

Week beginning – Monday 8th February 2021

Please remember to submit all completed learning to the Remote Learning account of the Academy, the email address is:

- Remote-Learning@twapa.co.uk

KS4 English

Lesson 1

Lesson Objective:

- To identify and understand different types of language used within the extract.
- To explore the relationships within an extract.

Success Criteria:

- Bronze - I can identify at least three different devices within the extract.
- 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 the effect of language within fiction texts. We are going to concentrate on the relationships of the characters within the texts.

In your English Language Reading Skills: Fiction Workbook, read page 36. 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.
- Write a summary of the extract or explain to an adult what the extract is about. This is a good way to make sure you understand the text.

Answer the questions on pages 37 - 39 of the English Language Reading Skills: Fiction Workbook. You need to answer all questions in full sentences using correct punctuation. When answering question 7, you need to use PEE paragraphs. Make sure you include a short quotation from the extract. The focus on the question is on sensory language used. These are words which describe sights, sounds, smells and feelings. Make a list of these words before you begin to answer the question.

Lesson 2

Lesson Objective:

- To explore the effect of different language devices on the reader.

Success Criteria:

- Bronze - I can identify at least three different devices within the extract.
- 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 and the impact on the reader.

Today we are looking at another extract. Remember to refer to the glossary at the bottom of the page to help with any words and phrases which are unfamiliar.

In your English Language Reading Skills: Fiction Workbook, read page 40. While you are reading, highlight the words you do not understand. Use the techniques we use in school to help you decode these words. Re-tell or summarise the extract to check your understanding. Answer the questions on pages 41 - 43. You need to use quotes to support your ideas. Try to find supporting evidence from the extract for each question. Remember to write using PEE paragraphs for question 6. Creating a plan will help you to organise your ideas.

Lesson 3 – Blood Brothers

Lesson Objective:

- To explore the theme of identity in Blood Brothers.

Success Criteria:

- Bronze - I can explain how the theme of identity relates to the characters.
- Silver - I can clearly explain how the theme of identity relates to the characters and can identify some key quotes.
- Gold - I can confidently explain how the theme of identity 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 your Blood Brothers Text Guide, read pages 40. This gives you an overview of identity in the play. Focus on the characters of Mickey and Edward.

- Is identity linked to upbringing?
- Do any characters wish to change their identity?

Complete the questions on pages 30 of your Blood Brothers Workbook. Use the quotes you picked out for your profiles to support your answers.

The following videos will support your understanding of the differences between Mickey and Edward and their identity:

- [Different paths \(thenational.academy\)](https://www.thenational.academy/)

Lesson 3 – An Inspector Calls

Lesson Objective:

- To explore the context of An Inspector Calls.

Success Criteria:

- Bronze - I can describe life in Britain in 1912.
- Silver - I can clearly describe life in Britain in 1912 and can begin to compare to life in 1945.
- Gold - I can confidently describe life in Britain in 1912. I can compare this to life in Britain in 1945.

Even though the play is set in 1912, it wasn't written until the 1940's. By doing this, Priestley has highlighted how some things have changed for the better and some have not.

In your An Inspector Calls Text Guide, read page 36. This gives you some examples of the changes which took place between 1912 and 1945.

- Was Britain a better place in 1945?
- How did the First World War change Britain?
- How does Britain in 1912 compare with Britain in 2021?

Complete the questions on pages 24 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:

- [Class, Capitalism and Socialism: 1912-1946 \(thenational.academy\)](#)

Lesson 4 – Blood Brothers

Lesson Objective:

- To explore the theme of gender in Blood Brothers.

Success Criteria:

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

Today we are going to look at a final theme. The theme of gender relates to characters and the context. Think about when the play is set and the roles of men and women during this time.

In your Blood Brothers Text Guide, read page 41. Focus on the roles of Mrs Johnstone and Mrs Lyons.

- How has Mrs Johnstone coped with filling both the mother and father roles for her children?
- How much (if any) support does Mrs Lyons receive from Mr Lyons?
- Is Mr Lyons a nice man?

Note down one key quote for Mrs Johnstone, Mr and Mrs Lyons which relates to the theme of gender.

Complete the questions on page 31 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 videos will support your reading:

- [Britain in the 1980s \(thenational.academy\)](#)
- [Mrs. Lyons \(thenational.academy\)](#)
- [Mrs Johnstone & Mrs Lyons \(Part 1\) \(thenational.academy\)](#)

Lesson 4 – An Inspector Calls

Lesson Objective:

- To explore family life in 1912.

Success Criteria:

- Bronze - I can describe family life in 1912.
- Silver - I can describe family life in 1912 and can identify some key quotes to support my ideas.
- Gold - I can confidently describe family life in 1912 and can identify and analyse some key quotes which support my ideas.

