



Enhanced Further Learning

Autumn 1

Year 8

Enhanced Further Learning: **Art: Buildings and Portraits**

| Easier Tasks | Harder Tasks |
|---|---|
| <p>Expected: To use some keywords in sentences to describe elements in Art work.</p> <p>Expected: Ability to use tone in various mediums (paint, pencil, pen etc.).</p> <ol style="list-style-type: none"> 1. Create a Mood board based on Ian Murphy's work 2. Explain in one sentence; 'What is Perspective?' 3. Demonstrate tone: sketch a 3D image of a famous building of your choice. 4. What is Abstract Portraiture? List five adjectives that could describe this art style. | <p>Embedded: To use varied keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 1. Pick one painting by Hundertwasser, write a paragraph, describing the colours, mood and media used for this piece of work. 2. Paul Kenton is an Artist. Research and write about five interesting facts about him. 3. Chuck Close painted Abstract Portraits. Research and write about five interesting facts about him. |
| <p style="text-align: center;">Literacy</p> <p>Unscramble the following words</p> <ul style="list-style-type: none"> • troprtai • basttcar • guildbig • pipversetec • trustcure | <p>Embedded: Ability to reproduce an image & alter the scale (enlarge/shrink); keeping all proportions.</p> <ol style="list-style-type: none"> 4. Photomontage: Take a photograph of your favourite or an interesting building in Leeds. Create a photomontage of this building, by cutting it in to sections and placing it back together to show distortion. |
| <p style="text-align: center;">Skills/Numeracy</p> <ol style="list-style-type: none"> 1) Research www.ianmurphyartist.com. You must try things out on the website then write a minimum of a paragraph - what you like about it, what you don't like about it and if you could what would you change or add to the website. 2) Abstract Portrait: Find a picture of a celebrity or use your own picture. Cut the picture up in to medium sized sections. Put the image back together again, making it look distorted. 3) Challenge: Can you create a study of your distorted photomontage? | <p>Embedded: Ability to use some elements of tone (in various medium) to create a 3D impression.</p> <ol style="list-style-type: none"> 5. Study 1. Create an observational portrait drawing of a family member or friend using pencil. <p>Exceptional: Ability to use a variety of tone (in various medium) to create a strong 3D image.</p> <ol style="list-style-type: none"> 6. Study 2. Try extending or slightly changing your observational work e.g. more detail, use of tone. This is called 'development'. <p>Embedded: To use varied keywords in sentences to describe elements in Art work.</p> <ol style="list-style-type: none"> 7. Choose 1 STUDY. Write a short paragraph describing what went well, and how your work could have been improved. Refer to the formal elements. |

Enhanced Further Learning: **Digital Media: Textual Programming**

| Easier Tasks | Harder Tasks |
|--|--|
| <p>ARE: Understand how instructions are stored and executed within a computer system. Research how python can be used with Minecraft.</p> <p>ARE: Use print statements in graphical and textual programming languages to demonstrate sequencing. Write a random name generator in python that asks for the user to input 5 names, stores them in an array and then outputs one of them at random.</p> <p>Define all of the keywords listed in the 'sides' section.</p> | <p>ARE: Develop programs that read and write data to external files. Use python to write a sign up program for a Flexible Learning club. It should ask the user for a pupil's first name, surname, gender and coaching group. It should then store all these details in a text file.</p> <p>ARE: Use print statements in graphical and textual programming languages to demonstrate sequencing. Write a program that asks a user to input a sentence. The program should then output the sentence in upper case.</p> |
| <p style="text-align: center;">Literacy</p> <p>Python Algorithm Sequence Selection Iteration Programming Syntax Logical Array</p> | <p>ARE: Understand the purpose of loops within a graphical and textual programming language Use the turtle function in python to create a Pokeball or a Pokémon related graphic of your choice.</p> <p>ARE: Understand the purpose of selection within a graphical and textual programming language through the use of nested if statements Write a program that: asks the user for the distance (in metres) and then asks the user for their time (in seconds). The program should then calculate and output the average speed. (Tip: $Speed = Distance / Time$)</p> |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Understand various algorithms and their purpose and use in different scenarios Create a flowchart that simulates a regular school day.</p> <p>Create a flowchart that simulates logging onto a computer at school.</p> <p>Use the BBC Microbit website to develop some code for a program of your choice. Bring the code to your Digital Media teacher ready to be compiled and added to a Microbit.</p> | <p>Write a program in python that allows the user to play rock, paper, scissors against the computer. The program must display the computers choice and show the result of the game.</p> |

