



# Enhanced Further Learning

## Year 7

Enhanced Further Learning: **Art**

Easier Tasks	Harder Tasks
<p><b><u>COLOUR</u></b>  <b>Expected: Ability to mix a desired colour using two other colours</b></p> <ol style="list-style-type: none"> <li>1. Give two colour combinations to make a tertiary colour.</li> <li>2. Use paint (one colour) to create 3D square.</li> </ol> <p><b>Embedded: Ability to blend one colour to another; smoothly in a gradient.</b></p> <ol style="list-style-type: none"> <li>3. Use two colour combinations to create a tonal 3D square.</li> </ol> <p><b><u>SCALE</u></b>  <b>Exceptional: Ability to reproduce an image &amp; alter the scale (enlarge/shrink); keeping all proportions.</b></p> <ol style="list-style-type: none"> <li>4. Enlarge a Keith Haring image.</li> </ol>	<p><b><u>FORMAL ELEMENTS</u></b>  <b>Expected: Ability to explain and/or show two or more of the formal elements in their work.</b></p> <ol style="list-style-type: none"> <li>1. Pick one painting by Keith Haring write a paragraph, describing the colours, mood and media used for this piece of work.</li> <li>2. Joe McDermott is a contemporary illustrator influenced by Pop Art. Research five facts about this artist.</li> </ol> <p><b><u>TO NE</u></b>  <b>Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)</b></p> <ol style="list-style-type: none"> <li>3. <b>Pop Art:</b> Create your own Pop Art image using food as your observational choice.</li> <li>4. <b>Study 1.</b> Sketch one artist image you have researched from the Pop Art period. This is called 'observational drawing'.</li> </ol>
<p><b><u>Literacy</u></b>            List five adjectives to describe Keith Haring's work.</p>	
<p><b><u>Skills/Numeracy</u></b>  <b><u>FORMAL ELEMENTS</u></b>  <b>Expected: To be able to list four of the Formal Elements.</b></p> <ol style="list-style-type: none"> <li>1) Research haringkids.com. You must try things out on the website then write a minimum of a paragraph - what you like about it, what you don't like about it and if you could what would you change or add to the website. Remember to include the formal elements in your research.</li> </ol> <p><b><u>SCALE</u></b>  <b>Embedded: Ability to reproduce an image &amp; alter the scale; keeping some proportions.</b></p> <ol style="list-style-type: none"> <li>2) Pop Art: Create a geometric pattern influenced by a Pop artist of your choice. Refer to an original image and alter the scale of your pattern. Challenge:</li> <li>3) Find the area of one shape in your pattern.</li> <li>4) Find the perimeter of one shape in your pattern.</li> </ol>	<p><b><u>TO NE</u></b>  <b>Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.</b></p> <ol style="list-style-type: none"> <li>5. <b>Study 2.</b> Try extending or slightly changing your observational work. This is called 'development'.</li> <li>6. Analyse a piece of your work.           <ul style="list-style-type: none"> <li>- How does it make you feel</li> <li>- What sort of colours have you used</li> <li>- Would you change the image in any way.</li> </ul> </li> </ol>

## Enhanced Further Learning: Digital Media

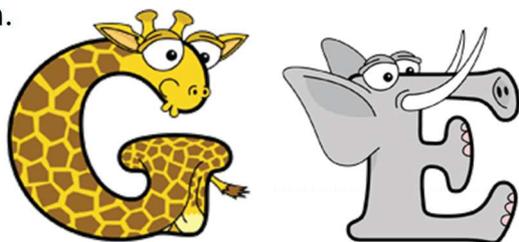
Easier Tasks	Harder Tasks
<p><b>ARE: Understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits.</b> Find 3 pieces of ASCII Art and write down how this relates to data representation.</p> <p>Create a piece of pixel art using Adobe Fireworks.</p> <p>Create a timeline that shows how graphics in computer games have progressed from the 1980s to the present day.</p>	<p><b>Use a variety of tools and techniques such as text effects, colour splash, blend, fish eye to create and/or manipulate images/graphics.</b> Collect 3 images from a source of your choice that you think might have been Photoshopped. Then explain what parts of the image you think have been Photoshopped.</p> <p>Pick a celebrity of your choice and Photoshop their image using a variety of tools. Show the before and after images that you have photoshopped.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><b>Define the following keywords;</b></p> <p>E-Mail Security QR Code Audacity Data Representation Selection If/Else Loop Input Output</p>	<p><b>ARE: Plan, record and edit audio clips using audio making concepts and processes such as; splitting tracks, changing pitch and effect.</b> Using Audacity record a sound clip that explains ways you can make sure your computer is always secure.</p> <p><b>ARE: Understand the purpose of selection within a graphical and textual programming language and an ability to demonstrate a program with choice.</b></p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: Understand the purpose of variables and able to declare them within a graphical and textual programming language.</b> Create a simple python program that calculates how long you play video games in a full year.</p> <p>Create a python program that asks someone their name, age, DOB and favourite subject. The program should then output everything the user has typed in.</p> <p><b>ARE: Understand what binary numbers are and be able to carry out conversion between binary and decimal.</b> Convert the following binary numbers into their denary form: 1111 1011 1001 1101</p>	<p>Create a QR code that when scanned by a QR code reader, shows an explanation of how selection /if and else is showed in python. Use this website as a tool to generate the QR code: <a href="http://www.qr-code-generator.com/">http://www.qr-code-generator.com/</a></p> <p>Create a username and password program within the python programming language. If the username and password is correct the program should say welcome and if one of them is wrong the program should say try again.</p>

