</p>	<p><b>Title</b> Soyons créatifs! Watch a tutorial in French and create an animal in origami</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: <b>Extension Lesson 3: Soyons créatifs!</b></p> <p>All resources can be found on the class page on Teams</p>

<b>SUBJECT</b>	<b>GERMAN</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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<b>Lesson</b>	<b>Catch Up/Consolidation</b>	<b>Extension, Breadth and Depth</b>
<b>1</b>	<p><b><u>Das Futur</u></b> – I can discuss what I will eat and drink.</p> <p>Students should work through the activities in the PowerPoint presentation: <b>Consolidation Lesson 1: Das Futur</b></p> <p>All resources can be found on the class page on Teams.</p>	<p><b><u>Das kann ich alleine!</u></b> – I can use all my work during the school closure to demonstrate what I have learned.</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: <b>Extension Lesson 1: Das kann ich alleine!</b></p> <p>All resources can be found on the class page on Teams.</p>
<b>2</b>	<p><b><u>Die Sportarten</u></b> – I can give my opinions about sports.</p> <p>Students should work through the activities on the PowerPoint presentation named: <b>Consolidation Lesson 2: Die Sportarten</b></p> <p>All resources can be found on the class page on Teams.</p>	<p><b><u>Wir lernen weiter</u></b> – I can independently extend my vocabulary, grammar and cultural understanding.</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: <b>Extension Lesson 2: Wir lernen weiter</b></p> <p>All resources can be found on the class page on Teams.</p>
<b>3</b>	<p><b><u>Freizeit</u></b> – I can state how I like to spend my free time.</p> <p>Students should work through the activities on the PowerPoint presentation named: <b>Consolidation Lesson 3: Freizeit</b></p> <p>All resources can be found on the class page on Teams.</p>	<p><b><u>Basteln, Spielen, Lernen</u></b> – I can further my learning creatively.</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: <b>Extension Lesson 3: Basteln, Spielen, Lernen</b></p> <p>All resources can be found on the class page on Teams.</p>

<b>SUBJECT</b>	<b>TECHNOLOGY</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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## ALL GROUPS

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
All	<p>All your assignments are still open and if you have fallen behind or over looked a piece of work then use this week to revisit and submit your work.</p> <p>Look on your Technology Team page for more information.</p>	<p>Want to find out about how Smart and Modern Materials have and will change the products we use today and in the future? Or maybe you want to learn more about Bioengineering or Nanotechnology?</p> <p>Follow the link to the Technology Extended Learning Page where you will find videos, blog and articles; <a href="https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx">https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx</a></p>
	<p><u>Option 1 - Bread Art Challenge</u></p> <p>Complete the St Edwards Bread Art Challenge. All of the information is on the power point found here  <a href="https://sted365.sharepoint.com/:p:/r/sites/Technology/_layouts/15/Doc.aspx?sourcedoc=%7B574E93D2-05CA-4E06-95E8-CF57DE721DAF%7D&amp;file=Bread%20Art%20Challenge.pptx&amp;action=edit&amp;mobileredirect=true">https://sted365.sharepoint.com/:p:/r/sites/Technology/_layouts/15/Doc.aspx?sourcedoc=%7B574E93D2-05CA-4E06-95E8-CF57DE721DAF%7D&amp;file=Bread%20Art%20Challenge.pptx&amp;action=edit&amp;mobileredirect=true</a>  and you can choose what tasks to do. You can just design some ideas, you can make them or you can complete the promotional activities.  Do as much work as your lesson time this week allows. If you have other time available or would like to continue in half term week then please feel free to do more.</p> <p>Email your work to <a href="mailto:jkynaston@st-edwards.poole.sch.uk">jkynaston@st-edwards.poole.sch.uk</a></p> <p><u>Option 2 – The robotic arm</u></p> <p>Using craft materials found at home such as card, string and plastic straws; build a mechanical hand. Some rough designing may be needed but this is mainly a practical task. A video clip to explain how to create this can be found here:  <a href="https://www.youtube.com/watch?v=c9FuPdI3xCE">https://www.youtube.com/watch?v=c9FuPdI3xCE</a></p> <p>Email your work to <a href="mailto:tcole@st-edwards.poole.sch.uk">tcole@st-edwards.poole.sch.uk</a></p>	

### Option 3 – Dyson Challenges

Looking for a bit of variety then have a look at the Dyson challenges. There are simply loads to choose from so you can think about what you have available at home or in school and choose one to suit you. This link takes you to the Dyson Challenge page where there are videos and instructions to help you;

<https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html>

Email your work to [jmorris@st-edwards.poole.sch.uk](mailto:jmorris@st-edwards.poole.sch.uk)

### Option 4 – Shoebox Designer Challenge

Choose one of the designers from the PowerPoint on SharePoint (see link below) and design and make a small-scale model inspired that designer, however, it must fit inside a shoebox or be no bigger. Some rough designing maybe needed beforehand but this is mainly a practical task. Use craft materials around the home and look in your recycling bin for cardboard and other materials you could use. If you wish to continue your work in half term then please feel free to do so.