Enhanced Further Learning: **Design and Technology**

| | |
|---|---|
| <p style="text-align: center;">Easier Tasks</p> <p>ARE: Manufacturing Task: Name five different tools you could use in Design Technology. Task: 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;">Harder Tasks</p> <p>ARE: Research and communication of ideas Task: Redesign a current garment or accessory we use today, taking inspiration from the Pop Art movement. Task: Design a cushion 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;">Literacy</p> <p>ARE: Properties of materials Task: Write a paragraph explaining where linen comes from. Explain where and how it is grown. Task: Write a paragraph explaining where the silk fibre comes from. Explain which animal it comes from and what the silk fibre can be made into.</p> | <p>ARE: Designers and brands Task: Create a visual and interesting timeline of the art movements, from 1900's to present day. Task: 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. Task: 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;">Skills/Numeracy</p> <p>ARE: Designers and brands Task: 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? Task: 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 8 English Enhanced Further Learning: Reading Challenge

Here are the titles of some books that are recommended for Year 8 pupils:

| Book Title | Author | Short Description |
|----------------------|------------------------|---|
| Welcome to Nowhere | Elizabeth Laird | A powerful and beautifully written story about the life of one family caught up in civil war. |
| The Outsiders | S.E. Hinton | A story of struggle, growing up, gangs and peer pressure. |
| Animal Farm | George Orwell | A classic fable and allegory of a communist revolutionary dictatorship and the tyranny which develops. |
| Chinese Cinderella | Adeline Yen Mah | The unforgettable story of a young Chinese girl's struggle to find acceptance within her own family. |
| The Coral Island | R.M. Ballantyne | A boy's own story of Ralph, Jack and Peterkin who are shipwrecked on coral island. |
| Coram Boy | Jamila Gavin | A stunning period drama of deception, child stealing, mistaken identity and searching for long lost families. |
| Bridge to Terabithia | Katherine Paterson | An intriguing and heart-breaking fantasy tale. |
| The Woman in Black | Susan Hill | A chilling mystery about a woman in black who the villagers only talk about in terrifying true ghost stories. |
| Treasure Island | Robert Louis Stevenson | A classic tale of treasure and treachery. |
| Z for Zachariah | Robert O'Brien | A nuclear war survival story. |

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:

.....

.....

.....

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:

.....

.....

.....

.....

Enhanced Further Learning: **Food Technology: All About Food**

| Easier Tasks | Harder Tasks |
|---|---|
| <p>ARE: Students can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Task: Research 2 of the following target groups and explain why they may need to follow a specific food diet.</p> <ol style="list-style-type: none"> 1. Muslims 2. Vegans 3. Elderly 4. Diabetics | <p>ARE: Students understand and apply the principles of nutrition and health and the Eatwell guide to their cooking.</p> <ol style="list-style-type: none"> 1. Explain the function of protein in the diet, and give examples of sources of protein . (challenge: which foods contain protein which vegans could eat?) |
| <p style="text-align: center;">Literacy</p> <p>Task: Write out the definitions of these key words.</p> <ol style="list-style-type: none"> 1. Colander 2. Wok 3. Balloon whisk 4. Spatula 5. Fish slice | <ol style="list-style-type: none"> 2. Explain the function of fats in the diet, and give examples of sources of fat. (challenge: what is the function of unsaturated fats? Give some examples of sources of unsaturated fats and why they are more beneficial than saturated fats) |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Students can understand the characteristics of a broad range of ingredients.</p> <p>Task: Go onto the internet and find the cost of the following meals 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> | <p>ARE: Students can cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <ol style="list-style-type: none"> 3. Task: Go onto the internet and find a recipe for a beef burger and chips. Explain how the ingredients could be changed to make the dish healthier. 4. Task: Go onto the internet and find a recipe for a spaghetti Bolognese. Explain how the cooking methods could be changed to make the dish healthier. 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: Tropical Rainforests**

