



Enhanced Further Learning

Summer 1

Year 8

Enhanced Further Learning: **Visual Art**

Easier Tasks

Key words

Expected: To use some keywords in sentences to describe elements in Art work with the assistance of work aids

1. Choose an artwork by Ian Murphy and describe what you see in one short paragraph.

Embedded: To use some keywords in sentences to describe elements in Art work

2. Discuss in greater detail the mood of the image, how does the artwork make you feel? Use the formal elements in your writing.

SCALE

Exceptional: Ability to reproduce an image & alter the scale (enlarge/shrink); keeping all proportions.

3. Use only lines to enlarge one section of the image.

Literacy

List five adjectives to describe Ian Murphy's work.

Skills/Numeracy

FORMAL ELEMENTS

Expected: To be able to list four of the Formal Elements.

- Look at this Hundertwasser artwork.
- Describe how the formal elements make this artwork. Divide your writing into four paragraphs with the subheadings:

1. Colour 2. Line 3. Tone 4. Texture

SCALE

Embedded: Ability to reproduce an image & alter the scale; keeping some proportions.

1. Enlarge one section of Ian Murphy's artwork.
2. Use a range of media to add tone and detail, e.g. paint, pencil, oil pastel, biro, watercolour.

Challenge:

Can you work on an experimental background, e.g. maps or newspaper? Work out the perimeter of the area you have studied.



Harder Tasks

FORMAL ELEMENTS

Expected: Ability to explain and/or show two or more of the formal elements in their work.

1. Copy an artwork which includes buildings by David Hockney.
2. Use the internet to find another artist who studies buildings; explain how they have used media and line in comparison to David Hockney.

TONE

Embedded: Ability to use tone in various medium (paint, pencil, pen etc.)

3. Take a photograph of a building, or find one on the internet. Using paint or pencil, copy what you see. Can you apply Ian Murphy or David Hockney's style to this study?

TONE

Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.

4. **Study 2.** Try extending or slightly changing your observational work of one of the artists named on this worksheet. This is called 'development'.
5. Analyse a piece of your work.
 - How does it make you feel?
 - What sort of colours have you used?
 - Would you change the image in any way?

Enhanced Further Learning: **Computing**

Easier Tasks	Harder Tasks
<p>ARE: Develop programs that read and write data to external files.</p> <ul style="list-style-type: none"> • Explain the benefits of storing JavaScript internally. • Explain the benefits of storing JavaScript externally. • Write a conclusion about which method of storing JavaScript you think is the best: internal or external. 	<p>ARE: Understand the purpose of selection within a graphical and textual programming language through the use of nested if statements</p> <p>Create JavaScript code that displays the date and time when you press a button.</p> <p>Create JavaScript code that has a button to make a light bulb light up and a button to make a light bulb turn off.</p>
<p>Literacy</p> <p>Define the following keywords;</p> <ul style="list-style-type: none"> • JavaScript • Tag • HTML • Debug • Function • Loop • Sequence • Selection • File Structure • CSS 	<p>ARE: Understand various algorithms and their purpose and use in different scenarios</p> <p>Create JavaScript code that makes a pop up window appear to give someone a message about a website that makes use of cookies.</p> <p>Create JavaScript code that opens up a website in a new window when you press a button.</p>
<p>Skills/Numeracy</p> <p>ARE: Understand how instructions are stored and executed within a computer system</p> <ul style="list-style-type: none"> • Make a list of 5 facts about JavaScript. • Complete the JavaScript quiz that is found here: https://www.w3schools.com/js/js_quiz.asp Show your teacher the score you get. • Explain how variables could be used in JavaScript code to perform mathematical calculations on numbers. 	<p>Create JavaScript code that will display a message in a pop up box after a set amount of time.</p>

