




St Edward's
School

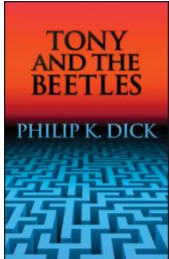
Remote Learning Pack

Year 9

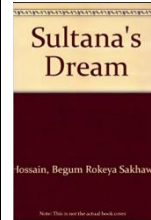
Week Beginning 8th February 2021 – Buffer and Bridge Work

SUBJECT	ENGLISH	YEAR GROUP	9	WEEKS	8th February
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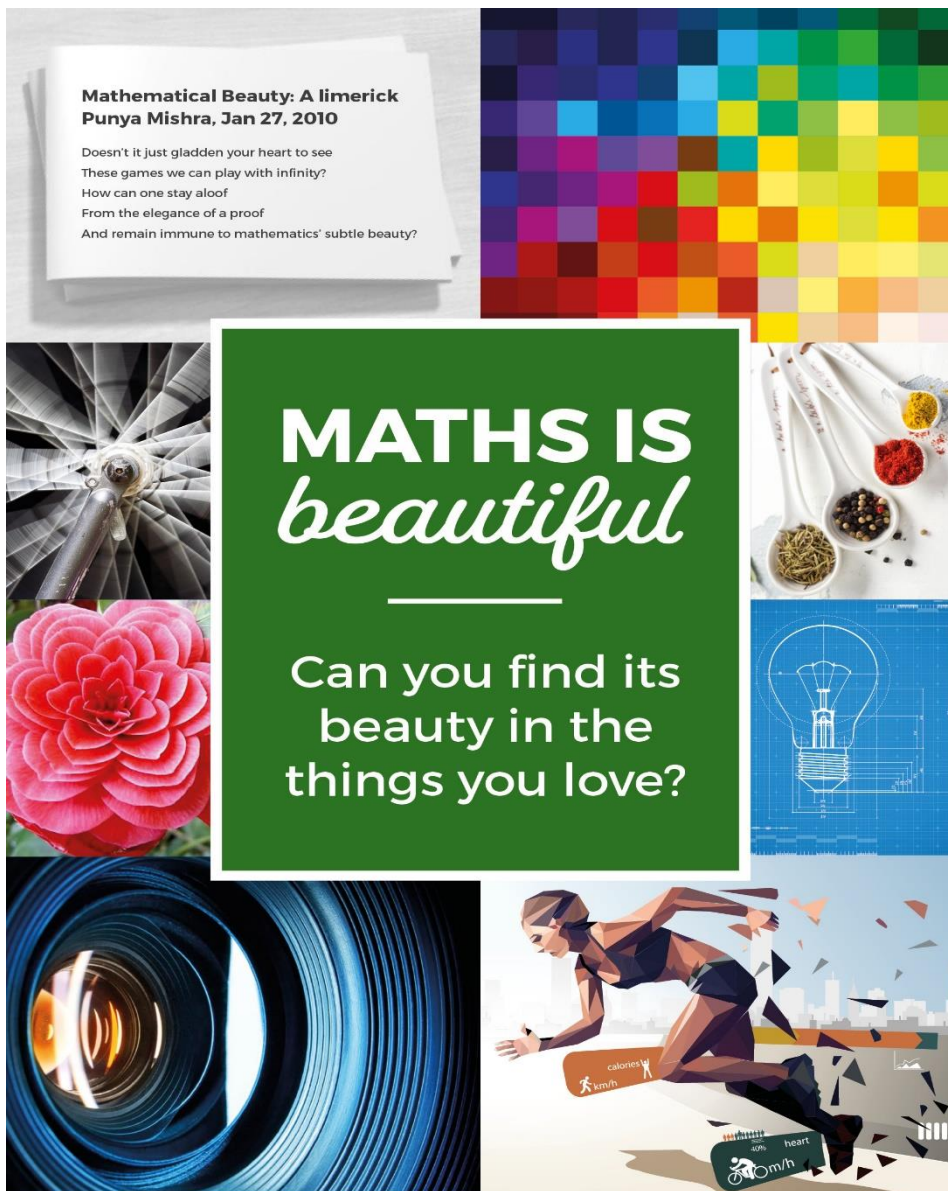
Lesson	<u>Catch Up/Consolidation</u> <u>Do these tasks in the order in which they appear</u>	<u>Extension, Breadth and Depth-</u> <u>The colour show which tasks are linked across different sessions-do the colours in any order depending on what you fancy</u>
1	<p>Login to Pearson's website and find the English Skills for Writing books- You will need Unit 6. (use your Pearson login for this)</p> <p>Read and complete tasks on pages 54-57 of the Skills for Writing book.</p> <p>Complete the exercise in the exercises section tab at the top-lesson 1 and 2</p>	 <p>This unit will broaden your knowledge and understanding of Dystopian Literature. You are going to read and respond to a short story by EM Forster called 'The Machine Stops'. You may find that there are links to the situation we have all been in recently. There is also an option to read a Dystopian novel.</p> <p>Start by reminding yourself of the key ingredients for a Dystopian story. You might write these down. Now think about the title: 'The Machine Stops'. What do you think this story might be about? What could happen?</p> <p>Read the short story. Stop when you get to p. 8 ready for the next session.</p>
2	<p><u>Focus: Writing Skills</u></p> <p>Login to Pearson's website and find the English Skills for Writing books- You will need Unit 6. (use your Pearson login for this)</p> <p>Read and complete tasks on pages 58-61 of the Skills for Writing book. Make sure you include the tasks in the check your writing section.</p> <p>Complete the exercise in the exercises section tab at the top-lesson 2</p>	<p>Imagine you are Vashti: think about the horror and repulsion she felt having to make the journey to visit Kuno.</p> <p>Write a short diary entry reflecting on</p> <ul style="list-style-type: none"> - A) how you feel about travelling on the airship, leaving the safety of your cell. - B) Your fears for Kuno and what he is going to tell you.