PowerPoint link:

<https://sted365.sharepoint.com/:p:/r/sites/Technology/KS3%20Documents/KS3%20Buffer%20week%20Project.pptx?d=wc3653e2aa8e1471988a8e09b4bcb7ca2&csf=1&web=1&e=4B76dK>

Email your work to [ssamuel@st-edwards.poole.sch.uk](mailto:ssamuel@st-edwards.poole.sch.uk)

<b>SUBJECT</b>	<b>RE</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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<b>Lesson</b>	<b>Catch Up/Consolidation</b>	<b>Extension, Breadth and Depth</b>
<b>1</b>	<p>Pick either the Big Bang or Evolution. Recap the lesson on TEAMS. Are you confident enough to summarise the argument in your own words?</p> <p>Explain why (either the Big Bang or Evolution) is a good argument to prove that God either does or does not exist?</p> <p>Write a persuasive letter to somebody who is challenging your argument. Explain why you believe that the argument is successful. What is the argument? How is it successful?</p>	<p>Put your headphones in and listen to one of BBC Earth's Podcast. You could either do this going out for a walk, or, sit on your bed, close your eyes and explore the world that way. <a href="https://play.acast.com/s/bbcearthpodcast">https://play.acast.com/s/bbcearthpodcast</a></p> <p>When you have finished, write a reflection on what you have just listened to. Use your 5 senses, how did it make you feel? Make sure your write up has lots of detail to share with your teacher.</p>
<b>2</b>	<p>Pick either the Design Argument or The Cosmological Argument (Causation)</p> <p>Create a piece of art explaining the argument. This could be done as artistic as you like (keep hold of it, as it could be good for the RE display when you return). You could cut things out of magazines to make a picture? You could draw? paint? Use textures. However, you feel is best to show a vision of the argument. You can use key words also to help.</p>	<p>How can we see God?</p> <p>From nature, away from screens how would we be able to tell that God exists? Remember the unit we are looking at is Does God Exist?</p> <p>I want you to either take a walk outside, or take some time in a room in your house and pick something in there that demonstrates God exists.</p> <p>With this item (a book, a flower, a statue, whatever it is) I want you to draw the object and then do a write up explaining why this is evidence to suggest God is in the world? Why does it point towards him? Is it the look? The feel? The description of what it is? When you have completed this, you could do a section on why somebody may disagree with you. Why may it not lead to God's existence? Again, make sure it is something you are able to use in your RE lesson to discuss your view.</p>



<b>SUBJECT</b>	<b>PE</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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During your time at home, it is vital that everyone takes part in some sort of physical activity. This can come in many different ways.

Our advice is that you find the method that suits you and your family.

Reasons why the activity will be so beneficial:

- Reduces the chance of boredom
- Increases your metabolism
- Maintains or improves current level of fitness
- Makes you feel happier
- Improves your mental well being
- Increases your motivation
- Increases concentration

Different ideas that you could do as individuals or as a family.

- 1) Go for a walk
- 2) Go for a bike ride
- 3) Joe wicks is doing a 30- minute Fitness sessions Monday, Wednesday and Friday at 9am. This is on his you tube channel 'The body coach'
- 4) Just dance is a great way to perform some daily exercise

5) SKY TV do a fit in 5 every day

6) Fitness apps- there are many fitness Apps that give a daily routine. These can be, Whole body, Cardio Vascular, Yoga, and many more

7) [www.nhs.uk](http://www.nhs.uk)- have a daily 10minute workouts

8)Build gradually up to completing 5km- <https://www.nhs.uk/live-well/exercise/couch-to-5k-week-by-week/>

9) Oti Mubuse dance routines- [https://www.youtube.com/channel/UC58aowNEXHHnflR\\_5YTtP4g](https://www.youtube.com/channel/UC58aowNEXHHnflR_5YTtP4g)

These are just ideas, and I'm sure you can find many different methods to keep active.

