



Enhanced Further Learning

Year 8

Enhanced Further Learning: **Visual Art**

Easier Tasks	Harder Tasks
<p>Expected: To use some keywords in sentences to describe elements in Art work</p> <p>Expected: Ability to use tone in various medium (paint, pencil, pen etc.)</p> <ol style="list-style-type: none"> 1. Create a Mood board of historical and contemporary buildings. 2. Explain in one sentence; 'What is Perspective?' 3. Demonstrate tone: sketch one of the buildings from your mood board. 4. What is Abstract Portraiture? Create a mood board of 'Abstract Portraiture'. 	<p>Embedded: To use varied keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 1. Pick one piece of work by Ian Murphy; write a paragraph, describing the colours, tone, mood and media used for this piece of work. 2. Haley Mitchell is an Artist. Research and write about five interesting facts about her. 3. Pablo Picasso painted Abstract Portraits. Can you find two Artists who might have been influenced by his work? Explain why.
<p style="text-align: center;">Literacy</p> <p>scramble the following words and find a friend to work out what they say!</p> <ul style="list-style-type: none"> • portrait • building • angles • perspective • architecture 	<p>Embedded: Ability to reproduce an image & alter the scale (enlarge/shrink); keeping all proportions.</p> <ol style="list-style-type: none"> 4. Photomontage: Create your own photomontage of a face; this could be a celebrity or somebody close to you.
<p style="text-align: center;">Skills/Numeracy</p> <ol style="list-style-type: none"> 1) Research an artist of your choice who paints either buildings or portraiture. Write one paragraph about their work and give three reasons why you have chosen the image. 2) Abstract Portrait: Create an abstract portrait influenced by the Artist, Haley Mitchell; it can be somebody in the public eye/celebrity. 3) Challenge: How many angles can you find in your finished picture? 	<p>Embedded: Ability to use some elements of tone (in various medium) to create a 3D impression.</p> <ol style="list-style-type: none"> 5. Study 1. Do an observational portrait drawing of a family member or friend using pencil <p>Exceptional: Ability to use a variety of tone (in various medium) to create a strong 3D image.</p> <ol style="list-style-type: none"> 6. Study 2. Try extending or slightly changing your observational work e.g. more detail, use of tone. This is called 'development'. <p>Embedded: To use varied keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 7. Choose 1 STUDY. Write a short paragraph describing what went well, and how your work could have been improved.

Enhanced Further Learning: **Computing (Digital Media)**

Easier Tasks	Harder Tasks
<p>ARE: Understand how instructions are stored and executed within a computer system. Create a diagram, with annotations, that shows the fetch, execute, and decode cycle.</p> <p>Compare a dual core processor and a quad core processor. Include the advantages and disadvantages of each processor.</p> <p>Complete the 'Instructions' test located here: http://www.bbc.co.uk/education/guides/z2342hv/test Screenshot and print out your result and show it to your teacher.</p>	<p>ARE: Understand what binary numbers are and be able to carry out binary addition and conversion between binary and decimal.</p> <p>Convert the following denary numbers into their binary form:</p> <ul style="list-style-type: none"> - 154 - 99 - 128 <p>Convert the following binary numbers into their denary form:</p> <ul style="list-style-type: none"> - 11110011 - 10101010 - 10111010
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">Define the following keywords;</p> <ul style="list-style-type: none"> Boolean Logic Circuits Programming Binary Denary Conversion Computer Systems Software AND, OR, NOT Fetch/Execute 	<p>Carry out binary addition between the following binary numbers:</p> <ul style="list-style-type: none"> - 1101 + 1111 - 1001 + 1100 - 1010 + 0011 <p>Create a revision flashcard that explains how to convert from denary to binary, from binary to denary and how to carry out binary addition.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Understand simple Boolean logic [for example, AND, OR and NOT] and its uses in circuits and programming. Explain how the AND Boolean logic works within a circuit. Use a diagram to support your explanation.</p> <p>Explain how the OR Boolean logic works within a circuit. Use a diagram to support your explanation.</p> <p>Explain how the NOT Boolean logic works within a circuit. Use a diagram to support your explanation.</p>	<p>Complete the 'Instructions' test located here: http://www.bbc.co.uk/education/guides/z26rcdm/test Screenshot and print out your result and show it to your teacher.</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 COCA COLA logo, using a pencil and a ruler.



