

**Week beginning – Monday 25<sup>th</sup> January 2021****KS4 English****Lesson 1**

## Lesson Objective:

- To identify and understand different types of language used within the extract.
- To explore the effect of different language devices on the reader.

## Success Criteria:

- Bronze: I can identify at least three different devices.
- Silver: I can identify a range of different devices and I am beginning to consider the effect of these.
- Gold: I can confidently identify a range of different devices and can explain why the writer has used these.

This week we will be continuing to focus on non-fiction reading and analysis. We have been looking at a range of different extracts including articles, leaflets and blogs. We will be continuing to practice explaining and analysing how the writer uses language and the effect of this language on the reader.

In your English Language Reading Skills: Non-Fiction Workbook, read Page 11. While you are reading, highlight the words you do not understand. Use the techniques we use in school to help you decode these words:

First, **SOUND** out words new to you. Use simple phonics to attempt a pronunciation. You might recognize the word when you hear it.

Next, examine the **STRUCTURE**. Look for familiar word parts.

Then look at the **CONTEXT**. Guess at the word's meaning from the way it is used in the sentence. You may be able to tell the meaning by the way the passage continues. Check the **DICTIONARY**.

Answer the questions on Page 12 of the English Language Reading Skills: Non-Fiction Workbook. You need to answer all questions in full sentences using correct punctuation. When answering questions 3 and 4, you need to use PEE paragraphs. Make sure you include a short quotation from the extract.

**Lesson 2**

## Lesson Objective:

- To explore the effect of different language devices on the reader.
- To compare how writers use language.

## Success Criteria:

- Bronze: I can comment on at least one difference between the two extracts.
- Silver: I can comment on a range of similarities and differences within the two extracts.
- Gold: I can confidently comment on and analyse a range of similarities and differences.

Today we are comparing the two extracts (Some Eminent Women of Our Times and Secret Teacher). When you compare, you need to look at similarities and differences and how the writers have used language to convey mood and tone.

Complete the questions on Page 13 of the English Language Reading Skills: Non-Fiction Workbook.

Structure your answers so that you write one PEE paragraph about Extract A and one about Extract B. Remember to use comparative connectives (however, similarly, although).

### Lesson 3 – Blood Brothers

Lesson Objective:

- To explore the theme of money and social class in Blood Brothers.

Success Criteria:

- Bronze: I can explain how the themes of money and social class relates to the characters.
- Silver: I can clearly explain how the themes of money and social class relate to the characters and can identify some key quotes.
- Gold: I can confidently explain how the themes of money and social class relate to the characters and can identify and analyse some key quotes.

There are several important themes running throughout the play. You should have reviewed the plot and characters over the past two weeks so now we need to look at the themes in detail and explore how these relate to specific characters.

In your Blood Brothers Text Guide, read Page 34-35. This gives you an overview of how money and social class affected the characters in the play. Focus on Mrs Johnstone, Mickey and Edward.

Do they have money?

How does money or lack of money affect them?

Are they upper or working class?

How do you know this?

Once you have completed your reading, create a character profile for Mrs Johnstone, Mickey and Edward. Include three quotes for each character which link to the themes of money and social class.

Complete the questions on Pages 24-25 of your Blood Brothers Workbook. Use the quotes you picked out for your profiles to support your answers.

The following video will support your reading:

<https://classroom.thenational.academy/lessons/class-and-power-c4up6d>

### Lesson 4 – An Inspector Calls

Lesson Objective:

To explore the theme of social class in An Inspector Calls.

Success Criteria:

- Bronze: I can explain how the theme of social class relates to the characters.
- Silver: I can clearly explain how the theme of social class relates to the characters and can identify some key quotes.
- Gold: I can confidently explain how the theme of social class relates to the characters and can identify and analyse some key quotes.

There are several important themes running throughout the play. You should have reviewed the plot and characters over the past two weeks so now we need to look at the themes in detail and

explore how these relate to specific characters.

In you're an Inspector Calls Text Guide, read Page 38. This gives you an overview of how social class affected the characters in the play. Focus on Eva Smith, Mr Birling and The Inspector.

- What are the different classes evident in the play?
- What would life be like for the working class?
- What is the social class of the Inspector?
- How did Priestley view social class?

Once you have completed your reading, create a character profile for Eva Smith, Mr Birling and The Inspector. Include three quotes for each character which link to the theme of social class.

Complete the questions on Pages 26 of you're an Inspector Calls Workbook. Use the quotes you picked out for your profiles to support your answers.