Enhanced Further Learning: **Graphics**

**Easier Tasks**

ARE: Use a range of drawing techniques.

**Task** – Copy these letters as carefully as you can.



**Task** – Copy the CARR MANOR logo, using a

**CARR MANOR**  
COMMUNITY SCHOOL



pencil and a ruler.

**Literacy**

**Task** - Define the following materials;

- Paper
- Corrugated card
- Tracing paper

**Skills/Numeracy**

ARE: Can link science and maths to the designing and making of products.

In 2010 a chocolate Freddo bar measured 150mm length X 100mm width.

**Task** – In 1993 the Freddo bar was 35% larger. What were the dimensions of the bar in mm?

**Task**- In 2017, a chocolate Freddo bar now measures 14% less than in 2010. What are the dimension of the bar in mm?

**Harder Tasks**

ARE: Use a range of drawing techniques.

**Task** – Pick your favourite logo (e.g, NIKE, Topshop, Apple). Explain why the colour, style, size and shape of the logo is suitable for the brand.

**Task** – Yorkshire Safari Park is launching a board game called 'Roar' to be sold in their gift shop. Design a logo that would be suitable for this company.

**Task** – Study the Carr Manor School logo (on your jumper). Redesign this logo, and add annotation to explain the changes you have made.

**Task** – Complete the missing section of the Fanta logo.



## Enhanced Further Learning: **Product Design**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>ARE = Understand the aesthetic and functional properties of selected materials and components</p> <p>Task – Find the names of x1 hardwood, x1 softwood and x1 manufactured wood.</p> <p>Task – For each of the woods you have named above, research their <b>functional</b> properties. (E.g, Is it hard, flexible, or strong)</p> <p>Task – For each of the woods you have named above, explain what products they can be made into.</p> <p><b>TOP TIP: Use <a href="http://www.mr-dt.com/materials/">www.mr-dt.com/materials/</a></b></p>	<p>ARE = Use a range of tools to measure, cut, shape and join materials accurately and safely.</p> <p>Task – Write a short paragraph (you can include pictures) explaining how to safely and correctly use the coping saw.</p> <p>Task – Explain the advantages and disadvantages of using a coping saw to cut out a detailed shape from plywood.</p> <p><b>Our happy hooks are made from a range of different materials and are assembled using dowelling and fishing wire.</b></p>
<p><b>Literacy</b></p> <p>ARE = Understand the aesthetic and functional properties of selected materials and components</p> <p>Define and give an example of the following;</p> <ul style="list-style-type: none"> <li>• <i>Ferrous metal</i></li> <li>• <i>Non ferrous metal</i></li> </ul>	<p>Task – Write a short paragraph explaining why vinyl has been used to decorate the happy hook.</p> <p>Task – Write step-by-step instructions (you can include pictures) of how to use dowelling to assemble the happy hook.</p> <p>Task - Design a health and safety poster to be displayed in the classroom. Include your top x5 tips for staying safe during practical lessons.</p>
<p><b>Skills/Numeracy</b></p> <p>ARE = Can link science and maths to the designing and making of products.</p> <p>Plywood is sold in rectangle sheets which are 2.5m long and 1m wide, costing £8.99 each.</p> <p>Task – CMCS needs to order x15 sheets. How much will this cost them?</p> <p>Task – Each plywood sheet will be enough for x7 children to make a happy hook. How many sheets are needed for a class of x23 children?</p>	