Literacy

Task - Define the following words and explain which Graphic Design products they might be made into;

- Card
- Paper

Skills/Numeracy

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

In 2000, a board game cost £2.63 to manufacture, and was sold for £7.99.

Task – How much profit was made if x38 games were sold?

In 2017, the same game now costs £4.13 to manufacture, and is sold for £23.49.

Task – How much profit is now made if x16 games are sold?

Harder Tasks

ARE: Use a range of drawing techniques.

Task – Pick your favourite brand and explain why their logo, colour scheme and typography is appropriate for the brand.

Task – A new homewares company called 'Serene' has been launched. Design a logo that would be suitable for this company.

Task – Choose a real company that in your opinion, has a poor logo. Redesign this logo, and create three different colourways of the logo (the same logo in different colours). Choose the best one and explain your choice.

Task – Complete the missing section of the BP logo.



Enhanced Further Learning: **Product Design**

Easier Tasks	Harder Tasks
<p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Task - Research what deforestation is.</p> <p>Task – Define the term ‘ sustainability’</p> <p>Task – Pick a product which you think has a negative impact on the environment and write a sentence explaining why. (Hint – this could be a product made from plastic)</p>	<p>ARE: Recognise the impact that the manufacture of products has on individuals, society and the environment.</p> <p>Task – Produce a timeline of the lifecycle of a pair of trainers. Add labels to explain what happens to the trainers at each stage of the life cycle. (see the display in the technology corridor for inspiration)</p> <p>ARE: Use the work of designers to influence their design ideas.</p>
<p style="text-align: center;">Literacy</p> <p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Write a paragraph explaining why it is important for designers to think about the impact that their designs/products have on the environment.</p> <p>HINT: Ensure you use a range of punctuation, sentences and connectives.</p>	<p>Task - Research the work of People Tree Fashion. Discuss how this contemporary designer has been inspired by wanting to be environmentally friendly.</p> <p>ARE: Generate a range of design ideas linking to the design criteria, using a range of techniques (modelling, sketching, CAD/CAM).</p> <p>Task - Redesign a current garment or accessory we use today, adding a feature which helps protect the environment.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Task – Design a poster based on product life cycle (see the display in the technology corridor for inspiration)</p> <p>Task – Design a creative leaflet, explaining each of the 6 R's.</p>	

Enhanced Further Learning: **Textiles**

Easier Tasks	Harder Tasks
<p>ARE: Discuss the impact of product manufacture on the environment.</p> <p>Task – Research what the ‘Great Pacific Garbage Patch’ is.</p> <p>Task – Write a paragraph explaining what ‘sustainability’ means.</p> <p>Task – Pick a product which you think has a negative impact on the environment and write a sentence explaining why.</p>	<p>ARE: Recognise the impact that the manufacture of products has on individuals, society and the environment.</p> <p>Task – Produce a timeline of the lifecycle of a pair of trainers. Add labels to explain what happens to the trainers at each stage of the life cycle.</p> <p>ARE: Use the work of designers to influence their design ideas.</p> <p>Task - Research the work of People Tree Fashion. Discuss how this contemporary designer has been inspired by wanting to be environmentally friendly.</p>
<p style="text-align: center;">Literacy</p> <p>Write a paragraph explaining why it is important for designers to think about the impact that their designs/ products have on the environment.</p> <p><i>Ensure you use a range of punctuation, sentences and connectives.</i></p>	<p>ARE: Generate a range of design ideas linking to the design criteria, using a range of techniques (modelling, sketching, CAD/CAM).</p> <p>Task - Redesign a current garment or accessory we use today, adding a feature which helps protect the environment.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Task - Create a guide for threading the sewing machine for a younger pupil to use.</p> <p>Task - Draw a page of patterns inspired by Art Deco.</p>	