<p>3</p>	<p><u>Focus on the Reaping for writing.</u> Login to ActiveLearn Locate unit 6 and pages 62-67 Complete the activities on these pages Complete the exercises in the exercises tab at the top-lesson 3, 4,</p>	<p>Read to the end of the short story. Plan a 200-500 book review using these questions as a guide:</p> <p>Did you enjoy it? Why?/Why not? Does the world created in the story have any similarities with the global pandemic we have been through? EM Forster wrote this story n in 1909 before the First and Second World Wars. Does it surprise you that it was written such a long time ago? Is there anything that sounds like experiences or objects we know today? Which parts of the story really engaged you? What was it that grabbed your attention? What do you think are the themes of this story? What messages do you think EM Forster was trying to give in his story?</p>
<p>4</p>	<p><u>Focus on the Reaping for writing.</u> Login to ActiveLearn Locate unit 6 and page 68-71 Complete the activities on these pages Complete the exercises in the exercises tab at the top-lesson 5 Upload your writing to Teams Assignments</p>	<p>If you have enjoyed this short story, here are two more titles. There are copies of these stories in the 'Bridging Unit' SharePoint folder for Year 9.</p> <p>Tony and the Beetles by one of the masters of Dystopia, Philip K Dick</p> 

[Sultana's Dream by Rokeya S Hossain](#). Hossain, an Indian/Bangladeshi woman, published this feminist utopia in 1905. She imagined a world where women worked while men stayed home and cooked. It's incredibly imaginative and innovative, especially given the time it was written.



SUBJECT	MATHS	YEAR GROUP	9	WEEKS	8th February
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Lessons	Catch Up/Consolidation	Extension, Breadth and Depth
ALL	All pupils who are behind in their remote learning will be contacted by email to let them know what HegartyMaths tasks they are to complete. Pupils must complete this guided learning before moving on to the creative maths task for this week	Explore maths in activities you love doing. This half term we covered many different topics, across all key stages. Some of these topics will be used in your favourite activities, can you identify them?

