KS3 Staindrop Weekly Learning

Week 2 (w.b. 30th March 2020)

English

Over the next week, your child will be…

Year 7:

Students are to complete Topics 1, 2 and 3 in the School Closure Booklet. Topic 1 asks students to consider new vocabulary, practise using these in both sentences and a piece of creative writing. Topic 2 asks students to practise the key skill of Extended Writing, in which they are asked to find their own image to describe in detail (3 paragraphs, minimum) and to construct and write a short story in a genre of their choice.

Year 8:

Students are to complete Topics 1, 2 and 3 in the School Closure Booklet. Topic 1 asks students to consider new vocabulary, practise using these in both sentences and a piece of creative writing. Topic 2 asks students to practise the key skill of Extended Writing, in which they are asked to find their own image to describe in detail (3 paragraphs, minimum) and to construct and write a short story in a genre of their choice.

Year 9:

Completing Topic 1 of their revision of key characters, themes and events from George Orwell's *Animal Farm*. Also, students are to complete Topic 2: Revision of Word Types and Poetic Devices. Students are asked to define the terms given on Teams and provide an example of each.

Mathematics

Over the next week, your child will be…

Year 7:

Mr Stonehouse

Plotting the graph of a linear function by using a table of values, increasing and decreasing amounts by a percentage with and without a calculator and solving equations by using inverse operations including examples involving brackets.

Mr Gascoigne

Strengthening their use of written multiplication and division to solve problems, using angle facts to calculate missing angles on a line and around a point, and calculating percentages of amounts without a calculator.

Year 8:

Mr Gascoigne

Sharing quantities in a given ratio up to 3 parts, calculating and using the highest common factor and lowest common multiple of a pair of numbers. They will develop their algebra skills by expanding algebraic expressions over a bracket and factorising by using the HCF of given expressions.

Mr Baker

Strengthening their use of written multiplication and division to solve problems, using angle facts to calculate missing angles on a line and around a point, and calculating percentages of amounts without a calculator.

Year 9:

Mr Baker

Using Venn diagrams to sort sets of data and solve problems including probability, using tree diagrams to calculate the probabilities of combined events and solving simultaneous equations in two variables.

Mr Stonehouse (9E2)

Sharing quantities in a given ratio up to 3 parts, calculating and using the highest common factor and lowest common multiple of a pair of numbers. They will develop their algebra skills by expanding algebraic expressions over a bracket and factorising by using the HCF of given expressions.

Mr Gascoigne

Plotting the graph of a linear function by using a table of values, increasing and decreasing amounts by a percentage with and without a calculator and solving equations by using inverse operations including examples involving brackes.

Mr Stonehouse (9W2)

Strengthening their use of written multiplication and division to solve problems, using angle facts to calculate missing angles on a line and around a point, and calculating percentages of amounts without a calculator.

Science

Over the next week, your child will be…

Year 7:

Describing the journey of a cheese sandwich to explain digestion in biology, explaining what happens when we burn magnesium in chemistry and explaining the forces that affect a pram in physics.

Year 8:

Describing and explaining what happens after a sperm cell meets and egg cell in biology, describing what happens when we burn fuels in chemistry and designing a pair of ear defenders to demonstrate understanding of sound in physics.

Year 9:

In year 9 students will complete workbooks including multiple choice questions, essay questions and note taking exercises covering a range of topics.

In biology students will be explaining the function of the respiratory system and digestive systems. In chemistry they will be working on the structure, bonding and properties of matter and in physics students will be learning more about electricity.

German

Over the next week, your child will be…

Year 7:

(7C1) Watching the video on Teams about daily routines in German and using it to describe their own daily routine in German. This could also include the times in German which were seen last week.

(7C2) Watching the video on Teams about school in Germany. There are questions to be answered in English and this can then be used to describe Staindrop Academy in German.

Year 8:

(8C1) Drawing a diagram of their house and labelling the rooms and furniture in German. Students should then also write a speech in German to show someone around the house as if they were on MTV cribs.