Enhanced Further Learning: **English**

Easier Tasks	Harder Tasks
<p>ARE: Comment on the GAP of a text</p> <p>Read the text, decide on the GAP (genre, audience and purpose), making a comment about how you know.</p>	<p>ARE: Comment on the impact of language features</p> <p>Read the text. Identify at least 4 language features. Comment how they make the reader feel.</p>
<p>Literacy</p> <p>ARE: Use a wider range of vocabulary</p> <p>Define the following words.</p> <p>Enduring Mistaken Abandoned Aristocratic</p> <p>Use them in a 3 sentence story; where the first is the set-up, the second the confrontation and the third, the resolution.</p>	<p>ARE: Comment on the impact of structural features</p> <p>Read the text. How does the author use structure to make the story easily understandable? Comment on sentence structure and the use of paragraphs</p> <p>ARE: Use a wider range of language features appropriately for a specific genre, audience and purpose</p> <p>Imagine a situation where someone has gone missing in mysterious circumstances.</p> <p>i) Write a letter from a worried friend to a newspaper explaining how they feel ii) Write a newspaper article appealing for help iii) Write a speech that could be given by the Police to a press conference iv) Write a ransom note to the parents</p>
<p>Skills/Numeracy</p> <p>ARE: Use a range of connectives to structure writing and guide the reader.</p> <p>Write a review of a thriller you have recently seen or read.</p> <p>Use connectives to link your ideas.</p> <p>These could include: Furthermore In addition As well as this Additionally Therefore Instead of</p>	

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

<p style="text-align: center;">Easier Tasks</p> <p>ARE: Students can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Task: Research 2 of the following target groups and explain why they may need to follow a specific food diet.</p> <ol style="list-style-type: none"> 1. Muslims 2. Vegans 3. Elderly 4. Diabetics 	<p style="text-align: center;">Harder Tasks</p> <p>ARE: Students understand and apply the principles of nutrition and health and the Eatwell guide to their cooking.</p> <ol style="list-style-type: none"> 1. Explain the function of protein in the diet, and give examples of sources of protein. (challenge: which foods contain protein which vegans could eat?) 2. Explain the function of fats in the diet, and give examples of sources of fat. (challenge: what is the function of unsaturated fats? Give some examples of sources of unsaturated fats and why they are more beneficial than saturated fats)
<p style="text-align: center;">Literacy</p> <p>Task: Write out the definitions of these key words.</p> <ol style="list-style-type: none"> 1. Sieve 2. Sensory 3. Organoleptic 4. Appearance 5. Texture 	<p>ARE: Students can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <ol style="list-style-type: none"> 3. Task: Go onto the internet and find a recipe for a beef burger and chips. Explain how the ingredients could be changed to make the dish healthier. 4. Task: Go onto the internet and find a recipe for a spaghetti Bolognese. Explain how the cooking methods could be changed to make the dish healthier.
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Students can understand the characteristics of a broad range of ingredients.</p> <p>Task: Go onto the internet and find the cost of the following meals in at least 3 different supermarkets.</p> <ol style="list-style-type: none"> 1. Lasagne 2. Chicken Cesar salad 3. Chocolate fudge cake 4. Pepperoni pizza 5. Chicken wings <p>Challenge: Work out how much it would cost for a family of four to go to one of the supermarkets and purchase 2 lasagne main meals with 1 Cesar salad side and 2 chicken wings and complete their meal with 3 chocolate fudge cake portions.</p>	<ol style="list-style-type: none"> 5. Task: Suggest healthier alternatives for the following with detailed reasons for your suggestions: <ul style="list-style-type: none"> • Fried bacon sandwich with ketchup on white bread • Deep fat fried chip butty • Chocolate mousse dessert • Crisps • Fried chicken with chips • Jacket potato with cheese