## Enhanced Further Learning: **Textiles**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>ARE: Use a range of tools to measure, cut, shape and join materials accurately.</p> <p><b>Task</b> – Explain the origin of each of these fibres</p> <ol style="list-style-type: none"> <li>1. Cotton</li> <li>2. Silk</li> <li>3. Wool</li> <li>4. Linen</li> </ol> <p><b>Task-</b> Write a letter to a younger pupil explaining which rules they need to follow to safely do hand embroidery with a needle and thread.</p>	<p>ARE: Sketch a range of design ideas which link to the design criteria.</p> <p><b>Task- Create</b> a design for a children's fancy dress outfit. It must be drawn well, fully coloured in and be labelled.</p> <p><b>Challenge:</b> add an electronic feature to your design.</p> <p>ARE: Generate relevant research to inform the design process.</p> <p><b>Task- Research</b> the designer Orla Kiely. Produce a page of pattern drawings inspired by Orla Kiely.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Task-</b> Draw a picture of a sewing machine and write a paragraph describing how you would set it up ready to use.</p>	<p><b>Task- Research</b> five different fashion designers. Create a moodboard of their work. Design a new product which is inspired by one of the designers.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Task</b> – Use a needle and thread to produce a hand embroidery sample.</p> <p><b>Task – Use the computer</b> to find a pattern/ image which you like. Use Microsoft word to copy/flip/ rotate the image to make a repeat pattern.</p>	<p>ARE: Discuss the impact of product manufacture on the environment.</p> <p><b>Task</b> – Use the internet to research how plastic bottles can be turned into fleeces. Create a flowchart to explain what happens at each stage.</p>

Enhanced Further Learning: **English**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>ARE: Use a suitable quotation to prove the point you are making</p> <p><b>Anansi is greedy.</b> Find a quotation to prove this point</p>	<p>ARE: Identify some language and structural features</p> <p>Read the extract. Find two language and two structural features.</p> <p>Have a look at <a href="http://www.bbc.co.uk/education/guides/zapsfg8/revision">http://www.bbc.co.uk/education/guides/zapsfg8/revision</a> for help if needed</p>
<p><b>Literacy</b></p> <p>Find the definitions of:</p> <p>Hurriedly Ambled Tugged Sighed</p>	<p>ARE: Be able to identify how a language feature is used in the text</p> <p>Using the language features that you have identified comment on how they are used? How do they make the reader feel?</p>
<p><b>Skills/Numeracy</b></p> <p>ARE: Write using a range of sentences (simple, compound, complex)</p> <p>Write the first paragraph of a story that explains how a giraffe got its long neck.</p> <p><i>Be sure to use sentence structure to emphasise the point of your story</i></p>	<p>ARE: Be able to identify the impact of structure (character change, creation of tension, sentence structure and features of genre)</p> <p>Using the structural features that you have identified can you explain the impact? Does the structure make Anansi's character clearer? Does the structure make us feel sorry for him? Why? Why not?</p>

**Why Anansi Has Eight Thin Legs**

Once upon a time, a long time ago, there lived a spider named Anansi. Anansi's wife was a very good cook. But always, Anansi loved to taste the food that others in the village made for themselves and for their families.

One day, he stopped by Rabbit's house. Rabbit was his good friend.

"There are greens in your pot," cried Anansi excitedly. Anansi loved greens.

"They are not quite done," said Rabbit. "But they will be soon. Stay and eat with me."

"I would love to, Rabbit, but I have some things to do," Anansi said hurriedly. If he waited at Rabbit's house, Rabbit would certainly give him jobs to do. "I know," said Anansi. "I'll spin

a web. I'll tie one end around my leg and one end to your pot. When the greens are done, tug on the web, and I'll come running!" Rabbit thought that was a great idea. And so it was done.

"I smell beans," Anansi sniffed excitedly as he ambled along. "Delicious beans, cooking in a pot."

"Come eat our beans with us," cried the monkeys. "They are almost done."

"I would love to Father Monkey," said Anansi. And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the big bean pot. Father Monkey thought that was a great idea. All his children thought so, too. And so it was done.

"I smell sweet potatoes," Anansi sniffed happily as he ambled along. "Sweet potatoes and honey, I do believe!"