(8C2) Making a set of 15 flashcards in German with key weather vocabulary. There should be no English, just drawings/pictures on one side and the German phrases on the other.

Year 9:

Reading the German article about the negative effects of looking at screens for too long. This should then be reduced down to no more than 20 German words which summarise the main points. Finally, students should use this information to write their own article about the dangers of screens. It should be in German using their own words and opinions on the topic.

History

Over the next week, your child will be…

Year 7:

Completing their Tudor lifestyle magazine. They must include articles on the following: Tudor recipes, advice on how to decorate & furnish a Tudor house, the latest fashion advice for both Tudor males & females, information/advertisements for sporting events, plays etc.

Year 8:

Long term causes of the Russian Revolution

Use the BBCbitesize to create a mind map showing the different long term causes of the revolution.

Create a newspaper front paper front page to **inform** your readers why the revolution broke out, including an interview with someone who supports the revolution, for example, an ex-soldier from World War I

Year 9:

Revising Crime & Punishment in Early Modern England

Use the resources to create a revision resource, for example, flash cards or transform what you have learned into a series of images.

Use this knowledge to answer a 16 mark exam question. The questions & guidance as to how to answer it is on page 18 of the revision quide.

Geography

Over the next week, your child will be…

Year 7:

Investigating the social, environmental and economic impacts Storm Ciara had on the UK

Investigating the social, environmental and economic impacts of wildfires in Australia

Year 8:

Examining the recent earthquake in Puerto Rico and the social, economic and environmental impacts

Examining the recent eruption of the White Island volcano in New Zealand and the social, economic and environmental impacts

Year 9:

Researching how people can reduce the risks that tectonic hazards pose

Putting research into practice by answering exam questions

Art

Over the next week, your child will be…

Year 7:

Listing and drawing images of their hobbies and interests and drawing their favorite doodles and patterns

Year 8:

Playing the Rene Magrite game. sheet found in Files

Year 9:

Creating a surfaces and texture collage, which can include rubbing too

Computing/ICT

Over the next week, your child will be…

Year 7 to 9:

Creating a digital product – this is an opportunity for them to develop their presentation skills. They will need to consider what and why? See Class Charts for further information.

Design Technology

Over the next week, your child will be…

Food Technology

Year 7:

Research the legal requirements of packaging to produce your own. Complete sensory testing (including a star profile, a tasting table) on a product you have recently tried. Sensory word help sheet can be found in the files area on Teams. Help prepare and cook food where possible. Feel free to upload or email any products to Miss Clement.

Year 8:

Research the legal requirements of packaging to produce your own. Complete sensory testing (including a star profile, a tasting table) on a product you have recently tried. Sensory word help sheet can be found in the files area on Teams. Help prepare and cook food where possible. Feel free to upload or email any products to Miss Clement.

Year 9:

Students are to analyse a product they have made. This product could be something they have made previously at home or at school or something they will make at home in the forthcoming days. Skills, equipment, ingredients and functions of ingredients need to be identified. Sensory testing is to be carried out to suggest improvements. In the files area of Team, there is a skills sheet, nutrient help sheet and sensory word help sheet. Help prepare and cook food where possible. Feel free to upload or email any products to Miss Clement.

Textiles

Year 7:

Students are to watch a YouTube clip on specifications and create a specification for their cushion. Student then need to create a final design for their cushion with reference to their specification. If students have access to materials and equipment, they may wish to have a go at creating their cushion.

Graphics

Year 7:

Using the resources provided in the Assignments folder students will be replicating a typographic style based on the theme of 'Robot'. They are to use a sharp pencil and ruler to precisely draw the font style shown (which is called Computer Robot and can be found at

https://www.dafont.com/computer-robot.font?text=Y++Z&psize=l) but do not add any colour or shading yet.