Today we are going to look at another aspect of the play, family life. Life was very different for families in 1912 with different members expected to fill different roles. Think about a traditional family and what you might expect to see compared to a modern family.

In your An Inspector Calls Text Guide, read page 37. Focus on the differences between men and women.

- What role does Mr Birling play within the family?
- Did middle class families differ from working class families? In what way?

Complete the questions on page 25 of your An Inspector Calls Workbook. Use short, specific quotes to support your answers. Remember to write in full sentences using appropriate punctuation. For Q4 it might be useful to compare characters to highlight their differences.

KS4 Maths

Lesson 1: Area of Circles

Learning objective:

- Understand how to find the area and circumference of a circle.

Success Criteria

- You will be able to find the area of a circle.
- You will be able to find the circumference of a circle.

Read through your Revision Guide on page 79. It details how to solve the questions. For example, it tells you the formula to find the area of a circle and the formula to find the circumference of a circle. In addition to that, you need to know two key terms. These are 'radius' which is the distance from the centre to the edge of a circle and 'diameter' which is the distance across the middle of the circle from edge to edge.

You will also need to understand what an Arc Length is and how to work out the area of a sector. This will be helpful in the next task.

Answer the questions in your Workbook on page 67 and 68.

- <https://www.youtube.com/watch?v=O-cawByg2aA>

Lesson 2: Properties and Area of 3D shapes

Learning objectives:

- Identify properties of various 3D shapes.
- Calculate the area of 3D shapes.

Success Criteria

- You will be able to identify 3D shapes.
- You will be able to draw and construct 3D nets.

Read through pages 80 and 81 in your revision guide and answer the questions on pages 69-71 in your study workbook. Not much information is necessary here. If you are unsure of the shapes, I would like you to conduct some research. If you were to type in 3D shapes into a google search you will see all the shapes in your workbook! The revision guide highlights what an edge, side, face and vertices are.

A net is a shape which when you put it together, makes a 3D Shape. You could even copy one of the nets and try it yourself!

Lesson 3: Projections

Learning objective:

- Understand how to draw projections of 3D shapes.

Success Criteria

- You will be able to draw a plan, front and side elevation of a shape.

Projections are simply different ways that you can look at a 3D object. The plan is a bird's eye view. The side and front are self-explanatory.

Read through page 85 in your Revision Guide and answer the questions in the workbook on page 72. There are only three questions to complete. If you would like to extend your learning why not try to draw your own projection of a 3D object? You could draw your Playstation / Xbox.

You could draw a box of Corn Flakes or a jar of coffee.

- <https://www.youtube.com/watch?v=BnwoipoGWJ8>

KS4 Biology

Lesson 1 - Reproduction

Last week, we learned about DNA and mutations. This week, we will be exploring reproduction and why it is important. Sexual reproduction produces offspring that are not identical to their parents, whereas asexual reproduction produces identical offspring. There are two types of reproduction - sexual reproduction and asexual reproduction.

Two parents are needed in sexual reproduction, and the offspring produced are genetically different to the parents.

Only one parent is needed in asexual reproduction, and the offspring produced are genetically identical, e.g., reproduction in bacteria, production of spores by fungi, and the formation of tubers in potatoes and bulbs in daffodils.

Learning Objective:

- To describe reproduction in animals.

Read page 157 of the Biology Complete Revision and Practice book.

- What is sexual reproduction?
- What are gametes?
- How many chromosomes do humans have? Where do they come from?
- Describe fertilisation.
- What is asexual reproduction?
- What organisms can do this?

Complete the warm-up questions of page 163 of the Biology Complete Revision and Practice book.

Lesson 2 - Meiosis

Meiosis is a type of cell division that reduces the number of chromosomes in the parent cell by half and produces four gamete cells. This process is required to produce egg and sperm cells for sexual reproduction.

Learning Objective:

- To describe meiosis.

Read page 158 of the Biology Complete Revision and Practice book.

- What is DNA made of?
- Where are the chromosomes found?
- Describe meiosis.
- Copy the diagram of meiosis.
- Why is meiosis important?
- What is mitosis?
- How is mitosis different from meiosis?

Complete the practice questions on page 163 of the Biology Complete Revision and Practice book.

Lesson 3 - Meiosis and Reproduction Consolidation

In this lesson, we are going to review what we have learnt this week. Each task is designed to help you remember key information and store it in your long-term memory.

Learning Objective:

- To understand meiosis and reproduction in organisms

Watch the following videos on meiosis and reproduction:

- <https://www.youtube.com/watch?v=VzDMG7ke69g>
- <https://www.youtube.com/watch?v=fcGDUcGjcyk>

Wider Learning

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

- <https://www.bbc.co.uk/bitesize/guides/zvb7hyc/revision/5>
- <https://www.bbc.co.uk/bitesize/topics/zd77hyc>

Kahoot - Game Pins

Reproduction

- Game PIN: 07673575

