



# Enhanced Further Learning

## Autumn 1

### Year 7

Easier Tasks	Harder Tasks
<p><b>COLOUR</b>  <b>Expected: Ability to mix a desired colour using two other colours</b></p> <ol style="list-style-type: none"> <li>1. Give two colour combinations to make a tertiary colour.</li> <li>2. Use paint (one colour) to create 3D square.</li> </ol> <p><b>Embedded: Ability to blend one colour to another; smoothly in a gradient.</b></p> <ol style="list-style-type: none"> <li>3. Use two colour combinations to create a tonal 3D square.</li> </ol> <p><b>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>1. Enlarge an image and copy using pencil.</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. Pick one painting by an artist by the Post – Impressionism period and write a paragraph, describing the colours, mood and media used for this piece of work.</li> <li>2. Van Gogh was influenced by the work of Paul Gauguin. Research five facts about this artist.</li> </ol> <p><b>Challenge:</b> What are the differences and similarities between both artists?</p> <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. <b>Still Life:</b> Set up a still life scene and take a photograph of it. Consider what is successful and what could be improved upon.</li> <li>4. <b>Study 1.</b> Sketch one artist image you have researched. This is called 'observational drawing'.</li> </ol>
<p><b>Literacy</b></p> <p>List five adjectives to describe a painting you have chosen by Vincent Van Gogh.</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> <ol style="list-style-type: none"> <li>1) Choose a painting by Vincent Van Gogh. List a minimum of three of the formal elements, describing how each element creates the image.</li> </ol> <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) Draw an object in the style of Vincent Van Gogh. Ideas: food, household objects.  <b>Challenge:</b> Enlarge your drawing so it double the size.</li> </ol>	<p><b>TONE</b>  <b>Exceptional: Ability to use some elements of tone (in various medium) to create a 3D impression.</b></p> <ol style="list-style-type: none"> <li>5. <b>Study 2.</b> Try extending or slightly changing your observational work. This is called '<i>development</i>'.</li> <li>6. Analyse a piece of your work. <ul style="list-style-type: none"> <li>- How does it make you feel?</li> <li>- What sort of colours have you used?</li> <li>- Would you change the image in any way?</li> </ul> </li> </ol>

Enhanced Further Learning: **Digital Media: Hardware, Software and E-Safety**

Easier Tasks	Harder Tasks
<p><b>ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems.</b></p> <p>Write a list of every computer device in your home.</p> <p>Create a word search featuring at least 10 different hardware.</p> <p>Collect 3 or more letters to use in the classroom with word processing lessons.</p>	<p><b>ARE: Understand a range of ways to use technology safely, respectfully, responsibly and securely. Recognise inappropriate content, contact and conduct and know how to report concerns.</b></p> <p>Find a YouTube video that's 3 minutes or less and explains each topic in this term.</p> <p>Write a 1 page guide for new pupils and primary school pupils with the top tips for using Moodle (include images)</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following keywords;</p> <p>Hardware Software E-Safety Input Output Storage Word Processing Presentation Social Media</p>	<p>Watch this TED Talk about social media (<a href="http://www.ted.com/talks/del_harvey_the_strangeness_of_scale_at_twitter">http://www.ted.com/talks/del_harvey_the_strangeness_of_scale_at_twitter</a>). Write down a paragraph detailing your thoughts about this talk.</p> <p>Produce a poster with the top 10 tips for staying safe online.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems.</b></p> <p>Write a rap, poem or catchphrase to help remember which hardware devices are input, output and storage.</p> <p>Define each topic from this half term in a Twitter style method (maximum 140 characters)</p> <p>Use Padlet (<a href="https://padlet.com/">https://padlet.com/</a>) to map out with post it notes everything you have learnt in this term. Export it as a PDF to share with the class.</p>	<p><b>ARE: Understand the hardware and software components that make up computer systems, and how to communicate with one another and with other systems.</b></p> <p>List the best 5 adverts you have seen this week and the worst 5 adverts. Explain what is good and bad about them.</p>

