



St Edward's
School

Remote Learning Pack

Year 8

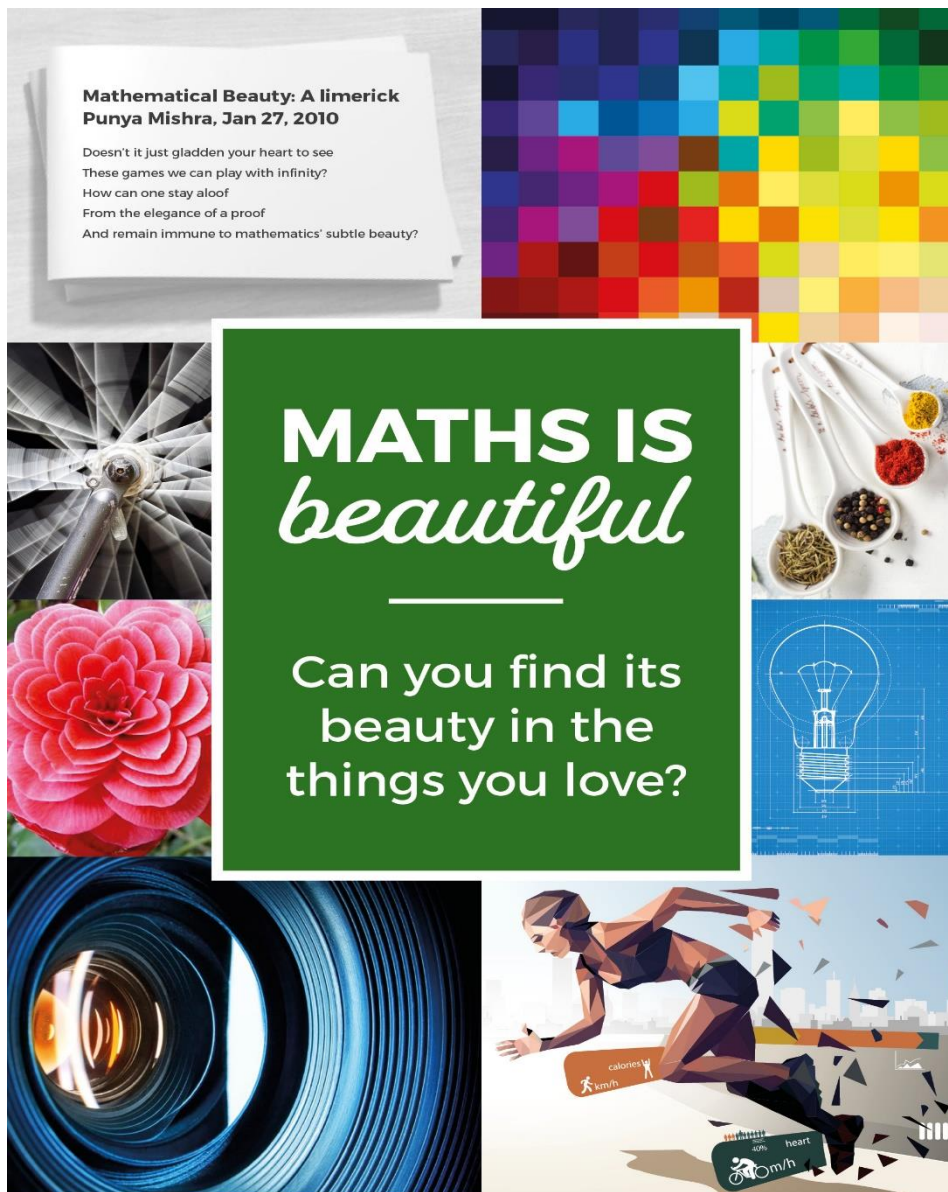
Week Beginning 8th February 2021 – Buffer and Bridge Work

