



Enhanced Further Learning

Spring 2

Year 8

Enhanced Further Learning: **Visual Art**

Easier Tasks	Harder Tasks
<p><b>Key words</b>  <b>Expected: To use some keywords in sentences to describe elements in Art work with the assistance of work aids</b></p> <ol style="list-style-type: none"> <li>1. Choose a painting from Hundertwasser and describe what you see in one short paragraph.</li> </ol> <p><b>Embedded: To use some keywords in sentences to describe elements in Art work</b></p> <ol style="list-style-type: none"> <li>2. Discuss in greater detail the mood of the image, how does the artwork make you feel? Use the formal elements in your writing.</li> </ol> <p><b>SCALE</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>3. Use only lines to enlarge one section of the image.</li> </ol>	<p><b>FORMAL ELEMENTS</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. Copy an image by Paul Kenton</li> <li>2. Find another artist who studies buildings; explain how they have used media and line in comparison to Paul Kenton.</li> </ol> <p><b>TONE</b>  <b>Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)</b></p> <ol style="list-style-type: none"> <li>3. Take a photograph of a building, or find one on the internet. Using paint or pencil, copy what you see. Can you apply Paul Kenton's style to this study?</li> </ol>
<p><b>Literacy</b>  List five adjectives to describe Paul Kenton's work.</p>	<p><b>TONE</b>  <b>Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.</b></p>
<p><b>Skills/Numeracy</b></p> <p><b>FORMAL ELEMENTS</b>  <b>Expected: To be able to list four of the Formal Elements.</b></p> <ul style="list-style-type: none"> <li>• Look at this Paul Kenton artwork.</li> <li>• Describe how the formal elements make this artwork. Divide your writing into four paragraphs with the subheadings:</li> </ul> <p>1. Colour 2. Line 3. Tone 4. Texture</p> <p><b>SCALE</b>  <b>Embedded: Ability to reproduce an image &amp; alter the scale; keeping some proportions.</b></p> <ol style="list-style-type: none"> <li>1. Enlarge one section of Hundertwasser's image.</li> <li>2. Use a range of media to add colour, e.g. paint, pencil, oil pastel, tissue paper.</li> </ol> <p>Challenge:  Work out the perimeter of the area you have studied.</p>	 <p><b>Expected: Ability to use some elements of tone (in various medium) to create a 3D impression.</b></p> <ol style="list-style-type: none"> <li>4. <b>Study 2.</b> Try extending or slightly changing your observational work. This is called 'development'.</li> <li>5. 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: **Computing (Digital Media)**

Easier Tasks	Harder Tasks
<p><b>ARE: Understand how instructions are stored and executed within a computer system.</b></p> <p>Explain in a short paragraph how cache works within a computer system.</p> <p>Explain in a short paragraph how cores work within a computer system.</p> <p>Explain why the price of a CPU can range from £50 to £20,000.</p>	<p><b>ARE: Understand how instructions are stored and executed within a computer system.</b></p> <p>Complete the CPU quiz that can be found here:  <a href="http://computer.howstuffworks.com/cpu-quiz.htm">http://computer.howstuffworks.com/cpu-quiz.htm</a>            Then show your teacher your final score.</p> <p>Print out or copy and paste this image of a motherboard:  <a href="https://pixabay.com/p-683247/?no_redirect">https://pixabay.com/p-683247/?no_redirect</a>            Can you label all the different parts featured on it?</p>
<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><b>Define the following keywords;</b></p> <p style="text-align: center;">Fetch            Decode            Execute            Data Representation            ASCII            Pixel            CPU            Binary            Denary            Instructions</p>	<p><b>ARE: Understand what binary numbers are and be able to carry out binary addition and conversion between binary and decimal.</b></p> <p>Use the Fireworks software to create a piece of pixel art.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: Understand what binary numbers are and be able to carry out binary addition and conversion between binary and decimal.</b></p> <p>Carry out binary addition with the following binary numbers:            - 00110011 + 10000000</p> <p>Decode the following message:            01000011 01101111 01101101 01110000            01110101 01110100 01101001 01101110            01100111</p> <p>Convert the following message into binary:            I love Computing</p>	<p>Make use of this website:  <a href="http://patorijk.com/software/taag">http://patorijk.com/software/taag</a>            To create a piece of ASCII art.</p> <p>Use a computer at school or at home to 'remix' a song of your choice. Then explain how the computer represents audio data. You will need the Audacity software to carry out this task.</p>