Maths is Beautiful:

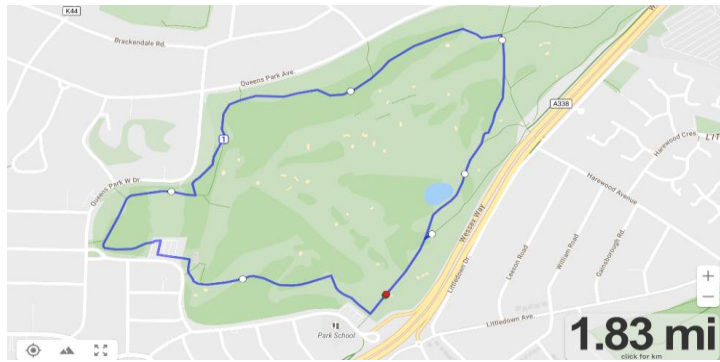
We are very aware that finding the beauty of maths while completing HegartyMaths clips or watching a live lesson will seem almost impossible. Therefore, for the final week of this half term the maths department would like pupils to spend their maths lessons doing activities they love, be that running, playing football, chess, cooking, painting, writing poems, photography, etc. We would love to see this in action by you uploading a short film, a recording of you singing or reading a poem, photos of your baking, etc to your TEAM assignment. The link to the Teams assignment can be found in your TEAM. After you have completed your activity we ask that you sit and reflect on the maths used and write this up as an information sheet, once again to be uploaded to the Teams assignment. Some examples are below:

- walk/run - distance, units, time, speed, elevation, calories
- Baking – geometry, temperature, ratios, weights and measures
- Photography – zoom, focus, exposure time
- Painting – paint ratios, geometric design

Please watch this video (<https://vimeo.com/77330591>) for inspiration.

Teachers will be available via Teams during your lessons if you are stuck for ideas. They are also going to share with you the maths in activities they love !!!

Example for pupils and Parents - Running



At KS3 – Pupils can look at measures and conversions (Miles to km to m) – for a stretch activity they can look relationships between speed distance and time. They could also look at statistical analysis (Average pace, fasted km etc) and use it in different charts. Pupils encouraged to think about all of the measures that could be taken: Heart rate, steps per minute, stride length etc.

At KS4 – Pupils to complete KS3 tasks as a minimum and build upon them. KS4 students could use their maths skills to look at Speed, Distance time equations, expand on chart - perhaps creating a distance time or velocity time graph. Pupils in KS4 could also look at links this to other subject areas such as science (calories burnt) and geography (elevation and bearings).

This is by no means an exhaustive list of areas of maths connected to running, but we thought it would be useful to give an example.

Example for pupils and Parents - Baking



At KS3 – Pupils to look at weights, measures and conversions (kg-g or ml to l). Pupils can also look at the importance of ratios in baking. For a stretch activity KS3 pupils could think about how easy it would be to scale the ingredients they used to make more or less of the bake. Pupils who want a deeper challenge can investigate the conversions of Degrees Centigrade to Degrees Fahrenheit.

At KS4 – Pupils to complete KS3 tasks as a minimum and build upon them. Pupils in KS4 could also look at links this to other subject areas such the linkages to chemistry in baking, and profit and loss if they were to start their own business.

This is by no means an exhaustive list of areas of maths connected to baking, but we thought it would be useful to give an example.



If you're questioning if what you are doing is right:

At KS3 we are looking for students to develop their mathematical reasoning, being able to say what they know and why. This is an important part of progress to GCSE. If this is what you are doing then keep going.

At KS4 you should be confident in the key skills from KS3 and establishing skills in the analysis of and interpretation of given numerical information using it to draw conclusions, make reasonable evaluations and informed decisions. If this is what you are doing then keep going.