Year 8:

In DT the students have been designing an 'earphone tidy' using Autodesk Inventor to draw it and then print their designs out using the Ultimaker 3D printer. The students will also have to design the packaging for the product which will protect it and promote it when on display in shops. **Design Task:** Design four different names and logos for the company that manufacturers the earphone tidy, draw each logo tidily using a sharp pencil and ruler and use colour appropriately. You may want to do some research to inspire your design ideas. Be creative and imaginative you may also use CAD/ICT if you want to.

Year 9:

Investigate the work of Norman Foster and Foster + Partners (https://www.fosterandpartners.com/). Using their designs as inspiration design your own piece of architecture using Sketch Up to draw it. Copy and paste two different views of your idea onto a word document and hand in through the Assignments folder in Teams

Engineering

Year 9:

Following on from investigative and design work students have been studying about **Civil Engineering.** Research the top five longest bridges in the world and provide evidence of the following 1. Image of the bridge and name of the bridge. 2. Category of bridge e.g. suspension. 3. Its length in metres. 4. type of traffic. 5. Country. Each bridge you use must be from a different country so you will have each countries five longest bridges. Use the word document template in the Y9 Engineering Assignments folder

Physical Education

Over the next week, your child will be…

Year 7 to 9:

Activity
Get your PE kit on and ask your family to join in. https://www.youtube.com/user/thebodycoach1

Reading
Read the links below about some of the personal skills sport can provide and skills you need to be a top athlete.
Ethos - https://www.keithprowse.co.uk/news-and-blog/2018/09/28/what-makes-the-all-blacks-so-successful/

Careers/Jobs
There are a lot of jobs in sport. Have a look at this link to see if there is something you are interested in? https://www.ulster.ac.uk/careersin/sport/career-path

Watch and Learn
Ronaldo - https://www.youtube.com/watch?v=4achmhzLNoY

Health & Social Care

Over the next week your child will be...

Year 9:

Working on Assignment 1A Human Lifespan Development. This is a detailed Case Study about an individual of their choice. Your child will start to research 3 life stages and write about the physical, intellectual, emotional and social development of an individual during each life stage on the template provided.

Business Studies

Over the next week, your child will be…

Year 9:

Working on Component 1. Students are comparing 2 small local enterprises. They have an example and framework to follow. If completed students should move onto the marketing and customer research of both organizations (Learning Aim B).

Music

Over the next week, your child will be…

Year 7 and 8:

Researching their favourite Musician, whether that is a solo artist or band, and producing an informative PowerPoint about them including key information such as:

- Personal information (DOB, where they grew up)
- How did they get into Music?
- Key songs, most successful pieces of Music
- Have they won any awards? What for?
- Why do you like them? Do they inspire you? Why?

8.2:

Using the 'Music Theory' booklet in the files section on Teams, working their way through tasks 3 and 4. Remember to read all of the information carefully that is in the booklet, this will help you to complete the tasks.

Drama and Dance

Over the next week, your child will be…

Year 7 and 8:

Researching what goes on behind the scenes of a stage and creating an information leaflet, helping someone understand the role of a particular theatre crew member.

Year 9:

Understanding and analysing some of the key techniques used in choreography.

Learning some set choreography and building on own skills and technique.

RE

Year 7:

Students will be working on a range or projects including looking at multi-faith Britain, being aware of the issues other religions face in the UK and forgiveness.

Year 8:

Students will be working on a range or projects including looking at forgiveness and suffering in the UK and globally.

Year 9:

Students will be completing a research task where they look at a country around the world that still has the death penalty.

You can find daily tasks for your child to complete on: 'Microsoft Teams'

We would love to see the brilliant work your child is producing at home. Please send us your pictures and we will post as many as we can on our school Facebook page. When we reopen, we will award, points and additional rewards for the best work.

Let's start a competition – who is the hardest working student at Staindrop?

Please contact the school if you having difficulty accessing 'Microsoft Teams' email: contactstaindrop@staindropschool.com