Enhanced Further Learning: **Design and Technology**

<p style="text-align: center;"><b>Easier Tasks</b></p> <p><b>ARE: Research the properties of a wide range of materials.</b>  <b>Task:</b> Name five different materials you could use in Design Technology.  <b>Task:</b> 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;"><b>Harder Tasks</b></p> <p><b>ARE: Generate relevant research and communicate ideas in a range of ways.</b>  <b>Task: Redesign</b> a current garment or accessory we use today, taking inspiration from the Art Deco movement.   <b>Task: Research</b> 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;"><b>Literacy</b></p> <p><b>ARE: Research the properties of a wide range of materials.</b>  <b>Task: Write a paragraph explaining</b> where cotton comes from. Explain where and how it is grown.  <b>Task: Write a paragraph explaining</b> where the alpaca fibre comes from. Explain which animal it comes from and what the alpaca fibre can be made into.</p>	<p><b>Task: Research</b> the work of Holly Fulton. Discuss how this contemporary designer has been inspired by the Art Deco movement.</p> <p><b>Task: Design a cushion</b> 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><b>ARE: Explore the work of historical and contemporary designers.</b>  <b>Task: Create</b> a visual and interesting timeline of the art movements, from 1900's to present day.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: Explore the work of historical and contemporary designers.</b>  <b>Task:</b> 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?  <b>Task:</b> 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>	

Enhanced Further Learning: **English**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<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><b>Literacy</b></p> <p>ARE: Use a wider range of vocabulary</p> <p>Define the following words.</p> <p>Inequality Persecution Prejudice Discrimination Genocide Social exclusion</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 you have to fight to survive. This fight could be metaphoric or literal. Write the first page of a novel.</p>
<p><b>Skills/Numeracy</b></p> <p>ARE: Use a range of connectives to structure writing and guide the reader.</p> <p>Write a review of the text below.</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>	

**The Hunger Games: Catching Fire**  
**Suzanne Collins**

I clasp the flask between my hands even though the warmth from the tea has long since leached into the frozen air. My muscles are clenched tight against the cold. If a pack of wild dogs were to appear at this moment, the odds of scaling a tree before they attacked are not in my favor. I should get up, move around, and work the stiffness from my limbs. But instead I sit, as motionless as the rock beneath me, while the dawn begins to

lighten the woods. I can't fight the sun. I can only watch helplessly as it drags me into a day that I've been dreading for months.

By noon they will all be at my new house in the Victor's Village. The reporters, the camera crews, even

Effie Trinket, my old escort, will have made their way to District 12 from the Capitol. I wonder if Effie will still be wearing that silly pink wig, or if she'll be sporting some other unnatural color especially for the Victory Tour. There will be others waiting, too. A staff to cater to my every need on the long train trip. A prep team to beautify me for public appearances. My stylist and friend, Cinna, who designed the gorgeous outfits that first made the audience take notice of me in the Hunger Games.

If it were up to me, I would try to forget the Hunger Games entirely. Never speak of them. Pretend they were nothing but a bad dream. But the Victory Tour makes that impossible. Strategically placed almost midway between the annual Games, it is the Capitol's way of keeping the horror fresh and immediate. Not only are we in the districts forced to remember the iron grip of the Capitol's power each year, we are forced to celebrate it. And this year, I am one of the stars of the show. I will have to travel from district to district, to stand before the cheering crowds who secretly loathe me, to look down into the faces of the families whose children I have killed...