SUBJECT	SCIENCE	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	2 x lessons – Completion time.	2 x lessons – Expanding time:
2	Go through your exercise book and complete any tasks that you didn't have time to finish in your most recent topics. Ensure that answers are written in full sentences, workings shown for numerical problems, graphs and diagrams correctly labelled.	<p>Option 1: Use the Royal Institution Christmas Lectures to find out about science beyond biology, chemistry and physics. Take a look at the blurbs in the resources section to see what might interest you.</p> <p>https://www.rigb.org/christmas-lectures/watch?gclid=EAlaIqobChMI--vXgZKu6QIViON3Ch0QsGU-AAAYASAAEgI93fD_BwE</p> <p>The language of life - Sophie Scott takes us on a journey through one of the fundamentals of human and animal life - the unstoppable urge to communicate.</p> <p>Sparks will fly - Join the revolution. Learn to hack your home and take control of the devices in your life. Anything is possible, watch Danielle George explain how.</p> <p>Meet you brain - Inside each and every one of us is the most marvellous structure in the known universe – the human brain. Our brains make us who we are, yet how they work has long been a mystery. But in the last few years, science has started to reveal this hidden and complex world.</p> <p>Size matters - From the very large to the very small, size is an important factor for both living and non-living matter. Discover why hamsters fare better than humans when jumping from the top of a skyscraper and how ants can lift many times their own body weight.</p> <p>Expanding time: Option 2: Try A Perfect Planet on BBC iPlayer</p> <p>The first 5 episodes in the series:</p> <ol style="list-style-type: none"> 1. Volcano 2. The Sun 3. Weather 4. Oceans

		<p>5. Humans</p>  <p>Link: https://www.bbc.co.uk/iplayer/episode/p08xc2x7/a-perfect-planet-series-1-2-the-sun</p> <p>Episode 2 includes the following topics you will have looked at:</p> <ul style="list-style-type: none"> • The sun and the seasons • Pollination • Circulatory system • Predator prey relationships • Reflection of heat • Photosynthesis • Competition 
3	<p>Organisation time lesson 1.</p> <p>Use this opportunity to check that work in your exercise book has dates, titles and that these are underlined. Check that any items that need sticking in are glued in flat without folding.</p>	<p>Reading time.</p> <p>Spend some time reading about science or science fiction. BBC focus magazine https://www.sciencefocus.com/ and Compound Chemistry https://www.compoundchem.com/ have some great stories and graphics that will interest you.</p>
4	<p>Question time.</p> <p>Email your science teacher if you have had difficulty with any aspect of the work. Remember to be specific, say what you think you know and ask a question about something you don't know. You could include a photo of your work or copy and paste the specific question you were stuck on.</p>	<p>Minimising screen time:</p> <p>Option 1:</p> <p>Try some science experiments at home (check with a parent/carer if this is okay first). Remember safety first. Use the link below to decide what you want to do or click the hyperlinks. Options include:</p> <p>https://www.science-sparks.com/science-experiments-for-teens/</p> <ul style="list-style-type: none"> • The homemade iPhone speaker • Make your own torch • Make scribble bots • Make a density column.