As a PE department we are really keen to see what you are doing for your physical activity. We have set up a spreadsheet for each year group on the PE SharePoint page, where we would like you to record your activities.

<https://sted365.sharepoint.com/teams/PE/Covid%20lessons/Forms/AllItems.aspx>

Good luck and Enjoy

PE Team

<b>SUBJECT</b>	<b>ART</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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Lesson	Title and Outline	Type of Lesson	Location of lesson resources
1	Students can use this week to ensure they have finished the practical art tasks set so far. Colour theory sheets Personal response to the Still Life work of Michael Craig Martin. <ul style="list-style-type: none"><li>Ensure work is uploaded to Teams and read and if necessary, act on teacher feedback.</li></ul>	Independent	All previous work is on Teams and has been set as an assignment on Colour and an assignment on Michael Craig Martin.  A Power point with examples of work and information on the <b>Photography Competition</b> and a Power point with information on the

	<p><b>Ext tasks.</b></p> <p>Why not enter our <b>Photography competition</b>, you can submit up to two photos on the theme of Hands, Face, Space or Bubbles.</p> <p>Why not produce a piece of work and enter <b>the Dorset Art Prize</b>.</p>		<p><b>Dorset Art Prize</b> will be put onto the Teams page for each yr 7 group.</p>
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<b>SUBJECT</b>	<b>MUSIC</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
<b>1</b>	<p>Continue rehearsing either “Mary had a little lamb” or “Oh when the saints” on the keyboard/virtual piano. If you manage to finish your piece, watch tutorial video on Teams page on how to record your performance and hand it into the Teams music assignment.</p>	<p>Building your own junk percussion kit. For this task you will need to get started by watching the following videos.</p> <p><a href="https://www.youtube.com/watch?v=KxC03d4Xv_A">https://www.youtube.com/watch?v=KxC03d4Xv_A</a></p> <p><a href="https://www.youtube.com/watch?v=ck8HlhHPLfQ">https://www.youtube.com/watch?v=ck8HlhHPLfQ</a></p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/music-ks3-using-everyday-objects-to-create-music/z6cwmfr">https://www.bbc.co.uk/teach/class-clips-video/music-ks3-using-everyday-objects-to-create-music/z6cwmfr</a></p> <p>The first one is an example of a junk percussion kit, the second and third ones will give you some ideas of how to do it. Find the materials mentioned in the video. Following the step-by-step guide build your junk percussion kit. See if you can make up a piece using a variety of different rhythms and beats. Send a recording or video to your music teacher by email so they can have a listen!</p>

<b>SUBJECT</b>	<b>DRAMA</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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<b>Lesson</b>	<b>Catch Up/Consolidation</b>	<b>Extension, Breadth and Depth</b>
<b>1</b>	<p>Complete your History of the theatre timeline, Greek Mask and Greek Chorus Performance.</p> <p>Create a short scene with your Greek mask and upload it to our Teams page.</p> <p>All the instructions are in the PowerPoints on our Teams page in Class Materials.</p>	<p>Why not have a family theatre night and watch either Treasure Island or Peter Pan, which was originally live streamed from The National Theatre?</p> <p>Follow the link and find your play:  <a href="http://dramaonlinelibrary.com">Drama Online - National Theatre Collection (dramaonlinelibrary.com)</a></p> <p>Login: st-edwards            Password: poole.</p>

<b>SUBJECT</b>	<b>COMPUTER SCIENCE</b>	<b>YEAR GROUP</b>	<b>7</b>	<b>WEEKS</b>	<b>8th February</b>
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**Due to students having one lesson a fortnight, this is the overview for the whole half term of Computer Science**

<b>Weeks</b>	<b>Title and Outline</b>	<b>Type of Lesson</b>	<b>Location of lesson resources</b>
4 <sup>th</sup> Jan & 11 <sup>th</sup> Jan	Python Turtle Art Competition Preparation Students will discover how to use Python Turtle to create basic shapes and lines.	Guided Independent Learning	Emailed on Monday 4 <sup>th</sup> of January by Mrs Percy
18 <sup>th</sup> Jan & 25 <sup>th</sup> Jan	Image Representation Students will look at how computers represent images	Guided Independent Learning	Year 7 Computer Science SharePoint page
1 <sup>st</sup> Feb & 8 <sup>th</sup> Feb	Assessment Students will complete an assessment of what they have learnt so far this year.	Assessment via Forms	Microsoft Forms link(s) will be posted on the Year 7 Computer Science SharePoint page