Enhanced Further Learning: **Design and Technology**

<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>	

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: Make explained inferences and deductions.</p> <p>Where and when is this text set? How do you know?</p>
<p>Literacy</p> <p>ARE: Use a wider range of vocabulary</p> <p>Define the following words.</p> <p>Classic Old Intriguing Intergenerational Literature Wistful</p>	<p>ARE: Give explained opinions on how effective a text is.</p> <p>How good is the text at getting its ideas, themes, settings and events across?</p>
<p>Skills/Numeracy</p> <p>ARE: Use paragraphs with control</p> <p>Write the next three paragraphs of the text below.</p> <p>* Think about the effect on the reader.</p> <p>*Remember to use TiPToP to guide your change of paragraph...</p> <p>Time Place Topic Person</p>	<p>ARE: Use a wider range of language features appropriately for a specific genre, audience and purpose</p> <p>Write Mole's diary entry for the day.</p>

Wind in the Willows

Kenneth Grahame

THE RIVER BANK

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing. It was small wonder, then, that he suddenly flung down his brush on the floor, said 'Bother!' and 'O blow!' and also 'Hang spring-cleaning!' and bolted out of the house without even waiting to put on his coat. Something up above was calling him imperiously, and he made for the steep little tunnel which answered in his case to the gravelled carriage-drive owned by animals whose residences are nearer to the sun and air. So he scraped and scratched and scabbled and scrooged and then he scrooged again and scabbled and scratched and scraped, working busily with his little paws and muttering to himself, 'Up we go! Up we go!' till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow.

'This is fine!' he said to himself. 'This is better than whitewashing!' The sunshine struck hot on his fur, soft breezes caressed his heated brow, and after the seclusion of the cellarage he had lived in so long the carol of happy birds fell on his dulled hearing almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he pursued his way across the meadow till he reached the hedge on the further side.

'Hold up!' said an elderly rabbit at the gap. 'Sixpence for the privilege of passing by the private road!' He was bowled over in an instant by the impatient and contemptuous Mole, who trotted along the side of the hedge chaffing the other rabbits as they peeped hurriedly from their holes to see what the row was about. 'Onion-sauce! Onion-sauce!' he remarked jeeringly, and was gone before they could think of a thoroughly satisfactory reply. Then they all started grumbling at each other. 'How STUPID you are! Why didn't you tell him----' 'Well, why didn't YOU say----' 'You might have reminded him----' and so on, in the usual way; but, of course, it was then much too late, as is always the case.

It all seemed too good to be true. Hither and thither through the meadows he rambled busily, along the hedgerows, across the copses, finding everywhere birds building, flowers budding, leaves thrusting--everything happy, and progressive, and occupied. And instead of having an uneasy conscience pricking him and whispering 'whitewash!' he somehow could only feel how jolly it was to be the only idle dog among all these busy citizens. After all, the best part of a holiday is perhaps not so much to be resting yourself, as to see all the other fellows busy working.

He thought his happiness was complete when, as he meandered aimlessly along, suddenly he stood by the edge of a full-fed river. Never in his life had he seen a river before--this sleek, sinuous, full-bodied animal, chasing and chuckling, gripping things with a gurgle and leaving them with a laugh, to fling itself on fresh playmates that shook themselves free, and were caught and held again. All was a-shake and a-shiver--glints

and gleams and sparkles, rustle and swirl, chatter and bubble. The Mole was bewitched, entranced, fascinated. By the side of the river he trotted as one trots, when very small, by the side of a man who holds one spell-bound by exciting stories; and when tired at last, he sat on the bank, while the river still chattered on to him, a babbling procession of the best stories in the world, sent from the heart of the earth to be told at last to the insatiable sea.

As he sat on the grass and looked across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye, and dreamily he fell to considering what a nice snug dwelling-place it would make for an animal with few wants and fond of a bijou riverside residence, above flood level and remote from noise and dust. As he gazed, something bright and small seemed to twinkle down in the heart of it, vanished, then twinkled once more like a tiny star. But it could hardly be a star in such an unlikely situation; and it was too glittering and small for a glow-worm. Then, as he looked, it winked at him, and so declared itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.

A brown little face, with whiskers.