		<ul style="list-style-type: none"> • Make toothpick stars • Make a delicious edible model of a plant cell. • Make plain white flowers colourful using the power of transpiration. • Organise a Science Bake Off and discover chemistry in the kitchen!
5	<p>Review time. Spend the time looking back at previous topics and ensure there are no gaps in your knowledge. Ensure that answers are written in full sentences, workings shown for numerical problems, graphs and diagrams correctly labelled.</p> <p>BBC live lessons: https://www.bbc.co.uk/teach/live-lessons</p> <p>BBC revision for year 9: https://www.bbc.co.uk/bitesize/subjects/zng4d2p</p> <p>BBC revision for year 10: https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p>	<p>Minimising screen time: Option 2: Are you sad that we didn't get snow or only had a small amount of it? No worries! Try these fun science activities that all have something to do with snow (check with a parent/carer first if this is okay). Remember safety first. Click the link below to find out how to do the following: https://fun-science.org.uk/5-half-term-science-activities/</p> <ul style="list-style-type: none"> • Melting ice. This activity can be carried out using simple household objects and is fun and simple to do. • Crystallized Snowflakes- If you haven't been lucky enough to get snow why not bring magic indoors with this exciting experiment. • Snowstorm in a jar • Snow volcano • Erupting snow <p>Minimising screen time: Option 3: Go on a nature scavenger hunt, searching for specific things. This could be fun to do as a family or as a competition with family members to see who can find the most items from the list. This also allows you to go outdoors. Click on the link below to write down or print off the scavenger hunt list: https://happymomhacks.com/wp-content/uploads/2020/04/Nature-Scavenger-Hunt.pdf</p>

SUBJECT	GEOGRAPHY	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	The Geography teacher will individually email to student and parent if any lesson material has been missed or needs catching up. If you do not receive this email assume that all is up-to-date and instead complete the number of lessons corresponding to number of timetabled Geography lessons during week B – this week, from the instructions opposite.	<p><u>Challenge #1- Freeze frame</u></p> <p>Feel the excitement of the Winter Olympics as you recreate the action of one of the sports. Make that you share the magic of what you create by the photo onto your classes Teams page. Need inspiration, here Mr Adams fulfils a childhood of competing in the luge.</p>  <p>sure posting some dream</p>
2		<p><u>Challenge #2- Design a Winter Olympic resort</u></p> <p>Design a brand new Winter Olympic sport resort from scratch like they did in Sochi. Use the map provided, it has the basics provided by nature, the snow covered mountains and beautiful coastline – the rest is up to you. Please remember to Post your finished design for your teacher to see either by email or preferably by Teams</p> <p>Task sheet: Shared via Teams</p>
3		<p><u>Challenge #3- Mind map and report</u></p> <p>Create a mind map of the topic – start with the two branches (physical and human Geography)</p> <p>- Create a short news report about the shock news that Santiago was awarded the honour of hosting the 2034 Winter Olympics</p> <p>Don't forget to share what you produce with your teacher to see either by email or preferably by Teams</p>

SUBJECT	HISTORY	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Complete the lessons on: The Indian Mutiny India's Role in WWI India's role in WWII</p> <p>available via your class TEAMS page and on SharePoint: https://sted365.sharepoint.com/sites/StEdwardsHistory2/SitePages/Year-9-The-Age-of-Empire-and-War.aspx</p> <p>Complete the knowledge quiz on MS Forms via this link: https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYTByyOhfC35Mqvym2EwVtThUQjExVjlyVjU1Sk5GU1Q0S1g2SjNDRFdFWi4u</p>	<p>Podcast challenge Listen to a podcast on Indian Independence via your student membership of the Historical Association:</p> <p>Where to locate podcasts: history.org.uk Student Username: 54826 Student Password: edwards1234 See 'Folders shared' with you: Indian Independence</p> <p>The Language & Politics of the Indian Independence Movement</p> <p>Was the Indian Independence movement a unified movement?</p> <p>Record your reflections here: https://forms.office.com/Pages/ResponsePage.aspx?id=bbipS_EVqEydv42roLpkYZ2YliFAdq5KgLaMp_ChjKdUOUZGRUNDU09FSIFYQkhSUUIMQjM3S0JBSS4u</p>
2		<p>Cooking challenge</p> <p>We have been studying the history of the British Empire in recent months. Take this opportunity to explore the culture of these countries in more depth and re-create one of the recipes from either India or Jamaica: Recipes through time (padlet.com)</p> <p>Share your recipe and your reflections on how it turned out here:</p> <p>Upload a photo to Teams to inspire us all to get cooking!</p>
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SUBJECT	FRENCH	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Title Mon boulot: review of jobs and opinions</p> <p>Students should work through the activities in the PowerPoint presentation: Consolidation Lesson 1: Mon boulot</p> <p>All resources can be found on the class page on Teams</p>	<p>Title Mon boulot: extension activities on jobs.</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 1: Mon boulot</p> <p>All resources can be found on the class page on Teams</p>
2	<p>Title Quand j'étais petit: Review of the imperfect</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 2: Quand j'étais petit</p> <p>All resources can be found on the class page on Teams</p>	<p>Title Quand j'étais petit. A short presentation of yourself when you were little</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 2: Quand j'étais petit</p> <p>All resources can be found on the class page on Teams</p>
3	<p>Title Mon futur : review of the future project.</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 3: Quelle heure est-il?</p> <p>All resources can be found on the class page on Teams</p>	<p>Title Mon futur: A French song about the future tense and your project</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 3: Sur la lune!</p> <p>All resources can be found on the class page on Teams</p>