| Easier Tasks | Harder Tasks |
|--|---|
| <p>ARE = Describe how places around the World compare to the UK.</p> <p>- Name and describe 5 predators you might find in the rainforest.</p> <p>- Describe 5 differences between the climate in the Amazon rainforest and the UK.</p> <p>- Describe 5 features of a jungle tribe – think about housing and traditions.</p> | <p>ARE = Empathise with other people from a range of cultures and backgrounds. Describe life in a jungle tribe through a week’s diary entries.</p> <p>ARE = Give balanced arguments. Write a speech to the government of Brazil making the case to save the rainforest.</p> <p>ARE = Describe how places around the World compare to the UK. Produce a leaflet showing the ways animals and plants have adapted to live in rainforest environments.</p> |
| <p style="text-align: center;">Literacy</p> <p>Define the following key terms:-</p> <ul style="list-style-type: none"> • Canopy • Liana • Precipitation • Tribe • Amazon • Ranching • Deforestation • Predator • Prey | <p>ARE = Use an atlas to locate the key mountains, rivers, cities and seas within the UK and around the world. Create an A3 map of the rainforests around the world.</p> <p>ARE = Explain the interaction between humans and the natural environment. Investigate the rainforest alliance. How do they try to protect the rainforest and bio diversity?</p> |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE = Explain the interaction between humans and the natural environment. Find out the rate of deforestation over the last ten years and draw a bar graph to represent this.</p> <p>Draw a flow chart describing how our demand for products leads to deforestation and the problems that causes.</p> <p>Create a choropleth map, coloured that shows which countries have the highest rate of deforestation.</p> | <p>ARE = Give balanced arguments. Write a report showing the key reasons behind the rapid removal of the world’s tropical rainforests.</p> |

Enhanced Further Learning: **History: The British Empire**

| <p style="text-align: center;">Easier Tasks</p> | <p style="text-align: center;">Harder Tasks</p> |
|--|---|
| <p style="text-align: center;">Literacy</p> <p>Write down a definition for the following terms:</p> <ul style="list-style-type: none"> Middle Passage Triangle Trade Colony Resistance Empire Abolition Dehumanisation | <p>ARE; Describe how different groups of people experience historical events (interpretations).</p> <p>Find out what a historian has said about the British Empire. What sources did they use to reach their interpretation?</p> <p>Watch “Black and British” on BBC iPlayer. How has the British Empire been important?</p> <p>ARE; Use sources to gather information. Find 3 sources explaining what West Africa was like before slavery. Label them and explain what we can infer from them.</p> <p>Find 3 primary sources that show India under the rule of the British Empire. What can we learn from them?</p> <p>ARE; Understand what makes someone/something important in history (significance).</p> <p>Why does Harriet Tubman deserve to be on the \$20 bill?</p> <p>Should we save Bunce Island? Explain your answer.</p> <p>ARE; Identify and explain causes for key historical events.</p> <p>Why did Britain colonise India? Explain your answer.</p> |
| <p style="text-align: center;">Skills/Numeracy</p> <p>Draw a map to show the different colonies of the British Empire. Label the countries.</p> <p>Draw a map of the slave trade triangle and label it to show where different goods were traded.</p> <p>How much money was made during slavery? Who benefitted from this? You could draw a graph to show this information.</p> | <p>ARE; Describe change across a given era with reasons to explain these changes. How did the British Empire change over time? You could use maps to explain your answer.</p> |