"Anansi," called his friend Hog. "My pot is full of sweet potatoes and honey! Come share my food with me."

"I would love to," said Anansi. And again, Anansi suggested he spin a web, with one end tied around his leg, and one end tied to the sweet potato pot.

His friend Hog thought that was a great idea. And so it was done.

By the time Anansi arrived at the river, he had one web tied to each of his eight legs.

"This was a wonderful idea," Anansi told himself proudly. "I wonder whose pot will be ready first?"

Just then, Anansi felt a tug at his leg. "Ah," said Anansi. "That is the web string tied to Rabbit's greens." He felt another. And another. Anansi was pulled three ways at once.

"Oh dear," said Anansi as he felt the fourth web string pull.

Just then, he felt the fifth web string tug. And the sixth. And the seventh. And the eighth. Anansi was pulled this way and that way, as everyone pulled on the web strings at once. His legs were pulled thinner and thinner. Anansi rolled and tugged himself into the river. When all the webs had washed away, Anansi pulled himself painfully up on shore.

"Oh my, oh my," sighed Anansi. "Perhaps that was not such a good idea after all."

To this day, Anansi the Spider has eight very thin legs. And he never got any food that day at all.

Enhanced Further Learning: **Food Preparation and Nutrition**

Easier Tasks	Harder Tasks
<p>What <b>personal hygiene</b> rules need to be followed in the Food Room? Make a poster to display in the classroom.</p> <p>What <b>safety</b> rules need to be followed in the Food Room when using equipment and utensils? Make a poster to display in the classroom.</p>	<p><b>ARE: Students can understand the principles of nutrition and health and the Eatwell guide</b></p> <p>1) Produce a mood board of images which represents food that are currently in Season.</p> <p>2) Pick a target market: Children Teenagers Adults Elderly</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Find out the definitions of the following the words:</p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Safety</li> <li>• Cross contamination</li> <li>• Bacteria</li> <li>• Food Poisoning</li> <li>• Preparation</li> <li>• Equipment</li> <li>• Utensils</li> </ul>	<p>Create a profile about them – name, age, hobbies, favourite food etc and research what their nutritional and dietary needs are</p> <p>3) Research a recipe made using locally sourced ingredients and create a recipe card for a primary pupil to follow.</p> <p>4) Go to your local cultured restaurant and take a picture of their menu. Print it out and annotate it with information about the prices of the food and why you think they are cheap/expensive.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Pick a recipe of your choice and work out how much it would cost to make it. You could use <a href="http://www.ASDA.co.uk">www.ASDA.co.uk</a> to find out prices of ingredients.</p> <p>A chicken pie costs £6.90 to make. It can be cut into 6 pieces, how much does each piece cost? How much would you sell it at to make a profit?</p>	<p><b>ARE: Students can select and prepare different ingredients</b></p> <p>5) Research different cooking techniques (kneading, chopping, slicing etc) and find some images of them being used. You could try them out at home and evidence these using pictures.</p>

## Enhanced Further Learning: **Geography**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>ARE = Identify the difference between physical and human geography</p> <p>Task = Choose one biome. Create a table showing the key physical geographical features of the biome. (Eg Tundra or Polar Ice)</p> <p>Task = Look at one major continent (eg Australia). Identify ten examples of human geography you would expect to see in that continent.</p>	<p>ARE = Describe the characteristics of deserts and polar regions.</p> <p>Task = Create a detailed fact file on Antarctica. Think about features like area, location and human involvement (including tourism).</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following key terms:-</p> <ul style="list-style-type: none"> <li>Desert</li> <li>Biome</li> <li>Adaptation</li> <li>Mountains</li> <li>Climate</li> </ul>	<p>ARE = Explain how urban and rural environments differ.</p> <p>Task = Explain how a specific city has developed over time. Think about how the land has been used, how many people live there, key buildings etc.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>ARE = Draw an annotated geographical sketch.</p> <p>Task = Choose a photograph of either a physical or human environment. Draw a simple sketch of it and label the key features.</p> <p>ARE = Describe how different parts of the world have distinct natural environments.</p> <p>Task = Write a detailed description of one biome- what animals would you expect to find? What about plant life? Climate?</p>	<p>ARE = Give balanced arguments</p> <p>Task = 'People shouldn't visit dangerous areas of the world.' Do you agree? Give at least two reasons for both sides of the argument.</p> <p>ARE= Locate the seven continents and five oceans of the world.</p> <p>Task = Create a detailed world map, labelling all the continents and oceans. To push yourself further try to label 3 seas and 5 countries.</p>