SUBJECT	GERMAN	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p><u>Title: Spielst du ein Instrument?</u> I can talk about musical instruments I can how long I have been playing an instrument for and where I play</p> <p>Students should work through the activities in the PowerPoint presentation: Consolidation Lesson 1: Spielst du ein Instrument?</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: Musik Wiederholung</u> I can consolidate my learning on the topic of music</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 1: Musik Wiederholung</p> <p>All resources can be found on the class page on Teams</p>
2	<p><u>Title: Welche Band findest du besser?</u> I can talk about musicians and bands I like and dislike I can make comparisons</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 2: Welche Band findest du besser?</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: Musik – wir lernen weiter!</u> I will discover more about music and musicians in German speaking countries</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 2: Musik – wir lernen weiter!</p> <p>All resources can be found on the class page on Teams</p>
3	<p><u>Title: Musikfestival</u> I can talk about a festival I have been to I can use the perfect (past) tense</p> <p>Students should work through the activities on the PowerPoint presentation named: Consolidation Lesson 3: Musikfestival</p> <p>All resources can be found on the class page on Teams</p>	<p><u>Title: Nachrichten und mehr!</u> I can access authentic news resources and understand news articles and reports I can find out about (and perhaps try out?!) a current dance craze sweeping through German speaking countries!</p> <p>Students should work through the suggested extension activities in the PowerPoint presentation: Extension Lesson 3: Nachrichten und mehr!</p> <p>All resources can be found on the class page on Teams</p>

SUBJECT	TECHNOLOGY	YEAR GROUP	9	WEEKS	8th February
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ALL GROUPS

Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
All	<p>All your assignments are still open and if you have fallen behind or over looked a piece of work then use this week to revisit and submit your work.</p> <p>Look on your Technology Team page for more information.</p>	<p>Want to find out about how Smart and Modern Materials have and will change the products we use today and in the future? Or maybe you want to learn more about Bioengineering or Nanotechnology?</p> <p>Follow the link to the Technology Extended Learning Page where you will find videos, blog and articles; https://sted365.sharepoint.com/sites/Technology/SitePages/Extended-Learning.aspx?source=https%3A%2F%2Fsted365.sharepoint.com%2Fsites%2FTechnology%2FSitePages%2FForms%2FByAuthor.aspx</p>
	<p><u>Option 1 - Bread Art Challenge</u></p> <p>Complete the St Edwards Bread Art Challenge. All of the information is on the power point found here https://sted365.sharepoint.com/:p:/r/sites/Technology/_layouts/15/Doc.aspx?sourcedoc=%7B574E93D2-05CA-4E06-95E8-CF57DE721DAF%7D&file=Bread%20Art%20Challenge.pptx&action=edit&mobileredirect=true and you can choose what tasks to do. You can just design some ideas, you can make them or you can complete the promotional activities. Do as much work as your lesson time this week allows. If you have other time available or would like to continue in half term week then please feel free to do more.</p> <p>Email your work to jkynaston@st-edwards.poole.sch.uk</p> <p><u>Option 2 – The robotic arm</u></p> <p>Using craft materials found at home such as card, string and plastic straws; build a mechanical hand. Some rough designing may be needed but this is mainly a practical task. A video clip to explain how to create this can be found here: https://www.youtube.com/watch?v=c9FuPdI3xCE</p> <p>Email your work to tcole@st-edwards.poole.sch.uk</p>	