Enhanced Further Learning: **Maths**

| | |
|--|---|
| <p style="text-align: center;">Easier Tasks</p> <p>ARE: How to use algebra notation. Write an algebraic expression for each of the following;</p> <p>a) 2 more than y b) 6 less than x c) Y taken away from b d) S added to t added to u e) X divided by 7 f) G multiplied by itself</p> | <p style="text-align: center;">Harder Tasks</p> <p>ARE: Factorise into a single bracket. ARE: How to collect like terms ARE: Solve two step linear equations in one unknown.</p> <p>1) Three pupils are asked to factorise the expression $12m - 8$. Here are their answers; Aiden answered $2(6m - 4)$ Bella answered $4(3m - 2)$ Craig answered $4m(3m - 2m)$</p> |
| <p style="text-align: center;">Literacy</p> <p>Write a definition and give an example of each of the following;</p> <ul style="list-style-type: none"> - Equation - Expression - Formula - Inequality - Expanding - Factorising | <ul style="list-style-type: none"> - Which pupil gave the correct factorisation? - Can you explain any of the mistakes the other two pupils made? <p>2) A rectangle has lengths of $x + 6$ and $x + 2$. Form an expression for the perimeter of the rectangle (you may want to draw a diagram to help you).</p> <ul style="list-style-type: none"> - The perimeter of the rectangle is 48cm. Form and solve an equation to find the value of x. |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE: How to substitute into a formula.</p> <p>Which of the following expressions are equivalent?</p> <p>a) $2m \times 6m$ b) $4m \times 3n$ c) $2m \times 6m$ d) $3m \times 4n$</p> <p>If $a = 4$ $b = 8$ and $c = -3$</p> <p>Calculate</p> <p>a) $2a$ b) $4a + b$ c) $b^2 - 2c$ d) c^2 e) $3c - 2b$</p> | <p>3) Cows have 4 legs. Which of these formulae connects the number of legs (L) and the number of cows (C)? $C = 4L$ $L = C + 4$ $L = 4C$ $L + C = 4$</p> <p>4) A square has a side length of $3x + 5$. Write an expression for the perimeter of the square.</p> <p>5) Sam thinks of a number, n. He multiplies his number by 7 and then adds 3 to the result. His final answer is 45. a) Write down an equation for this information b) Solve your equation to find the number, n.</p> |

Enhanced Further Learning: **French: TV, Cinema and Reading**

| Easier Tasks | Harder Tasks |
|--|---|
| <p>ARE – Vocabulary: Make a wordsearch using the key words we have learned this half term.</p> <p>ARE – Vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE – Vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p> | <p>ARE – Writing (content, range of language, accuracy) Write an answer to the following questions in French:</p> <ul style="list-style-type: none"> - Qu'est-ce que tu regardes à la télé? (What do you watch on TV?) - Tu préfères regarder des films ou lire des livres ? (Do you prefer watching films or reading books?) - Décris ton film préféré (describe your favourite film) - Quel est ton personnage préféré? (Who is your favourite character?) |
| <p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>J'ai une passion pour... – I have a passion for. J'ai horreur de – I hate Je regarde – I watch Je lis – I read Les comédies – comedies Les films d'amour – love films Les films d'action – action films Les dessins animés – cartoons Les livres – books Les romans - novels</p> | <p>ARE – Translation:</p> <p>I love horror films because I think they are fun however my friends don't like them because they say they are too scary. At the weekend, I like to go to the cinema with my friends but we always watch cartoons or comedies. I don't think it is very interesting.</p> |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE – Vocabulary: Search Carr Manor Year 8 French on quizlet for vocabulary practice and games.</p> <p>ARE – Vocabulary: Create your own set of vocabulary games on quizlet.</p> | <p>ARE – Using verbs accurately Write a set of rules explaining how you conjugate the verb 'avoir' in the present tense.</p> |