The following video will support your reading:

<https://classroom.thenational.academy/lessons/class-capitalism-and-socialism-1912-1946-6qr36c>

#### **Lesson 4 – Blood Brothers**

Lesson Objective:

To explore the theme of friendship in Blood Brothers

Success Criteria:

- Bronze: I can explain how the theme of friendship relates to the characters
- Silver: I can clearly explain how the theme of friendship relates to the characters and can identify some key quotes
- Gold: I can confidently explain how the theme friendship relates to the characters and can identify and analyse some key quotes

Today we are going to look at another important theme; that of friendship.

In your Blood Brothers Text Guide, read Page 39. Focus on the friendship of Mickey, Edward and Linda.

Why is friendship so important to Edward?

How does their friendship change as they grow up?

Note down one key quote for Mickey, Edward and Linda which relates to the theme of friendship.

Complete the questions on Page 29 of your Blood Brothers Workbook. Use the quotes you picked out to support your answers. Remember to write in full sentences using appropriate punctuation.

The following video will support your reading:

<https://classroom.thenational.academy/lessons/friendship-across-the-divide-75k62r>

#### **Lesson 4 – An Inspector Calls**

Lesson Objective:

To explore the theme of Social Responsibility in An Inspector Calls

## Success Criteria:

- Bronze: I can explain how the theme of social responsibility relates to the characters
- Silver: I can clearly explain how the theme of social responsibility relates to the characters and can identify some key quotes
- Gold: I can confidently explain how the theme of social responsibility relates to the characters and can identify and analyse some key quotes

Today we are going to look at another important theme; that of social responsibility.

In you're an Inspector Calls Text Guide, read Page 44. Focus on The Inspector's views of social responsibility and how the other characters respond to him.

- How does Mr Birling view worker's rights?
- What does Mrs Birling believe to be true of the working class?
- How does Eric view his own social responsibilities?

Complete the questions on Page 32 of you're an Inspector Calls Workbook. Use short, specific quotes to support your answers. Remember to write in full sentences using appropriate punctuation.

The following video will support your reading:

<https://classroom.thenational.academy/lessons/collective-social-responsibility-and-class-cd9k2d>

**KS4 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 Revision Guide on Page 25 titled 'Algebra – Simplifying' and answer sections 1-4 Page 21 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 an extra challenge, try the questions at the bottom of Page 25 in your revision guide. They include collecting surds. Don't worry and don't be put off, the principle is the same, just apply it!

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 and double 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
- You will be able to expand a double bracket using the FOIL or GRID method

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  $a \times a = a^2$  NOT  $2a$ .  $a + a = 2a$ . Also when you have a single bracket squared, write the bracket out twice and then apply your chosen method (FOIL or GRID).

Read through the Revision Guide on Pages 26 and 27 titled 'Algebra – Multiplying and Dividing' and 'Multiplying Double Brackets' and then in your Workbook on Pages 22 and 23 titled 'Algebra – Multiplying and Brackets' answer sections 1 to 6. Please follow the exam tip at the bottom of Page 23 in your Workbook to maximise your marks.

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 29 and 30 in your Revision Guide and in your Workbooks on Pages 25 and 26 answer sections 1-6. Questions start with solely applying the inverse operation and move on to one and then two step linear equations. Finally, try the questions at the bottom of Page 30 in your revision guide for an added challenge!

For further help and support please see:

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

## KS4 Biology

### Lesson 1

#### Aerobic Respiration

LO: To describe aerobic respiration and explain its function.

Read Page 112 from the Key Stage Four Complete Revision and Practice book.

- What is aerobic respiration?
- Where does respiration happen?
- Write the word equation for aerobic respiration?
- What is the symbol equation for aerobic respiration?
- Why is glucose important?
- How does oxygen get into the body?

Watch this video on aerobic respiration.

<https://www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zth9nq8>

**Lesson 2****Anaerobic Respiration**

LO: To describe anaerobic respiration and explain its function.

Read Page 112 from the Key Stage Four Complete Revision and practice book.

- What is anaerobic respiration?
- Where does anaerobic respiration happen?
- Write the word equation for anaerobic respiration

Complete the warm-up questions of Page 144 of the Key Stage Four Complete Revision and Practice book.

**Lesson 3****Exercise**

LO: To understand the process of exercise.

Read Page 113 from the Key Stage Four Complete Revision and Practice book.

- What is exercise?
- What happens to your breathing when you exercise?
- Describe the changes in your body when you exercise
- What happens when you can't get enough oxygen when exercising?
- What is oxygen debt?

Complete the practice questions on Page 114 of the Key Stage Four 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 respiration and complete the revision test.

<https://www.bbc.co.uk/bitesize/guides/zcyj97h/revision/1>