

## Overview of Home Learning in Year 9: Summer Term 1 (April-May 2020)



We have asked students to try to create a plan for each day and to stick to their usual timetable, where possible, by engaging with the home learning tasks provided. If they are stuck, their teachers will be able to help if they ask. For help with home learning and accessing Google Classroom please visit the school website [http://www.leftwichhigh.com/news/news\\_coronavirus\\_guidance\\_support\\_2020.html](http://www.leftwichhigh.com/news/news_coronavirus_guidance_support_2020.html) . It may be worth allocating some time to go through emails to check that students have joined all of the classes. In addition to the pastoral support students are receiving, those with additional needs have access to further assistance from the Learning Support Team.

Where possible, students are expected to work for generally between 2 - 3 hours a day, with lessons taking between 20 – 40 minutes to complete. We know that working independently at home is quite different to school. We just ask students to have their best go and be proud of what they achieve. Staying safe and happy are the priority. For regular updates please follow us on Twitter [@leftwichhigh](https://twitter.com/leftwichhigh)

Subject	Lessons per fortnight	Where to find Lessons	Learning Focus and resources
Support & Resources		RM Launch Pad  (Log in via the school website)	Go to <a href="http://www.leftwichhigh.com/">http://www.leftwichhigh.com/</a> Click the envelope icon. Log in using school username and password. All learning resources can be found here: Google Classroom; SAM learning; Seneca; MathsWatch; ActiveLearn; Accelerated Reader: For support please contact: <a href="mailto:passwordreset@leftwichhigh">passwordreset@leftwichhigh</a> 'First News' – newspaper for students, available on the website.
Year Leader		Daily email	Daily email to Year 9 students sent. Giving activities and advice on school work, lockdown and how to stay happy and healthy. Support and guidance for those students who are contacted regularly by staff. Email/phone where necessary.
Art & Photography	2	Google Classroom	<b>Art:</b> Students have been given a document with 6 life drawings in them. This is about 12 hours' worth of work at least. This was an hour's worth of work up until the end of term. The full document with examples is on Google Classroom. I also set them a lockdown drawing task. <i>[Vtnycfd]</i> <b>Photography:</b> Students have been set a 30 day Lockdown project which finishes on April 28 <sup>th</sup> and has a hand in date of Friday 1 <sup>st</sup> May. The Zero Degrees project will start on Monday 4 <sup>th</sup> May and has a hand in date of 22 <sup>nd</sup> May. <i>[7kaskad]</i>
CC&M	3	SAM Learning  Google Classroom [Year 9 CCM: <i>Wdmwwkx</i> ]	<b>Media:</b> Media Introduction; Audience / Principles; Video Games  <b>DIT:</b> Video Course on the theory element of the DIT exam. <b>Computer Science:</b> Python Programming Development – Computing 101 Computing Video Course; Quizzing on topics. <b>Media;</b> Careers – Games Industry; How to Speak Movie Course; Textual Analysis
D&T	1 lesson  2 hours)	Google Classroom	<b>Your classroom will either focus on Food, Textiles or CAD/CAM.</b> <b>Food-</b> Questions set on International Cuisines. There is also an opportunity to share how their practical skills are being put to good use whilst at home. <b>Textiles</b> – construction and decorative techniques, upcycling, designing, making developing a design idea, Textiles quiz. There is also an opportunity to share how their practical skills are being put to good use whilst at home. <b>CAD/CAM-</b> What is CAD?, why is it so important for designing, How does CAM work, can you learn to use it, what advantages does it have for designers, how industry uses these tools, mass production and why worldwide trade rely on CAD/CAM. How to use the 2D Design package. <b>There is also an opportunity to share how their practical skills are being put to good use whilst at home by uploading photographs.</b>  <b>Google classroom codes:</b> 9KD1 Miss Whitfield CAD <i>ekcl2fh</i> ; 9KD2 Mrs Barber Food <i>3uh5ghz</i> 9KD3 Miss Fullwood Textiles <i>kxkvs2j</i> ; 9SH1 Miss Whitfield CAD <i>u4zw66w</i>