SUBJECT	ENGLISH	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p><u>Assignment #1:</u></p> <ul style="list-style-type: none"> Mindmap ideas for the ways in which a detective character AND a villainous character would behave Produce a piece of descriptive writing in which the detective and villain characters you began creating in your previous work interact and have a conversation (<i>look back through your Assignments for help and to submit this</i>) 	<p><u>Roylott's Animals:</u> Create a factfile for the different exotic animals kept by Dr. Roylott.</p> <p>Use this powerpoint for the full instructions</p>
2	<p><u>The Speckled Band</u></p> <ul style="list-style-type: none"> Read the central text we have been studying, <i>The Adventure of the Speckled Band, in its entirety</i> [COPY OF THE TEXT] Summarise the complete storyline Profile the following characters, explaining their appearance, their personality traits and the role they play in the story: <ul style="list-style-type: none"> i) Sherlock Holmes ii) Dr Watson iii) Helen Stoner iv) Dr Roylott 	<p><u>Codebreaking:</u> Based on a code from the Sherlock Holmes story 'The Adventure of the Dancing Men', explore the idea of codebreaking with this activity:</p> <p>Break the code on this powerpoint to find the instructions</p> <p>Continue your exploration of codebreaking by making/using a codebreaking device which dates back to Ancient Rome:</p> <p>Follow this link to discover the Caesar Wheel</p>
3	<p><u>Assignment #2:</u></p> <ul style="list-style-type: none"> Re-read page 6 of <i>The Adventure of the Speckled Band</i> [COPY OF THE TEXT] Research the names and definitions of the persuasive techniques in the acronym A PINE FOREST Produce an article reporting on Julia Stoner's death at the time in which it happened, designed to persuade the reader to be suspicious of Dr Roylott. Use the plan at the end of the live lesson's powerpoint to help you organise and structure your work 	<p><u>Make The Story</u> Referring back to the description in the story, recreate the bedrooms of Dr Roylott and Helen Stoner where the dramatic events at the end of the story unfold.</p> <p>You could draw them, make a model of them, photoshop elements from them onto pictures from your own house or pictures you can find online, or any other way you can think of. Feel free to be creative!</p> <p>[COPY OF THE TEXT]</p>

	<i>(look back through your Assignments for help and to submit this)</i>	
4	<p><u>GRAFT</u> Check your assignments for any GRAFT activities your teachers have given in feedback to your assignments</p> <p>IF YOU HAVE NOT RECEIVED ANY FEEDBACK YET design a set of success criteria for each task (use the lesson resources to help you). Use this success criteria to self-review your own work, identifying at least one strength and at least one area for improvement. GRAFT your work based on the feedback you have given yourself.</p>	<p><u>Sherlock Holmes The Movie:</u> Imagine you are producing a Sherlock Holmes movie. Plan out some different aspects of your film, using this powerpoint for ideas.</p>
5	<p><u>Language & Symbolism</u> Look at the powerpoint for the live lesson on how language is used to describe the setting; complete the slides on how the description of the house symbolically reflects the evil and unusual actions that occur inside it.</p> <p>Use this work to produce a full written answer (min. 3 paragraphs) to the question 'How does the author use language to create a sense of fear and strangeness around Stoke Moran?', using the following sentence starters...</p> <p><i>SENTENCE STARTERS:</i> P – The author presents Stoke Moran and the events that take place within it as _____... Q – ... when it is described as “_____”. E – The word / phrase / technique “_____” emphasises...</p>	<p><u>Adaptation</u> Secure your understanding of 'The Speckled Band' by watching the TV adaptation. Write a very brief review explaining if you thought it was a good and accurate representation of the story.</p> <p>Watch it here</p>

SUBJECT	MATHS	YEAR GROUP	8	WEEKS	8th February
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Lessons	Catch Up/Consolidation	Extension, Breadth and Depth
ALL	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 must complete this guided learning before moving on to the creative maths task for this week	Explore maths in activities you love doing. 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:

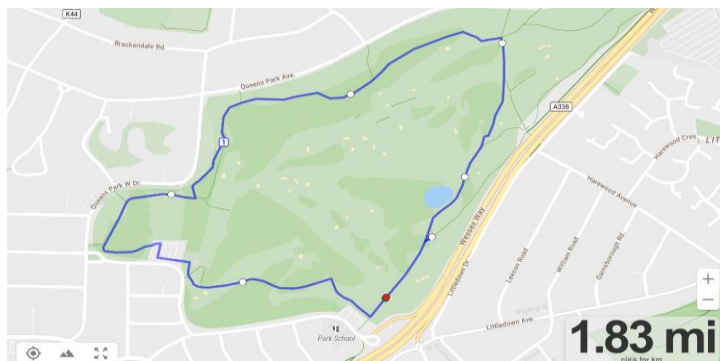
We are very aware that finding the beauty of maths while completing HegartyMaths clips or watching a live lesson will seem almost impossible. Therefore, for the final week of this half term the maths department would like pupils to spend their maths lessons doing activities they love, be that running, 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 TEAMS 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, fastest 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.

