

Week beginning - 24/01/2022

## English

### Lesson 1

**Learning Objective:** To explore an unseen fiction extract.

#### Success Criteria:

**Bronze:** I can read and understand the extract.

**Silver:** I can track the events in the text and can begin to see the connections.

**Gold:** I can confidently track the events in the text and understand the connections and links.

Watch the lesson alongside completing the activities below:

1. [Approaching unseen fiction texts \(thenational.academy\)](https://thenational.academy)
2. Copy the Narrative Pyramid. Think of our class reading book; can you use the headings on the pyramid to label the sections of our text?
3. Read the different sections of the text. Pause the video and answer the prompt questions when asked to do so.
4. Review your answers to the prompt questions. Add in some evidence to support your ideas.
5. How does the time traveller feel at the end of the extract? Write at least one PEE paragraph addressing this question.

### Lesson 2

**Learning Objective:** To explore structural features in an unseen text.

#### Success Criteria:

**Bronze:** I can recognise some key techniques used by the writer.

**Silver:** I can recognise and explain how the writer has used some key structural techniques.

**Gold:** I can confidently explain how the writer has used several key structural techniques to influence the reader.

Watch the lesson alongside completing the activities below:

1. [Considering structural choices \(thenational.academy\)](https://thenational.academy)
2. Review the narrative pyramid from last lesson. Add in the key subject terminology the writer uses.
3. Copy out the planning frame. Use a full sheet of paper to ensure you have enough space.
4. Re-read extract 4. Complete the first line of your planning grid.
5. Complete your planning frame for the full extract. Go through your notes alongside the teacher on the video. Can you add any extra information?

### Lesson 3

**Learning Objective:** To explore how Shakespeare presents The Witches in Act One, Scene One.

#### Success Criteria:

**Bronze:** I can understand the key vocabulary and terminology in Act One Scene One.

**Silver:** I can understand key vocabulary and terminology and can summarise the scene.

**Gold:** I can confidently explain how Shakespeare has used language to present The Witches in Act One Scene One.

Watch the lesson alongside completing the activities below:

1. [The Witches \(thenational.academy\)](https://www.thenational.academy)
2. Write down your two key words for this lesson. Present these as a mindmap and add in any connotations you can think of.
3. Apply the key vocabulary – choose the correct sentences.
4. Read through the context re-cap. Use the glossary to help with any words you are unsure of.
5. Read through Act One Scene One. Listen to the explanation on the video and use the glossary to help with any words you are unsure of.
6. Answer the four questions. Write in full sentences and try to include quotes from the play to support your ideas.

## Maths

### Lesson One

**Learning Objective:** Understand how to convert percentages to fractions and decimals.

#### Success Criteria:

**Gold:** Students will be able to convert percentages to fractions and decimals.

**Silver:** Students will be able to convert percentages to one of fractions or decimals.

**Bronze:** Students will be able to demonstrate percentages on a number line.

Complete lessons 1-3 on the link below. The videos will show you how to present percentages on a number line, convert fractions to percentages and finally, convert fractions to percentages. This will act as a refresher for you as we covered this in the first half term. Please complete the three lessons and complete the small written tasks in between.

<https://classroom.thenational.academy/units/percentages-d6a2>

### Lesson Two

**Learning Objective:** Understand how to increase an amount by a given percentage.

#### Success Criteria:

**Gold:** Students will be able to increase and decrease an amount by a given multiplier.

**Silver:** Students will be able to increase an amount by a given percentage.

**Bronze:** Students will be able to calculate a percentage of an amount.

Take a look at the videos titled Lessons 4-7. Watch through the videos and complete the tasks set. Remember, that  $1.0 = 100\%$ ,  $0.1 = 10\%$  and  $0.01 = 1\%$ . Lesson One provides you with a strong basis to apply the skills in these tasks. The videos should take around forty minutes with small tasks. If you wish to continue your learning, please take a look at the remaining videos in this section and complete the small tasks set. There is also the possibility to take an end of unit test. If you manage to complete that please take a screenshot of your progress.