The sun persists in rising, so I make myself stand. All my joints complain and my left leg has been asleep for so long that it takes several minutes of pacing to bring the feeling back into it. I've been in the woods three hours, but as I've made no real attempt at hunting, I have nothing to show for it. It doesn't matter for my mother and little sister, Prim, anymore. They can afford to buy butcher meat in town, although none of us likes it any better than fresh game. But my best friend, Gale Hawthorne, and his family will be depending on today's haul and I can't let them down. I start the hour-and-a-half trek it will take to cover our snare line. Back when we were in school, we had time in the afternoons to check the line and hunt and gather and still get back to trade in town. But now that Gale has gone to work in the coal mines — and I have nothing to do all day — I've taken over the job.

By this time Gale will have clocked in at the mines, taken the stomach-churning elevator ride into the depths of the earth, and be pounding away at a coal seam. I know what it's like down there. Every year in school, as part of our training, my class had to tour the mines. When I was little, it was just unpleasant. The claustrophobic tunnels, foul air, suffocating darkness on all sides. But after my father and several other miners were killed in an explosion, I could barely force myself onto the elevator. The annual trip became an enormous source of anxiety. Twice I made myself so sick in anticipation of it that my mother kept me home because she thought I had contracted the flu.

I think of Gale, who is only really alive in the woods, with its fresh air and sunlight and clean, flowing water. I don't know how he stands it. Well... yes, I do. He stands it because it's the way to feed his mother and two younger brothers and sister. And here I am with buckets of money, far more than enough to feed both our families now, and he won't take a single coin. It's even hard for him to let me bring in meat, although he'd surely have kept my mother and Prim supplied if I'd been killed in the Games. I tell him he's doing me a favor, that it drives me nuts to sit around all day. Even so, I never drop off the game while he's at home. Which is easy since he works twelve hours a day.

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

<p style="text-align: center;"><b>Easier Tasks</b></p> <p><b>ARE: Be able to explain why people choose different types of food and how food is produced, processed and sold.</b></p> <p><b>Task: Research 2 of the following target groups and explain why they may need to follow a specific food diet.</b></p> <ol style="list-style-type: none"> <li>1. Muslims</li> <li>2. Vegans</li> <li>3. Elderly</li> <li>4. Diabetics</li> </ol>	<p style="text-align: center;"><b>Harder Tasks</b></p> <p><b>ARE: Be able to state the main nutrients in the diet and know their function</b></p> <ol style="list-style-type: none"> <li><b>1. Explain the function of protein in the diet, and give examples of sources of protein</b> (challenge: which foods contain protein which vegans could eat?)</li> <li><b>2. Explain the function of fats in the diet, and give examples of sources of fat.</b> (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)</li> </ol> <p><b>ARE: Be able to develop and adapt recipes to promote healthy eating.</b></p> <ol style="list-style-type: none"> <li><b>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.</b></li> <li><b>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.</b></li> <li><b>5. Task: Suggest healthier alternatives for the following:</b> <ul style="list-style-type: none"> <li>• Fried bacon</li> <li>• Deep fat fried chips</li> <li>• Chocolate mousse dessert</li> <li>• Crisps</li> <li>• Fried chicken</li> </ul> </li> </ol>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>ARE: Select the correct utensils and electrical equipment for food preparation.</b></p> <p><b>Task: Write out the definitions of these key words.</b></p> <ol style="list-style-type: none"> <li>1. Collander</li> <li>2. Wok</li> <li>3. Balloon whisk</li> <li>4. Spatula</li> <li>5. Fish slice</li> </ol>	
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: Be able to explain the differences in cost when eating out or at home.</b></p> <p><b>Task: Go onto the internet and find the cost of the following meals at restaurants.</b></p> <ol style="list-style-type: none"> <li>1. Lasagne</li> <li>2. Chicken Cesar salad</li> <li>3. Chocolate fudge cake</li> <li>4. Pepperoni pizza</li> <li>5. Chicken wings</li> </ol> <p><b>Challenge:</b> Work out how much it would cost for a family of four to go to a restaurant and have 2 lasagne main meals with 1 Cesar salad side and 2 chicken wings and complete their meal with 3 chocolate fudge cakes.</p>	