Enhanced Further Learning: **Design and Technology**

<p style="text-align: center;"><b>Easier Tasks</b></p> <p><b>ARE: Manufacturing</b>  <b>Task:</b> Name five different tools you could use in Design Technology.  <b>Task:</b> Choose two of the tools you have listed above, and explain what they are used for and a safety rule for each of them.</p>	<p style="text-align: center;"><b>Harder Tasks</b></p> <p><b>ARE: Research and communication of ideas</b>  <b>Task: Redesign</b> a current garment or accessory we use today, taking inspiration from the Pop Art movement.  <b>Task: Design a cushion</b> which could be used by an elderly person with memory loss. Think about how you could make the cushion appeal to the person's senses (touch, smell, taste etc).</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>ARE: Properties of materials</b>  <b>Task: Write a paragraph explaining</b> where linen comes from. Explain where and how it is grown.  <b>Task: Write a paragraph explaining</b> where the silk fibre comes from. Explain which animal it comes from and what the silk fibre can be made into.</p>	<p><b>ARE: Designers and brands</b>  <b>Task: Create</b> a visual and interesting timeline of the art movements, from 1900's to present day.  <b>Task:</b> Research the work of Cath Kidston. Create a fact sheet for primary pupils to pass on the information you have found out about this designer.  <b>Task:</b> Research the work of Angie Lewin. 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>Skills/Numeracy</b></p> <p><b>ARE: Designers and brands</b>  <b>Task:</b> Diana needs to cut out 4 pieces of fabric which are 75mm X 65mm. How much fabric in total would Diana need to be able to cut the 4 pieces she needs to make a cushion?  <b>Task:</b> A designer creates an armchair which costs £165.00 to make. If the designer wants to make triple £165.00 as her profit, how much does she need to charge for the armchair?</p>	

## Year 7 English Enhanced Further Learning: Reading Challenge

Here are the titles of some books that are recommended for Year 7 pupils:

Book Title	Author	Short Description
Watership Down	Richard Adams	Possibly the best and most well-known animal adventure tale.
The Goldfish Boy	Lisa Thompson	A story about finding friendship when you're lonely -and hope when all you feel is fear.
The Island at the End of Everything	Kiran Millwood Hargrave	A moving, enthralling and heartbreaking tale of finding your way home
The Wolves of Willoughby Chase	Joan Aiken	Long ago, at a time in history that never happened, England was overrun with wolves...
Peter Pan	JM Barrie	Magic and mischief is in the air!
The Dark Sun is Rising	Susan Cooper	A story inspired by ancient beliefs
Wolf	Gillian Cross	A haunting story of terrorism, impending doom, confusion and not really knowing your closest family members as well as you thought.
Arthur: The Seeing Stone	Kevin Crossley-Holland	The story of young King Arthur told in 100 short chapters.
The Diary of a Young Girl	Anne Frank	A deeply moving and unforgettable portrait of an ordinary and yet an extraordinary teenage girl.
The Weirdstone of Brisingamen	Alan Garner	One of the greatest fantasy novels of all time.

**Once you have completed reading your book for this half term, complete a short Book Report and hand it into your English teacher.**

**You do not have to read a book of the recommended list above for it to count as your Enhanced Further Learning, but we would love it if you did!**

### Book Report

Name of Book: .....

Name of author: .....

Rating out of 5: .....

Why you have given it this score:

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## Virtues in Fiction

All of us want to 'achieve our potential' in life. But unless we have developed our virtues, it will be impossible to fulfil our potential.

Acquiring and practising these virtues (wisdom, love, integrity, fortitude, self-control and justice) will help you fulfil your potential. You will be able to achieve all sorts of things in life when you have developed these important virtues (good moral habits), and you will be able to achieve more than you could without them.

Virtues	Description of Virtue
Wisdom	The habit of exercising good judgement; being able to see what is true and good and choosing the best course of action.
Love	The habit of acting selflessly, for the good of another, without seeking recognition or reward.
Integrity	The habit of being true to ourselves and truthful with others; standing up for moral principles and following our conscience.
Fortitude	The habit of the doing what is right and necessary in the face of difficulty.
Self-Control	The habit of self-restraint; the mastery and moderation of our desires, emotions, impulses and appetites.
Justice	The habit of treating everyone with equal respect and fairness.