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

Easier Tasks	Harder Tasks
<p>ARE: Be able to explain why people choose different types of food and how food is produced, processed and sold.</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>ARE: Be able to state the main nutrients in the diet and know their function</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>Literacy</p> <p>ARE: Select the correct utensils and electrical equipment for food preparation.</p> <p>Task: Write out the definitions of these key words.</p> <ol style="list-style-type: none"> 1. Collander 2. Wok 3. Balloon whisk 4. Spatula 5. Fish slice 	<p>ARE: Be able to develop and adapt recipes to promote healthy eating.</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.
<p>Skills/Numeracy</p> <p>ARE: Be able to explain the differences in cost when eating out or at home.</p> <p>Task: Go onto the internet and find the cost of the following meals at restaurants.</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 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>	<ol style="list-style-type: none"> 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. 5. Task: Suggest healthier alternatives for the following: <ul style="list-style-type: none"> • Fried bacon • Deep fat fried chips • Chocolate mousse dessert • Crisps • Fried chicken

Enhanced Further Learning: **Geography**

Easier Tasks	Harder Tasks
<p>ARE = Draw an annotated geographical sketch. Find a picture of a coastal landscape or river landscape and make an annotated sketch.</p> <p>ARE = Use an atlas to locate key geographical features around the World. Make a list of 10 famous rivers from around the World.</p>	<p>ARE = Describe how distinctive landforms, associated with ice and coasts, are produced. Describe how a stack formation is formed. Use a named example.</p> <p>ARE = Explain the sequence of events that creates geographical landforms. Explain how a waterfall is formed. Use a named example.</p>
<p style="text-align: center;">Literacy</p> <p>Define these key words:</p> <p>Meander = Source = Confluence = Mouth = Headland = Longshore Drift = Cliff Collapse = Swash = Backwash = Waterfall =</p>	<p>ARE = Describe how distinctive landforms, associated with ice and coasts, are produced. Describe how headlands and bays are formed.</p> <p>ARE = Explain the sequence of events that creates geographical landforms. Explain how an oxbow-lake is formed through the processes of river erosion.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE = Draw an annotated geographical sketch. Draw a sketch of Flamborough Head and label a stack, stump, cliff and headland.</p> <p>ARE = Use an atlas to locate the key mountains, rivers, cities and seas within the UK and around the world. Label on a map of the UK the seas and oceans surrounding our coastline.</p>	<p>ARE = Explain the interaction between humans and the natural environment. Research what coastal defences are used to protect a Yorkshire seaside resort such as Bridlington. Extension – Describe the positives and negatives of the coastal defences used.</p>

Enhanced Further Learning: **History**

Easier Tasks	Harder Tasks
<p>ARE: WW2</p> <p>Find a primary source showing life in Nazi Germany</p> <p>Design a propaganda poster encouraging people in Britain to evacuate their children.</p> <p>Find a map showing how Germany took over more land in the 1930s.</p> <p>Create a fact file on Hitler's early life.</p>	<p>ARE: WW2</p> <p>ARE: Examine and explain examples of change and continuity within key periods.</p> <p>Write a diary entry from the point of view of someone living under the Nazis – how has your life changed?</p> <p>ARE: Assess different causes for key historical events.</p> <p>Write a newspaper article explaining how Hitler rose to power in Germany in 1933.</p>
<p style="text-align: center;">Literacy</p> <p>Define the following key words;</p> <ul style="list-style-type: none"> • Nazi • Fascist • Dictator • Anti-semitism • Holocaust • Home Front • Turning point 	<p>ARE: Make a judgement about historical significance, assessing different factors.</p> <p>Investigate different battles in WW2 and make a judgement on which one was the most important – explain why.</p> <p>ARE: Explain how different interpretations are constructed as a result of different experiences.</p>
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE: WW1</p> <p>Research: A key person from WW2 and create a fact file about them</p> <p>Investigate appeasement – what was it? How did it help lead to war?</p> <p>Create a mind map showing how life in Britain changed during WW2</p>	<p>Research what different historians believe caused WW2 and make a judgement on what you believe.</p>