## Enhanced Further Learning: **Geography**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>ARE = Draw an annotated geographical sketch. Find a picture of an area affected by a tornado and label it with five different ways people have been affected by the disaster.</p> <p>ARE = Use an atlas to locate key geographical features around the World. Make a list of ten different food items you have at home and label and a World map where they have come from.</p>	<p>ARE = Explain why globalisation is increasing and its effect on the world. Task 1 = Create a power point document showing how palm oil production brings both positives and negatives to poor countries.</p> <p>Task 2 = Using an A3 poster explain where the food you have eaten in the last two days has come from. Include how it has affected both the different countries it has come from and the UK. Think about jobs, the environment and pollution.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define these key words: Food miles = Palm oil = Drought = Desertification = Global warming = Biodiversity = Humidity =</p>	<p>ARE = Use an atlas to locate the key mountains, rivers, cities and seas within the UK and around the world. Colour on a World map the 7 Continents (Europe, Asia, South America, North America, Africa, Antarctica and Australasia). Label the 5 major oceans (Pacific, Atlantic, Indian, Arctic and Southern Ocean). Label 10 major cities from around the World.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>ARE= Describe how places around the World compare to the UK. Draw a line graph to show the temperature for every day this week in London and in Sydney (Australia).</p> <p>ARE= Describe how places around the World compare to the UK. Research ten endangered species in Australia and New Zealand and compare them to ten endangered species in the UK. (Produce a fact file).</p>	<p>ARE = Empathise with other people from a range of cultures and backgrounds. Produce a fact file on the life and culture of either the Maori people in New Zealand or the Aboriginal people in Australia.</p> <p>ARE = Give a balance argument. Investigate a species that is under threat from either global warming or habitat loss (i.e.: deforestation). What can be done to save this animal? Write a news article report.</p>

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p><b>ARE: WW1</b></p> <p><b>Find</b> a primary source discussing Trench life.</p> <p><b>Design-</b> A propaganda poster based on Rationing.</p> <p><b>Find</b> a Poem written from the trenches – annotate and analyse the language used.</p> <p><b>Create</b> a fact file on General Haig.</p>	<p><b>ARE: WW1</b></p> <p>Write a letter home from the Trenches – describe the conditions you face.</p> <p>Draw an image of a soldier on the Western Front – label all the equipment they are carrying.</p> <p>Create a poster demonstrating the role of animals on the front line.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following key words;</p> <ul style="list-style-type: none"> <li>• Trench</li> <li>• Stalemate</li> <li>• Censorship</li> <li>• Trench foot</li> <li>• Artillery</li> <li>• Armistice</li> <li>• Propaganda</li> <li>• Morale</li> </ul>	<p><b>ARE: Examine and explain examples of change and continuity within key periods</b></p> <p>Write a diary entry as a woman living in Britain during the war – describe and explain how your life has changed.</p> <p><b>ARE: Assess different causes for key historical events</b></p> <p>Find a blank map of Europe – Draw the front lines of the war in 1916 – you should include different colours for the different alliances.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: WW1</b></p> <p><b>Research:</b> The changing role of women in World War One.</p> <p><b>Investigate</b> censorship – how did this impact morale?</p> <p><b>Create:</b> A graph/table of all the lives lost on the Eastern Front</p>	<p><b>ARE: Make a judgement about historical significance, assessing different factors</b></p> <p>Write a report investigating the battle of the Somme – who was to blame?</p> <p><b>ARE: Explain how different interpretations are constructed as a result of different experiences</b></p> <p>Write a newspaper report on the signing of the Armistice. Choose one countries perspective:</p> <ul style="list-style-type: none"> <li>-Britain</li> <li>-France</li> <li>-Germany</li> </ul>