			9SH2 Mrs Barber Food <i>y7gabyd</i> ; 9SH3 Miss Fullwood Textiles <i>4qm4ow4</i> 9LG1 Miss Whitfield CAD <i>fsbawee</i> ; 9LG2 Mrs Barber Food <i>oivgqtf</i> 9LG3 Miss Fullwood Textiles <i>wrhnlax</i> ; 9M1 Miss Whitfield textiles <i>qqbkjyt</i> 9M2 Mrs Barber Food <i>sg5pgph</i>
<b>EfL</b>	2	Google Classroom <i>[6o7umdv]</i>	Focus: Finance Education. There will be a power point and worksheets to complete.
<b>English</b>	8	Google Classrooms [Y9 English: <i>yhtbcfg</i> ]  and teacher classrooms	Students explore a text, write for impact and read for pleasure each lesson. A booklet can be downloaded with all of the lessons for the half-term. Lessons are set each week by the class teacher with clear instructions about how to complete the lessons in the booklet. Links to examples (e.g. YouTube; BBC) are provided, with optional extension tasks. Work should be handed in on GC. Where possible, students should also take quizzes on books they have read using the Accelerated Reader website (login via RM Unify).
<b>French</b>	3	Google Classroom ActiveLearn	Week 1 – Focus on speaking skills and answering questions about holidays Week 2 – ActiveLearn tasks Week 3 – Conditional tense focus and translations Week 4 – ActiveLearn tasks Week 5 -Focus on writing skills <b>Google classroom codes:</b> <i>9rFrHR – ihac5hk</i> ; <i>9sFrHR – tqqqjzy</i> ; <i>9rFrDS – dnzrcos</i> ; <i>9rFrLB – oo7aqjy</i> <i>9sFrDS – oar2qmd</i> ; <i>9sFrSC – yni4eno</i> ; <i>9sFrLMa – 3h2ddzr</i>
<b>Geography</b>	3	Google Classroom posted on the day of their standard timetabled lessons	Students will be studying the <b>Tectonic Hazards</b> topic. Lesson resources will be posted on the day of the student's lessons and an exam question to be completed online will be posted every third lesson to monitor students' understanding. Each lesson will contain the key resources required and will link to specific websites or online videos to enrich students learning. Lessons will address: <ol style="list-style-type: none"> <li>1) Primary and Secondary Tectonic Hazards</li> <li>2) Distribution of earthquakes and volcanoes</li> <li>3) Plate margins</li> <li>4) Effects and responses to tectonic hazards</li> <li>5) Why do people live in tectonically active areas?</li> <li>6) Planning, preparation and protection from tectonic hazards</li> <li>7) Comparing earthquakes part1</li> <li>8) Comparing earthquakes part 2</li> </ol> <u>Google Classroom class codes</u> <i>9smg1 – SB tj24eai</i> , <i>9kg1 – CS xt7tuh2</i> , <i>9l – VR 7pd2yav</i> , <i>9sm – VR Vvlhrxt</i> , <i>9lg1 – KP eyqr5gg</i> , <i>9smg2 – KP urjnpin</i> , <i>9kg2 – KP jtqqzcl</i>
<b>History</b>	3	Google Classroom <i>[igugasq]</i>	Students will be set 3 lessons over two weeks. There will be two lessons in Week A and one lesson in Week B. Students have started the study of the GCSE unit Health and the People. This half term will cover Medieval Medicine. Lessons still to come are, Medieval Surgery, Medieval Public Health, The Black Death and a Factors Review lesson. Some of the learning will be enhanced through access to educational video links and the learning platform Seneca. Fortnightly quizzes will be set to assess student understanding.
<b>Maths</b>	8	MathsWatch  Google Classrooms  [Higher <i>thacykt</i> ]  [Foundation]	Students should watch the video clip and make notes. Students can message their teacher for help through MathsWatch. Extension tasks will be on Google Classrooms. <b>Foundation</b> Week 1- Proportion, Converting metric units Week 2- Probability Week 3- Percentages Week 4- Comparing data, Factorising and expanding brackets Week 5- Revision – Sequences, Averages, Using a calculator