Enhanced Further Learning: **Maths**

<p style="text-align: center;">Easier Tasks</p> <p style="text-align: center;">ARE: Dividing into ratio</p> <p>1. Split £30 in the ratio of 2 : 3.</p> <p>2. Explain how to find the mean from a set of data.</p> <p>3. If 30 matchsticks weigh 45 grams, how much do 90 matchsticks weigh?</p> <p style="text-align: center;">ARE: Simplifying ratio</p> <p>4. Simplify the following ratios:</p> <p style="text-align: center;">a) 3 : 6, b) 12 : 36, c) 2m : 30 cm</p>	<p style="text-align: center;">Harder Tasks</p> <p style="text-align: center;">ARE: Finding quantities based on a multiple of an original.</p> <p>1. Two shops, Food Mart and Jim's Store, both sell Kreemy Yoghurts.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 10px;"> <p>FOOD MART</p> <p>Kreemy Yoghurts</p> <p>5 for £1.80</p> </td> <td style="width: 50%; padding: 10px;"> <p>JIM'S STORE</p> <p>Kreemy Yoghurts</p> <p>3 for £1.05</p> </td> </tr> </table> <p>At which shop are Kreemy Yoghurts the better value for money? You must show all your working out.</p> <p style="text-align: center;">ARE: Finding quantities based on a multiple of an original.</p> <p>2. Fred has a recipe for 30 biscuits. Here is a list of ingredients for 30 biscuits.</p> <p style="text-align: center;">Flour : 230 grams Butter : 150 grams Caster sugar: 100 grams Eggs : 2</p> <p>a) Fred wants to make 45 biscuits. Complete his new list of ingredients for 45 biscuits. b) Gill only has 1 kg of flour. She has plenty of all the other ingredients. What is the maximum amount of biscuits she can make?</p> <p style="text-align: center;">ARE: Averages from raw data</p> <p>3. a) Find the mean, median, mode and range of the following set of data:</p> <p style="text-align: center;">3, 2, 5, 4, 2, 4, 6, 2, 1, 2, 7</p> <p>b) Can you find the upper and lower quartiles as well as the interquartile range?</p> <p style="text-align: center;">ARE: Dividing into ratio</p> <p>4. Harry mixes blue and red paint to make purple paint in the ratio of 5 : 7. He has 20 litres of blue paint. How much purple paint will he have in the end?</p>	<p>FOOD MART</p> <p>Kreemy Yoghurts</p> <p>5 for £1.80</p>	<p>JIM'S STORE</p> <p>Kreemy Yoghurts</p> <p>3 for £1.05</p>
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<p style="text-align: center;">Literacy</p> <p style="text-align: center;">ARE: Averages from raw data</p> <p>1. Explain how to find the median (remember to include both cases – when there is one number, and two numbers in the middle).</p> <p>2. What different types of correlation are there? Can you describe how you would know which one is which?</p>			
<p style="text-align: center;">Skills/Numeracy</p> <p style="text-align: center;">ARE: Averages from raw data</p> <p>1. Can you create a set of data that has a mean of 5 and a mode of 6?</p> <p style="text-align: center;">ARE: Drawing and interpreting charts</p> <p>2. Collect some data (it could be favourite food, or colour, or how many siblings, etc.) from your friends and represent this information on your choice of a graph (it could be a pie chart, bar chart, pictogram or even a scatter graph or a box plot).</p>			

Enhanced Further Learning: **French**

<p style="text-align: center;">Easier Tasks</p> <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 style="text-align: center;">Harder Tasks</p> <p>ARE - Writing : Produce an answer (you can make it up!) to the questions in French:</p> <ul style="list-style-type: none"> - Oú vas-tu en vacances normalment? (Where do you normally go on holiday?) - Décris tes vacances prochaines. (Describe your next holiday) - Décris tes vacances idéales. (Describe your ideal holiday) <p>ARE – Research – Prepare a presentation in French and English about holiday destinations in France.</p>
<p style="text-align: center;">Literacy</p> <p>ARE – Identify basic vocabulary</p> <p>Je vais – I go Nous allons – We go Les vacances – holidays Les pays- countries</p>	
<p style="text-align: center;">Skills/Numeracy</p> <p>ARE - Writing : Find a picture of a French – speaking holiday destination. Write 4 sentences in French about what you can do there.</p> <p>ARE - Writing : Interview a family member about their ideal holiday and translate the interview into French.</p>	