SUBJECT	SCIENCE	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	2 x lessons – Completion time.	2 x lessons – Expanding time.
2	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.	<p>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. https://www.rigb.org/christmas-lectures/watch?gclid=EAlalQobChMI--yXgZKu6QIViON3Ch0QSgU-EAAYASAAEgI93fD_BwE</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
3	Organisation time lesson 1. 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.	<p>Reading time. Spend some time reading about science or science fiction. BBC focus magazine https://www.sciencefocus.com/ and Compound Chemistry https://www.compoundchem.com/ have some great stories and graphics that will interest you.</p>
4	Question time. 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.	<p>Minimising screen time: Option 1: 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>

		<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"> 1. Balloon car race, 2. Spaghetti bridges, 3. Marble run, 4. Cardboard chair, periscope, boat... do you have any spare Amazon boxes? <p>https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html?gclid=EAlaIqobChMIIsOYiKGu6QIVCud3Ch3fEwVdEAAYBCAAEgIFSV_D_BwE</p>																												
<p>5</p>	<p>Review time. 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: https://www.bbc.co.uk/teach/live-lessons BBC revision: https://www.bbc.co.uk/bitesize/subjects/zng4d2p</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>Minimising screen time: Option 2:</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>Cells – Make a plant or animal cell</td> <td>Energy – Make a marble run</td> </tr> <tr> <td>Matter – Model solids, liquids and gases</td> <td>Ecology – Make a model of a food chain</td> </tr> <tr> <td>Heating and cooling – make something to insulate a cup of tea</td> <td>Ecology – Make a model garden with trees, grass, bugs etc.</td> </tr> <tr> <td>Human body – Make a model skeleton</td> <td>Waves – Make a model to explain waves</td> </tr> </tbody> </table>	Ideas from year 7 topics:	Topics studied at year 8:	Cells – Make a plant or animal cell	Energy – Make a marble run	Matter – Model solids, liquids and gases	Ecology – Make a model of a food chain	Heating and cooling – make something to insulate a cup of tea	Ecology – Make a model garden with trees, grass, bugs etc.	Human body – Make a model skeleton	Waves – Make a model to explain waves
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SUBJECT	GEOGRAPHY	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	The Geography teacher will individually email to student and parent if any lesson material has been missed or needs catching up. If you do not receive this email assume that all is up-to-date and instead complete the number of lessons corresponding to number of timetabled Geography lessons during week B – this week, from the instructions opposite.	<p><u>Challenge #1- Invent a Fun Board Game!</u></p> <p>Think of a fun theme to do with conservation and create your own board game. You could draw it out on paper or get crafty and make your board and counters from recycled materials.</p> <p>Follow this link https://tinyurl.com/1xl6h7m6 to example games and there is also a series of useful templates you might use... take a photograph of your board game and share it with your Geography teacher... if it is really good it could be used to teach students of the future who study our conservation topic!</p>
2		<p><u>Challenge #2 - A Message to Future You</u></p> <p>We want you to record a speech / video message to yourself in the future and describe what your life is like now.</p> <p>First watch this video from Prince Ea for inspiration... https://youtu.be/eRLJscAlk1M</p> <p>Maybe you could focus on a particular animal, like the example above focuses' on the trees? Is there an animal you want to conserve and feel people need to be given a strong message about?</p> <p>We are really looking forward to seeing your creations and think you will have some genuinely powerful messages to explore in your messages.</p>
3		<p><u>Challenge #3 – Pick your own mission</u></p> <p>Using the PowerPoint guide, select a mission or two to complete. Chose from the following three missions...</p> <p>Macro photograph a micro world Alien invasion Ghost wood</p>

