



Enhanced Further Learning

Spring 2

Year 7

Easier Tasks	Harder Tasks
<p><u>Key words</u> Expected: To use some keywords in sentences to describe elements in Art work with the assistance of work aids</p> <ol style="list-style-type: none"> 1. Choose a painting or print from Andy Warhol and describe what you see in one short paragraph. <p>Embedded: To use some keywords in sentences to describe elements in Art work</p> <ol style="list-style-type: none"> 2. Discuss in greater detail the mood of the image, how does the artwork make you feel? Use the formal elements in your writing. <p><u>SCALE</u> Exceptional: Ability to reproduce an image & alter the scale (enlarge/shrink); keeping all proportions.</p> <ol style="list-style-type: none"> 3. Use only lines to enlarge one section of the image. 	<p><u>FORMAL ELEMENTS</u> Expected: Ability to explain and/or show two or more of the formal elements in their work.</p> <ol style="list-style-type: none"> 1. Copy an image by Andy Warhol 2. Find a contemporary pop artist; explain how they have used media, colour and tone in comparison to Andy Warhol. <p><u>TONE</u> Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)</p> <ol style="list-style-type: none"> 3. Still life: Using paint and pencil put together various objects and copy what you see. Can you apply the Pop Art style to this study?
<p>Literacy</p> <p>List five adjectives to describe Andy Warhol's work.</p>	<p><u>TONE</u> Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p><u>FORMAL ELEMENTS</u> Expected: To be able to list four of the Formal Elements.</p>  <ul style="list-style-type: none"> • Look at this Roy Lichtenstein artwork. • Describe how the formal elements make this artwork. Divide your writing into four paragraphs with the subheadings: <p>1. Colour 2. Line 3. Shape 4. Texture</p> <p><u>SCALE</u> Embedded: Ability to reproduce an image & alter the scale; keeping some proportions.</p> <ol style="list-style-type: none"> 1. Enlarge one section of Lichtenstein's image. 2. Use a range of media to add colour, e.g. paint, pencil, oil pastel, tissue paper. <p>Challenge: Work out the perimeter of the area you have studied.</p>	<ol style="list-style-type: none"> 4. Study 2. Try extending or slightly changing your observational work. This is called 'development'. 5. Analyse a piece of your work. <ul style="list-style-type: none"> - How does it make you feel? - What sort of colours have you used? - Would you change the image in any way?

Easier Tasks	Harder Tasks
<p>ARE: Use a variety of tools and techniques such as text effects, colour splash, blend. Take a picture of your favourite Celebrity and edit it using the colour splash tool in Photoshop.</p> <p>ARE: Understand a range of ways to use technology safely, respectfully, responsibly and securely. Should a robot think logically or emotionally? Write down your thoughts on a piece of paper or electronically using Microsoft PowerPoint or Microsoft Word.</p>	<p>ARE: Understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits. Explain in either a PowerPoint or a Word Document how computers represent sound, images, numbers and text.</p> <p>ARE: Plan, record and edit audio clips using audio making concepts and processes such as; splitting tracks, changing pitch and effect. Record a short 'Podcast' using Audacity. During the podcast talk about either a role model or talk about yourself.</p>
<p style="text-align: center;">Literacy</p> <p>Define the following keywords;</p> <p>Binary Data Representation Split Amplify Mute Tempo Import Export Algorithms Boolean Logic Gates</p>	<p>ARE: Understand how text, sounds and pictures can be represented and manipulated digitally, in the form of binary digits. Create a QR code that when scanned by a QR code reader, shows an explanation of how to convert from binary to denary and from denary to binary. Use this website as a tool to generate the QR code: http://www.qr-code-generator.com/</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Understand what binary numbers are and be able to carry out conversion between binary and decimal. Convert the following denary numbers into their binary form: 124, 68, 47 and 14.</p> <p>Convert the following denary numbers into their hexadecimal form: 117, 23 and 88.</p> <p>Pick your 3 favourite songs and make a note of the exact timings where the chorus of the song starts and ends.</p>	<p>ARE: Plan, record and edit audio clips using audio making concepts and processes such as; splitting tracks, changing pitch and effect. Search YouTube for compilation videos of the best TV and Radio adverts. Create a mind map that outlines what all of them have in common and why they have been so successful.</p> <p>ARE: Use print statements in graphical and textual programming languages to display simple messages and illustrate movement. Make a Lego Mindstorm program which uses a Loop to get a robot to move in a square and return to it's original position.</p>