1. Fill in the table below, identifying which virtues are displayed in your story, and briefly explaining why.

Virtue that is evident in the story you are reading	Explanation of how the virtue is evident

### Developing Your Own Virtues

2. With your parent or carer, decide which of the virtues you will set as a personal target for this half term. Discuss and make a note of how you can develop this virtue:

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Enhanced Further Learning: **Food Technology: An Introduction to Food**

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

Enhanced Further Learning: **Geography: Maps and Skills**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p>ARE = Identify the difference between physical and human geography.            Task 1 = Label 5 Images of Geographical features relating to Physical Geography (e.g. A river).             Task 2 = Label 5 images of Geographical features relating to Human Geography (e.g. A Bridge).</p>	<p>ARE = Use OS maps to identify features and give 4 figure grid references.            Task = Create an imaginary island, it must include; 10 Map Symbols, 2 Major Roads, 1 Minor Road, Contour Lines and a River. (Most importantly a key)             ARE = How the world climate has changed over time and continues to do so. Produce an information leaflet for the people of the UK telling them of the environmental problems linked to global warming.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Define the following key terms:-</p> <ul style="list-style-type: none"> <li>• Human Geography</li> <li>• Physical Geography</li> <li>• Environment</li> <li>• Air Pollution</li> <li>• Global Warming</li> <li>• Grid Reference</li> <li>• Scale</li> <li>• Relief</li> <li>• Contour Lines</li> </ul>	<p>ARE = Recognise the location of major cities and countries around the world.            Task = On a map of the UK:            1. Label &amp; Use 4 different colours to shade in England, Scotland, Wales and Northern Ireland (Use a key).            2. Label accurately the Capital Cities; London, Cardiff, Edinburgh and Belfast.            3. Label accurately and colour the seas; North Sea, Atlantic Ocean, Irish Sea and English Channel.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>ARE = Locate the seven continents and five oceans of the world.            Task 1 = On a map of the World            1. Label the 7 Continents (Shade 7 Colours).            2. Label 2 Countries from each Continent.            3. Label 3 Major Oceans.             Task 2 = Draw a bar chart to show the tallest mountains in each of the continents.</p>	<p>All ARES            Task = Find a recent news story linked to Geography. Write a report telling people what happened and any interesting links to the story. Add some photos to make it more interesting.</p>



Enhanced Further Learning: **History: The Vikings**

<b>Easier Tasks</b>	<b>Harder Tasks</b>
<p><b>Find</b> an image of a Viking artefact.</p> <p><b>Find</b> a blank map of Europe and label Scandinavia and the places the Vikings invaded.</p> <p><b>Create</b> a fact file on the Vikings.</p> <p><b>Find out</b> what Vikings believed about religion</p>	<p>ARE; Describe how different groups of people experience historical events (<b>interpretations</b>).</p> <p>Research and describe the different views about the Vikings.</p> <p>ARE; Use <b>sources</b> to gather information. Research primary and secondary sources from the Viking era - what do they tell you about life in Viking times?</p>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Define these key words:</b>            Invasion            Danelaw            Longship            Anglo-Saxons            Kingdom            Settlement            Valhalla</p>	<p>Draw a map showing Britain at the time of the Viking invasion – label the different areas including the Danelaw.</p> <p>ARE; Understand what makes someone/something important in history (<b>significance</b>).</p> <p>Draw a picture of a Viking longship - label the key features and explain how it works. Why were these ships so important to the Vikings?</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>Research</b> Viking weapons and armour.</p> <p><b>Investigate</b> the different places in Europe that the Vikings invaded.</p> <p><b>Draw</b> a map of England showing place names that have been influenced by the Vikings</p> <p><b>Create</b> a mind map of Viking religion.</p>	<p>ARE; Identify and explain <b>causes</b> for key historical events.</p> <p>Write a letter to the Vikings explaining why Britain would be a good place to invade. Include different reasons.</p> <p>Do you think the Vikings deserve a bloodthirsty, violent reputation? Explain your answer.</p> <p>ARE; Describe <b>change</b> across a given era with reasons to explain these changes. How did life in Britain change over time under the Vikings?</p> <p>Research how England today has been changed by the Vikings – for example the words we use.</p>