Option 3 – Dyson Challenges

Looking for a bit of variety then have a look at the Dyson challenges. There are simply loads to choose from so you can think about what you have available at home or in school and choose one to suit you. This link takes you to the Dyson Challenge page where there are videos and instructions to help you;

<https://www.jamesdysonfoundation.co.uk/resources/challenge-cards.html>

Email your work to jmorris@st-edwards.poole.sch.uk

Option 4 – Shoebox Designer Challenge

Choose one of the designers from the PowerPoint on SharePoint (see link below) and design and make a small-scale model inspired that designer, however, it must fit inside a shoebox or be no bigger. Some rough designing maybe needed beforehand but this is mainly a practical task. Use craft materials around the home and look in your recycling bin for cardboard and other materials you could use. If you wish to continue your work in half term then please feel free to do so.

PowerPoint link:

<https://sted365.sharepoint.com/:p:/r/sites/Technology/KS3%20Documents/KS3%20Buffer%20week%20Project.pptx?d=wc3653e2aa8e1471988a8e09b4bcb7ca2&csf=1&web=1&e=4B76dK>

Email your work to ssamuel@st-edwards.poole.sch.uk

SUBJECT	RE	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	If you have not yet completed the Mid Unit Assessment for “Why do we suffer?” then you should ensure that you have a good enough understanding of the unit up to this point and complete the assessment online (see the instructions on the assignment for details).	If you have already completed the Mid Unit Assessment then you should create a piece of art work (either on computer or by hand) or a reflective piece of writing (such as a poem) on the theme of any of the lessons that we have completed so far in the unit “Why do we suffer?”
2	Go through the PowerPoints for all of the lessons set as assignments on Teams since the beginning of the unit “Why do we suffer?” Create a mind-map of any of the information that you missed when you first completed each lesson (this can be either one large mind map or separate smaller ones).	<p>After completing the research task on Corrie Ten Boom write a diary entry to show what her thoughts and feelings might have been at any particular point during her life (you can choose which point this is).</p> <p>Which of our school virtues (see page 9 of the school student planner) did she display during her life? Pick 3 of the virtues and explain how she displayed them with examples. Write a reflection to show how you might put these virtues into practice in your own life. Why is it difficult to live in this way? How can you overcome these barriers?</p>

SUBJECT	PE	YEAR GROUP	9	WEEKS	8th February
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During your time at home, it is vital that everyone takes part in some sort of physical activity. This can come in many different ways.

Our advice is that you find the method that suits you and your family.

Reasons why the activity will be so beneficial:

- Reduces the chance of boredom
- Increases your metabolism
- Maintains or improves current level of fitness
- Makes you feel happier
- Improves your mental well being
- Increases your motivation
- Increases concentration

Different ideas that you could do as individuals or as a family.

- 1) Go for a walk
- 2) Go for a bike ride
- 3) Joe wicks is doing a 30- minute Fitness sessions Monday, Wednesday and Friday at 9am. This is on his you tube channel 'The body coach'
- 4) Just dance is a great way to perform some daily exercise

5) SKY TV do a fit in 5 every day

6) Fitness apps- there are many fitness Apps that give a daily routine. These can be, Whole body, Cardio Vascular, Yoga, and many more

7) www.nhs.uk- have a daily 10minute workouts

8)Build gradually up to completing 5km- <https://www.nhs.uk/live-well/exercise/couch-to-5k-week-by-week/>

9) Oti Mubuse dance routines- https://www.youtube.com/channel/UC58aowNEXHHnflR_5YTtP4g

These are just ideas, and I'm sure you can find many different methods to keep active.