The link is the same as above for Lesson Two:

<https://classroom.thenational.academy/units/percentages-d6a2>

**Lesson Three****Learning Objective:** Understand how to collect and simplify algebraic terms.**Success Criteria:****Gold:** Some students will be able to collect like terms, simplify and expand a bracket.**Silver:** Some students will be able to collect like terms and simply.**Bronze:** Some students will be able to collect like terms.

The lesson content last for just over twenty-seven minutes, however, there are written tasks for you to complete and an end of unit assessment too. You should be able to complete all tasks set if you have attended this half term. We have covered this topic in depth. Remember to always look at the symbol to the left when you are collecting terms. Should you complete this task, please take a look at the website and complete tasks on expanding brackets and factorising. Again, this is a recall activity for our half-term assessment this week,

Please find the link below:

<https://classroom.thenational.academy/units/collecting-like-terms-simplifying-59b1>

**Science****Lesson 1 - The Solar System****Learning Objective:** To understand how the solar system was formed.**Success Criteria:****Bronze:** To describe the solar system.**Silver:** To explain how the solar system was formed.**Gold:** To explain for the sun maintains balance.

In this lesson, we will be introduced to the components of our solar system. We will also discuss the physics that led to its formation and how our sun maintains its balance.

<https://classroom.thenational.academy/lessons/solar-system-6dh36r>

Answer the questions when prompted by the video and complete all worksheets.

**Lesson 2 - Orbits****Learning Objective:** To describe orbits.**Success Criteria:****Bronze:** To know what an orbit is**Silver:** To describe the factors that affect the orbit**Gold:** To calculate orbits using examples

In this lesson we will explore the factors that affect an orbit, using objects in our solar system to demonstrate.

<https://classroom.thenational.academy/lessons/orbits-cmv6ad>

Answer the questions when prompted by the video and complete all worksheets.

**PE****Lesson One****Learning Objective:** To be able to create a rule and regulations sheet for Handball.**Success Criteria:****Bronze:** Create a basic rule and regulations sheet with rules for attack and defence.**Silver:** Create a rule and regulations sheet detailing what is allowed and not allowed in attacking play.**Gold:** Create a rule and regulations sheet detailing what is allowed and not allowed in attacking and defensive play.**Useful links:**

Rules and Regulations of Handball – England Handball Resource:

<https://www.englishhandball.com/uploads/2018-EH-Handball-Basics-PDFcompressed.pdf>

Explanation of the Basic Rules and Regulations of Handball:

<https://www.youtube.com/watch?v=69Ap8WsenXc>

International Handball Game:

<https://www.youtube.com/watch?v=OHxxRiFTL9g>**Task:**

Using the above links and resources, the objective is to create a rules and regulations information poster for Handball to be used in school.

For **Bronze** the rules and regulations poster should include basic rules and regulations such as:

- Number of players on a team.
- How to score.
- How much a score is worth.
- How to play.
- How long a game lasts.

For **Silver** the rules and regulations poster should include what is allowed in attacking play. For example:

- Only allowed three steps when on the ball.
- Cannot enter the goal area.

For **Gold** the rules and regulations poster should include what is allowed in attacking play and what is allowed in defensive play. For example:

**Attack:**

- Only allowed three steps when on the ball.
- Cannot enter the goal area.

**Defence:**

- Minimal contact on the attackers.
- Can only return possession through interception, loose ball, or foul.

**Lesson 2****Learning Objective:** To be able to create a skill sheet for Handball.**Success Criteria:****Bronze:** Create a basic skill sheet for one skill used in Handball**Silver:** Create a skill sheet for two skills used in Handball**Gold:** Create a skill sheet for three skills used in Handball**Useful links:**

KS3 specific teaching resource for Handball skills:

<https://www.englishhandball.com/uploads/KS3-handball---Year-8compressed.pdf>

Teaching resource for Handball skills:

[https://www.englishhandball.com/uploads/KS4%20handball%20resource%20updated-ilovepdf-compressed%20\(1\).pdf](https://www.englishhandball.com/uploads/KS4%20handball%20resource%20updated-ilovepdf-compressed%20(1).pdf)

International Handball Game:

<https://www.youtube.com/watch?v=OHxxRiFTL9g>**Task:**

Using the above links and resources, the objective is to create a skill sheet to be used in school detailing how to perform specific skills used in Handball.