Enhanced Further Learning: **Maths**

Easier Tasks	Harder Tasks														
<p style="text-align: center;"><b>(ARE ratio)</b></p> <p>1. Divide £35 into the ratio 1 : 2 : 4.</p> <p style="text-align: center;"><b>(ARE finding quantity of an amount)</b></p> <p>2. If 5 bananas cost 45 pence, how much would 12 bananas cost?</p> <p>3. Here is a list of numbers: <b>7, 6, 2, 5, 3, 1, 9, 5, 4, 8</b> Can you find the mean, median, mode and range of these?</p>	<p>1. The table show the number of sandwiches sold in a corner shop over 25 days.</p> <table border="1" data-bbox="679 383 1474 568"> <tr> <td style="text-align: center;"><b>Sandwiches sold</b></td> <td style="text-align: center;">10</td> <td style="text-align: center;">11</td> <td style="text-align: center;">12</td> <td style="text-align: center;">13</td> <td style="text-align: center;">14</td> <td style="text-align: center;">15</td> </tr> <tr> <td style="text-align: center;"><b>Frequency</b></td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table> <p>a) What is the modal number of sandwiches sold? b) What is the mean number of sandwiches sold?</p>	<b>Sandwiches sold</b>	10	11	12	13	14	15	<b>Frequency</b>	2	3	6	4	3	4
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<b>Frequency</b>	2	3	6	4	3	4									
<p style="text-align: center;"><b>Literacy</b></p> <p>1. Can you write down in your own words how to work out mean, median, mode and range from raw data?</p> <p>2. What three types of correlations can be represented in a scatter graph?</p>	<p style="text-align: center;"><b>(ARE ratio)</b></p> <p>2. A map has a scale of 2cm to 5km. a) Rewrite the scale as a ratio in its simplest form. b) How long is a path that measures 0.8cm on the map? c) How long should a 12 km road be on the map?</p> <p style="text-align: center;"><b>(ARE finding quantity of an amount)</b></p> <p>3. A recipe for 8 biscuits uses: 200 g butter 400 g sugar 500 g flour 300 g ground rice</p> <p>What quantities are needed for a) 4 biscuits?      b) 10 biscuits?</p>														
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p style="text-align: center;"><b>(ARE read and draw charts )</b></p> <p>1. Can you create a pie chart on people's favourite sport or type of film? You should ask 10 people for their responses, giving them certain options (choose "other" as one of them)</p> <p>2. Can you create a set of data that will have a) a mode of 7 and a median of 5 b) a mean of 6 and a range of 9</p>	<p style="text-align: center;"><b>(ARE ratio)</b></p> <p>4. George and Jamie have some stickers. They share them in the ratio of 5:3. George gets 80 stickers. How many stickers do they have altogether?</p> <p style="text-align: center;"><b>(ARE sequences)</b></p> <p>5. Here is a sequence: <b>6, 10, 14, 18...</b> a) What is the nth term of this sequence? b) Is 32 in this sequence? Justify your answer. c) The nth term for a different sequence is <math>6n-4</math>; find a number that is in both sequences. Which term is it in each sequence?</p>														

Enhanced Further Learning: **French**

Easier Tasks	Harder Tasks
<p><b>Vocabulary</b> : Make a revision <b>mindmap</b> of the words we have learned this half term.</p> <p><b>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>- What do you watch on TV?</li> <li>- Do you like sports programmes?</li> <li>- Describe your favourite film</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Key words:</b></p> <p>Les films– films            La télé – TV            Les programmes télé – TV programs            Un acteur – an actor            Une actrice – an actress            A mon avis – in my opinion            Je regarde – I watch            Je m'intéresse – I am interested in</p>	<p>Find a picture of a famous TV programme and <b>write</b> 4 sentences about the picture in French.</p> <p><b>Write</b> a set of rules explaining how you conjugate the verb 'avoir' in the present tense.</p> <p><b>Create</b> your own film review on a film you've watched in French.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Vocabulary : Create</b> your own set of vocabulary games on Quizlet.</p> <p><b>Vocabulary</b> : 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><b>Vocabulary</b> : Make a revision <b>mindmap</b> of the words we have learned this half term.</p> <p><b>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>- ¿Qué ves en la tele ? (What do you watch on TV?)</li> <li>- ¿Te gusta los programas de deporte (Do you like sports programs?)</li> <li>- ¿Describe tu película favorita (describe your favourite film)</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Key words:</b></p> <p>Las películas – films            La tele – TV            Las comedias – comedies            En mi opinion – in my opinion            Las películas de amor – love films            Odio – I hate            Me interesa en – I am interested in</p>	<p>Find a picture of a famous TV programme and <b>write</b> 4 sentences about the picture in Spanish.</p> <p><b>Write</b> a set of rules explaining how you conjugate the verb ‘tener’ in the present tense.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Vocabulary : Create</b> your own set of vocabulary games on Quizlet.</p> <p><b>Vocabulary</b> : Create your own spelling test for people in your class on the vocabulary you have studied.</p>	<p><b>Create</b> your own film review on a film you've watched in Spanish.</p>