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
<p>ARE = Draw an annotated geographical sketch.</p> <p>Task - Label a picture of famous city labelling its famous landmarks.</p> <p>Task – Sketch a famous world city and add labels/annotations.</p>	<p>ARE = Describe how the world's population is distributed and why changes occur.</p> <p>Task – Describe the reasons why Asia has the most populated countries on the planet?</p>
<p style="text-align: center;">Literacy</p> <p>Define these key words:</p> <p>Population Development Migration Refugee Transnational Company (TNCs) Push Factor Pull Factor</p>	<p>ARE = Explain why globalisation is increasing and its effect on the world.</p> <p>Task – Make a list of 30 items you own.</p> <p>Things to include:</p> <ol style="list-style-type: none"> 1. Description of the item. 2. Name of brand 3. Where the item was made. <p>Write a short paragraph to explain your findings and the countries you are linked to through your items.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE = Use an atlas to locate key geographical features around the World.</p> <p>Task – Colour in on a World map the top 20 countries with the largest population.</p> <p>ARE = Use a range of indicators to classify a country as rich or poor.</p> <p>Task – Colour in on a World map the 10 richest countries in the World and the 10 poorest countries in the World.</p>	<p>ARE = Use a range of indicators to classify a country as rich or poor.</p> <p>Task 1 – How would TV ownership vary between rich and poor countries is a development indicator? Can you think of any other things you could compare?</p> <p>Task 2 – Find the literacy rate in 5 rich countries and 5 poor countries. (You could present this as a graph – skill).</p> <p>ARE = Empathise with other people from a range of cultures and backgrounds.</p> <p>Task – Complete a newspaper report about the impact of sweatshops in south-east Asia.</p> <ul style="list-style-type: none"> - How do we benefit in the UK? - Are there any issues?

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p>ARE: Use sources to deepen historical knowledge and understanding</p> <p>Task; Find a primary source discussing Trench life.</p> <p>Task; Find and annotate - A propaganda poster based on Rationing.</p> <p>Task; Design a propaganda poster.</p> <p>Task; Find a Poem written from the trenches – annotate and analyse the language used.</p>	<p>ARE: WW1</p> <p>Task; Draw an image of a soldier on the Western Front – label all the equipment they are carrying.</p> <p>Task; Write a report investigating the battle of the Somme – who was to blame?</p> <p>Task; Create a poster demonstrating the role of animals on the front line.</p> <p>ARE: Examine and explain examples of change and continuity within key periods</p>
<p>Literacy</p> <p>Define the following key words;</p> <p>Trench Stalemate Censorship Trench foot Artillery Armistice Propaganda Morale</p>	<p>Task; Write a newspaper report from August 1914 and 1 from July 1916. Why would they be different?</p> <p>Task; Write a diary entry as a woman living in Britain during the war – describe and explain how your life has changed.</p> <p>Task; Find 2 blank maps of Europe – On one label it for 1914 and the other label it after the Versailles Peace Treaty.</p>
<p>ARE: Assess different causes for key historical events</p> <p>Task; Rank the top 5 causes of WW1 and explain your judgement.</p> <p>Task; Create a table showing the different causes for WW1. You could include:</p> <ul style="list-style-type: none"> • Militarism • Alliances • Imperialism • Nationalism • <p>ARE: Explain how different interpretations are constructed as a result of different experiences</p> <p>Task; Explain how a soldier and a captain might review life in the trenches in different ways.</p> <p>Task- Find a recruitment poster and a letter from the trenches and explain what interpretations they give trenches and explain how they would be different because one is propaganda and the other is a soldiers' response.</p>	<p>ARE: Make a judgement about historical significance, assessing different factors</p> <p>Task; Find out how Germany, France, USA and America were treated in the Versailles Peace Treaty. Try to suggest how the countries would be affected by this and what impact it may have on them.</p> <p>Task; Create a biography of Sir Douglas Haig and make a judgment on if he should be called the Butcher of the Somme.</p>