For **Bronze** the skill sheet should focus on one skill used in Handball giving basic information of the skill. For example:

- What is the skill
- When this skill will be used
- Coaching points to perform the skill

For **Silver** the skill sheet should focus on two skills used in Handball giving basic information of the skill. For example:

- What are the skills
- When these skills will be used
- Coaching points to perform these skills

For **Gold**: the skill sheet should focus on three skills used in Handball giving basic information of the skill. For example:

- What are the skills
- When these skills will be used
- Coaching points to perform these skills

**RE**

To follow on from the work we had been studying in RE about the true meaning of Christmas and the incarnation of God, we would like you to access the links below, watch the videos about the incarnation of God and the life of Jesus and complete the work on paper, if you have it.

**Lesson 1 - The incarnation of God****Learning Objective:** To understand the significance of the incarnation of God.**Success Criteria:****Bronze:** I understand the meaning of the word 'incarnation'.**Silver:** I understand the meaning of the word 'incarnation' and the story of Jesus' birth.**Gold:** I understand the meaning of the word 'incarnation', the story of Jesus' birth and the influences the incarnation has on Christians.

<https://classroom.thenational.academy/lessons/the-incarnation-and-jesus-as-the-son-of-god-ctk3ar?activity=video&step=2&view=1>

**Personal Growth and Wellbeing**

To follow on from the work we have been completing about in Unit 1: Improving Physical Health and Wellbeing, Miss Stringer would like you to access the link below, watch the video about drugs and alcohol and complete the work on paper, if you have it.

**Please note, this warning applies for all of the following lessons:**

*This lesson deals with aspects of drugs education. If this is sensitive to you, you might wish to consult a trusted adult before completing it, or have a trusted adult nearby.*

**Lesson 1 - Recreational drug use****Learning Objective:** To understand the impact of recreational drug use.**Success Criteria:****Bronze:** To identify recreational drug types and its status in the law.**Silver:** To identify recreational drug types, its status in the law and the general health risks.**Gold:** To identify recreational drug types, its status in the law and the general health risks and social implications of using these drugs.

<https://classroom.thenational.academy/lessons/recreational-drug-use-6ngker?activity=video&step=2&view=1>

**Lesson 2 - Cannabis and Ecstasy****Learning Objective:** To understand the health effects of using cannabis and ecstasy.**Success Criteria:****Bronze:** I understand the definitions of key vocabulary**Silver:** I understand the definitions of key vocabulary and the effects of these drugs**Gold:** I understand the definitions of key vocabulary and the effects and risks of using these drugs

<https://classroom.thenational.academy/lessons/cannabismarijuana-and-ecstasy-ctk32e>

## Computing

**Learning Objective:** To understand the difference between cybersecurity and network security.

### Success Criteria:

**Bronze:** I can explain what cybersecurity is.

**Silver:** I can explain what network security is.

**Gold:** I can explain the difference between cybersecurity and network security.

In this lesson, we will explore the difference between cybersecurity and network security and understand that although networks are wonderful inventions, they can make an organisation vulnerable to attack.

<https://classroom.thenational.academy/lessons/the-cost-of-cybercrime-6gvkcr>

**Learning Objective:** To understand non-automated cybercrime.

### Success Criteria:

**Bronze:** I can explain what non-automated cybercrime is.

**Silver:** I can identify forms of non-automated cybercrime.

**Gold:** I can describe different forms of non-automated attack in the context of cybersecurity.

In this lesson, we will distinguish between non-automated and automated cybercrime. We will be introduced to the idea that humans are the weakest link in the security chain before exploring different types of social engineering.

<https://classroom.thenational.academy/lessons/non-automated-cybercrime-ctk3gc>

**Learning Objective:** To understand automated cybercrime.

### Success Criteria:

**Bronze:** I can explain what automated cybercrime is.

**Silver:** I can identify forms of automated cybercrime.

**Gold:** I can describe different forms of automated attack in the context of cybersecurity.

In this lesson, we will explore terms and techniques related to automated cybercrime and the vulnerabilities of a network or software that can make companies or individuals vulnerable to such attacks.