Enhanced Further Learning: **History**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p><i>ARE: Use sources to gather information</i></p> <p>Task; Find an image of the Magna Carta</p> <p>Task; Find an image of the Battle of Hastings and label what is happening</p> <p>Task; Find a source that explains the different tactics William used to invade Britain and state which the most important was.</p> <p>Task; Find an image of the feudal system and explain why it was significant</p>	<p><i>ARE: Describe change across a given era with reasons to explain these changes</i></p> <p>Task; Describe the impact of the Magna Carta over the last 1,000 years</p> <p><i>ARE: Identify and explain causes for key historical events</i></p> <p>Task; Create a mind map of why Thomas Beckett was murdered</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Write a definition for these terms:</p> <p>Conqueror Barons Interpretation Law Tax Fyrd</p>	<p><i>ARE: Describe how different groups of people experience historical events (interpretations)</i></p> <p>Task; Create a spider diagram of different interpretations of King John's reign.</p> <p>Task; Explain why Boudicca is seen as an important person in history to some and not to others.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><i>ARE: Understand what makes someone/something important in history (significance)</i></p> <p>Task; Create a leaflet titled 'Life under William the Conqueror'. Explain why he was important.</p>	



Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p><b>ARE - Identify basic vocabulary:</b> Take your vocab book home and learn 15 words by heart this week.</p> <p><b>ARE - Identify basic vocabulary:</b> Make a revision <b>mindmap</b> of the words we have learned this half term.</p> <p><b>ARE - Identify basic vocabulary:</b> Create a set of <b>flashcards</b> to help you learn the words we have learned this half term.</p>	<p><b>ARE - Writing :</b> Write an answer to the questions in French:</p> <ul style="list-style-type: none"> <li>- Qu'est-ce que tu fais pendant ton temps libre ? (What do you do during your free time?)</li> <li>- Oú vas-tu pendant ton temps libre? (Where do you normally during your free time?)</li> <li>- Aimes-tu faire du sport? (Do you like doing sport?)</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Key words:</b></p> <p>Je fais – I do            Je joue – I play            Je vais – I go            Mon temps libre – My free time</p>	<p><b>ARE – Translation:</b> translate passage 1 into English (you can collect this from your classroom).</p> <p><b>ARE - Translation:</b> translate passage 2 into English (you can collect this from your classroom).</p> <p><b>ARE - Translation:</b> translate passage 3 into French (you can collect this from your classroom).</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE - Identify basic vocabulary:</b> Create your own set of vocabulary games on Quizlet.</p> <p><b>ARE - Identify basic vocabulary:</b> Create your own spelling test for people in your class on the vocabulary you have studied.</p>	<p><b>ARE - Translation:</b> translate passage 4 into French (you can collect this from your classroom).</p> <p><b>ARE - Writing:</b> Take a picture of you doing a free time activity. Write 5 sentences to accompany it in French.</p> <p><b>ARE - Writing: Write</b> 5 sentences in French about what your family do in their free time.</p> <p><b>ARE - Identify basic vocabulary:</b> Research a sport that is popular in France and find out vocabulary you need to play it in French.</p>

## Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p><b>ARE - Identify basic vocabulary:</b> Take your vocab book home and learn 15 words by heart this week.</p> <p><b>ARE - Identify basic vocabulary:</b> Make a revision <b>mindmap</b> of the words we have learned this half term.</p> <p><b>ARE - Identify basic vocabulary:</b> Create a set of <b>flashcards</b> to help you learn the words we have learned this half term.</p>	<p><b>ARE - Writing :</b> Write an answer to the questions in Spanish:</p> <ul style="list-style-type: none"> <li>- Describe tu familia. (Describe your family.)</li> <li>- ¿Te gustan los animales? (Do you like animals?)</li> <li>- ¿Cómo eres? (What are you like?)</li> </ul> <p><b>ARE – Translation:</b> translate passage 1 into English (you can collect this from your classroom).</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Key words:</b></p> <p>Soy – I am  Tengo – I have  Hay – there are  Es- he/she is  Tiene – he/she has</p>	<p><b>ARE - Translation:</b> translate passage 2 into English (you can collect this from your classroom).</p> <p><b>ARE - Translation:</b> translate passage 3 into Spanish (you can collect this from your classroom).</p> <p><b>ARE - Translation:</b> translate passage 4 into Spanish (you can collect this from your classroom).</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE - Identify basic vocabulary:</b> Create your own set of vocabulary games on Quizlet.</p> <p><b>ARE - Identify basic vocabulary:</b> Create your own spelling test for people in your class on the vocabulary you have studied.</p>	<p><b>ARE - Writing:</b> Find a picture of a family and <b>write</b> 4 sentences about the picture in Spanish.</p> <p><b>ARE - Writing: Write</b> a set of rules explaining the difference in masculine and feminine nouns.</p> <p><b>ARE - Identify basic vocabulary: Create</b> a family tree and label it in Spanish.</p>