<p style="text-align: center;">Easier Tasks</p> <p>ARE: Research the properties of a wide range of materials.</p> <p>Task: Name five different materials you could use in Design Technology.</p> <p>Task: Choose two of the materials you have listed above, and research their functional properties. (E.g, Is it hard, flexible, opaque.)</p>	<p style="text-align: center;">Harder Tasks</p> <p>ARE: Generate relevant research and communicate ideas in a range of ways.</p> <p>Task: Redesign a current garment or accessory we use today, taking inspiration from the Art Deco movement.</p> <p>Task: Research the work of Coco Chanel. Create a fact sheet for primary pupils to pass on the information you have found out about this designer.</p>
<p style="text-align: center;">Literacy</p> <p>ARE: Research the properties of a wide range of materials.</p> <p>Task: Write a paragraph explaining where cotton comes from. Explain where and how it is grown.</p> <p>Task: Write a paragraph explaining where the alpaca fibre comes from. Explain which animal it comes from and what the alpaca fibre can be made into.</p>	<p>Task: Research the work of Holly Fulton. Discuss how this contemporary designer has been inspired by the Art Deco movement.</p> <p>Task: Design a cushion which could be used by a small child with a visual impairment. Think about how you could make the cushion educational and appeal to the child's stronger senses (touch, smell, taste etc).</p> <p>ARE: Explore the work of historical and contemporary designers.</p> <p>Task: Create a visual and interesting timeline of the art movements, from 1900's to present day.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Explore the work of historical and contemporary designers.</p> <p>Task: John needs to cut out 4 pieces of fabric which are 40mm X 65mm. How much fabric in total would John need to be able to cut the 4 pieces out?</p> <p>Task: A designer creates a bag which costs £3.00 to make. If the designer wants to make triple £3.00 as her profit, how much does she need to charge for the bag?</p>	

Easier Tasks	Harder Tasks
<p>ARE: Be able to identify the GAP of a text.</p> <p>What is the GAP of the text?</p>	<p>ARE: Identify some language and structural features.</p> <p>Read the extract. Find two language and two structural features.</p>
<p>Literacy</p> <p>Find the definitions of:</p> <p>Violence Feud Dispute War</p>	<p>Have a look at http://www.bbc.co.uk/education/guides/zqpsfg8/revision for help if needed</p> <p>ARE: Give a straightforward opinion on how effective a text is.</p> <p>Using the language features that you have identified comment on how they are used? How do they make the reader feel? Do they make the text effective?</p>
<p>Skills/Numeracy</p> <p>ARE: Use a range of punctuation.</p> <p>Write the first paragraph of a novel set in a post-apocalyptic future.</p> <p><i>Be sure to use punctuation make your story clear to the average reader</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 the text clearer? Does the structure make us feel sorry for her? Why? Why not?</p>

Extracts from 'The Diary of Anne Frank' (1942-44)

July 8th 1942: "At three o'clock (Hello had left but was supposed to come back later), the doorbell rang. I didn't hear it, since I was out on the balcony, lazily reading in the sun. A little while later Margot appeared in the kitchen doorway looking very agitated. "Father has received a call-up notice from the SS," she whispered. "Mother has gone to see Mr. van Daan" (Mr. van Daan is Father's business partner and a good friend.) I was stunned. A call-up: everyone knows what that means. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate? "Of course he's not going," declared Margot as we waited for Mother in the living room. "Mother's gone to Mr. van Daan to ask whether we can move to our hiding place tomorrow. The van Daans are going with us. There will be seven of us altogether." Silence. We couldn't speak. The thought of Father off visiting someone in the Jewish Hospital and completely unaware of what was happening, the long wait for Mother, the heat, the suspense – all this reduced us to silence.

July 9th 1942: "Here's a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain gray door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!"

August 21st 1942: "Now our Secret Annex has truly become secret. Because so many houses are being searched for hidden bicycles, Mr. Kugler thought it would be better to have a bookcase built in front of the entrance to our hiding place. It swings out on its hinges and opens like a door. Mr. Voskuijl did the carpentry work. (Mr. Voskuijl has been told that the seven of us are in hiding, and he's been most helpful.) Now whenever we want to go downstairs we have to duck and then jump. After the first three days we were all walking around with bumps on our foreheads from banging our heads against the low doorway. Then Peter cushioned it by nailing a towel stuffed with wood shavings to the doorframe. Let's see if it helps!"