<https://classroom.thenational.academy/lessons/automated-cybercrime-6xh64c>

## Public Services

### Lesson 1

**Learning Objective:** To be able to describe the main types of communication used by the public services.

### Success Criteria:

**Bronze:** Complete descriptions for the different types of communication used by public servants.

**Silver:** Complete descriptions for the different types of communication used by public servants and complete case study tasks.

**Gold:** Complete descriptions for the different types of communication used by public servants, complete case study tasks, then answer all consolidate questions.

**Useful links:**

Types of communication used by firefighters – video case study:

<https://www.bbc.co.uk/iplayer/episode/m000wpnz/yorkshire-firefighters-series-1-episode-1>

Types of communication used by police – video case study:

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

**Task:**

Using the above links and the Learning Outcome 1.1 worksheet and PowerPoint, the objective is to describe and explain the main types of communication used by public servants in their day-to-day activities.

For **Bronze** learners will describe and define the different types of communication used by public servants.

For **Silver** learners will complete descriptions for the different types of communication used by public servants and complete case study tasks

For **Gold** learners will complete descriptions for the different types of communication used by public servants, complete case study tasks, then answer all consolidate questions.

**Learning Outcome 1.1 – Describe using examples, the main types of communication used by the public services**

**Connect:**

What is communication?

**Definition:**

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**Task:**

List as many different forms of communication you can using the spider diagram below



**Types of communication:**

When communicating, public servants need to be highly skilled at using and applying communication skills in five broad groups:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Speaking Skills**

Description:

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Pitch and Pace:

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Tone:

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**Case study:**

Hannah is a 999-call handler. She is on the phone with a person whose father is having a heart attack. Hannah needs to give instructions to the person while paramedics are on the way.

1. Why would Hannah NOT want to have a really fast pace when she is speaking?

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2. Why would Hannah's tone of voice want to be calm when dealing with the call?

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**Listening Skills**

Description:

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Being attentive:

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Making notes:

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Asking appropriate questions:

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**Case study:**

Carl is a housing officer for his local authority. He is in a meeting with someone who is applying for social housing. Carl regularly interrupts the person who is speaking to him with inappropriate questions and comments on the persons financial situation. Once the meeting is over Carl cannot remember all the important details from the persons application.

1. How do you think the person felt when speaking to Carl? Why?

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2. Recommend two listening skills which might have helped Carl remember the important details from his meeting?

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**Non-verbal Skills**

Description:

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Body Language:

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Gestures and facial expressions:

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Appropriate eye contact:

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**Case study:**

Mark is a secondary school History teacher. While teaching a year 10 lesson he notices that most of the class is not listening to what he is saying, causing him to become frustrated and storm out of the class.

1. How does Mark know the class are not listening to him when he is speaking? Explain your answer below describing what body language and other cues the students might be displaying

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**Reading Skills**

Description:

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**Case study:**

An accident occurred on the M1 motorway between junctions 28 and 29 southbound at 2pm. The driver of a Vauxhall Astra was seen to pull into the middle lane without indicating, forcing another car to veer into the central reservation. One person suffered a broken arm and was taken to hospital before the police arrived.

Now answer these questions using the answers 'true', 'false' or 'impossible to say'.

**Answer**

1. The accident was on the M1 motorway heading north.  
\_\_\_\_\_
2. The driver of the Vauxhall Astra was injured in the crash.  
\_\_\_\_\_
3. The central reservation was responsible for the accident.  
\_\_\_\_\_
4. The police did not give first aid at the scene.  
\_\_\_\_\_
5. The accident happened at 1400 hours.  
\_\_\_\_\_

**Writing Skills**

Description:

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Letters:

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Emails:

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Texts:

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**Case study:**

You are a local government officer and need to decide the best styles of communication to use when responding to each of the following situations either by 'text', 'email', 'letter'.