Enhanced Further Learning: **Spanish: My Free Time**

| Easier Tasks | Harder Tasks |
|--|--|
| <p>ARE – Vocabulary: Make a revision mindmap of the words we have learned this half term.</p> <p>ARE – Vocabulary: Create a set of flashcards to help you learn the words we have learned this half term.</p> | <p>ARE – Writing (content, range of language, accuracy) Write an answer to the following questions in Spanish:</p> <ul style="list-style-type: none"> - ¿Qué vas a hacer en el futuro? (What are you going to do in the future?) - Describe tu rutina diaria (Describe your daily routine) - ¿Qué vas a hacer mañana? (What are you going to do tomorrow?) |
| <p style="text-align: center;">Literacy</p> <p>Key words:</p> <p>Salir – to go out Hacer – to do Jugar – To play Voy a – I am going to Mi rutina diaria – My daily routine</p> | <p>Find a picture of a famous Spanish sports team and write 4 sentences about the picture in Spanish.</p> <p>Write about what a friend or family member does in their free time.</p> |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE – Vocabulary: Search Carr Manor Year 8 Spanish on quizlet for vocabulary practice and games.</p> <p>ARE – Vocabulary: Create your own set of vocabulary games on quizlet.</p> <p>ARE – Accuracy Write a set of rules explaining how you conjugate verbs in the present and near future.</p> | <p>ARE – Translation:</p> <p>Every weekend I love going to the park to play football with my friends. I also like going to the swimming pool with my sister because I think it is relaxing. However, on Monday I go to town with my family and we go to the library but I think it is too crowded.</p> |

Enhanced Further Learning:
Physical Education: The Human Body

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

| Easier Tasks | Harder Tasks |
|--|---|
| <p>ARE: Identify a range of muscles and bones in the body.</p> <p>-Label the diagram of the skeletal system</p> <p>-Label the diagram of the muscular system</p> <p>-Research what makes a person healthy – (diet, exercise, hydration)</p> | <p>ARE: Identify a range of muscles and bones in the body.</p> <p>-Select a sport of your choice and create a poster which shows the most important muscles in the body for that sport.</p> <p>- Select a sport of your choice and create a poster which shows the most important bones in the body for that sport.</p> |
| <p style="text-align: center;">Literacy</p> <p>ARE: Identify a range of muscles and bones in the body.</p> <p>Name the major muscles and bones.</p> <p>Define the following terms - Sprains, strains, tendonitis, antagonistic pairs.</p> | <p>-Draw a diagram of a joint in the body. Why are the joints important in sport?</p> <p>-What injuries can be associated with joints?</p> <p>ARE: To have knowledge of healthy, balanced, active lifestyle.</p> <p>-Create a poster or project warning people of possible dangers associated with PE. How can we make sure people don't get injured?</p> |
| <p style="text-align: center;">Skills/Numeracy</p> <p>ARE: Identify a range of muscles and bones in the body.</p> <p>How many bones are there in the human body?</p> <p>How many muscles are there?</p> <p>Do children or adults have more bones?</p> | <p>-Research how muscles work and create a piece of work on this. This could be a model, diagram, PowerPoint.</p> |