Each time you attend Flexible Learning, this can also count as one piece of Enhanced Further Learning!

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p><b>ARE:</b> Demonstrate effective leadership skills, have clear knowledge and understanding of at least two rules.            Draw a diagram of one of the following courts/pitches:            - Basketball            - Badminton            - Rugby            - Football            Label two different teams and all of the different positions.             Draw a picture of the different areas that each position is responsible for.</p>	<p><b>ARE:</b> Demonstrate effective leadership skills, have clear knowledge and understanding of at least two rules            Attend an American Football, gymnastics, dance, badminton or basketball club after school and play in at least two different positions on the court/pitch or take on different roles.            Which was your favourite? Which were you best at? What were your areas to improve?            Create a blog, video or written presentation on the session.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>ARE:</b> Know how to perform a minimum of two basic skills with competence            Create a glossary of terms that could support a younger pupil when starting a new sport. Pick from either American Football, gymnastics, dance, badminton or basketball. This can be in the form of a leaflet, poster, video or blog. Be sure to define/describe each word in simple language to help them.</p>	<p><b>ARE:</b> Identify a minimum of four muscles in the body            Write a profile of a professional sports person who plays your position. Can you comment on the following:</p> <ul style="list-style-type: none"> <li>- Position and the different requirements (what do they need to do?)</li> <li>- What attributes or characteristics does the person have?</li> <li>- Which types of fitness do they need the most?</li> <li>- Which of the major muscle groups will they use the most?</li> </ul>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE:</b> Demonstrate ability to evaluate and analyse at least two weaknesses in others            Watch an American Football, gymnastics, dance, badminton or basketball match or performance for a period of 5 minutes.             Count how many times the ball is;</p> <ul style="list-style-type: none"> <li>- Caught (American Football, basketball)</li> <li>- Dropped (American Football, basketball)</li> <li>- Passed</li> <li>- Retained in possession by each team.</li> </ul> <p>If you chose dance or gymnastics, WWW about the performance and EBI?</p>	<p><b>ARE:</b> Demonstrate ability to evaluate and analyse at least two weaknesses in others            Watch an American Football, gymnastics, dance, badminton or basketball match and watch one individual player. Commentate on their play including the following:</p> <ul style="list-style-type: none"> <li>- Where they move</li> <li>- If they are getting the ball</li> <li>- If they get interceptions</li> </ul> <p>For dance or gymnastics, can you comment on the way that they moved? The sequence? The levels and types of movement (canon and unison?)</p>

Enhanced Further Learning:  
**Performing Arts**

Each time you attend Flexible Learning, this can also count as one piece of Enhanced Further Learning!

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>Music            Appraising ARE – Keep a listening log of pieces you have listened to. Explain your opinion of each.</p> <p>Appraising ARE – Identify different styles of Music</p> <p>Voice ARE drama - Can you give 6 examples of narratives/stories that are used in musicals?</p> <p>Appraising ARE drama - What is a narrative? What is a genre? What genres of narratives do you know of?</p>	<p>Music            Melody ARE – Collect a practice keyboard pack from Mr Vardy. Practice playing the pieces in the learning keyboard booklet.</p> <p>Appraising ARE – Listen to Canon by Pachelbel . Explain your opinion. What genre / style of music is it? Describe the features of the Music.</p> <ol style="list-style-type: none"> <li>1. Use of stage ARE drama – draw a diagram of your class groups Jungle Book drama. Show where on the stage each character starts and where they finish on the stage. Use dots and arrows to show the direction they travel in. Show the arrows pointing at the direction they are facing.</li> <li>2. Voice and body ARE drama – Research the characters of Mother and Father Wolf from the Jungle Book. What can you find out about them? How do they feel about Mowgli? How are their personalities similar and contrasting? Write a monologue for each character about how they feel about Mowgli. Perform your monologues for a camera and bring in to school on a memory stick.            Add expression in your voice and show your enthusiasm in your body to tell the narrative.</li> </ol>
<p style="text-align: center;"><b>Literacy</b></p> <p>What do the following mean:            Ensemble, Pitch, Dynamics, Tempo</p> <p>Voice ARE drama – what do the following mean?            Pitch, tone, volume, resonance, projection</p>	
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Use of space ARE drama - Watch this clip:  <a href="https://www.youtube.com/watch?v=ILTZ8qZbNKQ">https://www.youtube.com/watch?v=ILTZ8qZbNKQ</a></p> <p>What is wrong with the way SIA is facing?            What atmosphere does this give off to the audience?</p> <p>Appraising ARE – Compare Canon with a modern piece of Music. Describe the similarities and differences.</p>	