As a PE department we are really keen to see what you are doing for your physical activity. We have set up a spreadsheet for each year group on the PE SharePoint page, where we would like you to record your activities.

<https://sted365.sharepoint.com/teams/PE/Covid%20lessons/Forms/AllItems.aspx>

Good luck and Enjoy

PE Team

SUBJECT	ART	YEAR GROUP	9	WEEKS	8th February
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Lesson	Title and Outline	Type of Lesson	Location of lesson resources
1	Students can use this week to ensure they have finished the practical art tasks set so far. Andy Warhol & Converse Task. Creating your own 20cm squares in response to Peter Blake.	Independent	All previous work is on Teams and has been set as an assignment on Andy Warhol and Converse drawings and an assignment on Creating your own 20cm squares in response to Peter Blake. A Power point with examples of work and information on the Photography Competition

	<ul style="list-style-type: none"> • Ensure work is uploaded to Teams and read and if necessary, act on teacher feedback. <p>Ext tasks.</p> <p>Why not enter our Photography competition, you can submit up to two photos on the theme of Hands, Face, Space or Bubbles.</p> <p>Why not produce a piece of work and enter the Dorset Art Prize.</p>		<p>and a Power point with information on the Dorset Art Prize will be put onto the Teams page for each yr 9 group.</p>
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SUBJECT	MUSIC	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	Continue working on your bandlab tracks, ensuring parts fit together well and complement each other. Use the video tutorials on Music Teams page to guide you.	Log onto your Teams page and find a series of listening and analysing activities to complete that will deepen your understanding of pop/dance music.
2	Continue working on your bandlab tracks, ensuring parts fit together well and complement each other. Use the video tutorials on Music Teams page to guide you.	Log onto your Teams page and find a series of listening and analysing activities to complete that will deepen your understanding of pop/dance music.

SUBJECT	DRAMA	YEAR GROUP	9	WEEKS	8th February
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Lesson	Catch Up/Consolidation	Extension, Breadth and Depth
1	<p>Make sure you have completed your research on Physical Theatre. Created a Chair Duet and uploaded either the video or a storyboard. Perform or annotate the scene from Curious Incident</p> <p>All the instructions are in the PowerPoints on our Teams page in Class Materials</p>	<p>Why not have a family theatre night and watch either Treasure Island or Peter Pan, which was originally live streamed from The National Theatre? Follow the link and find your play: Drama Online - National Theatre Collection (dramaonlinelibrary.com) Login: st-edwards Password: poole.</p>

SUBJECT	COMPUTER SCIENCE	YEAR GROUP	9	WEEKS	8th February
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Due to students having one lesson a fortnight, this is the overview for the whole half term of Computer Science

Weeks	Title and Outline	Type of Lesson	Location of lesson resources
4 th Jan & 11 th Jan	Python Turtle Art Competition Preparation Students will discover how to use Python Turtle to create basic shapes and lines.	Guided Independent Learning	Emailed on Monday 4 th of January by Mrs Percy
18 th Jan & 25 th Jan	<p>9L3 (9L-NHo) Only: Searching algorithms Students will discover how computer search through data and how they are far less perceptive than humans are!</p> <p>All other Year 9 groups: Revision for assessment Students will look back at the key points from the year so far in preparation for an assessment in their next lesson</p>	Pre-recorded lesson with support from subject teacher	Links to videos will be posted to the Year 9 Computer Science SharePoint page along with any accompanying resources

1 st Feb & 8 th Feb	Assessment Students will complete an assessment of what they have learnt so far this year.	Assessment via Forms	Microsoft Forms link(s) will be posted on the Year 9 Computer Science SharePoint page
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