Enhanced Further Learning: **Spanish**

Easier Tasks	Harder Tasks
<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"> - ¿Qué te gusta leer ? (What do you like to read?) - ¿Te gustan los tebeos? (Do you like comics?) - Describe tu libro favorito. (Describe your favourite book.) - <p>Create your own book review on a comic you've read in Spanish.</p> <p>Research a Spanish book and present it in Spanish and English.</p>
<p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>Los libros – books Leer – to read Las novelas – books En mi opinion – in my opinion Odio – I hate Me interesa– I am interested in</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:
Physical Education

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. Write a detailed list of the skills and techniques covered in either rounders/cricket.</p> <p>ARE: Demonstrate creativity in sporting activity. Devise a 3 phased warm up to use in lesson (include the stretches).</p> <p>Describe in detail why a warm up is beneficial. Explaining the physiological and psychological benefits.</p> <p>Tweet a picture to Carr_Manor_PE of you taking part in an extracurricular / flexible learning activity.</p>	<p>Attend an extracurricular/ flexible learning in the activities undertaken in lesson</p> <p>Produce a skill card to demonstrate the correct technique for bowling, batting, catching and throwing.</p> <p>ARE: Demonstrate effective leadership skills. Describe the different positions in cricket/ rounder's and where you would place your fielders and why?</p> <p>ARE: Demonstrate clear knowledge of rules and regulations. Produce and detailed poster explain the rules, regulations and scoring system in either rounders or cricket.</p>
Literacy	
<p>ARE: Demonstrate clear knowledge of rules and regulations. Define Rules, regulations, scoring system, boundary, square leg, umpire wicket keeper, square leg, bye.</p>	<p>Create a short movie clip of yourself performing the different skills and analyse your strengths and weakness.</p>
Skills/Numeracy	
<p>ARE: Demonstrate ability to evaluate and analyse strengths or weaknesses. Watch 20 minutes of the 20/20 cricket world cup. Chose a player to analyse. Tally the number of runs scored against the number of balls faced.</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 Chords ARE</p> <p>Practise the chords to Stay with Me / Forget You. Use the practise rooms at break, lunch, after school or instruments at home.</p> <p>Music Rhythm</p> <p>Create a drum beat for the Cajon that you could use in Forget You.</p> <p>Dance Appraising ARE – Research the plot of Singing in the Rain.</p>	<p>Music Appraising ARE</p> <p>Listen to the music to the trailer for Woman in Black. Identify the instruments being used. How does the composer create and build up tension in this piece.</p> <p>Music Composing ARE</p> <p>Compose a short repeated riff (melody) that could be used within a soundtrack. Use the notes A,B,C,D,E. What mood does your piece create? Why is this?</p>
<p>Literacy</p> <p>Music</p> <p>Riff</p> <p>Dischord</p> <p>Dynamics</p> <p>Tension</p> <p>Compose</p> <p>Dance Dynamics Expression ARE - Learn and spell the following words:</p> <p>character, theme, atmosphere, mood</p> <p>Drama Appraising ARE– What is the definition of the following words?</p> <p>emotion mood character portray convey</p>	<p>Dance Appraising ARE – Write a review of one of the musicals you have studied in your dance lessons.</p> <p>What was it about?</p> <p>Did you enjoy it?</p> <p>Why or why not?</p> <p>How did you (or would you) use set, props and lighting if you were to perform it in a professional theatre?</p> <p>Drama Use of Stage ARE</p> <p>Choose a short script off the internet or pick one up from Mrs Pearce.</p> <ol style="list-style-type: none"> 1 Read carefully and underline all stage directions. 2 Rehearse showing the stage directions clearly. 3 Discuss what stage directions you could add to further communicate the plot. Add these in. 4 Try to use a range of stage areas. 5 Record and show to Mrs Pearce.
<p>Skills/Numeracy</p> <p>Dance Timing ARE – Choreograph 8 beats of a routine to the song We Go Together from Grease. Film and check your timing. Improve and film again.</p>	