Enhanced Further Learning: **RE**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p><b>ARE: Identify some examples of religious identity including worship practices as well as traditions and festivals.</b></p> <p>Write a brief overview of one religious tradition.</p> <p>Create a card to celebrate one religious festival.</p>	<p><b>ARE: Identify some examples of religious identity including worship practices as well as traditions and festivals.</b></p> <p>Explain what happens during the festival of Diwali. Where do the traditions come from?</p> <p>Research the ten Guru's- What role did each Guru play?</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>ARE: Identify how religious figures have impacted on society and describe their success</b></p> <p>Write a paragraph to describe reasons why people pray.</p> <p>Choose any religious person and create a fact file about them.</p>	<p>Research Prince Siddharti. Why do people follow his teachings? What makes him so important to others?</p> <p><b>ARE: Describe the belief of others and identify and describe own beliefs</b></p> <p>'All religious festivals should be made bank holidays'. Do you agree? Explain your view in as much detail as you can.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: Describe the belief of others and identify and describe own beliefs</b></p> <p>Create a bar chart showing the most popular religions in the UK.</p> <p>Create a cartoon strip to show the story behind one religious festival.</p>	<p>Explain the story of Passover. You could include links to the Sedar Plate.</p>

<p align="center"><b>Easier Tasks Expected</b></p>	<p align="center"><b>Harder Tasks Embedded/Exceptional</b></p>										
<p>1) What is a balanced force?            2) What is an unbalanced force?            3) Name 5 different types of energy            4) Write down the chemical symbols for the first 20 elements from the periodic table            5) Draw the forces acting on a car.  <b>6) What are forces measured with?</b></p>	<p>1) Show the energy transfers in a light bulb, radio and clock.            2) What is the difference between heat and temperature?            3) What signs would you look for in a            1) Chemical reaction 2) Physical reaction</p>										
<p align="center"><b>Literacy Expected</b></p> <p><b>1) Write definitions for the following words:</b>            Elastic energy            Gravitational potential energy            Element            Compound            Mixture</p> <p><b>2) Complete the sentences</b>            Energy can be t..... from one place to another in many d..... forms. M..... things have .... energy. The heavier a thing is and the faster it moves the more k..... e..... it has. All m..... things have k.....e....., even very large things, like planets, and very small ones, like a.....</p>	<p>4) Name the 6 energy types and describe what they are. Draw or find pictures of these energy types to aid your description            5) What is meant by the term efficient?            6) Make a poster on renewable energy. Include solar, wind and geothermal. For a higher outcome give advantages and disadvantages of each.            7) What is the difference between mass and weight?</p>										
<p align="center"><b>Skills/Numeracy Expected</b></p> <p>1) <b>Plot the following data</b> as a line graph.</p> <table border="1" data-bbox="73 1570 754 1776"> <thead> <tr> <th>Time (seconds)</th> <th>Temperature (°C)</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>25</td> </tr> <tr> <td>2</td> <td>32</td> </tr> <tr> <td>4</td> <td>60</td> </tr> <tr> <td>6</td> <td>52</td> </tr> </tbody> </table> <p>2) What result does not fit the pattern?            3) If the boiling point of iron is 2862°C and the boiling point of aluminium is 2519°C. How much hotter does iron have to become before it will melt?</p>	Time (seconds)	Temperature (°C)	0	25	2	32	4	60	6	52	<p>8) Describe a resultant force? How do you calculate this?            9) How can friction be useful? Give examples and draw diagrams to aid your description            10) Describe the process of:            - Conduction            - Convection            - Radiation</p>
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