Enhanced Further Learning:  
**Physical Education**

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>For each of the following gymnastics/trampolining terms, describe a practical example of when you would show the movement/skill:</p> <ul style="list-style-type: none"> <li>• Weight transfer</li> <li>• Rotation</li> <li>• Flexibility</li> <li>• Balancing</li> <li>• Body tension</li> </ul>	<p>ARE: Demonstrate effective leadership skills. Write a paragraph explaining 5-10 characteristics that are important for effective teamwork</p> <p>Create a PowerPoint explaining the key health and safety aspects for bouldering and rock climbing</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>ARE: Demonstrate clear knowledge of components of fitness</p> <p>Write the definitions for the following terms:</p> <ul style="list-style-type: none"> <li>- Creativity</li> <li>- Communication</li> <li>- Aerobic endurance</li> <li>- Muscular endurance</li> </ul>	<p>ARE: Demonstrate creativity in sporting activity.</p> <p>Create a fact file about a British gymnast, dancer or climber and explain why they need to be creative.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>ARE: Demonstrate creativity in sporting activity.</p> <p>Design a creative warm up for the sport of your choice.</p> <p>Design a creative cool down for the sport of your choice.</p> <p>ARE: Demonstrate effective leadership skills.</p> <p>Draw a diagram to show three different types of knot used when climbing</p> <p>ARE: Demonstrate ability to evaluate and analyse strengths or weaknesses.</p> <p>Identify Gymnastic movements that resemble:</p> <ul style="list-style-type: none"> <li>• A circle</li> <li>• A star</li> <li>• A straight line</li> <li>• A square</li> </ul>	<p>ARE: Demonstrate creativity in sporting activity.</p> <p>Research a style of dance, gymnastics or climbing and design a leaflet informing a fellow student about it.</p> <p>ARE: Identify a range of muscles in the body.</p> <p>Create a piece of work showing the major muscles in the body used in sport. What movement does each muscle do? How do muscles work?</p>