Enhanced Further Learning: **RE**

Easier Tasks	Harder Tasks
<p>ARE: Describe the different attitudes towards ethical issues including reference to at least one religious belief.</p> <p>List ten wars that have taken place over the last twenty years.</p> <p>Thought shower five reasons why countries turn to conflict or war. What do you think is the biggest reason for war?</p> <p>List five benefits and five problems with war.</p>	<p>ARE: Ask questions on moral decisions in life and show empathy to alternative views by presenting a counterargument.</p> <p>'Religions are the cause of war' Do you agree? Give reason why some people may disagree with you.</p> <p>'No war is ever just' Do you agree? Give reason why some people may disagree with you.</p> <p>'Religious people should never fight in wars' Do you agree? Give reason why some people may disagree with you.</p>
Literacy	<p>'War is not a solution' Do you agree? Give reason why some people may disagree with you.</p> <p>'There are more benefits than problems to war.' Do you agree? Give reason why some people may disagree with you.</p> <p>Create a leaflet about the religious reasons given by the conscientious objectors in War World 1.</p>
Skills/Numeracy	<p>Create a dialogue between a pacifist and someone who supports violence to solve conflict. How do their views differ?</p>

Enhanced Further Learning: **Science**

Easier Tasks	Harder Tasks																									
<p>Convert the following into metres:</p> <p>100 cm 250 cm 600 cm 2 km 5.3 km 10 mm</p> <p>1) Name 5 forces and draw a diagram to represent each force. 2) Draw a food chain and label the producer, primary consumer, secondary consumer, prey and predator.</p>	<p>A pupil wants to see how the temperature of water affects the time it takes for jelly to dissolve. Draw a suitable results table. State the independent and the dependent variables in this experiment, and name some variables that need to be controlled. (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 style="text-align: center;">Literacy</p> <p>Write a definition for the following words:</p> <ul style="list-style-type: none"> ○ Independent variable ○ Dependent variable ○ Control variable ○ Anomalous data 	<p>Calculate the speed: (Expected)</p> <p>a) A squirrel runs 1000m in 50s. What is its speed? b) A bunny hops 20m in 5s. What is its average speed? c) A polar bear walks for 1minute at 2m/s. What distance does he walk? d) A zebra runs 20m/s for 40s. How far does it run?</p>																									
<p style="text-align: center;">Skills/Numeracy</p> <p>A pupil measures the temperature of water every minute as it is heated. She does this 3 times. Add the correct units to her results table and then complete the table to show the average temperatures. What is the reason you take 3 measurements?</p> <table border="1" data-bbox="97 1451 783 1733"> <thead> <tr> <th>Time ()</th> <th>Temp 1 ()</th> <th>Temp 2 ()</th> <th>Temp 3 ()</th> <th>Average Temp ()</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>23</td> <td>24</td> <td>22</td> <td></td> </tr> <tr> <td>1</td> <td>30</td> <td>30</td> <td>32</td> <td></td> </tr> <tr> <td>2</td> <td>42</td> <td>41</td> <td>44</td> <td></td> </tr> <tr> <td>3</td> <td>55</td> <td>52</td> <td>50</td> <td></td> </tr> </tbody> </table> <p>Make a graph of these results.</p>	Time ()	Temp 1 ()	Temp 2 ()	Temp 3 ()	Average Temp ()	0	23	24	22		1	30	30	32		2	42	41	44		3	55	52	50		<p>Create a fact sheet to explain how these cells are specialised and what is their function: (Expected)</p> <p>Red blood cell Root hair cell Nerve cell Leaf cell Sperm cell</p> <p>Name the elements in these formulas and how many atoms of each: (Embedded)</p> <p>CO₂ H₂O C₆H₁₂O₆ MgCl₂ NaCl</p> <p>Heat is lost from houses to the surroundings in many different ways. Describe the ways in which homes can be insulated. Include ideas on conduction, convection and radiation. (Exceptional)</p>
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