SUBJECT	HISTORY	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Complete all comprehension questions (check understanding) in the age of encounters booklet found on SharePoint. Titles;</p> <ul style="list-style-type: none"> Italian Renaissance Gunpowder, Print, Astronomy Global Exploration New World <p>https://sted365.sharepoint.com/sites/StEdwardsHistory2/Year%208%20Topic%201/Student%20workbook%20age%20of%20encounters.pdf</p> <p>Complete Quizzes on the Renaissance;</p> <ul style="list-style-type: none"> https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYTByyOhfC35Mqvym2EwVtThUQVFaN9GUTVERk1OQU5KUKhDN1FRUFA5Uy4u – Age of Encounters https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYTByyOhfC35Mqvym2EwVtThUNehJSzQ2WEIDW_DkzSzNQNzVONVhDN0xIU4u – Global Exploration 	<p>The Tudors – Looking ahead → Listen to some of the Podcasts below and make some notes on what you can understand from them.</p> <p>https://www.bbc.co.uk/teach/school-radio/history-henry-viii/zjd4382 (Podcast)</p> <p>https://www.bbc.co.uk/teach/school-radio/history-tudors-rich-and-poor/z64qf4j (Podcast)</p> <p>https://www.bbc.co.uk/teach/school-radio/history-tudors-work-and-play/zjbyhbk (Podcast)</p> <p>https://www.youtube.com/watch?v=wR0ARGxRTAQ&safe=active (Documentary)</p> <p>Higher challenge:</p> <p>https://www.history.org.uk/podcasts/categories/433/podcast/623/tudor-rebellions</p> <p>https://www.history.org.uk/podcasts/categories/433/podcast/27/tudor-royal-authority</p> <p>https://www.history.org.uk/podcasts/categories/433/podcast/30/henry-viii-spain-france</p> <p>https://www.history.org.uk/podcasts/categories/433/podcast/35/poverty-under-the-tudors</p> <p>Other Activities:</p> <p>Re-create one of Leonardo Da Vinci's famous pieces of art and upload a picture to your team → be creative and do this in any way you like.</p> <p>Complete / design a family tree for the Tudor Royal Family</p>
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3		
4		
5		

SUBJECT	FRENCH	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p><u>Title: la personnalité et les relations</u> I can talk about people's personality I can talk about my relationship with others</p> <p>Students should work through the activities in the PowerPoint presentation: Consolidation Lesson 1: la personnalité et les relations</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: la personnalité et les relations</u> I can talk about people personality and my relationship with others in greater depth</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 1: la personnalité et les relations</p> <p>All resources can be found on the class page on Teams</p>
2	<p><u>Title: la musique et les vêtements</u> I can talk about the music I enjoy I can talk about clothes</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 2: la musique et les vêtements</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: la musique et la mode</u> I will discover francophone musical artists I can learn about fashion in France</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 2: la musique et la mode</p> <p>All resources can be found on the class page on Teams</p>
3	<p><u>Title: Mes loisirs- passé, présent et futur</u> I can talk about my hobbies using the past, present and future tense</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 3: Mes loisirs- passé, présent et future</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: Les loisirs au présent, passé et futur</u> I can use the three main tenses to learn about French teenagers hobbies</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 3: Les loisirs au présent, passé et future</p> <p>All resources can be found on the class page on Teams</p>

SUBJECT	GERMAN	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Filme- I can give my opinions about film genres.</p> <p>Students should work through the activities in the PowerPoint presentation: Consolidation Lesson 1: Filme</p> <p>All resources can be found on the class page on Teams.</p>	<p>Das kann ich alleine! – 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: Extension Lesson 1: Das kann ich alleine!</p> <p>All resources can be found on the class page on Teams.</p>
2	<p>Was und wo liest du? – I can discuss my reading preferences.</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 2: Was und wo liest du?</p> <p>All resources can be found on the class page on Teams.</p>	<p>Wir lernen weiter – I can independently extend my vocabulary, grammar and cultural understanding.</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 2: Wir lernen weiter</p> <p>All resources can be found on the class page on Teams.</p>
3	<p>Bist du süchtig? – I can discuss my screen time habits.</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 3: Bist du süchtig?</p> <p>All resources can be found on the class page on Teams.</p>	<p>Basteln, Spielen, Lernen – I can further my learning creatively.</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 3: Basteln, Spielen, Lernen</p> <p>All resources can be found on the class page on Teams.</p>