Enhanced Further Learning: **Maths**

Easier Tasks

(ARE expanding brackets)

Work out the following:

1. $3(m + 6)$ 2. $6k (2k + 4)$
3. $5x(2k + 4t)$ 4. $3mp(2m + 5p)$
5. $7 (m + 3) + 2 (m - 8)$
6. $8k (2k + 4) - 4k (3k + 2)$

Literacy

(ARE Angle rules)

Describe the angle rules that you have learnt this half term. Can you give at least four (e.g. angles on a straight line ...) and demonstrate how to use them with an example.

Skills/Numeracy

(ARE Linear inequalities)

Write 3 numbers that satisfy each inequality

- a) $x > -2$
- b) $x < 5$

What integers satisfy these inequalities?

- a) $4 \leq x < 8$
- b) $-4 < x \leq 10$

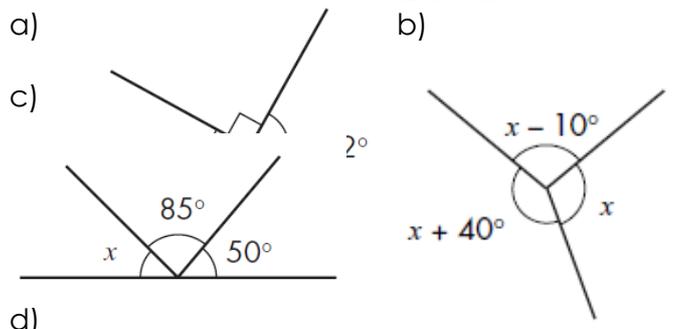
Solve then represent on a number line.

- a) $8x + 2 > 42$
- b) $2s - 5 \leq -11$

Harder Tasks

(ARE Angle rules)

1. Calculate the angle marked with a letter in each of these examples. Give reasons for your answer.



2. Two interior angles of a triangle are in each case. Find the third angle indicated by a letter

- a) $20^\circ, 80^\circ, a$ b) $25^\circ, 112^\circ, d$

(ARE Draw and represent charts)

3. Below is a table representing colour of some cars.

- a) Draw and label a pie chart to represent the information show.
- b) Draw and label a bar chart to represent the same information.

Colour	Blue	Black	Red	Green
Frequency	12	5	6	7

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p>ARE - Identify basic vocabulary: Make a wordsearch using the key words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p>	<p>ARE - Writing : Write an answer to the following questions in French:</p> <ul style="list-style-type: none"> - Tu aimes les maths ? (Do you like Maths?) - Qu'est-ce que tu voudrais étudier? (What would you like to study?) - Qui est ton prof préféré? (Who is your favourite teacher?) <p>ARE - Translation : translate passage 1 into English (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 3 into French (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 4 into French (you can collect this from your classroom).</p>
<p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>L'anglais – English Les maths – maths Le français – French L'histoire – history La géographie – geography L'informatique – IT Le sport - PE</p>	<p>ARE - Translation : translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 3 into French (you can collect this from your classroom).</p> <p>ARE - Translation : translate passage 4 into French (you can collect this from your classroom).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE - Identify basic vocabulary: Search Carr Manor Year 8 French on Quizlet for vocabulary practice and games.</p> <p>ARE - Identify basic vocabulary: Create your own set of vocabulary games on Quizlet.</p>	<p>ARE - Writing : Find a picture of a French school and write a paragraph about the picture in French.</p> <p>ARE - Writing : Write a letter to a pen pal in French describing your own school timetable.</p> <p>ARE - Writing : Create a map of Carr Manor and annotate it with sentences in French.</p>