		06svj6h]	<p>Week 6- Revision – Inequalities, Volume of Prisms</p> <p>Week 7- Scale factors</p> <p>Week 8- Calculating with fractions</p> <p><b>Higher</b></p> <p>Week 1 – Finding missing lengths and angles using Trigonometry</p> <p>Week 2 – Finding the Highest Common Factor and Lowest Common Multiple of numbers using Venn Diagrams</p> <p>Week 3 – Construct Quadratic and Cubic Graphs</p> <p>Week 4 – Direct Proportion</p> <p>Week 5 – Fractions, Decimals and Percentages</p> <p>Week 6 – Solving difficult equations (Including powers and roots)</p> <p>Week 7 – Speed and Rate of Change</p>
<b>Music</b>	2	<p>Google Classroom</p> <p>[6a6wdcq]</p>	<p>Students have been emailed download details for free use of Mixcraft music composing software, which is valid for as long as home learning continues. EXTENDED PROJECT – to compose a song in the style of your choice. A ‘fun’ YouTube clip, which takes a look at different aspects of song writing will be uploaded every Friday and students will be expected to create their own response to the footage and it’s theme – eg hooks, lyrics etc. There is no expectation for responses to be handed in weekly, though students are perfectly welcome to do so, via email or GC if they would like ongoing feedback. There will be a final ‘hand in date’ which will form the ‘assessed’ part of the project, probably just after May half term (communicated on the Friday before) after which students can hand in their completed track.</p> <p>NB – the Mixcraft download will only work on windows based computers. Alternatives have been communicated eg Garageband (mac) or Soundlab (free software) and there are many other alternatives. If all else fails, students are welcome to record themselves on any instrument they can, including junk percussion, body sounds and the voice.</p> <p>ALTERNATIVE PROVISION – a template has been uploaded for students to create a music magazine. Again, feedback will be provided, should a student ask for it and this can be handed in at the end of this half term.</p> <p>NB – there is NO expectation that both projects are completed, but students are welcome to, if they desire.</p>
<b>PE</b>	4	<p>SAM Learning</p> <p>YouTube</p>	<p>Variety of practical activities to complete and theory learning: for example, principles of training, nutrition, types of movement</p> <p>PE with Joe – Joe Wicks workouts every morning at 9:00.</p>
<b>RS</b>		<p>SAM Learning</p>	<p>Topic: Religion and the Environment</p> <p>Activities are set on SAM Learning. The deadline is the end of this half term, Friday 29th May.</p> <p>NB. There will be a google classroom set up for those students opting to take RS at GCSE. This will be done once the list is finalised.</p> <p><b>Spirited Arts, Art in Heaven 2020 competition.</b></p> <p>Students have the option to enter this competition by creating a piece of drawing, painting, video or sculpture. Entries need to reflect students’ own ideas about the puzzles and mysteries of life. The four themes to choose from are: God's good earth; Inspiring; Holy Words; Where is God. All details and a PowerPoint are on GC.</p>
<b>Science</b>	6 (2 per Science)	<p>Google classroom, Seneca and SAM learning</p> <p>[cyko3st]</p>	<p><b>Biology:</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 - Cells (Plant and Animal)</li> <li>• Lesson 2 – Specialised Cells – identify some and explain how they are adapted to their function</li> <li>• Lesson 3 - Organisation- definitions of cells, tissues, organs</li> <li>• Lesson 4 - Organisation-tissues in plants and animals</li> <li>• Lesson 5 - Prokaryotes and Eukaryotes</li> </ul> <p><b>Chemistry:</b></p> <ul style="list-style-type: none"> <li>• Lesson 1 - Cracking</li> </ul>

			<ul style="list-style-type: none"> <li>• Lesson 2 &amp; 3 - Pollutants</li> <li>• Lesson 4 &amp; 5 - Carbon footprint &amp; limitations</li> <li>• Lesson 6 - LCA &amp; reducing our use of resources</li> </ul> <p><b>Physics:</b></p> <ul style="list-style-type: none"> <li>• Lesson 1: Fundamentals of waves: wavelength, frequency, wave speed, transverse, longitudinal</li> <li>• Lesson 2: Using the wave equation. Link to measuring speed in air &amp; water.</li> <li>• Lesson 3: Core practical – waves in water.</li> <li>• Lesson 4: Core practical – waves on a cord and/or in a solid bar</li> <li>• Lesson 5: Wave refraction</li> </ul> <p>Resources will be uploaded to google classroom. Questions will be set on SAM learning and Seneca to assess progress. Video links provided on PowerPoints.</p>
<b>Spanish</b>	3	Google Classroom ActiveLearn	<p>Week 1 – Mis derechos – My rights. Translations.</p> <p>Week 2 – ActiveLearn tasks</p> <p>Week 3 – Conditional tense focus and recycling leaflet</p> <p>Week 4 – ActiveLearn tasks</p> <p>Week 5 -Focus on writing skills</p> <p><b>Google classroom codes:</b></p> <p>9sSpAL – <i>vo4hdru</i>; 9rSpAL – <i>36zwrw6</i>; 9rSpHR – <i>74mauzc</i>; 9rSpLMa – <i>earc2jz</i>  9sSpLMa – <i>p56nrkn</i>; 9sSpSC – <i>n7efejj</i>; 9SpLB – <i>sntucr6</i></p>