October 9th 1942: "Today I have nothing but dismal and depressing news to report. Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews. Miep told us about someone who'd managed to escape from there. It must be terrible in Westerbork. The people get almost nothing to eat, much less to drink, as water is available only one hour a day, and there's only one toilet and sink for several thousand people. Men and women sleep in the same room, and women and children often have their heads shaved. Escape is almost impossible; many people look Jewish, and they're branded by their shorn heads. If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed. Perhaps that's the quickest way to die. I feel terrible. Miep's accounts of these horrors are so heartrending... Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

Enhanced Further Learning: Food Preparation and Nutrition

Easier Tasks	Harder Tasks
<p><i>ARE: Be able to explain why people choose different types of food and how food is produced, processed and sold.</i></p> <p>Task: research why teenagers need to have a healthy diet and specifically explain what teenagers need to grow properly</p>	<p><i>ARE: Be able to state the main nutrients in the diet and know their function</i></p> <p>1. Explain the function of Carbohydrates in the diet, and give examples of different sources of carbohydrate (challenge: why should people be careful about the amount of carbohydrate in their diets?)</p>
<p>Literacy</p> <p><i>ARE: Select the correct utensils and electrical equipment for food preparation.</i></p> <p>Task: Explain the function of these pieces of equipment.</p> <ol style="list-style-type: none"> 1. Collander 2. Sieve 3. Balloon whisk 4. 4 sided grater 5. Cooling wire 	<p>2. Explain the function of Vitamins C and Din the diet, and give examples of sources of each. (challenge: What can happened to the body if we don't get enough vitamin C and D? What can happened if we get too much of each vitamin?)</p>
<p>Skills/Numeracy</p> <p><i>ARE: Be able to explain the differences in cost when eating out or at home.</i></p> <p>Task: Go onto the internet and work out the cost of the following ingredients for a recipe to manufacture buns:</p> <p>100g caster sugar 100g butter 100g self raising flour 2 medium free range eggs 5ml teaspoon vanilla essence 12 buncases</p> <p>Challenge: Work out how much It would cost to make:</p> <ul style="list-style-type: none"> • 1 bun • 6 buns • 24 buns • 60 buns • 328 buns 	<p><i>ARE: Be able to develop and adapt recipes to promote healthy eating.</i></p> <p>3. Task: Find a recipe for white bread rolls. Explain how the ingredients could be adapted to make the dish healthier and more interesting.</p> <p>4. Task: Explain how the cooking methods of a traditional English breakfast could be changed to make the dish healthier.</p> <p>5. Task: Suggest healthier alternatives break time and lunch time snacks / meals for the following giving reasons for choice</p> <ul style="list-style-type: none"> • Sausage and fried egg sandwich • Fried chicken wings • Chocolate chip muffin • Burger and chips • Can of cola • Cheesy pasta pot with garlic bread

Enhanced Further Learning: Geography

Easier Tasks	Harder Tasks
<p>ARE = Identify the difference between physical and human geography. Task = Describe the Antarctica's biome. Include key physical geographical features of the biome. (Eg Tundra or Polar Ice) Task = List five effects of tourism in Antarctica.</p>	<p>ARE = Describe the characteristics of deserts and polar regions. Task = Create a detailed fact file on the Sahara Desert. Think about features like area, location and human involvement (including tourism).</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key terms:- Tourism Antarctica Sahara Desert Biodiversity Glacier Exploration Climate Change</p>	<p>ARE = Carry out both physical and human fieldwork enquires. Task = Write a weather diary for a week. Include the amount of rainfall and temperatures for each day.</p> <p>ARE = Give balanced arguments. Task = 'People shouldn't visit the Antarctica.' Do you agree? Give at least two reasons for both sides of the argument.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE = Draw an annotated geographical sketch. Task = Choose a photograph of a place in Antarctica. 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. Task = Write a detailed description of the animals that can be found in the Antarctica.</p>	<p>ARE= Recognise the location of major cities and countries around the world. Task = Create a detailed world map, labelling 10 famous counties plus their capitals. To push yourself further try to label 15 counties & capital cities.</p>