<p style="text-align: center;"><b>Easier Tasks</b></p> <p style="text-align: center;"><b>ARE: How to use the order of operations (BIDMAS).</b></p> <p>This is Micha's homework. Answer all the questions to find out where she has made a mistake.</p> <p>a) <math>2 + 3 \times 4 = 20</math>          b) <math>8 - 4 \div 4 = 7</math>          c) <math>6 + 3 \times 2 = 12</math>          d) <math>7 - 1 \times 5 = 16</math>          e) <math>9 - 3 \times 3 = 18</math></p>	<p style="text-align: center;"><b>Harder Tasks</b></p> <p style="text-align: center;"><b>ARE: Know the properties of different types of number.</b></p> <p>Here is a list of numbers          6    8    11    15    25    28    30    33</p> <p>From this list, write down:</p> <p>a) a multiple of 7,          b) the two factors of 24,          c) a square number,          d) a prime number.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p style="text-align: center;"><b>ARE: Know the properties of different types of number.</b></p> <p>Provide a definition for the following words. Can you come up with a questions involving one of each term.</p> <p>Integer                      Division          Addition                    Rounding          Subtraction                Place Value          Multiplication            Decimal</p>	<p>Here is a list of numbers  <span style="margin-left: 100px;"><b>2   4   5   7   8   9</b></span></p> <p>(i) From the list, write down two numbers that add up to 16</p> <p>(ii) From the list, work out the largest possible number that can be made using three numbers</p> <p>(iii) From the list, work out the largest possible even number that can be made using three numbers</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p style="text-align: center;"><b>ARE: Know the properties of different types of number.</b></p> <p>Write the number 235 in words</p> <p>Write the number seven thousand and twelve in numbers</p> <p>Jon is adding two numbers. His answer is 843.</p> <p>One of the numbers is 591.</p> <p>What is the other number?</p>	<p>Using each of the digits 3 4 and 8 only once. Write as many different 3 digit numbers as you can.</p> <p>Write your numbers in order with the smallest first.</p> <p style="text-align: center;"><b>ARE: How to use the order of operations (BIDMAS).</b></p> <p>Put brackets in these calculations to make them correct.</p> <p>(i) <math>4 + 3 \times 5 + 2 = 49</math>          (ii) <math>5 \times 4 + 5 \div 5 = 5</math>          (iii) <math>5 - 3 \times 12 \div 4 = 6</math>          (iv) <math>6 \times 4 + 3^2 - 5 = 289</math></p>

Enhanced Further Learning: **French: All About Me**

Easier Tasks	Harder Tasks
<p><b>ARE – Vocabulary:</b> Make a <b>wordsearch</b> using the key words we have learned this half term.</p> <p><b>ARE – Vocabulary:</b> Make a revision <b>mindmap</b> of the words we have learnt this half-term.</p> <p><b>ARE – 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 (content, range of language, accuracy)</b>  <b>Write</b> an answer to the following questions in French:</p> <ul style="list-style-type: none"> <li>- Décris ta famille. (Describe your family)</li> <li>- Aimes-tu les animaux? (Do you like animals)</li> <li>- Tu est comment? (What are you like?)</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Key words:</b></p> <p>J'ai – I have            Je suis – I am            Je m'appelle – My name is            Les animaux - animals            Il y a – there is            Et – and            Mais - but</p>	<p><b>ARE – Translation:</b>  <b>My name is Sarah and I am 15 years old. I have a brother and two sisters. I have a dog. I love chocolate.</b>  <b>My friend is called Sophie and she is 14 years old.</b></p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE – Vocabulary:</b> Search Carr Manor Year 7 French on <b>Quizlet</b> for vocabulary practice and games.</p> <p><b>ARE – Vocabulary: Create</b> your own set of vocabulary games on Quizlet.</p>	<p><b>ARE – Accuracy:</b> Find a picture of a family and <b>write</b> 4 sentences about the picture in French.</p> <p><b>Write</b> a set of rules explaining the difference in masculine and feminine nouns.</p> <p><b>ARE – Vocabulary: Create</b> a family tree and label it in French.</p>