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><a href="https://www.youtube.com/watch?v=7Znh0OM9jiA">https://www.youtube.com/watch?v=7Znh0OM9jiA</a>  <a href="https://www.youtube.com/watch?v=PGYAAAsHT4QE">https://www.youtube.com/watch?v=PGYAAAsHT4QE</a>  <a href="https://www.youtube.com/watch?v=EZC6Ot1MLP0">https://www.youtube.com/watch?v=EZC6Ot1MLP0</a></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><b>Literacy</b></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  <a href="https://www.youtube.com/watch?v=PDKh2a073l8">https://www.youtube.com/watch?v=PDKh2a073l8</a></p> <p>Write a review of the performance using:            Paragraphs            Audience, purpose, format            GAP</p>
<p><b>Skills/Numeracy</b></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><b>PQE: Describe the impact of religious /non-religious beliefs and actions on individuals and society.</b></p> <p>Create a story board illustrating the story of creation in Genesis 1.</p> <p>Define an 'existential question' and list 10 examples.</p> <p>Find out 10 facts about the Noble Eightfold Path.</p>	<p><b>ARE: Describe what the question 'Who am I'? means to a Humanist or a follower of a world religion.</b></p> <p>Create a poster for "Who am I"? include your beliefs, values, interests, significant people.</p> <p>Explain two reasons Genesis 1:27 is important to Christians.</p> <p>Explain how a Christian answers the questions "What is sin?"  <a href="https://request.org.uk/issues/ultimate-questions/big-questions-what-is-sin/">https://request.org.uk/issues/ultimate-questions/big-questions-what-is-sin/</a></p>
<p><b>Literacy</b></p> <p><b>PQE: Asking questions and presenting opinions with a counterargument.</b></p> <p>"Genes influence me more than upbringing" Interview 5 people in your family and write down if they agree or disagree. List the reasons they give to support their answer.</p> <p>"Religion offers a good guide on how to live life well" Give three reasons people would agree and three reasons people would disagree.</p>	<p>Explain why Muslims believe life is a test. Refer to the Quran in your answer.  <a href="https://www.al-islam.org/justice-god-sayyid-saeed-akhtar-rizvi/test-and-suffering">https://www.al-islam.org/justice-god-sayyid-saeed-akhtar-rizvi/test-and-suffering</a></p> <p>Muslims believe there are two angels (noble scribes) who write down all your good and bad deeds. Produce a poster about these two angels and their role in the life of a Muslim  <a href="http://www.kubepublishing.com/angels_in_islam/">http://www.kubepublishing.com/angels_in_islam/</a></p>
<p><b>Skills/Numeracy</b></p> <p>Read Genesis 1:1-2:4 in the Bible. How many times does it say:          'let there be . . .'          'and it was good'          What does this tell you about the nature of God?</p> <p>Create a table with the number of Christians, Muslims, Hindus, Sikhs, Buddhists in the world today. Add how many of each religion are predicted to be in the world in 2050.          What will be the % of religious believers in the world in 2050?</p>	<p>What does the British Humanist Association say is the purpose of life?</p> <p>Create a story board for the life of Siddhartha Gautama – the founder of Buddhism.  <a href="https://www.bbc.com/bitesize/clips/zawfgk7">https://www.bbc.com/bitesize/clips/zawfgk7</a></p> <p>Explain what a Buddhist must do to achieve Enlightenment.</p>

Enhanced Further Learning: **Science**

**Easier Tasks**

**Name** examples of acids and metals that you come across in everyday life.

**Describe** the properties of 3 different metals

**Explain** what it means for an acid to be dilute.

**Draw** 3 items you use, that are made of metal

**Literacy**

Write a definition for the following words:

- Metal
- Acid
- Alkali
- Reactivity
- Voltage
- Current
- Ammeter

**Skills/Numeracy**

**Graph** the following results from a metal and acid reaction.

Time taken (min)	Hydrogen gas produced (cm <sup>3</sup> )
1	20
2	60
3	80
4	90
5	90

**Extension** – Determine the rate of reaction at 3 & 4 minutes.

**Harder Tasks**

**Create** a comic strip about the different reactivity's of metals with dilute hydrochloric acid. Include at least 3 metals; magnesium, iron and gold. Include the word equations for these. **(Expected)**

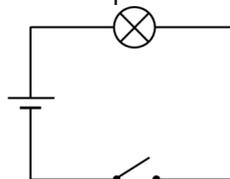
**Research** and **record** how you would test for the presence of hydrogen gas when mixing an acid and a metal together. **(Embedded)**

**Remember** – Metal + Acid → Salt + Hydrogen

**Write** out the word and chemical equations for the following metals when reacting with dilute hydrochloric acid; **(Embedded)**

- Zinc
- Lithium
- Magnesium
- Iron

**Name** parts of this circuit **(Expected)**



**Make** your own circuit diagram **(Expected)**  
Make sure you include a; battery, switch, ammeter, voltmeter and light.

**Find** out what a 'fuse' is and how it works. . Find out how we use these every day, give examples **(Embedded)**