Enhanced Further Learning: History

Easier Tasks	Harder Tasks
<p><i>ARE: Use sources to gather information</i></p> <p>Task; Find an image of Elizabeth I and label what the image shows.</p> <p>Task; Find a source that explains the different treatments of the Black Death and state which one you think was most effective.</p> <p>Task; Find a source that explains the different causes of the Black Death 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 how life changed for ordinary people throughout the Tudor era (1485-1603).</p> <p><i>ARE: Identify and explain causes for key historical events.</i></p> <p>Task; Create a mind map of why Henry VII won the Battle of Bosworth.</p>
<p style="text-align: center;">Literacy</p> <p>Write a definition for these terms:</p> <ul style="list-style-type: none"> • Monarch • Heir • Accession • Reformation • Protestant • Catholic 	<p><i>ARE: Describe how different groups of people experience historical events (interpretations).</i></p> <p>Task; Create a diary entry of a day in the life of a King, Monk and Pauper during Henry VIII's reign.</p> <p>Task; Create a map of how different people were impacted by Henry's Break with Rome (e.g. Henry VIII, Pope, Catherine of Aragon, Mary I).</p>
<p style="text-align: center;">Skills/Numeracy</p> <p><i>ARE: Understand what makes someone/something important in history (significance).</i></p> <p>Task; Create a leaflet titled 'Should Mary I be called Bloody Mary?'.</p>	

Easier Tasks	Harder Tasks															
<p>(ARE rounding)</p> <p>1. Round 563.743 to</p> <p>a) nearest ten b) 2 d.p. c) 1 s.f.</p> <p>(ARE types of numbers)</p> <p>2. Write down three square numbers and first five prime numbers.</p> <p>3. Work out 4.3×2.6</p>	<p>(ARE fractions, decimals and percentages)</p> <p>1. Fill in the table:</p> <table border="1" data-bbox="679 394 1501 600"> <thead> <tr> <th>Fraction</th> <th>Decimal</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>$\frac{3}{10}$</td> <td></td> <td></td> </tr> <tr> <td></td> <td>0.5</td> <td></td> </tr> <tr> <td></td> <td></td> <td>75%</td> </tr> <tr> <td>$\frac{2}{5}$</td> <td></td> <td></td> </tr> </tbody> </table>	Fraction	Decimal	Percentage	$\frac{3}{10}$				0.5				75%	$\frac{2}{5}$		
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<p>Literacy</p> <p>(ARE fractions)</p> <p>1. Explain in words how would you change from a fraction to a decimal and a percentage. Give an example for your strategy.</p> <p>2. Write explanations and examples for as many words associated with fractions as you can (mixed number, improper, equivalent, common denominator, etc.)</p>	<p>(ARE four operations with fractions)</p> <p>2. Calculate:</p> $\frac{2}{5} + \frac{3}{4} = \quad \frac{2}{5} \times \frac{3}{4} = \quad \frac{2}{3} - \frac{1}{7} = \quad \frac{2}{3} \div \frac{1}{7} =$ <p>(ARE percentages of amount)</p> <p>3. Work out</p> <p>30% of 180 25% of 220 23 % of 360</p> <p>4. Kevin, who was earning £ 27 500 has received a 7% increase in his salary. What is his new salary?</p>															
<p>Skills/Numeracy</p> <p>(ARE equivalent fractions)</p> <p>1. Can you find at least two ways to show which one of the two fractions $\frac{3}{7}$ or $\frac{10}{21}$ is bigger?</p> <p>2. Create a worded problem that would involve fractions and percentages within it. Can you solve it?</p>	<p>5.</p> <table border="1" data-bbox="727 1133 1038 1379"> <tr> <td> <p>Was £89</p> <p>NOW</p> <p>1/3 off!!!</p> </td> <td data-bbox="1078 1133 1430 1379"> <p>Was £120</p> <p>NOW</p> <p>45% off!!!</p> </td> </tr> </table> <p>Two different shops have the above offers on iPads. Which one of them offers a better deal? You must show your working out.</p> <p>(ARE fractions of amount)</p> <p>6. Alfie gets £5 pocket money per week. If he spends $\frac{2}{5}$ of it on sweets and $\frac{3}{10}$ of it on toys and saves the rest, how much will he have saved after 4 weeks?</p>	<p>Was £89</p> <p>NOW</p> <p>1/3 off!!!</p>	<p>Was £120</p> <p>NOW</p> <p>45% off!!!</p>													
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Enhanced Further Learning: French