Enhanced Further Learning: **Spanish: School**

Easier Tasks	Harder Tasks
<p><b>ARE – Vocabulary:</b> Make a <b>wordsearch</b> using the key words we have learned this half term.</p> <p><b>ARE – Vocabulary:</b> Make a revision <b>mindmap</b> of the words we have learned this half term.</p> <p><b>ARE – 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 (content, range of language, accuracy) Write</b> an answer to the following questions in Spanish:</p> <ul style="list-style-type: none"> <li>- ¿Cómo es tu colegio? (What is your school like?)</li> <li>- ¿Cuál es tu asignatura favorita? (What is your favourite subject?)</li> <li>- ¿Quién es tu profesor favorito? (Who is your favourite teacher?)</li> </ul>
<p style="text-align: center;"><b>Literacy</b></p> <p><b>Key words:</b></p> <p>El instituto – school            El colegio – school            Las asignaturas – subjects            Los estudiantes – pupils            Los profesores - teachers</p>	<p><b>ARE – Translation:</b>  <b>Voy en un colegio en Inglaterra. Mi colegio es grande y muy moderno. Me encanta mi colegio. Me gusta estudiar las ciencias pero no me gusta la historia porque es un poco difícil.</b></p> <p><b>ARE – Accuracy:</b> Find a picture of a school and <b>write</b> 4 sentences about the picture in Spanish.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p><b>ARE – Vocabulary:</b> Search Carr Manor Year 7 Spanish on <b>Quizlet</b> for vocabulary practice and games.</p> <p><b>ARE – Vocabulary: Create</b> your own set of vocabulary games on Quizlet.</p>	<p><b>Write</b> a set of rules explaining the difference in masculine and feminine nouns.</p> <p><b>ARE – Vocabulary: Create</b> a map of Carr Manor and label it in Spanish.</p>

Enhanced Further Learning:

**Physical Education: Healthy Foods**

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>ARE: Make good choices in order to live a healthy and active lifestyle.</p> <ul style="list-style-type: none"> <li>-Keep a food diary for a week</li> <li>-Research what the following different food groups are and which foods fall into each category (carbohydrates, protein, fats, vitamins, minerals, fibre, water)</li> <li>-Count up the number of times in the week that you ate foods in each of the food groups.</li> <li>-Are there any things that you could change about your diet?</li> </ul>	<p>ARE: Make good choices in order to live a healthy and active lifestyle.</p> <ul style="list-style-type: none"> <li>-Look at the food diary that you kept for the first week – which days were healthy days and why? Which days were unhealthy days and why?</li> <li>-On the unhealthy days, what could you have added in to make the day healthier?</li> <li>-Keep a food diary for a further week. Try to eat a variety of healthy foods for the week. Have you noticed any changes in what you have eaten? Has your second week been healthier?</li> <li>-Do you feel any different having eaten healthier food?</li> <li>-Create a poster to advertise the physical (body) benefits of healthy eating.</li> <li>-Create a poster to advertise the physical (body) and psychological (mind) benefits of healthy eating.</li> </ul>
<b>Literacy</b>	
<p>ARE: Make good choices in order to live a healthy and active lifestyle.</p> <p>Define the following terms and give examples of foods in these groups:</p> <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Fats</li> <li>• Protein</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Fibre</li> </ul>	
<b>Skills/Numeracy</b>	
<p>ARE: Make good choices in order to live a healthy and active lifestyle.</p> <ul style="list-style-type: none"> <li>-Add up the number of times you ate each food group in a week.</li> <li>-Analyse your results to create a percentage for each food group. E.g 10 portions of carbohydrate in a week out of 15 portions would be:  <math>10/15 \times 100 = 66.7\%</math></li> <li>-Research the number of times a week that you <i>should</i> eat each food group.</li> </ul>	

Enhanced Further Learning:  
**Performing Arts: New Beginnings**

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>1. What are stage directions? <b>Drama ARE-stage</b></p> <p>2. Describe what blocking is and why it's important in drama – <b>Drama ARE - stage</b></p> <p>3. Draw a stage floor plan and mark the following: Stage right, upstage, audience, wings.  <b>Drama ARE – stage</b></p> <p>4. Create a fact file exploring the origins of the Piano. <b>Music – Appraising</b></p>	<p>1. Write or record yourself saying a short monologue (a script/drama performance with only one speaker in) about a holiday you loved and why. Try to include stage directions.  <b>Drama ARE - voice</b></p> <p>2. Create a short dance based around something you did on the Summer holidays. Pick the music yourself. Video yourself on your phone or show Miss live.  <b>Dance ARE – choreography</b></p> <p>3. Collect a notation worksheet and attempt the Expected, Embedded and Exceptional tasks.  <b>Music ARE – Rhythm</b></p> <p>4. Collect a treble clef worksheet and attempt the Exp, Emb and Exc tasks.  <b>Music ARE - Melody</b></p>
<b>Literacy</b>	
<p>Learn to spell...</p> <ul style="list-style-type: none"> <li>• Stage direction</li> <li>• Blocking</li> <li>• Drama</li> <li>• Dance</li> <li>• Rhythm</li> <li>• Pulse</li> <li>• Beat</li> <li>• Keyboard</li> </ul>	
<b>Skills/Numeracy</b>	
<p>1. Research and create a fact file about all the different types of theatres there are. To help you, look up Leeds Grand and City Varieties in Leeds. (What's different about these stages? What's similar? Do they have names?) <b>Drama ARE – stage</b></p> <p>2. <b>Attend a Flexible Learning Music session and develop your skills on an instrument.</b></p>	

