

Week beginning – Monday 25th January 2021**KS3 English****Lesson 1**

Lesson Objective:

- To identify and understand different types of figurative language.
- To use figurative language in my own writing.

Success Criteria:

- Bronze: I can identify at least three different devices.
- Silver: I can identify a range of different devices and can provide some examples.
- Gold: I can confidently identify a range of different devices and provide examples for each device.

This week we will be continuing to focus on writing and writing techniques. Figurative language means the way words are used to communicate the meaning of the writing to the reader.

Previously, we have looked at several examples of figurative language including alliteration, emotive language and rhetorical questions. Today we are going to review familiar language devices and learn about some new ones.

In your English Revision and Practice book, read pages 33 to 36. Most of the devices on these pages should be familiar to you but there are some new ones:

Onomatopoeia – These are sound words. They sound like the thing they describe. Examples include buzz, beep, whack or thump.

Oxymorons – This is when a writer puts two opposite ideas together. They are used to support the writers point. Examples include a fine mess, a deafening silence and seriously funny.

Sarcasm – This a remark made to convey anger or to mock someone. An example is 'I'd agree with you, but then we'd both be wrong.'

Once you have completed your reading, go back and use the definitions in the English Revision and Practice book to write three examples for each device. Make sure your examples are all your own work and you have used full sentences.

Which device was the most difficult to provide an example for? Think of two more examples for this device.

Lesson 2

Lesson Objective:

- To use figurative language in my own writing.
- To plan an informal piece of writing.

Success Criteria:

- Bronze: I can use a simple plan and at least two different devices.
- Silver: I can create a detailed plan and can begin to include some different devices.
- Gold: I can confidently create a detailed plan and can include a range of language devices.

Today we are going to continue to practice our use of language devices in our writing as well as looking at the importance of planning.

Last week we looked at formal letters. This week we are going to look at informal letters and effective planning.

In your English Revision and Practice book, read page 49. This page focuses on planning a letter and what this might include. Use the information on this page to design your own planning sheet. Think about format and your learning style. During lessons, we have used bullet point lists, mind maps, diagrams and flow charts. You could also design a table or timeline. This is a chance for you to think about the best way to organise your work and there isn't one correct answer. Everyone will approach this differently. You can try different methods and see which is the best fit for you.

Once you have completed your sheet, use it to plan an informal letter to a friend describing how lockdown has been for you. Remember to include at least five pieces of figurative language (AFOREST) and to write using capital letters and full stops.

The following video will support your reading:

<https://classroom.thenational.academy/lessons/viewpoint-writing-what-is-it-c9jk4d>

Lesson 3

Lesson Objective:

- To demonstrate letter writing.
- To use figurative language in my own writing.

Success Criteria:

- Bronze: I can write a simple letter which includes at least two different devices.
- Silver: I can write a detailed letter and am beginning to use a range of different devices correctly.
- Gold: I can confidently write a detailed letter and can use a range of different devices.

Today we are going to use the plan we created last lesson to write an informal letter. An informal letter does not have as many rules as a formal letter but you still need to take care with your writing. You need to ensure your point is clear and your language is appropriate. You should not be using slang at all in any type of writing you complete in English.

In your English Revision and Practice book, read page 51. This page provides you with a very good example of an informal letter. Take your time to note the rules about language, punctuation and layout.

Once you have completed your reading, use your planning sheet to write your letter out in full. Remember, you are describing lockdown to a friend so be descriptive and use your language devices to support your writing.

Once you have finished, read your letter through and PIN it. Be honest!

- Praise – I have used...
- Improvement – I should use...
- Next Steps – I need to...

KS3 Maths

Lesson 1: Algebra – Simplifying

Learning objective: Understand how to simplify an algebraic expression

Success Criteria

- You will be able to collect terms using symbols (Pictorial method)
- You will be able to collect terms using abstract methods (numbers)

We have covered this topic before in class in the first half term. My key tip is always look at the symbol to the left when collecting like terms. Remember, you can only collect like terms, which means things that are the same.

Read through the Study Guide on page 28 titled 'Algebra – Simplifying' and answer the questions Q1 A-H and Q2 A-G on page 23 titled 'Algebra – Simplifying' in your Workbook.

I would like to see you grouping the information including the symbol to the left when you are collecting terms.

For further help, please see:

<https://www.mathsgenie.co.uk/resources/2-simplifying-algebraans.pdf>

Lesson 2: Algebra – Multiplying

Learning objective: Understand how to expand a single bracket

Success Criteria

- You will be able collect terms following the combination rules
- You will be able to expand a bracket through multiplying it out

Similarly, to lesson 1, we have covered this in class in the first half term. Remember the rule that you multiply everything inside the bracket by the value on the outside. Remember that $a \times a = a$ squared NOT $2a$. $a + a = 2a$.

Read through the Study Guide on page 29 titled 'Algebra – Multiplying' and then in your Workbook on page 24 titled 'Algebra – Multiplying' answer sections 1 and 2 and if you are feeling confident, try section 3.

For further help and support please see:

<https://www.mathsgenie.co.uk/resources/4-expanding-and-factorising.pdf>

Lesson 3: Solving Equations

Learning objective: Understand how to solve an equation to find the value of 'x'

Success Criteria

- You will be able to apply the inverse operation to solve equations
- You will be able to solve one step and two step linear equations

In class we spent three weeks on solving equations across the first term. Remember, the inverse means the opposite. The inverse of adding is subtracting and the inverse of multiplying is dividing and vice versa.

If you are presented with a linear equation, you will apply the inverse to the other side of the equation and take/add from/to the sum of the equation.

Read through pages 32 and 33 in your Study Guide and in your Workbooks on pages 27 and 28, answer sections 1-6. Questions start with solely applying the inverse operation and move on to one and then two step linear equations.

For further help and support please see:

<https://www.mathsgenie.co.uk/resources/3-solving-equations.pdf>

KS3 Science**Lesson 1****DNA**

LO: To describe chromosomes, DNA and genes

Read page 42 from the Key Stage Three Complete Revision and practice book.

- What are chromosomes?
- What is DNA?
- What are genes?
- What do genes do?
- Who is Crick and Watson?

Draw and label a diagram of an animal cell, chromosome and DNA strand.

Lesson 2**Inheritance**

LO: To explain inheritance

Read page 42 from the Key Stage Three Complete Revision and practice book.

- What is reproduction?
- What does heredity mean?
- Describe how you are physically similar to your parents
- Describe how you are different.

Complete the warm-up questions of Page 46 of the Key Stage Three Complete Revision and practice book.

Lesson 3**Variation**

LO: To understand variation

Read page 43 from the Key Stage Three Complete Revision and practice book.

- What is variation?
- What is a gene?
- Explain continuous and discontinuous variation.

Complete the practice questions on Pages 46 and 47 of the Key Stage Three Complete Revision and practice book.

Wider Learning

BBC Bitesize has a variety of different videos, tests and games that will test your knowledge. Please watch all the videos on DNA and Variation and complete the revision test.

<https://www.bbc.co.uk/bitesize/topics/zpffr82>