<p style="text-align: center;">Easier Tasks</p>	<p style="text-align: center;">Harder Tasks</p>
<p>Vocabulary : Make a wordsearch using the key words we have learned this half term.</p> <p>Vocabulary : Make a revision mindmap of the words we have learned this half term.</p> <p>Vocabulary : Create a set of flashcards to help you learn the words we have learned this half term.</p> <p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>Il fait beau – it is nice Il fait chaud – it is warm Le sport – sport Mon temps libre – my free time Le temps – the weather Je fais – I do Je joue – I play</p>	<p>ARE - Writing : Write an answer to the questions in French:</p> <ul style="list-style-type: none"> - Qu'est-ce que tu fais pendant ton temps libre? - Fais-tu beaucoup de sport? - Quel temps fait-il aujourd'hui? <p>Writing : Find a picture of different types of weather and write 4 sentences about it.</p> <p>Writing : Write a description of what you usually do at the weekend.</p> <p>Vocabulary : Find a traditional French sport and find out what equipment (in French) you need to play it.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary : Create your own set of vocabulary games on Quizlet.</p> <p>Vocabulary : Create your own spelling test for people in your class on the vocabulary you have studied.</p>	

Enhanced Further Learning: Spanish

Easier Tasks	Harder Tasks
<p>Vocabulary : Make a wordsearch using the key words we have learned this half term.</p> <p>Vocabulary : Make a revision mindmap of the words we have learned this half term.</p> <p>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 questions in Spanish:</p> <ul style="list-style-type: none"> - Describe tu familia. (Describe your family.) - ¿Te gustan los animales? (Do you like animals?) - Describe tu mejor amigo. (Describe your best friend.)
<p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>Mi familia – my family Los animales – animals Mi madre – my mum Mi padre – my dad Mi hermano – my brother Mi hermana – my sister Mi perro – my dog Mi gato – my cat</p>	<p>Writing : Find a picture of a bag containing all of the usual school equipment and write 4 sentences about it in Spanish.</p> <p>Writing : Write a description of a famous Spanish person.</p> <p>Vocabulary : Design your own zoo and label the animals in Spanish.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>Vocabulary : Create your own set of vocabulary games on Quizlet.</p> <p>Vocabulary : Create your own spelling test for people in your class on the vocabulary you have studied.</p>	

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

Easier Tasks	Harder Tasks
<p>ARE: Demonstrate effective leadership skills, have clear knowledge and understanding of at least two rules.</p> <p>-Write a list of the skills and techniques in the activities you are covering in PE lesson.</p> <p>-Devise a warm up you could you in these your lessons, can include pictures of stretches.</p> <p>-Describe why a warm up is beneficial.</p> <p>ARE: Know how to perform a minimum of two basic skills with competence</p> <p>-Tweet a picture of you taking part in a extracurricular / flexible learning sports activity</p>	<p>ARE: Know how to perform a minimum of two basic skills with competence</p> <p>ARE: Effectively demonstrate basic skills and techniques in practice</p> <p>ARE: Clearly perform skills in a competitive situation</p> <p>Attend an extracurricular / flexible learning in the activities you are undertaking in lessons.</p> <p>Produce a skill card with the teaching points and possible drills to use in your lesson.</p> <p>Describe some of the tactics you would use in your chosen activities.</p>
Literacy	
<p>Define the following terms: Rules, Regulations, scoring system, passing , shooting, dribbling, goal, offside, foul, interference, Attack, defend, counterattack</p>	<p>ARE: Clear knowledge and understanding of at least two rules in sport</p> <p>Produce a poster explaining some of the basic rules and regulations and scoring system in your activity</p>
Skills/Numeracy	
<p>ARE: Demonstrate ability to evaluate and analyse at least two weaknesses in others</p> <p>Watch 20 minutes of live sports and chose a player to analyse. Tally the number of successful and incomplete passes and turn this into a percentage.</p> <p>Extension: tally up the number of shots and shots on target and turn these into a percentage.</p>	<p>ARE: Demonstrate the ability to evaluate and analyse at least two weaknesses in sport.</p> <p>Watch 20 minutes of live sports and chose a player to analyse. Highlight their strengths and weaknesses</p> <p>Create a short clip and evaluate your performance in the activity.</p>