Enhanced Further Learning: **RE: Sikhism**

<p style="text-align: center;"><b>Easier Tasks</b></p>	<p style="text-align: center;"><b>Harder Tasks</b></p>
<p>ARE; Describe and explain <b>religious beliefs</b> from at least two different religions and their own.</p> <p>Create a poster about Sikhism. Key beliefs and values.</p> <p>Print off an image of the Gold Temple at Amritsar and highlight key aspects of the temple.</p>	<p>ARE; Describe and explain <b>celebrations</b> from two religions and their significance for followers of each faith.</p> <p>Explain what happens during the festival of Diwali. Where do the traditions come from?</p> <p>ARE; Describe and <b>explain key practices</b> from two religions and their significance for followers of each faith.</p> <p>Explain what Vaisakhi is and why it is an important event in the Sikh festival. This should explain the Sikh baptism ceremony.</p> <p>ARE; Identify and explain the impact of <b>religious leaders</b> on at least two different religions.</p>
<p style="text-align: center;"><b>Literacy</b></p> <p>Create a diagram to show the 5k's in Sikhism and describe the meaning of each one.</p>	<p>Research the ten Guru's- What role did each Guru play? What can followers of the faith learn from them?</p> <p>Research Guru Nanak. Why do people follow his teachings? What makes him so special?</p> <p>Research why the Gold Temple at Amritsar is Significant to the Sikh faith.</p>
<p style="text-align: center;"><b>Skills/Numeracy</b></p> <p>Create a chart to show the numbers of followers of each of the main world religions.</p> <p>Create a bar graph to show the age of the main world religions- which is the oldest? The youngest?</p> <p>ARE; Describe and <b>explain key practices</b> from two religions and their significance for followers of each faith.</p> <p><a href="http://www.swatlondon.com/">http://www.swatlondon.com/</a> Look up the link above and write/draw your finding on the charitable nature of Sikhism.</p>	

**Easier Tasks  
(Expected)**

- 1) Use the internet to find out what out what a unicellular organisms is
- 2) Give 5 safety rules for the lab
- 3) What equipment would you need to boil water in the lab?
- 4) Give a definition for "fertilisation"
- 5) What is the independent and dependent variable?

**Literacy**

- 1) Find the missing words  
**C-t-p-asm**  
**C-lor-pl-st**  
**N-cl-us**  
**V-cu-le**  
**C-ll Wa--**
- 2) Define the word "control variable".
- 3) Define the words "precise" and "accuracy".

**Skills/Numeracy  
(Expected)**

- 1) Plot the following data in a bar chart

Eye Colour	Number of Pupils
Brown	15
Blue	7
Green	3

- 2) Find the mean (average) of the following points  
45, 40, 35
- 3) Calculate the total magnification of:
  - eyepiece lens of x10 and an objective lens of x20
  - eyepiece lens x10 and an objective lens of x50

**Harder Tasks (Embedded)**

- 1) Draw and label a plant and animal cell. Give the function of the different parts/organelles.
- 2) What is diffusion? Draw a story board demonstrating how you can smell perfume from the other side of the room
- 3) What are the key differences and similarities between a plant and animal cell?
- 4) Draw a story board or poster demonstrating how a foetus develops in the uterus. You can use the internet or ask your teacher for some notes.
- 5) Take some pictures or draw an image of a flower – label the organs and give their function.
- 6) Draw the table below. Give physical changes that take place during puberty for boys, girls and both.

Boys	Girls	Both

- 7) **Which of the following types of plant cell contains chloroplasts? Explain your answer.**

**Leaf cells or root cells**



Root Cell



Leaf Cell