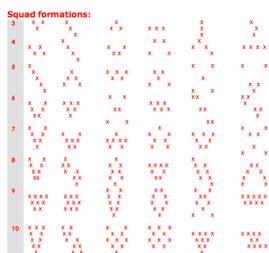
Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p>ARE - Identify basic vocabulary: Take your vocab book home and learn 15 words by heart this week.</p> <p>ARE - Identify basic vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE - Identify basic vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p>	<p>ARE - Writing : Produce an answer (you can make it up!) to the questions in Spanish:</p> <ul style="list-style-type: none"> - ¿Adónde vas de vacaciones normalmente? (Where do you normally go on holiday?) - Describe tus próximas vacaciones (Describe your next holiday) - Describe tus vacaciones ideales (Describe your ideal holiday) <p>ARE – Translation : translate passage 1 into English (you can collect this from your classroom).</p>
<p style="text-align: center;">Literacy</p> <p>ARE – Identify basic vocabulary</p> <p>Voy – I go Vamos – We go Vacaciones – holidays Los países - countries</p>	<p>ARE – Translation : translate passage 2 into English (you can collect this from your classroom).</p> <p>ARE – Translation : translate passage 3 into Spanish (you can collect this from your classroom).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE - Writing : Find a picture of a Spanish – speaking holiday destination. Write 4 sentences in Spanish about what you can do there.</p> <p>ARE - Writing : Interview a family member about their ideal holiday and translate the interview into Spanish.</p>	<p>ARE – Translation : translate passage 4 into Spanish (you can collect this from your classroom).</p>

Enhanced Further Learning:
Physical Education

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

Easier Tasks



Have a look at the dance formation on the left. Which one do you think is the best and why?



Describe the American Football formation on the left.

Harder Tasks

Choose a sport to write about from the following list and then complete some or all of the tasks below.

- Dance
- Gymnastics
- American Football
- Basketball
- Badminton
- Football

ARE: Demonstrate creativity in sporting activity

Produce a diagram of the formation that you would use in a particular sport to attack.

ARE: Demonstrate creativity in sporting activity

Produce a diagram of the formation that you would use in a particular sport to defend.

ARE: Demonstrate creativity in sporting activity

Produce a piece of work detailing the formation you would use and the friends who would play in your team if you could have a 'dream team'. Why have you selected each player?

ARE: Demonstrate ability to evaluate and analyse strengths or weaknesses in others

Produce a piece of work detailing the formation you would use and the teachers who would play in your team if you could have a 'dream team'. Why have you selected each player? What would they bring to the team?

ARE: Demonstrate effective leadership skills
Attend an after school flexible learning club and lead a pulse raiser or stretches to a small group.

Literacy

ARE: Perform the correct skill in the appropriate situation
What are the different roles that a player can take on in each of the following activities?

- Dance
- Gymnastics
- American Football
- Basketball
- Badminton

Skills/Numeracy

ARE: Demonstrate clear knowledge and understanding of rules

Quiz:

- 1) In badminton, when would you play a drop shot?
- 2) In dance, if you change the level you change the what?
- 3) In gymnastics, what are bases and tops?
- 4) In basketball, what is a triple threat?
- 5) In American Football, how many people are allowed on the pitch at once?

Enhanced Further Learning:
Performing Arts

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

Easier Tasks	Harder Tasks
<p>Music Appraising ARE – Where did Reggae originate from?</p> <p>Music Appraising ARE – Create a fact file on Bob Marley</p> <p>Drama Interpretation ARE – Research the playwright Willy Russell. What can you find out about his early life?</p> <p>Dance Appraising ARE – Research into Kate Prince. What has she set up? What is her company called? What can you say about this company? What productions have they created? Write 3 things about one of these.</p>	<p>Music Appraising ARE – Listen to one or more of the following pieces. What is your opinion? Explain your opinion. Justify your opinion</p> <p>https://www.youtube.com/watch?v=7Znh0OM9jiA https://www.youtube.com/watch?v=PGYAAAsHT4QE https://www.youtube.com/watch?v=EZC6Ot1MLP0</p> <p>Drama Creation ARE – Get together with at least one other pupil. Create a drama scene showing badly behaved pupils going on a school trip. The trip can be to anywhere you want, but must show the pupils behaving badly at the venue. Your scene should have a clear story, a beginning middle and end, and show comedy or tension.</p>
<p>Literacy</p> <p>Dance Choreography ARE - Learn and spell the following words: Relationships, Dynamics, Action, Space</p> <p>Drama Appraising ARE– What is the definition of the following words? Plot Character Subtext</p>	<p>1. Dance Appraising ARE – Watch 'Into The Hoods' part2 https://www.youtube.com/watch?v=PDKh2a073l8</p> <p>Write a review of the performance using: Paragraphs Audience, purpose, format GAP</p>
<p>Skills/Numeracy</p> <p>Dance Timing ARE - Teach the 4 counts of 8 you have learnt in lesson to another pupil. Show this on your phone.</p>	<p>Persuasive language to either watch or not watch the performance</p>