Enhanced Further Learning:
Performing Arts

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Easier Tasks	Harder Tasks
<p>Music Appraising ARE – Keep a listening log of pieces you have listened to. Explain your opinion of each.</p> <p>Melody ARE – Select a song that you like and practise singing it. Record yourself performing it and show it to Mr Vardy</p> <p>Appraising ARE dance – Write your own definition of contemporary dance.</p> <p>Appraising ARE dance – identify/describe/explain 6 facts about the choreographer Christopher Bruce.</p>	<p>Music Melody ARE – Collect a Treble Clef 2 practise pack from Mr Vardy.</p> <p>Appraising ARE – Listen to Diamonds by Rihanna. Identify the instruments, tempo and dynamics of the piece. Explain your opinion of the piece.</p> <p>1. Appraising ARE dance – watch this clip: https://www.youtube.com/watch?v=038BdfaaVVs</p> <p>This performance is a piece called Swansong. It is about a prisoner of conscience, based on the idea of unfair treatment to the innocent by people in power. At the end, the prisoner dances his 'swansong'. You as the audience can interpret the ending in your own way.</p> <p>Use the information above plus your own thoughts to write a short review about the performance, answering the following questions:</p>
<p>Literacy</p> <p>What do the following mean: Create a biography / fact file on Rihanna.</p> <p>Choreography ARE dance – what do the following choreography terms mean? Question and answer Canon Unison</p>	<p>1. Intro - What is the piece called and what is it about?</p> <p>2. Main - What movement/actions do you see in the clip? What might some of these actions represent?</p> <p>3. What other elements of the performance help to tell the story/narrative? Lights? Costume? Props?</p> <p>4. Conclusion - Do you like the performance? Why? Why not?</p>
<p>Skills/Numeracy</p> <p>Choreography ARE dance – Create your own 16 counts of solo dance using a chair. Use any of the movements from the Swansong video clip, plus your own ideas. https://www.youtube.com/watch?v=038BdfaaVVs</p> <p>Melody,Chords,Rhythm ARE Attend Singing, Keyboard, Percussion (drums) rehearsals.</p>	<p>Write in paragraphs and use full sentences.</p>

Enhanced Further Learning: RE

Easier Tasks	Harder Tasks
<p>ARE: Identify some examples of religious identity including worship practices/traditions and festivals.</p> <p>Design a leaflet explaining the 8 fold path in Buddhism for year 4 pupils. Include an impact to help you explain.</p> <p>Create a facebook page for Siddhartha Gautama, include his early life and how is life changed.</p>	<p>ARE: Describe some features of at least one religion, including some teachings and one festival.</p> <p>Write a diary entry from someone who has gone to the perfume pagoda festival in Vietnam.</p> <p>Explain what happens during Wesak.</p> <p>Find out about the 4 different types of mediation and explain how they are different.</p>
<p>Literacy</p> <p>ARE: Identify some examples of religious identity including worship practices/traditions and festivals</p> <p>Write a definition for the following words-</p> <p style="padding-left: 40px;">Buddhist Enlightenment Nirvana Meditation Buddha</p>	<p>ARE: Describe the belief of others and identify and describe own beliefs.</p> <p>“Meditation is the most important part of being religious.’ Do you agree? Explain your view in as much detail as you can.</p> <p>Interview someone who is a Buddhist. Write a short report about what they tell you.</p>
<p>Skills/Numeracy</p> <p>Find out how many people are Buddhist around the world. Create a bar chart of how many Buddhists there are across 5 different countries.</p>	

Easier Tasks Expected	Harder Tasks Embedded/Exceptional									
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. 6) What are forces measured with?	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 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? 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: <ul style="list-style-type: none"> - Conduction - Convection - Radiation 									
Literacy Expected 1) Write definitions for the following words: Elastic energy Gravitational potential energy Element Compound Mixture 2) Complete the sentences 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.....										
Skills/Numeracy Expected 1) Plot the following data as a line graph. <table border="1" style="margin: 10px auto;"> <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> 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?		Time (seconds)	Temperature (°C)	0	25	2	32	4	60	6
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