SUBJECT	TECHNOLOGY	YEAR GROUP	8	WEEKS	8th February
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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; https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx</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 https://sted365.sharepoint.com/:p:/r/sites/Technology/_layouts/15/Doc.aspx?sourcedoc=%7B574E93D2-05CA-4E06-95E8-CF57DE721DAF%7D&file=Bread%20Art%20Challenge.pptx&action=edit&mobileredirect=true 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 jkynaston@st-edwards.poole.sch.uk</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: https://www.youtube.com/watch?v=c9FuPdI3xCE</p>	

Email your work to tcole@st-edwards.poole.sch.uk

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

Option 3 – 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

SUBJECT	RE	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<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. https://play.acast.com/s/bbcearthpodcast</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>
2	<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>

SUBJECT	PE	YEAR GROUP	8	WEEKS	8th February
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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- 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_5YtP4g

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

SUBJECT	ART	YEAR GROUP	8	WEEKS	8th February
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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; Series of Fruit drawing tasks. <ul style="list-style-type: none">A4 colour study of a William Morris design. As outlined in their live lesson this task can be completed with paints, coffee wash, (after asking	Independent	All previous work is on Teams and has been set as an assignment on Fruit drawing tasks and an assignment on William Morris. A Power point with examples of work and information on the Photography Competition and a Power point with information on the

	<p>parental permission) or colouring pencils depending on what students have at home.</p> <ul style="list-style-type: none"> • Creating a card template and to use this to create a repeat pattern • Ensure work is uploaded to Teams and read and if necessary act on teacher feedback. <p>Ext tasks;</p> <p>Why not enter our Photography competition, 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 the Dorset Art Prize.</p>		<p>Dorset Art Prize will be put onto the Teams page for each yr 8 group.</p>
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SUBJECT	MUSIC	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>8A1, 8A2 & 8A3</p> <p>Continue practicing “Do you hear the people sing?” on keyboard/virtual piano. Once you have finished it, follow the video tutorial for how to record it and hand into Assignment on Teams.</p> <p>8L1, 8L2 & 8L3</p> <p>Continue working on your Blues piece in bandlab, including the 12 bar blues, the walking bass line and the melodic riff. Ensure your parts are accurate and in time with each other.</p>	<p>Create your own song lyrics about lockdown. You can either write them in the style of a musical or blues depending on what you have studied this term. Listen to some examples to inspire you and try to use some of the characteristics you hear. Think about how you will structure verses and choruses, use of rhyme, repetition, metaphor/simile and alliteration.</p>

SUBJECT	DRAMA	YEAR GROUP	8	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Make sure you have completed your research on Medieval Theatre.</p> <p>Created your Medieval Pageant Wagon out of a box.</p> <p>Write a script for the parable you chose.</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: Drama Online - National Theatre Collection (dramaonlinelibrary.com)</p> <p>Login: st-edwards Password: poole.</p>

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

Weeks	Title and Outline	Type of Lesson	Location of lesson resources
4 th Jan & 11 th Jan	<p>Python Turtle Art Competition Preparation</p> <p>Students will discover how to use Python Turtle to create basic shapes and lines.</p>	Guided Independent Learning	Emailed on Monday 4 th of January by Mrs Percy
18 th Jan & 25 th Jan	<p>8A3 (8A-RPa) and 8L3 (8L-JE1):</p> <p>Networks 1</p> <p>Students will look at the functions of LANs and WANs</p> <p>Other Year 8 Groups:</p> <p>Encryption 1</p> <p>Students will look at the basic principles of encryption</p>	Pre-recorded lesson with support from subject teachers	Links to videos will be posted on Year 8 Computer Science SharePoint page along with any accompanying resources

1 st Feb & 8 th Feb	8A3 (8A-RPa) and 8L3 (8L-JEI): Networks 2 Students will look at how computers communicate over the internet. Other Year 8 Groups: Encryption 2 Students will look at the Caesar cipher and how it functions	Pre-recorded lesson with support from subject teachers	Links to videos will be posted on Year 8 Computer Science SharePoint page along with any accompanying resources
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