Enhanced Further Learning:
Performing Arts: New Beginnings

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

| Easier Tasks | Harder Tasks |
|---|---|
| <p>1. Explain what dynamics are, and write some keyword examples. Dance ARE - Appraising</p> <p>2. Describe the difference between a solo dance and duet and group. Dance ARE - appraising</p> <p>3. Use Google to research how actors can use their voices. Find out what we mean by emphasis, pitch and tone. Drama ARE - voice</p> <p>4. Where does reggae music originate from? What instruments do you usually find in reggae music? Music ARE - Appraising</p> <p>5. Where is Jamaica? Music ARE - Appraising.</p> | <p>1. Record yourself reading from different sources. You could look at a novel, a newspaper article and a magazine. Read them again putting emphasis on important words. Experiment with different tones (e.g. excited or serious). Try reading them in a high pitch or a low pitch. How does this impact on the meaning of the words? Drama ARE - voice</p> <p>2. Create a short solo phrase using actions, dynamics and a range of space and put it to a piece of music or sound of your choice. Show it to your teacher live or record yourself and show it to your teacher. Dance ARE - choreography</p> <p>3. Write a new set of chorus lyrics to three little birds. It should last four lines long and focus on the topic of 'Freedom.' Record yourself singing it or show your teacher the lyrics. Music ARE - Melody</p> <p>4. Create a fact file giving information on 2-3 Reggae artists. Try to give background information about each artist, some of their key songs, and highlights of their career. Music ARE - Appraising</p> |
| <p style="text-align: center;">Literacy</p> <p>Learn the spelling and meaning of;</p> <ul style="list-style-type: none"> • Dynamics (dance) • Solo • Duet • Emphasis • Pitch • Tone • Reggae • Originate | |
| <p style="text-align: center;">Skills/Numeracy</p> <p>Watch your favourite TV programme. How do the actors or presenters use emphasis, pitch and tone to get their story or point across? – Drama ARE - appraising</p> <p>Video yourself showing 6 actions you have put together to make a short solo choreography sequence. Explain what the actions are in the video. Dance ARE's - Choreography/Appraising</p> | |

Enhanced Further Learning: **RE: Character and belief**

| Easier Tasks | Harder Tasks |
|---|--|
| <p>Are: Compare factors that may influence and impact religious and human identity. Look up miracles done by Jesus according to the Bible. What does this tell us about the character of Jesus?</p> | <p>Find two teachings from a religious text about how you should treat people and explain their importance.</p> |
| <p>Literacy Explain the following terms by adding them to a sentence:</p> <ul style="list-style-type: none"> - Resilience - Charisma - Hope - Belief - Atheism - Monotheist - Agnostic - Inspirational | <p>Research Humanism and explain their attitudes to human rights.</p> <p>Explain why Maximilian Kolbe is an inspiration to millions of people across the world. How do his actions convey faith in action?</p> <p>Write an inspirational speech. Think about the content of this speech, why would people want to listen to you? What could you offer that is different?</p> |
| <p>Skills/Numeracy ARE= Ask questions on moral decisions in life. Find 5 inspirational individuals over the last 100 years and explain why they are inspirational to you? Research the following characters and state why they are inspirational:</p> <ul style="list-style-type: none"> • Malcolm X • Maximilian Kolbe • Gandhi • Oscar Romero • Rosa Parks • Malala Yousafzai | <p>ARE: Pupils can draw similarities between Islam and Christianity on key themes Create a table highlighting the similarities and differences in Islam and Christianity in reference to Jesus (Isa in Arabic).</p> |

Enhanced Further Learning: **Science: Forces and Ecosystems**

| Easier Tasks | Harder Tasks |
|---|--|
| <p>Literacy</p> <p>Write a definition for the following words:</p> <ul style="list-style-type: none"> • Producer • Herbivore • Carnivore • Biomass • Photosynthesis • Unbalanced forces • Resultant force • Speed • Acceleration | <ol style="list-style-type: none"> 1. Write the word equation for photosynthesis. (Expected) 2. Write the balanced symbol equation for photosynthesis. (Exceptional) 3. Evaluate what would happen to an ecosystem if the plants could not photosynthesise. (Embedded) 4. Draw a diagram to represent the carbon cycle and explain each process involved (how does it use/release carbon). (Expected) 5. Explain what is meant by efficiency of energy passed through a food chain and evaluate why not all of the energy gets passed on at each stage of the food chain. (Embedded) 6. Draw a pyramid of biomass for this food chain and label each section. Grass → Slug → Bird → Cat (Embedded) 7. Explain the difference between speed and acceleration and how do you calculate these. (Expected) 8. Draw a distance time graph of your journey to school (ask your teacher for some graph paper and help if needed). (Exceptional) |
| <p>Skills/Numeracy</p> <p>Calculate the speed:</p> <ol style="list-style-type: none"> 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 1 minute at 2m/s. What distance does he walk? d) A zebra runs 20m/s for 40s. How far does it run? e) Santa walks 100m at 2m/s. How long does it take him? | |