Enhanced Further Learning: **RE**

Easier Tasks	Harder Tasks
<p>ARE= Describe what it means to a Humanist or a follower of a world religion.</p> <p>Create a story board Illustrating the Easter story.</p> <p>Explain the difference between reincarnation and resurrection. Why is the resurrection of Jesus key for Christians, refer to John 3:16 in your response.</p>	<p>ARE= Describe the different attitudes towards ethical issues including reference to at least one religious belief.</p> <p>ARE= Asking questions and presenting opinions with a counterargument</p> <p><u>For the following 12 mark questions, you need to have three developed reasons for each side of the argument, a conclusion and reference to at least one religion.</u></p>
<p style="text-align: center;">Literacy</p> <p>List the different types of Euthanasia.</p> <p>ARE= Describe what it means to be a Humanist or a follower of a world religion.</p> <p>Explain what is meant by the sanctity of life and why it is important to religious people.</p> <p>List the different aims of punishment and the impact on crime.</p>	<p>'The death penalty should be reinstated' Do you agree? Give reason why some people may disagree with you.</p> <p>'Death is not the end' Do you agree? Give reason why some people may disagree with you.</p> <p>'Abortion should be banned in the UK' Do you agree? Give reason why some people may disagree with you.</p>
<p>ARE= Describe the impact of religious /non-religious beliefs and actions on individuals and society</p> <p>Research a story about a recent death sentence by the state. Outline key points about the case and explain whether you believe this is a fair judgement. Explain your point of view.</p>	<p>'There are more solutions to genetic engineering than problems' Do you agree? Give reason why some people may disagree with you.</p>

Enhanced Further Learning: **Science**

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder Tasks</p>
<p style="text-align: center;">Literacy</p> <p>Write a definition for the following words:</p> <p>Producer Herbivore Carnivore Biomass Photosynthesis Unbalanced forces Resultant force Speed Acceleration</p>	<p>Write the word equation for photosynthesis. (Expected)</p> <p>Write the balanced symbol equation for photosynthesis. (Exceptional)</p> <p>Evaluate what would happen to an ecosystem if the plants could not photosynthesise. (Embedded)</p> <p>Draw a diagram to represent the carbon cycle and explain each process involved (how does it use/release carbon). (Expected)</p> <p>Explain what is meant by efficiency of energy passed through a food chain and evaluate why not all of the energy gets passed on at each stage of the food chain. (Embedded)</p> <p>Draw a pyramid of biomass for this food chain and label each section. Grass → Slug → Bird → Cat (Embedded)</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Calculate the speed:</p> <ol style="list-style-type: none"> A squirrel runs 1000m in 50s. What is its speed? A bunny hops 20m in 5s. What is its average speed? A polar bear walks for 1 minute at 2m/s. What distance does he walk? A zebra runs 20m/s for 40s. How far does it run? Santa walks 100m at 2m/s. How long does it take him? 	<p>Explain the difference between speed and acceleration and how do you calculate these. (Expected)</p> <p>Draw a distance time graph of your journey to school (ask your teacher for some graph paper and help if needed). (Exceptional)</p>