Answer

- 1. A member of the public has made a formal complaint about their bins not being collected for a month. \_\_\_\_\_
  
- 2. You need to ensure a list of housing repairs reaches the appropriate department. \_\_\_\_\_
  
- 3. You need to give your line manager a quick update on a budget issue. \_\_\_\_\_
  
- 4. A colleague has not turned into work this morning. \_\_\_\_\_

Task

Consolidation Questions

Answer the following questions below **describing** and **explaining** your answers.

Why is it important that nurses have good reading skills?

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Why is tone of voice important to a firefighter?

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Why is making notes important to a Police Officer?

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Why is asking appropriate questions important to a social services worker?

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<b>Self-assessment</b>			
<b>I am confident that I am able to ...</b>	<b>The most useful part of this subject was ...</b>		
Identify at least three different types of communication			
Describe at least three different types of communication			
<b>How could you improve your work or further your learning on this subject?</b>			

## Construction

**Learning Objective:** To understand materials and their uses in buildings.

### Success Criteria:

**Bronze:** 40% – 70% on the quiz.

**Silver:** 70% - 90% on the quiz.

**Gold:** 90%+ on the quiz.

In this lesson we will investigate iconic designs.

I want you to access The Oak National Academy Link:

[The world of design \(thenational.academy\)](https://www.thenational.academy)

To further your learning, you can also complete lesson four – Technical drawings.

You are required to answer the four opening questions so you understand what level you are currently working towards, you will the need to watch the lesson and answer the questions in the quiz at the end of the video.

## Hospitality

**Learning Objective:** To understand what influences our food choice.

### Success Criteria:

**Bronze:** 40% – 70% on the quiz.

**Silver:** 70% - 90% on the quiz.

**Gold:** 90%+ on the quiz.

In this lesson we will look at several factors that can impact our food decisions.

I want you to access The Oak National Academy Link:

[An introduction to what influences our food choices \(thenational.academy\)](https://www.thenational.academy)

To further your learning, you can also complete lesson Two – Recipe Development. The link can be found here:

[Recipe development \(thenational.academy\)](https://www.thenational.academy)

You are required to answer the four opening questions so you understand what level you are currently working towards, you will the need to watch the lesson and answer the questions in the quiz at the end of the video.

### Sport and Active Leisure

A.P1 – Produce a training plan that identifies specific needs - COF

#### Physical Components of fitness

M \_\_\_\_\_ E \_\_\_\_\_

M \_\_\_\_\_ S \_\_\_\_\_

B \_\_\_\_\_ C \_\_\_\_\_

S \_\_\_\_\_

F \_\_\_\_\_

A \_\_\_\_\_ E \_\_\_\_\_



**M** \_\_\_\_\_ **E** \_\_\_\_\_

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**M** \_\_\_\_\_

**S** \_\_\_\_\_

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**B** \_\_\_\_\_ **C** \_\_\_\_\_

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<b>Ectomorph</b>	<b>Endomorph</b>	<b>Mesomorph</b>
_____ _____ _____ _____	_____ _____ _____ _____	_____ _____ _____ _____

**S** \_\_\_\_\_

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**F** \_\_\_\_\_

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### Case study

Cristiano Ronaldo plays for Manchester United Football Club and is described as one of the world's best footballers. He is an attacking forward who is there to score goals. A football game lasts 90 minutes and in that game, he may cover 6-7 miles by running, jogging, sprinting and walking. He has to beat defenders to get free to shoot at goal and needs to be able to hold off an opponent who is trying to take the ball from him.



Component of Physical Fitness	Why this is needed
<p><b>M</b> _____</p> <p><b>E</b> _____</p>	<hr/> <hr/> <hr/>
<p><b>M</b> _____</p> <p><b>S</b> _____</p>	<hr/> <hr/> <hr/>
<p><b>B</b> _____</p> <p><b>C</b> _____</p>	<hr/> <hr/> <hr/>
<p><b>S</b> _____</p>	<hr/> <hr/> <hr/>
<p><b>F</b> _____</p>	<hr/> <hr/> <hr/>
<p><b>A</b> _____</p> <p><b>C</b> _____</p>	<hr/> <hr/> <hr/>